

**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**



**Dissertation Submitted in Partial Fulfillment of the  
Requirements for the Degree of Master in English  
Option: *Language and Communication***

***Investigating The Influence of Spoken Grammar on Students' Writings :  
The Case of Third Year Students at the English Department of  
MMUTO.***

**Presented by:** *Ms. Issad Sylia*

*Ms. Mecherouk Fatiha*

**Supervised by:** **Mrs. BENAÏSSA Amel**

**Examined by:**

Mr. AOUINE Akli, MAA, Department of English, MMUTO. Chair.

Mrs. BENAÏSSA Amel, MAA, Department of English, MMUTO. Supervisor.

Mrs. ADEM Karima, MAA, Department of English, MMUTO. Examiner.

Academic Year: 2016/ 2017



## *Dedications*

*To my beloved family:*

*My father Madjid and mother Dehbia*

*My brothers Ali and Omar*

*Special thanks to Nassim Kellal*

*To all my friends.*

*Fatiha*

## *Dedications*

*To my beloved family:*

*My father Achour (in memory) and mother Ferroudja*

*My beloved brothers and sisters*

*Special thanks to Nassim Kellal*

*To all my friends.*

*Sylia*

## **Acknowledgements**

We would like acknowledge with profound gratitude many people who have contributed in this modest work.

This dissertation is the result of the inspiring and thoughtful guidance and supervision of our supervisor M<sup>rs</sup> Benaissa Amel. We are greatly indebted to her for her guidance and her patience in correcting our work.

We would like to express our gratitude to the board of examiners namely M<sup>r</sup> Aouine Akli and M<sup>rs</sup> Adem Karima for the time and the efforts spent in reading this work.

Very special thanks to third year students of the Department of English at MMUTO for their contribution and cooperation during the process of data collection.

Finally, we would like to express our particular thanks to all the people who contributed in a way or another to the fulfillment of this dissertation.

## **Abstract**

*The present study is mainly concerned with the investigation of the influence of spoken grammar on third year students' writings at the Department of English at Mouloud Mammeri University of Tizi-Ouzou. It attempts to identify the extent to which these students are influenced by their oral language. As for the analytic categories of the study, they are borrowed from two theories put forward by McCarthy, (1998), The Criteria of Spoken Grammar and Pit Corder, 1967, cited in David Crystal (2003), Error Analysis. A mixed-method approach is adopted, combining quantitative and qualitative procedures for data gathering and data analysis. In terms of data collection, the study takes a sample of a textual corpus made up of fifty third year examination papers, the module of reading and writing. In addition, the research work relies on a structured interview conducted with ten third year students. To analyze the data collected, we use the statistical method and SPSS computer software to process the quantitative data and Qualitative Content Analysis (QCA) for the analysis and interpretation of the qualitative data. The findings of our study indicate that third year students, at the Department of English at MMUTO, are to some extent affected by spoken grammar. The results reveal that the features of spoken grammar are partially present in students' writing. The research work includes with a classification of errors made by learners into spoken grammar errors and general errors.*

**Keywords:** Writing, Speaking, Grammar.

## **List of Abbreviations**

- EFL: English as a Foreign Language
- EL: English language
- ELTJ: English Learning Teaching Journal
- FL: Foreign Language
- L2: Second Language
- MMUTO: Mouloud Mammeri University of Tizi-Ouzou
- QCA: Qualitative Content Analysis
- SL: Second Language
- SLI: Specific Language Impairment
- SPSS: Statistical Package for the Social Sciences
- TESOL: Teaching English to Speakers of Other Languages
- TL: Target Language

## **List of Diagrams**

|   |    |
|---|----|
| Diagram1: The Use of “Adjacency Pairs” in Students’ Writings.....   | 26 |
| Diagram2: The Use of “Back-Chanel” in Students’ Writings.....       | 26 |
| Diagram3: The Use of “Cleft Structure” in Students’ Writings.....   | 27 |
| Diagram4: The Use of “Discourse Markers” in Students’ Writings..... | 27 |
| Diagram5: The Use of “Tails” in Students’ Writings.....             | 28 |
| Diagram6: The Use of “Ellipsis” in Students’ Writings.....          | 28 |
| Diagram7: The Use of “Topic” in Students’ Writings.....             | 29 |
| Diagram8: The Use of “Vague Language” in Students’ Writings.....    | 29 |
| Diagram9: The Classification of Students’ Errors.....               | 32 |

## **List of Tables**

|   |    |
|---|----|
| Table1: The Appearance of the Criteria of Spoken Grammar in Learners' Exam Papers.....  | 25 |
| Table2: Errors Related to Spoken Grammar Identified in the Students Writing Essays..... | 30 |
| Table3: General Errors Identified in the Students' Writing Essays.....                  | 31 |



## Contents

|                              |     |
|------------------------------|-----|
| • Dedications.....           | I   |
| • Acknowledgements.....      | II  |
| • Abstract.....              | III |
| • List of Abbreviations..... | IV  |
| • List of Diagrams.....      | V   |
| • List of Tables.....        | VI  |

## General Introduction

|  |    |
|--|----|
| • Statement of the Problem.....            | 01 |
| • Aims and Significance of the Study.....  | 02 |
| • Research Questions and Hypotheses.....   | 03 |
| • Research Techniques and Methodology..... | 03 |
| • Structure of the Dissertation.....       | 04 |

## Chapter 1: Review of the Literature

|   |    |
|---|----|
| Introduction.....   | 05 |
| 1. Discourse.....   | 05 |
| 1.1. Discourse Definitions.....                               | 05 |
| 1.2. Types of Discourse.....                                  | 05 |
| 1.2.1. Spoken Discourse.....                                  | 06 |
| 1.2.2. Written Discourse.....                                 | 06 |
| 1.3. The Difference between Spoken and Written Discourse..... | 07 |
| 2. Grammar.....   | 07 |

|   |    |
|---|----|
| 2.1. Grammar Definitions.....                                       | 07 |
| 2.2. Types of Grammar.....  | 08 |
| 2.2.1. Pedagogical Grammar.....                                     | 08 |
| 2.2.2. Reference Grammar.....                                       | 09 |
| 2.2.3. Performance Grammar.....                                     | 09 |
| 2.3. The Importance of Grammar for EFL Learners.....                | 09 |
| 3. Spoken Grammar Definitions.....                                  | 10 |
| 4. McCarthy and Carter “Ten Criteria of Spoken Grammar” (2001)..... | 10 |
| 5. Writing.....   | 14 |
| 5.1. Characteristics and Genres of Writing.....                     | 14 |
| 5.2. Academic Essay.....  | 15 |
| 5.3. Written Grammar.....   | 15 |
| 6. Theoretical Framework.....                                       | 15 |
| 6.1.Criteria of Spoken Grammar.....                                 | 15 |
| 6.2. Error Analysis.....  | 18 |
| Conclusion.....   | 19 |

## **Chapter 2: Research Design**

|  |    |
|--|----|
| Introduction.....                                      | 20 |
| 1. Research Method.....                                | 20 |
| 2. Participants and Corpus of Investigation.....       | 20 |
| 2.1.Participants.....                                  | 20 |
| 2.2.Corpus.....  | 21 |
| 3. Procedures of Data Collection.....                  | 21 |
| 3.1.Corpus(The Analysis of Learners’ Exam Papers)..... | 21 |

|  |    |
|--|----|
| 3.2.Learners' Interview.....           | 22 |
| 4. Procedures of Data Analysis.....    | 23 |
| 4.1.Statistical Method.....            | 23 |
| 4.2. Qualitative Content Analysis..... | 23 |
| Conclusion.....                        | 24 |

## **Chapter 3: Presentation of the Findings**

|   |    |
|---|----|
| Introduction.....                                 | 25 |
| 1. Presentation of the Results of the Corpus..... | 25 |
| 1.1. Adjacency Pairs.....                         | 26 |
| 1.2. Back-Channel.....                            | 26 |
| 1.3. Cleft-Structure.....                         | 27 |
| 1.4. Discourse Markers.....                       | 27 |
| 1.5. Tails.....                                   | 28 |
| 1.6. Ellipsis.....                                | 28 |
| 1.7. Topic.....                                   | 29 |
| 1.8. Vague Language.....                          | 29 |
| 2. Classification of the Students' Errors.....    | 30 |
| 2.1. Errors related to spoken grammar.....        | 30 |
| 2.2. General Errors.....                          | 31 |
| 2.3. Classification of Students' Errors.....      | 32 |
| 2. Presentation of the Students' Interview .....  | 34 |
| Conclusion.....                                   | 36 |

## **Chapter 4: Discussion of the Findings**

|  |           |
|--|-----------|
| Introduction.....  | 37        |
| 1. Discussion of the errors related to spoken grammar..... | 37        |
| 1.1. Students' Use of Adjacency Pairs.....                 | 37        |
| 1.2. Students' Use of Back-Channel.....                    | 38        |
| 1.3. Students' Use of Cleft Structure.....                 | 39        |
| 1.4. Students' Use of Discourse Markers.....               | 39        |
| 1.5. Students' Use of Ellipsis.....                        | 40        |
| 1.6. Students' Use of Tails.....                           | 41        |
| 1.7. Students' Use of Topics.....                          | 42        |
| 1.8. Students' Use of Vague Language.....                  | 43        |
| 2. General Errors.....                                     | 43        |
| 3. Discussion of the Students' Structured Interview.....   | 46        |
| Conclusion.....  | 49        |
| <b>General Conclusion.....</b>                             | <b>50</b> |
| <b>Bibliography.....</b>                                   | <b>53</b> |

Appendix 1: Learners Exam Papers

Appendix 2: Interview for Students

## **General Introduction**

### **Statement of the Problem**

English is an international a lingua franca; language of business, media and technology. In education, English is widely studied either as a second or a foreign language in countries such as Algeria. In fact, the teaching-learning process of English is of a prominent importance as some challenges need to be raised both by instructors and learners of English as a foreign language. These challenges include the mastery of the four linguistic skills which are listening, speaking, reading and writing.

The productive skills (speaking and writing) are considered as a central requirement for students during their academic career. Hence, students are required to express their thoughts and ideas through a process of productivity consisting of spoken and written English. The two skills differ in the sense that some forms of writing are closer to speech than others, and vice versa.

The writing output of some students is affected by their spoken language through using incomplete sentences, abbreviations, nominalization and ellipsis. On their part, scholars like Hirsh-Pasek, K.et al. (2005) consider that the subcomponents of the language system, phonology, lexicon, grammar, and pragmatics lead to the clear prediction that these components will all impact on the production of written texts and could do so at different developmental phases. This idea is in accordance with the issue raised in the present study that is the influence of speaking as a primary acquired skill on the writing performance of EFL learners of English. The interference of spoken Grammar on the writing proficiency of EFL students is a linguistic phenomenon which should be taken into account by practitioners of English as a foreign language.

The literature reviewed on the subject of the influence of spoken grammar on the writing proficiency of students reveals that the topic has been the interest of various studies such as the one conducted by Fatima-Zohra Semakdji, 2015 at the department of English of university of Constantine 1. She has tackled, the place of spoken grammar in the teaching and learning of speaking and the results of this study reveal that more than half teachers do not teach the most salient aspect of spoken grammar, but tend to refer mainly to the aspects of standard grammar in the teaching of conversation and their awareness of the usefulness of integrating aspects of spoken grammar into the syllabus. Another study has been conducted by Julie Dochrell and Vincent Connelly (2009), they have focused on the impact of oral language skills on the production of written texts and the results are the oral language skill does constrain the development of writing. Children with SLI are very poor at writing whether this is due to their general language level or a problem in a specific area such as vocabulary, grammar or spelling. Accordingly, the present work seeks to investigate the influence of spoken grammar on students' writings, the case of third year students in the department of English at MMUTO. To our knowledge, no study on spoken grammar in relation to writing has been conducted at the local level.

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

The ability of students to distinguish between the written grammar and the spoken grammar is important and the issue encountered by EFL students. Nowadays, spoken grammar is of utmost significance in the teaching/learning process, and many instructors are interested in enhancing the grammar of students for both the oral and writing skills. For this purpose, the present study is an endeavor to find out to which extent the students' writing output is affected by their spoken grammar. Hence, it attempts to reach two fundamental objectives. First, to see whether spoken grammar influences third year students writing performance. Second, to focus on the way spoken grammar affects writing proficiency of EFL

students. Besides, the present research goes further to sort out the factors that are behind the influence of speaking on the writing production of third year students. Moreover, it examines the types of errors made by students following the theoretical framework of the study.

A rich instructional environment is dependent on feedback provided by teachers concerning the overcoming of all types of errors. Moreover, in a foreign language learning context, students are facing different types of difficulties which are primarily linked to the influence of their mother tongue and oral language. So instructors are supposed to implement strategies based on the teaching of grammar as a major purpose of education.

The present study serves to raise the awareness of both students and teachers on the influence of speech on writing.

## **Research Questions and Hypotheses**

The reasons for dealing with the present study are based on addressing the following research questions:

Q1. Are spoken grammar features present in students' writings?

Q2. How does English spoken grammar affect students' writings?

Q3. Does English spoken grammar have an influence on third year students' writings?

To answer these research questions, we have suggested the following hypotheses:

H1. Spoken grammar features are present in students' writings.

H2. English spoken grammar affects students' writing by using criteria of spoken grammar.

H3. English spoken grammar has an influence on third year students' writings.

## **Research Techniques and Methodology**

In the present research, the methodological procedure used for conducting this investigation is the analysis of third year students' exam papers. To reach our goal, McCarthy's (1998) Criteria of Spoken Grammar and Pit Corder's (1967) Error Analysis are

adopted as a theoretical basis so as to determine whether students' writing production is influenced by their use of spoken grammar.

The research methodology that will be used in the study is a mixed method approach. This means that the research uses both quantitative and qualitative methods for the collection and analysis of the data. The qualitative method is used to describe the data statistically by emphasizing the validity of the investigation, while the quantitative method is used to conduct the interview. The research instruments that are used are: a corpus of fifty (50) exam papers of writing of third year students at MMUTO which are selected at random, in order to see how spoken grammar has an influence on students' writings and an interview designed for ten (10) third year students who have written the paragraphs in the Department of English at MMUTO, in order to identify whether spoken grammar is present in their writings.

### **Structure of the Dissertation**

The present work is designed following the traditional complex type of dissertation. It is composed of a General Introduction, four chapters and a General Conclusion. The introduction presents the topic of the research in general and states how the work will be organized. The first chapter is the "Literature Review" which presents the different key terms that will be used within the research as defined by different scholars. The second chapter is the "Research Design" which gives us the opportunity to state the different research tools, in other words, method and methodology. The third chapter presents the results and is concerned with the findings reached after collecting and analyzing the data. The fourth and last chapter is "Discussion of the Findings". This gives us the opportunity to discuss and interpret the findings. Finally, the General Conclusion summarizes the important points of the work.



## **Review of the Literature**

### **Introduction**

The present chapter is devoted to the review of different concepts of the study. It aims at exploring some theoretical considerations related to spoken grammar and its influence on students' writings. This chapter is divided into five parts. The first part provides different definitions of discourse and its types. The second part sheds light on the general notion of grammar, its types and its importance for learners of English as a foreign language. The third part is about spoken grammar and the ten criteria of spoken grammar. Then we deal with the fourth part which is writing and its characteristics. Finally, the last part is concerned with the theoretical framework of the current study.

### **1. Discourse**

#### **1.1. Discourse Definitions**

Cook defines discourse and says that "*It is a stretch of language perceived to be meaningful, unified and purposive*" (1989:156). In other words, discourse is a combination of a set of words that make meaning. Cook adds that "*The term discourse has been used to describe an instance of language use*" (1994:115). This means that discourse describes how language is used. Another definition is provided by Nunan who says "*It is the interpretation of the communication event in context*" (1993:6). In other words discourse interprets language by taking into account the context.

#### **1.2. Types of Discourse**

There are two types of discourse. It can be presented in spoken or written modes of communication. Brown and Yule (1983) point that there are some differences between speech and writing in terms of function.

Whereas, spoken language is designed to establish relationship with people, so it has initially an interactional function ;written language is designed for the transference of information and so has a transactional function (1983:5).

In other words, spoken language is used in social interactions; it is used to establish relationships with people; whereas written language is used to transmit information.

### **1.2.1. Spoken Discourse**

Halliday writes that “*Spoken language is characterized by complex sentence structures with low lexical density (more clause) by fewer high content words per clause*” (1979:114), in other words, spoken language (speech) is characterized by the use of longer sentences and many subordinate clauses. In addition, he claims that “*The spoken language is every bit as highly organized as the written language and is capable of just a great degree of complexity in a different way*” (1979:87). This means that in terms of organization, spoken grammar language refers to standards as well as the written one but differs in the degree of complexity in the sense that oral language obeys to more complex norms and criteria. The speaker of a language in context is supposed to consider all those rules to succeed in his/her speech.

### **1.2.2. Written Discourse**

In written discourse, the writer has usually a little time to think about what to say and how to say it and meaning is provided directly by the text. Halliday writes that “*...Written language is characterized by simple sentence structures with high lexical density (more high content words per clause), but fewer clauses*” (1997:114). In other words, in written language, the writer uses simple sentences and few subordinate clauses. Brown and Yule claim that “*In the written discourse, the writer has also the right to modify language where it is necessary, as he has the possibility to check some words in the dictionary wherever he needs to cross other too*” (1983:5), this means that the writer has time to change, correct, re-arrange words and to check their meaning in dictionary.

### **1.3. The Differences between Spoken and Written Discourse**

Both spoken and written languages are used by human beings for communication and for exchanging information between them, but the two differ in many ways. First of all spoken language is less structured; that is to say, it contains many incomplete sentences and it is informal. Also, it tends to be full of repetitions, corrections, interruptions and the speaker produces fillers while speaking like: erm, well and conversation is not organized.

On the other hand, written language is structured. That is to say, it contains full sentences and many subordinate clauses which are connected by logical connectors and it is formal. In addition, it tends to be more complex and intricate. The writer uses punctuation while writing and expressing his/her own ideas and it is well organized. As Cook expresses very explicitly the difference between spoken and written discourse and emphasizes their characteristics.

Spoken language, as has often been pointed out, happens in time, and must therefore, be produced and processed on time. Ongoing back and changing or restricting our words, as there in writing: there is often no time to pause and think, while we are talking or listening we cannot stand back and view the discourse in special or diagrammatic terms (1989:115).

As we have mentioned before there are two types of discourse: written and spoken discourse which are different in many ways like the manner of production, the form and the grammar used. Both speaking and writing are different, so each one of these types are governed by grammar rules, for instance when speaking the speaker uses incomplete sentences and he/she neglects the rules of grammar; however, when writing the writer uses correct structure of sentences and he/she respects grammar rules.

## **2. Grammar**

### **2.1. Grammar Definitions**

Each language has its grammar. According to Valeika and Buitkenri (2003) the word grammar is derived from the Greek word “Grammatic” which is divided into two parts: “gram” means something written and “tike” means art, so grammar means the art of writing

(2003:7). Grammar is defined in different ways by many scholars and each of them defines it according to his/her point of view. Here are some definitions of grammar: Thornbury states that grammar as “*A description of the rules for forming sentences, including an account of the meanings that these forms convey*” (1999:13). In other words, grammar is a set of rules which are used to form sentences that have meaning. Also, Crystal refers to grammar as “*The study of how sentences mean*” (2004:9). That is to say understanding the meaning sent by utterances require knowledge about grammar. In addition, the more we master grammar the more we monitor the meaning.

Both Crystal and Thornbury (ibid) refer to grammar by emphasizing the meaning that sentences have. In other words, to understand what the utterances mean. On the other hand, Jack and Richard define grammar as “*A description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language*” (2002:220). This means that grammar is the combination of units to form sentences that have meaning in the language. Also, William Somerest Maugham (1938) added that it is necessary to know grammar and it is better to write grammatically correct sentences, but it is well to remember that grammar is common speech formulated. Usage is the only text. The two latter in their definitions to grammar focus on the description of the structure of language and how units are organized to form sentences. So, they have emphasized on the form and not the meaning of the sentences.

## **2.2. Types of Grammar**

There are many types of grammar, according to Richard Nordquist grammar is divided into three types:

### **2.2.1. Pedagogical grammar**

For Richard Nordquist pedagogical grammar is the grammatical analysis and instruction designed for second language students. It is also called PED grammar or teaching

grammar (2007). Thornbury defines pedagogical grammar as being concerned with the *“Rules that make sense to the learners, while at the same time, providing them with means and confidence to generate language with a reasonable chance of success”* (1999:12). In other words, the rules are designed for students when learning a language in order to succeed. Pedagogical grammar refers to the grammatical content taught to be a student learning a language other than his or her first language or the methods used in teaching that content like the pedagogical phonetics and phonology which are regarded as a description of the sound system and pronunciation of a language .The goal of this type of grammar is primarily to increase fluency and accuracy of speech, rather than to impart theoretical knowledge. Someone studying in applied linguistics field such as Teaching English to Speakers of Other Languages (TESOL) is likely to be required to take courses in pedagogical grammar.

### **2.2.2. Reference Grammar**

As pedagogical grammar describes how to use grammar of language to communicate, reference grammar is a description of the grammar of a language, with explanations of the principals governing the construction of words, phrases, clauses and sentences. In other words, reference grammar explains and gives the rules of grammar of a language that is used to form words and sentences.

### **2.2.3. Performance Grammar**

Anderson defined it as the grammar that centers attention on language production; it is a belief that the problem of production must be dealt with before problems of reception and comprehension can properly be investigated (1985). Therefore, language production of learners must be corrected before they receive and understand it.

## **2.3. The Importance of Grammar for EFL Students**

Grammar is important when learning a foreign language. It provides students with the structure they need in order to organize and put their messages and ideas across. Also, it is the

foundation for communication. In order to communicate, a student should know the grammar of the language. It is important to be able to express himself/ herself, but this should be done in a way that learners find it easy to understand. Grammar rules can help students to develop the habit of thinking logically and clearly. After studying grammar, students are able to become more accurate when using language, without good grammar, clear communication is not possible. Then, grammar improves the development of fluency, that is to say, when a person has learned grammar, it will be easier for him/her to know how to organize and express the ideas in their mind without difficulty. As a result, they will be able to speak, read and write the language more frequently.

### **3. Spoken Grammar Definition**

The concept of spoken grammar has been around at least since the mid-1990s when the ELTJ (English Language Teaching Journal) published “*Spoken Grammar: what Is It and How Can We Teach It*” by McCarthy and Carter (1995). Spoken grammar could be defined as a set of “*Grammatical items restricted to or particularly common in spoken English and some types of writing that mimic the spoken style*” (Patterson, 2011:1). This means that spoken grammar includes the grammatical items which are limited to spoken English, and this can appear in some types of writings mainly informal writing since there are limitations of spoken language when writing.

### **4. McCarthy and Carter Ten Criteria of Spoken Grammar (2001)**

McCarthy and Carter (2001) have established ten criteria of spoken grammar. They are summarized and explained as follows:

#### **Criterion 1: Establishing Core Units of Spoken Grammar**

It means that in conversations, the occurrence of units do not confirm the notion of well-formed sentences; that is to say ,conversations often consist of phrases, or incomplete clauses, or clauses with subordinate clause, but which are not attached to any main clause.

## Criterion 2: Phrasal Complexity

In discourse, it may exist differences in the distribution of elements of sentences. That is to say, phrasal complexity is the use of noun phrases but they use adjectives and modifiers before the head noun. They add many adjectives and modifiers before the subject. The following example from McCarthy and Carter (2001:57), illustrate the use of phrasal complexity:

Speaker 1: Yeah it's **a big house**, six bedrooms.

Speaker1: It's **a large house**, lovely, just right.

## Criterion 3: Tense, Voice, Aspect and interpersonal and textual meaning

The speaker exercises considerable liberty in tense and aspect choice for the dramatization of events, such as the use of progressive forms with verbs considered to be amenable to progressive contexts. As the example of McCarthy (2001:60) to show the use of tense:

*Speaker 1: So **we're looking** in there and **we can't find** any Magnums so **we turn round** and **he actually interrupts** his phone-call to say you know what you looking for and **we said** have you got any Magnums.*

Voice is also more subtle and varied in the grammar of everyday conversation, the passive voice is massively more frequent in spoken than in written. To illustrate more about voice the example of McCarthy (2001:61) is used:

Our next-door neighbour's house was broken into again and he **had a few things stolen**.

## Criterion 4: Position of Clause Elements

The rules about the position of clause elements are extremely useful. Moreover, in casual conversations in English, the position is more flexible as the incorrect placement of adverbial, noun phrases. That is to say, the elements of sentences occur in unusual word-order as compared to written grammar. For example; instead of saying the adverb in the beginning speakers say it at the end. As the example of McCarthy (2001:62): "Spanish is more widely

used isn't it **outside Europe?**" .Outside Europe comes at the end of the question instead of saying it at the middle.

### Criterion 5: Clause Complexes

This means the use of non-restrictive **Which-clauses** that function as a second main clause. It is founded that the majority of such clauses were evaluative in function. That is to say they occur after a pause or after a feedback from a listener. The following example, from McCarthy and Carter (2001:64); illustrate the use of clause-complexes:

<Speaker 1> Well actually one person has applied.

<Speaker 2> Mm.

<Speaker 1> which **is great**.

### Criterion 6: Unpleasing Anomalies

This means the use of utterances that seem to contain "double negatives" which is the more widespread and they are considered as being natural and common in speech, as an example of McCarthy and Carter (2001:66):

-It should fit her, cos it's **not** that big **I don't** think.

<Speaker1> we probably won't see much Wildlife.

<Speaker2>**Not** without binoculars we **won't**.

Also, the conditional clause complexes that excludes a modal verb from the conditional clause is another kind of anomaly that a wide range of speakers use. As in this example:

"If **I'd have** stopped I probably would have wondered what she was going to say." Here the speaker used **had have stopped** instead of saying only **I had stopped**.

### Criterion 7: Larger Sequences

In both spoken and written texts speakers use the same sequences. As an example of McCarthy and Carter (2001:67) about the use of "used to" and "would" to express past habits.



<Speaker 1> they **used to** you know ring up early hours of the morning, well you **would**, the phone **wouldn't** ring, they'**d** ring that computer.

<Speaker2> and they'**d** read it.

<Speaker3> Yeah.

<Speaker 1> And it'**d** go through the phone.

This means that, instead of using “used to” the speaker when speaking has used “would” in order to express a past event. Also “will” and “going to” are used in order to express future events.

### **Criterion 8: The Comparative Criterion**

The comparative criterion means the comparison of grammar in writing and speaking. That is there are similar sequences between spoken and written grammar. As an example of McCarthy and Carter (2001:69), the comparison of conjunctions as they occur in spoken and written grammar.

### **Linking in Written and Spoken English**

Some conjunctions are particularly associated with written or spoken registers and particular positions in those registers. For example **on the contrary** is very rare in informal conversation. In written English it is more common and usually occurs in front (or much less frequently in mid-) position:

He had no private understanding with Mr X. **On the contrary** he knew very little of him. **On the other hand** occurs frequently in both spoken and written. But the concessive adverbial **then again** (always in front position) is much more frequent in spoken than in written :

If it had been at the bottom of a councillor's street then I don't think it would ever have been built. But **then again** that goes on all the time.

Other conjunctions more common in written than spoken include **accordingly, moreover, furthermore, duly, therefore, as a consequence, in the event.**

Other conjunctions more common in spoken than written include **what's more, as I say, because of that, in the end.**

## **5. Writing**

Writing is a form of communication to express thoughts, ideas and feelings using several phrases. Also, it is one of the most challenging and complex skills in EFL instruction. For David Crystal “*Writing is a merely mechanical task, a simple matter of putting speech down on paper, it is an exploration in the use of graphic potential of the language*” (1999:248). This means that writing is the use of graphics in order to explain and express what a writer thinks and how he/she writes his/her ideas down on papers. On the other hand, Lado considers writing in a foreign language as the ability to use structure, the lexical item and their conventional representation in an ordinary matter of the fact of writing, in other words, writing is to use language and its graphic representation productively in an ordinary situation; therefore, learners have to master the graphic aspects such as: grammar and appropriate vocabulary related to the subject matter (1961:248).

### **5.1. Characteristics and Genres of Writing**

Writing refers to a style of expression of ideas and thoughts. So, it has some characteristics. It exists different genres of writing. Writing characteristics include a formal tone, use of third person, precise word choice like specialist language adopted in other professions, such as, law or medicine, also errors of grammar and mechanics must be avoided. And the use of correct punctuation. Then, it exists different genres of writing which are: descriptive writing, expository writing, journals and letters, narrative writing, persuasive writing, poetry writing and Academic essays.

## **5.2. Academic Essay**

Academic essay is a written composition independent from other texts. It is addressed to an academic audience that is carried out by university students or scholars with the purpose of publication, in which the author's opinion with regard to the topic is expressed.

## **5.3. Written Grammar**

According to Jane R, Walpole *“written grammar” (that is, the grammar that writers rather than speakers use) represents the clearest way to transmit thoughts from the writer's mind to the reader's through the medium of words, paper, and ink A clear thought is a logical thought, and written grammar encapsulates that logic”* (2000:15). In other words the grammar used by writers is the best way to express ideas and thoughts reasonably by writing to the readers.

## **6. Theoretical Framework**

The current study aims at depicting the influence of spoken grammar on students' writings. This leads us to adopt McCarthy (1998) theoretical framework for our investigation which presents the Criteria of Spoken Grammar. It is used to analyze the students' exam papers and also used to identify the errors made by them. This theory is a suitable and appropriate one for conducting our investigation and answering our research questions and analyzing results.

### **6.1. Criteria of Spoken Grammar**

#### **Michael McCarthy (1998) Criteria of Spoken Grammar**

McCarthy has established some aspects of spoken grammar that we have used as a theoretical framework in our investigation.

##### **Adjacency pairs**

Adjacency pairs consist of two utterances that go together in an anticipated way and it

consists of two parts. In other words, a question anticipates an answer. In order to illustrate; this example is taken from the theory of McCarthy (1998:176).

(First pair-part) A: Want a coffee?  
(Second pair-part) B: Eh yes, please?

### **Back-Channel**

This refers to noises (which are not full words) and short verbal responses made by listeners which acknowledge the incoming talk and react to it, without wishing to take over the speaking, like mm, uhum, no, right, oh, etc....

### **Cleft Structures**

Cleft structures occur when the clause is split and becomes two separate clauses but still only containing one message. Cleft structures can occur with *it* and *wh-words*. This is an example taken from the book of McCarthy in order to illustrate more: It was Jeremy who ate the cake (It Cleft) but we can say only Jeremy ate the cake.

### **Discourse Markers**

We use different discourse markers in speaking and writing. In speaking, the following discourse markers are very common: anyway, fine, right, you know now, so, I mean, good, oh, well, as I say, great, Okay, mind you, for a start. In writing, the following discourse markers are common: firstly, in addition, moreover, on the other hand, secondly, thirdly, in conclusion, in sum, on the one hand, to begin with.

In speaking as the example of McCarthy (1998:178) **Right** serves to indicate that listeners are ready to move on to the next phase.

### **Ellipsis**

Ellipsis in spoken English is mainly situational. This means that affecting people and things in the immediate situation, and frequency involves the omission of personal subjects or

main or auxiliary verbs. In other words, it is to omit a part of a sentence but the meaning can easily be reconstructed from the context. As an example of Cook (2000:20)

A: What are you doing?

B: Eating a mango.

Here the speaker instead of saying *I am eating a mango*, he said directly *eating a mango*.

### **Tails**

Tails also known as “Right-dislocated items”, they are grammatical patterns added by speakers at the end of sentences or phrases in order to reinforce what she/ he is saying. As the example of McCarthy (1998:180).

**She’s** a really good actress, **Clare**. Another example from Amanda Hilliard (2014:4)

**My teacher** is really nice, **the one from America**.

### **Topics**

Topics also called “Heads” or “Left-dislocated items», they are considered as key information for learners used to establish a shared frame of reference for what is important in a conversational exchange. This means that, they are a way to introduce, orient and help listeners comprehend better by highlighting key information for them at the beginning of an utterance. As the example mentioned in McCarthy (1998:180)

**The women in the audience**, **they** all showed in protest.

### **Vague Language**

Vague expressions are more extensive in all language use and they are especially prevalent in spoken discourse. Vague language includes phrases such as “or something”, “or anything”, “or whatever” that are used at the end of an utterance, which are used in most informal contexts by speakers.

## **6.2. Error Analysis**

Most of students make errors in writing since they tend to write as they speak. So, in the analysis of the written essays of students, we used error analysis in order to see the frequency of errors and classifying them into different categories.

### **6.2.1. Error Analysis Definition**

Corder (1967) defines error analysis as “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”. (Cited in David Crystal 2003:165). Considering this definition, we can say that error analysis is an activity to identify, describe, interpret, evaluate and prevent the errors made by the learners.

### **6.2.2. Classification of Errors**

Corder (1967) classifies “Errors” into two types which are: errors of competence and errors of performance. The two are explained as follows:

#### **Errors of Competence**

They are the result of the application of the rules which do not correspond to the target language norm. It occurs when SL/FL students do not know the rules of target language adequately.

Errors of competence are divided into two kinds:

**a. Interlingual Error:** It derives from the linguistic differences between the first language and the target language, and is traditionally interpreted as interference problems.

**b. Intralingual Error:** It relates to a specific interpretation of the target language and manifests itself as a universal phenomenon in any language learning process. It is mainly overgeneralization found in both the first language and TL learning.

## **Errors of Performance**

They are the outcome of the errors in language such as false starts or slips of the tongue. It happens when learners suffer from stress, indecision, conflict , fatigue etc... and this kind of errors are the most used by the students. Both errors of competence and performance are related to spoken grammar and most of the time they are used by the students.

## **Conclusion**

This chapter was devoted to the review of the literature on the influence of spoken grammar on students' essays. It offers pertinent definitions in relation to the topic of investigation. It also aims at describing the theoretical frameworks adopted to achieve the final goal of this research. That is, the notions used in this chapter are significant and relevant to the present study.

## **Introduction**

This chapter is methodological. It outlines the research design used for investigating the present issue, which is the influence of spoken grammar on students' writings. In order to answer the research questions asked in the general introduction, we have used two (2) methods of data collection which are: an analysis of a sample of students' exam papers which are selected from third year students, and a structured interview which is also administered to third year students of the department of English at MMUTO. Therefore, a mixed approach is adopted as a methodology for collecting, analyzing and discussing the findings.

### **1. Research Method**

We have opted for the mixed methods approach for data collection and analysis, in order to carry our investigation about the influence of spoken grammar on students' writings. The mixed method combines both qualitative and quantitative methods. Dörnyei defines mixed methods approach as:

A mixed methods study involves the collection and analysis of both quantitative and qualitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process. in other words, mixed methods research involves the mixing of quantitative and qualitative research methods or paradigm characteristics (2007:161).

The choice behind using a mixed methods approach is not made at random. There are different reasons to use this type of research. The main reason is to get a full understanding of the topic of investigation. That is to say, to find out how spoken grammar influences on students' writings relying on the theory of McCarthy (1998).

## **2. Participants and Corpus of Investigation**

### **2.1. Participants**

The participants of the study are third year students of the department of English at MMUTO. The students are selected randomly, that is to say, no specific criteria were taken



into consideration. Because of the holidays, the selection was based on their availability at the department of English. The sample includes both males and females. Indeed, these groups of students are selected because they are supposed to reach a certain level of proficiency in the writing skill.

## **2.2. Corpus**

To conduct this research, we have selected fifty (50) writing exam papers of the module of “reading and writing” from third year students of the English department at MMUTO. The selected exam papers for the analysis are taken from the academic year (2015-2016). These papers are randomly selected. In other words, these papers are taken without regard to any specific characteristics, from the first semester in order to see the influence of spoken grammar on students’ writing.

## **3. Procedures of Data Collection**

In order to collect data related to our investigation, which is the impact of spoken grammar on students’ writing, we have used two main research instruments. The first instrument is the corpus of the exam papers selected from the fifth semester (2015/2016) of third year students of the department of English at MMUTO. The second tool is a structured interview with ten (10) students of third year at the department of English in Tizi-Ouzou. The interview was conducted on 29/07/2017 that is, in the second semester of the academic year (2016/2017).

### **3.1. Corpus (the Analysis of the Students’ Exam Papers)**

The research work relies on the analysis of a corpus of fifty (50) examination papers, as it is mentioned before. The learners’ exam papers have been analyzed according to the theoretical framework that we have used in conducting this research by taking into account the errors made by the students. The focus is on how the grammar of speech influences on students’ writing.

### 3.2. Learners' Interview

In order to gather more data for this research. An interview is designed for third year students. It is a research tool which consists of a set of questions which permit the researcher to collect in depth information about the topic. Rajendra K. Sharma defined interview as:

The method of interview is used very extensively in every field of social research. In interview, a social scientist or someone authorized by him for the purpose meets individuals to interrogate them about various things. An interview is a direct method of enquiry. The purpose of interview; however, is not to collect superficial detail about the interview but is rather to probe into the inner life of the interviewee. Therefore, the method of interview is direct as well as in depth study (1997:309).

This means that an interview is a direct method that helps students to collect and gather data in a deep way. Another definition is provided by Bill Guillham “*An interview is a conversation, usually between two people. But it is a conversation where one person-the interviewer- is seeking responses for a particular purpose from the other person: the interviewee.*” (2000:01).

The interview is used in order to obtain more information concerning the issues highlighted in the general introduction, and it aims at understanding the issue from the participants' point of view.

The interview is structured that is to say we have prepared a list of questions addressed for students. It consists of seven (7) questions in which we have used both open-ended questions and close-ended questions. The interview has been conducted with ten (10) students of third year in the department of English. Therefore, the interviews were done in a face-to-face format. Identical questions have been asked to each participant. The questions are fixed and asked in a given order. The interview is divided into two parts: the first two questions are about learning the EL. The five other questions are related to the types of errors that students make.

## 4. Procedures of Data Analysis

In order to analyze the data gathered from the corpus and learners' interview, we have used both statistical method and qualitative content analysis (QCA).

### 4.1. Statistical Method

For the analysis of the quantitative data gathered from the corpus, the results are highlighted by means of diagrams and tables which make the results visible and their percentage. We proceeded in the calculation of the percentage using the Statistical Package for the Social Sciences (SPSS) in which we have entered the necessary information, then we get the results in a form of pie charts. SPSS is a comprehensive system which is used for data analysis. According to Everitt: *"SPSS is package that is mainly used in social sciences. In our case, it is applied to analyze data collected from close-ended questions which enable us to get precise percentages. The outcomes are shown in tables, pie charts and histograms."* (2004:05).

### 4.2. Qualitative Content Analysis

There are many procedures that are used by qualitative researchers to analyze qualitative data. Dörnyei Zoltan argues that *"qualitative research involves data collection procedures that results primarily in open-ended, non-numerical data which are then analyzed primarily by non-statistical method."* (2007:24). Different authors are concerned with QCA, among them Mayring, for her *QCA is a mixed method approach that categorizes, analyzes and works through many texts as a qualitative step* (2004:10). Another definition is given by Hsieh and Shannon is that *"a research method for subjective interpretation of the content of texts through systematic classification process of coding and identifying themes or patterns"* (2005:2).

## **Conclusion**

In this chapter, the research design and the research method adopted to investigate the issue of our study have been described. We presented the data collection procedures which are the corpus of the study and a structured interview for learners. Also, we described the data analysis procedures. The corpus is analyzed by using the statistical method, by means SPSS. Furthermore, the interview is interpreted by using Qualitative Content Analysis (QCA). This analysis will help us identify whether spoken grammar affects on students' writings and if the errors identified in their exam papers are related to their use of spoken grammar.

## Introduction

The present chapter is empirical. It represents the findings reached after the analysis of fifty (50) exam papers and answers of ten (10) students with a structured interview. The answers were elicited from third year students in the department of English at Mouloud Mammeri University of Tizi-Ouzou. The aim of this chapter is to display the findings about the students' exam papers and the interview. This part is divided into two sections. The first section is devoted to the presentation of the findings of the analysis of the corpus. The results are presented in percentages and are calculated and displayed in pie charts by using SPSS and the results of the interview are interpreted according to the Qualitative Content Analysis (QCA).

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

The analysis of this section is based on data gathered from learners' exam papers. We have selected fifty (50) exam papers from third year students of English at the level of the department of English at MMUTO. The analysis of the fifty exam paper is based on McCarthy (1998) theory of spoken grammar.

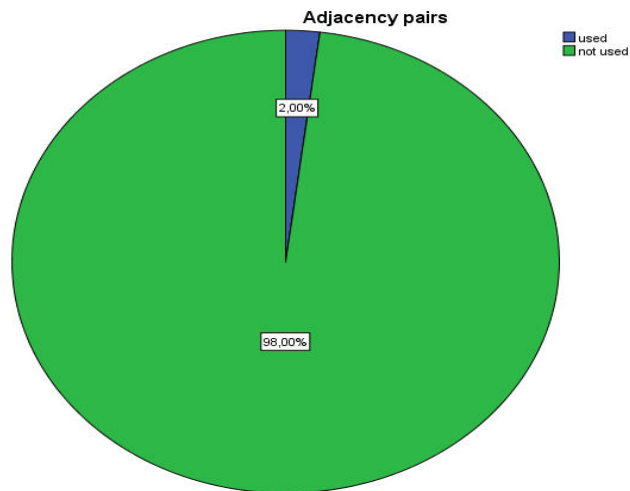
This table shows us the appearance of each criterion in the learners' exam papers.

| Criteria          | Number of Essays Analyzed | Number of Occurrences of each Criteria |
|-------------------|---------------------------|--|
| Adjacency Pairs   | 50                        | 01                                     |
| Back-Channel      | 50                        | 06                                     |
| Cleft-Structure   | 50                        | 07                                     |
| Discourse Markers | 50                        | 17                                     |
| Tails             | 50                        | 06                                     |
| Ellipsis          | 50                        | 14                                     |
| Topic             | 50                        | 24                                     |
| Vague Language    | 50                        | 08                                     |

**Table 1: The Appearance of the Criteria in Students' Exam Papers.**

## 1. The Criteria

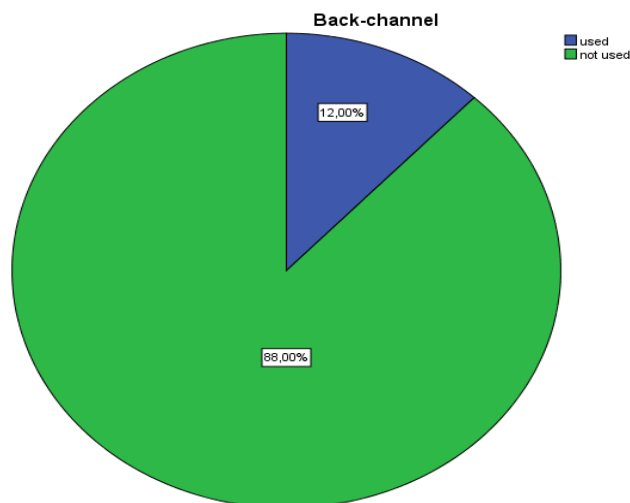
### 1.1. Adjacency Pairs



**Diagram1: The Use of “Adjacency Pairs” in Students’ Writings.**

The diagram represents the application of Adjacency Pairs in students’ writings. The result shows that this criterion is not used by most of the students. 98% of the participants have not used this criterion; whereas 2% of them have used it in their writing.

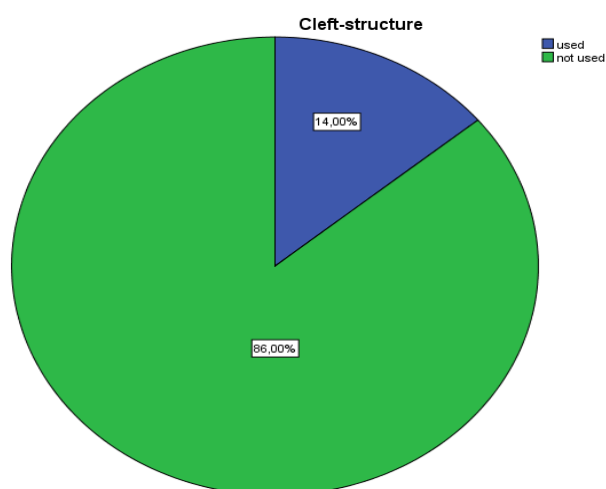
### 1.2. Back-Channel



**Diagram 2: The Use of “Back-Channel” in Students’ Writings.**

The second diagram represents the presence of Back-Channel in students’ writings. The analysis revealed that 12% of the participants used it in their writing; however, 88% of the students did not.

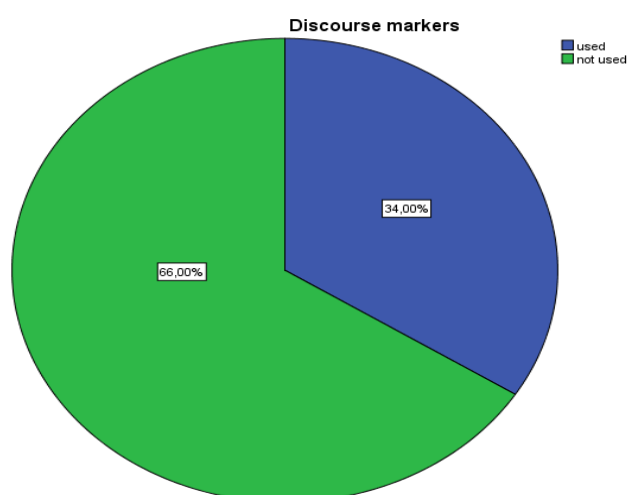
### 1.3. Cleft-Structure



**Diagram 3: The Use of “Cleft-Structure” in Students’ Writings.**

The third diagram represents the results for Cleft-Structure. The result demonstrates that the highest percentage with 86% is not used by the participants; but only 14% of them have used it in their writing.

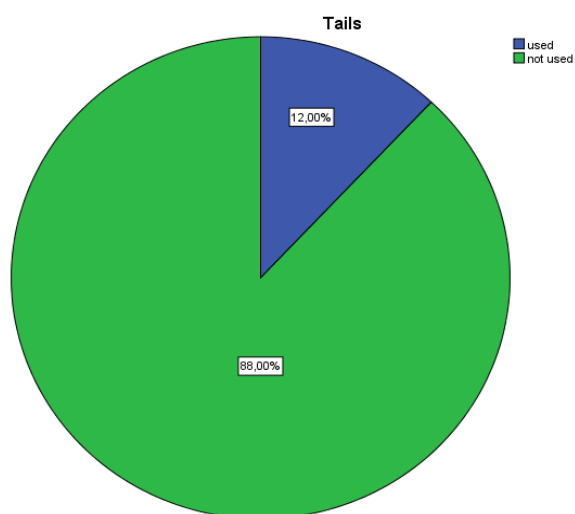
### 1.4. Discourse Markers



**Diagram 4: The Use of “Discourse Markers” in Students’ Writings.**

The fourth diagram displays discourse markers. This criterion is used with only 34% of the participants; however, the majority of the students have not used it.

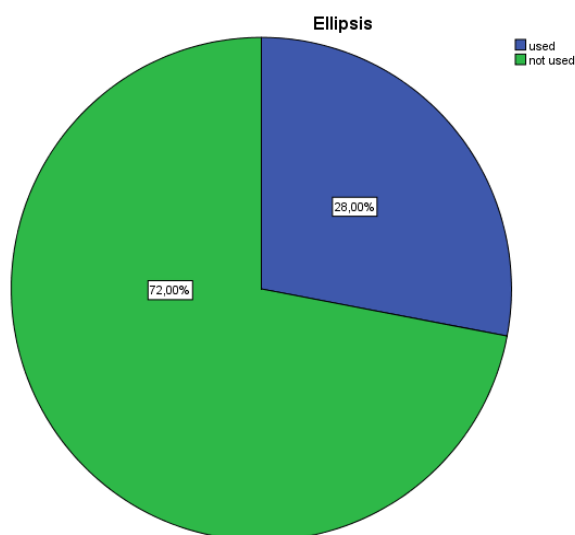
## 1.5. Tails



**Diagram 5: The Use of “Tails” in Students’ Writings.**

The fifth diagram represents Tails. The appearance of tails in students’ writings is only 12%; however, 88% of the participants don’t use it in their writing.

## 1.6. Ellipsis

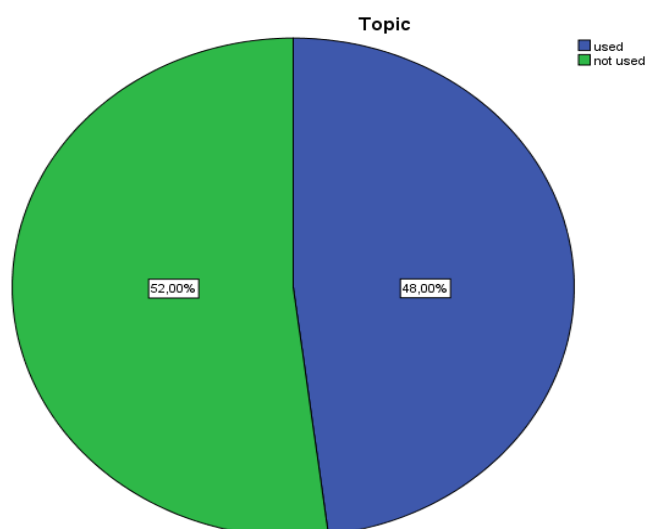


**Diagram 6: The Use of “Ellipsis” in Students’ writings.**

The sixth diagram represents Ellipsis. The appearance of Ellipsis in students’ writings is only 28%; however, 72% of the participants didn’t use it in their writing.



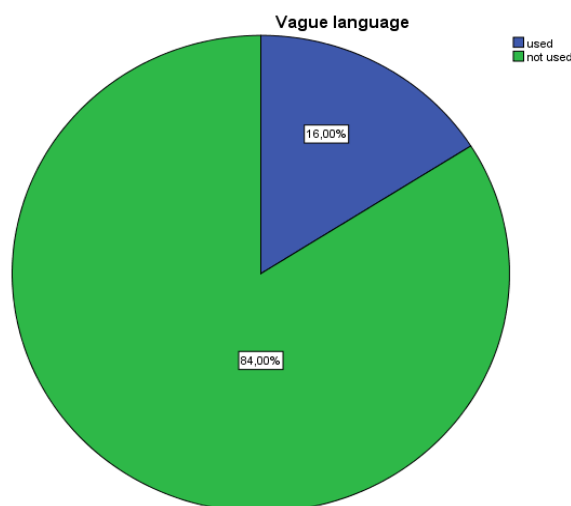
## 1.7. Topic



**Diagram 7: The Use of “Topic” in Students’ Writings.**

The seventh diagram represents Topic. The existence of topic in students’ writings reaches 48%; in other hand, topic is not used by 52% of the students in their writing.

## 1.8. Vague Language



**Diagram 8: The Use of “Vague Language” in Students’ Writings.**

The last diagram represents Vague Language. The existence of vague Language in students’ writings is only 16%. In other hand, vague language is not used by the majority of the participants that is 84%.

## 2. Classification of the Students' Errors:

### 2.1. Errors Related to Spoken Grammar

In the analysis of the students' exam papers we have noticed that the majority of the students made errors when writing, which we have classified according to McCarthy theory (1998). This table shows us the appearance of the criteria of spoken grammar in the students' exam papers and their corrections.

| Criteria          | Example of errors identified   | Correction  |
|-------------------|--|---|
| Adjacency Pairs   | -Is smoking good for health?   | -An essay or paragraph can't start with a question at the beginning then giving the answer.   |
| Back-Channel      | - <b>Yeah</b> , it's correct, they are free....<br>- <b>Oh</b> it is remarkable...   | -Yes, it is correct, they are free...<br>-As it is remarkable...  |
| Cleft-Structure   | - <b>It</b> was passive smokers who smell it.<br><br>- <b>What</b> we need is to stop smoking.   | - Passive smokers smell it.<br><br>-We need to stop smoking.  |
| Discourse Markers | -..., <b>So that</b> it is very important to know how to choose the best one.<br><br>- <b>We can say</b> that in order to succeed....  | -..., <b>That</b> it is very important to know how to choose the best one.<br><br>-Here the student used this expression to conclude his/her paragraph and used "we" as in speaking or in a conversation. |
| Ellipsis          | -We should follow these steps.<br><br>-To buy cigarette even kill...   | -Incomplete sentence and no steps mentioned, although this sentence will be written at the beginning not at the end of a paragraph.<br><br>-This sentence is incomplete and not clear at all.             |
| Tails             | -To ban smoking is good, <b>the one from public spaces</b> .<br><br>-There are many contributions to save the environment from different phenomenon, <b>the one from pollution</b> . | -To ban smoking in public spaces is a good idea.<br><br>-There are many contributions to save the environment from different phenomenon among them pollution.   |

|                |  |  |
|----------------|--|--|
| Topics         | -“ <b>No Smoking</b> ”, the two famous words that people may find.<br><br>- <b>Friends</b> play an important role in someones’ life. | -The learners have started their paragraphs with topics but it is better to introduce them indirectly. |
| Vague Language | -... or <b>wherever</b> they are....<br><br>-....in choosing a friend or a job <b>or anything else</b> ....                          | -... or where they are...<br><br>-... in choosing a friend or a job....                                |

**Table 2: Errors Related to Spoken Grammar Identified in the Students’ Writings.**

From this table, it is noticeable that third years students made errors which are related to the criteria of spoken grammar in their writing, which means that they write as they speak.

## 2.2. General Errors

Additionally, it is noticed from the exam papers of third year students that students made errors when writing, that are classified as general errors. So, students still confuse in the use of words of another language and the plural nouns, also disorder in writing words.

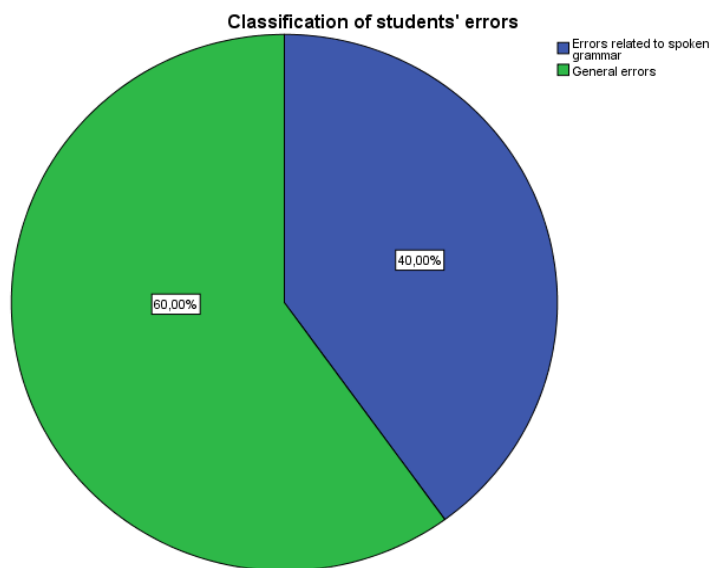
| Type of Error   | Example of Error Identified   | Correction   |
|---|---|--|
| <b>Incorrect use of numbers</b>                                   | -...they have a lot of background <b>informations</b> .<br><br>-...not all <b>freidships</b> lead to happiness.   | -...they have a lot of background <b>information</b> .<br><br>-...not all <b>friendship</b> lead to happiness.   |
| <b>Errors in the use of adjectives</b>                            | -This illegal and <b>danger</b> activity.   | -This illegal and <b>dangerous</b> activity.   |
| <b>Interlingual error</b>   | -...and don’t smell any good <b>fraicheur</b> .<br>-...people are <b>inconscient</b> about the dangerous...<br><br>-...also, she was my only <b>cousine</b> . | -...and don’t smell any good <b>freshness</b> .<br>-...people are <b>unconscious</b> about the dangerous...<br><br>-...also, she was my only <b>cousin</b> . |
| <b>Disordering of letters</b>                                     | -All these criteria make a <b>freind</b> the best one.<br><br>- <b>Freindship</b> is the best relationship between people.                                    | -All these criteria make a <b>friend</b> the best one.<br><br>- <b>Friendship</b> is the best relationship between people.                                   |
| <b>The omission of “S” in verbs in the third personal pronoun</b> | -He just <b>get</b> outside these public spaces.  | - He just <b>gets</b> outside these public spaces.   |

|                                |  |   |
|--------------------------------|--|---|
|                                | -...When someone <b>see</b> you with another person.   | -...When someone <b>sees</b> you with another person.   |
| <b>Punctuation</b>             | -In our country smoking in public spaces should be banned it has been claimed that smoking is harmful for human life because it creates a lot of diseases. | -In our country, smoking in public spaces should be banned. It has been claimed that smoking is harmful for human life, because it creates a lot of diseases. |
| <b>The wrong use of deixis</b> | -Algeria has recently come to <b>these</b> decision.<br><br>-Children who are exposed to smoking environment in <b>there</b> everyday life.                | -Algeria has recently come to <b>this</b> decision.<br><br>-Children who are exposed to smoking environment in <b>their</b> everyday life.                    |

**Table 3: General Errors Identified in the Students' Writings.**

This table presents the most general errors made by students when writing. These errors are present nearly in all the exam papers of students.

### 2.3. The Classification of Students' Errors



**Diagram09: The Classification of Students' Errors.**

This diagram represents the errors committed by the students. They are classified into two categories. The results show that the majority of the students 60% made what we call

general errors; however, 40% of them made errors related to spoken grammar in their writings.

### 3. Presentation of the Students' Interview Findings

This part is devoted to the results obtained from the second data collection tool which is the structured interview. We have conducted this interview with ten (10) participants. They are third year students who have taken the writing examination. The interview helps us to bring more details about the errors related to spoken grammar and to see whether this has an influence on students. The following part is the detailed results of the interview.

#### **Question one:** Is it easy to learn the English language?

This question is asked to know if the ten students find the English language not hard to learn.

Then, most of the students, that is to say, eight of them answered that it is easy to learn it except two students who said that it is difficult and one of the participants said *"It is not easy to learn the English language since there is always other words to learn, it is not really easy"*.

#### **Question two:** Which one do you like more speaking skill or writing skill?

The aim of this question is to know whether the learners like the speaking or writing skill. Nearly all the learners said that they prefer writing skill, but only two of them like speaking skill. The majority of the students said: *"For me I prefer more speaking skill, because it offers for me to express my ideas then the written skills"*.

#### **Question three:** Do you think that the grammar of speech and writing are the same?

This question seeks to know whether the students think that the grammar of speech and writing are the same or not. In other words, to see if they are aware of the difference between the two.

Almost all the students answered that the grammar of speech and writing are different. Some of the student argued that: *“Because when we speak we may omit something, but when we write we are obliged to write in Academic way”*.

**Question four:** Do you write in the way you speak or verse versa?

We asked the fourth question in order to know if the participants write in the way they speak or they speak as they write. The findings show that three students write in the way they speak, one of the learners affirmed that *“Yes, I do, I write in the way I speak”*. And seven of them said that they don’t write in the way they speak since writing is formal. They confirm it by saying *“In our writing we use more the formal language”*.

**Question five:** Are ellipsis or the omission of part of sentences really reduce the form of grammar?

The aim of this question is to know if ellipsis reduces the form of the grammar and whether the students use it in their writings. Most of students said that the ellipated utterances reduce the form of the grammar and one argued *“Yes, I think that, because grammar need subject and a verb to have correct grammar sentences, but when we omit some elements of the sentence of course we reduce the function of the grammar”*; but four of them said that the omission of part of sentences doesn’t reduce the form of the grammar and only two of the ten students who argued that they don’t use it in their writing and one of the participants said *“No, I don’t use this technique”*.

**Question six:** Do you use spoken grammar in your written text?

According to the findings, we have gathered different answers to this question. Five of the participants said that they use spoken grammar in their writing; while two of them answered that they don’t use it only one of the students said *“No, I don’t write in the way I speak”*. But three of them affirm that it depends (sometimes they use it and sometimes they don’t use it).

**Question seven:** Do you use repetition in your writing as you do it when speaking?

We asked the last question in order to know if the students use repetition in their writing. The findings shows that six students don't use repetition in their essays, one of the students says: *"No, I don't repeat things in my writing because it will be repetition it can deconstruct the body of my essay"*, and instead of it they use referring words and conjunctions; however, four of them confirm that they use it as in their speaking.

## **Conclusion**

The chapter has dealt with the results obtained from both the corpus, that is, the analysis of fifty (50) exam papers of third year students, and a structured interview conducted with ten (10) third year students from the department of English at Mouloud Mammeri University of Tizi-Ouzou. The results were presented in the form of pie charts and percentages. The tools we have used allowed us to gather more data. The results will be discussed in the next chapter.



## Introduction

This chapter is devoted to the discussion of the findings obtained from the analysis of students' exam papers, and from conducting the structured interview with the students of third year in the department of English at MMUTO. The discussion adopts the QCA. This chapter is divided into two main parts. The first part discusses the results obtained from the analysis of the students' exam papers; the second part discusses the results obtained from the students' structured interview.

## 1. Discussion of the Errors Related to Spoken Grammar

Through the analysis of the students' exam papers we have found that students made errors when writing, which we have classified into two main categories. The first category is the errors that are related to spoken grammar. We have classified them according to the eight criteria of spoken grammar of McCarthy that we have explained before (see the previous chapter) with concrete examples taken from the students' exam papers (see table 2).

### 1.1. Students' Use of Adjacency Pairs

The results of the analysis of the students' exam papers reveal that the majority of the students (98%) don't use Adjacency pairs, as it is displayed in diagram (01). In contrast, only (2%) of them used it. McCarthy defined Adjacency pairs as follows: *"It consists of two utterances that go together in an anticipated way. A greeting (Hello) anticipates a replay (example: another Hello). A question anticipates an answer; ..."* (1998:176). Which means that adjacency pairs consists of two parts as it is mentioned in the definition, a question requests (anticipates) an answer as when speaking but students have used this criterion in their essays.

This criterion is considered as an error when writing and students have used it in their academic essays. In other words, some of them have started their essays with a question then they have answered it. This is an example taken from one of the students' exam papers: *"Is*

*smoking good for health?*”to begin with such an utterance or question, in reality, is not appropriate to start a paragraph or an essay like this. It is only used when speaking in order to facilitate the understanding of the topic. According to McCarthy, adjacencies are parts produced by different participants in a conversation in the sense that the speaker utters the first part and the listener anticipates the second part of the pair (1998:176). From this, we notice that adjacency pairs is only used in conversations, for this reason it is considered as an error made by the students in their written production.

## **1.2. Students’ Use of Back-Channel**

We have identified that students use Back-channel in their essays. In other words, the use of words which are not complete. The results in diagram (02) show that (12%) of the students used this criterion in their writing; however, the majority of them didn’t use it, that is (88%).

McCarthy said that “Back-Channel refers to noises and short verbal responses made by listeners...” (1998:176). This criterion was also mentioned in Amanda Hilliard article (2014). For her, they are words and utterances such as “uh-huh”, “oh”, “yeah” that are used to acknowledge what the speaker is saying (2014:4). In the research of Fatima-Zohra Semakdji (2015) she called this criterion as conversational ellipsis because it is only used when speaking and narrating.

Back-Channels are errors made by the writers (participants) which are considered as sounds and not words like: “*Yeah*”, “*Oh*” they were found in the learners exam papers. This criterion is not used at all in writing because it is related to speaking, that is to say, it is used to indicate to the speaker that you are listening to what he/she is saying also to encourage him/her to continue his/her speech. It is informal because it is used in conversations (orally)

but some of the students use it in their essays in order to show their emotions and attention, also they are the easiest words and useful in their daily life.

### 1.3. Students' Use of Cleft Structure

As regards the students use of cleft structure in their writing, the results have shown that only some of the participants have utilized cleft structure in their essays (14%). While students express their ideas, instead of writing one clause, they split it into two separate clauses that contain one message. The most used cleft structure was "*It Cleft*". This criterion is only made by McCarthy and not mentioned by others. To illustrate this, an example is taken from one of the students' exam papers "*It is a difficult task to choose a friend*". Here, the learner has started his/her sentence with "**It cleft**" instead of saying it in a simple way "*To choose a friend is a difficult task*". We have also found that the students used cleft structure which occurs with "**Wh-words**", this is an example taken from their examination papers "*What we need is to stop smoking*" instead of saying "*we need to stop smoking*".

This criterion is considered as an error since the students have used long sentences instead of expressing it in one simple sentence that contain the same message. From this, it is noticeable that the participants would emphasize what they are writing and to express their ideas, also to give more information, but unfortunately, they have repeated the same idea. This is used when speaking to refer to something or to give information about something that you didn't know its reference (source) or to attract the attention of the listener.

### 1.4. Students' Use of Discourse Markers

The results reveal that the students, in the department of English at MMUTO use discourse markers in their essays (34%). The most used discourse markers are "*right*", "*I see*", "*we can say*", "*in my opinion*" which are used to open a topic and to explain more what they have written and also to give their views about the topic. For instance; "*Right*" is used to

move to another thing but not most of the time. “*In my opinion*” is used by the speaker to express his/her point of view. However, (66%) of the students have not used discourse markers related to speaking but they have used discourse markers related to writing such as “*since, however, but, first, second, the fact that...*”

This is considered as an error since the students made a wrong choice in the use of the relevant discourse markers. In other words, they have used the ones related to spoken grammar because they are the easiest and most common used in their daily life.

### **1.5. Students’ Use of Ellipsis**

From the results displayed in the previous section, it appears that some of the students use ellipsis when expressing their ideas when writing (see diagram 05). Amanda Hilliard said that: “*Ellipsis is the omission of elements normally parts of a certain structure and is found in both spoken and written English*” (2014:3). In other words, ellipsis is the omission of a sentence and replacing it by one or more words that clarify the meaning. From the definition we can say that there exists two types of ellipsis (spoken and written).

The basic distinction between the two types of ellipsis (written and spoken) should be stressed. In this context, written ellipsis is also called *textual ellipsis*. It usually functions to avoid repetitions where structures would otherwise be redundant. In contrast, spoken ellipsis is also called *situational ellipsis*. It frequently involves the omission of personal Subjects or verbs. (McCarthy 1998:179). After the analysis of the students’ exam papers, it is found that ellipsis is used by the minority of the students (29%) when writing, this example is taken from the examination papers in order to illustrate and explain more, one student wrote: “*He should honest*”, here in this example the participant has omitted the auxiliary “be”, instead of saying “*He should be honest*”, which makes the sentence unclear.

This example is regarded as an error since the student has included situational ellipsis, such as the omission of the auxiliary “be”. In another example; one of the students wrote: “A good health” instead of writing “He should be in a good health”. In this sentence the student has omitted not only a word but a whole clause. Such errors may be engendered by the fact of thinking either in the native language or the second language or by a lack of concentration. But the majority of the students (72%) wrote complete sentences in their writing. Also, it reflects the awareness (attention) of students on the way they express their thoughts.

### **1.6. Students’ Use of Tails**

Less students have used this criterion in their written essays, and it is known as “right-dislocation”. Amanda Hilliard considers tails as comments that are added in the end of a phrase (2014:3). However; McCarthy says that the term “Tail” describes the slot available at the end of a clause, in which a speaker can insert grammatical patterns which amplify, extend or reinforce what she/he is saying or has said (1998:180). For him tails can be tags, hedges, personal attitude...etc.

The majority of the students haven’t used this criterion in their writing. Here are some examples of the students’ use of right-dislocation in their essays: “*there are many contributions to save the environment from different phenomenon, the one from pollution*” instead of writing “*there are many contributions to save the environment from different phenomenon among them pollution*”.

This criterion is seen as an error since it is common in speaking. Tails are considered as comments, the speaker places the information at the front of what he/she says in order to help the listeners understand more easily and to amplify and reinforce what he/she just said. For this reason, they are used by the students in their essays. But tails are informal language forms and they are not allowed to use them in formal contexts such as examination. The teachers

have to correct the students when writing and explain why they are not useful so that students don't use them in their written production.

### 1.7. Students' Use of Topics

The findings of this criterion demonstrate that (48%) of the students use topics in their essays; However, (52%) haven't used it. As it is shown in diagram (07), topics are also called "**heads**" or "**left-dislocation**". Amanda Hilliard called it in her article "**heads**". Both Amanda Hilliard and McCarthy said that heads are a way to introduce, orient and identify key information for listeners. This is an example taken from one of the exam papers of the learners: "*Friendship is the best relationship between people, so that it is very important to know how to choose the best one*". Another example; "*the term friendship has a very deep meaning, it trefers to love, trust and kindness*". Here, the students have started their writing with heads in order to focus and give more information about what they will speak, and to orient the reader.

Topics are considered as errors which are mainly common in spoken English and not written one. The students have used it at the beginning in order to give information about what speaking and to help listeners to understand. McCarthy argued that: "*topics perform a basically orienting and focusing function, identifying key information for listeners and establishing a shared frame of reference for what is important in a conversational exchange*" (1998:180). That is, they are used when speaking in order to attract the listeners and to refer to what is important. For this reason it was used in the student's writing as in the examples cited before; they have started their production with key words (topics). For them, it was correct and they helped the teacher to understand about what they wrote, they introduced the topic directly but they have not stated it in an intelligent way and indirectly in order to attract the reader and made him/her curious to continue reading.

## 1.8. Students' Use of Vague Language

Students have used vague expressions in their essays. The results show that (16%) of the participants used it; however, (84%) of the students did not use it as it is displayed in diagram (08). The most used expression found in the exam papers are “*or something else*”, “*or wherever*”. Using such expressions, is considered to be sloppy expressions which means that they are imprecise. This criterion is used most of the time when speaking or in conversations but students have used it in their essays. This latter was seen as an error made by the students. Vague language is very common, especially in speaking, the speaker often add words and phrases when speaking which are not precise and exact since they are not sure of all the details of something, and it is considered informal. But some of the learners have used them in their academic essays. For this reason they are considered errors.

## 2. General Errors

All these errors are taken from the participants' exam papers that we have classified them according to McCarthy criteria (1998) of spoken grammar and more examples are mentioned in table (03) in order to better illustrate. On the other hand, there are other errors that have committed by the majority of the students, therefore, we have classified them as “**general errors**”.

In writing students made errors in the use of incorrect numbers, this means, they add “**s**” of plural to the uncountable nouns as the example taken from the students' exam papers: “*They have a lot of back informations*”, instead of writing: “*they have a lot of back information*”.

This error is more used by the students since they didn't make difference between countable and uncountable nouns. Another example: “*...not all friendships lead to happiness*” instead of writing “*...not all friendship lead to happiness*”. Because the students have learned that they

add an “s” for singular nouns to obtain the plural form. So that, they used this rule for all nouns without exceptions.

Also, from the analysis we reveal that participants made errors in the use of adjectives that is the wrong choice of adjectives as one of the students wrote: “...*this illegal and danger activity*” instead of writing “...*this illegal and dangerous activity*”. Here, the student used a noun (danger) rather than using an adjective (dangerous), this error may be due to the students’ lack of concentration or they did not know the difference between words that are nouns and adjectives.

There are others errors made by the students, such as the interlingual errors which means the influence of (L2) on the (TL), where learners have used French words as English words. This example shows and illustrates more “...*and don’t smell any good fraicheur*”. Here, the participant has used “fraicheur” which is a French word instead of writing “freshness”, this may be because they don’t know words in the target language for this reason they use L2 to express their ideas. Another example: “...*she was my only cousine*” rather than writing “...*she was my only cousin*”, the student writes “cousin” in the French word “cousine” and this error is due to whether the same spelling or they have stressed and they have no time to think and correct their errors.

In addition to the errors mentioned before, students write the letters of words in a disorder way and the most error found is the word “freind, convince” instead of writing “friend, convince”. These errors are caused by even the pronunciation of the word or they have learned it like this. There are some cases where students wrote sentences in disorder that is the elements of the sentences are not ordered, this sentence illustrates more: “*must be not*” instead of writing “*musn’t be*”.



The most committed error by the majority of the students is the omission of “s” at the end of verbs in present tense with third personnel pronouns and it is very frequent in their exam papers; here are some examples taken from their exam papers : “*He just get outside these public spaces*”.

1. “...*When someone see you with another person.*”

The students have written the verbs in present tense and with the third personal pronoun but without adding “s” which is the mark of the present with these pronouns (she/he/it), the correct form of the two examples which have been selected is:

1. “*He just gets outside these public spaces*”.
2. “...*when someone sees you with another person*”.

Students have made these errors due to whether they are influenced by the second language or they generalize all the personal pronouns.

Additionally to the errors mentioned before, the majority of the Students neglected punctuation marks that is, the lack of punctuation or the wrong use of it. In other words, they write a whole paragraph without a full stop or a comma from the beginning till the end.

The last error committed by the students is the wrong use of deictic words. We have noticed that learners confound in the use of deixis when writing, as the example taken from the learners’ exam papers: “*Algeria has recently come to these decision*”, instead of writing “*Algeria has recently come to this decision*”. This error is due whether to the same spelling or they don’t make distinction between these deictic expressions.

The findings derived from the analysis of the corpus show that, depending on the theoretical framework, third year students have made errors either related to spoken grammar or other general errors within their writings. This is an indication that the participants write

down their ideas in the same way they represent them in their oral language, that is to say, those learners' writing performance is interrupted by their speaking skill. Those errors were made because of the anxiety and fear students can express, in addition to time limits which can hinder the students' thinking process while writing. Also, errors are thought to be transferable, so teachers are supposed to provide their students with a valuable feedback based on both the oral and writing skills to correct those mistakes and avoid their transmission among students.

As a suggestion, instructors may guide their students to improve their writing skill by dividing them into subgroups and assigning different proofreadings tasks such as punctuation errors and spelling errors. Moreover, teachers can provide strategies helping the learners' perception and application of grammar rules through incorporating tasks of grammar into the instruction. These tasks include the grammar construction (the use of tenses and adjectives...).

### **3. Discussion of the Students' Structured Interview**

Our study has also relied on another data gathering tool by means of a structured interview held with ten third year students. The students' answers have contributed to broaden the scope of our investigation and to answer our research questions.

The first question of the interview reveals that the majority of the students find the English language easy to learn. Some of them argued that it is the "*easiest language to learn but it depends on the learners' abilities*"; however, two of the participants affirm that the English language is not easy to learn. One of them argued that "*since there is always words to learn so, it is not easy to learn it*". This is an indication that the majority of third year students are familiar with the English language since they have attained a certain level of competence. Those students seem to master the basic academic skills of English as their responses indicate

their self-confidence concerning their level. One can also deduce that this portion of students are willing to learn and find out more about English and its components, therefore they show their awareness and enthusiasm on improving their abilities. But, are all the students skillful in English? A minority affirms that learning English is not an easy task. This category of learners may seem to encounter some difficulties in grasping the basic notions of English. The types of difficulty they face can be related to their poor background knowledge, more precisely a lack of vocabulary or a failure to apply the grammar rules correctly. Every learner has his/her own learning style which can also play a role in either enhancing or hindering the learning process. Learning English is not an easy task even for native speakers. For this reason, the fact of recognizing that English is not easy to learn can also reflect the consciousness of those students concerning the necessity to work hard so as to develop their abilities.

Almost, when the students are asked about their preferences, the majority of them have confirmed that they better prefer the writing skill to express their thoughts, and two of the participants argue that *“they would be good writers rather than good speakers”*. Only two of the students prefer the speaking skill. The students’ answers indicate that most of them do prefer the writing skill to express their ideas. This reflects the students’ awareness of applying the abstract notions of English in a piece of writing which represents their opinions and thoughts. In addition, it may be explained by the fact of putting into practice the academic grammatical rules in order to know about their perception and understanding. Writing is considered as a challenging issue for students. The students develop a well-organized way of writing consisting of an argumentation which renders their way of thinking in writing freely without any pressure. Writing helps also students to develop their critical thinking skills which is a requirement in their academic career. A minority of students claimed to prefer the speaking skill which make them feel better when expressing their ideas. This may help them

to speak spontaneously and develop their speaking skills when engaging in a process of communication. Being a good speaker is being a good listener so, these students seem to have a high sense of listening to others and especially to native speakers. The student may transmit some oral habits into his writing, the result resides in the fact of writing in the same way of speaking. This may reduce the writing skills of students in case they do not make a distinction between the oral and written commands.

Nearly all the students said that the grammar used when speaking is not the same as the grammar used when writing; the two are different. The majority said: “*writing is formal and should be written in a coherent way not at random*”, while speaking, so many statements can be uttered at once and they may not refer to standards of speech organization. In other words, writing requires more obedience on rules rather than speech. A minority of students stated that they write in the way they speak, one said: “*yes, I do, I write in the way I speak*”. Also, most of the participants use ellipsis that is to say they omit some words or phrases when speaking, some of the students use it when writing. In contrary, only two of the students claimed that they didn’t use ellipsis in their writing. This group of students show an influence of their oral language on their writing proficiency. This is an indication of a lack of reading, the skill that stimulates the student’s writing performance. This influence can be interpreted by the fact of not considering the pragmatic aspect, that is to say the context in which they write and the issue raised. Some respondents affirmed that they “*sometimes use it and sometimes not*”, and others “*they don’t use spoken grammar in their writing because spoken grammar is informal and not governed by the correct rules*”. This answer reflects the awareness of third year students on the drawbacks of using spoken grammar in their writing assignments. In fact, writing requires more reflection, referencing expressions.

## **Conclusion**

This chapter has discussed the results obtained by the two research instruments used in the present study. The interpretation of the results reveals that spoken grammar influences on third year students' written essays. Moreover, spoken grammar affects the students' writing by using ellipsis, adjacency pairs, back-channel, topics, cleft-structure, tails, topics, discourse markers and vague language which are found in the students' examination papers. Last, but not least, the hypothesis suggesting the presence of features of spoken grammar in the third year examination papers is confirmed. Besides, the hypotheses of our investigation are, to some extent, confirmed in the light of what has been discussed above.

## **General Conclusion**

This study investigated the influence of spoken grammar on students' writings, the case study of third year students in the department of English at MMUTO. Its main focus was on the influence of spoken grammar on students' writings. The objectives of the study consist in investigating whether spoken grammar influences students' writings and how it affects them. The purpose is also to identify whether features of spoken grammar are present in students' exam papers.

The study attempted to shed light on the impact of spoken grammar on the students' writings, in the first chapter; we highlighted some of the theoretical issues related to spoken grammar as basic elements for learning and mastering a language. Moreover, we have shed light on spoken and written grammar and the difference between the two.

To answer the advanced research questions and confirm the hypotheses suggested in the general introduction, a mixed method approach adopted and used, thus, qualitative and quantitative methods joined together in order to analyze the data. The data gathered by means of the two research instruments. We have analyzed fifty (50) exam papers of third year students enrolled in the 2015/2016 academic year. McCarthy's (1998) criteria of spoken grammar and Corder's (1967) error analysis cited in David Crystal (2003) have been adopted as a theoretical framework. Additionally, we conducted a structured interview with ten (10) students who wrote the productions. For the sake of analyzing the quantitative data, a computer program known as SPSS used for the evaluation of a statistical data. In addition to this method, a QCA used for analyzing and explaining the qualitative data obtained from the interview.

Relying on the data analysis, the discussion of the outcomes from content analysis of the students' exam papers and of the interview provided answers to the research questions advanced in general introduction. The findings derived from the corpus analysis show that

third year students partially integrated the criteria of spoken grammar in their writings. The results obtained indicate that 40% of the students made errors related to spoken grammar. These criteria include: adjacency pairs, back-channel, cleft-structure, discourse markers, tails, ellipsis, topics, vague language.

However, the majority of the students (60%) made errors which are called general errors. In the sense that students have incorrectly used numbers, errors in the use of adjectives, wrong use of punctuation or the absence of punctuation and the error that is mostly made by the learners is the omission of “s”, this indicates the present tense with third personal pronouns.

The findings of the interview confirmed to a certain extent the hypothesis stating that students use spoken grammar in their written essays. In fact, the results show that some of them use ellipsis and deictic words in their writings in order to avoid repetition. Moreover, the students argued that there is a difference between spoken and written grammar.

All in all, to summarize what has been said all along the research paper, one may say that spoken grammar has an influence on students' writing, the students use it in their written essays in the department of English at MMUTO, though teachers have to teach them how to use punctuation and how to write an essay and especially how to use grammar in a good way.

Our investigation has been subject to many limitations that made it a difficult task to accomplish, the first one was time limitations and the delay observed in the starting of our investigation in May 2017 and time constraints as a major shortcoming. The second one, which is also due to time constraints, is the fact of not expanding the scope of our investigation into the level of teachers to know about their views on the teaching of grammar.

As a conclusion, we hope that the results we reached through the present work will open opportunities for further investigations in the same field of research, we suggest the

investigation of the strategies that teachers use in order to help students avoid using spoken grammar in their writings.



## Bibliography

- Biber, D., Conrad, S. and Leech, G. (2002) *Longman Student Grammar of Spoken and Written English*: Pearson Education Limited. pp.7.
- Brown, G. and Yule, G. (1983) *Discourse Analysis*. Cambridge: Cambridge University Press.
- Boscolo, et al. (2007) *Organizing Your Social Sciences Research Paper: Academic Writing*. Retrieved from: [libguides.usc.edu/writingguide/academicwriting](http://libguides.usc.edu/writingguide/academicwriting).
- Carroll John. (1985) *Promoting Language Skills Perspectives on School Learning: Selected Writings of John B. Carroll*, Ed. By L.W. Anderson, Erlbaum, (1985).
- Cook, G. (1998) *Discourse*. Oxford: Oxford University Press.
- Cook, P. (1994) *Discourse Analysis*. Oxford: Oxford University Press.
- Crystal, D. (2004). *Making Sense of Grammar*. Harlow: Pearson Education Limited, pp. 9.
- Dörnyei, Z. (2007) *Research Methodologies in Applied Linguistics: Qualitative-Quantitative and Mixed Methodologies*. Oxford: Oxford University Press.
- Everitt, B. S. and Landau, S. (2004) *A Handbook of Statistical Analyses Using SPSS*. Chapman & Hall/CRC. Pp.5.
- Expert Language Solutions (2017) *Is Grammar Important*. Retrieved from: [www.witslanguageschool.com/NewsRoom/ArticleView/tabid/180/ArticleId/279/Is-grammar-important.aspx](http://www.witslanguageschool.com/NewsRoom/ArticleView/tabid/180/ArticleId/279/Is-grammar-important.aspx).
- Foppoli, J. (2017) *Is Grammar Really Important for a Second Language Learner?* Retrieved from: [www.eslbase.com/teaching/grammar-important-second-language-learner](http://www.eslbase.com/teaching/grammar-important-second-language-learner).
- Gillham Bill (2000) *The Research Interview*. Continuum, London, New York. PP.1.

- Halliday, M.A.K. (1979) *Difference between Spoken and Written Language: Some Implications for Literacy Teaching*. London: Longman.
- Hartley, J. (2008) *Academic Writing and Publishing: A Practical Guide*. New York: Routledge. Retrieved from: [libguides.Usc.edu/writingguide/academicwriting](http://libguides.Usc.edu/writingguide/academicwriting).
- Hilliard, A. (2004) *Spoken Grammar and Its Role in the English Language Classroom*. Retrieved from: <https://americanenglish.state.gov/files/ae/resource-files/52-4-3-Hilliard.pdf>.
- Hirsh -Pasek, K.et al (2005) *Using Scientific Knowledge to Inform Preschool Assessment: Making the Case for “ Empirical Validity”*. Social Policy Report, 9 (1), 3-19.
- Hsieh, H.F. Shannon, S.E. (2005) *Three Approaches to Qualitative Content Analysis*. Qualitative Health Research, 15 (9), PP.1277-1288.
- Jack. Richards (ed.) (1974) *Error Analysis: Perspectives on second language Acquisition*. Addition Wesley Longman limited.
- James Carl (1998) *Errors in Language Learning and Use: Exploring Error Analysis*. Pearson Education.
- Jane, R. Walpole PH.D (2000). *Understanding written Grammar*. First Telemachos Edition.pp.17-21.
- Lado, A. (1961) Testing Writing. In Rodriques, M.V. (2000) *Perspectives of Communication and Communicative Competence*. New Delhi: Concept Publishing Company. Pp. 188. [Online]. Available from: google books. <https://books.google.dz/books?isbn=8170227801>.

- Mayring. P. (2014) *Qualitative Content Analysis. Theoretical Background, Recent Development and Software Solution*. From Qualitative Social Research. Klagfurt: klagfurt University.
- McCarthy (1991) *Discourse Analysis for Language Teachers*. Cambridge Language Teaching Library.
- McCarthy (1998) *Spoken Language and Applied Linguistics*. Cambridge: Cambridge University press.
- McCarthy and Carter (2001) “*Ten Criteria of Spoken Grammar*”. In Hinkel, E. and Fotos, (Eds.) (2001) *New Perspectives on Grammar Teaching in Second Language Classrooms*. Mahwah, Nj. Lawrence Erlbaum Associates, PP.51-75.
- McCarthy, M and Carter, R. (1995) *Spoken Grammar What Is It and and How We Can Teach It?* ELT Journal, 49(3) 207- 218.
- Moder Carol Lynn and Martinovic.Zic Aida (eds.) (2004) *Discourse Across Languages and Cultures*. John Benjamins B.V. pp.288 [online]. Available from: google books. <https://books.google.dz/books?isbn=9027230781>.
- Nordquist, R. (2017) 10 Types of Grammar (and Counting). Retrieved from: <http://www.thoughtco.com/types-of-grammar-1689698>.
- Nunan, D. (1993) *Introducing Discourse Analysis*. London: Penguin.
- Palmer Frank (1984) *Grammar*. 2<sup>nd</sup> ed. Penguin Language and Linguistics (Penguin).
- Paterson, K. (2011) *Preparing to Teach Spoken Grammar*. Retrieved from <http://www.deltapublishing.co.UK/author/Ken>.
- Rajendra, K. Sharma (1997) *Sociological Methods and Techniques*. Atlantic Publishers and Distributors LTD, pp.309.
- Somerset William Maugham (1938) *The Summing Up*. London and Toronto: Heinmann, 1940.

- Srikant Sarangi and Malcolm Coulthrad (2000) *Discourse and Social Life*. Longman, Pearson Education Limited.
- Thornbury, S. (1999) *How to Teach Grammar*. Harlow: Pearson Education Ltd.
- Tompkins, G.E. (2010) Writing Genres. Retrieved from:  
<http://www.education.com/reference/article/writing-genres/>.
- Valeika, L. Beitkenri, J. (2003) An Introductory Course in Theoretical English Grammar. Vilnius University press retrieved  
from: [www.biblioteka.vpu.lt/elvpu/40496.pdf](http://www.biblioteka.vpu.lt/elvpu/40496.pdf)
- Weber Robert Philip. (1990) *Basic Content Analysis*. 2<sup>nd</sup> Edition. London: Sage Publication, 9.