

**People's Democratic Republic of Algeria Ministry of Higher  
Education and Scientific Research**

**Mouloud Mammeri University of Tizi-Ouzou**

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



Domain: Foreign Languages

Branch: English Language

Speciality: Didactics of Foreign Languages

**Dissertation Submitted in Partial Fulfillment of the Requirements for the  
Degree of Master in English**

**Title:**

**Investigating EFL Student's Common Errors in Oral  
Conversations in Speaking and Listening Modules. The  
Case of Third Year Students in the Department of English at  
MMUTO**

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**Academic Year: 2023 -2024**

## **Dedications**

First and foremost, I want to dedicate this work to my lovely family for their support and encouragement.

To my beloved sisters Katia and Addidou and my best friend Hakima.

Thiziri

## **Acknowledgements**

This work would not have been possible without the guidance and help of our supervisor Mrs.LADJALI Djamila. We would like to express our profound and sincere gratitude to her for all the help, guidance, support and advice. It is an immense honor to work under her supervision.

We owe our sincere gratitude and gratefulness to the board of examiners who accepted to read and evaluate this work.

We present our warm thanks to our teachers and our classmates for their generous remarks and advice. Our deep gratitude also goes to our families and friends for their support, trust and encouragements.

## **Abstract**

*The present work investigates EFL students' common errors in oral conversations. This study seeks to identify the types of grammatical errors performed by third year students in the department of English at MMUTO. As for the second aim, it is to determine the sources behind these errors following the procedures of error analysis adopted by Pit Corder, specifically collection, identification, description and explanation. In order to conduct our study and reach the aims mentioned before, two data collection tools were used: Classroom observation sessions were conducted with third year EFL students in the department of English in MMUTO and a questionnaire which was submitted to fifty (50) third year students in the department of English at MMUTO. The gathered data were analyzed by using the rule of three for quantitative data, and discourse analysis (DA) for analyzing the classroom observation sessions. The results obtained reveal that third year students make different types of errors while they speak in the module of listening and speaking. These identified errors are mainly due to the lack of knowledge of speaking of the target language, overgeneralization and incomplete application of the English language rules of use and/or interference from previously learned languages. In order to avoid errors in oral conversations, students must learn the basic rules of the English language, and practicing orally the language in the conversations. This study is important as it gives third-year students in the department of English opportunities to recognize their errors.*

**Key words:** EFL students, Error Analysis, Grammatical Errors, Oral conversations.

## **List of Abbreviations**

- **EFL:** English as a Foreign Language
- **Q:** Question
- **HP:** Hypothesis
- **MMUTO:** Mouloud Mammeri University of Tizi-ouzou
- **QA:** Quantitative Analysis
- **DA:** Discourse Analysis

## **List of Tables**

➤ Table 01: Questionnaire Description.....	17
➤ Table 02: Students' Description of their Level in English.....	21
➤ Table 03: Students' Frequency of the Use of English to Interact with Classmates .....	23
➤ Table 04: Students' Role Playing.....	25
➤ Table 05: Check List of Classroom Observation. ....	28

## List of Diagrams

➤ Diagram 1: Students' Gender .....	20
➤ Diagram 2: Students' Choice of English.....	21
➤ Diagram 3: Students' Oral Difficulties in Classroom .....	22
➤ Diagram 4: Reasons of facing difficulties in Oral EFL classrooms.....	22
➤ Diagram5. Speaking Activities Performed in the Classroom.....	23
➤ Diagram 6. Students' Oral Conversations in Speaking Modules .....	24
➤ Diagram7. Frequency of Doing Conversations.....	24
➤ Diagram 8. Students' Types of Common Difficulties Faced by Third-Year Students While Making Conversations .....	25
➤ Diagram 9. The Use of Mother Tongues Inside the Classroom.....	26
➤ Diagram 10. Teachers' Remarks .....	27

# Content

<b>Dedications.....</b>	<b>I</b>
<b>Acknowledgments .....</b>	<b>II</b>
<b>Abstract.....</b>	<b>III</b>
<b>List of Abbreviations and Acronyms .....</b>	<b>IV</b>
<b>List of Tables... ..</b>	<b>V</b>
<b>List of Diagrams... ..</b>	<b>VI</b>
<b>General Introduction</b>	
Statement of the Problem .....	01
Aims and Significance of the Study.....	02
Research Questions and Hypotheses .....	02
Research Techniques and Methodology .....	03
Structure of the Dissertation.....	03
<b>Chapter one: Review of the Literature</b>	
Introduction.....	05
<b>Section One: Speaking and Grammar in EFL Teaching and Learning .....</b>	
<b>05</b>	
1.1. Definition of Speaking and its Importance .....	05
1.2. Definition of Grammar and its Importance .....	06
1.3. Oral Conversations in EFL.....	07
1.3.1 EFL Definition .....	07
1.4. Errors Vs Mistakes .....	08
1.5. Error Analysis.....	08
<b>Section Two: Theoretical Framework.....</b>	
<b>09</b>	
2.1. Pit Corder Error Analysis .....	09
2.2. Sources of Errors .....	10
2.3. Interlingual Errors .....	10
2.4. Intralingual Errors .....	10
2.4.1. Overgeneralization Errors .....	11
2.4.2. Ignorance of Rules Restriction.....	11
2.4.3. Incomplete Rule Application .....	12

2.4.4. False Concept Hypothesis .....	12
Conclusion .....	13

## **Chapter Two: Research Design**

Introduction .....	14
1. Research Method.....	14
2. Participants and Context of the Study .....	14
2.1 Setting of the Study .....	14
2.2. Participants .....	15
3. Procedures of Data Collection .....	15
3.1 Classroom Observation .....	15
3.2 Questionnaire .....	15
4. Procedures of Data Analysis .....	17
4.1 Discourse Analysis .....	18
4.2 Quantitative Analysis .....	18
Conclusion.....	19

## **Chapter Three: Presentation of the Findings**

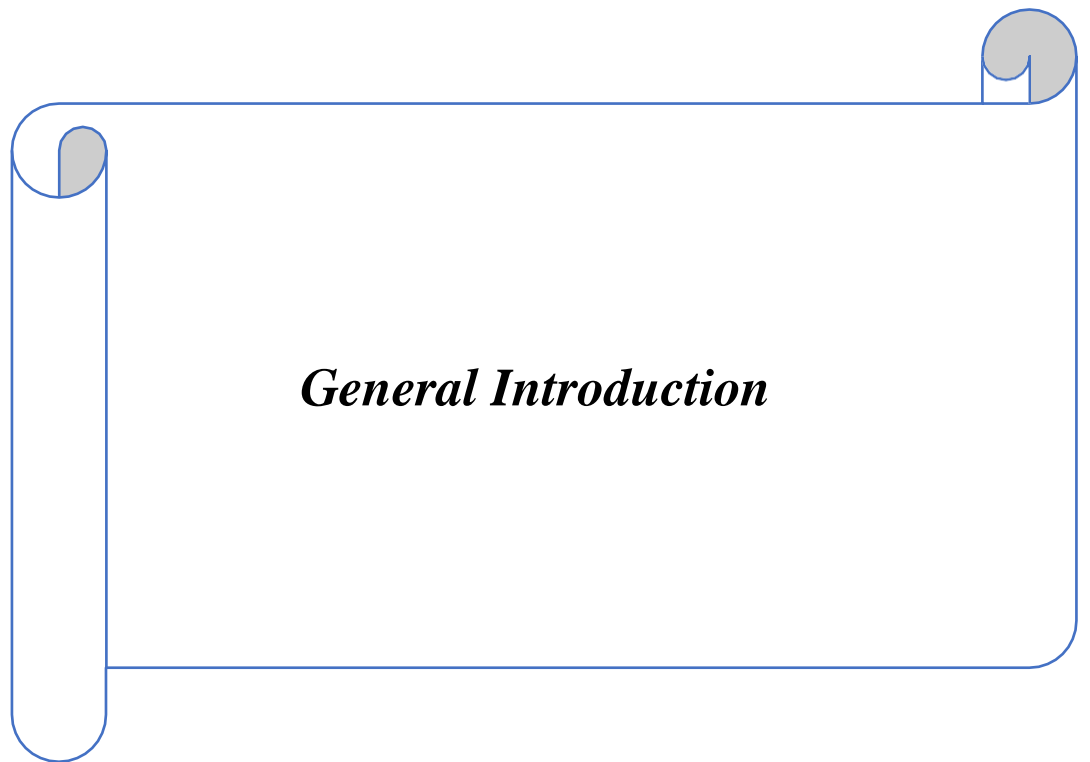
Introduction .....	20
1. Presentation of the Results of the Students' Questionnaire .....	20
1.1. Section One: Background Information .....	20
1.2. Section Two: Speaking.....	22
1.3 Section Three: EFL Students' Difficulties in Oral Conversation activities .....	24
2. Presentation of the Results of Classroom Observation .....	28
3. Presentation of the Results of students' dialogues .....	28
3.1 The grammatical errors made by the students related to the .....	28
Conclusion.....	38

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

Introduction .....	39
1. Students' Questionnaire .....	39
1.1 Speaking.....	39
1.2 EFL Students' Difficulties in Oral Conversation activities.....	41

2. Discussion of the Results of Classroom Observation .....	43
2.1. Learners' Role .....	45
3. Discussion of the Students' Dialogue .....	46
3.1 Analyzing Errors related to Type of Article .....	46
3.2 Analyzing Errors related to Verb Tense.....	51
3.3 Analyzing Grammatical Errors related to subject verb agreement .....	55
Conclusion.....	60
<b>General Conclusion .....</b>	<b>61</b>
Bibliography .....	63

## **Appendices**



***General Introduction***

### Statement of the Problem

Nowadays, English is considered as being the global language; it is used in almost every domain such as medicine, education, engineering... In Algeria, it is taught as a second foreign language. It has four important main skills which are listening, speaking, reading, and writing. Speaking is very crucial in acquiring a language as it is the source of communication, we can through it express and share our feelings, ideas, and thoughts. According to Cameron (2001:33) 'speaking is the active use of language to express meanings so that other people can make some of them' (cited in Ilham et al 2019).

Broadly speaking, the focus of this study is to investigate students' common errors performed while speaking. Hence, Errors present by learners while speaking or writing and methods to avoid those errors has been the interest of many researchers and received tremendous attention. It is important to mention that in Error Analysis approach the process of learning, making errors is natural, and through these errors we learn. As it was stated by Fauziati (2009:168) 'error is considered as an inevitable and positive part of that process'.

Few studies have been conducted on errors performed by students in oral conversations, among these studies we find a work conducted by Hanachi & Berkane (2015) entitled "A Comparative Study of Students' Writing Errors. A Case Study of First and Third-Year Students of the Department of English at Mouloud Mammeri University of Tizi-Ouzou". The main objectives of this study are to identify the types and sources of errors performed by first and third-year students in writing in the department of English at Mouloud Mammeri University of Tizi-Ouzou. The major results of this study are: the most common errors committed by first and third-year students are tense-related errors, indeed, the fossilization is the principal factor that affects the students' speaking process which means that the incorrect language becomes a habit and cannot easily be corrected. It is

revealed that junior learners make serious fossilized errors in comparison with freshmen.

Another study was conducted by Alhamadi (2015) entitled “Language Transfer errors in speaking among Saudi Arabia students; a comparative study between Students in Saudi Arabia and Students in the UK”. The aims of this study are; first, to analyze the speaking errors performed by Saudi Students in term of grammatical features, second, to try to determine the sources of those errors in comparison with the United Kingdom. The major results of this study show that errors occurred more as a result of first language influence which affected the errors produced, but not the quality of errors.

Therefore, no research has precisely endeavored to deal with the issue of third-year students’ common errors in oral conversation, that is why we were interested in this topic and due to its importance in helping EFL students in recognizing their errors.

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

The main aim of the present work is to investigate EFL third-year students’ errors in oral conversations in the department of English at Mouloud Mammeri University of Tizi- Ouzou. As for the objectives, they are twofold: the first one is to identify the common grammatical errors made by third-year students in the department of English at MMUTO. Second, it aims at finding out the factors behind these errors following Pit Corder theory of error analysis. This study is important as it gives third-year students in the department of English opportunities to recognize their errors.

### **Research Questions and Hypotheses**

For the purpose of achieving the previously mentioned objectives, this study is an attempt to provide answers to the following questions:

- **Q1:** What are the most common grammatical errors that third year EFL students in the Department of English commit in oral conversations in speaking and listening modules?
- **Q2:** What are the sources behind these errors?

- **Q3:** What can be done to help them to recognize their errors? In order to answer these research questions, these following hypotheses are advanced:
- **Hp1:** The grammatical errors made by the students are mostly related to the wrong choice of the types of articles used, verb tense and subject-verb agreement.
- **Hp2:** These errors are related to interference from the mother tongue and/or previously acquired languages; to the lack of knowledge of the target language itself.

### **Research Techniques and Methodology**

In order to investigate the above issue, we adopted a quantitative analysis for data mixed- methods approach which combined the quantitative and qualitative methods for data collection and data analysis.

In order to investigate the topic, we used two main instruments: a questionnaire and a classroom observation. A questionnaire is addressed to third-year EFL students in the department of English at MMUTO to investigate the common grammatical errors that students in the Department of English commit in oral conversations. As for the classroom observation, it tends to observe errors which are related to interference from the mother tongue and/or previously acquired languages; and to the lack of knowledge of the target language itself.

### **Structure of the Dissertation**

The general structure of the work follows the traditional simple model. It contains a General Introduction, four chapters and a General Conclusion. The ‘**General Introduction**’ deals with the topic in general, the aims and significance of the study, research questions and hypotheses, research techniques and methodology and the structure of the dissertation.

The first chapter is called ‘**Review of the Literature**’. It reviews the main theoretical framework related to the topic of investigation involving definitions of the key

concepts. The second chapter is entitled '**Research Design and Methodology**' in which we presented the procedures of data collection and data analysis. The third chapter is '**Presentation of the Findings**', and it presents the results of the investigation by using different graphical forms such as pie charts, tables, and graphs. The fourth chapter is called '**Discussions of the Findings**' and discusses the results obtained from the previous chapter trying to provide answers to the questions. We end our dissertation with a '**General Conclusion**' which provides a summary of the whole study.



*Review of the Literature*

### **Introduction**

This chapter deals with the review of the literature, it provides the reader with the theoretical aspects which are related to the present study. It is divided into three sections: the first one deals with the speaking skill and the role of oral conversations in emphasizing it, the second section explores the most common errors made by students while performing oral conversations, and the third section explains the theory that will be used in this study.

### **Section One: Speaking & Grammar in EFL Teaching and Learning**

#### **1.1. Definition of Speaking and its Importance**

There are a lot of definitions of the word “speaking” that have been suggested by the researchers in language learning. A broad definition of speaking was advanced by Hornby (1995:20) who said that “speaking is about something to talk, say something about something, to mention something, to have conversation with somebody, to have a conversation with somebody, to address somebody in words, to say something, or express oneself in a particular language”. According to Burns & Joyce, (1997) speaking is defined as “an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking” (cited in Torkey 2006:30). We can understand from this quotation that it is very important as it tackles peoples’ need to interact and communicate between each other; besides, its meaning and form are related to when, what, and who. Another definition was provided by Torkey (2006:13) “speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints”. Speaking is a means of communication through which people share and express their views, wishes, purposes and objectives.

Speaking is of an extreme importance in humans' lives, since humans are expected and taught to speak before they read and write, According to Leong & Ahmadi (2017:35):

Humans are programmed to speak before they learn to read and write. In any given, human beings spend much more time interacting orally with language rather than using it in its written form. Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. Englishspeaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should have enough English speaking' ability in order to communicate easily and effectively with other people. (ijree-v2np34-en)

A study by Rivers (1981) concerning the use of language outside the classrooms shows that speaking is performed and used by people twice as much as reading and writing combined. According to Efrizal (2012) and Gilakjani (2016) expressed that "speaking is of great significance for the people interaction where they speak everywhere and every day. Speaking is the way of communicating ideas and messages orally..." (cited in Leong & Ahmadi 2017:35).

### **1.2. Definition of Grammar and its Importance**

In the context of education, grammar is considered as being an important component especially in learning and teaching a foreign language. The experts Stewart and Vailette (2001) highlight that that 'The word grammar means the sort of thing they learned in English class or in other language classes, when they were taught about subjects and predicates and partof speech' (cited in Al Arif 2018:23). The statement indicates that EFL learners were taught grammar because of its high importance. They learned about subjects, verbs, and different parts of speech. In addition, Kolln and Funk (2010) cited three definitions of grammar. "first, grammar is the system of rules in our heads. Second, Grammar is the formal description of the rules. And the third, grammar is the social implications of usage, sometimes called "linguistic etiquette" (cited in Al Arif 2018:25).

Grammar is very useful for learners, and we cannot ignore its importance in learning and teaching English. According to Knapp and Watkins (2005)

Grammar is a name for the resources available to users of a language system for producing texts. A knowledge of grammar by a speaker or writer shifts language use from the implicit and unconscious to a conscious manipulation of language and choice of appropriate text. (cited in Al Arif 2018:25)

From this statement, we can clearly understand that grammar is of extreme importance in English as it helps learners to produce texts.

### **1.3. Oral Conversation in EFL**

According to Speaking English has become a priority for many people and receives more attention due to its importance in daily life. Unlike its priority and deserving attention, oral communication is less supported, with the speaking skill often regarded as being the least important in EFL classrooms. Oral conversations refer to the process of communicating orally. This part was neglected and received less attention in realistic situations. According to Dincer (2017:104) ‘Unlike its priority and deserving attention, oral communication is less supported, with the speaking skill often regarded as being the least important in EFL classrooms’. Besides, it is important to mention that speaking is difficult to master.

#### **1.3.1. EFL Definition**

EFL is an acronym which stands for English as a Foreign Language. Yoko Iwai (2011) states that ‘EFL refers to those who learn English in non-English speaking countries. (E.g. Japanese people who learn English in their country are EFL learners)’ (cited in Peng 2019:33). We understand from this statement that EFL is used to refer to learners who study and learn English in non-English speaking countries, that is EFL is mainly used by non-native English learners, such as Chinese learners of English in China. In the same line,

Gebhard (2006) shares the same view as Yoko Iwai by stating that 'EFL can be defined as the study of English by people who live in places in which English is not used as a means of first language communication' (cited in Larasaty et al 2021:41).

### **1.4. Errors Vs Mistakes**

EFL students commit errors when interacting in the foreign language. It is necessary to differentiate between errors and mistakes made by students. In addition, the reasons for making mistakes and errors are inevitable. According to (Merzag Mohamed, 2012-2013) in order to acquire the language, Errors are systematic and may give valuable insight. According to (Scovel 2001) native speakers can identify and correct their mistakes immediately since they have nearly full knowledge of their mother tongue. However, non-native speakers are not always able to correct the errors when they make mistakes, because they have an incomplete knowledge of the target language. As a consequence, the learners' errors reflect a lack of underlying competence in the language that they are learning. (cited in Merzag Mohamed 2012-2013)

In contrast, learners make mistakes when they already have the knowledge but lack concern and attention. According to (Merzage Mohamed 2012-2013)

Mistakes are inaccuracies in linguistic production either in our native language (L1) or in the foreign language (L2) that are caused by memory lapses, physical states and conditions such as fatigue, inattention, or strong emotion. Mistakes are mainly slip of the tongue or lapses, even native people make mistakes in speech and writing. Mistakes are not systematic; they occur accidentally, the learner is immediately aware of them and can correct them. (cited in MOHAMED.2013:21)

Mistakes are mainly slips of the tongue or lapses, even native people make mistakes in speech and writing. Mistakes are not systematic; they occur accidentally, the learner is immediately aware of them and can correct them.

### **1.5. Error Analysis**

In order to describe and explain errors made by second language learners, error analysis

provides an examination of errors that can be attributed to all possible sources. According to Corder (1967), error analysis is “A technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.” In other words, through errors analysis we can identify, classify and interpret the major errors that learners commit when learning a foreign language.

Besides, Brown (2000) suggested the following definition of error analysis as “the fact that learners do make errors, and that these errors can be observed, analyzed and classified to revealsomething of the system operating within the learners, led to the surge of the study of learners’ errors, called Error Analysis” (Brown,2000:218).

That is to say, error analysis concerns the learners’ issue in the target language by noticing, analysis and classifying them into different categories.

Brown (1994:205) defines errors as “a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner”. In other words, the lack of learner’s competence in the target language cause the deviations.

## **Section two: Theoretical Framework**

### **2.1.Pit Corder Error Analysis**

As every research study must rely on a theoretical framework, the present study is based on a theory proposed by Pit Corder in (1967) Error Analysis. According to Corder

(1967), error analysis is “A technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics”. In other words, errors analysis is a mean to identify, classify and interpret different errors that learners

commit during the process of learning a foreign language.

the error is seen from a different point of view and we can even learn from it. Corder states that 'for those who attempt to describe his [the learner's] knowledge of the language at any point in its development, it is the 'errors' which provide the important evidence' (Corder, 1967:8). (Cited in I.Karima;2009:21)

In other words, making errors is a tool for learners to learn a foreign language, so errors are indispensable for learners.

As its name indicates, this approach is a framework where it reports different sources of errors and how to analyze them.

### **2.2. Source of errors**

EFL students face the problem of errors in oral conversations. Therefore, there are two major sources of the student's errors. The first source is interference from the mother tongue or from other previously learned languages, while the second source can be attributed to the difficult rules of the target language.

### **2.3. Interlingual Errors**

During the process of speaking any foreign language or second language, learners may refer to their native language in producing the target language since they are not familiar with the system of the target language. Errors occur due to the interference of the mother tongue and the transfer of some elements of it into the target language. Corder (1981) states that these kinds of error occur when the learner's habits (patterns, systems or rules) interfere or prevent him or her, to some extent, from acquiring the patterns and rules of the second language. (Corder. 1981.)

That is to say, interlingual errors are caused by the problem of interference between the native language and the target language.

### **2.4. Intralingual errors**

Intralingual errors are independent of the native language, and are caused by the process

of acquisition itself. The learners face the problem of deviation in the use of English grammatical rules. Intralingual errors are due to the non-assimilation of the rules of the target language. Richard (1974: 120) classifies the intralingual errors into four categories including over generalization, ignorance of rule restrictions, incomplete application of the rules, and falseconcept hypothesized or semantic errors.

Intralingual errors are those influenced by the native language when the learners' L1 rules interfere and prevent the learners from learning the FL rules (Corder, 1971).

Since the early 1980s, interlingual errors have continued to be a popular area of interest in second/foreign language research. These errors are considered to be the negative influence of the L1 on the performance of FL.

### **2.4.1. Overgeneralization Errors**

According to Richards (1970), over-generalization refers to learner's creation of deviant structures on the basis of other structures in the target language. (cited in Cherif & Manseur 2018-2019). The learners generally attempt to generalize the target language structure that he has acquired earlier on new situations which seem to him similar to the previous structure, resulting in incorrect structures. According to Sari (2016):

it happens when a learner creates a deviant structure on the basis of his experience of other structure in the target language. Littlewood (1984) cites the example of forming plural by adding "s" to even irregular plurals, also generalizing the "-ed" past form. (2016:32)

### **2.4.2. Ignorance of Rules Restrictions**

Ignorance of rule restrictions is another cause in intralingual errors. It is to apply the rules in a context where they do not apply. According to James (1998), ignorance is specific in the sense that one is normally said to be ignorant of structure; the learner of the second language does not obey to the structure of the target language.

### **2.4.3. Incomplete Rule Application**

This error may occur when learner fails to apply the rules completely due to the stimulus sentence. James (1998:185-186) asserts that ‘incomplete rule application is opposite to overgeneralization; “one might call it under generalization”, and exemplifies this deviancy in the order of subject and verb found in the sentence like in the sentence “nobody knew where was Barbie” instead of “nobody knew where Barbie was’. (cited in Cherif & Manseur2019).


### **2.4.4. False Concept Hypothesis**

Learners’ faulty understanding of distinctions of target language items leads to false conceptualization. Learners’ faulty understanding of distinctions of target language items

leads to false concept hypothesized. As Corder (1981) claims, “false concept hypothesis canbe considered as a sort of generalization which is due to the learners” limited knowledge of the target language.’ (cited in Ouedia & Souad 2019:15)

### **Conclusion**

The chapter has laid out the review of literature of previous works related to our investigation which is concerned with EFL students' common errors in oral conversation. This is presented in two sections. The first section clarified the concept of speaking through various definitions and explain its importance. The second section deals with the concept of error and error analysis; it starts with the distinction between mistakes and errors, then the different sources of errors. Finally, it describes the theoretical framework adopted to achieve the goal of this research. In the next chapter, we are going to deal with research methodology where we will present the data collection and the data analysis methods that will be used in ourresearch.



***Research Design and Methodology***

### **Introduction**

This chapter is methodological. As its title indicates, it aims to describe the research techniques and the procedures used to investigate our present issue, which entitled “Investigating EFL Students Common Errors in Oral Conversations”. This chapter is designed to explain the techniques and the procedures of data collection and data analysis used in order to carry out our research. It is divided into three parts: the first part describes the method used in our research and the setting of the study as well as the participants. The second part is about procedures of data collection where we identified the main tools used in order to investigate “EFL Students Common Errors in Oral Conversations”. The last part is about the procedures used in order to analyze the collected data.

### **1. Research Method**

The methodology section describes the research design followed throughout this study. Methods of data collection and data analysis used for the sake of answering the research questions. This section contains two sub-sections; the first one deals with the data collection procedures and the second one explains the data analysis methods conducted in the present study. In order to conduct our research, we have used a quantitative analysis and discourse analysis research instruments for data collection and data analysis.

### **2. Participants and Context of the Study**

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

Our investigation aims at identifying errors made by students in oral conversations. To achieve the aim of our study, we have worked using classroom observation and a questionnaire with third year students in the department of English at the University of Mouloud Mammeri of Tizi-Ouzou.

### 2.2. Participants

The participants of the study are third year students of the department of English at MMUTO, during the academic year 2022/2023. The participants are fifty (50) third year students who are selected randomly from a large population. These students have been studying English as a foreign language since first-year middle school, which means they have been learning English for at least ten years. As an assignment, the students were asked by their teacher to express themselves orally for a duration of ten (10) minutes.

### 3. Procedures of Data Collection

For the sake of the validity of our conducted study, “Investigating EFL Students Common Errors in Oral Conversations”, two main methods were used to collect data: classroom observations and a questionnaire.

#### 3.1. Classroom observation

Classroom observation is a data collection tool that is a way of gathering data which involves the researcher to go to a natural setting, observe and interpret all what he sees. Mason (1996: 60) states that observations are methods of gathering data which involve the researcher immersing himself or herself in a research setting, and systematically observing dimensions of that setting, interactions, relationships, actions, events, and so on, with it.

Our context is the classrooms where teaching occurs mainly in English in the department of English at Mouloud Mammeri University of Tizi-Ouzou during the academic year 2022- 2023. In order to notice the EFL students’ common errors in oral conversations, we have prepared a set of items to observe during EFL classes.

#### 3.2. Questionnaire

The first data instrument used to investigate our study is a ‘questionnaire’; it is a

method used to collect data. As it is defined in the English Dictionary, a questionnaire is “a list of written questions that are distributed for a particular group of people to be answered in order to

investigate a particular problem”. A questionnaire according to Brown (2006:6) is ‘any instruments that presents respondents with a series of questions or statements to which they are react either by writing out their answers or selecting from among existing answers’.

We understand from this quotation that a questionnaire is a method of data collection which consists of organizing a range of specific questions asked to a specific population.

The investigation took place in the department of English at Mouloud Mammeri University of Tizi-Ouzou in a period of two weeks in May 2023, with third-year students in the English department. Our questionnaire is divided into three sections. The questions are varied, and are either closed questions or questions requiring from students to cross the appropriate answer among a number of choices, or questions that require from learners to express their personal point of view and justify the chosen answers. The first section concentrates on students’ profile. The second section entitled “Speaking”. The last section is called “EFL Students’ Difficulties in Oral Conversation activities.

A questionnaire helps us to save time and effort, get organized answers and at the same time collect a large amount of data. That is why we choose this instrument. In this regard, Krosnick (2018) and Malhotra (2006) state that “a questionnaire can ensure a faster and more accurate data collection process, and facilitate the data processing as well” (cited in Taherdoost, 2022:08). The aim of using this tool is to obtain data to gather information concerning our research subject.

The following table summarizes the four sections of the questionnaire:

<b>Section</b>	<b>Title</b>	<b>Number of the question</b>	<b>Goals of the question</b>
<b>One</b>	students' profile	Four (3)	To know students' level in speaking in English
<b>Two</b>	Speaking	Five (5)	To notice student's difficulties in expressing themselves orally in the classroom
<b>Three</b>	EFL Students' Difficulties in Oral Conversation Activities.	Six (6)	To investigate EFL students' common errors in oral conversation

**Table (1): Questionnaire Description**

Adapted from the handout "Checklist for Effective Instruction", found in Texas Center for Reading and Language Arts. 2002). Second grade teacher reading academy. Austin, TX: Author. 2014 University of Texas System/ Texas Education Agency

#### **4. Procedures of Data Analysis**

In this section, we are going to present the procedures of data analyses of the collected information from observing students' classes, and the questionnaire submitted to the third-year students of the department of English, quantitative data by using the rule of three method of analyzing data.

### 4.1. Discourse Analysis

Discourse analysis is a method used in this research in order to analyze the classroom observation sessions. Slembrouck and Collins (2005:1) give a large definition that the term discourse analysis refers mostly to the linguistic analysis of naturally occurring connected

speech or written discourse. In this study, the analysis of the classroom observation sessions based on discourse analysis which is the relevant tool to interpret the most common speech errors, and to identify the grammatical errors made by the learners in the oral conversations.

### 4.2. Quantitative Analysis

Quantitative research is a method of analyzing and interpreting the numerical data that is the numbers of the information gathered from the participants. Gay et al. (2012:7) define quantitative research as “the collection and analysis of numerical data to describe, explain, predict, or control phenomena of interest”. In this regard, we will use this method of data analysis to analyze the close -ended questions gathered from the questionnaire.

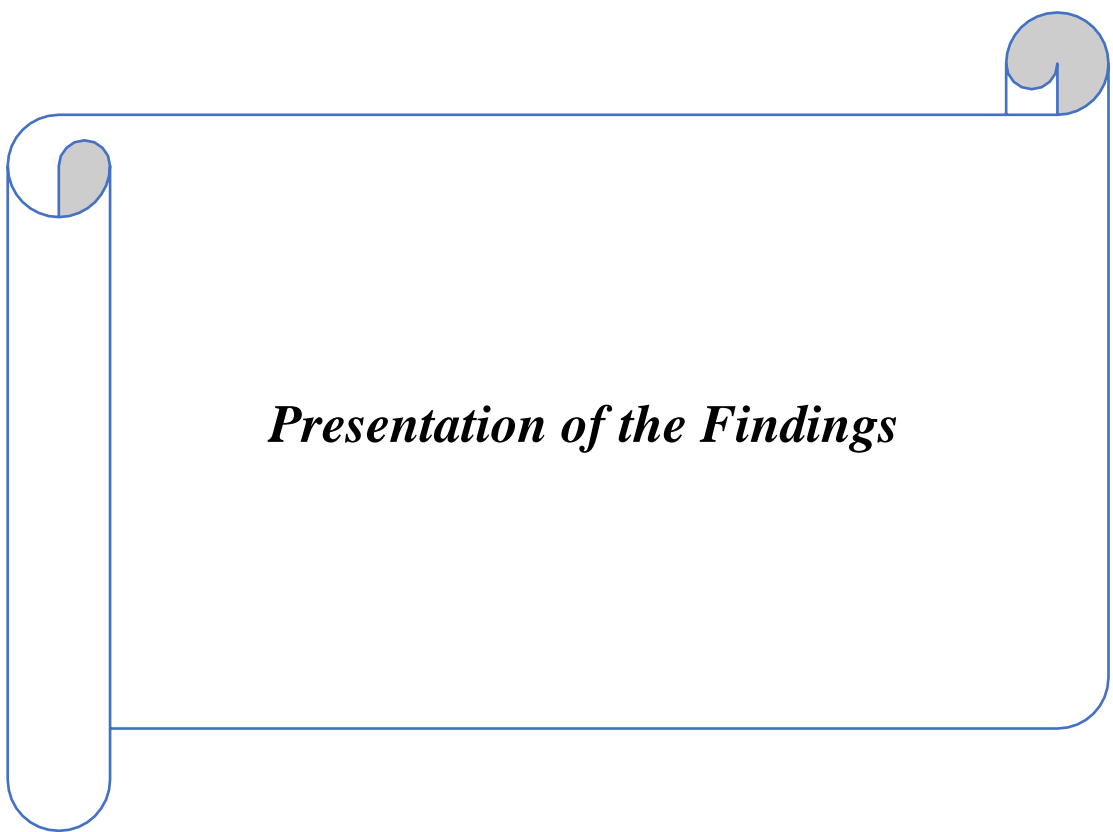
We have used the rule of three in order to calculate the percentages which is applied as follow:

$$X = \frac{Z \times 100}{Y}$$
X is the calculated percentage, Z is the value of the similar answers and Y is the

total number of the participants. After calculation, the results will be displayed in the form of graphs, diagrams, and tables.

### **Conclusion**

To conclude, this section has explained the research design and methodology adopted to carry out our study. It has first presented the research method, the context and the participants, as well as the corpus of the study. It is followed then by the instruments used to collect the data which are a questionnaire and classroom observation. Finally, it presents the procedures used to analyze the collected data which are: the quantitative analysis (QA) and the discourse analysis.



***Presentation of the Findings***

### Introduction

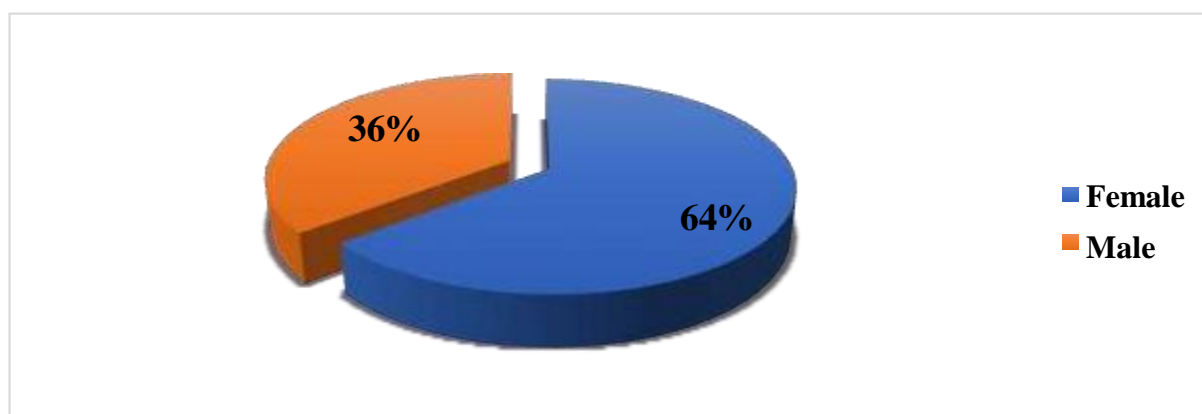
This chapter entitled “Presentation of the Findings” of our work is devoted to the analysis and the presentation of the results gathered from the two data instruments used which are a questionnaire and a classroom observation. The results are presented in percentages in the form of diagrams, tables, and pie charts. It is divided into two sections; the first section deals with the presentation of the data gathered from the questionnaire addressed to third year students at the department of English at MMUTO, and the second one is concerned with the presentation of the findings gathered from the classroom observation.

### 1. Presentation of the Results of the Students’ Questionnaire

Out of the sixty (60) questionnaires that have been administered to third year students in the department of English at MMUTO, we have collected fifty (50) which represents the percentage of (100%). The answers to the questions asked are presented under the form of tables, graphs, and pie charts.

#### 1.1. Section One: Background Information

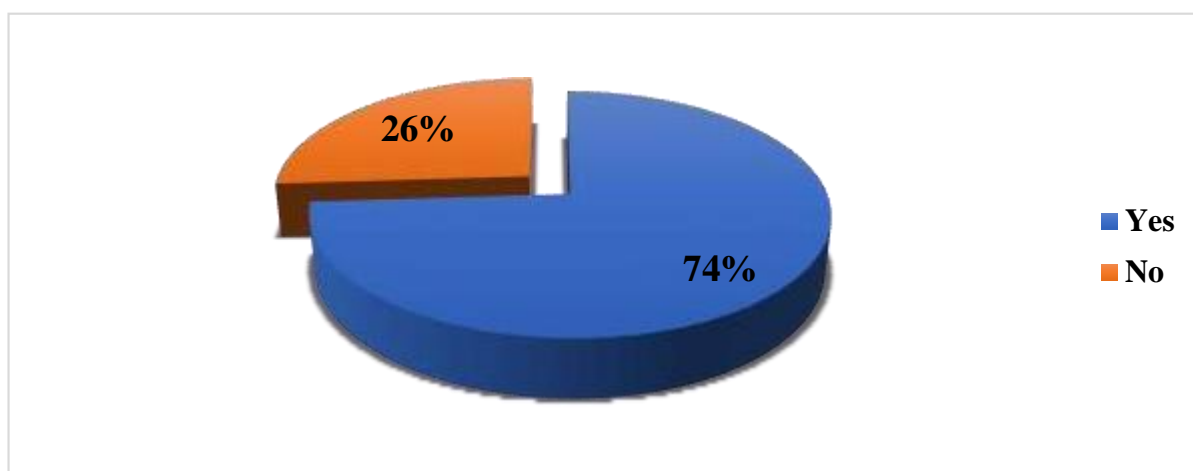
##### Q1. What is your gender?



**Diagram 1: Students’ Gender**

The first question was asked in order to know the gender of our participants. The majority of the students 32 representing (36%) are male, while 19 representing (64%) are female.

**Q2. Was English your first choice after graduating from high school?**



**Diagram 2: Students' Choice of English**

This question was asked in order to know whether English was the first choice of our participants after graduating high school. Diagram (02) above denotes that (74%) of the students said “yes”, that is English was their first choice after graduating high school, while (26%) said the contrary and answered by “no”.

**Q3. How would you describe your level in the English language?**

Options	Numbers of Participants	Percentage %
Low	5	10%
Average	30	60%
Good	15	30%
Total	50	100%

**Table 2. Students' Description of Their Level in English.**

This question was asked in order to determine our participants' level in English. Table

(1) shows that the majority of our participants (60%) describe their level in English as being average, (20%) of them are good, while (10%) said that they have a low level in English.

1.2. Section Two: Speaking

Q1. Do you have difficulties in expressing yourself orally in EFL classroom?

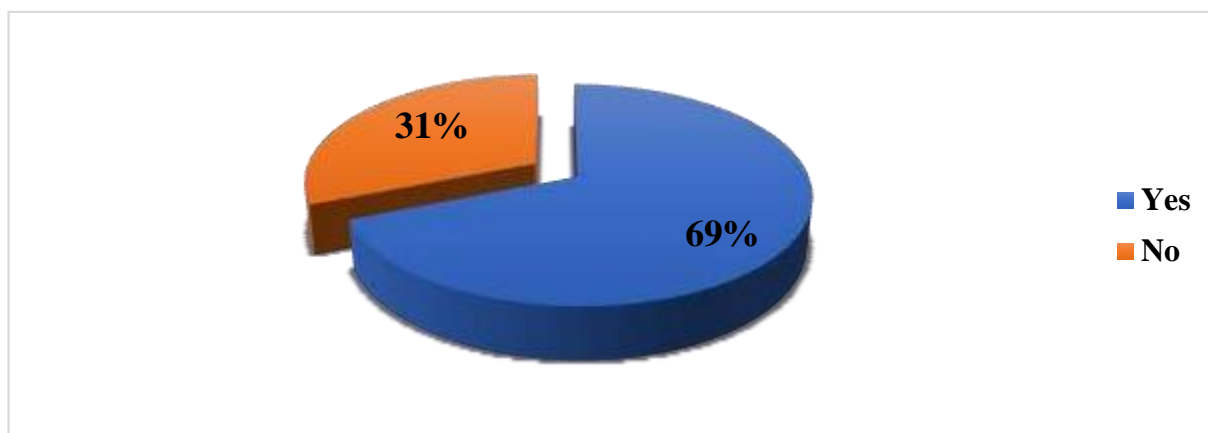


Diagram 3: Students’ Oral Difficulties in Classroom.

Diagram (3) indicates that the majority (62%) encounter difficulties in expressing themselves during the oral module in EFL classroom, while the minority (38%) of them do not face oral difficulties during EFL classes.

Q2. If your answer to the previous question is yes, do you think it is because of?

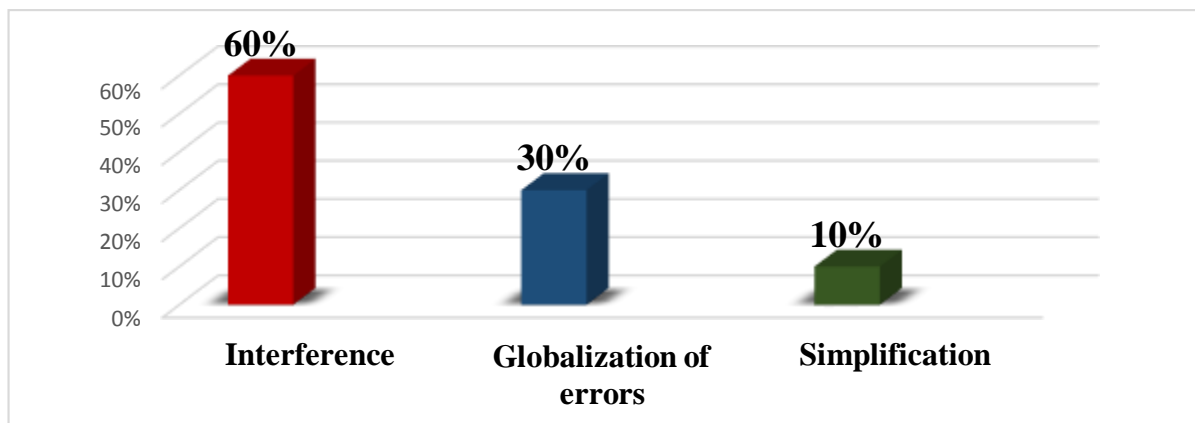


Diagram 4: Reasons of facing difficulties in EFL oral classrooms.

From this diagram (4) we can clearly notice that (60%) of the students face difficulties in expressing themselves orally because of interference, (30%) of them answered by “*globalization of errors*”. (5) students representing (10%) said that the difficulties encountered during oral lecture are due to the simplification.

## Presentation of the Findings

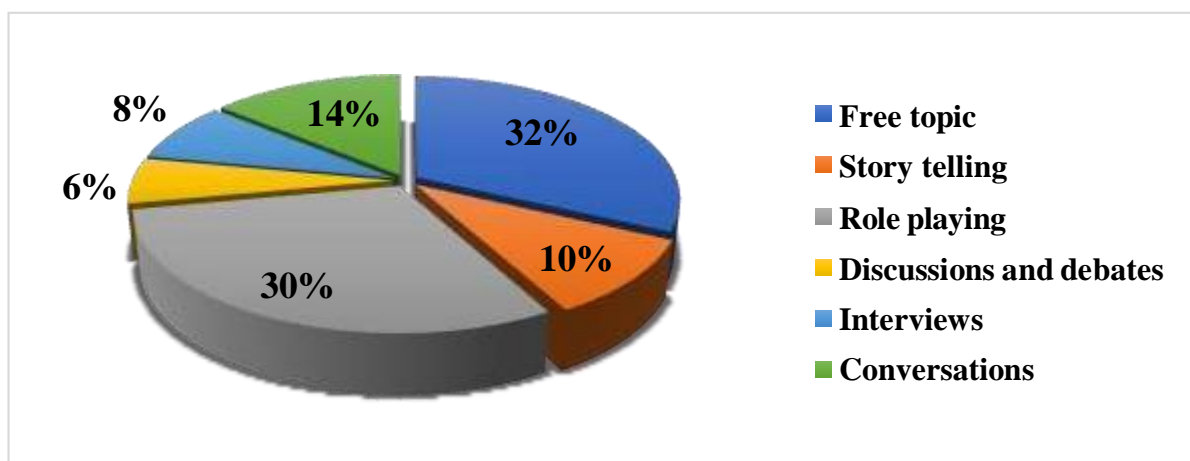
### Q 3. How often do you use English to interact with your classmates?

Options	Numbers of Participants	Percentage %
Always	1	2%
Often	16	32%
Sometimes	31	62%
Rarely	2	4%
Never	0	0%
<b>Total</b>	<b>50</b>	<b>100%</b>

**Table 3. Students' Frequency of the Use of English to Interact with Classmates.**

Table (2) shows that the majority (62%) of the students sometimes use English to interact with each other, (32%) of them answered by “often”, (4%) of them answered by “rarely”, while the minority (2%) of them are always using English to interact with each other. None of them answered by never.

### Q4. What kind of speaking activities do you perform in the classroom?



**Diagram5. Speaking Activities Performed in the Classroom.**

We can clearly notice in the diagram (5) that (32%) of the students perform free topic, (30%) of them perform “role playing”, whereas, (14%) of them answered by “conversations”. It is also obvious that (10%) of the students perform “story-telling”, while the minority (8%) and (6%) answered by “discussions and debates”, and

“interviews”.

1.3. Section Three: EFL Students’ Difficulties in Oral Conversation activities Q1. Have you done oral conversations before in speaking classes?

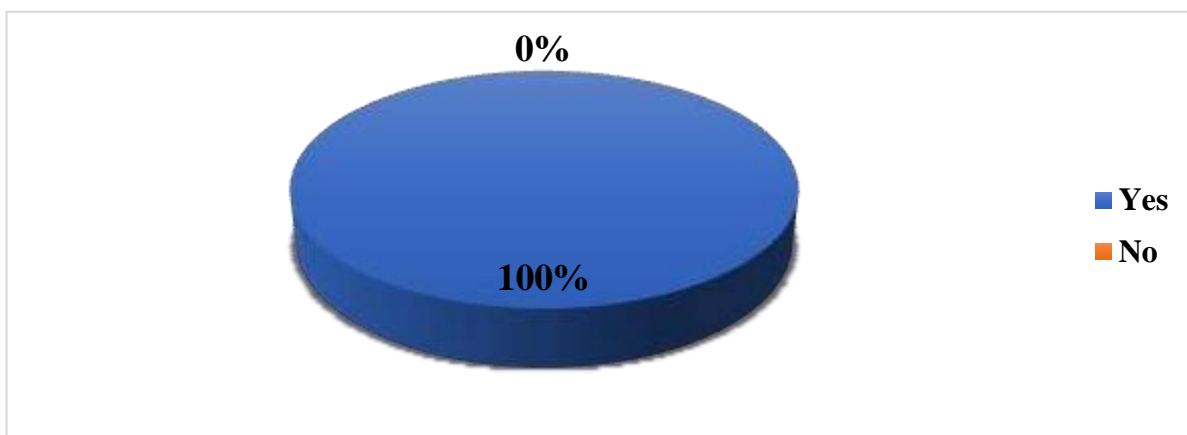


Diagram 6. Students’ Oral Conversations in Speaking Modules.

The aim of this question is to know whether third-year students have the habit of practicing orally and talk to each other in the module of speaking. Diagram (6) denotes that the majority of the students (62%) said “yes”, they do not. Whereas, only (38%) of them said “no”.

Q2. If your answer is yes, how often do you do conversations?

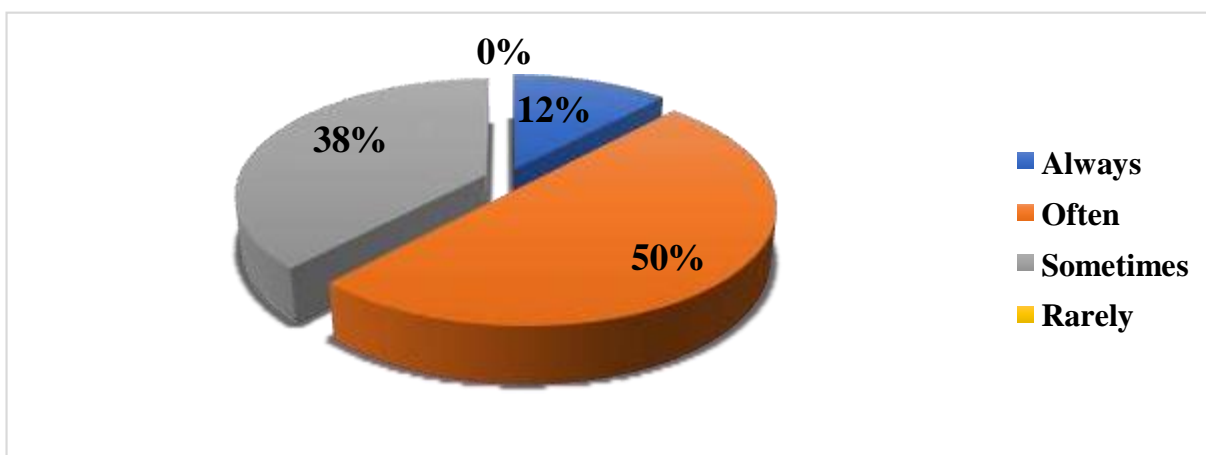


Diagram 7. Frequency of Doing Conversations.

## Presentation of the Findings

Diagram (8) indicates that (50%) of the students are often doing oral conversations, (38%) of them said that they do conversations sometimes, whereas only (12%) of them answered by “*always*”. None of them said rarely.

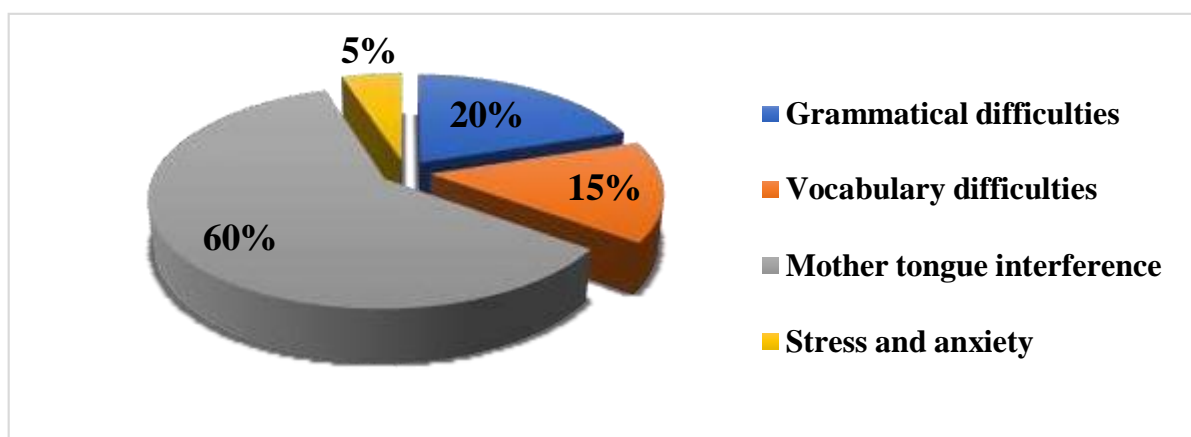
**Q3. Are the conversation activities done alongside role playing activities? i.e. do you play different roles while asking each other questions?**

Options	Numbers of Participants	Percentage %
Yes	42	84%
No	8	16%
Total	50	100%

**Table 4. Students’ Role Playing.**

This question is asked to know whether third-year students in the department of English play different roles while making conversations. The table above (3) indicates that almost all the students (84%) of them play different roles while speaking. However, only (16%) of them said “*no*”.

**Q4. You are learning a foreign language, so having difficulties is the most natural thing. What kind of difficulties do you mostly face while making conversations?**



**Diagram 8. Students’ Types of Common Difficulties Faced by Third-Year Students While Making Conversations.**

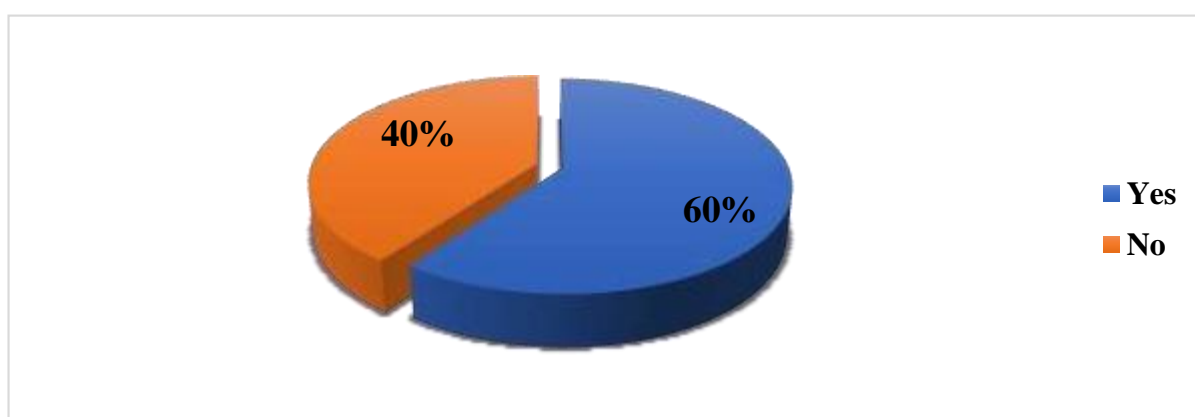
This question is asked in order to know the different types of difficulties which

## Presentation of the Findings

third- year students face the most often while making conversations. From this diagram (8) we can notice that the majority of the students (60%) face mother tongue interference difficulties while making conversations. Besides, (20%) of them face grammatical difficulties. A percentage of

(15%) of students answered by “*vocabulary difficulties*”, while only (5%) of them said that they face difficulties related to stress and anxiety.

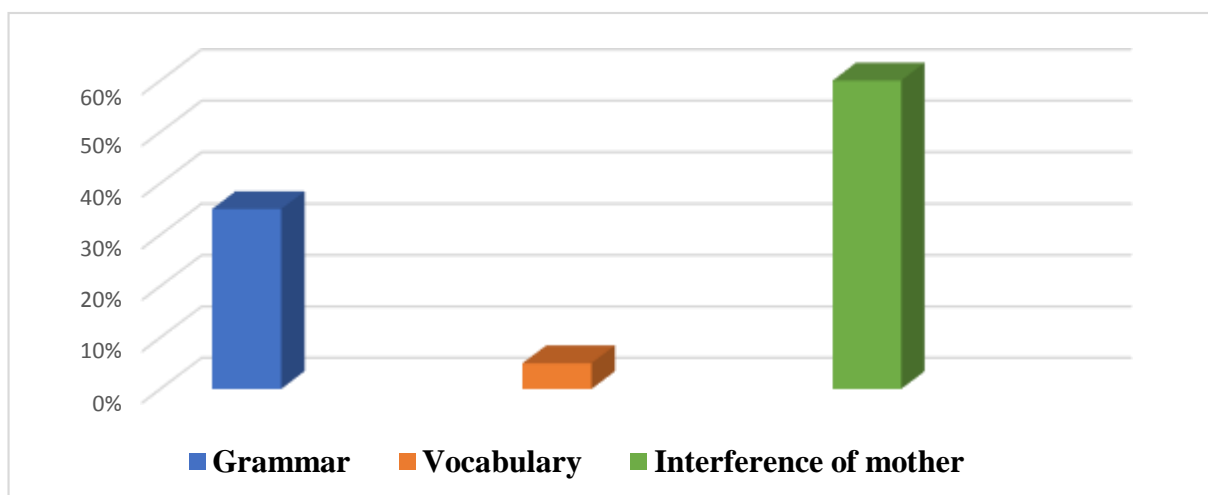
### Q5. Do you use your mother tongue inside the classroom?



**Diagram 9. The Use of the Mother Tongue Inside the Classroom.**

Diagram (9) indicates that the majority of the students (60%) said that they use mothertongue inside the classroom; while the minority (40%) answered by no; that is, they do not use mother tongue inside classroom.

**Q6. If your answer is yes, the remarks that the teacher gives are related to**



**Diagram 10. Teachers' Remarks.**

In this diagram (10), we can clearly notice that the majority of the students (60%) said that teachers' remarks are related to interference of the mother tongue, (35%) of them answered by grammar. While, the minority (5%) said that those remarks are related to vocabulary.

**2. Presentation of the Results of the Classroom Observation:**

The following table summarizes the items of the classroom observation:

Items to be observed	Always	Often	Some-times	Rarely	Never
<p><u>Learner’s role:</u></p> <ul style="list-style-type: none"> <li>• We observe if learners have a good mastery of the language.</li> <li>• In case leaners are not afraid of making errors.</li> <li>• Grammatical errors are the most committed: verb-tense and form, subject-verb agreement, auxiliaries,</li> <li>• The good use of: articles, prepositions, pronouns.</li> </ul> <p>Vocabulary errors are the most committed.</p> <ul style="list-style-type: none"> <li>• The use of the mother tongue during the conversation.</li> </ul>					

Table 5. Check List of Classroom Observation adapted from the handout “checklist for effective instruction” found in Texas Center for Reading and Language Ans. 2002. Second geode teacher reading academy. Austing, TX: Author. 2014 University of Texas System/Texas Education Agency.

**3. Presentation of the Results of students’ dialogues**

**3.1. The grammatical errors made by the students related to the wrong choice of the types of articles.**

• **Dialogue 1**

**Student A:** Hey, did you finish the assignment for the class?

**Student B:** No, I haven’t. I find it really difficult to understand the concepts.

**Student A:** I know what you mean. The teacher didn’t give us a clear explanation.

**Student B:** Exactly! I think a few of my friends are struggling too.

## Presentation of the Findings

**Student A:** Maybe we should form a study group?

**Student B:** That's a good idea! We can help each other.

**Student A:** Yes, and I heard there is a great resource online that explains the topic well.

**Student B:** Oh, really? I need the help because the textbook is confusing.

**Student A:** I agree. The examples in the book are not enough to understand the material.

**Student B:** Let's meet at the library after school.

**Student A:** Sounds like a plan! I hope we can get a better grasp on the subject.

- **Dialogue 2**

**Student A:** Hey, did you see the new book in library? I think it's really interesting!

**Student B:** Yeah, I saw it. It has a bright cover, doesn't it? But I heard it's not a good choice for students.

**Student C:** Why not? I thought it would be a fun read! I love the adventure stories.

**Student B:** Well, I read a review about it. It said that the plot is confusing.

**Student A:** Confusing? That's not a good reason to avoid it. I mean, every book has a different perspective, right?

**Student C:** Exactly! And there are so many different types of books. Like, I'm trying to find a fantasy book that captures the imagination.

**Student B:** I prefer the sci-fi books. They seem to be more exciting than the fantasy ones.

**Student A:** I think both genres have their own charm. But I find it hard to choose between them.

**Student C:** Maybe we should have a reading group. We can each bring our favorite

## Presentation of the Findings

book and discuss it together!

**Student B:** That sounds like a great idea! But I don't know if I have a favorite. There are too many books!

**Student A:** Just pick one! Even if it's not the best, it'll be fun to share thoughts.

**Student C:** True! It'll be like an adventure in itself.

**Student B:** Speaking of adventures, I need to finish the project on the historical events.

**Student A:** Oh, I did that project last semester. It was really informative! You could focus on a specific event, like the World War II.

**Student B:** But I want to write about the impact of war on the society. It's a broad topic!

**Student C:** A broad topic could be hard to cover, though. You need to choose a specific

angle. **Student A:** Yeah, like how war affects children. That would give you a focused perspective. **Student B:** That makes sense. But isn't that a sad topic?

**Student C:** Sometimes the sad topics lead to the most important

discussions. **Student A:** Right! It's about understanding the impact of

war on humanity. **Student B:** Alright, I'll think about it. Thanks for the suggestions!

### • Dialogue 3

**Student A:** Hey, did you check out a new study guide for our exam?

**Student B:** Yeah, I saw it in the library. It looks helpful but has a lot of

information. **Student C:** I think it's good to have resources like that. Every

student should use it! **Student B:** For sure! I need to improve my grades in the

## Presentation of the Findings

math.

**Student A:** Math is tough, but if you practice, you can get better.

**Student C:** I agree. I struggled with the algebra last year, but now I understand it more.

**Student B:** I think I need a tutor. I want to focus on the problems I find challenging.

**Student A:** That's a great idea! Sometimes, having someone explain it can make a difference.

**Student C:** I also read that group study can be beneficial. Have you tried that?

**Student B:** Not yet, but I heard about it from a friend. It seems like it could

help. **Student A:** Yes! Sharing ideas in a group makes learning easier.

**Student C:** What about your essays? Do you find them easy or hard?

**Student B:** I find them really hard! Writing is not my strong point.

**Student A:** It takes practice. You might try reading a few good essays for inspiration.

**Student C:** That's a good suggestion! I think reading can improve writing skills.

**Student B:** Definitely. I should read more articles and books.

**Student A:** And don't forget to check the grammar rules! They are important for clear writing.

**Student C:** Right! Sometimes I mix up the articles. It can be confusing.

**Student B:** Like when to use "a" or "the." I get that wrong often.

**Student A:** Yes! "A" is used for general things, while "the" is for specific ones.

**Student C:** Exactly! It's tricky sometimes.

**Student B:** I'll try to remember that when I write my next essay.

### 3.2. The grammatical errors made by the students related to verb tense.

- **Dialogue 1**

**Student A:** Hey, did you finish the project that is due tomorrow?

**Student B:** No, I didn't. I worked on it last night, but I get really

tired.**Student A:** I understand. I also had trouble focusing

yesterday.

**Student B:** I thought I would have more time to complete it.

**Student A:** Same here! I planned to start it earlier, but I keep putting it off.

**Student B:** I heard that the teacher gave us extra time.

**Student A:** Really? I didn't know that. When did she said that?

**Student B:** She said it in class last week, but I wasn't paying

attention.**Student A:** I wish I knew about it sooner!

**Student B:** Me too! Now I feel stressed about finishing it on time.

**Student A:** Let's work on it together after school. Maybe we can finish it faster.

**Student B:** That sounds like a good plan! I hope we get it done.

- **Dialogue2**

**Student A:** Hey, did you finish the history project yet?

**Student B:** I was working on it yesterday, but I didn't get very far.

**Student C:** I had started mine last week, but I forgot to include some important details.

## Presentation of the Findings

**Student A:** I understand. I think I will start mine tonight.

**Student B:** You should! The deadline is approaching fast.

**Student C:** I thought we had more time. Isn't it due next

Friday?**Student A:** No, it's due this Friday! We all need to

be on track.

**Student B:** I hope I can get it done by then. I didn't realize it was so

soon. **Student C:** Last week, I had planned to finish it earlier, but I

got distracted.**Student A:** That happens! I had procrastinated too, but

now I am focusing. **Student B:** Focusing is key. I also struggle with

that sometimes.

**Student C:** I think I will make a schedule to keep myself organized.

**Student A:** That's a good idea! I always find that writing things down helps

me.**Student B:** Yes, I agree! Writing down tasks makes them feel more

manageable.**Student C:** I remember last semester, I had a lot of assignments

piled up.

**Student A:** Me too! It was overwhelming. But I learned to prioritize.

**Student B:** Prioritizing is essential. If I had known that earlier, I would've saved time.

**Student C:** Exactly! I usually wait until the last minute, which isn't helpful.

**Student A:** I used to do that, but now I try to start early. It makes a big difference.

- **Dialogue3**

**Student A:** Hey, did you finish the science project yet?

**Student B:** I started it last weekend, but I didn't finished it completely.

**Student A:** Oh no! I thought we had more time. I thought it was due next

week.**Student B:** I thought so too, but I just checked, and it is due this

Friday!

**Student A:** That's stressful! I wish I had started mine earlier. I kept putting it off.

**Student B:** I know what you mean. Last time, I waited until the night before, and I

regretted it.**Student A:** Exactly! I remember I pulled an all-nighter for that one. I can't

believe I did that! **Student B:** Same here! I thought I could manage, but I didn't sleep well

at all.

**Student A:** I learned my lesson, though. This time, I'm trying to stay

organized. **Student B:** Good idea! I think I need to create a schedule to

manage my time better.**Student A:** That's a smart plan. I usually get

distracted by my phone when I study. **Student B:** Me too! I was watching

videos instead of studying yesterday.

**Student A:** I feel like if I had turned off my phone, I would've focused more.

**Student B:** Yeah, distractions are the worst. I should've done that last night.

**Student A:** Well, we still have a couple of days to get this done. We can help each other!

**3.3. The grammatical errors made by the students related to subject verb agreement.**

- **Dialogue 1**

**Student A:** Hey, did you finish the assignment for history class?

**Student B:** No, I didn't. The topics was really confusing.

**Student A:** I know! I think a lot of students struggle with it.

**Student B:** Yeah, and the teacher say that it would be important for the test.

**Student A:** Exactly! I wish she explained the topics more clear.

**Student B:** Me too! I think if we work together, we can understand it better.

**Student A:** That's a good idea! Do you want to meet at the library after

school?**Student B:** Sure! I have a few questions that need answer.

**Student A:** I have some questions too. I hope we can help each other.

**Student B:** I'm sure we will. Study groups always makes things easier.

**Student A:** Right! And it's more fun to learn with friends.

**Student B:** Definitely! Let's not forget to bring our textbooks.

**Student A:** Good point! I will remind myself to pack it.

- **Dialogue 2**

**Student A:** Hey, do you think that studying in groups help us learn better?

**Student B:** I believe it do! When we explain concepts to each other, it makes the material clearer.

## Presentation of the Findings

**Student A:** That's true. I noticed that when we study together, we remember the information more easily.

**Student B:** Exactly! Plus, different people have different strengths, so we can help each other with our weaknesses.

**Student A:** Sometimes I feel like I understand the topics better when someone else explain it.

**Student B:** Me too! I think that sharing our ideas makes the studying more engaging.

**Student A:** Right! But I also like to study alone sometimes. It gives me the time I need to

focus.**Student B:** Yes, both methods have their benefits. What subjects do you find most

challenging?**Student A:** I struggle with math. The problems seem harder for me.

**Student B:** I get that! Math can be tough. I usually find that practicing a lot helps me improve.

**Student A:** That's a good strategy. I should try to practice more problems.

**Student B:** Definitely! And if you ever want to study together, just let me know!

- **Dialogue 3**

**Student A:** Hey, are you ready for the exams next week?

**Student B:** I am trying to prepare, but I feel like the subjects are too much.

**Student A:** I know what you mean. Sometimes, it seems like there's too much information to remember.

**Student B:** Exactly! Last year, I didn't study enough, and it really hurt my

grades. **Student A:** Me too! I remember that the science exam was

particularly challenging.**Student B:** The questions seem to be more difficult

than what we practiced.

## Presentation of the Findings

**Student A:** I agree. The practice tests help a lot, but they still don't cover everything.

**Student B:** Right! I wish the teachers would give us more review sessions.

**Student A:** That would be helpful. I also think that study groups can make a difference.

**Student B:** Definitely! When we study together, we can share our notes and ideas.

**Student A:** And it helps when someone explains a topic that you don't understand.

## Presentation of the Findings

**Student B:** True! Sometimes, I find that my friends explain things better than the teachers.

**Student A:** Exactly! I feel like studying with others keeps me motivated.

**Student B:** I also like to study alone sometimes. It helps me focus better.

**Student A:** Yes, both methods have their advantages. What subject do you find hardest?

**Student B:** I struggle with math. The concepts seem confusing to me.


**Student A:** I get that! Math can be tricky. But practice usually helps.

**Student B:** Right! I should spend more time practicing problems instead of just reading.

**Student A:** That's a great strategy! If you ever want to study together, let me know.

### Conclusion

To conclude, the present chapter has provided the different results obtained from the two data collection tools conducted with third-year students in the department of English at MMUTO. The first one is a questionnaire which is administered to 3<sup>rd</sup> year students in the department of English at MMUTO, the results obtained are displayed in the form of graphs, piecharts, and tables, with a brief explanation in the form of a short paragraphs. The second one is a classroom observation in order to observe third-year students' common grammatical errors and the reason behind them while making oral conversations.



***Discussion of the Findings***

### **Introduction**

This chapter is concerned with the interpretation and discussion of the findings of our research. It gives an explanation of the results obtained from the questionnaire and the classroom observation administered to the third “3” year students in the department of English at MMUTO. This chapter contains two major sections, each section aims to provide an answer to the research questions asked in the introduction. The first section deals with the discussion of the result of students’ questionnaire. The second section discusses the results of the classroom observation sessions. The different types of errors found are interpreted and explained according to the theory of Pit Corder (1967). The results are going to be analyzed and interpreted to confirm or refute the hypotheses advanced in the General Introduction.

### **1. Students’ Questionnaire**

#### **1.1. Speaking**

Based on the results displayed in the previous chapter, it appears that the majority sixty-two (62%) of third-year English students (See diagram 3) encounter difficulties in expressing themselves during the oral module in EFL classroom. In a foreign language context, students who lack the confidence to participate properly in an oral discussion tend to listen more than they speak. One strategy to motivate such students is to help them in building a repertoire of minimum responses that they may employ in various situations. The majority of students facing difficulties in expressing themselves orally in EFL classroom due to some factors.

According to Zhang (2009) the majority of English learners have difficulties in speaking skill, and they are still incompetent in communicating orally in English. In addition to the first explanation, the reasons of facing difficulties in oral EFL classrooms

(See diagram 4) we noticed that the majority (60%) of the students face difficulties in expressing themselves orally because of the factor of interference, it consists in the negative influence of the first language on the performance of the target language, in other words, Interlingual errors are due to the linguistic differences between the native language and the target language which leads to the problem of interference between two languages. In addition, these errors are due to the interference of the mother tongue and language transfer that result from both similarities and differences of students' target language and previously acquired language. Based on our results, these three categories show that most of students produce deviations by applying their knowledge of the first language rules to newly learned language.

Then, the use of the foreign language is quite important for learners to be able to speak and communicate with others successfully. Students may interact with each other in order to exchange information and acquire the foreign language. From the result of our research students use sometimes English to interact with classmates (See table 2) we noticed that the large number of students (62%) use English sometimes to interact with their classmates, and this is due to the fact that learners are not aware of the importance of communicating in English to improve their oral speaking skills.

To achieve the learning process the teacher is required to provide encouragement, choose enjoyable and adequate activities. It exists different kind of activities that students can perform in the classroom such as free topic, role playing, conversation, story-telling and discussion and debates. Therefore, we can clearly notice in the diagram (5) that (32%) of the students perform free topic, because this kind of activities relate to learners' real life and avoid boring practices and give learners the chance to express, speak, and present in oral session to improve their language acquisition without criticizing them.

The use of different and various speaking activities in the classroom help students to become more active and motivated to be engaged in the speaking activities. In addition, it helps students to develop different speaking aspects depending on the type of the activity. In fact, the focus on one sort of speaking activities may create a boring learning atmosphere in which students lose their interest to speak and participate. In addition, the role play activity's success is determined by the appropriate selection of the topics to be discussed which should meet students' needs and interest as well as increase students' motivation and engagement in the activity.

### 1.2. EFL Students' Difficulties in Oral Conversation activities

Concerning question (01) in the second section of the questionnaire, it aims to know whether third-year students have a habit to practice orally and talk to each other before speaking module. See Diagram (6) denotes that the majority of the students (62%) have a habit to interact orally during the lesson. Speaking is one of important productive skill in a language teaching. A simpler and less sophisticated definition of this skill was provided by Oxford Dictionary of Current English (2009:414) articulating it as: *"the action of conveying information or expressing ones' thoughts and feelings in spoken languages"*. In other words, speaking is the means through which learners communicate with each other to express their opinions, and to succeed in conveying an idea and through time it became a habit.

Furthermore, concerning the coming question is asked to know whether third-year students in the department of English play different roles while making conversations. See table

(3) it indicates that almost all the students (84%) practice role play activities which create humor and encouragement among learners to speak by taking the role of different personalities. It refers to all sorts of activities where learners imagine themselves in a

situation outside the classroom, sometimes playing the role of someone else and using a language adequate to the context (Ur, 1996,137). Role play as Holmes (2004,134) describes, means giving two or more learners a handout which they can first read and study, take time to search for unknown words and asking their peers about the meaning and pronunciation then discussing orally.

In addition, In a classroom setting, a learner must play a role in which the tester's effect is unpredictable. If the learner's needs and the language lesson's goals are met, this test type can be called reliable.

Subsequently, In the coming question we can clearly notice we can notice that the majority of the students (60%) face mother tongue interference difficulties while making conversation See diagram (8), Intralingual errors are those errors which result from the process of acquisition itself, independent of the native language. They are free from student's first language. The learners do not have a problem with the interference of the mother tongue but they face a problem of deviation in the use of the English grammatical rules.

Learners often use the mother tongue when they could not express themselves in the target language so they shift to their native language to express what they want to say. According to Baker and Westrup (2003: 12), "*barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language*".

Furthermore, Diagram (9) indicates that the majority of the students (60%) said that they use mother tongue inside the classroom, and this is due to the lack of e, this can create an area of difficulty in the process of its acquisition. From the analysis of learners' oral errors, we will explain three main categories of errors: articles, auxiliaries and prepositions.

To start with articles, the use of articles constitutes one of the most important difficulties for EFL learners, especially for those whose mother tongue observe different rules concerning their use. The auxiliaries. Another difficulty that EFL learners face is the use of auxiliaries in an appropriate way, these errors appear mainly through the absence of the auxiliary “to be” in the majority of the students’ in speaking English orally. And the last, prepositions, these kind of errors are not due to the mother tongue interference. It is the result of incomprehension and no distinction between prepositions. The learners overgeneralize their rules and misuse them in different situation with different subjects. For example, “the majority of the countries faces a serious problem” in this sentence shows clearly the misapplication of the rules; instead of “face” he used “faces”. The learner has added “s” to third person plural. According to Azar and Hagen (2009), *“simple present tense is generally used to express habits and facts. In simple present tense, the base form of the verb is used for all subjects except for third person singular subject. The verb after subject needs to add s/es at the end of the word”*. Then, this error is due to the ignorance of the present simple tense rules.

And from diagram (10) we can clearly notice that the majority of the students (60%) said that teachers’ remarks are related to interference of the mother tongue. The analysis of errors has proven to have many advantages. As stated by Corder (1973 cited in Ellis 1997), it allows first, to revise the techniques and teaching materials and second, it permits us to know certain parts of the syllabus that have not been properly taught and thus require a more thorough study.

## **2. Discussion of the Results of the Classroom Observation**

The second data collection tool used in our research study is the Classroom Observation, it is conducted with third year students in the department of English at MMUTO in order to investigate EFL students’ common errors in oral conversations and the reason behind

making errors.

In order to investigate our topic, an observation checklist is used in every listening and speaking lecture. The purpose of observation checklist is to notice the common speech errors and the grammatical errors in oral conversations. Observation checklist sheet is used for students to observe their common errors when interacting orally in the classroom.

We found that there are two main sources behind these grammatical errors.

### **2.1. Learners' Role**

During the observation sessions, we have observed that not all the learners have a good mastery of the language. Learners struggle when speaking because of the lack of grammar rules, which make them have difficulties to express their ideas, their bad pronunciation of the words, and their weak comprehension. The findings explain that third year learners find difficulties in the application of English tenses. The most commonly misused tenses are the past simple and present simple. On the other hand, in many cases, instead of using the infinitive form after modal verb "should" and "must", the learners use the past simple or present continuous. Also, they tend to conjugate the verb after "to" of the infinitive.

Moreover, most of the time learners are afraid of making errors, the major difficulties arose from the fact that they couldn't use English correctly and appropriately.

From the observational sessions, we noticed that learners often make grammatical errors. According to Pit Corder Error Analysis theory, errors are caused because of the results of the investigation which revealed that third year students face problems with the basic grammatical rules in speaking and we found that there are two main sources for these errors which are: interlingual and intralingual.

The results obtained show that the errors associated with intralingual sources are relatively more important compared to those originating from interlingual aspects. This means that learners find difficulties in applying English grammatical rules in their writing. Also, they usually go back to grammatical rules of their previous learnt languages'.

The different categories of errors found in the students' writings are classified according to their sources. The total number of interlingual errors found in the learners speaking performance shows that most of the students tend to be influenced by their native language structures. Errors found were about the category of articles to use, prepositions

auxiliaries.

These errors are due to the interference of the mother tongue and language transfer that result from both similarities and differences of students' target language and previously acquired language. Based on our results, these three categories show that most of students produce deviations by applying their knowledge of the first language rules to newly learned language.

As it is shown throughout our investigation, the number of errors found in the students' oral conversations due to intralingual errors is higher than to those which are related to interlingual errors. Accordingly, we can conclude that even though learners' mother tongue and previously acquired languages have an important influence on them, the target language with its specific rules is more challenging to the learner. As an answer to the two main questions that were asked in the General Introduction, what are the common grammatical errors made by third secondary school pupils in their writing compositions and what are the sources behind these errors, our analysis has led to the confirmation of both sources: interlingual and intralingual. In fact, the first hypothesis is confirmed, that is to say, common grammatical errors made by the students are verb tense, articles, proposition, auxiliaries, pronoun, plurality and subject-verb agreement errors. The second hypothesis is also confirmed, which means that the errors attributed to intralingual factor are due to learners' incomplete knowledge of the rules, and others are due to the influence of Arabic and Berber.

### **3. Discussion of the Students' Dialogue**

#### **3.1. Analyzing Errors Related to Types of Articles**

##### **3.1.1. Grammatical Errors Related to Articles**

Here's a dialogue's discussion between two students including grammatical errors related

to articles.

- **Dialogue 1**

**1. “I find it really difficult to understand the concepts.”**

- **Error:** "the concepts" may imply specific concepts that were not defined.

- **Analysis:** It could be better as "I find it really difficult to understand concepts."

**2. “The teacher didn’t give us a clear explanation.”**

- **Correct:** This sentence is correct.

**3. “I think a few of my friends are struggling too.”**

- **Correct:** This sentence is correctly formed.

**4. “Maybe we should form a study group?”**

- **Correct:** This is correctly phrased.

**5. “I heard there is a great resource online that explains the topic well.”**

- **Error:** "the topic" assumes prior knowledge.

- **Analysis:** A better form might be "that explains topics well" if referring to more than one.

**6. “I need the help because the textbook is confusing.”**

- **Error:** "the help" implies a specific type of help.

- **Analysis:** It could be clearer as "I need help because the textbook is confusing."

**7. “The examples in the book are not enough to understand the material.”**  
**Correct:** This sentence is correct.

8. **“Let’s meet at the library after school.”**

- **Correct:** This sentence is correct.

9. **“I hope we can get a better grasp on the subject.”**

- **Error:** "the subject" could be vague.
- **Analysis:** It may be more effective as "I hope we can get a better grasp on oursubject."

**Dialogue 2**

1. **“in library”** should be **“in the library”**:

- **Error:** Missing definite article “the.”
- **Correction:** Specific locations require a definite article.

2. **“the bright cover, doesn’t it?”** is correct, but **“it’s not a good choice for students”**

can be more specific:

- **Error :** Lack of specificity.
- **Correction:** Should specify which students or context.

3. **“the adventure stories”** can be corrected to **“adventure stories”**:

- **Error:** Unnecessary definite article when talking generally.
- **Correction:** No article is needed when referring to a genre broadly.

4. **“I prefer the sci-fi books.”** could be corrected to **“I prefer sci-fi books.”**:

- **Error:** Overuse of the definite article.
- **Correction:** When speaking generally about genres, omit the article.
  
- 5. **“the historical events”** should be clarified to **“a historical event”** or **“the historical events of World War II”**:
  - **Error:** Vague reference to “the historical events.”
  - **Correction:** Specific events need specification or use of indefinite articles.
  
- 6. **“the impact of war on the society”** should be corrected to **“the impact of war on society”**:
  - **Error:** Unnecessary article “the” before “society.”
  - **Correction:** “Society” is usually uncountable in this context and does not require an article.
  
- 7. **“like how war affects children.”** could be more explicitly stated as **“such as how war affects children.”**:
  - **Error:** “Like” can be informal; “such as” is more precise.
  - **Correction:** Use “such as” for clearer examples.

### Dialogue 3

1. **“a new study guide”**: Correct usage; refers to any guide, not specific.
  - **Error:** None here; “a” is used properly.
2. **“in the library”**: Correct; refers to a specific location.

- **Error:** None here.
- 3. **“the information”:** Correct; implies specific information in the guide.
  - **Error:** None here.
- 4. **“the math”:** Could be better as **“math”** since it refers generally.
  - **Error:** Unnecessary definite article.
  - **Correction:** "I need to improve my grades in math."
- 5. **“the algebra”:** Should be **“algebra”** to refer to the subject generally.
  - **Error:** Unnecessary definite article.
  - **Correction:** "I struggled with algebra last year."
- 6. **“the problems I find challenging”:** Correct usage; refers to specific problems.
  - **Error:** None here.
- 7. **“the essays”:** Could be simplified to **“essays”** when speaking generally.
  - **Error:** Unnecessary definite article.
  - **Correction:** "What about essays?"
- 8. **“the grammar rules”:** Appropriate in this context; refers to specific rules.
  - **Error:** None here.
- 9. **“the articles”:** Should refer generally as **“articles”**.
  - **Error:** Unnecessary definite article.
  - **Correction:** "Like when to use 'a' or 'the.'"

### **3.2. Analyzing Errors related to verb tense**

#### **Dialogue 1**

Analysis of Grammatical Errors Related to Verb Tense

**1. “I worked on it last night, but I get really tired.”**

- **Error:** "get" should be "got."
- **Analysis:** The speaker is referring to a past event (being tired after working). The correct sentence is: "I worked on it last night, but I got really tired."

**2. “I also had trouble focusing yesterday.”**

- **Correct:** This sentence is correctly structured, using the past perfect tense to indicate a completed action.

**3. “I thought I would have more time to complete it.”**

- **Correct:** This sentence is also correct as it uses the conditional perfect appropriately.

**4. “Same here! I planned to start it earlier, but I keep putting it off.”**

- **Error:** "keep" should be "kept."
- **Analysis:** The speaker refers to a past action, so the past tense "kept" is necessary. The correct sentence is: "I planned to start it earlier, but I kept putting it off."

**5. “I heard that the teacher gave us extra time.”**

- **Correct:** This sentence correctly uses the past tense to indicate a completed action.

**6. “Really? I didn’t know that. When did she said that?”**

- **Error:** "said" should be "say."

## Discussion of the Findings

- **Analysis:** The question is in the past, but the verb should remain in its base form after "did." The correct sentence is: "When did she say that?"
- 7. "She said it in class last week, but I wasn't paying attention."**
- **Correct:** This sentence is correct as it appropriately uses the past tense for both actions.
- 8. "I wish I knew about it sooner!"**
- **Error:** "knew" should be "had known."
  - **Analysis:** The speaker is expressing a regret about a past situation. The correct form is: "I wish I had known about it sooner!"
- 9. "Now I feel stressed about finishing it on time."**
- **Correct:** This sentence is correctly structured in the present tense.
- 10. "Let's work on it together after school. Maybe we can finish it faster."**
- **Correct:** Both sentences are correctly formed, using the present tense to suggest future action.
- 11. "That sounds like a good plan! I hope we get it done."**
- **Correct:** This sentence is correct and uses the present tense to express a future desire.

### **Dialogue 2**

This dialogue showcases verb tense errors while engaging students in a discussion.

1. **"I was working on it yesterday":** Past continuous is correct, but could use simple past for clarity.
  - **Error:** Mixing tenses can confuse timelines.

- **Correction:** “I worked on it yesterday.”
- 2. **“I had started mine last week”:** Past perfect is appropriate here but could be clearer with simple past.
  - **Error:** Past perfect is unnecessary when the sequence is straightforward.
  - **Correction:** “I started mine last week.”
- 3. **“I think I will start mine tonight”:** Future tense is correct, but can imply uncertainty.
  - **Error:** Should convey more certainty.
  - **Correction:** “I am starting mine tonight.”
- 4. **“Isn’t it due next Friday?”:** Correct usage of present tense for a scheduled event.
  - **Error:** None here.
- 5. **“I didn’t realize it was so soon”:** Simple past is appropriate.
  - **Error:** None here.
- 6. **“I had planned to finish it earlier”:** Past perfect indicates a prior intention, but simple past may suffice.
  - **Error:** Unnecessary past perfect.
  - **Correction:** “I planned to finish it earlier.”
- 7. **“I am focusing”:** Present continuous is correct but could be simplified.
  - **Error:** Tense choice might indicate ongoing action incorrectly.
  - **Correction:** “I focus now.”
- 8. **“I think I will make a schedule”:** Correct future intent but can sound uncertain.

- **Error:** None here.
- 9. **“I remember last semester, I had a lot of assignments piled up”:** Past perfect is unnecessary.
- **Error:** Unneeded past perfect.
- **Correction:** “I remember last semester, I had a lot of assignments.”
- 10. **“If I had known that earlier”:** Correct use of past perfect for a hypothetical situation.

- **Error:** None here.

### Dialogue3

This dialogue contains various grammatical errors related to verb tenses, illustrating common challenges students face when discussing.

1. **“I didn’t finished it completely.”**
  - **Error:** Incorrect verb form; “finished” should be “finish.”
  - **Correction:** “I didn’t finish it completely.”
2. **“I thought it was due next week.”**
  - **Error:** None; correct use of past tense.
3. **“I just checked, and it is due this Friday!”**
  - **Error:** Mixing present with past; should maintain past context.
  - **Correction:** “I just checked, and it was due this Friday!”
4. **“I wish I had started mine earlier.”**
  - **Error:** None; correct use of past perfect for expressing regret.

5. **“Last time, I waited until the night before, and I regretted it.”**
  - **Error:** None; appropriate use of past tense.
6. **“I remember I pulled an all-nighter for that one.”**
  - **Error:** None; correct use of past tense.
7. **“I learned my lesson, though.”**
  - **Error:** None; correct past tense.
8. **“This time, I’m trying to stay organized.”**
  - **Error:** Mixing present continuous with past context; should be consistent.
  - **Correction:** “This time, I tried to stay organized.”
9. **“I usually get distracted by my phone when I study.”**
  - **Error:** None; correct use of present tense for habitual action.
10. **“I was watching videos instead of studying yesterday.”**
  - **Error:** None; correct use of past continuous.
11. **“If I had turned off my phone, I would’ve focused more.”**
  - **Error:** None; correct conditional perfect usage.
12. **“I should’ve done that last night.”**
  - **Error:** None; appropriate use of past perfect.

### 3.3. Analysis of Grammatical Errors Related to Subject-Verb Agreement

Mastering subject-verb agreement is crucial for effective communication. By recognizing and correcting common errors, students can significantly improve their writing

andspeaking skills. Regular practice, peer collaboration, and the use of resources will foster a better understanding of grammar rules, ultimately leading to enhanced academic performance.

### **Dialogue 1**

#### **1. “The topics was really confusing.”**

- **Error:** "was" should be "were."
- **Analysis:** The subject "topics" is plural, so the correct verb form is "were." The correct sentence is: "The topics were really confusing."

#### **2. “I think a lot of students struggle with it.”**

- **Correct:** This sentence is correct, as "students" (plural) matches with "struggle."

#### **3. “the teacher say that it would be important for the test.”**

- **Error:** "say" should be "says."
- **Analysis:** The singular subject "teacher" requires the singular verb form "says." The correct sentence is: "the teacher says that it would be important for the test."

#### **4. “I wish she explained the topics more clear.”**

- **Error:** "clear" should be "clearly."
- **Analysis:** While this is primarily an adverb error, it connects to the flow of subject-verb agreement. The correct sentence is: "I wish she explained the topics more clearly."

#### **5. “I think if we work together, we can understand it better.”**

- **Correct:** This sentence is correct.

#### **6. “Do you want to meet at the library after school?”**

- **Correct:** This is correctly phrased.

**7. “I have a few questions that need answer.”**

- **Error:** "need" should be "needs."
- **Analysis:** The subject "a few questions" is plural, but "answer" is a noun that should take a verb in singular form. The correct sentence is: "I have a few questions that need answering."

**8. “I hope we can help each other.”**

- **Correct:** This sentence is correctly structured.

**9. “I’m sure we will. Study groups always makes things easier.”**

- **Error:** "makes" should be "make."
- **Analysis:** The plural subject "groups" requires the plural verb form "make." The correct sentence is: "Study groups always make things easier."

**10. “And it’s more fun to learn with friends.”**

- **Correct:** This sentence is correct.

**11. “Let’s not forget to bring our textbooks.”**

- **Correct:** This sentence is also correct.

**12. “I will remind myself to pack it.”**

- **Error:** "it" should be "them."
- **Analysis:** Since "textbooks" is plural, the correct pronoun is "them." The correct sentence is: "I will remind myself to pack them."

### Dialogue 2

This analysis of the dialogue highlights common subject-verb agreement errors while discussing.

**1. “studying in groups help us learn better?”**

- **Error:** The verb "help" should be "helps" to agree with the singular subject "studying."
- **Correction:** “studying in groups helps us learn better?”

**2. “I believe it do!”**

- **Error:** The verb "do" should be "does" to match the singular subject "it."
- **Correction:** “I believe it does!”

**3. “different people have different strengths, so we can help each other with our weaknesses.”**

- **Error:** None; correct use of plural subject and verb agreement.

**4. “when someone else explain it.”**

- **Error:** The verb "explain" should be "explains" to agree with the singular subject "someone."
- **Correction:** “when someone else explains it.”

**5. “sharing our ideas makes the studying more engaging.”**

- **Error:** None; correct use of singular subject and verb agreement.

**6. “the problems seems harder for me.”**

- **Error:** The verb "seems" should be "seem" to agree with the plural subject

"problems."

- **Correction:** “the problems seem harder for me.”

### 7. “practicing a lot helps me improve.”

- **Error:** None; correct use of singular subject and verb agreement.

This dialogue highlights common subject-verb agreement errors while discussing studying techniques among students.

## Dialogue 3

### 1. “The questions seems to be more difficult than what we practiced.”

- **Error:** The verb "seems" should be "seem" to agree with the plural subject "questions."

- **Correction:** “The questions seem to be more difficult than what we practiced.”

### 2. “The practice tests helps a lot, but they still don’t cover everything.”

- **Error:** The verb "helps" should be "help" to agree with the plural subject "tests."

- **Correction:** “The practice tests help a lot, but they still don’t cover everything.”

### 3. “When someone explains a topic that you don’t understand.”

- **Error:** None; correct use of singular subject and verb agreement.

### 4. “Sometimes, I find that my friends explains things better than the teachers.”

- **Error:** The verb "explains" should be "explain" to agree with the plural subject "friends."

- **Correction:** “Sometimes, I find that my friends explain things better than the teachers.”

**5. “I struggle with math. The concepts seem confusing to me.”**

- **Error:** None; correct use of plural subject and verb agreement.

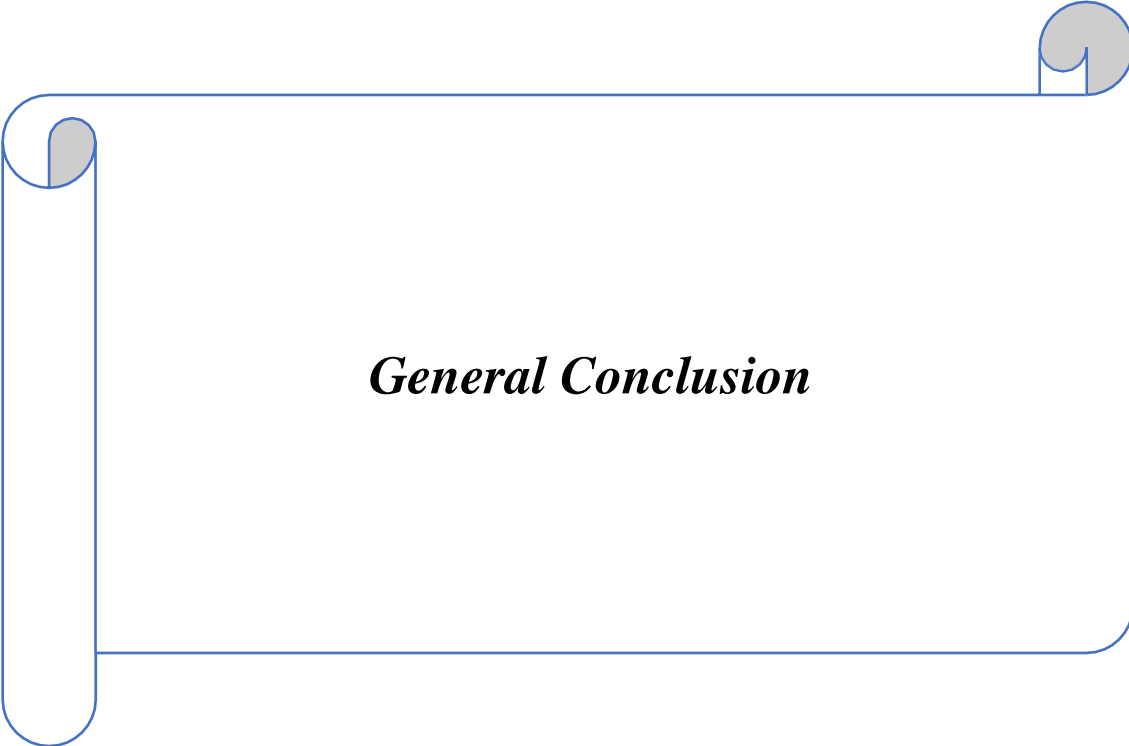
**6. “Practice usually helps.”**

- **Error:** None; correct use of singular subject and verb agreement.

### **Conclusion**

This fourth chapter discussed the results found in the third chapter, the first part discussed the results of the students’ questionnaire, the second part discussed the results of classroom observation, the last part analyzed the results of the students’ dialogue.

In this chapter we confirmed that third year students commit numerous errors in the oral conversation, it is considered as one of the biggest problems they face in their efforts to achieve a satisfactory proficiency level in speaking English. The data collected students’ questionnaire and classroom observation sessions have answered the question asked in the General Introduction.



***General Conclusion***

## **General Conclusion**

The present research study investigates EFL Students Common Errors in Oral Conversations in the department of English at MMUTO. It has two main objectives. As for the first objective, it seeks to identify the types of grammatical errors performed by third-year students in the department of English; the second objective seeks to explore the possible sources behind those errors, following Pit Corders' (1967) procedures of error analysis. The solution to avoid errors in oral conversations, students must learn the basic rules of the English language, and practicing orally the language in the conversations.

In order to answer the research questions and confirm or refute the hypotheses advanced in the General Introduction, the quantitative data method and discourse analysis are used to gather and analyze the data. For the analysis of the quantitative data obtained from the questionnaire, we have opted for the rule of three, and concerning the Discourse analysis it is to analyze the classroom observation sessions.

Fifty (50) third-year students in the department of English at MMUTO were selected randomly to answer our questionnaire which consists of fourteen (14) questions. Besides, to reinforce the validity of our data collection, we have opted for a second tool which is classroom observation sessions consisting of a set of items.

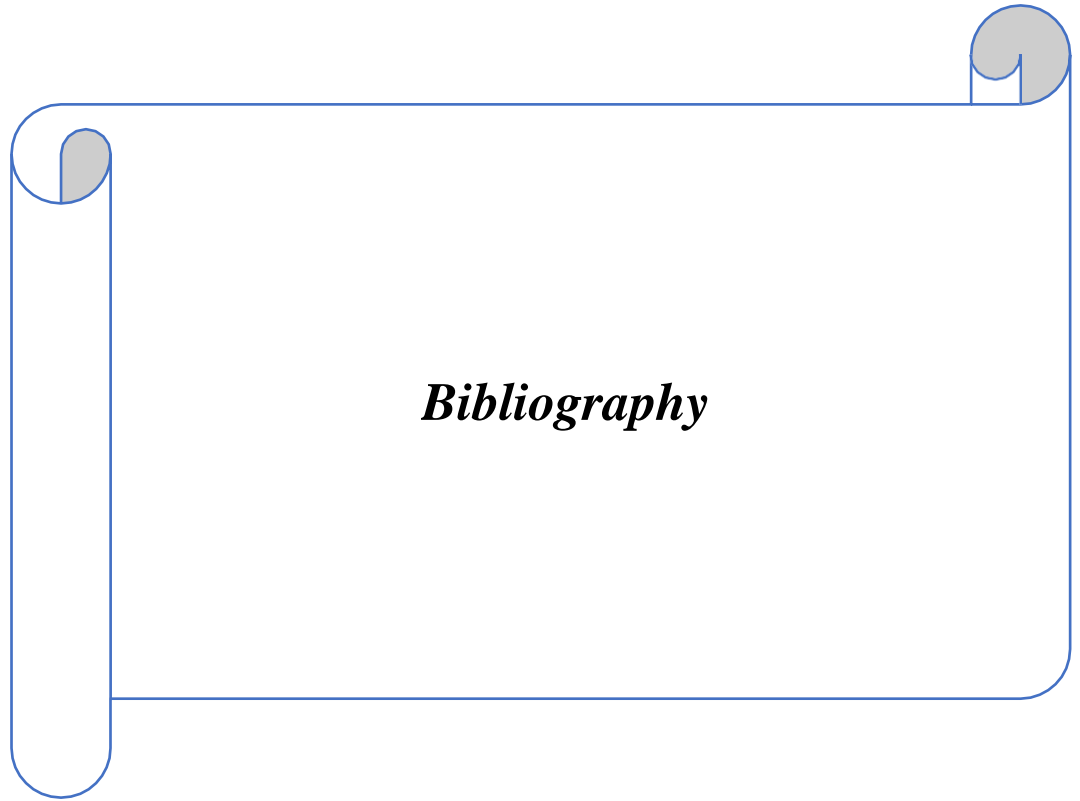
The results obtained from the students' questionnaire demonstrate that the most common grammatical errors that are repeated in students' oral conversations are mainly: verb tense, articles, plurality, pronoun, auxiliaries, preposition and subject-verb agreement errors. This confirms the first hypothesis of our research study. Moreover, the findings from the classroom observation sessions reveal that there are two main sources for these errors which are: interlingual and intralingual.

The interlingual errors refer to those errors which are resulted from the impact of learners' native language, those errors are those which are made in relation to the use of

articles, auxiliaries and prepositions. Whereas the intralingual errors are classified into four main categories, verb form, plurality, pronoun and subject-verb agreement.

To conclude, the findings of our research work have hopefully contributed to the field of research in general. Our study has encountered some limitations. The first limitation is the lack of time to sufficiently attend classroom observation sessions with the third year EFL students. The second limitation is that there are only fifty students who have participated in our questionnaire.

This dissertation can provide some suggestions for further investigations; our study is limited to the department of English; other investigations are possible in other departments or in secondary schools.

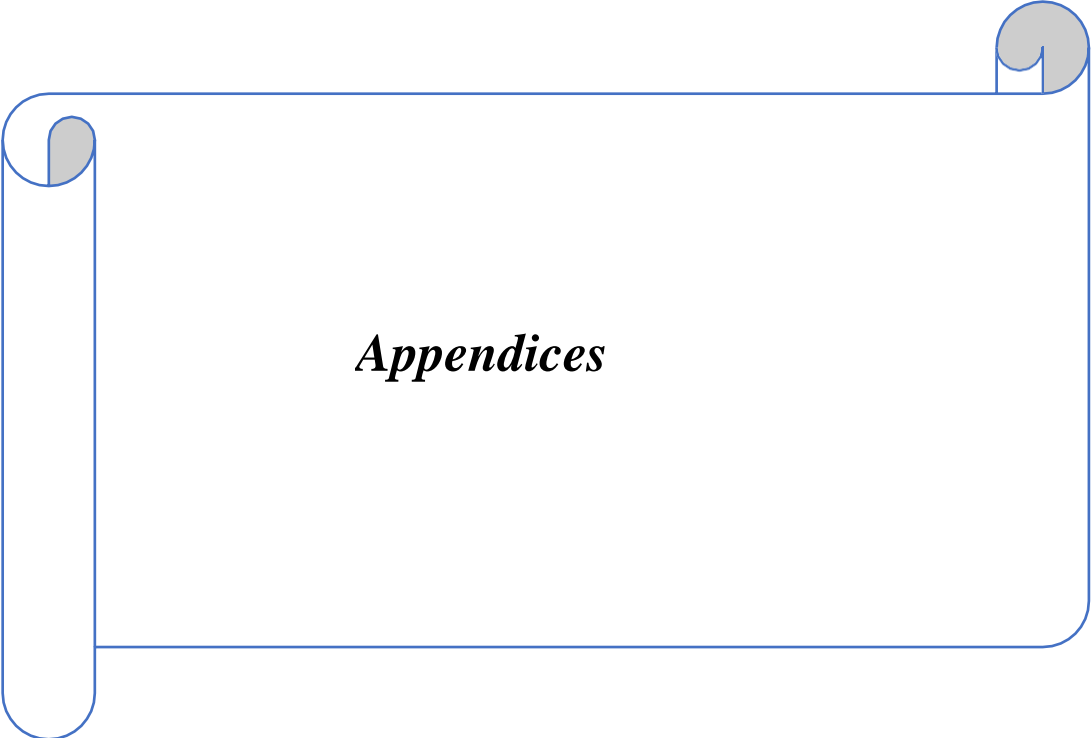


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***Appendices***

## **Questionnaire:**

### **Appendix 1**

Dear students, this questionnaire aims at investigating the most common difficulties that thirdyear students in the department of English at Mouloud MAMMERI University face in classroom oral conversations. Please read each question carefully and put a tick in the box next to your answer (Your identity remains anonymous)

#### Section One: Background Information

1. What is your gender?
  - a. Male
  - b. Female
  
2. Was English your first choice after graduating high school? Yes  No
  
3. How would you describe yourself in English language?
  - a. Low
  - b. Average
  - c. Good

#### Section Two: Speaking

- 1 Do you have difficulties in expressing yourself orally in EFL classroom?  
Yes  No
  
- 2 If your answer to the previous question is yes, do you think it is because of?
  - a. Interference
  - b. Globalization
  - c. Simplification
  
3. How often do you use English to interact with your classmates?
  - a. Always

b. Often

c. Sometimes

d. Rarely

e. Never

4. What kind of speaking activities do you perform in the classroom?

a. Free topic

b. Story telling

c. Role playing

d. Discussions and debates

e. Interviews

f. Conversations

### Section Three: EFL Students' Difficulties in Oral Conversation activities

1. Have you done oral conversations before in speaking classes?

Yes

No

2. If your answer is yes, how often do you do conversations?

a. Always

b. Often

c. Sometimes

d. Rarely

3. Are the conversation activities done alongside role playing activities? i.e. do you play different roles while asking each other questions?

Yes

No

4. You are learning a foreign language, so having difficulties is the

most natural thing. What kind of difficulties do you face the most while making conversations?

- a. Grammatical difficulties.i.e. Verb tense, prepositions, negative form, etc.
- b. Vocabulary difficulties.i.e. Word choice
- c. Mother tongue interference
- d. Stress and anxiety

5. Do you use your mother tongue inside the classroom?

Yes  No

6. If your answer is yes, the remarks he/she makes are related to

- a. Grammar
- b. Vocabulary
- c. Interference of the mother tongue

Thank you for your collaboration

## Appendix 2

Items to be observed	Always	Often	Some-times	Rarely	Never
<p><u>Learners role:</u></p> <ul style="list-style-type: none"> <li>•We observe if learners have a good masteryof the language.</li> </ul> <p>In case leaners are not afraid of making errors.</p> <ul style="list-style-type: none"> <li>•Grammatical errors are the most committed: verb-tense and form, subject-verb agreement, auxiliaries,</li> </ul> <p>The good use of: articles, prepositions, pronouns.</p> <p>Vocabulary errors are the most committed.</p> <p>The use of the mother tongue during the conversation.</p>					

## Appendix 3

### **3.1. The grammatical errors made by the students related to the wrong choiceof the types of articles.**

- **Dialogue 1**

**Student A:** Hey, did you finish the assignment for the class?

**Student B:** No, I haven't. I find it really difficult to understand the concepts.

**Student A:** I know what you mean. The teacher didn't give us a clear explanation.

**Student B:** Exactly! I think a few of my friends are struggling too.

**Student A:** Maybe we should form a study group?

**Student B:** That's a good idea! We can help each other.

**Student A:** Yes, and I heard there is a great resource online that explains the topic well.

**Student B:** Oh, really? I need the help because the textbook is confusing.

**Student A:** I agree. The examples in the book are not enough to understand the material.

**Student B:** Let's meet at the library after school.

**Student A:** Sounds like a plan! I hope we can get a better grasp on the subject.

- **Dialogue 2**

**Student A:** Hey, did you see the new book in library? I think it's really interesting!

**Student B:** Yeah, I saw it. It has a bright cover, doesn't it? But I heard it's not a good choice for students.

**Student C:** Why not? I thought it would be a fun read! I love the adventure stories.

**Student B:** Well, I read a review about it. It said that the plot is confusing.

**Student A:** Confusing? That's not a good reason to avoid it. I mean, every book has a different perspective, right?

**Student C:** Exactly! And there are so many different types of books. Like, I'm trying to find a fantasy book that captures the imagination.

**Student B:** I prefer the sci-fi books. They seem to be more exciting than the fantasy ones.

**Student A:** I think both genres have their own charm. But I find it hard to choose

betweenthem.

**Student C:** Maybe we should have a reading group. We can each bring our favorite book and discuss it together!

**Student B:** That sounds like a great idea! But I don't know if I have a favorite. There are toomany books!

**Student A:** Just pick one! Even if it's not the best, it'll be fun to share thoughts.

**Student C:** True! It'll be like an adventure in itself.

**Student B:** Speaking of adventures, I need to finish the project on the historical events.

**Student A:** Oh, I did that project last semester. It was really informative! You could focus ona specific event, like the World War II.

**Student B:** But I want to write about the impact of war on the society. It's a broad topic!

**Student C:** A broad topic could be hard to cover, though. You need to choose a specific

angle.**Student A:** Yeah, like how war affects children. That would give you a focused

perspective. **Student B:** That makes sense. But isn't that a sad topic?

**Student C:** Sometimes the sad topics lead to the most important

discussions.**Student A:** Right! It's about understanding the impact of

war on humanity. **Student B:** Alright, I'll think about it. Thanks for the

suggestions!

- **Dialogue 3**

**Student A:** Hey, did you check out a new study guide for our exam?

**Student B:** Yeah, I saw it in the library. It looks helpful but has a lot of information.

**Student C:** I think it's good to have resources like that. Every student should use it!

**Student B:** For sure! I need to improve my grades in the math.

**Student A:** Math is tough, but if you practice, you can get better.

**Student C:** I agree. I struggled with the algebra last year, but now I understand it more.

**Student B:** I think I need a tutor. I want to focus on the problems I find challenging.

**Student A:** That's a great idea! Sometimes, having someone explain it can make a difference.

**Student C:** I also read that group study can be beneficial. Have you tried that?

**Student B:** Not yet, but I heard about it from a friend. It seems like it could help.

**Student A:** Yes! Sharing ideas in a group makes learning easier.

**Student C:** What about your essays? Do you find them easy or hard?

**Student B:** I find them really hard! Writing is not my strong point.

**Student A:** It takes practice. You might try reading a few good essays for inspiration.

**Student C:** That's a good suggestion! I think reading can improve writing skills.

**Student B:** Definitely. I should read more articles and books.

**Student A:** And don't forget to check the grammar rules! They are important for clear writing.

**Student C:** Right! Sometimes I mix up the articles. It can be confusing.

**Student B:** Like when to use "a" or "the." I get that wrong often.

**Student A:** Yes! "A" is used for general things, while "the" is for specific ones.

**Student C:** Exactly! It's tricky sometimes.

**Student B:** I'll try to remember that when I write my next essay.

### 3.2. The grammatical errors made by the students related to verb tense.

- **Dialogue 1**

**Student A:** Hey, did you finish the project that is due tomorrow?

**Student B:** No, I didn't. I worked on it last night, but I get really

tired.**Student A:** I understand. I also had trouble focusing yesterday.

**Student B:** I thought I would have more time to complete it.

**Student A:** Same here! I planned to start it earlier, but I keep putting it off.

**Student B:** I heard that the teacher gave us extra time.

**Student A:** Really? I didn't know that. When did she said that?

**Student B:** She said it in class last week, but I wasn't paying

attention.**Student A:** I wish I knew about it sooner!

**Student B:** Me too! Now I feel stressed about finishing it on time.

**Student A:** Let's work on it together after school. Maybe we can finish it faster.

**Student B:** That sounds like a good plan! I hope we get it done.

- **Dialogue2**

**Student A:** Hey, did you finish the history project yet?

**Student B:** I was working on it yesterday, but I didn't get very far.

**Student C:** I had started mine last week, but I forgot to include some important details.

**Student A:** I understand. I think I will start mine tonight.

**Student B:** You should! The deadline is approaching fast.

**Student C:** I thought we had more time. Isn't it due next

Friday?**Student A:** No, it's due this Friday! We all need to

be on track.

**Student B:** I hope I can get it done by then. I didn't realize it was so

soon. **Student C:** Last week, I had planned to finish it earlier, but I

got distracted.**Student A:** That happens! I had procrastinated too, but

now I am focusing. **Student B:** Focusing is key. I also struggle with

that sometimes.

**Student C:** I think I will make a schedule to keep myself organized.

**Student A:** That's a good idea! I always find that writing things down helps

me.**Student B:** Yes, I agree! Writing down tasks makes them feel more

manageable.**Student C:** I remember last semester, I had a lot of assignments

piled up.

**Student A:** Me too! It was overwhelming. But I learned to prioritize.

**Student B:** Prioritizing is essential. If I had known that earlier, I would've saved time.

**Student C:** Exactly! I usually wait until the last minute, which isn't helpful.

**Student A:** I used to do that, but now I try to start early. It makes a big difference.

- **Dialogue3**

**Student A:** Hey, did you finish the science project yet?

**Student B:** I started it last weekend, but I didn't finished it completely.

**Student A:** Oh no! I thought we had more time. I thought it was due next week.

**Student B:** I thought so too, but I just checked, and it is due this Friday!

**Student A:** That's stressful! I wish I had started mine earlier. I kept putting it off.

**Student B:** I know what you mean. Last time, I waited until the night before, and I

regretted it.**Student A:** Exactly! I remember I pulled an all-nighter for that one. I can't

believe I did that! **Student B:** Same here! I thought I could manage, but I didn't sleep well

at all.

**Student A:** I learned my lesson, though. This time, I'm trying to stay

organized. **Student B:** Good idea! I think I need to create a schedule to

manage my time better.**Student A:** That's a smart plan. I usually get

distracted by my phone when I study. **Student B:** Me too! I was watching

videos instead of studying yesterday.

**Student A:** I feel like if I had turned off my phone, I would've focused more.

**Student B:** Yeah, distractions are the worst. I should've done that last night.

**Student A:** Well, we still have a couple of days to get this done. We can help each other!

### **3.3. The grammatical errors made by the students related to subject verb agreement.**

- **Dialogue 1**

**Student A:** Hey, did you finish the assignment for history class?

**Student B:** No, I didn't. The topics was really confusing.

**Student A:** I know! I think a lot of students struggle with it.

**Student B:** Yeah, and the teacher say that it would be important for the test.

**Student A:** Exactly! I wish she explained the topics more clear.

**Student B:** Me too! I think if we work together, we can understand it

better. **Student A:** That's a good idea! Do you want to meet at the library

after school?**Student B:** Sure! I have a few questions that need answer.

**Student A:** I have some questions too. I hope we can help each other.

**Student B:** I'm sure we will. Study groups always makes things easier.

**Student A:** Right! And it's more fun to learn with friends.

**Student B:** Definitely! Let's not forget to bring our textbooks.

**Student A:** Good point! I will remind myself to pack it.

- **Dialogue 2**

**Student A:** Hey, do you think that studying in groups help us learn better?

**Student B:** I believe it do! When we explain concepts to each other, it makes the material clearer.

**Student A:** That's true. I noticed that when we study together, we remember the information more easily.

**Student B:** Exactly! Plus, different people have different strengths, so we can help each

otherwith our weaknesses.

**Student A:** Sometimes I feel like I understand the topics better when someone else explain it.

**Student B:** Me too! I think that sharing our ideas makes the studying more engaging.

**Student A:** Right! But I also like to study alone sometimes. It gives me the time I need to focus.

**Student B:** Yes, both methods have their benefits. What subjects do you find most challenging?

**Student A:** I struggle with math. The problems seem harder for me.

**Student B:** I get that! Math can be tough. I usually find that practicing a lot helps me improve.

**Student A:** That's a good strategy. I should try to practice more problems.

**Student B:** Definitely! And if you ever want to study together, just let me know!

- **Dialogue 3**

**Student A:** Hey, are you ready for the exams next week?

**Student B:** I am trying to prepare, but I feel like the subjects are too much.

**Student A:** I know what you mean. Sometimes, it seems like there's too much information to remember.

**Student B:** Exactly! Last year, I didn't study enough, and it really hurt my

grades. **Student A:** Me too! I remember that the science exam was particularly

challenging. **Student B:** The questions seem to be more difficult than what we practiced.

**Student A:** I agree. The practice tests help a lot, but they still don't cover everything.

**Student B:** Right! I wish the teachers would give us more review sessions.

**Student A:** That would be helpful. I also think that study groups can make a difference.

**Student B:** Definitely! When we study together, we can share our notes and ideas.

**Student A:** And it helps when someone explains a topic that you don't understand.

**Student B:** True! Sometimes, I find that my friends explain things better than the

teachers.**Student A:** Exactly! I feel studying with others keeps me motivated.

**Student B:** I also like to study alone sometimes. It helps me focus better.

**Student A:** Yes, both methods have their advantages. What subject do you find hardest?

**Student B:** I struggle with math. The concepts seem confusing to me.

**Student A:** I get that! Math can be tricky. But practice usually helps.

**Student B:** Right! I should spend more time practicing problems instead of just reading.

**Student A:** That's a great strategy! If you ever want to study together, let me know.