

وزارة التعليم العالي والبحث العلمي

MINISTÈRE DE L'ENSEIGNEMENT SUPERIEUR ET DE LA RECHERCHE SCIENTIFIQUE

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جامعة مولود معمري تيزي وزو

كلية الآداب و اللغات

قسم الانجليزية

Item Number: .....

Serial Number:.....

**A dissertation Submitted in Partial Fulfilment of the  
Requirements for the Degree of Master in English**

**FIELD: Foreign Languages**

**SUBJECT: English Language**

**SPECIALITY: Didactics of Foreign Languages**

**Title**

**An Analysis of the Grammatical Errors Made by Master Two  
Students in Discussion Chapter of Master Dissertations: The  
Case of Didactics and Language Communication Students of  
the Department of English at MMUTO.**

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**Academic Year: 2022/2023**

## Dedications

*This work is lovingly dedicated to my cherished parents, Hacene and Aldjia whose unwavering support encouragement, and beliefs in my abilities have been a constant source of inspiration, to my beloved sisters and brothers, my nieces Narimane, Melina, Aylana as well as my nephew Yani, to my all allies. Heartfelt gratitudes for my binomial Thanina.*

Henia

*I dedicate this work to my dear Mother Bahia, who has been and continues to be my unwavering source of encouragement and inspiration. I dedicate it to my grandmother Zohra and my grandfather Mohmmed, to my beloved aunts and my uncles. I am also dedicating this work to my binomial Henia and to all those who have offered me their assistance and encouragement*  
*Thank you*

Thanina

## **Acknowledgements**

We are deeply grateful for the unwavering support and invaluable guidance provided by our supervisor Dr. Djamilia LADJALI whose expertise played a crucial role in conducting this research. We extend our heartfelt thanks to Mr. Akli AOUIINE for his generous help, which significantly enriched our dissertation.

Additionally, we would like to express our appreciation to the previous Master Two Students; their collective efforts have profoundly influenced the quality of this work, as well as to all teachers of the department of English at MMUTO. Furthermore, our sincere gratitude goes out to the members of the jury for dedicating their time to read and evaluate this work.

## **Abstract**

The current research analyses the grammatical errors made by master students in the discussion chapter. It attempts to identify the most common grammatical errors and understand the underlying reasons behind these errors. To achieve this goal, mixed methods were employed, combining both qualitative and quantitative methods for gathering and analysing the required data. Thus, to collect data, we have analysed a corpus obtained from the discussion chapters of thirteen (13) master dissertations, which were selected randomly. Alongside, an online questionnaire that was delivered to the previous MA students of the English department at MMUTO. The results obtained from the corpus are interpreted following ‘the Surface Strategy Taxonomy’ adopted by Dulay, Burt & Krashen (1982). The outcomes of the questionnaire are analysed according to ‘the Cyclical Model of Self-regulated Learning Strategies’ proposed by Zimmerman (2000). Therefore, the collected data from the analysis of the corpus were presented and analysed through the qualitative content analysis (QCA), while the accumulated data from the questionnaire were displayed and interpreted using descriptive statistical method. The findings of this study demonstrate that MA students made four categories of errors within their discussion chapters involving: misformation, omission, addition and misordering. The results also reveal that both misformation and omission emerged as the most frequent types of grammatical errors made by those students. To delve into the reason behind these errors, the questionnaires’ outcomes show that the inadequacy in the utilization of self-regulated learning strategies is the primary source of these grammatical inaccuracies. Overall, MA students make these different types of grammatical errors due to their limited usage of self-monitoring and self-evaluation strategies during their process of writing.

**Keywords:** Academic writing, Discussion chapters, Error analysis, Self-regulated learning strategies, surface strategy taxonomy.

## **List of abbreviations**

**EFL:** English Foreign Learners

**H:** Hypothesis

**L1:** First Language

**L2:** Second Language

**MA:** Master two Students

**MMUTO:** Mouloud Mammeri University of Tizi Ouzou

**Q:** Question

**QCA:** Qualitative Content Analysis

**SRL:** Self-regulated Learning

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## **The List of Symbols**

**%:** Percentage

**X:** The Calculated Percentage

**P:** The Number of Answers

**M:** The Total Number of Participants

**N:** Number

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# **General Introduction**

### Statement of the Problem

The process of learning English as a foreign language can be a challenging task, since it requires a comprehensive mastery of various essential skills. According to, Brown (2000) corroborates this assertion through emphasising the vital role of the exposure to the four basic skills including: listening, speaking, reading and writing, which are necessary for learners to achieve proficiency in the language. Indeed, writing is a fundamental skill in the learning process, as it is a productive skill where the learner constructs the language. Beyond its productivity, it serves as a valuable tool for both the development and the mastery of a language.

Attaining proficiency in written English language stands as a vital goal for any foreign language learner, although it is viewed as a difficult and complicated process for them. According to White (1986, p.10), writing is “the process of expressing the ideas, information, knowledge or experience and understand to acquire the knowledge or some information to share and learn”. In fact, good writing demands mental efforts and comprehensive understanding of different linguistic aspects such as vocabulary and grammar.

Academic writing is one of the formal forms of writing which is regarded as a complex style either for foreign learners or native speakers of the language. It is characterized by its specific structure, appropriate tone and high-quality of production. Moreover, it requires the ability to think critically; this contributes to its challenging nature. This form of writing is tailored for scholarly and educational purposes.

Grammar is a pivotal aspect within the language learning process. Thus, mastering it enables the learners to write good compositions. Moreover, grammar can be considered as being a framework that governs the structure, coherence, clarity and the logical order of the statements in any text. However, foreign learners often fail to use grammar rules successfully during their process of writing this is due to the difficulty of applying the English grammatical rules.

Great attention has been dedicated to investigate the types of grammatical errors made by EFL learners in their compositions. In 2019, Ms. Cherif O. and Mansour S. submitted a research entitled “Investigating the Grammatical Errors Made by Third Year Learners in their Writing Composition at Chihani Bachir Secondary School of Azazga in Tizi Ouzou” in MMUTO. The dissertation aimed to identify and explain the grammatical errors made by Third Year learners in their writing compositions. For data collection and analysis, they have adopted the mixed method approach, by combining both quantitative and qualitative procedures. As a result, they concluded that Third Year students made different types of errors in different categories while writing, primarily due to a lack of knowledge of the target language, overgeneralization and incomplete application of the English language rules and language as well as interference from their native language.

In 2020, another investigation was conducted by Saad D. entitled ‘An Analysis of Middle School Pupils’ Grammatical Errors in Written Production. The Case Study of Fourth Year Pupils at Bahri Dj mouai Middle School in Biskra.’ It aimed to highlight the common grammatical errors made by pupils at that school in order to look for an appropriate strategy to remedy the situation. The researcher carried out a mixed method where she used both qualitative and quantitative methods for data collection and analysis. Consequently, the lack of practice inside and outside the classroom has a great impact on the pupils’ writing performance. It has also prevented them from developing the appropriate application of grammar rules in their written productions.

The two mentioned works have treated the subject of investigating the grammatical errors made by EFL students, which mainly provided different types of errors as well as their causes. Both of them were undertaken at two different levels: Secondary Schools and Middle Schools. However, less attention has been given to the university level, more specifically Master Two level. Thus, this study attempts to shed light on investigating a different level and

a new case, which is the Master Two level at MMUTO.

### **Aims and Significance of the Study**

The overall aim of this research is to analyse the grammatical errors made by MA students in ‘the Discussion Chapter’ of Master dissertations in the department of English at MMUTO. It aims to identify the most frequent types of grammatical errors made by those students and understand the underlying reasons behind these errors.

This study is significant because writing a master’s dissertation is an essential part for educational and work path of learners. It represents a valuable addition to the body of work submitted in the department of English at MMUTO. The results have the potential to provide substantial assistance to future MA students in writing their academic works and to raise teachers’ awareness towards this issue.

### **Research Questions and Hypotheses**

Based on the mentioned objectives, the research questions that need to be answered are:

- **Q1:** What are the most frequent grammatical errors made by MA Two students of the department of English in their ‘Discussion Chapters’?
- **Q2:** Why do Master Two students misuse the grammatical knowledge when writing their ‘Discussion Chapters’?

The suggested hypothesis for the above research questions are:

- **H1:** The most frequent kinds of grammatical errors made by MA students in their ‘Discussion Chapter’ are mainly linked to misformation, which refers to the production of a linguistic element in a way that deviates from the standard form of the language, and omission of necessary items in sentences.
- **H2:** The occurrence of these grammatical errors may be linked to the insufficient utilization of self-Regulated learning strategies.

### **Research Techniques and Methodology**

To carry out our investigation, we have relied on the mixed method research adopted by Heigham & Croker (2009). To clarify, we combined the qualitative and the quantitative methods for both data collection and analysis. The qualitative method is used to explain and discuss the data according to the theoretical framework. The quantitative method is utilized to quantify the number and the percentages of errors made by MA students in their ‘Discussion Chapters’ of Master Two dissertations, employing the descriptive statistical analysis.

In the present study, we have used two distinct instruments to gather our research data. Firstly, we conducted a systematic selection of corpus taken from the ‘Discussion Chapter’ of (13) Master’s dissertations, with the objective of identifying the most frequent types of errors made by those students and the selection was random. Secondly, we have delivered an online questionnaire to (32) previous MA students of the Department of English. The aim of this questionnaire was to discover the reasons behind these errors.

### **Structure of the Dissertation**

The current dissertation follows the traditional simple model. It includes a general introduction, four chapters and a general conclusion. The first chapter called “Review of the Literature”, it accounts for the key terms as well as a definition related to our topic and further elaboration on the theoretical framework on which our research is based. It is divided into two sections: the first section is devoted to the concept of the academic writing including its definition, genres, types and the difference between academic writing and non-academic writing. In addition, it introduces the importance of grammar. The second section explains the notion of error analysis and its concepts, and the theoretical frameworks adopted in this research. The second chapter is entitled “Research design”, it explains the methodology of the study which is the mixed method research as well as, it interprets the instruments utilized to gather and analyse data. The third chapter is named “Presentation of the Findings” which displays the results of the corpus

and the questionnaire. Finally, the fourth chapter is entitled “Discussion of the Findings” that deals with the discussion and the interpretation of the obtained results in relation to the theoretical frameworks and the research questions. Lastly, the “General conclusion” provides a recapitulation of the work.



# **Review of the Literature**

### **Introduction**

This chapter reviews the main concepts and the theoretical frameworks related to this inquiry. It is split into three parts. The first part deals with the exploration of academic writing concepts that comprises: definition, genres and the distinction between academic writing and non-academic writing. Then, the second part introduces grammar and its importance as a vital component of effective written communication in academic settings. The last part discusses the notion of error analysis through explaining and clarifying its concepts. Alongside, it presents the theoretical frameworks of the study. In this research, two distinctive theories were utilised to attain the research objectives: The surface Strategy Taxonomy introduced by Dulay, Burt and Krashen (1982) that made up of four types including: omission, addition, misordering, and misformation serves as a framework for identifying the most frequent grammatical errors. Zimmerman's self-regulation model contributes to find out the reasons behind these errors.

### **1. Academic Writing**

#### **1.1 Definition**

Academic writing is essential for EFL students, which has been defined by scholars in various ways. Firstly, Valdes (2019) claimed that academic writing refers to a formal style of written compositions that are generated by learners in an educational setting. In other words, academic writing is a form of writing that has a specific style and academic purposes. Secondly, Irvin (2010, p.8) expanded on the definition of academic writing by saying that it "is always a form of evaluation that asks you to demonstrate knowledge and show proficiency with certain disciplinary skills of thinking, interpreting and presenting." In simple words, academic writing is a product through which the writer displays their learning level and prove their abilities in mastering a variety of language skills in different mental and cognitive activities. Furthermore, a different explanation is given by Aitchison & Lee (2006, p.271) in which they stated that academic writing involves a network of social institutional and peer relations of readers,

viewers, teachers, examiners. In fact, writing for academic purposes is not an individual work, since it requires the writer to consider the expectations of the audience and maintain a specific aim in mind. Hence, if the writer's paper fails to argue and inform, it will fail to meet the readers' academic expectation. To sum up, academic writing is a formal style of composition generated by learners for educational and academic purposes. It aims at demonstrating knowledge and proficiency in specific disciplinary skills.

## **2. Academic Writing Genres**

### **2.1 Definition**

Academic writing consists of various sub-genres; each one of them differs from the others by its distinct features and purposes. Therefore, the term 'genre' was defined by Richards and Schmidt (2002, p.245) as "a type of discourse that occurs in a particular setting that has distinctive and recognizable patterns and norms of organization and structure and that has particular and distinctive communicative functions." To put it simply, the term 'genre' refers to a specific way of using language characterized by its unique features and structure. It also serves as a tool to communicate effectively in various settings for different purposes. Therefore, the most frequent types of genres that Master Two students should be familiar with are theses, dissertations.

### **2.3 Theses and dissertations**

They are essential genres of academic writing. The mutual relationship between them is the emphasis on studying an issue in detail, through using various research methods. These two academic papers serve as a means for students to demonstrate their expertise, contribute to knowledge in their field. Since, they are required for the completion of advanced degree, either a master or a doctoral. The distinction between the two aforementioned terms can vary depending on the educational system or country. To illustrate, in the United States 'thesis' is commonly associated with a master degree program. On the other hand, 'dissertation' pertains

for doctoral degrees. Whereas, in Algeria the later concerns master’s degrees, but ‘thesis’ correspond the doctoral degree.

### **1.3 Academic Writing vs. Non-Academic Writing**

Oshima & Hogue (2007) assert that academic writing is a type of formal writing commonly used in high schools and college courses. Additionally, this genre varies from personal and creative writing. Thus, both academic writing and non-academic writing (other genres of writing) encompass distinctive compositions influenced by various factors including their audience, purposes, language, format, and tone.

<b>Features</b>	<b>Academic writing</b>	<b>Non- academic writing</b>
<b>Definition</b>	It is a formal and impersonal style of writing that is intended for a scholarly or academic audience.	It is an informal and often subjective style of writer that aims the mass public.
<b>Audience</b>	Academic	Mass public
<b>Purpose</b>	Inform the readers, with Solid evidence	Inform , entertain or persuade the readers
<b>Style</b>	Formal and impersonal	Personal, impressionistic Emotional or subjective
<b>Structure</b>	Standard structure	No rigid structure
<b>Language</b>	Formal language , no colloquialism	Informal and causal language may contain colloquialism
<b>Citations &amp; References</b>	Contain citation & references	Often do not contain citations & references
<b>Examples</b>	Research papers Dissertations Scholarly articles	Newspapers & magazine Letters & digital media

**Table 01: The Difference Between Academic writing and Non-Academic Writing(Hasa,2019)**

### **1.4 The Stages of Writing Process**

Both academic writing and writing for general purposes share the same writing process. In fact, the two types of writing involve four stages that writers go through to produce a coherent

and well-structured piece of writing including prewriting, drafting, revising and editing. Notably, the writing process is often described as a recursive rather than a linear activity.

### **1.4.1 Prewriting/planning**

It is the vital preliminary phase of the writing process, which takes place before EFL students engage in the process of putting words on paper, it requires thinking and gathering relevant information about a specific topic. As a starting point, the writer takes notes and creates sub headings in the purpose of organizing their thoughts. Michael and Elizabeth (2003, p.104) defined this stage as “pre-writing strategies help student find, organize, and process information in preparation of writing.” That is to say the quote stresses the purposeful nature of the aforementioned stage in the writing process. In addition, Richards and Renandya (2002, p.316) emphasized the importance of this stage by saying that prewriting is an activity which aims to motivating students to engage in writing, as it helps them to overcome the challenge of facing a blank page by stimulating their thoughts and generating initial ideas. In other words, this process encourages the writers to gather information and develop preliminary concepts before starting the actual writing task.

### **1.4.2 Drafting stage**

At the drafting stage of the writing process students engage in the task of transforming their ideas and plans being generated during the prewriting stage into written forms. This stage emphasizes creativity and expression, Hence, this process allows them to refine their writing progressively. In this context Brown & Hood (1989, p.14) suggested that the drafting stage represents the real initiation of the writing process, at this point, the objective is to put thoughts into written compositions without preoccupation of spelling, grammar, punctuation, or word choice. That is to say, writers should emphasize on the content rather than accuracy and fluency.

### 1.4.3 Revision

After crafting a piece of writing, revision comes as a critical phase of the writing process. In the perspective of Johnson (2008, p.179) revising is “the heart of the writing process.” It is the stage where the writer thoroughly reviews their production, identify areas that need refinement in order to enhance the quality of their composition. In essence, it allows students to recognize any weakness in their sentences and arrangements through, giving them the opportunity to strengthen and restructure their piece of writing to achieve better coherence. Reviewing a paper can be approached effectively by tackling different levels of problems separately and at different stages. For instance, when learners are revising their final draft, they should pay attention to three specific aspects: the content, the structure and the mechanics. The content aspect involves focusing on the main ideas of the work. While, the structure aspect deals with the organization of the paper ensuring its coherence and flow. Finally, the mechanics aspect addresses the technical elements of writing, such as spelling, grammar, punctuation and word usage.

### 1.4.4 Editing

It is the final stage in the writing process. It involves the writer’s examination and evaluation of their final product. Since it gives them the opportunity to check the accuracy, coherence and the clarity of the final version of their work. In the same context Johnson (2008) explained that: “If writers are editing or worrying about mechanics at the prewriting, drafting and revising stages, the flow of ideas and the quality of writing suffers.” Which means that editing takes place after the three previous stages; through it the writer adjusts any grammar, spelling, punctuation errors. While students write, the way they present the content-including spelling, grammar, punctuation and word usage-significantly influence how others perceive the message. If their presentation is difficult to understand, the readers may encounter challenges grammar, punctuation and word selection.

## 2. Grammar

### 2.1 Definition

Grammar is a fundamental aspect of language learning. This concept contains different significations and meanings; thus, there is no global definition. It is a set of rules and standards that govern the writer in the process of writing to construct a well- structured and formed piece of writing. In this context, Debata (2013, p.483), affirmed that:

Grammar is the study of words and the ways words work together an invisible force that guides us as we put words together into sentences. Any person who communicates using a particular language consciously or unconsciously becomes aware of the grammar of that language.

This quotation highlights the significance of grammar as the fundamental framework that governs the combination of words to form coherent sentences. It further asserts that individuals who employ a particular inevitably acquire a familiarity with its grammar whether consciously or unconsciously.

Another definition is given by Yule (2010, p.81) who clarified that: “Grammar is the process of describing the structure of phrases and sentences in such a way that we account for all the grammatical sequences in a language and rules out all the ungrammatical sequences”. That is to say, grammar is a systematic and descriptive process that analyses the structure of phrases and sentences in a language. It aims to account for all the grammatically acceptable sequences while excluding those that are ungrammatical. As a result, grammar contributes in producing meaningful and well- formed expressions in a given language.

### 2.2 The Importance of Grammar in Academic Writing

Grammar is an essential aspect of effective communication in English academic writing. Effective use of grammar in English academic writing is not only a fundamental component of language proficiency, but also a preliminary step necessary for successful engagement with academic writing (Hinkell,2013). In support of this idea, Coskead & Byrd (2007) asserted that:

“academic prose comprises a variety of grammar elements which contribute to establish the area of academic writing”. To clarify, grammar in scholarly writing serves more than simply to differentiate between the appropriate use of tenses; it encompasses the use of alternative synonyms and modifications in how each tense is employed, allowing academic works to express concepts in a variety of linguistic ways. Ultimately, they also add that students should gain and master how to organize vocabulary and grammar competently, with the intent of using proper academic language. To conclude, the acquisition of grammatical proficiency plays a crucial role to attain effective communication within the academic writing. It forms the basis for clear expressions and successful engagement in scholarly contexts.

### **3. Error Analysis**

#### **3.1 Definition of Error Analysis**

It is a new technique that emerged after the failure of the contrastive analysis approach which is viewed as a limit tool in the identification of learners’ errors. Error analysis was established in the 1960s by Stephen Pit Corder, the first who advocated the significance of analysing errors in students’ writing. Therefore, error analysis is considered as being an essential principle that enhances teaching strategies, it received alternative definitions: in the Longman dictionary of language teaching and learning and applied linguistics (2010, p.201) it was defined as “the study and analysis of errors made by second language learners.” In other words, error analysis is a systematic study of errors made by second language learners, aiming to understand their challenges and improve language instruction for more effective learning. Moreover, Crystal (2003, p.165) viewed it as “a technique for identifying, classifying, and systematically interpret the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.” In fact, error analysis is a method used for recognizing, categorizing and interpreting incorrect forms produced by individuals learning a foreign language depending on the use of linguistic rules

and principles. To sum up, error analysis has emerged as a significant tool in language instruction, offering a structured method to understand learners' difficulties and improve the effectiveness of both teaching and learning process.

### **3.2. Procedures of error analysis**

Error analysis as outlined by Corder in 1974 and adapted by Ellis in 1994, involves five steps. Firstly, it begins with the collection of a sample, systematically gathering instances where errors occur within a given context. Then errors should be identified, carefully categorized into different types to which they belong to. Following this, a detailed description of them should be provided, delving into the specific nature and patterns of these linguistic inaccuracies. Moving forward, the process aims to explain these errors and exploring the underlying reasons or factors contributing to their occurrence. Lastly, the analysis ends by an evaluation, where the significance and implications of these errors should be assessed.

### **3.3. Definition of Errors**

In applied linguistics, an error is an unintentionally deviation from the inherent rules of a language variety committed by second language learners. According to Harmer (2001), "errors are part of students' interlanguage that is the version of the language which a learner has at any one stage of development, and which is continually reshaped as he or she aims towards full mastery." The quote acknowledges that errors are a typical element of language learning, and highlights the dynamic nature of the learners' 'interlingual', which continues to develop and change as they strive to achieve total command of the language.

Contrary to Brown who had a distinct view while he emphasized on the speakers' interlingua competence. Hence, he considered an error as a distinct departure from the mature language structure used by a proficient native speaker, which indicates the underlying linguistic capacity of the learner. On the other hand, Dulay et al (1982, p.140) explains that "errors are flawed side of learner's speech or writing. They are those parts of conversation and composition

that deviate from some selected norms of mature language performance.” In light of this, errors are inaccuracies made by learners when they speak or write in a particular language. Those errors occur when learner’s language usage does not align with the established norms and standards including rules and patterns of language usage as well as the arrangement and structure of sentences and ideas. However, for most applied linguists, errors are considered to be a positive issue since they lead to the discovery new information which becomes a source of knowledge in the learning process.

### **3.4. The Difference between Errors and Mistakes**

The majority of EFL learners fail to distinguish errors from mistakes, and they often use them interchangeably. Various linguists differentiate between these two terms: according to Corder (1967) “Mistakes are categorized as non-systematic errors out of chance circumstances, such as slips of the tongue, while errors refer to systematic errors which often occur in second language learning.” To clarify, non-systematic errors are random or accidental mistakes that can occur to anyone regardless of their language proficiency, while systematic errors are consistent mistakes that results from incomplete understanding or application of the rules and structures of a second language. In the process of explaining this distinction James (1998, p.85) declared that: “Error cannot be self- corrected.” Whereas “mistakes can be self-corrected if the deviations are pointed out to the speaker.” Said differently, errors result from lack of knowledge; they can not be self-corrected without external feedback. However, mistakes can be recognized and corrected by learners when they are aware of the deviation. In summary, by discerning between errors and mistakes, learners can enhance their self-correction abilities; fostering more language acquisition and communication.

### **3.5. Theoretical Frameworks**

From the stand point of Dulay, Burt, & Krashen (1982) errors are categorized into four main varieties namely linguistic category, comparative taxonomy, communicative effect

taxonomy, and surface strategy taxonomy. However, in this current investigation the data analysis is based only on surface strategy taxonomy.

### **3.5.1 Errors Based on Surface Strategy Taxonomy**

It is a taxonomy on which errors are classified and analysed focusing on the surface-level aspects of language, such as grammar, vocabulary, and pronunciation. Dulay et al. (1982, p.151) asserted that: “surface strategy taxonomy highlights the ways surface structures are altered: learners may omit necessary items or add unnecessary ones; they misform items or misorder them.” In other words, this framework focuses on the way learners modify the surface structure of language through omission of essential elements, addition of unessential ones, misformation of items or misordering them. It is sub divided into four types:

#### **3.5.1.1 Omission**

It is the act of leaving out necessary items from a sentence. Since, Dulay et al. (1982, p.154) agreed that: “omission errors are characterized by the absence of an item that must appear in a well formed utterance.” There are two types of omission:

First, omission of grammatical morphemes that is the act of omitting functional items, they play a minor role in forming and transmitting sentence meaning including articles, verb inflections, prepositions, and conjunctions. For instance, the ‘s’ in tables and learner’s.

Second, omission of content morphemes, this type is related to omit mandatory constituent in a sentence such as nouns, verbs, adjectives, and adverbs. For example, saying “must play there?” Instead of “must we play there?”

#### **3.5.1.2 Addition**

It is a type of grammatical errors that represents the addition of optional elements in a sentence. In the perspective of Dulay et al. (1982, p.156), addition errors are “usually occurred in the later stages of L2 acquisition when the learner has already acquired some target language rules”. In other words, learners at an advanced stage of second language

acquisition tend to make errors by adding items or structures that do not belong to the target language. It is divided into three sub categories: double markings, regularization, and simple addition. However, our analysis includes only the last sub category.

Simple addition is a type of addition errors that occurs when learners add words or phrases inappropriate context. It is characterized all addition errors. It was defined by Dulay et al. (1982, p.158) as “the use of an item which should not appear in a well-formed utterance.” That is to say sample addition error is the use of inappropriate items in well-structured sentences. To illustrate: ‘in over there’ the addition of the preposition ‘in’ in this sentence is inappropriate.

### **3.5.1.3 Misformation**

It is the incorrect usage of words or items in sentences while writing. It is described as using one grammatical form in place of other grammatical forms. As Dulay et al. (1982, p.158) claimed: “Misformation errors are characterized by the use of the wrong form of the morpheme or structure”. That is to say, misformation is the utilization of the incorrect grammatical form of a structure items while writing. They also provided us with three sub types of misformation including regularization, archi-forms, and alternative forms. But, the analysis is only based on the two latter types.

Archi-forms is when the learner applies one form of words to multiple similar situations within member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition (Dulay et al 1982, p.160). In other words archi-forms occur when the student chooses one form to represent others form within the same class. To exemplify this sub type, they gave numerous illustrations such as the learner may choose:

- ‘That’ as an English demonstrative adjective.
- That cat.
- That cats.

For him, this demonstrative adjective represents the entire class of demonstrative adjectives.

Alternating forms is the act of switching between various words or structures within a particular category without following the grammatical rules of a language. For Dulay et al. (1982, p.161) “As the learner’s vocabulary and grammar grow, the use of archi forms often gives way to the apparently fairly free alternation of various members of a class with each other.” They exemplified as follow

‘Those dog’.

‘He for she’.

### **3.5.1.4 Misordering**

It is a type of error where the learner puts words in an order that deviates from the correct structure of a sentence. Dulay et al. (1982, p.162) stated that “Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance” which means that misordering errors represents the incorrect arrangement of words in a sentence. For example, it is inappropriate to say ‘do not be girl lazy’ but, it is appropriate to say ‘do not be a lazy girl.

### **3.5.2 Self-Regulation**

#### **3.5.2.1 Definition**

Self-Regulated Learning (SRL) encompasses individual’s capacity to autonomously manage their own learning process, employing cognitive, motivational and metacognitive strategies. It has been explored by various influential researchers over the years including Zimmerman, Bandura, Pintrich and others. In the view of Zimmerman (2000; cited in Bembemtty et al, 2015, p.5), this concept refers to “students’ self-generated thoughts, feelings and actions that are systematically designed to affect learning of knowledge and skills”. This quotation highlights the active role of students in their own learning as well as it emphasises the ability that they have to develop their own thoughts, feelings, actions and use their appropriate strategies to enhance their knowledge and learning process. On the other hand,

Dornyei (2005, p.191) claimed that self-regulated learning pertains to the extent to which the individuals actively engage and take responsibility for their own learning. To sum up, self-regulated learning enables students to control their learning process; to be active self-aware learners. It aims to improve their knowledge and language skills.

### **3.5.2.2 The Relationship between Self-Regulated Learning and Self-Efficacy**

Self-efficacy is an individual belief and confidence in students' ability to reach their personal goals and handle difficult situations. It was developed by the psychologists Albert Bandura who affirmed the significance of this concept in human motivation, performance and personal development. Thus, from his perspective (1997), self-efficacy is understood as the belief in one's own abilities to effectively plan, organize and carry out the necessary actions to achieve specific goals or designed outcomes. Therefore, both self-efficacy and self-regulated learning are interdependent concepts which play a fundamental role in academic achievement and personal development, each one of them influences the other. Self-belief affects various sub-processes of SRL strategies such as goal settings, motivation, self-monitoring and self-reflection.

In other words, individuals with high self-efficacy will accurately and effectively control and assess their learning progress whereas students with low self-confidence will fail in the process of being self-regulated learners. In conclusion, self-efficacy and self-regulated learning are interconnected constructs that collectively impact learners' academic achievement and personal development.

### **3.5.2.3 Zimmerman's Model of Self-Regulated Learning**

There is a variety of theories about Self-Regulated Learning (SRL), which agreed on the same point of view that it consists of different processes including 'setting goal', 'planning strategies' and 'monitoring'. Zimmerman (2000) developed a cyclical model which is grounded in social

cognitive theory, which comprises three phases: ‘Forethought’, ‘Performance’ and ‘Reflection phase’.

### **3.5.2.3.1 Forethought phase**

It is the initial phase in Zimmerman’s cyclical model (2000) which takes place before the learning process. During this stage, the learner analyses the task requirements, evaluates their ability to perform it; establish goals to reach at the end and they plan specific strategies to follow in order to accomplish the task. Both task interest (motivation) and goal settings have a vital role in making an effective plan and appropriate performance of the activity. In this phase, students follow two main processes which are: task analysis and self -motivation beliefs.

Task analysis refers to the process where goal setting and strategic planning are established and they are key circumstances of self-regulated existence. Goal setting refers to the act of selecting specific and personal aims to attain at the end. It is considered to be as a road-map for learners by guiding their actions and decisions throughout the learning process. In this context (Shunk, 2001 cited in Zumbrunn 2011, p.9) claimed “goals can be thought as the standards that regulate individual actions.” According to Zimmerman and Moylan (2009), the self –regulatory cyclical involves breaking down a task into smaller components and selecting appropriate strategies for performance based on previous experience and knowledge. On the other hand, strategic planning in this step students choose the appropriate strategies to successfully complete their academic task. Planning serves as a reliable indicator of future success (Zimmerman 2000).

Self-Motivational Beliefs refer to students’ personal beliefs and attitudes about their ability to motivate themselves and accomplish goals. Thus, learners’ actions toward the task are influenced by their motivational beliefs as Zimmerman et al. (2011, p.10) confirmed that: “self-motivation beliefs occur when a learner independently uses one or more strategies to keep themselves of –track toward a learning goal.” That is to say, positive beliefs of students’

capabilities influence their outcomes. Motivational beliefs entail two crucial concepts outcome expectations which represent individuals' beliefs and expectations about the results or outcomes they anticipate from their actions. For (Bandura, 1997 as cited in Zimmerman, 2002, p.68) outcomes expectations are: "personal consequences of learning." Put it simply, for instance, when a student set specific goals such as achieving a high grade on English exam, in this case they expect to reach his/her goals. In addition to, self-efficacy which was developed by social cognitive theorists including Bandura (1991), Shunk and Zimmerman, (2000) who emphasized its significance in students' learning and achievement. Self-efficacy expectations refer to an individuals' beliefs regarding their own ability to successfully accomplish a given task. These beliefs play a crucial role in motivating students for instance, if a student lacks confidence in their own capabilities; their motivation will diminish and they may be unwilling to exert effort due to the anticipation of failure. (Pajares, 2008)

### **3.5.2.3.2 Performance phase**

It refers to the action phase since it takes place during the learning process, within it learners put their strategies into actions and engage in self-control to keep their concentration. According to Zimmerman and Moylan (2009) the performance phase includes two sub processes self-observation and self-control. To ensure their successful implementation learners can employ various strategies. The latter is self-control which is the procedure where individuals keep their concentration and interest (motivation) toward the task by employ a series of techniques, which are fragmented into two categories specific strategy and metacognitive nature covers: self-instruction, time management, help seeking. The former is Self-observation that refers to the process of observing attentively and controlling the work flow through comparing between what students do and the expert model (behaviours expected by an expert model). It is divided into two types of actions that are self-monitoring (metacognitive monitoring) which is the evaluation and the assessment of the task according to specific

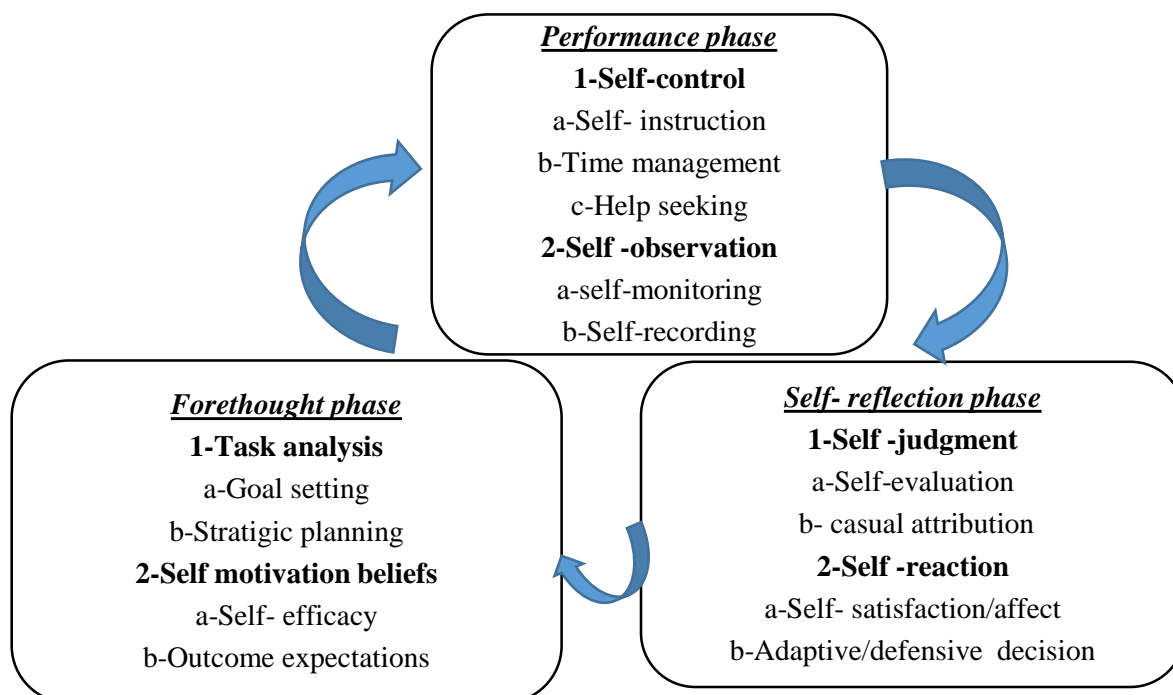
standards. Self-monitoring incorporate comparing one's actions against predefined criteria that evaluate the quality of the process being employed (Winne & Hadwin, 1998). The other one represents self-recording (external help) that is when students coding or keeping a record of their actions or performance by using different tools such as checklists, digital recording devices. It contributes in collecting objective data about students' actions which can be used for self-reflection, analysis and improvement through the application of self-record strategy, learners become aware of previous unnoticed details. For example, by keeping track of the time spent reading a text; they can better understand the actual time it requires. It is essential to note that during the performance phase, there is a risk of cognitive processing hindering the mental registration of all actions carried out (Gog & Peas, 2009).

### **3.5.2.3.3 Self-Reflection Phase**

This part comes after completing the activity. The learner assesses their actions relying on two strategies: self-judgement and self-reaction.

The former is self-judgement which is a technique of evaluating the students' work through self-evaluation which requires the application of assessment criteria and adjustment by their own performance. (Panadero, 2011 cited in Alonso-Tapia & Panadero, 2014). Simultaneously, learners engage in self-explanations or what is known as causal attribution which refers to the reasons that they give to themselves in relation to their success or failure in achieving the goal. The latter is self-reaction that follows the previous technique which is linked to students' response toward their performance after assessing their work. It could be negative or positive emotion which shapes the student self-efficacy and interest and even the way of planning the task in the future. Zimmerman and Moylan (2009) note that there are two distinctive processes that should be taken into consideration while using self-reaction strategy: self-satisfaction and adaptive or defensive decisions. In other words, self-satisfaction is the mental and emotional response which learners undergo during their

performance evaluation. In the other side, when learners form adaptive decisions; they continue to be willing to undertake the task again whether by using the same techniques or plan new ones to get better results. In contrast, when learners make a defensive decision; they try to avoid redoing the work in the goal of avoiding other failures experiences (Wolters,2003).



**Figure 01. A summary of Self -Regulated Learning Phases and Processes according to Zimmerman and Moylan (2009). © Routledge.**

**Remark: the summary of the model is ours.**

### Conclusion

This chapter dealt with the pertinent literature related to the research topic. It is structured into three sections: the initial section introduces the concept of academic writing encompassing its definition, genres, and the distinction between academic and non-academic writing. Additionally, the second section introduces the significance of grammar within the academic writings. Furthermore, the subsequent part clarifies the notion of error and error analysis through providing the definition of error Analysis and its procedures first. Then, the

definition of errors as well as the distinction between errors and mistakes. Moreover, it describes the theoretical frameworks on which this study is based on.



**Research Design and Methodology**

### **Introduction**

The present study aims to analyze the grammatical errors made by Master Two EFL students in ‘the Discussion Chapter’ of their dissertations in the department of English at MMUTO and to explore the underlying reasons behind these errors. Therefore, this chapter outlines the methodology utilized in this current research by describing its components incorporating: the description of the research methods, context and the sample of the study as well as the procedures for both collecting and analyzing the data.

### **1. Procedures of Data Collection**

#### **1.1. The Setting of the Study**

Our study aims to identify the grammatical errors made by both didactics and language and communication students in their Master’s dissertations. To attain this aim, we conducted this research within the department of English at MMUTO. Thus, we have taken Master Two dissertations as a corpus. This investigation is tackled during the academic year (2022-2023).

#### **1.2. The Participants**

The target population of this inquiry comprises Master Two EFL students of both Didactics of Foreign Language and Language and Communication Specialties. We have specifically chosen this sample since they have already completed their Master degree. It consists of thirty-two (32) students who are respondents to the questionnaire.

#### **1.3. Corpus**

A corpus is a large collection of texts or spoken language data, carefully organized and selected for linguistic analysis and research purposes. Crystal (2008, p. 117) explains it as “a collection of linguistic data, either written texts or a transcription of recorded speech, which can be used as a linguistic description or as a means of verifying hypotheses about language”. In order to

answer the first research question set in the general introduction, we relied on using a corpus which comprises thirteen (13) Master Two dissertations, with a particular emphasis on the ‘Discussion chapter’. Since this serves as a valuable resource for identifying and analyzing the grammatical errors made by those EFL students, these Master dissertations were selected randomly.

The ‘Discussion Chapter’ represents the fourth chapter of a research paper. It is a section in which the researcher analyses and interprets the results presented in the preceding chapter. It generally must be divided into sections in accordance with the research questions of the investigation set in the general introduction. Our interest was based on the grammatical errors made by the students while writing their explanations and interpretations.

### **1.4. Questionnaire**

A questionnaire serves as a research tool used by researchers to gather information from the participants’ responses. According to Roopa and Rani (2012, P.273) “A questionnaire is a series of questions asked to individuals to obtain statistically useful information about a given topic.” In this case study, an online questionnaire was employed with thirty-two (32) students to answer the second research question. It is categorized into three sections and comprises 12 items. The first section is named ‘General information about participants’ which contains two questions that intends to gather background details about the participants. The second section is entitled ‘Error analysis’ which comprises three likert scale items. It ends with the third section that is called ‘The relationship between error analysis and the use of self-regulated strategies which consists of seven likert scale questions that aim to answer the impact of using SRL strategies on reducing the grammatical errors.

Before proceeding with the distribution of this designated questionnaire for a large sample, a pilot study was conducted by giving it to five (5) students with the aim of testing the clarity and the effectiveness of the questions. After reviewing the participants’ responses, no changes were

needed for all sections.

### **1.5. Research Method**

With the objective of reaching the aim of this study to answer the research questions, to check the hypothesis, and gather valid data, this inquiry opts for a mixed methods research, which is the combination of both qualitative and quantitative methods for the collection and the analysis of data. The quantitative method primarily deals with examining the connection between variables, numerical data, and statistical analysis whereas the qualitative method focuses on exploring the subjective interpretation and understanding individuals assign to social or human issues (Creswell & Creswell, 2018). The following assertion made by Dawadi et al. (2001, p.27) highlights the significance of combining both qualitative and quantitative methods within a single study:

The quantitative approach contributes to help researchers in the process of collecting data from a large number of participants. Therefore, increasing the possibility to generalize the findings to a wider population. On the other hand, the qualitative approach provides a deeper understanding of the topic being investigated, honoring the voices of its participants.

We have utilized the quantitative method to display the findings in the form of percentages and numbers using tables and graphs. To acquire the numerical data, we have employed the descriptive statistical method. Meanwhile, we have used the qualitative method to analyze and interpret the different types of grammatical errors made by MA students.

### **2. Procedures of Data Analysis**

To examine the accumulated data, we opted for two data analysis procedures, the Qualitative Content Analysis (QCA) that analyses the qualitative data, and the descriptive statistical method, which inspects the quantitative data. The collected data are classified and interpreted according to two different theories which entails Dulay, Burt & Krashen (1982) and

Zimmerman cyclical model of self-regulated learning strategies (2000).

### **2.1. Descriptive Statistical Method**

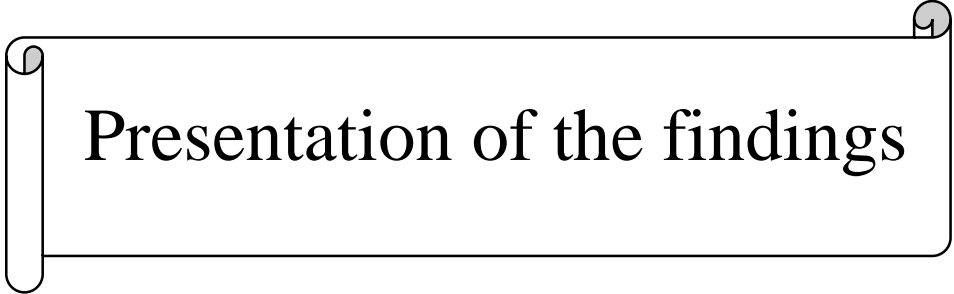
It is a quantitative technique for analyzing data which aims to present a compact summary by highlighting the relationship between variables within a given sample or population. (Yellapu, 2018). In the pursuit of analyzing the gathered data from the questionnaire, the calculated percentages are determined by using the following equation:  $X = P \times 100 / Y$  where X represents the percentages, P represents the obtained answers whereas Y represents the total number of the participants. The results are represented through various forms such as pie charts and diagrams.

### **2.2. Qualitative Content Analysis (QCA)**

QCA is a systematic method used to interpret qualitative data by categorizing them into predefined categories or coding forms (Schrier 2012, p.1). This method enables researchers to describe the conveyed meaning by the material and identify recurring themes or patterns within it. This approach is applied for the analysis of the qualitative data obtained from the corpus (Discussion Chapters of MA dissertations) which seeks to identify the most frequent grammatical errors made by them. We display and analyze the data in the form of texts.

## **Conclusion**

This chapter has introduced the methodology and the research design employed to conduct our investigation. It is split into two main parts: the first part addressed the description of the procedures of data collection including the setting of the study, the participants, the two data collection tools used in this investigation (corpus, questionnaire). It also introduces the mixed method approach adopted. The second one is devoted to the procedures of data analysis in which it has explained the procedures utilized for the analysis of both quantitative and qualitative data.



## Presentation of the findings

### **Introduction**

The current chapter presents the results of this inquiry. It has been structured into two sections: the initial section presents the findings obtained from analysing the corpus extracted from thirteen (13) Master Two dissertations (Discussion Chapter). The following section demonstrates the findings of the analysis of the students' questionnaire responses. The tables display the results concerning the prevalent types of errors produced by MA students. Conversely, the findings pertaining to the reasons of these grammatical errors' occurrence are showcased using percentages, diagrams and pie charts.

#### **1. Presentation of the Results of the Corpus**

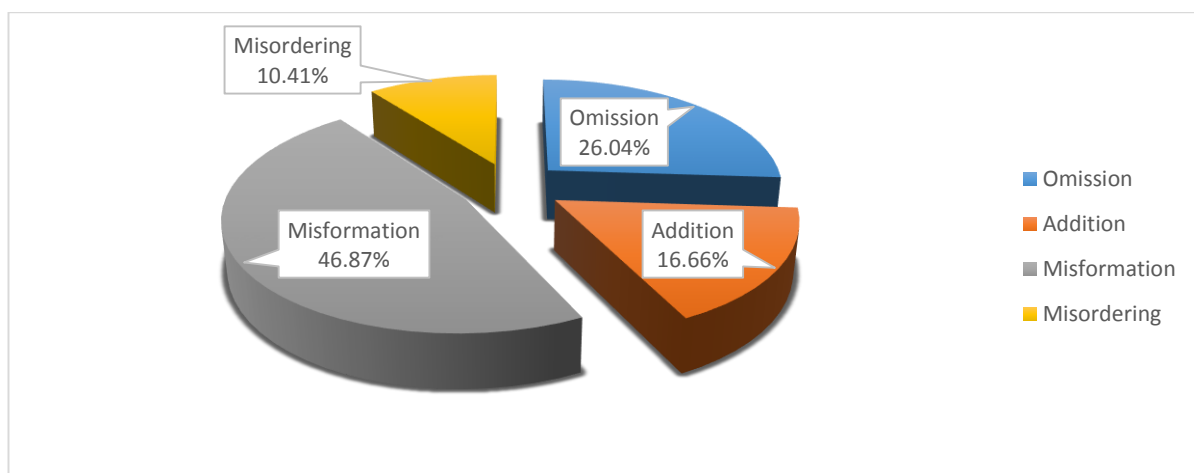
The results obtained from the analysis of (13) master's dissertations of both didactics of foreign language and language and communication specialities indicate that MA Two students made a notable amount of grammatical errors of different kinds while they were writing. In the table below, these errors are classified through giving the frequency and the percentages of each type of error.

##### **Classification of Grammatical Errors Made by MA Students in Discussion Chapter**

The results obtained from the analysis of (13) Master's dissertations of both Didactics of Foreign Language and Language and Communication specialities indicate that MA students made a notable amount of grammatical errors of different kinds while they were writing. In the table below, these errors are classified through giving the frequency and the percentages of each type of error.

The types of errors	The frequency	The percentages
Misformation	45	46,87%
Omission	25	26,04%
Addition	16	16,66%
Misordering	10	10,41%
Total	96	100,0

**Table 02: The Total Number and Percentages of Grammatical Errors in MA Discussion Chapters.**



**Diagram 01: The Distribution of Different Types of Grammatical Errors in MA Discussion Chapters.**

The findings presented in the above table show that the most frequent types of grammatical errors made by MA students were ‘misformation’ (46.87%) and ‘omission’ (26.04%), whereas the least frequent types are referred to ‘addition’ (16.66%) and ‘misordering’ (10.41%).

### **Classification of the Different Types of Errors**

In the following part, the various types of errors are examined and categorized according to Dulay, Burt, & Krashen (1982) ‘surface strategy taxonomy’ which consists of four (4) categories. Additionally, the section provides an in-depth interpretation of each type through providing some examples and their reconstructions.

1.Omission

N.	Identification of the Error	Classification of the error	Reconstruction of the error
1.	Attitude_ are likes and dislikes, favorable or unfavorable evaluations and reactions to objects, people.	Omission of plurality	<b>Attitudes</b> are likes and dislikes, favorable or unfavorable evaluations and reactions to objects, people
2.	These two merchants are managers in two travel agencies, this is may be due to the fact that most of their client_ are immigrant_ in Europe.	Omission of Plurality	These two merchants are managers in two travel agencies, this may be due to the fact that most of their <b>clients</b> are <b>immigrants</b> in Europe.
3.	The sixth (06) and the seventh (07) question look at_attitude of the participants towards the importance of learning English idioms as being beneficial for both enhancing the listening skill and developing the speaking skill.	Omission of the article	The sixth (06) and the seventh (07) question look at <b>the</b> attitude of the participants towards the importance of learning English idioms as being beneficial for both enhancing the listening skill and developing the speaking skill.
4.	Both studies have shown that students switch codes majorly because of_ lack of facility with it being the most prominent reason in Choy's findings and the second most prominent reason in the current research's findings.	Omission of the article	Both studies have shown that students switch codes majorly because of <b>the</b> lack of facility with it being the most prominent reason in Choy's findings and the second most prominent reason in the current research's findings.
5.	Moreover, they seem to have good academic performance and high score_exams because they check and evaluate their progress regularly.	Omission of the Preposition	Moreover, they seem to have good academic performance and high score <b>on</b> exams because they check and evaluate their progress regularly.

6.	Learners rewrite ideas and principles into other words. organize diagrams or graphs into statements and turn _into words reactions, actions, charts.	Omission of the personal pronoun	Learners rewrite ideas and principles into other words. Oorganise diagrams or graphs into statements and turn <b>them</b> into words, reactions, actions, charts.
7.	The usual teaching methods as confinement represented a new experience that no one has had the time to process and deal with_ easily.	Omission of the Personal pronoun	The usual teaching methods as confinement represented a new experience that no one has had the time to process and deal with <b>it</b> easily.
8.	A total of 90 students were questioned and 10 classroom observed in order to determine the students' learning styles_ teachers' attitudes toward them.	Omission of the Conjunction	A total of 90 students were questioned and 10 classroom observed in order to determine the students' learning styles <b>and</b> teachers' attitudes toward them.
9.	As it is mentioned in the review of literature, it is very important for the educator to use different teaching _so that students' with diverse particular styles can learn and understand lectures in an effective way.	Omission of the Noun	As it is mentioned in the review of literature it is very important for the educator to use different teaching <b>methods</b> so that students' with diverse particular styles can learn and understand lectures in an effective way.
10.	As indicated in the examples 1 and 2, the learner have added the auxiliary "to be" where it_ not necessary	Omission of the Verb	As indicated in the examples 1 and 2, the learner has added the auxiliary "to be" where it <b>is</b> not necessary.

**Table 03: The Omission Errors Detected in Students' 'Discussion Chapter'.**

The results displayed in the table above demonstrate the grammatical errors found in the discussion chapters of MA students, specifically related to the omission category. As shown in this table, the classification of omission deals with various forms including the omission of functional words. On one hand, examples three (3) and four (4) showcase the omission of articles. Besides, instances of plurality, as seen in the first (1) and second (2) examples in

addition to prepositions in the fifth (5) example. As well as personal pronouns are omitted in the sixth (6) and seventh (7) sentences. The eighth (8) example illustrates the omission of a conjunction. On the other hand, the table also exhibits the omission of content words, which refers to the omission of a noun that is exemplified by the ninth (9) example as well as verb omission as seen in the tenth (10) example. These findings reveal that MA students struggle with the omission category while writing their ‘Discussion Chapters’.

## 2. Addition

N.	Identification of the error	Classification of the error	Reconstruction of the error
1.	This result is held up by Zimmerman (1994)affirming that positive belief that student hold on their own competence influence positively learning as well as outcomes expectations, these students are <b>to</b> generally self-regulated learners.	Addition of a Preposition	This result is held up by Zimmerman (1994)affirming that positive belief that student hold on their own competence influence positively learning as well as outcomes expectations, these students are generally self-regulated learners.
2.	Another element of a great importance <b>in</b> is the language of the teacher who should speak fluently and correctly	Addition of a Preposition	Another element of a great importance is the language of the teacher who should speak fluently and correctly
3.	MSA is the preferred code in governmental sign. In fact, <b>and</b> since the independence, the Algerian large policy has favoured the use of MSA to relate it to the Algerian Islamic identity.	Addition of a conjunction	MSA is the preferred code in governmental sign. In fact, since the independence, the Algerian large policy has favoured the use of MSA to relate it to the Algerian Islamic identity.
4.	But the most important <b>things</b> is to cheek their attainment.	Addition of Plurality	But the most important thing is to cheek their attainment.

## Presentation of the Findings

5.	In this <b>regards</b> , snow (2000) maintains language skill.	Addition of Plurality	In this regard, Snow (2000) maintains language skill.
6.	When we have <b>the</b> asked the teachers about the effectiveness of vocabulary learning on reading comprehension skill, all of them affirmed that vocabulary learning is an effective way to increase reading comprehension.	Addition an Article	When we have asked the teachers about the effectiveness of vocabulary learning on reading comprehension skill, all of them affirmed that vocabulary learning is an effective way to increase reading comprehension.
7.	The effective strategy do not appear in this study <b>is</b> because they are included in the learning process.	Addition of a verb	The effective strategies do not appear in this study because they are included in the learning process.

**Table 04: The Addition Errors Detected in Students’ ‘Discussion Chapter’.**

The table above presents the findings of the grammatical errors made by MA students related to the addition category. Accordingly, this table comprises numerous forms of addition such as the inclusion of unnecessary prepositions like in the first (1) and the second (2) examples. Furthermore, MA students tend to add articles and conjunctions as illustrated in the third (3) and sixth (6) examples. Additionally, they add the ‘s’ of pluralisation even when it is not needed as seen in the fourth (4) and fifth (5) examples. Ultimately, in the last example, an addition appears when a verb is used despite it should be omitted.

### 3.Misformation

N.	Identification of the error	Classification of the error	Construction of the error
1.	This chapter aims <b>to answers</b> the research questions raised in the general introduction.	Misformation of Verb tense	This chapter aims <b>to answer</b> the research questions raised in the general introduction.
2.	The results show that the majority of respondents <b>answer</b> positively the for the questions.	Misformation of Verb tense	The results show that the majority of respondents <b>answered</b> positively the for the questions.
3.	If they make mistakes the teachers either <b>corrects</b> them or ask other classmate for help without any pressure.	Misformation of Verb tense	If they make mistakes the teachers either <b>correct</b> them or ask other classmate for help without any pressure.
4.	The second question reveals that the majority of the learners <b>has</b> notions about idioms.	Misformation of Subject-verb agreement	The second question reveals that the majority of the learners <b>have</b> notions about idioms.
5.	On the other hand, others <b>does</b> not participate because of being shy or weak.	Misformation Subject- verb agreement	On the other hand, others <b>do</b> not participate because of being shy or weak.
6.	The learners have asserted that online CS ensures the successful transmission of messages but more importantly the intended meaning <b>by</b> the speakers.	Misformation of Preposition	The learners have asserted that online CS ensures the successful transmission of messages but more importantly the intended meaning <b>of</b> the speakers.
7.	After that, we proposed to the students a set of tasks asking them to choose which of <b>this</b> tasks teachers use in the classroom to teach them vocabulary.	Misformation demonstrative Pronoun	After that, we proposed to the students a set of tasks asking them to choose which of <b>these</b> tasks teachers use in the classroom to teach them vocabulary.

**Table 05: The misformation errors detected in students’ ‘discussion chapters.**

This table indicates that Master Two students encounter difficulties in their word choice, resulting in grammatical errors. Therefore, the table above covers various distinct examples of

misformation categories such as verb tense misformation which reveals instances where MA students confuse in the usage of English tenses, as shown in the first (1), second (2), and third (3) examples. In addition, the misformation of subject- verb agreement was observed, it refers to the students’ failure to ensure a proper agreement between the subject and the verb, as illustrated in the fourth (4) and the fifth (5) examples. On the other hand, the sixth (6) example displays an inappropriate use of preposition. Additionally, the seventh (7) example illustrates the students’ misuse of demonstrative pronoun.

#### **4.Misordering**

N.	Identification of the error	Classificati on of the error	Construction of the error
1.	The findings of the third item of the questionnaire reveal that in informal conversations, <b><u>Master two students most employed languages are Tamazight, French and English.</u></b>	Misordering	The findings of the third item of the questionnaire reveal that in informal conversations, <b><u>The most employed languages by Master two students are Tamazight, French and English.</u></b>
2.	<b><u>Not only it can change</u></b> the education climate effectively, it can also strengthen student achievement and foster workforce readiness.	Misordering	<b><u>It can not only change</u></b> the educational climate effectively It can also strengthen students’ achievement and foster workforce readiness.
3.	(21%) of participants indicate that they <b><u>check always</u></b> if their goals are going to be attained by confirming their strategies of learning.	Misordering	(21%) of participants indicate that they <b><u>always check</u></b> if their goals are going to be attained by confirming their strategies of learning.
4.	In this section, we have developed ten (10) close-ended questions that all seek to extract the leaners’ opinion and their awareness of the importance of <b><u>English learning</u></b> idioms.	Misordering	In this section, we have developed ten (10) close-ended questions that all seek to extract the leaners’ opinion and their awareness of the importance of <b><u>learning English</u></b> idioms.

**Table 06: The Misordering Errors Detected in Students’ ‘Discussion Chapters’.**

This table presents the four distinct examples of misordering errors encountered in the MA students’ discussion chapters. The examples stated above show that they failed to form their sentences in a correct and appropriate order, leading to unclear expressions.

## 2. Findings of the Students' Questionnaire

The findings presented below have been gathered from an online questionnaire that has been administered to 32 MA students as a sample. That comprises both Didactics of Foreign Languages and Language and Communication Specialities.

### 2.1 Section One: General Information about the Participants

#### ▪ Question One: What is your specialisation?

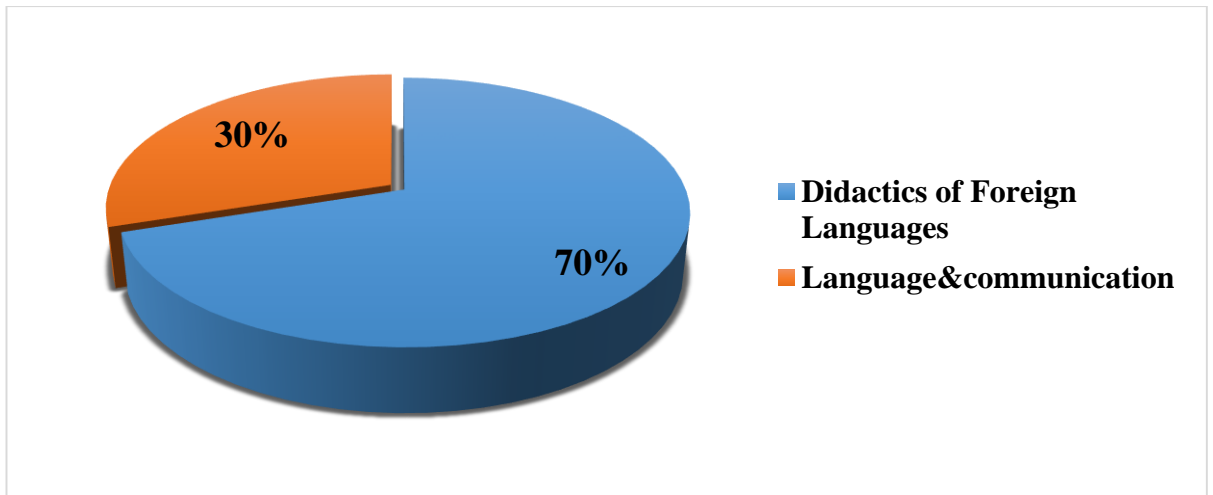


Diagram 02: Students Specialisation

The diagram above displays the participants' specialities. It is notable that the majority of the participants, comprising (70%) belong to Didactics specialisation whereas the remaining (30%) represent Language and Communication students.

#### Question two: How difficult is writing a Master Dissertation for you?

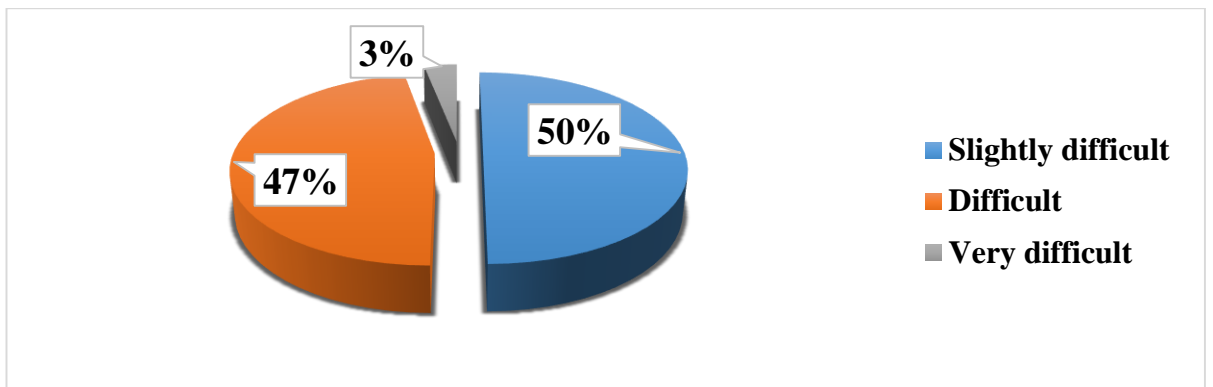
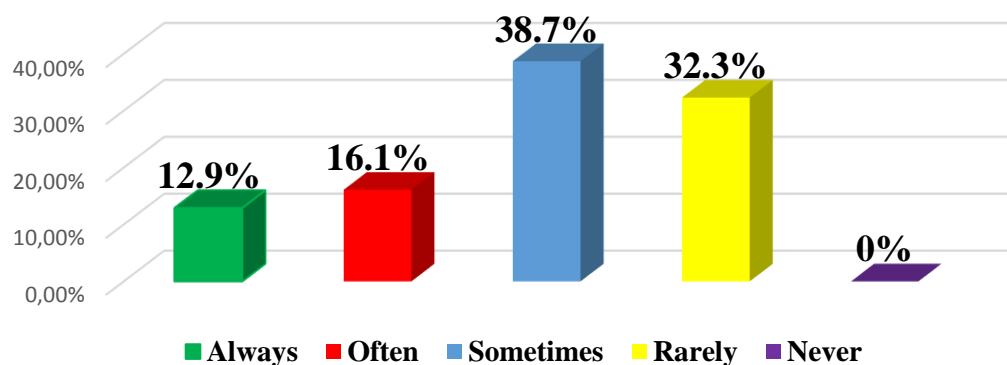


Diagram 03: Students' Views towards the Difficulty of Writing a Dissertation

This three diagram presents the students' perception towards the difficulty of writing a dissertation. It indicates that most of them with (50%) find the process of writing a dissertation “slightly difficult” whereas (46%) of the participants view it as a “difficult” process. Merely (3%) of them declare that producing a Master dissertation is “very difficult”.

### 2.2 Section Two: Error Analysis

- **Question Three: How often do you make grammatical errors in your dissertation, particularly in the Discussion Chapter?**

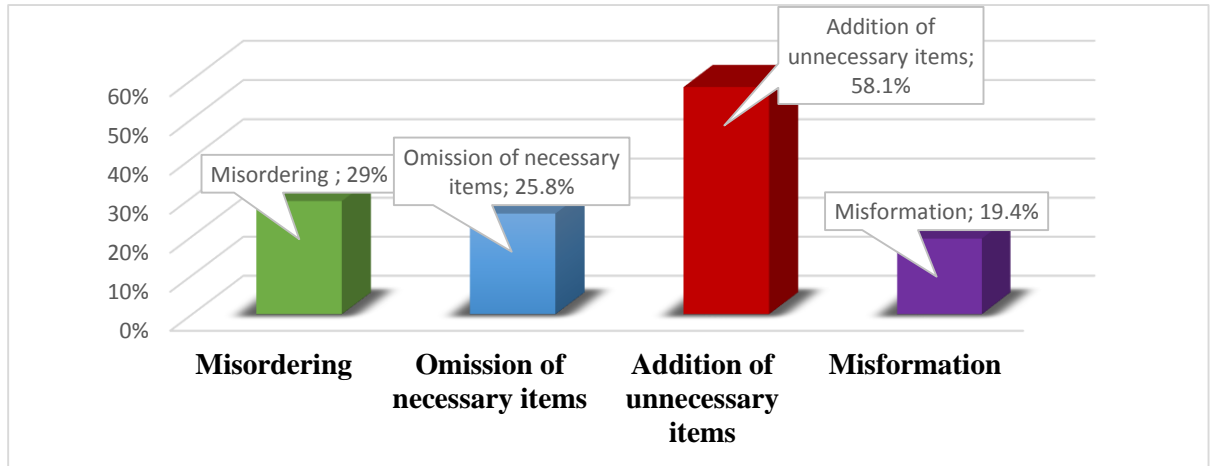


**Diagram 04: The Frequency of Students' Production of Grammatical Errors**

This diagram demonstrates that (37.5%) of students ‘sometimes’ make grammatical errors in their Discussion Chapters. On the flip side, (29%) and (16.1%) of the participants “always” and “often” generate these kinds of errors. However, only (19.4%) of students “rarely” make these types of errors.

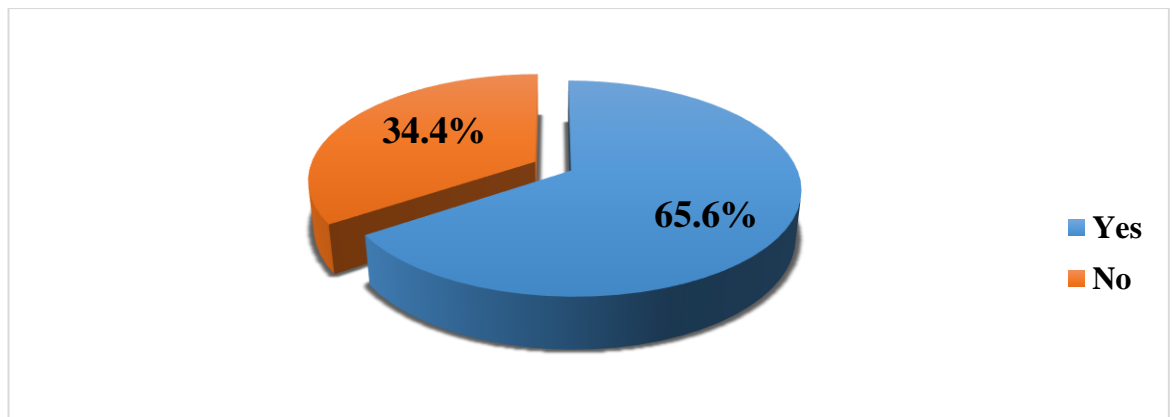
- **Question Four: Could you indicate the types of grammatical errors you commonly make in your discussion chapters?**

The following diagram shows that (58.1%) of participants make ‘addition’ errors and (29%) of them make ‘misordering’ errors while (25.8%) make errors of ‘omission’, and only (19.4%) of students make ‘misformation’ errors.



**Diagram 05: The Most Common Type of Grammatical Errors Made by MA Students**

- **Question Five: Do you rely on any specific strategies or techniques while identifying and correcting your grammatical errors?**



**Diagram 06: Strategies Used by Students to Identify and Correct their Grammatical Errors.**

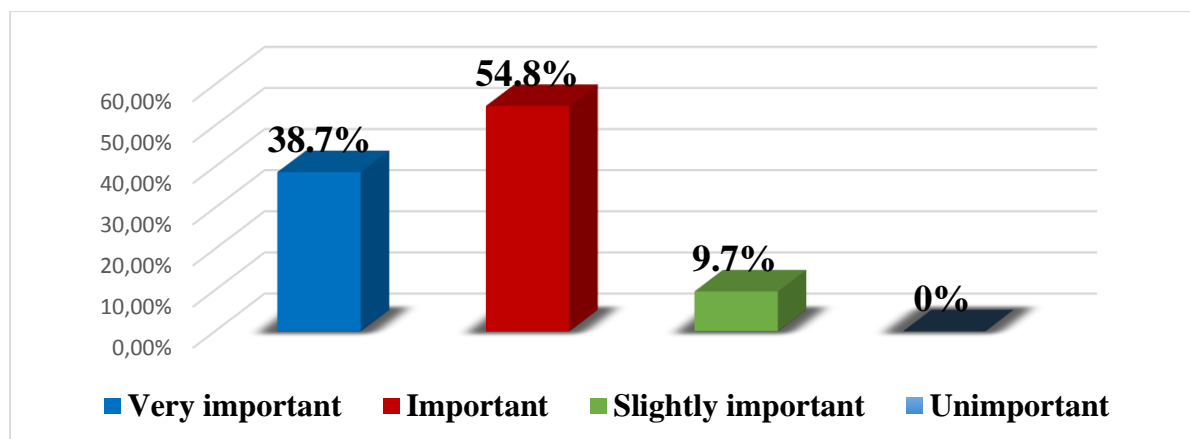
As the diagram shows, the majority of the participants use strategies and techniques for identifying and correcting their errors. Sixty-five point six percent (65.6%) of them answered the question with “yes” and only (34.4%) of them responded with “No”.

**If yes, please explain**

The students’ responses to this question reveal three primary techniques employed by MA students to identify and rectify their errors. Most of them asserted that they usually rely on various websites and grammar resources. One student claimed: “I usually use some websites to check the grammatical errors, such as Reverso, or through using grammatical resources such as online grammar guides” while, other students found that reviewing the grammar rules is the most effective strategy. As one of the participants said: “to correct my grammatical errors, I usually review the grammar rules and I find it the most effective technique.” A few amount of MA students claimed that they prefer using books to check and correct the errors. One of them stated: “I re- read them than I check in books.”

**2.3 Section Three: Error Analysis and Self-Regulated Learning**

- **Question Six: How important is the use of self-regulated learning strategies, such as goal setting (set specific objectives) and self-evaluation while writing your discussion chapters to identify and correct the grammatical errors?**

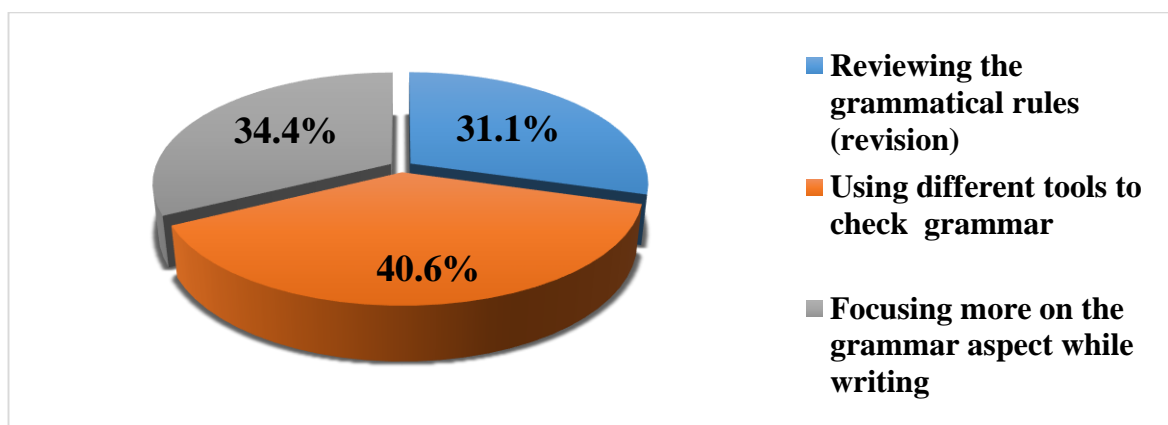


**Diagram 07: The Students’ Views toward the Importance of Using Self-regulated Strategies**

The given diagram illustrates the participants’ perception regarding the significance level of the use of self-regulated learning strategies. It shows that most students, with (54. 8%) believed that the use of these techniques is “important” and (38.7%) of them consider them as

being “very important” strategies to use, whereas a smaller percentage of (9.7%) regarded that the employment of these strategies is “slightly important”.

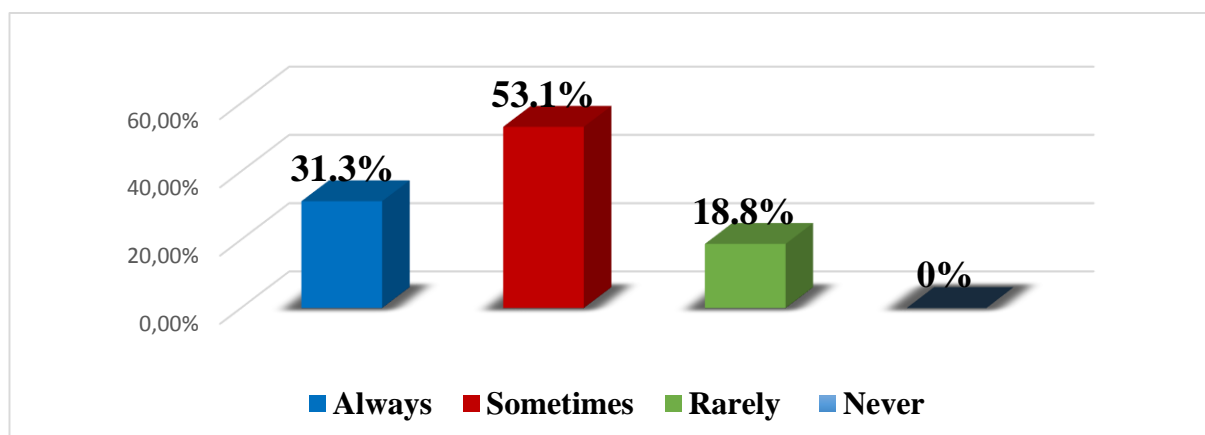
- **Question Seven: How do you monitor and assess your grammar usage when writing, is it through?**



**Diagram 08: The Students' Ways of Evaluating their Grammar Usage.**

As shown in the pie chart above, (40.6%) of the participants mentioned that they use different tools to check their grammar, as well as (34.4%) of them stated that they focus more on the grammar aspect while writing. Only (31.3%) of them evaluate their grammar by reviewing the grammar rules.

- **Question Eight: How often do you engage in self-questioning (asking questions to yourself) or self-testing techniques to improve your understanding of grammar and your abilities to correct the grammatical errors?**

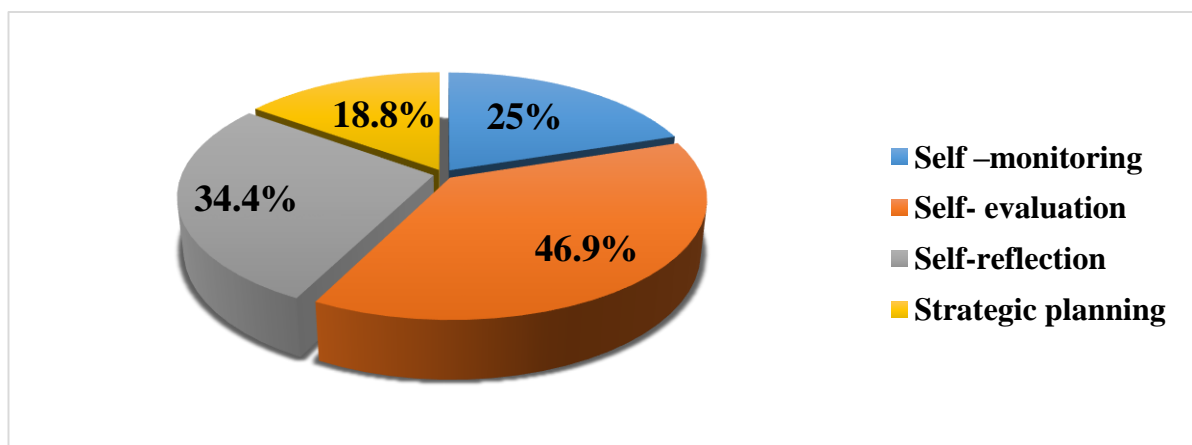


### Diagram 09: The Frequency of Self-Questioning and Self-Testing by MA Students

According to the results presented in Diagram 09, more than half of the participants with (53.1%) use “sometimes” self-questioning and self-testing strategies to correct their errors. Moreover, (31.3%) of them claimed that they “always” apply these techniques whereas (18.8%) of them “rarely” use these strategies.

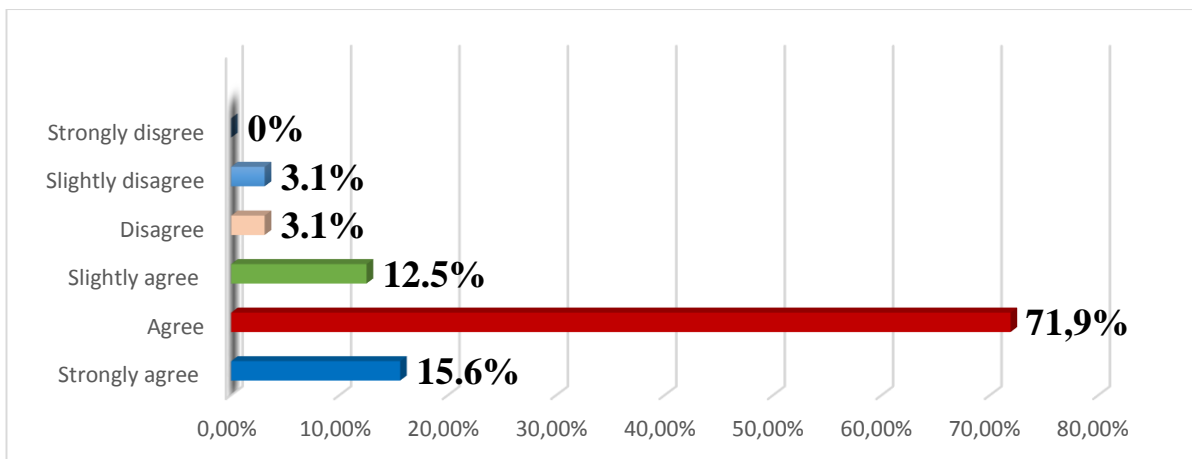
- **Question Nine: Which among these self-regulated strategies have you found most helpful to eliminate or at least minimize the occurrence of these grammatical errors?**

The question above aims to determine which self-regulated strategies are most useful for both Didactics of Foreign Languages and Language and Communication students to minimize their grammatical errors. As it is expressed in the following pie chart, (46.9%) represents the majority of the participants who perceived that ‘self-evaluation’ is the most helpful strategy and (34.4%) selected ‘self-reflection’ as a useful strategy to minimize errors while (25%) of them consider ‘self-monitoring’ as being a beneficial technique and only (18.8%) found that ‘strategic planning’ has a great impact on reducing the errors.



**Diagram 10: The Most Useful Strategy in Students' Perceptions**

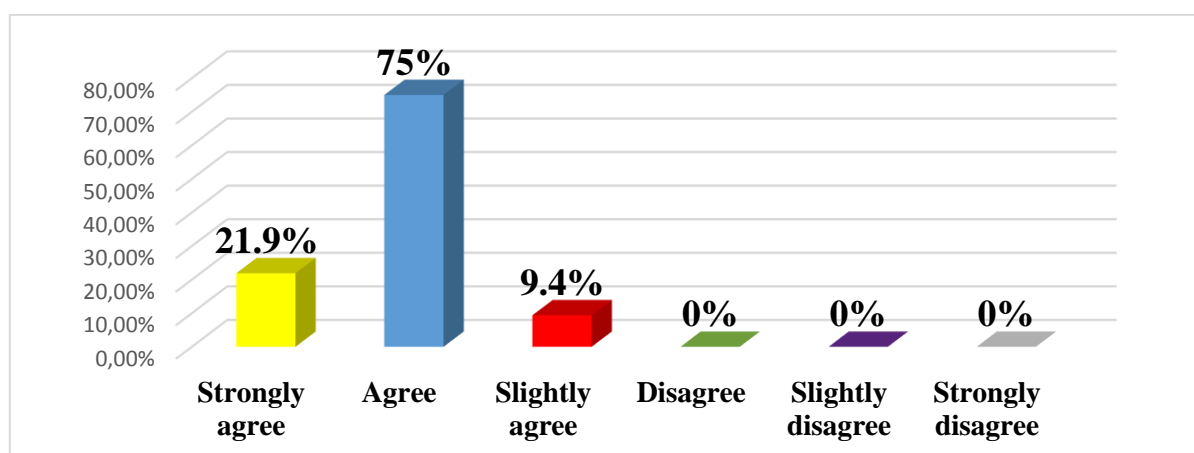
- **Question Ten: How far do you believe that the misuse or the absence of self-regulated strategies (self-evaluation, planning, goal setting....) could be the reason for these grammatical errors?**



**Diagram 11: Students Attitudes towards the Absence of Self-Regulated Strategies**

Based on the results presented in the diagram above, the majority of MA students with (71.9%) agreed that the misuse and the absence of self-Regulated strategies could be the causes of these grammatical errors. Twelve point five percent (12.5%) of them “slightly agree” and (15.6%) of the participants describe their frequency as “strongly agree” while another part, that represents (3.1%) of the respondents “disagree” as well as the same percentage (3.1%) ‘strongly disagree’.

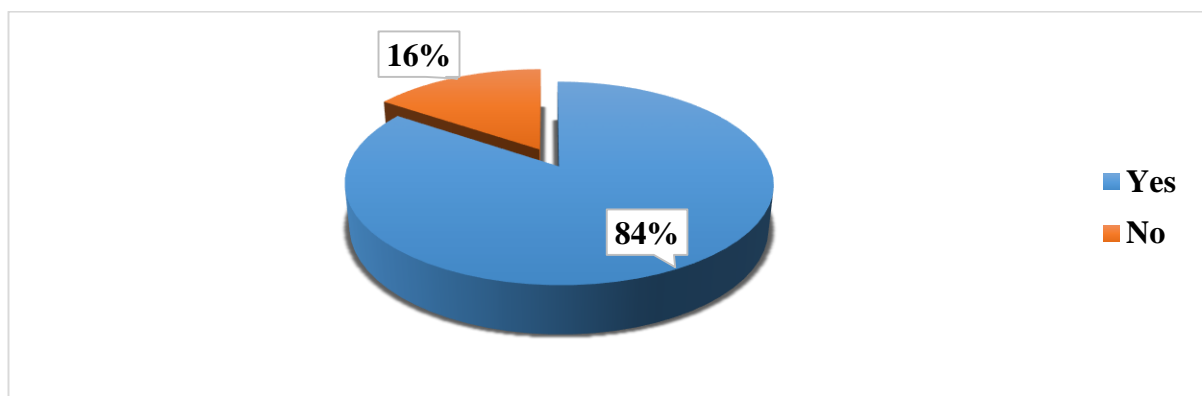
- **Question Eleven: Do Self-monitoring and self-assessment allow students to write the Discussion Chapter for their dissertation with good grammar?**



**Diagram 12: Students’ Perceptions towards the Use of Self-Monitoring and Self Assessment.**

Diagram 12 shows that a significant number of the participants accounting for (75%) were in agreement with the notion that utilizing self-monitoring and self-assessment allow them to create a well written dissertation with appropriate grammar (without errors). Additionally, (21.9%) strongly agree and only (9.4%) of them slightly agree.

- **Question Twelve: After you received feedback on your final work, have you noticed that lack of self-monitoring and self-assessment of grammar usage resulted in more frequent grammatical errors in your Discussion Chapter?**



**Diagram 13: The Impact of the Lack of Self-Monitoring and Self-Assessment on the Existence of Grammatical Errors**

This pie chart denotes that (84%) of MA students observed that the main reason for the appearance of grammatical errors in their compositions is the absence of self-monitoring and self-assessment. On the other hand, the remaining students with (16%) did not report this issue as the source of their errors.

## Conclusion

This chapter has exposed the results of the practical investigation collected from the two instruments employed in this study. Thereby, it was divided into two sections. The first section has displayed the outcomes of the corpus' analysis which comprises (13) MA dissertations ( Discussion Chapter). The findings are presented in form of tables through providing the

frequency and the percentages of each kind of error. As well, they were classified with their examples and possible corrections and which are accompanied by short paragraphs to present these findings. On the other hand, the second section has reported the findings obtained from the online questionnaire distributed to MA students. The results are displayed in form of pie charts and diagrams alongside, short and meaningful paragraphs which contain the presentation of these findings. These results will be thoroughly discussed and explained in the upcoming chapter.



## **Discussion of the Findings**

### Introduction

The following chapter discusses the findings of the investigation in attempt to address the research questions as well as confirming or denying the hypotheses proposed in the general introduction. Hence, it is divided into two sections. The initial one interprets the outcomes gathered from the analysis of the corpus through classifying and explaining the examples that are identified based on Dulay, Burt, & Krashen (1982) 'the Surface Strategy Taxonomy'. The second section is devoted to a detailed discussion of the results obtained from the students' questionnaire which are analysed according to Zimmerman's 'Cyclical Model of Self-Regulated Learning Strategies' (2000).

#### 1. The Different Types of Grammatical Errors Made by MA Students in their

##### Discussion Chapters

After analysing the corpus, the results displayed that the total number of grammatical errors identified in MA students' Discussion Chapters were ninety-six (96) errors. These errors are mainly classified into four (4) different categories including omission, addition, misformation and misordering. Hence, in order to provide an answer to the first research question. Each category will be explained in detail, starting with the most common types and concluding with the least frequent.

##### 1.1. The Most Frequent Types of Errors

**Misformation** which represents the most observable type of grammatical errors found in the 'Discussion Chapters' of MA students with (47%). Dulay, Burt & Krashen (1982) state that in misformation errors, the student provides an element, despite its inaccuracy. The following examples contain the different categories of misformation errors:

**This chapter aims to answers the research questions raised in the general introduction.**

**It should be:** This chapter aims to answer the research questions raised in the general introduction.

**The results show that the majority of respondents answer positively the question.**

**It should be:** The results show that the majority of respondents answered positively the questions.

In the first example, the student used the present simple tense ‘answers’ after the infinitive marker ‘to’ instead of using the infinitive form ‘answer’, which made the sentence wrong. For the reason that in English, any verb comes after the infinitive marker ‘to’ should be put in the infinitive, while in the second example the student used the present simple of the verb ‘answer’ that should be put in the past simple ‘answered’ because the learner expressed an action that occurred in the past rather than in the present. Despite their advanced education, MA students still encounter challenges in using tenses correctly as a consequence of uncomprehensive understanding and a lack of attention to grammar while writing.

**The second question reveals that the majority of the learners has notions about idioms**

**It should be:** the second question reveals that the majority of the learners have notions about idioms.

**On the other hand, others does not participate because of being shy or weak.**

**It should be:** On the other hand, others do not participate because of being shy or weak.

As demonstrated in these examples, the student made subject verb agreement misformation. As in the first example, he/ she used the present singular of the verb ‘have’, which creates a disagreement with the plural subject ‘learners’. Hence, the verb should be put in plural form ‘have’. In the second example, the student used the present singular form of the verb ‘does’ instead of using the plural form ‘do’ since the subject of the sentence is in plural form ‘others’.

**After that, we proposed to the students a set of tasks asking them to choose which of this tasks teachers use in the classroom to teach them vocabulary.**

**It should be:** After that, we proposed to the students a set of tasks asking them to choose which of this tasks teachers use in the classroom to teach them vocabulary.

In the sentence above, the student used the wrong form of the demonstrative pronoun ‘this’ since the appropriate demonstrative pronoun that should be used in this statement is ‘these’. To clarify, according to English grammatical rules, the selection of the appropriate demonstrative pronoun is related to the noun that follows it, the pronoun should agree with the noun in gender and number.

**The learners have asserted that online CS ensures the successful transmission of messages but more importantly the intended meaning by the speakers.**

**It should be:** The learners have asserted that online CS ensures the successful transmission of messages but more importantly the intended meaning of the speakers.

In this example, the student has utilized an inappropriate preposition to indicate the relationships between different elements in the sentence. In the previous sentence, he/she used the preposition ‘by’ that indicates the agent who performs the action (the doer of the action) instead of using the preposition ‘of’ which indicates the possession, and which is supposed to be used in this sentence, as required by English grammar rules.

**Omission** that It is viewed as the second most common type of grammatical error identified with (26%) in the ‘Discussion Chapters’ of Master two students. According to Dulay et al (1982, p.154), this category of error occurs when “some types of morphemes are omitted than others”.

**Attitude are likes and dislikes, favorable or unfavorable evaluation and reactions to objects and people.**

**It should be:** Attitudes are likes and dislikes, favorable or unfavorable evaluation and reactions to objects and people.

**These two merchants are managers in two travel agencies, this may be due to the fact that most of their client\_ are immigrant\_ in Europe.**

**It should be:** These two merchants are managers in two travel agencies, this is maybe due to the fact that most of their clients are immigrants in Europe.

In the given case, the student omitted the 's' endings at the end of the following nouns 'immigrant', and 'client' which are necessary to make them plural. This indicates that even though MA students are postgraduate students, they still encounter challenges with the usage of singular and plural forms. This occurs due to the students' lack of awareness regarding plural determiners.

**The sixth and the seventh questions look at \_attitudes of the participants toward the importance of learning English idioms.**

**It should be:** The sixth and the seventh questions look at the attitudes of the participants toward the importance of learning English idioms.

**Both studies have shown that students switch codes majorly because of \_ lack of facility with it being the most prominent reason in Choy's findings and the second most prominent reason in the current research's findings.**

**It should be:** Both studies have shown that students switch codes majorly because of the lack of facility with it being the most prominent reason in Choy's findings and the second most prominent reason in the current research's findings.

Among the articles, it is observed that Master Two students tend to omit the definite article 'the' before nouns more frequently compared to the other articles (a/an). This tendency is evident in the two provided examples above where the student left out the required definite article 'the' before both 'participants' as well as 'lack'. The complexity of grammatical rules related to article usage stems from the distinctions that exist between learners' native language

and the second language they are learning. Thus, these dissimilarities can create difficulties for students when employing articles.

**Moreover, they seem to have good academic performance and high score \_exams because they check and evaluate their progress regularly.**

**It should be:** Moreover, they seem to have good academic performance and high score on exam because they check and evaluate their progress regularly.

**A total of 90 students were questioned and 10 classroom observed in order to determine the students' learning styles\_ teachers' attitudes toward them.**

**It should be:** A total of 90 students were questioned and 10 classroom observed in order to determine the students' learning styles and teachers' attitudes toward them.

In these examples, the student produced sentences that lack clarity because of an omission of a necessary cohesive device. For instance, the preposition 'on' before the noun 'exam' in the fifth example. Consequently, it is apparent that MA students often leave out required prepositions. In the fifth sentence, the preposition 'on' contributed to the coherence of the sentence, establishing a connection between the idea of achieving high score and the specific context, which is 'exam'. On the other hand, in the sixth example, another connector that is the conjunction 'and' is omitted. Although it is required to provide temporal relationship between the two phrases of the sentence: "the students' learning styles" and "teachers' attitudes toward them".

**The usual teaching methods as confinement represented a new experience that no one has had the time to process and deal with\_ easily.**

**It should be:** The usual teaching methods as confinement represented a new experience that no one has had the time to process and deal with it easily.

**Learners rewrite ideas and principles in to other words, organize diagrams or graphs into statements and turn \_into words reactions, actions, charts.**

**It should be:** Learners rewrite ideas and principles into other words, organize diagrams or graphs into statements and turn them into words reactions, actions, charts.

In both given instances, the student left out two personal pronouns. In the seventh sentence, the pronoun ‘it’ was excluded, despite its appropriateness as it refers to the previously mentioned Subject ‘experience’. On the other hand, in the eight example, the pronoun ‘them’ was neglected or forgotten even though it is essential. In order to prevent the subject to be repeated excessively and to enhance the overall clarity of the sentences, it is suggested to include these pronouns.

**As it is mentioned in the review of literature, it is very important for the educator to use different teaching \_so that students with diverse particular styles can learn and understand lectures in an effective way.**

**It should be:** As it is mentioned in the review of literature, it is very important for the educator to use different teaching methods so that students with diverse particular styles can learn and understand lectures in an effective way.

In this sentence, a content word was omitted by the student, leading to a lack of clarity in the sentence. In this specific context, the word ‘methods’ plays a crucial role in specifying the precise aspect of teaching that the student wanted to discuss. As a result, it is essential to retain this content word to ensure a clear and coherent expression of the students’ intended meaning. This kind of omission could potentially be linked to the students’ lack of a thorough proofreading.

**As indicated in the examples 1 and 2, the learner has added the auxiliary “to be” where it\_ not necessary.**

**It should be:** As indicated in the examples 1 and 2, the learner has added the auxiliary “to be” where it is not necessary.

MA students tend to omit not only content words but also functional elements like verbs. This is exemplified in the sentence provided above, where the key verb 'is' is missing despite the fact that it is necessary for the proper sentence structure. Since, in the English language, accurate sentence formation involves the presence and the organization of subject, verb, and complement in the appropriate sequence. Without these elements, the formed sentence tends to be grammatical incorrect. Nevertheless, considering their status as advanced students, this omission could be related to their failure to thoroughly proofread their works.

### **1.2.The Least Frequent Types of Grammatical Errors**

**Addition** which is among the least visible type of grammatical errors in the 'Discussion Chapters' written by MA Two students, with only (17%) of 'addition' errors have been detected. Dulay, Burt & Krashen (1982) note that 'addition' errors commonly arise in the later periods of acquiring a second language. It occurs once the learner has grasped some rules of the target language. In fact, this kind of errors are originated from excessive and overly faithful application of specific language rules.

**This result is held up by Zimmerman (1994) affirming that positive belief that student hold on their own competence influence positively learning as well as outcomes expectations, these students are to generally self-regulated learners.**

**It should be:** This result is held up by Zimmerman (1994) affirming that positive belief that student hold on their own competence influence positively learning as well as outcomes expectations, these students are generally self-regulated learners.

In this sentence, the learner added an extra preposition which is 'to' that makes it grammatically incorrect. The morpheme added is unnecessary and must be omitted since it does not add anything to the meaning of the sentence.

**When we have the asked the teachers about the effectiveness of vocabulary learning skill, all of them affirmed that vocabulary learning is an effective way to increase reading comprehension.**

**It should be:** When we have asked the teachers about the effectiveness of vocabulary learning skill, all of them affirmed that vocabulary learning is an effective way to increase reading comprehension.

In the example above, an unnecessary definite article ‘the’ is added before the main verb of the sentence, rendering the statement grammatically incorrect. In the aforementioned sentence, the student should not write the definite article before the verb since in English both definite and indefinite articles are placed before nouns not verbs.

**MSA is the preferred code in governmental sign. In fact, and since the independence, the Algerian large policy has favoured the use of MSA to relate it to the Algerian Islamic identity.**

**It should be:** MSA is the preferred code in governmental sign. In fact, since the independence, the Algerian large policy has favoured the use of MSA to relate it to the Algerian Islamic identity.

As it is indicated in this sentence, the student made different kind of ‘addition’ error. He/she added an unneeded coordinating conjunction ‘and’ before ‘since’, that is a temporal conjunction. This is incorrect because in English we cannot use two conjunctions at the same time. In fact, the appropriate conjunction to be used in this context is ‘since’, because the learner wanted to express the idea that the Algerian large policy has favoured the use of MSA starting from the period of independence, indicating the time from which the action has started.

**But the most important things is to check their attainment.**

**It should be:** But the most important thing is to check their attainment

**In this regards, Snow (2000) maintains language skill.**

**It should be:** In this regard, Snow (2000) maintains language skill.

In both statements, the learner added the unnecessary ending ‘s’ of pluralisation, although the words referred to singular form. In other words, if we follow the English rule of pluralisation, both words ‘things’ and ‘regards’ should be put in singular forms ‘thing’ and ‘regard’.

**The effective strategy do not appear in this study is because they are included in the learning process.**

**It should be:** The effective strategies do not appear in this study because they are included in the learning process.

In this example, the students wrote a subordinate clause using the subordinate conjunction ‘because’. They added an unnecessary verb ‘is’ that makes the sentence incorrect. In English, a complex sentence contains a limited number of main verbs often not exceeding two. Therefore, the use of the verb ‘is’ in the sentence above is inappropriate and should be omitted since the two main verbs of the sentence are ‘appear’ and ‘included’.

**Misordering** is considered as being the second least common type of grammatical errors, in the ‘Discussion Chapter’ of MA Two students, constituting only (10%) of the identified errors.

**The findings of the third item of the questionnaire reveal that in informal conversations, master Two students’ most employed languages are Tamazight, French and English.**

**It should be:** The findings of the third item of the questionnaire reveal that in informal conversations, the most employed languages by master two students are: Tamazight, French and English.

In this sentence, the student has incorrectly ordered the sentence structure, resulting in a sentence which lacks proper arrangement and clarity. The correct sentence should be: ‘the most employed languages by Master Two students are Tamazight, French and English’. This example demonstrates that MA students sometimes encounter difficulties in achieving the correct word order within their sentences. This issue might arise because of the lack of students’ attention.

**Not only can it change the education climate effectively, it can also strengthen students’ achievement and foster workforce readiness.**

**It should be:** It can not only change the educational climate effectively, it can also strengthen students’ achievement and foster workforce readiness.

In this second example, the student made two distinct issues within the sentence construction that disrupted its structure. Firstly, the student did not place the subject ‘it’ at the beginning of the sentence, although it is common in English to start a sentence with a subject. It is not an absolute rule, but starting a sentence with it helps to establish clarity and makes the sentence easier to understand. As in the example above which contributed to disrupt the intended clarity. Secondly, the negation marker ‘not’ was utilized; yet, it was improperly positioned before the modal verb ‘can’ even though, it is a grammatical convention in the English language that should be followed while writing. In essence, these two errors collectively diminish the overall coherence of the sentence.

**(21%) of participants indicate that they check always if their goals are going to be attained by confirming their strategies of learning.**

**It should be:** Twenty-one percent (21%) of participants indicate that they always check if their goals are going to be attained by confirming their strategies of learning.

In the given sentence, the student placed the frequency adverb ‘always’ incorrectly after the verb ‘check’, disrupting the proper sentence structure. Therefore, this illustrates the crucial

nature of the general rule of the English language, which emphasizes positioning frequency adverb before the main verb rather than after it. In this case, the student failed to apply this rule appropriately. Ultimately, this misordering of ‘always’ highlighted the importance of adhering to the mentioned rule to maintain clarity and accuracy in conveying the intended meaning.

**In this section, we have developed ten (10) close-ended questions that all seek to extract the learners’ opinion and their awareness of the importance of English learning idioms.**

**It should be:** In this section, we have developed ten (10) close-ended questions that all seek to extract the learners’ opinion and their awareness of the importance of learning English idioms.

In this sentence, the student aimed to discuss the significance of acquiring knowledge about English idioms. However, there was a word order change, which is related to the placement of the modifier. In this case, the word ‘English’ is an adjective that modifies the noun ‘idioms’. Thus, placing ‘English’ before ‘idioms’ ensures that it correctly modifies the noun and clarifies that the idioms being learned are specifically from the English language. Therefore, the sentence should be arranged as follows: ‘The importance of learning English idioms’.

To conclude, based on the findings of the analysis of Master Two dissertations, the predominant types of grammatical errors made by MA students are misformation and omission, while the least prevalent categories of errors are ‘addition’ and ‘misordering’. As a result, the first hypothesis mentioned in the general introduction is confirmed.

In 2022, an experimental study was conducted at Muhammadiyah Palembang university of Indonesia by Masagus Sulaiman & Indawan Syahri. The study shares the same purpose as the present research, which is to identify the different types of grammatical errors made by university students in their writings and determine the most prevalent ones. The findings of the investigation reveal that students committed four kinds of grammatical errors including misordering, omission, misformation and addition. Furthermore, the dominant type is

misordering. In opposition to the outcomes of this study, on which the most frequent type made by students is misformation following by omission. This variation in results can be related to the differences between the education system and students' levels.

### **2. Reasons behind Students' Grammatical Errors**

With the aim of understanding the sources behind these grammatical errors committed by MA Two students in their 'Discussion Chapter', the following section discusses the findings of the questionnaire analysis.

#### **2.1 The Types of Grammatical Errors between Students' Perception and Use**

From the third question asked in the questionnaire that aims to uncover the common types of grammatical errors made by MA students. The outcomes taken from the students' answers demonstrate that the frequent kinds of errors are 'addition' and 'misordering'; and, the least common ones are 'omission' and 'misformation'. Therefore, there is an inconsistency between the grammatical errors that students reported as most frequent types and the kinds of errors that have been identified through the corpus analysis. This divergence underscores a variation between students' perceptions and actual existence.

Most of MA students made 'addition' errors while discussing their findings of research, which refers to the process of adding unnecessary morphemes to sentences, resulting in the incorrect formation of a statement. These errors are mainly related to the application of grammatical rules acquired in inappropriate places.

From the students' perspectives, the kind of grammatical errors occurring with the second highest frequency is 'misordering'. Dulay et al (1982) explain it as "Misordering items in constructions that require a reversal of words order rules that has been previously acquired." To clarify, it refers to the incorrect arrangement of elements in a sentence, which alters the intended meaning and creates ambiguity.

According to students, the third frequent kind of error is ‘omission’. It is when an essential morpheme is left out of a sentence, which results the construction of incomplete and unclear statement. In this regard, Dulay et al (1982) claim: “Any morpheme or word in a sentence is potential candidate for omission, some types of morphemes are omitted more than others”. This quotation suggests that any part of a word or sentence could be left out, and certain types of morphemes are more likely to be omitted than others.

According to the students’ responses, the least common type of error in students’ view represents ‘misformation’ which involves the incorrect usage of word or morpheme forms. Moreover, MA students struggle to select and use the correct forms of a words or morphemes in accordance with the English rules of word formation.

To sum up, the interpretation of the results reveals that there is a difference between the way students observe their use of various kinds of grammatical errors and their actual appearance in their writings. The findings obtained from the corpus’ analyses display that the most visible types of errors were ‘misformation’ and ‘omission’ followed by ‘addition’ and ‘misordering’ as the least visible types. In contrast, the questionnaire outcomes demonstrate that the most common types were ‘addition’ and ‘misordering’ as well as the least common types were ‘misforamation’ and ‘omission’.

### **2.2. The Students’ Attitudes toward the Use of Self-Regulated Learning Strategies**

The responses to the sixth item in the questionnaire concerning students’ attitudes towards the importance of using self-regulated strategies for identifying and correcting their grammatical errors display that the majority of MA students (54,8%) consider these strategies as being important and very important (see diagram 07). Self-regulated learning strategies play a significant role as they enable the student to take an active role in their learning process, and using these strategies improve their abilities to identify and rectify errors. In other words, it encourages them to assess and reflect on their writing through using metacognitive strategies including self-monitoring, self-evaluation as well as goal setting and planning. Self-regulated

learning is described as being “an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation and behavior, guided and constrained by their goals and the contextual features in the environment”. Pintrich (2000, p.453). This quotation underscores the significance of self-regulated learning strategies as a beneficial process, which enables learners to improve their performance. In other words, self-regulated learning is a useful procedure, which allows students to effectively perform in their learning process.

In the purpose of understanding the way that MA Two students monitor and assess their grammar usage while writing, the seventh question has been asked through giving them the ability to choose between three strategies. The majority of the sample (40, 6 %) declared that they monitor their grammar usage through using different tools for checking grammar since they help them to fix and even correct their errors (see Diagram 08). On the other hand, (34, 4 %) of the students selected the technique of focusing more on the grammar aspect while writing. To clarify, they give much attention to grammar during the drafting stage of writing. When they write down their ideas generated in the pre-writing stage, they usually check the correct phrasing, sentence structure, verb tenses and word choice to ensure the use of proper grammar in their composition. In contrast, the remaining participants (31, 3%) opted for the strategy of reviewing the grammatical rules they have acquired before. This means that they assess their piece of writing taking into consideration these rules and make correction if it is needed.

Observations and recordings of one’s own behavior are usually structured by the use of a data sheet or mechanical recording device. Students are generally trained to use standard behavioural-assessment methods to accurately self-monitor their behavior. Zimmerman & Shunk (1989, p.30).

In other words, students should use different and structure techniques during the process of monitoring and assessing their composition.

The outcomes obtained from the eighth item, which asked about the use of self-questioning and self-testing techniques by students to improve their understanding of grammar

and correct their grammatical errors, exposes that the majority of MA students (53, 1%) sometimes use these techniques. This proves the limited usage of both strategies that can be considered as the reasons behind their errors (see Diagram 09). To explain, both self-testing and self-questioning are effective strategies to enhance the students' comprehension of grammar rules as well as fixing and correcting their errors, since self-questioning involves asking questions about the accuracy of grammar usage, which helps to identify any kind of error that occurs in the student's writings. Moreover, self-testing involves the students' evaluation of their work and application of the grammatical rules in the purpose of rectifying their errors allowing students to improve their understanding of the grammatical rules. "Self-monitoring methods have been employed because of their potential as a behaviour change agent" Zimmerman & Shunk (1989, P.31). This means that self-monitoring techniques play a crucial role in behaviour modification.

In summary, the conclusions drawn from the analysis of the three previous items suggest that despite MA Two students' positive attitudes towards the importance of employing these strategies to decrease the grammatical errors and create a well-structured written work, they exhibit limitations in the application of self-regulated learning strategies when composing their 'Discussion Chapter'.

In 2019, a practical investigation was submitted in the department of English at Mouloud Mammeri University of Tizi Ouzou by Cherif O. & Manseur S. The research explored the sources of grammatical errors made by Third-Year students in their compositions at Chihani Bachir Secondary School. Thus, both studies sought to uncover the causes behind these errors. Despite their shared objectives, there are distinctions in the outcomes between their research and the present study. The findings of the mentioned study revealed that the grammatical errors occurred were primarily due to the students' lack of knowledge of the target language, overgeneralization, incomplete application of the English language rules and to the interference

from previously learned languages .In contrast , the current study’ findings discovered that the limited usage of both self-evaluation and self-monitoring strategies by MA students is the underlying reason behind their grammatical errors that appeared in their ‘Discussion Chapter’ . This distinction could be attributed to the differences between the academic levels under investigation, since the previous study focused on junior students, while the present one focuses on postgraduate students.

### **2.3. The Reasons behind these Grammatical Errors**

Upon analysing the responses of the ninth question regarding the most effective self-regulated learning strategy; for minimizing or even eliminating the grammatical errors, the students were presented with four options: self-evaluation, self-control, self-reflection, and planning strategies (see Diagram 10). Their selections offer a valuable insight into the perceived efficacy of these strategies in the context of grammatical error reduction. Interestingly, the overwhelming preference for self-evaluation as the most helpful strategy is a noteworthy finding, since a significant number of participants of (46,9%) singled out self-evaluation. This result points to the pivotal role that self-assessment plays in improving grammatical accuracy. Self -evaluation is explained by Roheiser and Rosss (2001, p.1) as student appraising their work and assessing its quality using evidence and criteria with the aim of improving their upcoming achievement. That is to say, it is a strategy that entails retrospectively examining the quality of the final product. It refers to the process of critically assessing and analyzing one’s own written work for accuracy, coherence and adherence to grammatical rules. This strategy aligns with the editing stage of the writing process.

Consequently, its primary goal is to polish the students’ final work by making it more concise, impactful, and error free. In this regard Schunk and Zimmerman (2007, p.12) state that after performing a task, “learners respond to their efforts by evaluating their goal progress and adjusting strategies as needed.” Close behind, self- reflection is favored by (34.4%) of the

participants. It serves as a proactive and self-directed (driven) approach for enhancing writing quality by enabling students to analyze their errors and understand their underlying causes in order to prevent their occurrence. By applying this strategy, the writers become more self-aware of their use of grammatical rules in their compositions.

However, it is interesting to observe that two other strategies received comparatively lower levels of preference. On one hand, self-monitoring was selected by only (25%) of the participants. The latter strategy can be defined as a proactive strategy that is to say self-monitoring involves students being vigilant and attentive to their language use. This includes actively recognizing and assessing the occurrences of any form of error and immediately rectify them as they arise. According to Chen (2002, p. 13), it includes staying conscious of one's writing and evaluating ones written work in real-time. This method assists students in directing their attention towards their writing, differentiating between strong and weak performance and highlighting ineffective learning strategies. Put it simply, students monitor their writing, progress through their writing process by relating it to their predefined goals, and appraise the efficiency of their plan and strategies.

Notably, a smaller portion of participants with (18.8%) opted for strategic planning which refers to the systematic development of an organized approach to enhance the learning outcomes. This strategy fits the planning stage of the writing process, since within it the writers are required to set goals, select effective strategies, and consider potential obstacles. The usage of any technique is always mirrored either in the students' success or failure in their learning performance. In this regard, Richard et al. (2012), there is a correlation between students' strategies and their outcomes, and this demonstrates its significance. (cited in Eom, 2015, p.04)

To sum up, the most helpful strategy for minimizing or even eliminating the occurrence of grammatical errors in MA Two students' 'Discussion Chapter' is the combination of self-evaluation and self-monitoring. For the reason that the latter prevents errors from even entering

the final draft by allowing writers to catch them as occur since it takes place during the performance phase. Yet, this can lead to better writing habits and increased awareness of common errors. However, self-evaluation occurring after the performance phase, may not effectively prevent them from their initial appearance. Nevertheless, through the combination of the two, the grammatical errors will be minimized or even eliminated.

The tenth question concerns the views of the participants regarding whether the misuse or the absence of self-regulated strategies could be the reason for these grammatical errors. The results show that the dominant agreement, with combined total of (87.5%) from those who strongly agree (15.6%) and agree (71.9%) underscores the belief that the misuse or the absence of self-regulated strategies can indeed contribute to grammatical errors (see Diagram 11). This strong consensus reflects the shared recognition of the vital role of these strategies. Those respondents are likely aware that self-regulated strategies are not mere optional additions, but rather indispensable for maintaining writing clarity and quality. Discussing the impact of self-regulation on the advancement of students' academic writing, Järvelä and Järvenoja (2011) elaborate that the student who use self-regulated learning strategies while writing displays a heightened willingness to participate and enhance he/she competence in tackling complex writing issues. By integrating these strategies, they succeed in planning, monitoring and regulating the writing process. This was confirmed by the students' responses to the eleventh question, which insists that self-monitoring and self-assessment allow MA students to write their 'Discussion Chapter' using good grammar. Hence, the most of the participants with (75%) agreed, others strongly agreed (21.9%) and (9.4%) slightly agreed. Notably, no one disagreed on the impact of the presence of the two strategies mentioned and the lack of both cause the occurrence of different types of grammatical errors (see Diagram 12).

Finally, when the participants were asked whether they noticed that the lack of self-monitoring and self-assessment of grammar usage resulted in more frequent grammatical

errors in their discussion chapter, particularly after they received feedback on their final works, a notable majority (84.4%) responded affirmatively (see Diagram 13). Their perception of an increase in grammatical errors within the discussion chapters indicate a potential link between the lack of self-monitoring and self-assessment as well as the presence of grammatical errors in the discussion chapter. To put it simply, participants who did not carefully check their writing made more grammatical errors, when discussing their findings.

On the contrary, a minority (15.6%) of participants did not associate the lack of both mentioned strategies with the occurrence of grammatical errors found in their discussion section. It is conceivable that those individuals possess a higher degree of grammatical proficiency, that is to say students with high level of this latter could have a better grasp of grammar rules, which allow them to avoid errors. Furthermore, the proficient utilization of self-regulated learning strategies ensures that errors are identified and corrected before the final composition is produced.

To sum up, the results of the online questionnaire distributed to (32) Master Two students as a sample demonstrate that the reasons of the grammatical errors made by MA students pertain to the insufficiency in their implementation of self-regulated learning strategies. Consequently, the second hypothesis set in the general introduction is confirmed.

## Conclusion

This chapter has provided an in-depth interpretation of the research' findings demonstrated in the preceding section. It is partitioned into two distinct sections. The first section is delved into the analysis of the results retrieved from the students' discussion chapters, leading to the conclusion that the most frequent types of grammatical errors they made are 'misformation' and 'omission', which answered the initial research question along with confirmation of the first hypothesis suggested in the general introduction. On the other hand,

the second section is devoted to address the second research question through discussing the students' questionnaire outcomes that permitted us to determine that the limited usage of both self-monitoring and self-evaluation strategies by MA students is the reason behind the existence of these grammatical errors. Correspondingly, the second hypothesis is affirmed.



## **General Conclusion**

The study was conducted with the attention of exploring the distinct types of grammatical errors made by master two students of the English department in their discussion chapters of master dissertations at MMUTO. More particularly, it is aimed to detect and analyse the most prevalent types of grammatical errors that arises in students' discussion chapters. In addition, discover the causes that contribute to the occurrence of such kinds of errors.

To address the preceding research queries, and to validate or refute the hypothesis proposed in the general introduction, a mixed method research was employed. This method incorporates both qualitative and quantitative methods for data collection and analysis. Therefore, to achieve the research objectives the investigation adopted two data collection instruments. The initial tool comprises a corpus extracted from discussion chapters of thirteen (13) master dissertations which have been analysed. In addition to the second instrument which refers to an online questionnaire that was answered by thirty-two (32) master two students. The results obtained from the corpus analysis were manipulated through employing qualitative content analysis using tables whereas the findings collected from the students' questionnaire were presented using a descriptive statistical method involving the utilization of diagrams and pie charts. With the aim of analysing the research data gathered; the investigation is based on two different research approaches. The first approach refers to Dulay, Burt, & Krashen (1982) "the Surface Strategy taxonomy" that was implemented in the analysis of qualitative data while the second one represents Zimmerman (2000) "the Cyclical Model of Self-regulated Learning Strategies" which was applied to discuss the quantitative findings.

The findings of the corpus analysis demonstrated that Master Two students made different types of grammatical errors including four categories: the first one refers to omission, in which MA students left out elements that should be present in their sentences. This category includes the omission of both content words like nouns and verbs as well as functional words articles, prepositions, personal pronouns, conjunctions, and pluralisation. The second category

involves addition where unnecessary elements were introduced into their sentences, comprising addition of articles, pluralization, conjunctions, and prepositions. The third category represents misformation in which students formed linguistic elements that deviate from the standard form of the English language, it includes subject verb agreement, verb tense, conjunction, preposition and demonstrative pronoun. Ultimately, the last category is misordering, which is mainly related to the arrangement of morphemes or a group of morphemes in a wrong way in a sentence. Therefore, the most frequent types detected in the analysis of their discussion chapters were misformation and omission, that allow the confirmation of the first hypothesis proposed in the general introduction. Although, MA students' perceptions regarding the most frequent type of errors they make while writing diverge from the empirical identification of such errors in their 'Discussion Chapter'.

The outcomes obtained from the questionnaire reveal that MA students have a positive attitude towards the importance of using self-regulated learning strategies to reduce their grammatical errors. However, despite this recognition, a significant number of students do not consistently implement these strategies. Consequently, many MA students struggle to produce well written dissertations with proper grammar, as they tend to neglect critical phases such as self- monitoring during the forethought phase and revision during self-reflection phase. Furthermore, the findings also demonstrated that the combination of self-monitoring and self-evaluation strategies are the most useful strategies to minimize the occurrence of the grammatical errors in MA 'Discussion Chapter'. This aligns with the second hypothesis proposed, as the findings obtained also clarified that the reason behind these grammatical errors is linked to the limited usage of both self-monitoring and self-evaluation strategies by MA students, which affirms the second suggested hypothesis.

Despite the persistent efforts to complete our dissertation, we encountered several essential limitations that should be acknowledged. At the practical stage, the first limitation

stems from the unavailability of uncorrected dissertations (before submission) which posed difficulties in the collection of the corpus. Additionally, the second limitation pertained to the inability to conduct a survey with previous MA students face to face, which required the use of an online questionnaire that was answered only by a small sample of (32) MA students. Accordingly, there was a challenge in generalizing the results to all MA students, as well as gathering data online required a longer period to accumulate the necessary information. At the theoretical level, the constraint was the limited access to a diverse range of pertinent books for our research. Therefore, it is expected that the mentioned limitations will not negatively affect the importance of the study and the findings will be recognized as a valuable contribution to the research area. The aim of the present study is to assist Master Two students to highlight specific areas of their weakness concerning grammar. Moreover, it sheds light on the causes that contributed on the existence of grammatical errors in their academic writings, we aspire that this inquiry will be beneficial for both teachers and students in enhancing academic performance and language proficiency.

To conclude, as suggestions for further research, we recommend a study that will investigate the way self-regulated learning strategies can be used by EFL learners to effectively reduce the grammatical errors in their compositions. In addition, a research should be conducted to explore the role of EFL teachers in fostering self-regulated learning to their students and identify the specific essential strategies for successful implementation.



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# **Appendices**

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**Appendix A: the corpus comprise the discussion chapters of MA students**

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*Discussion of the Findings*

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Kelkoula Nechoua has submitted an empirical study in 2018 in the department of English at the University of Mouhammed Boudiaf in Msila. The research explores the functions and reasons of code switching to Arabic among EFL students at a university in Constantine. There are notable differences between their inquiry and the present one. The findings of Kelkoula's (2018) study reveal the most prominent functions for which the participants switch codes are referential, expressive, directive and poetic. The present study's findings show that the directive and poetic are the two most eminent functions, in contrast, in Kelkoula's findings those function rank as third and fourth. One major difference is that, in the present study the phatic function is one of the most dominant in Master Two learners' online CS. However, in Kelkoula's results, there are no instances that account for the phatic function at all. Similarly in both studies, the students do not switch a lot for metalinguistic purposes. The differences between the present study and Kelkoula's (2018) research can be accredited to the fact that, Kelkoula (2018) investigates CS as an oral production in face-to-face interactions. Conversely, the present study examines CS as a written production in informal asynchronous CMC. As a result, the differences in physical contact, context of interactions and the setting, attest to the contrasting results that the two inquiries have obtained.

**4.2. Reasons behind Students' Code Switching in Virtual Contexts**

This section discusses the results of the analysis of the questionnaire, which aims to reveal why students switch codes in virtual scenes.

**4.2.1. Languages Used in Informal and Virtual Settings**

The findings of the third item of the questionnaire reveal that in informal conversations, Master Two students' most employed languages are Tamazight, French and English (see Table 7). One student has said that they shift between *“English, French and Tamazight*. One participant has declared, *“One is my native language and the others i use them based on the people around me and the situation”*, meaning that CS is employed for pragmatic reasons

**Chapter Four:****Discussion of the Findings**

So, this means that the latter plays an essential role as it enhances texts' comprehension. This confirms Rumelhart (1980) who asserts that schema theory is an explanation of how readers use prior knowledge to comprehend and learn from the text.

**Section three: the Significance of Vocabulary Learning on Reading Comprehension Skill**

When we have the asked the teachers about the effectiveness of vocabulary learning on reading comprehension skill, all of them affirmed that vocabulary learning is an effective way to increase reading comprehension; they argue that vocabulary is central to English language teaching as it is the basis for the development of all other skills like speaking, writing and listening. They asserted that without sufficient vocabulary learners can not understand each other or express their own ideas, as they will not be able to comprehend the meaning of texts. So the better they know vocabulary the more the learners improve their skills in the target language. As one participant said: *"vocabulary learning is very important as it helps students express themselves more precisely and sharpens communication skills; it also requires lerners to cognitive academic language more proficiency"*. This means that vocabulary learning is an essential element in foreign language learning as the meaning of words are very emphasized whether in books or in classrooms.

These results confirm Wilkins' (1972) view who asserts that *"without grammar very little can be conveyed, without vocabulary nothing can be conveyed"*. Also Bromely (2002) has stated that vocabulary contributes in comprehension with proportion of 80 percent because vocabulary knowledge makes it easier for the learners to infer the meanings of unfamiliar words. It improves the learners' achievement since pupils with large vocabulary scor higher than those with small amount of vocabulary.

The collected data from the teachers questionnaires concerning the impact of vocabulary learning on reading comprehension revealed that the teacher confirm the fact that

*Discussion of the Findings*

opportunities of interaction with their teachers so as to keep them interested in learning amid the surrounding circumstances. They have also mentioned the importance of introducing both teachers and students to new online learning methods such as audio and video calls in order to imitate as much as possible the usual learning environment so as to keep the students as motivated as possible to ensure successful and satisfactory academic results.

**IV.3. Discussion of the Teachers’ Interview**

The second data instrument that we used in our research study is a structured interview that we conducted with six (6) teachers in the Department of English at the MMUTO. Indeed, the interview helped us to bring more details into our research. The findings of the interview section revealed important points that need further discussion.

In fact according to the results of the first interview question on how the pandemic has changed their ways of teaching almost all the teachers answered that they had to completely change their ways and methods of teaching in order to adapt them to the lockdown online teaching, they mentioned having to shift from their casual teaching methods into online ones. For instance, one teacher said: *“The pandemic has changed my way of teaching. During this period, I have used my computer a lot to prepare and send courses to my students”*. Another added: *“I think the pandemic has negatively altered my teaching methods; since it was unexpected, there were not enough facilities to continue doing my job in normal conditions I had to improvise online courses to match my students’ needs during this hard time”*. Accordingly, we can easily notice that most of the interviewed teachers were affected by the pandemic-related lockdown; since because of it they had to change their usual teaching methods as the confinement represented a new experience that no one has had the time to process and deal with easily.

Furthermore, concerning the ways in which the department of English at the UMMTO had welcomed and managed the beginnings of the Covid-19 lockdown crisis,

answered 'writing' and the minority (7%) of them said 'speaking'. These results are interpreted by the fact that all language skills are important. However, reading and listening (receptive skills) are more effective to learn vocabulary incidentally. These results can be explained by Krashen's Input Hypothesis (1989: 440-464) who states that "*comprehensible input is the key aspect to acquire the second language*". According to Krashen the reading skill has an important role in enhancing students' incidental vocabulary learning. That is; students' understanding of the meaning of new words in reading skill is more appropriate for their learning incidentally. From the students' answers also, it is noticed that the listening skill is important. These results are also explained by Elley's idea that (1998 cited in Coady & Huckin 1997:242) the listening skills plays a great role in vocabulary learning. These findings show that the listening skill is important, but the reading skill is the most important.

After that, we proposed to the students a set of tasks asking them to choose which of this tasks teachers use in the classroom to teach them vocabulary. The results report that 38% of students choose extensive reading, and (27%) of them choose listening to video recordings, (15%) of the participants prefer discussion and presentation activities, whereas (8%) answered role playing task, (7%) of them choose problem solving activities, and (5%) choose fill in the gap task. These findings show that there is diversity in presenting lessons and the extensive reading is highly strengthened by teachers. It is noticed that teachers are aware of the importance of all kind of activities (productive and receptive) that may enhance learners' vocabulary, and primarily the extensive reading.

Then, we asked students to choose from the tasks used by their teacher which one is the appropriate to learn vocabulary incidentally. The majority of the participants (53%) find that extensive reading is more appropriate, (28%) of them choose listening to video recordings, and (19%) chose discussion and presentation. The results obtained from the questionnaire are interpreted by the fact that incidental vocabulary learning is more effective

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## Chapter Four: Discussion of the Findings

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### Introduction

This chapter aims to discuss and interpret the results obtained from L1, L2, M1 and M2 participants' questionnaire. The results are interpreted in relation to the literature presented in the first chapter. They aim at answering the research questions and confirm or refute the suggested hypotheses stated in the general introduction. It is divided into two sections. The first one is concerned with the analysis and discussion of the results of the first section of the questionnaire that deals with the attitude of EFL learners towards learning English idioms. The second one tackles the strategies used among learners in order to learn idioms.

#### 1. Discussion of the participants' general profile

This section includes (03) questions that are concerned with the participants' level of study, their background information about idioms in general and how they obtained them. The results of the first question show that the total number of the participants is forty (40). There are 10 participants from each of the four concerned levels. The second question reveals that the majority of the learners (90%) has notions about idioms. For the third question that seeks how they obtained this knowledge, students have been introduced to idioms by different ways. These results suggest that our subjects are able to tackle and answer the next questions. Investigating the learners' profile helped us in having more knowledge and information about our Subjects.

#### 2. Discussion of the Attitude towards Learning English Idioms

In this section, we have developed ten (10) close-ended questions that all seek to extract the leaners' opinion and their awareness of the importance of English learning idioms.

The first research question in this present study aimed to determine whether the participants enjoy and like to learn English idioms. Its findings asserted that the majority of all the participants (92, 50%) likes to learn about the English idioms (see table 02). Along

answered 'writing' and the minority (7%) of them said 'speaking'. These results are interpreted by the fact that all language skills are important. However, reading and listening (receptive skills) are more effective to learn vocabulary incidentally. These results can be explained by Krashen's Input Hypothesis (1989: 440-464) who states that "*comprehensible input is the key aspect to acquire the second language*". According to Krashen the reading skill has an important role in enhancing students' incidental vocabulary learning. That is; students' understanding of the meaning of new words in reading skill is more appropriate for their learning incidentally. From the students' answers also, it is noticed that the listening skill is important. These results are also explained by Elley's idea that (1998 cited in Coady & Huckin 1997:242) the listening skills plays a great role in vocabulary learning. These findings show that the listening skill is important, but the reading skill is the most important.

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*opportunity for teachers to understand the role and functioning how the school is carried out*". As it is mentioned in the review of literature, it is very important for the educator to use different teaching so that students' with diverse particular styles can learn and understand lectures in an effective way that will help them to improve their learning process (Gilakjani, 2012) methods or strategies. Another one has argued that: "*most of the effective teaching derive from knowing the students' learning styles*", in this case, teachers are considered as a center in their classes, they work on managing their classes by controlling student's interactions and behaviors to create a safe atmosphere for students' success and they consider learning styles of students as the basis for their success in the transmission of information and in the teaching process. In this regard, the fourth hypothesis has been confirmed.

The findings of the sixth question permit us know how teachers can consider the students' learning styles in improving their teaching practices. We have conducted that most of them emphasis on the improvement of teaching practices by dealing with the different learning styles of students (visual, auditory, read/write and kinesthetic). All teachers selected the three different ways that we have suggested to them according the review of literature. The first way stresses the importance of preparing lessons taking into account the preferences and needs of each type of students (visual, auditory, read/write and kinesthetic). The second one is about basing explanations on the needs and preferences of each type of students. The last one stated during the teaching learning process and the exam, I make the tasks in accordance with the preferences and needs of each types of students (visual, auditory, read/write and kinesthetic). So teachers argued that the consideration of students' learning styles is of great importance in improving teaching practices in effective way. In the other hand, teachers were asked whether they emphasize on students' preferences during the exams or assessment, and actually, we have not gotten positive results about it. That is to say, teachers ignored this part of students in the teaching process.

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**Appendix b: students questionnaire****Students' Questionnaire.**

Dear students,

The purpose of this questionnaire is to gather data in order to complete our master dissertation which is about the analysis of grammatical errors made by MA students in their discussion chapters. Therefore, you are kindly requested to respond to the following questions. Your answers will be exclusively used for academic purposes.

**Thank you for your contribution.**

**Section one: general information about the participants.**

**1-What is your specialization?**

a-Didactics of foreign languages

b-Language and communication

**2-How difficult is writing a master dissertation for you?**

a-very difficult

b-difficult

c-slightly difficult

**section two: Error analysis**

**1-How often do you make grammatical errors in your dissertation particularly in the discussion chapters?**

a-Always

b-Often

c-Sometimes

d-Rarely

e-Never

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**2- Could you indicate the types of grammatical errors you commonly make in your discussion chapters?**

- a- Misordering
- b- Omission of necessary items
- c- Add unnecessary items
- d- misinformation

**3- Do you rely on any specific strategies or techniques while identifying and correcting your grammatical errors?**

- Yes  No

**If yes, please explain.**

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**Section three: error analysis and self-regulated learning.**

**1- How important is the use of self-regulated strategies, such as goal setting (set specific objectives) and self-evaluation while writing your discussion chapters to identify and correct the grammatical errors?**

- a- very important
- b- important
- c- slightly important
- d- unimportant

**2- How do you monitor and assess your grammar usage when writing, is it through?**

- a- reviewing the grammatical rules (revision).
- b- using different tools to check the grammar.
- c- focusing more on the grammar aspect while writing

**3-How often do you engage in self-questioning (ask questions to yourself) or self-testing techniques to improve your understanding of grammar and your abilities to correct the grammatical errors?**

- a-Always
- b-Sometimes
- c-Rarely
- d-Never

**4-Which one among these self-regulated strategies have you found most helpful to eliminate or at least minimize the occurrence of these grammatical errors?**

- a-Self-monitoring
- b-Self-evaluation
- c-Self-reflection
- d-Strategic planning

**5-How far do you believe that the misuse or the absence of self-regulated strategies (self - evaluation, planning, goal setting...) could be the reason for these grammatical errors?**

- a-Strongly agree
- b-Agree
- c-Slightly agree
- d-Disagree
- e-Slightly disagree
- f-Strongly disagree

**6- Do self-monitoring and self-assessment allow students to write the discussion chapter for their dissertation with good grammar?**

- a-Strongly agree
- b-Agree

c-Slightly agree

d- Disagree

e-Slightly disagree

f-Strongly disagree

**7-After you received feedback on your final work, have you noticed that lack of self-monitoring and self -assessment of grammar usage resulted in more frequent grammatical errors in your discussion chapter?**

Yes

No

**Any other comments or suggestions are highly welcome.**

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