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Department of English

An Assessment of Grammar Among EFL Learners:

Case of 3rd Year Students

in Haoudh Secondary School - El Bayadh

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Presented by: Supervised by:
Mrs. BENAMOR Zohra   Dr. ZIDANE Rahmouna

Members of the Jury:

- Prof. Benmoussat Smail   : Prof. (University of Tlemcen)   - President

- Dr. Zidane Rahmouna   : (MCA). (University of Tlemcen) - Supervisor

- Prof. Belmekki Amine   :   Prof. (University of Tlemcen)   - Internal Examiner

- Dr. Azzoug Omar   : (MCA). (University of Tlemcen)   - Internal Examiner

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Dedications

I dedicate this dissertation to the memory of my father and brother (may ALLAH accept them in the paradise), my mother and my parents in law.

Special thanks go to my husband whose advice, encouragement and patience support me a lot.

It is also dedicated to my children, my sisters, brothers, Khadidja and Amel.

Acknowledgements

Abstract

When starting this research work, the objective was an assessment of grammar competence among third year secondary school students at El Haoudh School in Bayadh, with the contribution of 123 pupils, from both scientific and literary streams. This study aims at investigating the reasons hidden behind their grammar deficiencies. It also attempts to explore which grammatical errors were most frequent among the target learners and search for the most influential causes behind committing such errors. This investigation used error analysis as a technique to analyze the learners' errors. To achieve the aforementioned objectives, particular research instruments were chosen for this study. Thus, a grammar test was designed to the participants for the purpose of identifying the most common grammatical errors. In addition, two questionnaires were administered to the pupils in attempt to find out the reasons behind their weaknesses in English grammar and the causes leading them to make such errors to determine whether the interference of the learners' mother tongue was the major cause of making such grammatical errors or the intralingual factors caused during the process of the target language learning or because of the difficulty of the language itself. The analysis of the obtained data revealed that this low level was due to a range of factors, namely the overloaded programme, insufficient time allotted to achieve it that led to the insufficiency of time for both explanation and practice,the pupils' low level and their carelessness in addition to the difficulty of grammar syllabus content and the terms used in it. It also showed that the most frequent grammatical errors were wrong word order , wrong verbs and auxiliaries forms, wrong tenses, wrong word derivation and wrong use of connectors. Another significant finding is that most of such errors were not due to L1 interference but to intralingual factors.

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List of Abbreviations and Acronyms

BAC : Baccalaureate

CA : Contrastive Analysis

CALL : Computer- Assisted Language Learning

CBA : Competency- Based Approach

DCT : dialogue (or discourse) completion task

EA : Error Analysis

EFL : English as a Foreign Language

ESA : Engage, Study, Activate

L1 : First Language

L2 : Second Language

PI : Processing Instruction

PPP : Presentation, Practice, Production

SLA : Second Language Acquisition

TL : Target Language

TLU : Target Language Use

TTT : Test, Teach, Test (Testing before teaching, Teaching, then Testing after teaching)

3AS : Troisième Année Secondaire (3rd Secondary – School Year)

List of Symbols

%   : per cent

√   : Missing word

_____   : The underlined words are grammatical errors (Wrong Answers)

GENERAL INTRODUCTION

Education is one of the basic foundations of the social and economic development of any nation. However, the quality of education can be determined through assessments. Thus, assessment is mainly used to support the teaching process. Language teaching and testing are two strongly interrelated concepts and they complement each other. As grammar is the core constituent of any language, it has a central importance in language teaching as well as testing.

It is widely admitted that Exams are of a vivid importance and their results can have a significant impact on people's lives and careers. They offer access to higher levels of education and professions. Exams mainly the official ones are very important for both teachers and learners when their results determine the future of pupils and pave them ways to chances for higher opportunities in life, and form determiners for measuring the teachers' effectiveness and success. Because of their paramount importance, public Exams determine what happens in the classrooms, what should be taught and learned and which activities to be dealt with. Consequently, teachers adjust their teaching to what these exams will cover to lead their pupils to score the highest marks and ensure their success.

One of the most valuable and decisive Exams in Algeria is the Baccalaureate exam, which is an official exam administered by the National Ministry of Education at the end of the year. The BAC exam, as a high-stakes exam, is designed for evaluating the third year high school pupils. As an achievement test, it is of a paramount importance since the results obtained in such exam determine the learners' future careers and lives, and provide them with access to higher education or professional training.

In the case of the Baccalaureate exam, the emphasis of the classroom teaching is on the development of the reading comprehension skills, words construction, mastery of structural patterns and written expression for the sole purpose of passing the exam successfully. However, what has been noticed by most third year secondary school teachers is that though they spend too much efforts in teaching English in general and grammar in particular, exam results specially the Baccalaureate results are not satisfactory. What is remarkable is greater lack and weakness of grammar competence among secondary school pupils in general and third year pupils in particular in spite of the collaborative efforts of teachers, inspectors and syllabus designers.

Thus, this research work is conducted for the purpose of targeting areas of weaknesses, finding out the reasons behind such insufficiencies of grammar competence among third year pupils, the most common types of the grammatical errors committed by them, the most common sources of such errors and searching for appropriate and effective solutions and suggestions to develop such competence through answering the following questions:

1- What are the main and common points of grammar weaknesses among third year pupils?
2- What are the reasons behind such insufficiencies?
3- How can teachers help their pupils to identify their problems and weaknesses of grammar competence and target areas that need more consolidation?

Therefore, the ultimate aim is to identify the reasons leading to difficulties in pupils' grammar competence and to utilize them as constructive basis for setting efficient teaching as well as learning strategies so as to improve their competence. Thus, this work attempts to answer the aforementioned questions and to provide arguments for or against the research hypotheses that can be formulated as follows:

1- The main and common points of grammar weaknesses among third year pupils can be numerous and varied in terms of quantity and quality, which means that they may involve a variety of language aspects but in different degrees of frequency.
2- Such difficulties that manifest in making such errors may be due to the learners themselves, the teachers or the syllabus. Committing such grammatical errors may be due to their native language interference, or to the target language itself.
3- Lack of grammar competence cannot be seen directly without referring back to the learners' linguistic behaviour. To motivate this behaviour, teachers can utilize a variety of tools such as tests. Through these tests, teachers can know the errors that the pupils make.

The present research work is an attempt to uncover to which extent the abovementioned hypotheses are valid or invalid. Therefore, the researcher used various research instruments to get a wide range of information. First, a test of grammar was designed for third year learners. The typical tasks and instructions included in this test

were selected for the study because they are introduced in the BAC Exam. Through the errors that they make, one can point areas that

form difficulties for them. Furthermore, two questionnaires are designed to be accomplished by learners to collect data about the reasons behind their grammar difficulties and the causes and sources of committing such grammatical errors. Because of the time constraints and the difficulties of gathering and analyzing the information, a sample population was used to represent the total one, using both of quantitative and qualitative research methods.

This research work is composed of four chapters which will deal with the central issues governing the current dissertation. The first chapter tackles some of the theoretical concepts related to language assessment in general and grammar testing in particular. It starts with the distinction between assessment and some other related terminologies. Then, it deals with the different types of tests. More importantly, this chapter sheds light on some concepts concerning grammar testing with special focus on types of grammar tests and sorts of tasks introduced on them. Before dealing with that, it provides a brief overview of what grammar is and what grammar teaching approaches are. It also highlights the criteria of a good grammar test and what problems may be faced in such testing. This chapter also describes how grammatical errors can be exploited to benefit both grammar teaching and testing. This is through providing a theoretical background concerning error analysis including models of error analysis and errors sources.

The second chapter provides a description of the EFL teaching/learning situation in Algeria, more precisely the educational situation in which grammar is taught and assessed. It sheds light on the construction of the third year textbook New Prospects as a basic material for language instruction, with a specific focus on grammar lessons and tasks. In addition, the approaches of teaching and assessing grammar at third secondary level are mentioned. This chapter also deals with the Baccalaureate Exam of English with special emphasis on grammar tasks and their typical instructions, compared with those introduced in New Prospects. Then, it attempts to explain the research objectives and the research design. It also describes the sample population of the study and mentions its limitations. Besides, it highlights the procedures followed to conduct this research work. Finally, it describes the instruments used in this study.

Chapter three displays and discusses the findings obtained from the grammar test and the two questionnaires. It attempts to analyze these information in a statistical form in tables, graphs and pie charts. It also provides an interpretation of the results in an attempt to answer

the questions raised by this research work. The grammar test consisted of six tasks which were related to derivation, tenses, asking *wh-* questions, sentence transformation, using connectors and words order. First, it provides an overall description of the learners level in grammar competence by means of the test marks. Each student's responses were studied and analyzed. This study is based on the analysis of each task separately for the purpose of finding out which tasks presented more difficulty and the errors that the pupils made when answering these particular tasks. This analysis indicated numerous grammatical errors according to each task. In addition, an attempt to find out the reasons behind grammar weaknesses and making such errors has been carried out through analyzing and interpreting the questionnaires' results.

Chapter four attempts to provide some suggestions which may help learners at the level of secondary school mainly of the third year classes to overcome their difficulties in learning English grammar. These guidelines concern teachers, learners, grammar teaching, grammar assessing and attitudes towards grammatical errors. It deals with how teachers development and critical reflection on their own teaching experiences, as well as fulfilling certain basic tasks and having some effective teaching skills can enhance learners' level. It tries to present how high motivation benefits learning and how raise such motivation in our learners. It also sheds light on the value of using grammar learning strategies and having a conscious responsibility of learning. This chapter attempts to provide suggestions about the ways in which grammar should be taught and assessed at this level. Depending on the obtained data concerning the most committed grammatical errors, chapter four tries to give teachers an idea of how to deal with such grammatical errors, how to explore them to foster the learners' grammatical ability, which grammar points to focus on when teaching English grammar to EFL learners and propose strategies to do so.

CHAPTER ONE:

Grammar Assessment

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1.1. Introduction

Language teaching and testing are strongly interrelated since the latter is an efficient means to gather evidence of the progress of language abilities. Grammar teaching and testing have been one of the most controversial aspects of language teaching and testing for a long time. Because of such a paramount importance, the current work tackles some of the theoretical issues related to language assessment in general and grammar assessment in particular since the aim of this research work is an assessment of grammar competence among third year secondary school pupils.

First, this chapter attempts to highlight some theoretical concepts starting with the distinction between assessment and other related terminologies. Then, it deals with the different types of tests. More importantly, this chapter addresses mainly grammar testing with a special focus on types of grammar tests and sorts of tasks introduced on them. Before dealing with that, it provides a brief overview of what grammar is and what grammar teaching approaches are. It also sheds light on the criteria of an efficient grammar test and what problems may be faced in such testing. This chapter also describes how grammatical errors can be exploited to benefit both grammar teaching and testing. This is through highlighting some concepts related to error analysis. These concepts involve a theoretical background of this method, its models and sources of errors.

1.2. Assessment, Testing, Evaluation and Measurement

Many people often use the terms assessment, testing, evaluation and measurement synonymously and interchangeably. In spite of their similarities, there are considerable differences.

In general, assessment means to check the quality of something through gathering information. It refers to *"all methods and approaches to testing and evaluation whether in research studies or educational contexts"* (Kunnan, 2004, as cited in Lacorte, 2014, p. 269). It is also defined as a process of obtaining information relative to some known objectives (Kizlik, 2012). Assessment is described as the systematic method of collecting and analyzing information from learners' outcomes for the purpose of improving learning. That is why, it is considered as *"a powerful tool for all parties to learn in order to improve teaching, Learning and achievement"* (Cohen et al, 2010, p. 387). This variety of methods of gathering information can be tests, surveys, observations, interviews, questionnaires or portfolios

Johnsen (2004). Bachman defines assessment as *"the process of collecting information about a given object of interest, according to procedures that are systematic and substantively grounded"* (2004, p. 7). Assessment is systematic which means that the procedures that are followed can be carried again by another person at another time. Also, it is grounded which means that the assessment is based on a recognized content as a course syllabus (Bachman and Palmer, 2010).

Testing is the process of administering any method to collect information about individuals' abilities. Generally, it is known as the process of administering a test. Brown defines it as *''a method of measuring a person's ability or knowledge in a given area''* (1994, p. 252). Also, it is defined as *"any procedure for measuring ability, knowledge and performance"* (Richards et al, 1985, p. 291). Thus, tests serve as assessment methods for collecting information about pupils' learning to determine a student's ability to demonstrate knowledge. Hence, testing is an integral part of the teaching process. However, testing without teaching is unreliable. In this respect, Heaton states that *"both testing and teaching are so clearly interrelated that is virtually impossible to work in either field without being constantly concerned with the other"* (as cited in Hubbard et al, 1983, p. 256). It is considered as a beneficial means to enhance learning since it is viewed as a practical teaching strategy (Hubbard et al, 1983).

Evaluation is defined as collecting and analyzing data in order to make judgments and decisions. It is a process of providing information that helps in making judgments about a given situation (Kizlik, 2012). This situation may involve all what has a relation with the teaching/learning process. In this respect, Harris and McCann define evaluation as the *"consideration of all the factors that influence the learning process such as syllabus objective, course design, material, methodology and assessment"* (1994, p. 90). According to Tuchman (1975) evaluation is a process wherein the outcomes of a programme are examined to see whether they are satisfactory. The judgment comes at the end of the enquiry and it is based on making a qualification with reference to predetermined objectives.

Measurement is the process of evaluating and quantifying a particular quality or characteristic with reference to certain standards. In this respect, Bachman (1990) defines measurement as quantifying the characteristics of persons according to explicit rules. These characteristics can be their abilities, intelligence and motivation. Measurement also refers to the process by which a value is assigned to measure ability (Peers, 2006). This process of

quantifying could be through assigning numerical values such as scores**.** According to McNamara (2000, p.56), measurement involves two main steps: quantification (numbers or scores to various outcomes of assessment) and checking various kinds of statistical patterning in order to investigate the extent to which the necessary properties are present in the assessment.

As it has been mentioned, most people in the field of language assessment view these terminologies as synonymous terms but they are not. In fact, they refer to the same activity in practice (Williams et al, 2006). More precisely, they are correlated to meet different goals, and to take different decisions that have different consequences. Therefore, the process of administering a test is known as testing. However, the act of awarding marks to the answers of the test tasks is called measurement. Evaluation is considered as the act of taking decisions based on the assessment results. Assessment through different methods of collecting data drives effective learning (Lee et al, 2008)

Measuring the progress of individual pupils is not the only kind of assessment. In fact, there are many kinds depending on whom to assess, how to assess and purposes of assessing.

1.3. Kinds of Assessment

Kinds of assessment include pupils, program and system assessments, formal and informal assessments as well as formative and summative assessment. In spite of the fact that assessments are usually utilized to measure the progress of individual pupils, they can be also used by communities to evaluate the quality of schools and educational systems (Braun et al, 2006).

In this way, Pupils assessments are designed to assess pupils' performance. Information obtained from these assessments can be utilized as basis *"to make educational decisions about pupils, to give feedback to the student about his or her progress, strengths and weaknesses, to judge instructional effectiveness and curricular adequacy and to inform policy"* (Braun et al, 2006, p. 9). In this way, they determine areas of strengths and weaknesses in their performance and can be utilized as basis for improving teaching and the program. Learners can be assessed through the use of tests, quizzes or project works. Pupils assessments can be used by teachers, peers known as peer-assessment, or the pupils themselves known as self-assessment (Shute and Becker, 2010). Program assessments aim at improving programs. They evaluate the instructional program, materials, instructional

strategies, textbooks and physical and organizational arrangements (Osman, 2010). System assessments are similar to program assessments but they are applied on a larger scale. Such type of assessments provides government, policymakers and parents with information of *"how the educational system and individual schools are performing"* (Gipps, 1994, p. 3). According to the same reference, these information may be tests and Exams' results of pupils' performance or as a form of surveys. Moreover, national assessments and questionnaires accomplished by learners, teachers and administrators can be used to provide meaningful interpretations of tests' results which can generate specific information needed to evaluate different aspects of the educational system (Braun et al, 2006).

Informal assessment refers to any kind of assessment done by the teacher or the pupils themselves during the course without recording results or making judgment. It is defined as *"a way of collecting information about our pupils' performance in normal classroom conditions …without establishing test conditions such as in the case of formal assessment"* (Harris and McCann, 1994, P. 5). According to Harris and McCann (1994), it can be an assessment of linguistic factors such as assessing the four skills, or non- linguistic factors as assessing the learners' attitudes towards learning language. They add that teachers can assess their learners informally by giving specific marks or just an overall impression. The main purpose of informal assessment is to help learners to identify areas of difficulties. However, one difficulty in using informal assessment is the time assigned for it since teachers need to think about achieving the lesson objectives (Harris and McCann, 1994). On the other hand**,** *formal assessment* refers to planned assessment used to collect information about pupils' performance. In this way, *"formal tests can feed into learning and give pupils (as well as teachers) vital information about both performance and progress"* (Harris and McCann, 1994, p. 60). Formal tests vary in the purposes they are designed for.

Formative assessment assesses learners during the process of forming their knowledge for the purpose of guiding them through providing information about their progress (Benjamin, 2008). It evaluates the teaching –learning process through providing feedback which helps to direct the learning process (Harris and McCann, 1994). Such continuous assessment tends to focus on the identification of the learners' strengths and weaknesses to set remedial work before moving to the next course. Moreover, formative assessments are assessments of pupils progress to identify learning needs and shape teaching (Keeley**,** 2007). Through formative assessments learners get aware of their strengths and weaknesses (O'Donnell et al, 2009). Consequently, they get motivated and make further efforts to improve

their level. On the other hand, *summative assessment* is administered at the end of a course, unit, term or a year. It is designed to measure what learners have learned at the end of course or program of instruction (Genesee and Upshur, 1996). This evaluation is through giving a grade or a mark. The function of these assessments is to determine which learners are allowed to pass to the next level of schooling or to be admitted to higher education. They are used *"to see if pupils have achieved the objectives set out in the syllabus to decide whether they move on to a higher level"* (Harris and McCann,1994, p.28). In addition, they *"can determine whether learners obtain certificates or other qualifications that enable them to attain their goals"* (Braun et al, 2006, p.10). This type of assessments is used to evaluate the teaching-learning process in particular and the educational system in general (Braun et al, 2006).

Basically, the distinction between formative assessment and summative assessment is in the period they take place in and in the purpose they intend to achieve (Murray and Christison, 2010). They are also called *assessment for learning* and *assessment of learning* respectively (Stiggins et al, 2004). In this vein, Stiggins (2002) claims that in assessment for learning, the focus is much more on giving useful feedback to motivate learners and improve performance. However, in assessment of learning the emphasis is much more on providing evidence of learners' achievement.

Assessments can be conducted through a wide range of methods to serve the intended purposes they are designed for. One of the most useful tools of assessment is tests. However, there are different types of tests.

1.4. Types of Tests

The teaching-learning process can be evaluated through the use of testing before, during and at the end of courses. Indeed, Harris and McCann (1994) define a test as *"any form of formal assessment in any language area which is administered under conditions which ensure measurement of individual performance in any given area"* (1994, p. 93). In the educational context, an educational test is defined as a measurement instrument which elicits a sample of an individual's language behaviour (Bachman, 1990). The learners' language behaviour is demonstrated through the use of tests and Exams. To measure the

learning outcomes, different test types are elaborated to serve some purposes. In fact, it is not just purposes that determine the types of tests but also the content and methods of testing, methods of measuring and their designers.

What is obvious is that every testing system has to serve a certain purpose. People do not test without a reason. The best and first place to understand a test is to determine its purpose and the functions that it serves (Davidson and Lynch, 2001). However, a specific test can serve more than one purpose. Davidson and Lynch (2001, p. 131) categorize the types of tests into five categories:

1. *Achievement: to test what was learned*
2. *Proficiency: to test what is known (absent assumption about quantity, duration, quality, etc., of learning)*
3. *Placement: to test for the purpose of putting somebody in a particular course sequence or level*
4. *Diagnostic: testing to determine areas of particular need*
5. *Aptitude: testing to determine ability to learn*

According to Davidson and Lynch (2001)**,** these types of tests seem to be better named as types of purposes or functions of a test or types of decisions made from test results. In other words, *" whenever a test is administered, there is a decision to be made "* (Harris and McCann, 1994, p.26) In fact, testing forms a vital means used for providing information on student' abilities in certain areas. Test results provide test designers with information about examinees and help them make appropriate decisions. Types of tests according to test purpose differ in the types of information provided and the kinds of decisions made for their results (Bachman, 1990). The type of tests in terms of the information obtained and the under –taken decisions can be: achievement tests, proficiency tests, performance tests, progress tests, diagnostic tests, aptitude tests and placement tests.

Achievement tests are named also attainment tests or summative tests. They are designed to *"measure the pupils' achievement on a completed course of studies"* (Sárosdy et al, 2006, p.137). This type of tests shows how much of a language a learner has learnt over a specific course or programme. In this vein, Brown claims that achievement tests are *"tests that are limited to a particular material covered in a curriculum within a particular time"* (1994, p. 259). However, Sárosdy et al (2006) state that achievement tests check how much of the language syllabus has been acquired by the pupils**.** The decision under- taken is whether learners can pass to a higher level or achieve a certain certification or not. Achievement tests can be internal, constructed by the teacher or the school such as the end of term tests, but usually external, administered by the Ministry of Education such as the end-of-year tests and

public tests. The purposes of this type of tests is to measure individual progress and teaching success (Verghese, 1989)

Progress tests are achievement-like tests, but over a shorter period such as tests at the end of a term (Heaton, 1990). Thus, they are designed to measure how much of a language a learner has learnt in a course of study. In fact, they

> *can perform a very important formative function in that they do not only give information to the teacher but they can provide important feedback to the student. When linked with self-assessment, feedback can help learners to identify their own problems and to set their own goals for the future.*

(Harris and McCann, 1994, p. 28).

Consequently, they give learners opportunities to check what progress they are making. Thus, they are devised to **"***measure how much the pupils have learnt of the recently taught material"* (Sárosdy et al, 2006, p. 137). They provide information about learners' weaknesses and difficulties as well as success of teaching and learning. In this context, Harris and McCann state that:

> *The test aims to find out information about how well classes as whole and individual pupils have grasped the learning objectives, how well the course content is functioning within the specified aims and objectives and future course design ….help learners to identify their own problems and to set their own goals for the future* (1994, p. 28)

In this way, progress tests provide information about the learning objectives and to which extent the course materials and contents serve to achieve these goals. They also help in determining difficulties and setting future decisions concerning these problems.

Proficiency tests provide information about the testee's mastery of language needed to act proficiently in actual situations. This mastery of language involves the ability to tackle the four skills and grammar competence without reference to a particular course. In this vein, Sárosdy notes that:

> *These tests are designed to measure the test takers' ability in a language, their present level of mastery regardless of any previous training. The content of a proficiency test is not based on the content, syllabus or*

objectives of language courses; it is rather based on specification of what test takers have to be able to do in order to be proficient

(Sárosdy et al, 2006, p. 139)

This means that they refer to the ability to perform tasks rather than regarding past achievement. These tests show whether the command of the language needed for particular purposes is sufficient or not. These purposes can be academic such as following a university course in English or occupational as doing a job (Sárosdy et al, 2006).

Performance tests represent an evidence of the learners ability to perform tasks similar to real situations. They provide data about the pupils' language knowledge and how they use this knowledge to do tasks and solve problems. Performance tests attempt to assess how well pupils use knowledge to perform complex tasks under realistic conditions (Biehler and Snowman, 1997). They are also called authentic tests as they are administered under realistic conditions (Snowman and McCown, 2011). This type of tests can be based *"on building up individual profiles for pupils based on an informal and subjective type of continuous assessment "* (Hubbard et al, 1983, p. 287). This assessment includes four types: direct writing assessments, portfolios, exhibitions and demonstrations (Biehler and Snowman, 1997).

Diagnostic tests are designed to diagnose the pupils' language knowledge and use. They are administered before a course starts and devised to *"identify pupils' language problems, weaknesses or deficiencies …in order to plan future teaching priorities"* (Sárosdy et al, 2006, p. 138). This type of tests determines what learners know and what they do not. This type enables learners to be aware of their weaknesses and problematic areas. According to Harris and McCann, *"where other types of tests are based on success, diagnostic tests are based on failure"* (1994, p. 28). Based on the data obtained concerning learners' language knowledge, skills or performance, teachers can take appropriate decisions concerning future teaching and remedial work (Gronlund, 2006, as cited in Lee et al, 2008).

Aptitude tests provide information on learners aptitude for learning a language. This can be done through measuring the *"general abilities or characteristics believed to indicate a person's ability to learn a future task or to achieve in particular area"* (Ary et al, 2013. p. 672). Aptitude is the language learner's genuine ability to learn a foreign language proficiently. It is a combination of linguistic and psychological abilities to learn a new

language. These abilities can be phonological, syntactic, pragmatic and psychological (Martínez-Flor and Usó-Juan, 2010). Moreover, they enable the examiners to identify the learners who are most likely to succeed (Venkateswaran, 1995).

Placement tests or entry tests are designed to place learners into appropriate groups in which they have the same level to start learning. These tests determine the pupils' general abilities in the language (Harris and McCann, 1994).

Language tests differ also in terms of the way in which they are designed and the content to be assessed, whether it is a knowledge, skill or performance. In this way, one can distinguish four main types: discrete-point tests, integrative language tests, communicative language tests and performance-based tests.

Discrete-point tests, also called discrete-item tests, are used to test the learner's mastery of the discrete elements of the language, *"testing one thing at a time"* (Harmer, 2007, p.168). In other terms, they measure the learners' language knowledge of certain items such as grammar, vocabulary and phonology or the learners' language skills that are composed of components which can be assessed separately (Venkateswaran, 1995). However, *"the more we examine tests of separate language skills, the more we come to realize that they in fact make considerable demands on other skills"* (Hubbard et al, 1983, p. 269). This leads to the appearance of the integrative tests.

Contrary to discrete- point tests, *integrative tests* are designed to measure the candidate's language competence and language skills in an integrative way. Harmer asserts that *"whereas discrete- point testing only tests one thing at a time …, integrative test items expect pupils to use a variety of language and skills to complete a task successfully"*(2007, p.168). These tests can be cloze tests, dictation, translation and essay writing. In cloze tests examinees are required to fill in blanks of words which are removed from a passage at regular intervals. In dictation candidates use skills which involves listening, writing, knowledge of lexis and syntax (Geranpayeh and Taylor, 2013). In this type of tests, examinees use a variety of skills. However, discrete- point tests and integrative tests provide information about the learner's competence rather than his performance (Benmostefa, 2014). According to Kaulfer (1944), these two types of tests assess only the learners' linguistic competence (knowledge of language) rather than the learners' performance (knowledge of using the language in communicative situations). This leads to the need for tests that provide evidence of the

examinee' s readiness to perform in a life situation (as cited in Fulcher,2000, p. 486). These became to be known as communicative language tests.

Communicative language tests assess the candidate' communicative competence which is *"linguistic competence plus an understanding of the appropriate use of language in its various contexts"* (Hubbard et al, 1983, p. 287). Thus**,** communicative language tests measure the subject's knowledge of the use of language (Baker, 2011). However, learners may have adequate communicative competence but still make mistakes in performance (Hubbard et al, 1983). This has led to the need for tests that assess how learners apply their communicative competence in performing in real situations, that means performance tests.

Performance-based tests assess the language skills in an act of communication, most commonly testing speaking and writing. They are also called alternative assessment to be distinguished from traditional written tests and authentic assessment since they are conducted under realistic conditions (Meyer, 1992). This type of tests assess the candidates' ability to use their knowledge in performing tasks under conditions which are similar to those of real life (Biehler and Snowman, 1997). They can be direct writing assessments, portfolios (containing pieces of student's work), exhibitions (a showing of painting, photographs and demonstrations (conducting a scientific inquiry, reciting a poem).

A further difference should be made between direct tests and indirect tests. Direct tests test what pupils can do with language. However, indirect tests test the pupils' knowledge of language. Direct test items may be reading to choose the best summary, writing a reply or taking part in a conversation. Indirect test items may be gap-filling item, transformation sentences or the correct use of models (Harmer, 2007).

Language tests differ also in terms of the way they are measured. There are: norm-referenced tests versus criterion-referenced tests and objective tests versus subjective tests. Norm-referenced tests measure the learners' performance with respect to the achievement of the others rather than to a decided criterion score. However, criterion-referenced tests measure the learners' performance in accordance with a preset standard regardless to the performance of the other examinees (Popham, 1975). In types of tests concerning methods of evaluating learners' performance, a distinction between *objective* and *subjective tests* needs to be mentioned. According to Hughes (2003), in objective tests scorers can mark a test by following an answer key without the interference of personal judgment whereas, in subjective

tests there is a kind of personal judgment on the part of the scorer on the learners' performance.

Language tests differ also in terms of their designers. In this context, one can distinguish two types: external tests and internal tests. Internal tests are classroom tests, called also non-standardized tests or teacher-made tests since they *"are usually devised and administered by class teachers"* (Braun et al, 2006, p. 10). They are usually carried out by the teacher to assess his learners' progress and achievement after a period of learning certain specific courses (Harris, 1969). However, external tests, called also standardized tests, are constructed by external parties such as external group of professional teachers or institutions. The aim of this type of tests is to select, place and evaluate pupils (Harris, 1969). That means to place learners in appropriate classes, to allow them to move to higher education or to get a degree. That means that they are designed to judge the candidates' performance to be classified as successful or loser. They may be public Exams, national or international exams (Braun et al, 2006).

The testing process requires the use of different tests depending on the purposes they are intended for. As grammar is viewed as a basic component of language, it has always been one of the most important testing areas to evaluate the learner's language abilities.

1.5. Testing Grammar

Along the history of foreign language teaching, different approaches bearing different theories concerning language teaching and learning appeared. These theories and approaches influenced approaches of language testing since language teaching and testing are strongly interrelated (Vyas and Patel, 2009). Since grammar has been considered as the core constituent of language, it has been always given a considerable position in language teaching as well as testing the learner's language abilities (Purpura, 2004).

Before dealing with assessing grammar, it is appropriate to give a brief overview of what grammar is and the common approaches to teach it. Thornbury (1999) defines grammar as the description of the rules that determine how sentences are formed. These rules cover both the formation of words, that means morphology and the order of words in a sentence, that means syntax. Morphology involves both derivation and inflection. Thornbury adds that learners do not need only to learn the correct forms in a language, rather they need to learn what particular meanings these forms express. Therefore, grammar is a means to

make meanings. To learn a second language, learners should improve *"the ability both to recognize and produce well-formed sentences"* (Thornbury, 1999, p. 3). However, these sentences should convey meanings. In this vein, Long and Doughty state that *"grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints"* (2011, p. 521). Thus, grammar is considered as form, meaning and use.

Concerning approaches to teach grammar, there are the deductive approach and inductive approach. According to Harmer (2007, 81), in deductive approach grammar rules are presented and explained. Then, learners are engaged in practice tasks on the basis of these explanations and rules. It is known as explain and practice approach. However, in inductive approach pupils work out the rules through studying examples of language. They are also known as rule- driven and rule- discovery approaches respectively (Thornbury, 1999, p. 29). A further distinction should be made between explicit grammar teaching and implicit grammar teaching. The approaches of teaching grammar differ also in terms of the views of grammar and the status given to it within language teaching. In the former, grammar courses are explicitly presented to learners either deductively or inductively. However, in the latter, learners are involved in tasks without overt reference to grammar rules or forms (Cowan, 2008). In favour of one method to another, grammar must be part of any language instruction. Furthermore, many studies have shown that *"explicit teaching produces better and longer-lasting learning than implicit teaching"* (Cowan, 2008, p. 31). More importantly, grammar teaching should lead to better language knowledge and use in context that help in the communication of meanings.

As it has been mentioned earlier, the approaches of teaching grammar differ in terms of the views of grammar and the status given to it within language teaching. These theories in their turn influenced the approaches of grammar testing as language teaching and testing are two closely interconnected concepts. Testing grammar depends on the construct of grammar that is wanted to be tested; either language knowledge or language performance, either learner's abilities to handle discrete language elements, integrative language skills or performance language skills (Rafajlovičová, 2009).

According to Larsen-Freeman (2009), in using the traditional approach to grammar testing grammar tests are designed to test the learner's grammatical knowledge in terms of accurate comprehension and production, typically through using decontextualized tasks. It is usually done through using decontextualized, discrete- point items such as gap-filling,

sentence combining and error correction. It is also assessed in integrative manner through the accurate comprehension and production through the four skills (Larsen-Freeman, 2009). However, such testing tests the ability to either recognize or produce correct grammar and usage, they do not test the ability to use the language (Kitao and kitao, 1996). In other words, this way of testing doesn't provide information about the test takers' ability to use grammar correctly in real life situations of speaking and writing. Thus, the occurrence of the new trends in grammar testing is based on the shift of seeing language proficiency from terms of structures knowledge tested using discrete-point items to terms of ability to use grammar knowledge in performance which can be tested through writing texts or face-to-face interaction (McNmara and Roever, 2006, as cited in Larsen-Freeman, 2009).

To conclude, traditional and recent approaches to grammar assessment represent different theories about grammar and grammar testing and each have a contribution to make (Larsen-Freeman, 2009). However, Purpura (2004) claims that many of the grammar tests that are currently in use reflect the perspectives of structural linguistics and discrete- point measurement. Therefore, a basic knowledge of grammar underlies the ability to use language to express meaning.

That is why, grammar testing has an important role to play in language learning. To devise a more effective test, it is important to determine what exactly wanted to be tested and for which purpose the test is designed. This is what determines the type of the grammar test.

1.6. Types of Grammar Tests

Grammar tests differ in terms of the method in which they are designed and the content to be assessed, whether it is a knowledge, skill or performance. They also differ in terms of the purposes they are intended for. Indeed, what passes as language testing in general passes as grammar testing (Thornbury, 1999). They also differ depending on the definition given to it. Larsen-Freeman (2001) has referred the definition of grammar to three dimensions that take into account both traditional and newer approaches, which is form, meaning and use.

1.6.1. Types of Tests According to Method

Types of grammar tests according to construct and method can be divided into four main types: discrete-point tests, integrative language tests, communicative language tests and performance-based tests.

Discrete-point grammar tests to test grammar are used to test the learner's grammatical knowledge of the discrete elements of the language. *" Discrete means single and separate"* (Sárosdy et al, 2006, p. 140). In this type of tests, objective test items which require predetermined answers are used to measure the learners' awareness of the grammatical features of the language. Each item tests one different grammatical element, rule or structure of the language. Some example of this type are multiple- choice tasks to test prepositions and completion items. (Sárosdy et al, 2006).

Integrative grammar tests test the candidates' language competence and language skills in an integrative manner. This type of tests requires the examinees to combine many elements of the language and use language skills to perform the task. These skills are not just grammatical but they may be lexical, contextual, semantic, cohesive and predictive (Sárosdy et al, 2006). One of the most common items of this type is cloze procedure in which the test taker needs to use a variety of techniques to restore the missing parts (Sárosdy et al, 2006). Dictation and translation are also two frequent items of this type which involve integrative skills; listening, reading and writing.

These two types of grammar assessment test only grammatical knowledge in terms of accurate forms. However, they do not provide information about the learner's ability to convey meanings. This is what has led to the need for communicative tests. Communicative grammar tests test the learners' ability to use their grammatical knowledge as a way of conveying meanings in different communicative contexts (Purpura, 2014). In other words, grammar is tested according to its appropriate use in various communicative situations.

Another approach to grammar testing is through Performance grammar tests. This type of assessment assesses multiple components of L2 ability through complex, context-rich tasks such as extended-production tasks in which grammatical performance can be tested in terms of accuracy, range and complexity of structures and error types (Purpura, 2014). This type of testing requires well-developed responses in activities such as essays or role-plays. These two types of assessment test the learners' linguistic ability by subjectively scored task types.

In other terms, grammar tests also differ depending on the definition given to grammar. Larsen-Freeman (2009) defines it as *"a system of meaningful structures and patterns that are governed by particular pragmatic constraints"* (2009, p. 521). In other words, grammar is defined according to three dimensions, that are form, meaning and use.

Accordingly, grammar tests can be divided into three types: assessing grammatical forms, assessing semantic meanings and assessing pragmatic meanings (Purpura, 2014).

According to (Purpura, 2014), *assessing grammatical forms* through *form-based tests* is designed to target specific grammar points, assess a wide range of forms, or assess a student's receptive knowledge. It has been used in all educational contexts. *Assessing semantic meanings* involves assessing the learner's ability to covey meanings precisely and appropriately; that means grammatical knowledge at the sentence and discourse or textual levels. *Assessing pragmatic meanings* using *task-based tests* is used to test the learner's ability to use his grammatical knowledge to perform realistic tasks based on pragmatic meanings.

1.5.2. Types of Tests According to Purposes

The types of grammar tests differ in terms of the purposes they are designed for; whether the purpose of the grammar test is diagnostic, formative or summative

Diagnostic grammar tests test the learners for the purpose of identifying grammatical areas in which pupils need further help *"they seek to identify weaknesses in a student's use of grammar"* (Alderson, 1995, p. 12). They are administered before a course starts to determine difficulties in learning grammar and for the purpose of planning remedial learning activities**.** Hence, diagnostic grammar tests provide diagnostic information for helping to identify areas for further instruction (Purpura, 2004). Diagnostic tests can be also used for the purpose of placing learners in their right places (Bachman, 1990).

Formative grammar tests are defined as the frequent assessments of pupils progress to assess learners during the process of forming their grammatical knowledge *"during a course of instruction or learning on how test-takers might increase their knowledge of grammar, or how they might improve their ability to use grammar in communicative contexts"* (Purpura, 2004, p. 147). Thus, they help learners to learn better. As claimed by Purpura (2004), they provide teachers with information on what learners have and have not mastered for the purpose of modifying future instruction and involving learners in a regular assessment of their own learning. Thus, they are useful for both teachers and learners. As Thornbury (1999) says, what passes as language testing in general passes as grammar testing. Thus, such assessment tends to check pupils' progress on a particular language aspects, more precisely the learners' strengths and weaknesses in learning grammar for the purpose of providing constructive

feedback to improve learning (Purpura, 2004). Thus, formative assessment helps learners to learn through their errors.

Summative grammar tests are designed to measure or sum up what learners have learned at the end of a course, unit, term or a year. In the same vein, Purpura, (2004) defines them as tests that provide test stakeholders with an overall evaluation of test-taker performance related to grammatical ability usually at the end of an instruction program. They test the pupils' achievement on a completed course of grammar and how pupils have done at the end. They provide achievement information for determining the degree to which pupils have mastered the course material. This evaluation is through giving a single grade or one or more scores (Purpura, 2004).

The purpose of designing any grammar test is to provide information about the learners' grammar knowledge and their ability to use this knowledge meaningfully and appropriately. Since it is not possible to observe this grammar ability directly, responses of the test items must be used to make inferences about the examinee's grammar ability. These responses are converted into scores; this is called score-based references (Purpura, 2004). Thus, what is more important is the choice of the tasks that should reflect the test takers' grammatical abilities.

1.6. Types of Tasks in Grammar Tests

There are different sorts of tasks in which grammar can be tested. This variety of tasks types found on grammar tests can be classified according to many categories. Burgess and Head state that:

> *Testing the learners' knowledge and use of grammar can be based on skills – focused tasks that are based on the four skills: listening, speaking, reading and writing. However, other tests can be based on tasks that emphasize explicitly on learner' knowledge and control of language structures, i.e. competence* (2005, p. 65).

Burgess and Head (2005) classification depends on the way grammar is tested; either through discrete- point items or integrative items. According to Heaton (1995), the most common types of grammar tasks in discrete- item tests can be multiple choice items, error-recognition and correction task, rearrangement items, completion items, transformation items, joining elements (combination items) and addition items (as cited in Hubbard et al, 1983). However,

most common categories classification depends on the type of scoring procedures and the type of response (Purpura, 2004).

In relation to the types of tasks according to the scoring procedure, there are two types; objective test tasks and subjective test tasks. In the former, the evaluation of performance depends on the criteria of correctness rather than personal judgment such as multiple-choice tasks. However, the latter requires expert judgment to evaluate the examinee's performance such as evaluating essays (Purpura, 2004).

As the main objective of any grammar test is to elicit information about the test takers' performance manifested in their answers, it is better to classify grammar tasks according to types of responses. According to Purpura (2004), there are two types of responses; selected-response tasks and constructed-response tasks which involves two types: limited-production *tasks and extended-production tasks*

As stated by Purpura (2004), selected-response tasks ask examinees to select the correct, best or most appropriate answer from two or more alternatives which may be in a form of a word or sentence. However, constructed-response tasks require test-takers to construct responses which vary in length. In limited-production tasks, they are asked to say or write from a word to a sentence. These type of tasks *"require some production of grammatical items but in a controlled manner"* (Richards, 2015, p. 285). In extended-production tasks, test-takers are required to say or write more than two or three sentences Purpura (2004). According to Jones (2012), *" these tasks measure an examinee's ability to use grammatical forms and structures to convey meaning at discourse level through writing and speaking"* (as cited in Richards, 2015, p.286). Normally, results obtained from selected-response tasks and limited-production tasks provide information about pupils' explicit knowledge of grammatical forms. However, *extended-production tasks* assess the test-takers' ability to use the target grammatical forms fluently and appropriately in real-life situations (Lee et al, 2008).

Ur (2012) classifies grammar-test items into two types: closed-ended tasks and open-ended tasks. Closed-ended items require pupils to answer with one predetermined right response. Thus, they are easily assessed and graded. They can involve multiple (or dual) choice tasks, matching sentence-halves, rewriting, mistakes correction, transformation and guided gap fills. They are designed to prove the pupils understanding of grammar rules and their ability to apply them. However, *open-ended items* ask examinees to invent their own

phrases, sentences or longer passages either in written form or oral one. That is why, they are more difficult to assess and have less predictable answers**.** They are devised to measure the pupils' ability to produce correct grammar in an unguided output such as open-ended sentence completion, sentences composition or translation (Ur, 2012).

Depending on what has been mentioned above, one can specify the types of tasks used on grammar tests as follows.

1.7.1. Selected-Response Tasks

In selected-response tasks, the predetermined answer may be a word or sentence. They are used to measure recognition or recall of grammatical forms, meanings or both. One of the advantages of such type is that it can be used to measure more than one discrete-point of grammatical knowledge within the same item (Purpura, 2004). These are some common examples of this type of tasks.

Most of the gap-filling tasks require the test-takers to fill in the gaps with suitable words from a given set of possible answers. One common type of gap-fill task is multiple-choice (MC) *task.* It is easily administered and objectively scored since the examinees are given response options from which they choose the answer. However, it can be difficult and time-consuming to develop and easy for guessing (Purpura, 2004). Burgess and Head (2005) advise learners to examine the gapped sentence in order to guess the answer before looking at the offered options. These responses can be single words or phrases.

Multiple-choice error identification task is a type of error identification. The test-takers are given options from which one is not correct and they are asked to identify it. Burgess and Head (2005) define them as tasks that focus on identifying incorrect use of English, and in which possible errors are highlighted and only one is incorrect. In another type of error identification activities, the test-takers are not given options to select one but they identify the errors by checking the given sentences (Burgess and Head, 2005).

The matching task presents two lists of words, phrases or sentences and examinees are asked to match them. For avoiding the problem of guessing, one of the two lists contains extra distractors. This type of tasks can require candidates to match texts in text-matching exercises (Burgess and Head, 2005).

The discrimination tasks are designed to measure the examinees' ability to distinguish between two similar areas of grammatical knowledge. They are given response choices which are opposites or different from each other. They may be agree- disagree, right –wrong, same-different. These choices may be sentences or images (Purpura, 2004).

The noticing task asks the test-takers to notice some particular feature in the language in texts for example by circling or underlining them. It is also known as a kind of conscious-raising task since it gets the pupils construct a representation of the grammatical feature (Ellis, 1997, as cited in Purpura, 2004).

The grammaticality-judgment task is used to measure the pupils ability to judge sentences grammatically; either acceptable or not. The sentences that are presented are either well or ill-formed (Purpura, 2004).

1.7.2. Limited-Production Tasks

This type of tasks *"elicit a response embodying a limited amount of language production"* (Purpura, 2004, p. 134). The answers may be just one word or a sentence. In limited production tasks, there may be more than one possible answer, but they are predetermined and predictable.

The gap-filling tasks require the test-takers to fill in the gaps with their own words that fit grammatically and meaningfully. A common type of these tasks is cloze activities in which words have been deleted at regular intervals and examinees are asked to supply their own words (Burgess and Head, 2005). Another common task of this type is cued gap-filling activities in which cues are provided to be transformed so as to fill in the gaps correctly such as correct forms of verbs (Purpura, 2004).

The short- answer task, as its name indicates, requires test-takers to produce responses that may be a word, a sentence or two. This type is used to test different areas of grammatical ability and can be scored as right or wrong such as asking the examinees to fill in a form from a given advert (Purpura, 2004).

The dialogue (or discourse) completion task (DCT) asks examinees to complete a short exchange or dialogue in which parts of a turn are deleted. Their answers must be grammatically correct and meaningful. DCT is useful to test examinees' grammatical performance (Purpura, 2004).

In information- transfer activities, examinees are required to transfer information for example from a passage to a table or vice versa using the gerund (Lee et al, 2008). Sentence transformation tasks ask the examinees to transform the sentence into a new grammatical form without changing its meaning using the given key to start the new one (Burgess and Head, 2005).

Word formation tasks test the test-takers' knowledge of word families, their ability to derive words based on the same root. This knowledge involves knowledge of prefixes and suffixes and the changes within the structure of the words (Burgess and Head, 2005).

Error identification and correction tasks differ from the previous types of error identification in requiring the examinees to identify the errors and correct them. This sort is used to assess their ability to recognize incorrect uses of English and their correct forms (Burgess and Head, 2005). In dictation tasks, testees listen to passages and write at the same time. In this type of tasks, examinees use a variety of skills to write correctly (Geranpayeh and Taylor, 2013).

1.7.3. Extended-Production Tasks

This type of tasks test the test-takers' ability to use grammatical forms to express meanings. This language production, varies in length. Thus, the responses should be scored using predetermined procedures of scoring (Purpura, 2004). These are some examples of this type of tasks.

According to Purpura (2004), The information-gap task (info-gap) requires the examinees to use areas of grammatical knowledge to exchange information. They are asked to ask each other questions for the purpose of completing a set of information such as using wh-questions to get information to write a report about a famous person. This type of tasks is usually performed orally, it is very useful to use audio and video tapes.

Short-telling and reporting tasks ask examinees to write short stories or report events; using information either from their own experiences or imagination. These tasks are used to test the candidates' ability to convey meanings (Purpura, 2004).

In the role-play and simulation tasks, the test-takers are required to play roles for the purpose of solving a problem or making decisions collaboratively. These activities elicit a wide range of examinees' language ability; grammatical, pragmatic and topical knowledge as

well as their affective competence to persuade others (Purpura, 2004).

Some types of these activities are writing summaries and essays. Concerning essays, preparing this type seems to be very easy since the teacher needs only to write a prompt for written composition and let the testees compose an answer. It is a subjectively marked test (Alderson, 1995).

The aforementioned types of tasks, which are currently in use, are used to elicit evidence of language performance to serve different purposes. A task or a set of tasks are used to construct a grammar test. Therefore, what are the characteristics of a good grammar test to be able to elicit trustful information about the learners' ability? These qualities are going to be discussed both generally and in relation to grammar tests.

1.8. Criteria of an Efficient Grammar Test

Tests are one of the most functional methods of assessment. They measure the learners' language performance most of the time in the form of grades to serve different purposes (Douglas, 2014). Thus, these tests generally as well as grammar tests must be characterized by special features that make them good and useful. In this context, Bachman and Palmer (1996) have proposed a framework of test usefulness, which involves six complementary qualities: reliability, construct validity, authenticity, interactiveness, impact and practicality (as cited in Purpura, 2004).

1.8.1. Reliability

Reliability refers to the degree to which a test gives the same results every time it is administered. In this respect, *"reliability refers to the consistency with which a test can be scored, that is, consistency from person to person, time to time, or place to place "*(Sárosdy et al, 2006, p. 134). The consistency of assessment means that under the same conditions the assessment procedure would produce the same results (Harris and McCann, 1994). That means, if it is administered for another time by other examiners with similar examinees in other schools or institutions under similar conditions, it gives the same results. According to Gipps *"Reliability is concerned with the accuracy with which the test measures the skill or attainment it is designed to measure"* (1994, p. 67). Thus, it is a matter of how far one can trust the results of the test since they reflect the learners' ability. To conclude, Purpura (2004) refers reliability *"to the precision and consistency with which we are able to measure performance"* (2004, p. 149). So, reliability refers to both accuracy and consistency in test

results. As stated by Purpura (2004), this test score reliability can be improved by adopting *objective scoring techniques* that involve no personal judgment in the scoring process and by following an agreed-upon scoring rubric. Furthermore, increasing the number of tasks on a test can raise reliability. In addition to reliability, a good grammar test should possess a construct validity.

1.8.2. Construct Validity

Validity refers to the degree to which a test measures what it is intended to measure. If it does not measure what it is designed to measure, then its use is misleading (Gipps, 1994). That means that the interpretations and uses made on the basis of the test results are not valid. Validity refers to the degree *"to which the inferences or decisions we make on the basis of test scores are meaningful, appropriate and useful"* (American Psychological Association, 1985, as cited in Bachman, 1990, p. 25). In this way, validity refers to the degree to which test results reflect what it is tested. There are different types of validity. However, Bachman and Palmer (1996) focus on *construct validity* as a second criterion of a good test. According to Gipps (1994),

> *Construct validity itself relates to whether the test is an adequate measure of the construct, that is the underlying skill being assessed. Important to the development of an assessment then is a clear and detailed definition of the construct"* (1994, p. 58).

In this way, it is necessary to determine the construct wanted to be measured before starting constructing a test. Bachman and Palmer (1996) add another dimension to their definition as:

> *The extent to which we can interpret a given test score as an indicator of the ability (ies), or construct(s), we want to measure. Construct validity also has to do with the domain of generalization to which our score interpretations generalize*

> (as cited in Purpura, 2004, p. 150)

That means that the interpretations based on the scores are not restricted only to the testing situation but they can be generalized to particular situations in which the target language is used. Related to grammar, construct validity refers to which degree the test scores interpretations justify grammatical ability and not other abilities (Purpura, 2004). To sum up,

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construct validity is one of the most important qualities of a good test, but it doesn't provide information about similarities between the test tasks and those found in real life. This is what deals with the quality of authenticity.

1.8.3. Authenticity

Authenticity has become an emphasized characteristic of useful tests as a result of the appearance of the communicative approaches to language teaching and testing (Hawkey, 2005). It refers to the degree to which the test tasks reflect the language used in real life situations. Accordingly, Bachman (1990) states that a test to be authentic should possess both face validity and content validity which are the appearance and the content representation of real life. Bachman and Palmer (1996) refer these real life situations to Target Language Use domains (TLU) in which the target language is used to communicate in real life or in which it is used for instruction or testing (Purpura, 2004). Accordingly, it is *"the degree of correspondence between the test-task characteristics and the TLU task characteristics …in terms of test setting, rubrics, input and expected answers"*(Bachman and Palmer, 1996, as cited in Purpura, 2004, p. 151). In this way, it exists in the relationship between the features of the TLU domain and the features of the test tasks.

Concerning the characteristics of tasks on grammar tests that may improve authenticity, Purpura (2004) suggests some ways. Both the test input and the expected answers should be rich in topic and presented in an authentic context such as testing the use of the passive voice in the context of a cohesive theme rather than using isolated sentences. Besides, the written or spoken input should appear as much as possible natural to elicit natural- sounding responses. Purpura (2004) refers to the aforementioned notions as authenticity of task, authenticity of content and authenticity of response. Authenticity is one important quality of a good test, but is it enough to engage the examinees' grammatical ability? This can be achieved with the criterion of interactiveness.

1.8.4. Interactiveness

A test is qualified as *interactive* if it succeeds to engage the examinees' language abilities wanted to be measured. Purpura relates interactiveness to:

> *the degree to which the aspects of the test-taker's language ability we want to measure (e.g, grammatical knowledge, language knowledge) are engaged by*

the test-task characteristics (e.g, the input response, the relation between the input and response) based on the test constructs.(2004, p.153)

That means that the constructs, either language knowledge or language ability, intended to be measured by the test design should be engaged by good choices of tasks. In the case of grammar tests, interactiveness refers to the degree to which test tasks succeed to draw the testees' grammatical ability as intended by the test design and not something else. (Purpura, 2004).

This deals with the role of the test tasks in engaging testees' language abilities. The fifth quality of a good test deals with the influence that tests have on learners and the whole society.

1.8.5. Impact

Testing has an important role not only in the learners' lives but in the whole society including teachers, administration and parents. Testing results are used to make appropriate decisions that affect the learners' lives as well as the society as a whole. This effect is known as the test impact (Bachman and Palmer, 1996). They define test impact as the extent to which the undertaken decisions based on testing and tests scores can influence all aspects of society. Thus, impact refers to the relationship between the interpretations of the tests results and the decisions undertaken based on these interpretations. In this way, it refers *"to the link between the inferences we make from scores and the decisions we make based on these interpretations"* (Purpura, 2004, p. 154).

A special case of test impact is washback or backwash, which is related to the test influences on the teaching and learning situations (McNamara, 2000). Washback refers to the effects of the test on learners, teachers and teaching materials. It may be positive or negative. Tests can be beneficial if they have positive effects on attitudes such as a feeling of accomplishment and on actions such as motivation to study hard (Purpura, 2004). However, it can be negative if the test for example adjust*s* teaching objectives towards only what the test requires as ignoring *"subjects and activities that did not contribute directly to passing the exam, and that examinations " distort the curriculum" "* (Vernon, 1956, p. 166, as cited in Cheng et al, 2004, p. 9).

In case of grammar tests, washback can be observed through the testees' attitudes and actions. This may manifest in their commitment to review what has been taught or to extend

their knowledge of grammar for the purpose of improving their grammatical ability (Purpura, 2004). Therefore, it is very important to predict in advance what effect the test would have on testees, and through this impact it is evaluated as a useful test or not. Another criterion of test usefulness is practicality.

1.8.6. Practicality

Practicality refers to the facilities that make the test easy. According to Thornbury, practical tests *"are relatively easy to design and they are very easy to set and mark"* (1990, p. 141). That means that a test that requires many teachers to mark the answers such as some speaking tests or many hours for teachers to complete the correction is impractical. It deals with the means that make the test easily conducted in terms of the human, material and time resources. It refers to *"all aspects concerning tests which affect time and resources"* (Harris and McCann,1994, p. 92). These considerations refer to the human and financial means, time of administering, correcting, scoring the test and time of interpreting its results. A test that requires too much money and too much time is impractical (Brown, 2001). Concerning grammar and mainly in the case of extended-production tasks in either written or spoken forms, teachers need to consider the costs of time and people to score them. If they outweigh the available resources, teachers then need to reconsider their goals and priorities. Another feature of practicality is the ease in interpreting its results which should give sufficient information to make appropriate decisions (Purpura, 2004).

Thus, when designing tests, it is very important to take into consideration important necessities that a good test should possess. In addition to reliability, construct validity, authenticity, and practicality, good tests should engage pupils' grammatical ability and have a positive effect on learning. Although teachers strive hard to make their tests useful, they may find difficulties in assessing their pupils' grammatical ability.

1.8. Problems in Testing Grammar

Language teachers face some challenges when assessing their pupils' grammatical ability. Some of these challenges associated with assessing grammar have been noticed by Purpura (2004) including: defining and scoring grammatical ability, assessing meanings, reconsidering-test tasks and assessing the development of grammatical ability,

One of the major challenges is the definition of the construct to be tested depending on the definition of the grammatical ability, and how this construct should be tested. Therefore,

language teachers should *"make clear distinctions between the form and meaning components of grammatical knowledge and to incorporate these distinctions in construct definition"* (Purpura, 2004, p. 257) since the determination of the construct intended to be tested is a first essential step when preparing a test.

A second challenge is the way of scoring grammatical ability for both form and meaning, either teachers use dichotomous scoring and accept responses as right or wrong or partial scoring according to the developmental stages of learning (Purpura, 2004).

Another main challenge is the way of assessing grammatical ability as meanings. Either measuring meanings in ways in which what is said is what is meant and intended or assessing them according to the context in which they appear, that is literal meaning or intended meaning (Purpura, 2004). Thus, teachers find difficulties in measuring L2 learners' ability to use linguistic competence to convey meanings.

Another problem is the choice of the appropriate tasks that can really reflect the learners' grammatical ability. These tasks may not provide a detailed idea about their grammar since they target just some grammar areas. Moreover, teachers find difficulty to set tasks that provide authentic and engaging measures of grammatical performance (Purpura, 2004). These activities are types of tasks that measure the testees' grammar knowledge and how they can use it to perform well in authentic situations.

Many of the SLA researchers (e.g. Clahsen (1985), Pienemann and Johnson (1987), Ellis (2001b)) claim that structures seem to be learned in a fixed developmental sequences (as cited in Pupura, 2004). Thus, language teachers should take this into consideration when scoring grammar tests or consider responses as right or wrong if there are some correct points in their responses. However, testees who have an intermediary knowledge of grammar are being treated as if they have no knowledge at all. That's why, some researchers such as Clahsen (1985) suggest that structures should be measured in a way in which they are selected and graded in terms of their order in developmental sequences in a way such as partial scoring (as cited in Purpura, 2004).

Although teachers may provide their learners with a considerable quantity and quality of practice activities, they may still find difficulties and make errors.

1.10. Error Analysis

Language learners make mistakes and errors during the process of developing their language. This seems to be an expected and usual part of language learning as a completely different opinion has occurred to consider learners' errors as an indicator of their learning process and as a device to improve learning (Corder, 1974).

Before moving to the theoretical background of this method, its models and sources of errors, it is important to make a distinction between the terms mistake and error. Most people view them as synonymous terminologies, but in fact they are different from each other. The distinction between them is in the ability of self-correction. This is what is called by Corder (1971) and James (1998) as the self- correctability criterion (as cited in AbiSamra, 2003). Mistakes can be self- corrected, but, errors cannot. However, Harmer (2007, p. 96) uses them as a broad term that refers to three categories; slips that are mistakes which learners can correct themselves when noticing them, errors that are mistakes which pupils cannot recognize as errors and cannot correct themselves and attempts that are mistakes which pupils make when they attempt to do something but they do not know how. Thus, error as defined by Ellis (1994) is a systematic and repeated deviation from the norms of the target language.

1.10.1. Theoretical Background

The analysis of errors language learners make has been one of the most controversial subjects in the field of applied linguistics for a long time. According to Keshavarz (1999), there have been two major approaches of studying language learners' errors; Contrastive Analysis (CA) and Error Analysis (EA). Through CA method, errors that learners make can be predicted by comparing the linguistic differences between the mother tongue and the target language (kim, 2001, as cited in Heydari and Bagheri, 2012). However, studies showed that not all errors resulted from L1 habits transfer, there were many others that appeared during the process of learning which had no relation with L1 (Ellis, 1994). Therefore, by the early 1970's, it was replaced by EA because of its inaccuracy and the high criticism that it received (kim, 2001, as cited in Heydari and Bagheri, 2012).

The shortcoming of CA gave birth to Error Analysis. In this vein, Corder (1984) claims that thanks to CA, the focus shifted from the concern of teaching towards a study of learning (as cited in Tomková, 2013). Thus, it is viewed as a technique that provides evidence of the learner's knowledge of the second language (Ellis, 1994). In fact, its purpose is to find

out what learners know and what they do not know (Corder, 1974). Ellis and Barkhuizen describe error analysis as *"a set of procedures for identifying, describing, and explaining learners' errors"* (2005, p. 51). This explanation involves mainly identifying the sources of such errors for the purpose of the adaptation of appropriate teaching strategies to help language learners learn better (Heydari and Bagheri, 2012).

Learning grammar is the most essential part in learning a language. In order to be able to use a language properly, it is necessary to master its grammar. That is why error analysis mainly focuses on grammatical errors (Hasyim, 2002). According to (Brown, 2000, p. 217) an error is a noticeable deviation from the adult grammar of a native speaker. In fact, *"knowing more about how grammar works is to understand more about how grammar is used and misused"* (Carter, 1997, p. 35). Thus, knowing more about pupils' grammar knowledge helps a lot in improving their grammar competence. This has been proved by many researches which have confirmed that emphasizing on learners' errors is an effective means to improve grammatical accuracy (White et al, 1991; Carroll and Swain, 1993, as cited in Hourani, 2008). In this respect, *"systematically analyzing errors made by language learners makes it possible to determine areas that need reinforcement in teaching"* (Mungungu, 2010, p. 12). In fact, it does not seek only to determine areas of difficulties, but it attempts to find out the reasons behind such difficulties for the purpose of identifying strategies which learners use in language learning, identifying the causes of learners errors and obtaining information on common difficulties in language learning as a basis for teaching or preparing teaching materials (Richards and Schmidt, 2002).

The examination of the unacceptable forms made by foreign language learners can be conducted through *"using any of the principles and procedures provided by linguistics"* (Hasyim, 2002, p. 42).

Thus, several procedures were suggested by linguists to analyze errors.

1.10.2. Models of Error Analysis

Since error analysis appeared as a systematic study, it was necessary to base it on well-defined procedures. Corder (1967, 1974) as the founder of this new trend, sets a model to analyze errors. According to Ellis, his model involves the following steps:

1- *Collection of a sample of learner language*
2- *Identification of errors*

3- *Description of errors*

4- *Explanation of errors*

5- *Evaluating errors* (1994, p. 48)

Ellis (1994, pp. 49-66) clarifies what each step includes. Accordingly, the first step is to decide what learner language sample is useful for the study either samples of a large number of learners, or of a limited number of learners or just one sample of a single learner. Concerning the way of collecting them, they can be collected from natural language use or elicited in some way. The second step is to identify the error through distinguishing between errors and mistakes, and between overt and covert errors and through deciding in advance what errors wanted to be dealt with; either errors of correctness or of appropriateness. The third step is to focus only on the observable features of errors in the learners' idiosyncratic utterances compared with those utterances in the target language. The simplest type of description is based on linguistic categories and subcategories such as the auxiliary system which is subdivided into do, have and be.

An alternative to linguistic description is surface strategy taxonomy suggested by Dulay et al (1982), in which four broad categories are suggested; omissions, additions, misformation and misordering. However, it may be sometimes difficult to determine the type of the error. Consequently, it depends on the researcher's reconstruction of the sentence to identify the error type. This stage includes also a quantification of the types of errors. The fourth step refers to establishing the sources of errors. In this vein, Taylor (1986) identifies some error sources that may be psycholinguistic, sociolinguisic, epistemic (lack of world knowledge), or in discourse structure (problems in information organization) (as cited in Ellis, 1994, p. 57). However, researches have been related to the first of these.

According to Dodigovic (2005), many researchers were elaborated on Corder' s model such as Brown (1994) and Ellis (1995). Some of them provided clear examples of how to conduct the study such as Hubbard et al (1996) and Ellis (1997). However, Gass and Selinker (1994) identified six steps followed in conducting an error analysis; collecting data, identifying errors, classifying errors, quantifying errors, analyzing source of error and remediating for errors (as cited in AbiSamra, 2003). Another model was proposed by While Sridhar (1980) that includes six steps. They are collection of data from composition or Examanswers, identification of errors with respect to the exact nature of the deviation, classification into error types, statement of relative frequency of error type, identification of

areas of difficulty in the target language and finally therapy with remedial drills and lessons (as cited in Hourani, 2008).

The major aim of error analysis is to improve foreign language learning through pointing at the main areas of difficulties. In this respect, Corder (1974) claims that systematically analyzing errors made by language learners makes it possible to determine areas that need reinforcement in teaching (as cited in AbiSamra, 2003). However, for setting appropriate remedies, it is essential to identify the main sources of committing errors.

1.10.3. Sources of Errors

An important stage in error analysis procedures is identifying the sources of errors. Several studies have been conducted to suggest different reasons why errors occur, in which the one done by Richards (1971) may be the first and most important (Heydari and Bagheri, 2012). According to them, he differentiated three sources of errors. First, interference errors result from the use of elements from the native language when speaking or writing another. Second, intralingual errors reflect the general characteristics of rule learning such as overgeneralization of rules, incomplete application of rules, ignorance of rule restrictions and false hypothesis. Third, developmental errors occur during the process of building hypothesis about the target language. However, the distinction between intralingual errors and developmental errors seems to be unclear (Schacheter and Celce-Murcia, 1977, as cited in Ellis, 1994). Accordingly, Richards (1974) classifies errors according to their sources into two categories: interlingual errors caused by mother tongue interference and intralingual and developmental errors caused during the process of second language learning or caused because the difficulty of the language itself (as cited in Heydari and Bagheri, 2012).

It is not easy to make differences between interlingual and intralingual errors. Furthermore, it is more difficult to make a difference between the different types of intralingual errors. As a result, other experts proposed other categories of learners' errors (Ellis, 1994). There are other models that are suggested by Hourani (2008) such as the following. Dulay and Burt (1974) classified them into three categories; developmental errors that are similar to L1 acquisition, interference errors that reflect the structures of L1 and unique errors that are neither developmental nor interference. Stenson (1974) proposed another category, induced errors that are due to the incorrect instruction of the language and Brown (1980) added two distinct categories: context of learning and communication

strategies. Indeed, most researchers based their classification of categories on Richards' division and they elaborated their own classifications (Heydari and Bagheri, 2012).

However, it is not easy to identify the real sources of errors, but an attempt to understand the errors and to use what is learned from them and from the learners explanations themselves can help to improve language learning since *"if clear explanatory statements about errors are often not possible, the value of EA as a tool for investigating L2 acquisition is thrown into question"* (Ellis, 1994, p. 63). Furthermore, previous studies mainly with similar learners can help a lot to conduct error analysis with particular groups.

As it has been mentioned above, error analysis helps in facilitating second language learning through improving language competence since it has been proved that it is an effective means to improve grammatical accuracy. In this way, it plays an important role in helping both teachers and pupils to construct correction techniques.

1.11. Conclusion

Chapter one aimed at explaining some concepts related to grammar assessment starting with some definitions of assessment, testing, measurement and evaluation. It has presented the different kinds of assessment as well as the different types of tests. It has shed light on some concepts concerning testing grammar and the types of grammar tests focusing on types of grammar tasks. Then, it has highlighted the usefulness of error analysis as a means to improve grammatical accuracy and language ability in general. It has provided a theoretical background concerning error analysis including models of error analysis and errors sources. The next chapter will describe the EFL teaching/learning situation in Algeria and the research methodology followed to conduct this research work.

Chapter two :
Situation Analysis and Research Design

CHAPTER TWO:

Situation Analysis and Research Design

2.1. Introduction

This chapter describes the case study which concerns the reasons hidden behind grammar weaknesses among the third secondary school pupils at El Haoudh Secondary School in Bayadh and the types of the grammatical errors committed by them when being assessed, focusing on the most frequent ones and the most common sources of such errors. First and before dealing with the research methodology, it provides a description of this EFL teaching/learning situation in Algeria. It sheds light on the construction of the third year textbook New Prospects as a basic material for language instruction, with a specific focus on grammar lessons and tasks. In addition, the approaches of teaching and assessing grammar at third year secondary level are mentioned. A brief description of the Baccalaureate exam of English is provided with special emphasis on grammar tasks.

Next, it attempts to explain the research objectives and the research design. It also describes the sample population of the study and mentions its limitations. Then, it highlights the procedures followed to conduct this research work. Finally, it describes the instruments used in this study.

2.2. EFL Teaching/Learning Situation in Algeria

As a result of globalization, English has reached a status of a global language which is a means of communication and an access to science and technology. Thus, there is a necessity to learn this language. Teaching English or any other foreign or second language in Algerian schools attempts to enable learners to develop the ability to communicate in the target language. In this context, *"the aim of the language teaching and learning is to develop the pupils' ability to communicate in that language. Ability to communicate includes listening, speaking, reading and writing. Among them, the ability to communicate the language orally was the main purpose of language learning and teaching"* (Bin Tahir, 2012, p.12). Thus, Algeria as the other non- English speaking countries has given too much importance to learning English. Recently, it has been officially introduced as a second foreign language.

In Algeria, pupils have an experience of learning English of at least seven (07) years before passing the Baccalaureate Exam (four years in the middle school and three years in the secondary school). It is taught as a compulsory subject in the curriculum for all levels and

streams. It differs from one stream to another in terms of themes of units, coefficient and time allotted per week (Benarbia et al, 2008).

At the level of secondary school, the emphasis is on the teaching of the four skills: listening, speaking, reading and writing with reference to all areas of language aspects (syntax, morphology, vocabulary, pronunciation, spelling) through thematically based units (Arab et al, 2007).

The third year secondary education level is considered as a decisive year for learners because of the Baccalaureate Exam. English as one of the subjects of the curriculum is part from this important Exam.

English does not have societal functions outside the classroom although the principles of the new educational reforms presented in the textbooks *" rest on communicative language teaching, which engages learners in real and meaningful communication. By real, we mean that the learners are given opportunities to process content relating to their lives and backgrounds, and to develop both fluency and accuracy."*   (Arab et al, 2007, p.59). However, it still remains as an educational subject taught just at schools level.

Teaching and learning English as a foreign language requires the use of the textbooks. The coursebook is *" the main book used by teacher and pupils for a term, semester or year. Often used as a basis for the syllabus*" (Harmer, 2007, p.271). It forms a necessary tool for language instruction and represents a framework that helps teachers to regulate the programme (Ur, 1991). In addition, the implementation of the programme requires the use of the designed syllabus which is a list of items that are expected to be learnt. They may be *"grammar items, vocabulary areas, language functions or topics, or a mixture of these or other elements"* (Harmer, 2007, p.283). In syllabuses, teachers find a description of *" the contents of a course of instruction and lists of what will be taught and tested "* (Richards, 2001, p. 2). Thus, the curriculum is considered as an official guide that must be followed and respected in terms of contents and order of units.

The first year and second year secondary textbooks At the Crossroad and Getting Through   form a necessary reference to learners to acquire most of the language forms, skills as well as strategies that are repeated throughout the third year secondary textbook New Prospects.

The designers of this textbook claim that,

> *There will be necessary returns to previously studied aspects of language, to skills and strategies approached during the first and second years. Teachers will expect their pupils to revise, practise and consolidate their knowledge in so doing*

(Arab et al, 2007, p. 60)

However, the language presented in the coursebook New Prospects involves complex sentences than the two previous textbooks   (Arab et al, 2007). The following title will attempt to present the content of this teaching material and how this content is presented.

2.3 . 3 AS Textbook: New Prospects

New Prospects is an official textbook that is designed by the Ministry of National Education for third year pupils at the secondary school to implement the National Curriculum of English. It was introduced as a result of the recent educational reforms that witness the introduction of a new approach, that is the Competency-Based Approach to Language Teaching (CBA). This new approach to language teaching aims at providing quality education for learners (Clarke and O'Donoghue, 2013). It was introduced as a new guideline in 2003. Its goal is to improve learners' competencies in using foreign languages in real situations. Thus, CBA has been adopted to make learners acquire the essential skills, to perform effectively in real world activities (Arab et al, 2007). The main goal of this teaching material is to help learners to interact and produce correct language.

New Prospects starts with a Book Map in a form of a table. It includes the presentation of the language outcomes (functions, grammar, vocabulary and sound system) and skills and strategies outcomes (the four skills) of each unit. It involves also learners' outcomes and intercultural and project outcomes.   New Prospects is developed through six units dealing with different themes, followed by the Listening Scripts part in which teachers and pupils use listening passages to do listening tasks in the units. Then, the textbook includes a Grammar Reference rubric to which pupils are referred to revise or check grammar points met throughout the units. It is closed with the Resource portfolio part from which teachers could select appropriate texts that help pupils to consolidate the language and skills presented in the course book.

The purpose of the latter is threefold:

1- *Provide pupils with useful information for their research tasks ;*

2- *Provide teachers with texts which could be used for skills and strategies assessment purposes;*

3- *Induce pupils to indulge in further reading for leisure.*

(Arab et al, 2012-2013, pp. 4-5)

Thus, this latter is considered as texts resource that is valuable for both teachers and pupils.

The themes of New Prospects differ from one stream to another. The scientific streams include Mathematics/Technical Mathematics/ Experimental Sciences and Management & Economy whereas the literary streams are Literatures & Philosophy and Literatures & Foreign Languages. These streams differ in terms of units, their different themes, coefficient, time allotted per week and exam duration. The scientific and the literary streams have two similar units (Ethics in business and Feelings and emotions). However, they differ in the remaining units; advertising & safety and the solar system for scientific streams and ancient civilizations and educational systems for the literary streams. The theme of unit one is about the rise and collapse of ancient civilizations. Unit two deals with ethics and business. However, unit three is about Education in the World. It deals with similarities and differences of educational systems in the world. Unit four deals with Advertising, Consumers and Safety. It is about the consumption and safety issues in society. Through unit five, pupils learn about the solar system and astronomy. Unit six deals with Feelings, Emotions and Humour and the domination of feelings and humour in people's lives. Coefficient of English also differs from one stream to another. It is two for scientific streams, three for Literatures & Philosophy stream and five for Literatures & Foreign Languages stream. They differ also in terms of time allotted to teach English per week. It is three hours for scientific streams and four hours for literary streams (both Literatures & Philosophy stream and Literatures & Foreign Languages stream). Concerning duration of the exam, it is two hours for both scientific streams and Literatures & Philosophy stream and three hours for Literatures & Foreign Languages stream (Benarbia et al, 2008).

Before dealing with each unit, the project outcomes should be presented at the beginning of the unit. The teacher should set the procedures in which pupils search for information, find facts, organize their work and write their final project version to be presented at the end of the unit (Arab et al, 2012-2013). The project goal of unit one, which is about Ancient Civilizations, is to explore the rise and collapse of civilizations. The project goal, which is about Ethics and Business, is to demonstrate awareness of and ability to deal with ethics in business. However, unit three is about Education in the World. Its project is to increase understanding of educational systems in the world. Unit four deals with Advertising, Consumers and Safety. The goal of its project is to understand the issues of consumption and safety in society. Concerning unit five, which is about Astronomy and the Solar System, the project goal is to explore the solar system and learn about astronomy. The project goal of unit six, which deals with Feelings, Emotions and Humour, is to explore the domination of feelings and humour (Arab et al, 2008).

 Each unit comprises two main parts with two sequences. These two main parts are Language outcomes and Skills and strategies outcomes.

The first part of the unit, entitled Language outcomes, is divided into two sequences Listen and consider and Read and consider. These two sequences start with Language outcomes rubric in which the linguistic objectives are stated (see appendix D). They focus on studying listening and reading passages through the Around-the-text rubric including grammatical structures, vocabulary, spelling and pronunciation .These are entitled Grammar Explorer, Vocabulary Explorer and Pronunciation and Spelling. At the end of each sequence, pupils re-invest what have been learnt through Think, pair, share rubric.

The second part of the unit, Skills and strategies outcomes, is divided into two sequences Listening and speaking and Reading and writing. Both sequences start with Skills and strategies outcomes rubric in which the communicative objectives are presented. The two sequences focus on the practice of the four skills and the use of the social skills such as group work.

Take a break rubric is designed to relax. Research and Report and Project outcomes rubrics concern working individually, in pairs or collectively using research skills to do assignments and present them to the class. The last rubric is Assessment in which pupils assess themselves.

2.4. Grammar in New Prospects

Since this research work is concerned with grammar, the researcher focuses on the Around-the- text rubric more precisely on the Grammar and Vocabulary Explorer parts. These parts are included in both Listen and Consider and Read and consider sequences.

For studying grammar, there are two instructions at the end of the structures (Have another look at the…in SE2/SE1 or See Grammar Reference p…).The first one is for the items learnt before the third year. However, the second one is for the newly introduced items to be more consolidated through referring back to Grammar Reference rubric (see appendix E). At the beginning of the Around-the-text rubric, different grammar structures are presented under the title of Grammar Explorer. The part of Vocabulary Explorer deals with word building, forming nouns, adjectives, verbs, adverbs and opposites by keeping the same root (see appendix F).

In the third year syllabus, learners learn grammar within context that is to say the listening and reading passages, to be aware of its forms as well as its functions. All this is for the purpose of being able to re-invest it in speaking and writing tasks. In the New Prospects Teachers' book, the syllabus designers claim that:

> *We also regard the mastery of grammar as the cornerstone of a good command of English. This is the reason why we have deliberately foregrounded it in this book. This being said, we haven't made of it an end in itself, but a means to an end particularly through a constant 'translating' of grammar rules into language functions, thus ensuring the learners' competencies.*

(Arab et al, 2007, p.59)

This means that grammar is emphasized in New Prospects as an important component in learning a language to develop competencies. However, these passages are full of new difficult words that add confusion and negative attitudes towards learning grammar (Salmi,2013).

The textbook is task based. Task-Based Language Teaching TBLT is defined as *"an educational framework in which classroom tasks constitute the main focus of instruction "* (Richards et al, 2003, as cited in Coombe et al, 2012, p. 156). In New Prospects*,* The teaching – learning of grammar rely to a great extent on tasks that lead learners to learn by

themselves; *"most of these tasks involve the use of 'discovery learning' (inductive learning), and are intended to enhance individual learning as well as learning with peers."* (Arab et al, 2007, p. 59). As its name indicates, learners discover the grammar points by themselves or through working collaboratively. Through the discovery learning approach, learners are involved in cycles of trial and error, in which they are provided with feedback by their teacher (Thornbury, 1999, p.52). Therefore, grammar in New Prospects is studied through the grammar - discovery approach that involves providing pupils with some examples taken from the studied listening or reading passages to teach a particular grammar point. Most of time, they are required to consider the examples and analyze them through answering questions. This rubric is called Grammar and Vocabulary Explorer. At this stage the teacher plays the role of a facilitator to support their engagement in discovering the grammar points; the learners are required to have a look at Grammar Reference Rubric at the back of this course book or The SE2/SE1 textbooks.   Finally, the learners are engaged in tasks to practise the acquired structure. However, in some cases the learners are engaged in doing tasks without previous study of sentences, followed by pages of grammar courses in Grammar Reference Rubric for checking answers or further information. Most of these courses concern word derivation and formation induced directly through involving learners to do a task. However, in some cases specially concerning the words' derivational forms, the method that is used is the deductive approach; the rule is introduced directly then followed by examples before moving to do tasks.

In grammar - discovery approach, learners form the centre of the teaching –learning process in which they use their background knowledge to discover and construct their new basic one to master their learning. They use the aspects of language, skills and strategies that they have   previously acquired (Arab et al, 2007). In this respect, it is claimed that *"Teachers will expect their pupils to revise, practise and consolidate their knowledge in so doing."* (Arab et al, 2007, p. 59). Learners are expected to conduct autonomy since CBA is designed around the notion of competency and seeks to develop learners' autonomy (Harris et al, 1995). In the official document Programme of English as a Second Foreign Language (2003), it is stated that the teacher is supposed to be a mediator between learners and knowledge. Therefore, his role is supposed to be a facilitator, an assistant, supporter and guide of learning. Such tasks are difficult to adopt because of the   lack of adequate and practical training in such a new approach. In the same vein, *" there seems to be a clear discrepancy between the stated objectives and the educational conditions*" (Benmoussat, 2003, as cited in

Salmi, 2013, p. 45). This has also an effect on the teachers' choice concerning the grammar teaching approach.

There are different attitudes towards grammar teaching methods. Some claim that grammar courses should be presented explicitly; others believe that too much emphasis on grammar is not the basis of language acquisition (Lewis, 1986, as cited in Thornbury,1999, p.14). However, *"There is no doubt that a knowledge – implicit or explicit – of grammatical rules is essential for the mastery of a language "* (Ur, 1988, as cited in Thornbury,1999, p.14)

Concerning ways of teaching grammar, there are basically two ways in which a grammar rule is introduced. They are deductive and inductive approaches. These ways of learning are also known as rule-driven learning and discovery learning respectively (Thornbury,1999).

Thornbury states that *"deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied …….an inductive approach starts with some examples from which a rule is inferred "* (1999, p.29). In the former, the rule is presented explicitly and learners are engaged in studying it through manipulating some examples. In the latter, the learners are introduced to a range of examples from which they derive the rule. Both of them are consolidated through practice tasks.

Teachers have different points of view about teaching grammar. Though the adopted approach in the Algerian educational system is the CBA in which inductive learning is emphasized, approaches adopted in grammar teaching differ from one teacher to another, and *"they appear to be unable to agree on a single method for teaching that grammar"* (Snoussi, 2012, p.42).

As it has been stated earlier, the grammar teaching approach stated in New Prospects and required to be used to third year classes is the inductive approach or grammar - discovery approach in which the common tasks are discovery activities.

2.5. Types of Grammar Tasks in New Prospects

Most of grammar tasks found in New Prospects are discovery activities in which learners *" are shown language and asked to try to work out how it works for themselves rather than being told by the teacher"* (Harmer, 2007, p.271). The grammar teaching – learning process in this coursebook provides a large number of effective learning tasks

through which pupils are led to practise how English is used. The tasks devised provide learners with opportunities to assess their knowledge and negotiate meanings.

The New Prospects designers claim that *"the effect of the diversity of tasks will enable pupils to gradually automatize their knowledge and recall the language acquired with greater control and ease"* (Arab et al, 2007: 59). The tasks are introduced to encourage pupils to use more complex sentences

Grammar at the level of the third year secondary school is taught by means of discrete-items and rarely by an integrative way depending on the current study. Most of grammar tasks found in New Prospects focus on the learners' control of language structure, grammar and vocabulary. However, some of them are skills- focused that integrate the use of other skills such as writing or speaking. They are selected response tasks and limited production tasks.

Some of the more common task types found in New Prospects are summarized here according to each unit. They are typical examples to show which sorts of exercises are introduced. In unit one, which is related to ancient civilizations, most of the questions types of exercises are gap-fills tasks. Some of the tasks are related to word formation. However, the rest are asking *wh*-questions, writing sentences, matching sentence halves, joining elements using connectors and verbs inflection.

Concerning unit two, most of tasks are transformation sentences most of the time involving verbs inflection. The rest are joining pairs of sentences using the provided connectors, gap-fills tasks and word formation concerning word derivation. The more common task types found in unit three are items of transformation sentences, table filling items and writing sentences. There are also word formation and gap-fills tasks. The most common sorts of exercises introduced in unit four are gap-fills tasks. However, the rest are words derivation, verbs inflection, table filling items, transformation items and writing sentences. Concerning unit five, most of tasks types are table filling items, writing sentences and word formation including both words derivation and verbs inflection. The rest are asking *wh*-questions, matching questions with their answers and error recognition and correction tasks.

Finally, The more common exercise types introduced in unit six are gap-fills tasks and word formation mainly derivation most of time linked to rearrangement items in a form of table filling task. The other tasks are writing dialogues and acting them orally. In fact, the

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most common types of tasks introduced in New Prospects are word formation tasks concerning words derivation in the form of table completion or within a context, and gap-fills tasks which are related to word formation. The next most frequent types are table filling from the text or rearrangement items, sentence transformation tasks and writing sentences. However, there are just three combination items tasks, two tasks about asking *wh*-questions, two others of doing so but in dialogues, one concerning matching sentence halves and questions with answers and one error recognition and correction task. Teaching grammar in New Prospects relies explicitly on involving learners in such tasks. In order to see whether these tasks meet the BAC exam requirements, the researcher analyzed the types of tasks found in the BAC exam. Therefore, the next step concerns the types of tests and tasks for assessing grammar at this level.

2.6. Assessing Grammar at Secondary School

Grammar at the level of the third year secondary school in Algeria is tested by means of discrete- item tests in which the learners' competence of grammar is tested. They focus on the learners' control of language structure. It is also tested   in an integrative test in which skills-focused   tasks are used, precisely, in testing the learners' ability to write**.** In the Baccalaureate Exam, grammar is tested through discrete item tasks and in an integrative way within written expression.

2.6.1. BAC EFL Exam

Baccalaureate Exam in Algeria is a high-stakes national exam which usually takes place in June. It is a decisive exam that third year secondary school pupils undertake at the end of the year in a written form. As an achievement test, it is of a paramount importance since the results obtained in such an exam determine the learners' future careers, and provide them with   access to higher education or professional training. English as a compulsory subject- matter is congruent with official syllabus regarding topic, content and cognitive and learning objectives and official instructions concerning types of tasks, their number and length. The form, the content and the tasks aim at testing the candidates' knowledge and skills in reading, vocabulary, grammar, phonetics, discourse and writing (Official BAC and Exams Instructions,2010, p.2).

The English BAC exam is made up of two parts: reading and written expression. The former consists of two sections: comprehension and interpretation, and text exploration. The sub-part of comprehension and interpretation focuses on the comprehension of the reading

passage   via a set of comprehension- type activities. The second sub-part, that is Text Exploration, is related to the knowledge and use of the language through tasks related to the same topic of the reading passage. It contains exercises bearing on lexis, grammar, sound system and discourse. Written Expression part includes two topics; one is guided, which is related to the text theme and the second is free, that is linked to other theme always from the third year secondary school syllabus. It sets the candidates to opt for one from the two topics to produce a piece of writing (see appendix G). This study deals with grammar. Thus, it attempted to focus on the grammar tasks found in the Baccalaureate Exam**.**

2.6.2. Types of Grammar Tasks in BAC EFL Exam

As far as grammar is concerned in the Baccalaureate Exam, the pupils are tested on items that they learnt in third year secondary school syllabus and textbook, New Prospects. The types of testing items subscribe mainly under discrete-point items. They are limited - production tasks which ask pupils to construct words or one or two sentences, and which require predetermined correct answers. Starting with morphology, there are table completion items which mainly test recall of information and knowledge and which are used to check the pupils' knowledge to derive nouns, adjectives and verbs. Another type of words derivation task introduced in the BAC Exam paper is giving opposites to words keeping the same root. There is also dividing words into roots and affixes in the form of table completion task. Concerning verbs inflection, the type of test task used is completion items supplying cues that are the verbs in the infinitive forms to complete the sentence. The tasks that correspond to syntax involve three types of questions. They are combination statements with provided words, asking wh-questions to the underlined words and transformation sentences including a variety of grammar points (see appendix H). Concerning, the types of tasks found in the BAC exam, what has been noticed is that from the variety of the grammar tasks found in New Prospects just few types are utilized in BAC Exam. These types are word formation most of time as completion items either in the form of a table or sentences, transformation items, combination items and asking wh-questions. These are the types of tasks introduced in the Official BAC and Exams Instructions Guide (2010). In the following table, the types of instructions found in the BAC exam concerning each task are presented:

Part of BAC Paper	Types of grammar tasks	Typology of tasks	Typical instructions
Text Exploration: Morphology	-Word formation (derivation) -Word formation (derivation) -Word formation (decomposition)	• Deriving nouns/ adjectives/verbs from words in the text • Giving opposites to words in the text keeping the same root • Dividing words into roots and affixes	• Complete the chart as shown in the example • Give the opposites of the following words keeping the same root • Classify the following words in the table
Grammar	-Combination items -Transformation items -Writing sentences (asking wh-questions) - completion items (blanks with cues (verb inflection))	• combining statements with connectors provided • paraphrasing with prompts given • asking questions to the underlined words • Supplying the correct form(s) of the verbs in brackets	• connect each pair of sentences with one of the words given. Make changes where necessary. • Rewrite sentence B so that it means the same as sentence A • Ask questions which the underlined words answer. • Give the correct form(s) of the verbs in bracket

Table 2.1. Typology of grammar tasks and instructions found in BAC exams.(adapted from Official BAC and Exam Instructions, 2010, pp. 6-7)

What has been noticed from the table above is that there are particular types of tasks which fall under the type of discrete-point items. However, *'Fill in the table with the missing word category'* is another instruction found in BAC exams but rarely. According to the above

table and the results obtained earlier, a comparison analysis concerning the grammar tasks and their typical instructions was carried out between New Prospects and the Baccalaureate Exam.

2.6.3. Grammar tasks in New Prospects and BAC EFL Exams

There are types of grammar tasks that exist in New Prospects and do not exist in BAC EFL Exam exams, such as gap-fills tasks, error recognition an correction tasks, matching sentence halves, matching questions with answers, writing sentences, picking items from the text and their rearrangement in table and word formation in the form of word composition as adding self to words and well to verb past participles and forming plurals. The second case is the types which cannot be found in the textbook and are sometimes introduced in the BAC exam such as dividing words into roots and affixes in a form of a table completion. The third case is the types of tasks which exist in both of them with some differences in the formulation of the instructions.

The researcher attempted to deal with the third category in details for the purpose of comparing their instructions in both the BAC exam and New Prospects. Concerning the BAC exam morphology rubric, there are two types: deriving nouns/adjectives/verbs from words in the text and giving opposites to words in the text keeping the same root. The typical instruction of the first type found in the BAC exam is: - **Complete the chart as shown in the example.**

It is given in a form of table. However, in New Prospects typical instructions of such task are as follows:

- Copy the table below on your exercise book and fill in the missing member of each 'family' whenever possible (task 1, p. 26).
- Form **nouns** from the following adjectives by adding appropriate **suffixes** to the words in the box bellow. Example: Hospitable → hospitality (task 2, p. 57).
- Replace the nouns and verbs in brackets with their adjectives so that the written speech below by a school inspector makes sense. Use suffixes **–ive** and **–al**. (task 4, p.80).
- Transform the verbs in brackets into nouns by adding suffixes **–ing** and **–ion/ation** so as to get a meaningful text (task 1, p. 87).
- Add appropriate suffixes **–er**, **-tion**, **-ing**, or **–ment** to the verbs in the box to form as many nouns as you can. Some verbs can take more than one suffix (task 1, p. 110).

- There are 6 nouns in texts A and B below which need to be turned into adjectives ending in –y. identify them and rewrite the paragraphs using the adjectives in their stead. An example is given(task 1, p. 118).

- Add suffixes **–ist** or **–er** to the words in brackets to get a meaningful text (task 2, p. 148).

- Derive **adjectives** from all the **nouns** in the table you have filled in task 1 above. Add a suffix when necessary (task 2, p. 169).

- Turn the adjectives written in bold type in the text below into verbs by adding suffix **-en**. Then rewrite the text using the verbs. Make the necessary changes. (task, p. 169).

- Form new adjectives and nouns by adding the prefix **self-** to the words in the box. Then arrange them in the table that follows and discuss their meanings. (task 4, p. 170).

- Go through the words in the box below and add suffixes to the words which can carry one. Then classify them in the table below. What do you notice? (task, p. 178).

The typical instruction of the second type found in the BAC exam is: **Give the opposites of the following words keeping the same root.**

However, in New Prospects**,** there are just two tasks which their typical instructions are as follows:

- Add negative prefixes **de-** or **dis** to the words in bold type in texts A and B below so that they make sense (task 3, p. 27).

- Form opposites by adding appropriate prefixes to the words in the box (task 3, p. 57).

In the second rubric introduced in the aforementioned BAC official document, there are four types of tasks. The first one is a combination items task. Its instruction is formulated as follows: **Connect each pair of sentences with one of the words given. Make changes where necessary.**

However, there are just three combination items tasks found in *"New Prospects".* These are illustrations of their typical instructions:

- Combine the pairs of sentences (A-F) with appropriate conjunctions from the box below. Use appropriate tenses. (task 4, p. 25).

- Link each of the pairs of sentences below using **providing/ provided that** and **as long as** with the right tenses for the verbs in brackets. one of them is in the passive voice(task, p. 48).

    - Link the pairs of sentences below with **so+ adjective+ that** or **such+ noun phrase+ that** (task 1, p.55)

The second task type is transformation items task: paraphrasing with prompts given. Its typical instruction is as follows: **Rewrite sentence B so that it means the same as sentence A.**

The corresponding tasks instructions found in "*New Prospects"* are formulated as follows:

- Rewrite sentences A-D below using **it's(high/about) time** to express your impatience with bureaucratic malpractices (task 1, p.49).
- Respond to each of the situations below by writing a sentence starting with the verb **wish**. Pay attention to the tenses (task 2, p.49).
- Rewrite statements 1-5 below using **had better/'d better** or **had better not/'d better not** to convey the same meaning as that conveyed by the sentence given. (task, p. 50)
- Rewrite the short businessman's memo below to make it **more tactful** using the passive voice. Start your sentences with the words in **bold** type. Make the necessary changes. (task, p. 56).
- Consider situations A-G below and write sentences with **if** (task 1, p. 77).
- Rewrite the sentences below using **unless**. Make the necessary changes (task, p. 77).
- Turn the sentences with the items in the bold type into the passive so as to get a coherent description of the process of writing a composition. Start the sentences with the items in bold type. (task 1, p. 87).
- Rewrite the sentences in column B in the table below to express the notions in column A. Use appropriate modals or expressions. There are many possibilities. (task 2, p. 109).

The third type is asking questions to the underlined words. The typical instruction of this task is as follows: **Ask questions which the underlined words answer.**

However, in New Prospects there are just two tasks about asking *wh*-questions. The formulation of their instructions are as follows:

- Use as much information as you can form tasks 1, 2 and 3 on the previous page to complete the dialogue below. Pay attention to the framed information(task 5, p. 17).
- Look at sentences A-G. use the words in the box below to ask questions so as to get the information in bold type. Start your questions with **how** and/or **what**(task 2, p.138)

The last type of grammar tasks suggested in the BAC exam is completion items task with cues; that is supplying the correct form(s) of the verbs in brackets. The typical instruction used for this type is '**Give the correct form(s) of the verbs in bracket'**. There is no task found in New Prospects requiring from the learners to give the correct forms of verbs, but it is involved in other tasks such as combination items or transformation sentences. The examples are mentioned above.

Although the designers of New Prospects claim that: *"the graded tasks are of the type to be found in the English paper of the Baccalaureate examination, and thus provide the pupils with a gradual familiarization with the examination requirements for English"* (Arab et al, 2007, p.60), the majority of the grammar tasks introduced in New Prospects   do not entirely comply with the ones existing in the BAC Exam paper. Moreover, most of the typical instructions concerning the types of tasks in the BAC exam differ to some extent from those introduced in New Prospects. Thus, such fact presents an additional constraint that prevents candidates from performing well in exams.

Thus, New Prospects remains a functional coursebook full of authentic texts that forms a necessary reference in which grammar is studied. What is remarkable also is that there is an over emphasis on grammar practice that corresponds to the level of knowledge. However, the reading and listening passages as well as the sentences in which grammar is introduced are overloaded with difficult lexis that are often beyond the third year secondary pupils level. Therefore, such reality forms an obstacle in their learning. Moreover, the learning objectives are so many that the teachers could not be able to teach and assess in the intended time and do so again as a remedial work.

An attempt to explain the research methodology was made in the following step.

2.7. Research Methodology

To achieve this research work, a particular research methodology was followed depending on particular research instruments to be conducted with (123) pupils from the third year secondary school. This educational investigation employs a mixed method design

which is a combination of quantitative and qualitative research approaches to deepen the understanding and interpretation of the results.

2.7.1. Research Objectives

This research work aims at finding out the areas that represent difficulties in grammar among third year secondary school learners .These difficulties are determined in the form of errors which are committed by the examinees. Thus, one of the most important objectives of this research work is to explore and analyze the grammatical errors made by the learners. Also, it attempts to provide an overview about the main causes and sources of making such errors.

This research project tries to supply significant recommendations and some implications for developing the grammatical competence among third year secondary school pupils as a part of their preparation for their final exam, that is to say the BAC exam as well as improving the learning and performance of the pupils in grammar to perform well in the summative Exam.

2.7.2. Research Design

This research work employs a mixed method design which is a combination of quantitative and qualitative research approaches for the purpose of obtaining better results both at the level of data collection or analysis levels (Dornyei, 2007). Researchers can collect a wide range of rich information through quantitative research. Quantitative methods are research techniques that are used to gather information dealing with numbers and anything that is measurable (Holston, 2011). Crouch and Pearce (2012) describe this type of approach as any research which uses procedures that gather data in a numerical form. In other words, the results are presented in the form of tables, graphs, pie charts, numbers and percentages. The qualitative approach uses opinions and experiences to provide qualitative data. In this respect, a commonly distinction made between the two data is that *"quantitative indicators provide numeric information, while qualitative indicators give statements that convey opinions and experiences"* (Guijt, 1998, p. 32). That means that the quantitative method is statistical. However, qualitative method is not. The method adopted in this study integrates both methods in the process of data collection and interpretation using quantitative and qualitative data so that they better answer the questions raised in this research work. In the current study, the quantitative and qualitative instruments used are tests and questionnaires.

2.7.3. Sample Population

Collecting data about the studied case for the purpose of analyzing and interpreting results is a very important element. since it is inaccessible to conduct research with a large population, the sample population, which is the group of people that represents the same characteristics of the total population and through which the researcher can generalize findings to the entire population is a relevant element in the process of conducting any research work (Ary et al, 1979).

The population of this study consisted of (123) pupils from the third year level of secondary education. They were males and females chosen from both scientific and literary streams since pupils of both streams learnt the same grammar and the weight of grammar in the BAC exam according to the two streams is the same .Their age was between seventeen (17) and nineteen (19) years old .This sample population was to some extent homogeneous in the sense of age and gender. The total number of girls was eighty eight (88) and of boys was thirty-three (35).They were selected from El Haoudh Secondary School, Bayadh. The participants have been studying English as an official subject for more than seven years. They study English three times a week for the scientific stream and four times a week concerning the literary stream, one hour for each. Their mother tongue is Arabic. However, English is a foreign language.

As mentioned before, the total number of the sample population was 123 pupils. It was limited to just four classes out of eight classes at the target school because of the time constraints and the difficulties of gathering information. Some subjects of the study did not answer some questions at all. In addition, the number of the respondents to the two questionnaires was just 87 since the rest were absent.

2.7.4. Research Instruments

To conduct this research work, the researcher used the following research tools to collect information: tests and two questionnaires. These assessment tools can provide the teacher with diagnostic data about pupils' strengths and weaknesses in grammar. The test is an effective instrument to determine the pupils' difficulties in what has already been learnt. In addition, it forms an efficient tool to stimulate learners to learn. They are formative tools which help teachers to determine how well pupils perform after a course of study (Farris, 2015). Through the designed test, and according to the grammatical errors that the learners made, the teacher can identify areas of difficulties and weaknesses in learning grammar.

According to the questionnaires accomplished by learners, reasons of grammar deficiencies and causes of committed errors can be determined.

The research path was initiated by a test in English grammar for third year secondary school pupils. These test papers constituted the research corpus. After, they were being corrected, the errors that the learners committed were identified, categorized and explained for the purpose of finding out the reasons behind making them.

2.7.4.1. Tests

Tests are assessment tools used to measure learners' performance. They are defined as "*any form of formal assessment in any language area which is administered under conditions which ensure measurement of individual performance in any given area* " (Harris and McCann, 1994, p. 93). They are used to collect information about learners' abilities, skills and knowledge to do tasks.

In addition to measuring the learners' progress from using tests, valuable information can be collected about the teaching process, the teaching materials and the programmes. They are also used as a source of data in conducting educational research (Murray Thomas, 1998).

In the current research work, The researcher employed the test with 123 pupils in a duration of two hours for the purpose of obtaining data about the most grammatical errors made by third year secondary school pupils.

The designed test (see appendix A) was based on the most important grammar points designed in the programme of the third year secondary school level, and its tasks were presented under the same instructions as the common grammar tasks that occur in the Baccalaureate Exam. Before administering the test to the learners, it was tried out with other learners of the same level.

In general, this test was a discrete item test which consisted of six tasks about morphology (derivation and inflection) and syntax.

The first task was about the derivation of nouns, adjectives and verbs. It contained an incomplete table of three columns (verbs, nouns and adjectives). In this task, the learners were required to complete the table with the right items. An example was given to make the instruction clearer.

The second task was about supplying the correct forms of the verbs between brackets. It contained five sentences with six verbs that should be put in the right tense. There were two conditional sentences in which the verbs should be put in the conditional perfect and future simple; one sentence in which the present passive should be used, and two other sentences with time indicators of the past simple tense and the present perfect tense.

The third task was about the ability to ask "wh" questions correctly. It contained five sentences in which there were some words that were underlined. The learners were requested to ask questions that these words answer. The questions were different. The first two questions should be formed by just replacing the underlined words by the *"wh "* words needed for these answers. The third and the fifth questions contained the auxiliary "to do" and the infinitive of the verb. However, the fourth question should be formed by just separating the auxiliary from the verb without using the auxiliary "to do " or giving the infinitive of the verbs.

The fourth question was about the transformation of sentences of different types. The first three sentences were about transformation from passive to active voice. The next three sentences were about the transformation from direct to indirect speech. The last two sentences were about transformation concerning expressing a wish and strong desire The learners were expected to transform the sentences giving the right tenses of the verbs as well as the words order.

The fifth task was related to the use of connectors to join pairs of sentences. It contained five sentences and a link word between brackets for each one. The learners were asked to join the sentences using the given connector appropriately and make any necessary changes. In the second sentence, in addition to using the connector, the pupils should put the verbs between brackets in the correct form .

The sixth task was about the correct word order. The pupils were given five lists of jumbled words in order to reorder them to get meaningful sentences. The first and the third questions were simple sentences. The second and the fourth sentences were questions. The fifth one was an indirect quotation.

 The general test framework is illustrated in the following table that shows the different test tasks, the language aspects they dealt with, the instructions, the number of the expected answers and the mark intended for each task.

Task	Related to	Instruction	Number and type of responses	Mark
1	Derivation	Complete the following chart as shown in the example	06 responses (words)	03 points
2	Tenses	Give the correct form of the verbs in brackets	06 responses (verbs)	1.5 points
3	*Wh*-questions	Ask the questions that the underlined words answer	05 responses (*wh*-questions)	3.5 points
4	Sentence transformation	Complete sentence (b) so that it means the same as sentence (a)	08 responses (sentences)	4.5 points
5	Joining sentences using connectors	Join the pairs of the sentences using the connectors in brackets. Make any necessary changes	05 responses (sentences)	2.5 points
6	Reordering words to make Sentences	Reorder the following words to make coherent sentences	05 responses (sentences)	05 points

Table 2.2. The General Test Framework

As the table shows, the tasks differed in terms of instructions, language aspects to be measured, the number and type of the expected answers and the mark intended for each task. In tasks1 and 2 the responses were in a form of words. However, in the other tasks the responses were in a form of sentences.

For the purpose of determining the causes behind grammar difficulties and errors, two questionnaires were administered.

2.7.4.2. Questionnaires

A questionnaire is a tool used to gather information. It is a medium of communication between the researcher and the subject, in which each respondent is asked questions according to a fixed schedule (Brace,2004,). It is *"…a widely used and useful instrument for collecting*

information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze" (Wilson and McLean,1994, as cited in Cohen et al, 2011, p. 377). Information gathered may be facts or opinions or both about a certain situation in educational researches. A questionnaire is a form of written questions given to the sample population to be answered. The types of questionnaires differ with reference to the types of questions asked and the information wanted to be obtained (Hale and Napier, 2013).

The types of questions included in questionnaire are: close-ended questions which are yes /no questions, sometimes followed by question to elicit the reason for choosing one of the two answers, open-ended questions which require full answers and multiple-choice questions in which the respondents choose one answer or select some alternatives (Zidane, 2010).

The utilized questionnaires in the current research were designed to collect data about the learners attitudes towards learning English grammar, the causes behind their grammar weaknesses and the possible sources and reasons of making grammatical errors. There were two questionnaires. Both of them were designed to the pupils.

2.7.4.2.1. Pupils' Questionnaire 1

This questionnaire was planned to be answered by all the learners who were tested, that means 123 pupils. However, it was answered by 86 learners only because of the absence of the others.

The questionnaire designed to the third year pupils aimed at eliciting reliable information about the major causes leading to learners' weaknesses in English grammar, their difficulties, the sources of such difficulties and solutions based on their thoughts (see appendix B). This questionnaire included 19 questions. Four of them were open-ended questions which necessitated detailed responses. Seven of them were close-ended that should be answered by yes or no. One of them was followed by a multiple-choice question for those who answered negatively. Eight questions were multiple-choice questions since they included alternatives from which the pupils selected just one.

The first question was a multiple-choice question that asked the pupils about their level in English grammar. They were asked to opt for one of the alternatives: good, average or low. The second one, which was open-ended, questioned them about whether they had a positive attitude towards learning English grammar or a negative one, followed by another

multiple-choice question that urged those who bear a negative attitude to state their reasons. Three options were given leading them to say whether it was difficult, boring or uninteresting.

The third and the fourth questions attempted to find out whether the learners made efforts to learn English grammar or no. The third question was also a multiple-choice question which was intended to know the frequency of the pupils' revision of grammar lessons. They were requested to select one of the alternatives, whether they did so regularly, sometimes or never. Question four, being close-ended, asked the pupils if they learnt grammar rules by heart or no.

The next questions 5,6,7 and 8 attempted to investigate the pupils' assumptions about the degree of difficulty or ease of the grammar courses and tasks at the third year level. All of them were multiple-choice questions. Question five asked the pupils about their attitudes to grammar lessons at the third year level. The options were about whether these courses were difficult or easy. The sixth question questioned them about the frequency of time they found difficulties in understanding grammar courses, whether it was regularly, sometimes or rarely. Questions seven and eight asked the pupils about their attitudes to grammar tasks. They were asked to state if they were difficult or easy.

 Question 9 was a close-ended question which aimed at investigating the pupils' attitudes towards the way in which grammar courses were presented in the textbook. They were asked to state if they appreciated this way or not. Question 10, that was close-ended, attempted to find the degree of similarity between the instructions used in the tasks and exams during the year and those of the Baccalaureate exam. It asked the pupils about whether they found them similar or not.

The purpose of the next two questions was about the sufficiency of grammar tasks and the time for practice. Question 11, being close-ended, questioned them whether the amount of grammar tasks in the textbook was sufficient to learn English grammar or not. Question 12, which was close-ended too, asked them if the time devoted to practise grammar inside the classroom was sufficient.

Question 13, being multiple-choice, asked the pupils about their attitudes towards the English grammar. Three options were provided asking them to say whether they found it too long, long, average or short. The fourteenth question, which was close-ended,   asked them about the time devoted to teach English, if it was sufficient or not.

Question 15, being a multiple-choice one, asked the pupils about the approach preferred by them to teach English grammar to third year pupils. Three alternatives were given. They were asked to say whether they preferred their teachers to give them the rule explicitly, then illustrate with examples and after that move to activities, or to start with studying examples in which the rule was presented, then deduce the rule and after that move to activities or to follow the way the grammar lesson was stated in the textbook, in which the teacher asked them to consider the examples that were taken from the text, then deduce the rule with his/her help, then do activities.

Question16, which was open-ended, requested the learners to suggest other grammar teaching strategies thought to be helpful to learn English grammar. The main purpose of the last three questions 17, 18 and 19 was to elicit information about grammar difficulties, their sources and the appropriate solutions to overcome such difficulties. Question 17, being open ended, asked the pupils to give information about their difficulties in learning English grammar. The next question, being also open-ended, requested them to mention their major causes of their grammar learning difficulties. Question 19,which was open-ended too, asked the pupils to suggest their own solutions to overcome their grammar deficiencies.

The pupils' questionnaire 1 aimed at searching for the major causes leading to learners' weaknesses in English grammar. More precisely, it searched into their attitudes towards English grammar learning, their motivation, their difficulties, the sources of such difficulties and attempted to suggest some solutions based on their perceptions of grammar learning and teaching.

This questionnaire was designed to answer some of the concerns of this research work. Another questionnaire was also designed to the pupils in an attempt to answer the questions concerning the main sources of committing grammatical errors.

2.7.4.2.2. Pupils' Questionnaire 2

The second questionnaire designed to the third year pupils aimed at eliciting information about learners' perceptions of the causes of the grammar errors they made (see appendix B). It was intended to be administered with all the pupils who set for the test. However, it was answered by 86 learners only due to the absence of the others.

This questionnaire was presented in a form of table in which the learners were requested to tick the appropriate boxes which indicated two overall sources of grammar errors (interlingual and intralingual causes of errors) and supplying their own causes if it was

possible. It was divided into five columns: the number of the task and its instruction, the type of errors, some examples of such errors, their correct forms and the causes of making the errors. The last column was about the causes of making the errors.

The different tasks were described. In task one, that was related to word derivation, just one type of error which was wrong derivation was provided. Some examples of wrong derivation of verbs, nouns and adjectives were given. The wrong verbs were **civiliza** and **civilizate** while, the wrong nouns, which were chosen, were **believation** and **widention**. The selected examples for wrong adjectives were **civilizative** and **widenable.** In the fourth column the correction of those errors was written.

In task two, which was about supplying the correct forms of verbs, three types of errors were given. They were wrong tense, wrong verb form and erroneous tense. Some examples of the aforementioned error types were given. The following example was an illustration of the first error type: years ago, it **will be** difficult… Directly in front of it, there was the correction of that error: years ago, it **was** difficult…The second error type was illustrated through this example: Mars is **maked** of ice…The correction was **made** instead of **maked**. The same thing was in the third error type. The example was (I **don't saw** him for ten years.). However, the correct form was **haven't seen** instead of **don't saw.**

In task three, which was about asking *wh*-questions, six types of errors were provided. They were wrong question word, verb omission, auxiliary omission, wrong verb form and two types of wrong word order: absence of auxiliary/ subject inversion and the verb preceding the subject.

 In task four, which was related to sentence transformation, three types of transformation were treated. In passive voice form, three types of errors were selected for study. They were wrong form of auxiliary, wrong form of past participle of the verb and wrong word order. In reported speech form, four error types were provided. They were wrong tense, wrong word order, omission of transformation word and absence of necessary changes. The given example for the last one was about pronouns. Concerning expressing wish, two types were chosen. They were wrong tense and wrong verb form.

In task five, which was about using connectors to join sentences, two types of errors were given. They were wrong position of the connector and wrong word order. In task six, which was about forming correct sentences through reordering words, three types of errors

were treated. They were ill-formed sentences, wrong position of adjectives and wrong question forms.

The purpose of the pupils' questionnaire 2 was to investigate the sources of the main errors made in each task in the test. Its interest was in determining whether the interference of the learners' mother tongue was the major cause of grammatical errors or the target language factors.

2.8. Conclusion

This chapter has dealt with the EFL teaching and testing situation in the Algerian secondary school, more precisely the educational situation in which grammar is taught and assessed with a special emphasis on the textbook New Prospects and the Baccalaureate Exam. It has also described the research methodology through displaying the research design, the objectives wanted to be achieved and the employed research instruments. The instruments were a grammar test and two questionnaires designed to the pupils. The intended objectives of using such instruments were clarified.

An attempt to analyze the information obtained from the aforementioned instruments will be conducted in the following chapter. The results will be interpreted for the purpose of providing answers to the questions raised by this research work.

CHAPTER THREE:

Data Analysis

and

Interpretation

CHAPTER THREE

Data Analysis and Interpretation

3.1. Introduction

The current chapter presents and discusses the data findings obtained from the grammar test and the two questionnaires in a statistical form in tables, graphs and pie charts. It also provides an interpretation of the results in an attempt to answer the questions raised by this research work. The grammar test consisted of six tasks which were related to derivation, tenses, asking *wh*. questions, sentence transformation, using connectors and words order. Each student's responses were studied and analyzed. This study is based on the analysis of each task separately for the purpose of finding out which tasks presented more difficulty and the errors that the pupils made when answering these particular tasks. This analysis indicated numerous grammatical errors according to each task. In addition, an attempt to find out the reasons behind grammar deficiencies and making such errors has been carried out through analyzing and interpreting the questionnaires results.

3.2. The Analysis of the Grammar Test

The grammar test analysis includes an evaluation of the pupils' marks and a study of the test tasks in each pupil paper. This study identifies the types and frequency of errors committed by the third year pupils and the most common ones among them.

3.2.1. Evaluation of the Test Results

The study of the learners' marks in this grammar test provided clear information about their level and the extent of their ability to perform well in answering grammar tasks. A sample of the test marks of one hundred twenty three (123) pupils was studied and analyzed for the purpose of providing useful information about the degree of the learners' ability to answer grammar questions that were similar to those designed in the Baccalaureate Exam. However, it is important to mention that words order is not a typical task asked using the same instruction in the BAC exam. But, it has been chosen as an activity since the correct order of words form an essential component in many grammar tasks such as asking *wh*-questions, sentence transformation and joining sentences. In the following table, the test results are displayed in increasing intervals from the lowest level to the highest one.

Mark (out of 20)	Number	Percentage
0 - 4.99	74	**60.16 %**
5 - 8.99	31	**25.20 %**
9 - 9.99	04	**3.25 %**
10 $\geq$	14	**11.38 %**

Table 3.1. Percentages of the Test Results

Depending on the above table, the pupils' level in English grammar was very weak since most of the marks were less than five (5) out of twenty (20), representing **60.16%** of the total number of the marks. Furthermore, the total number of the marks below the average represented one hundred nine (109), representing a percentage of **88.61%.** However, just fourteen (14) pupils got the average or more, representing a percentage of **11.38%** out of the total number of pupils. This low level in English grammar competence was confirmed also when calculating **the mean of this test that was (5.34).**

This is an overall view of the test results. For more details, the test papers were studied and analyzed aiming at searching for the tasks that presented more difficulty. This is what has been done via studying the tasks one by one and through comparing the responses types in each task in the next step.

3.2.2. Type and Frequency of Answers of Each Task

As it has been mentioned earlier, this study is based on the analysis of each task separately for the purpose of finding out which tasks presented more difficulty and the errors that the pupils made when answering these tasks. Therefore, the following table provides an overall impression of the degree of difficulty of each task through displaying the frequencies and percentages of the correct answers and the wrong answers and comparing the results of the six tasks.

Task	Types of answers					
	Correct answers		**Absence of answers**		**Wrong answers**	
	Number	**Per cent**	Number	**Per cent**	Number	**Per cent**
01	304	**41.19%**	17	**02.30%**	417	**56.50%**
02	100	**13.55%**	105	**14.22%**	533	**72.22%**

03	107	**17.39%**	126	**20.48%**	382	**62.11%**
04	123	**12.5%**	191	**19.41%**	670	**68.08%**
05	155	**25.20%**	182	**29.59%**	278	**45.20%**
06	43	**6.99%**	136	**22.11%**	436	**70.89%**

Table 3.2 . The Type and Frequency of Answers Given by Pupils

As it has been shown in the table, the most difficult task was reordering words to make coherent and accurate sentences since the percentage of the correct answers in comparison with the other answers in task 6 was the lowest one **(6.99%).** The second highest error category seems to be sentence transformation. This occurs in the percentage of the correct responses in task 4 (**12.5%).** Inappropriate use of tenses was the third highest error category since the percentage of the correct answers in task 2 was the third lowest one (**13.55%).** Then**,** asking *wh*-questions presented a serious difficulty for learners who recorded the fourth lowest number of correct answers (**17.39%).** Joining pairs of sentences using connectors formed the fifth most difficult error category .The percentage of the correct answers in this task was (**25.20%**). However, the last task that presented difficulty to learners was deriving verbs, nouns and adjectives in percentage of (**41.19%)** of correct answers.

The following bar graph is a summary of table (3.2). It classifies the tasks from the most difficult to the least one and illustrates the degree of difficulty of each task through presenting the percentages of all the types of the answers.
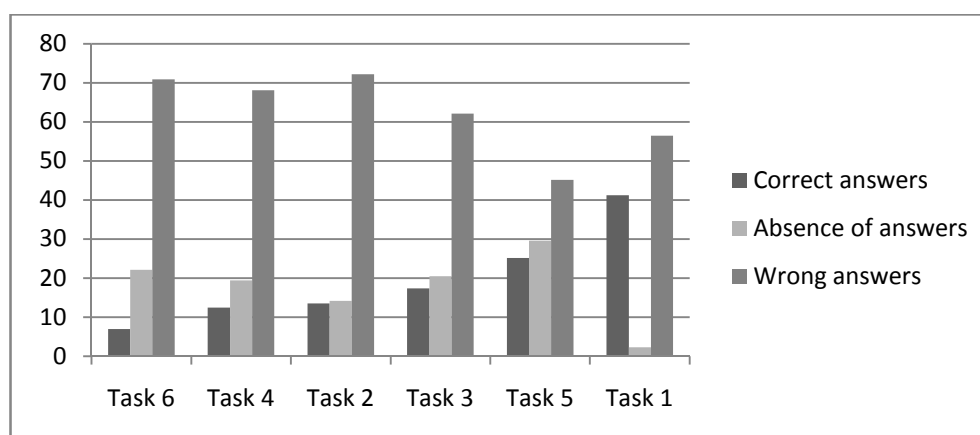
Bar graph 3.1 . Classification of Tasks According to their Difficulty.

One can classify the most difficult tasks to the least one as follows: word order, sentence transformation, tenses, asking *wh*-questions, using connectors and deriving nouns, adjectives and verbs. In the following step, through analyzing the tasks, the types of errors found in each task will be identified.

3.2.3 . Types of Errors Recorded from Each Task

The tasks covered eight categories that have been cited earlier, in which several grammatical errors were identified. An analysis of each task was done separately. It indicated various grammatical errors. These grammatical errors were identified and used in a form of abbreviations. These abbreviations were presented in the key that should be used when reading the tables, graphs and pie charts. An explanation of each one was also presented. The following table is an illustration of these keys.

Abbreviation	Full words	Explanation
WD	Wrong Derivation	**D**erivation of nouns, adjectives and verbs was incorrect.
WT	Wrong Tense	**P**upils used wrong tense instead of the correct one.
WFV	Wrong Form of Verb	**T**ense was correct but the verb form was wrong.
WV	Wrong Verb	**A**nother verb was used instead of the given one.
Inf	Infinitive	**I**nfinitive should be used after TO but other verb forms were used.
ET-V	Erroneous Tense and verb form	**P**upils used tenses and verb forms that did not exist.
WQW	Wrong Question Word	**W**rong question word was used.
Aux-O	Auxiliary Omission	Auxiliary was omitted in asking *wh*-questions or transforming sentences from active to passive voice.
VO	Verb Omission	Verb was omitted in asking *wh*-questions.
Be-D	*BE* replacing *DO*	**A**uxiliary *BE* was used where the auxiliary *DO* was required .
BR	*BE* Redundancy	**U**nnecessary insertion of *BE.*
Do-B	*DO* replacing *BE*	**A**uxiliary *DO was* used where the auxiliary *BE* was required.
DR	*DO* Redundancy	**U**nnecessary insertion of *DO.*

WF-Aux	Wrong Form of Auxiliary	**T**ense was correct but the auxiliary form was wrong.
WWO (inv)	Wrong Word Order (no inversion)	**T**he question form was wrong, there was no inversion of auxiliary and subject.
WWO (VS)	Wrong Word Order (The verb preceded the subject)	**T**he question form was wrong, the verb preceded the subject.
WF-PP	Wrong Form of Past Participle of the verb	The past participle of the verb was wrong when changing from active to passive voice.
WWO	Wrong Word Order	The words were not in the right order.
WO	Word Omission	**N**ecessary words were omitted from the sentences.
TWO	Transformation Word Omission	**P**upils did not write the transformation words such as that, if…
WT-P	Wrong Transformation of Pronouns	Pupils did not transform pronouns that required change.
UIW	Unnecessary Insertion of Words	Pupils inserted other words which they did not require them.
SO	Subject Omission	The subject was omitted in sentences expressing wish.
CP	Connector Position	Connectors were not supplied in their right positions.
WFS	Wrong Formed Sentences	Ill- formed sentences.
WPW	Wrong Position of a Word	correct sentence but the position of just one word was incorrect such as articles or adjectives.
WP-adj	Wrong Position of an Adjective	correct sentence but the position of the adjectives was incorrect.
WP-the	Wrong Position of **the**	correct sentence but the position of the article *the* was incorrect.

Table 3.3 . Abbreviations of Error Types (adapted from Mungungu, 2010)

For the ease and practicality of reading the tables, graphs and pie charts in this chapter, the aforementioned keys should be referred to. In the following tables that were adapted from Mungungu (2010), the error types found in the six tasks were identified, illustrated through examples and then classified. Concerning task one, the types of errors which were wrong

derivation of nouns, adjectives and verbs were illustrated through examples in the following table.

Examples of error identified	Definition of error type
Derivation	
noun: believation, believement … Adjective: civilizative, widentable Verb: civilizat, believa..	**WD**

Table 3.4 . Types of errors identified in task 1

To complete the chart in the test, pupils formed wrong words**.** According to task two, the types of errors which were identified, were illustrated through the following examples.

Examples of error identified	Definition of error type
Tense	
Years ago, it **is** difficult for people to send … (**was)**	**WT**
Mars **is maked** of ice and dust. **(is made)**	**WFV**
Children **will go** better results if their parents take care of them. **(will get)**	**WV**
Years ago, it was difficult for people to **sent** their children to schools. **(send)**	**Inf**
I **to seedn't** him for ten years.**(haven't seen)**	**ET-V**

Table 3.5 . Types of Errors Identified in Task 2

Five error types were recorded when pupils were asked to supply the correct forms of verbs. However, the types of errors that were identified when they were asked to ask *wh-*questions, were shown through examples in the following table.

Examples of error identified	Definition of error type
Wh-**questions**	
What point out that some kinds of works may be completely harmless ?**(Who)**	**WQW**
What √child labour <u>means</u> ? (What **does** child labour <u>mean</u> ?)	**Aux-O**

What did the Arabs √ ? (What did the Arabs **do**?)	**VO**
What **is** the Arabs do? (What **did** the Arabs do?)	**Be-D**
Who **is** point out that some kinds of work may be completely harmless? Who point out that some kinds of work may be completely harmless?	**BR**
Where **does** violence found? Where **is** violence found?	**Do-B**
Who **does** point out that some kinds of work may be completely?	**DR**
What **does** the Arabs do? (What **did** the Arabs do?)	**WT**
What does child labour **means** ? (What does child labour **mean** ?)	**WFV/ WF-Aux**
Where violence **is** found? Where **is** violence found?	**WWO(inv)**
What **means** child labour? (What does child labour **mean** ?)	**WWO(VS)**

Table 3.6 . Types of Errors Identified in Task 3

Different error types were recorded from pupils' responses in task 3. However, the types of errors that were identified when they were asked to transform sentences were shown in the following table and illustrated through examples.

Examples of error identified	**Definition of error type**
Passive/Active voice	
Trucks **carried** wood. **(carry)** Fake products **were** being produced by many companies**.** **(are)**	**WT**
Trucks **carries** wood. **(carry)**	**WFV**

Water **were** discovered by scientists …(**was**)	**WF-Aux**
Water √ discovered by scientists …(**was**)	**Aux-O**
Fake products are being **producing** by many companies**.** **(produced)**	**WF-PP**
Fake products are many companies on producing. (Fake products are being **produced** by many companies) Water on the Moon is scientists by discovered. Water <u>was</u> discovered by scientists on the Moon	**WWO**
Water <u>is</u> discovered by scientists √ . Water <u>was </u>discovered by scientists **on the Moon.** Fake products are **being** √√ many companies. (Fake products are **being produced by** many companies)	**WO**
Water **did** discovered by scientists …(**was**)	**Do -B**
Reported speech	
He said that he has seen a billboard advert …(**had seen**)	**WT**
He asked what it **meaned.**(**meant**)	**WFV**
She asked is live on the moon by can we. (She asks if we can live on the Moon.) He asked what does it mean. (He asked what it **meant)**	**WWO**
She asks √ we can live on the Moon.(**if**)	**TWO**
He said that **I** saw a billboard advert…(**he**)	**WT-P**
He asked **that** what does it mean. (He asked what it meant.)	**UIW**
Expressing wish	

I wish Muslims **will re-contribute** to the development of human civilization soon. **(would re-contribute)**	**WT**
It's high time government **should protected** children from exploitation. **(protected)**	**WFV**
It's high time children exploitation government **…** **It's high time government protected children from exploitation.**	**WWO**
It's high time√ should protect children from exploitation**.** It's high time **government** protected children from exploitation.	**SO**
I wish Muslims **they we**re-contribute to the development of human civilization soon. **I wish Muslims would re-contribute to the development of human civilization soon.**	**UIW**

Table 3.7 . Types of Errors Identified in Task 4

In task 4 in which three types of sentence transformation were given, different error types were recorded from pupils' responses. According to task 5, the types of errors which were identified, were illustrated through the following examples.

Examples of error identified	Definition of error type
Connectors	
Stringent laws are absent **because** malpractices are increasing. (**Because** stringent laws are absent, malpractices are increasing).	**CP**
Many people buy counterfeits that most products so are expensive. (**Most products are so expensive that many people buy counterfeits).**	**WWO**
Provided that a company acts responsibly, it **gains** the confidence of its stakeholders. **(will gain)**	**WT**
Provided that a company **act** responsibly, it will gain the confidence of its stakeholders**.(acts)**	**WFV**

Table 3.8 . Types of Errors Identified in Task 5

Five error types were recorded when pupils were asked to combine sentences using the provided connectors, However, the types of errors that were recorded from pupils' responses when they were asked to reorder words to have meaningful sentences, were illustrated through examples in the following table.

Examples of error identified	Definition of error type
Word order	
Government should on negative regulations strict introduce advertising. **(government should introduce strict regulations on negative advertising)**	**WFS**
You **have** asked him questions? **Have** you asked him questions?	**WWO(inv)**

The telescope is used to observe stars **distant**.
 The telescope is used to observe distant stars
Telescope is used to observe **the** distant stars.(**The** telescope)
	WPW
	    - WP-adj
	
	    - WP-the

Table 3.9 . Types of Errors Identified in Task 6

In the above table, the error type may be just in the position of just one word or two, or the whole construction of the sentence

An analysis of the frequency of the answers types as well as the types of errors recorded from each task have been done previously. In the following step, the wrong answers in each task have been studied to investigate the most frequent errors made by the learners.

3.2.4. Frequency of Error Types in Each Task

An attempt to analyze each task was conducted to find out the most common grammatical errors that learners committed when answering such tasks. Before that, this analysis revealed if the learners can do the tasks successfully through comparing the percentages of their answers.

Task 1 Results

Task 1 was related to derivation in which learners were requested to complete the chart with verbs, nouns and adjectives .The following table illustrates the learners' ability to answer such question through the percentages of their answers:

Task	Types of answers					
	Correct answers		Absence of answers		Wrong answers	
	Number	Percent	Number	Per cent	Number	Per cent
01	304	**41.19%**	17	**02.30%**	417	**56.50%**

Table 3.10 . Types and Frequency of Answers of Task1

What can be noticed from the table above is that more than the half of the responses representing a percentage of 56,50 % were not correct. However, the point that should be taken into consideration is that a considerable ratio of learners had an approximately average level in deriving words since the percentage of the correct answers was 41,19 %.

In the following table, the types of errors are presented according to the number of their frequency.

Examples of error identified	**Definition of error type**	**Total number of errors**
Derivation		
noun: believation, believement … Adjective: civilizative, widentable Verb: civilizat, believa..	**WD**	417

Table 3.11 . Frequency of Derivation Errors

What has been noticed from the table above and through the study of the test papers is that most of pupils followed the given examples and kept the same suffixes.

 Task 2 Results

Task 2 had a relation with verb inflection in which learners were requested to conjugate the verbs in the correct tense .The following table illustrates the learners' ability to answer such question through the percentages of their answers:

Task	Types of answers					
	Correct answers		Absence of answers		Wrong answers	
	Number	Percent	Number	Per cent	Number	Per cent
02	100	**13.55%**	105	**14.22%**	533	**72.22%**

Table 3.12 . Types and Frequency of Answers of Task 2

What can be understood from the table above is that the learners had a difficulty in supplying the correct tense of verbs since the percentages of the wrong answers and the gaps form **86.44%** from the total number of answers. In the following table, the types of errors made in such a task are presented according to the number of their frequency and in a form of percentages:

Examples of error identified	Definition of error type	Number	Per cent
Years ago, it **is** difficult for people to send … (**was)**	WT	211	**39.58%**
Mars **is maked** of ice and dust. **(is made**)	WFV	114	**21.38%**
Children **will go** better results if their parents take care of them. **(will get)**	WV	37	**6.94%**
Years ago, it was difficult for people to **sent** their children to schools. **(send)**	Inf	62	**11.63%**
I**to seedn't** him for ten years.(**haven't seen**)	ET-V	109	**20.45%**

Table 3.13 . Frequency of Error Types in Task 2

The overall number of errors was found to be 533 errors .What has been noticed from the previous table is that the learners did not know tenses since they used the wrong tenses instead of the correct ones. This is clearly noticed in its percentage that presents the highest one (**39.58%**) . The next most common error type was wrong verb form in a percentage of

21.38% . Pupils knew the suitable tense but they did not know the correct form of verbs. In some cases, learners supplied erroneous tenses and verb forms that did not exist at all. This forms the third common error type in a percentage of **20.45%.** In this type of tasks, some other errors were found such as conjugating the verbs after TO when the infinitive was required or using another verb instead of the given one in percentages of (**11.63%**) and (**6.94%**) respectively.

Task 3 Results

In task 3 learners were requested to ask wh- questions that the underlined words answer .The following table illustrates the learners' ability to answer such questions through the percentages of their answers:

Task	Types of answers					
	Correct answers		Absence of answers		Wrong answers	
	Number	Percent	Number	Per cent	Number	Per cent
03	107	**17.39%**	126	**20.48%**	382	**62.11%**

Table 3.14 . Types and Frequency of Answers of Task 3

The table above shows that the learners had a difficulty in asking *wh*-questions since the percentages of the wrong answers and the gaps form **82.59%** from the total number of answers. In the following table, the types of errors made to do such task are presented according to the number of their frequency and in a form of percentages:

Examples of error identified	Definition of error type	Number	Per cent
What point out that some kinds of works may be completely harmless ?**(Who)**	**QW**	**158**	**22.78%**
What √child labour <u>means</u> ? (What **does** child labour <u>mean</u>?)	**Aux-O**	68	9.79**%**
What did the Arabs √ ? (What did the Arabs **do**?)	**VO**	107	15.41**%**

What **is** the Arabs do? (What **did** the Arabs do?)	**Be-D**	29	4.17**%**
Who **is** point out that some kinds of work may be completely harmless? Who point out that some kinds of work may be completely harmless?	**BR**	**48**	**6.91%**
Where **does** violence found? Where **is** violence found?	**Do-B**	08	1.15**%**
Who **does** point out that some kinds of work may be completely?	**DR**	**34**	**4.89%**
What **does** the Arabs do? (What **did** the Arabs do?)	**WT**	**46**	**6.62%**
What does child labour **means** ? (What does child labour **mean** ?)	**WFV/WF-Aux**	96	13.83**%**
Where violence **is** found? Where **is** violence found?	**WWO(inv)**	67	9.65**%**
What **means** child labour? (What does child labour **mean** ?)	**WWO(VS)**	33	4.79**%**

Table 3.15 . Frequency of Error Types in Task 3

The total number of errors was found to be 694 errors .What has been understood from the previous table is that the learners did not use the correct wh-words to ask *wh-* questions since they used the wrong words instead of the correct ones. This is clearly noticed in its percentage that presents the highest one (**22.78%**) . The next most common error type was verb **o**mission, specially in question 5 (what did the Arabs **do** ?) in which the pupils omitted the verb **(15.41%)** .The third common error type is wrong verb or auxiliary form (**13.83%**).Pupils knew the suitable tense but they did not know the correct form of verbs or auxiliaries. The fourth common error type is auxiliary omission and the absence of words

inversion in approximately the same percentages (**9.79%**) and(**9.65%**) respectively. In this type of task, some other errors were found in different degrees from the most common to the least such as the unnecessary insertion of the auxiliary to be, the use of the wrong tenses, unnecessary insertion of the auxiliary to do, the wrong position of the verb(the verb preceded the subject) and the use of the auxiliary to do instead of to be.

Task 4 Results

Task 4 was related to transformation in which learners were requested to rewrite sentences so that they mean the same as the given ones .The following table illustrates the learners' ability to answer such question through the percentages of their answers:

Task	Types of answers					
	Correct answers		Absence of answers		Wrong answers	
	Number	Percent	Number	Per cent	Number	Per cent
04	123	**12.5%**	191	**19.41%**	670	**68.08%**

Table 3.16 . Types and Frequency of Answers of Task 4

What can be understood from the table above is that the learners had a difficulty in transforming sentences since the percentages of the wrong answers and the gaps form **87.49%** from the total number of answers.

In the following step, each type of transformation was analyzed separately . There were three types: passive/active voice, reported speech and expressing wish. The types of errors made to turn sentences from active to passive voice or vice versa are presented in the following table according to the number of their frequency and in a form of percentages:

Examples of error identified	Definition of error type	Number	Per cent
Trucks **carried** wood. (**carry**) Fake products **were** being produced by many companies**. (are)**	**WT**	92	17.62 **%**
Trucks **carries** wood. (**carry**)	**WFV**	65	12.45**%**

Water **were** discovered by scientists …(**was)**	**WF-aux**	104	19.92**%**
Water √ discovered by scientists …(**was)**	**Aux-O**	28	5.36**%**
Fake products are being **producing** by many companies.**(produced)**	**WF-PP**	112	21.45**%**
Fake products are many companies on producing. (Fake products are being **produced** by many companies) Water on the Moon is scientists by discovered. Water <u>was</u> discovered by scientists on the Moon	**WWO**	79	15.13**%**
Water <u>is</u> discovered by scientists √ . Water <u>was</u> discovered by scientists **on the Moon.** Fake products are **being** √√ many companies. (Fake products are **being produced by** many companies)	**WO**	38	7.27**%**
Water **did** discovered by scientists …(**was)**	**Do -B**	04	0.76**%**

Table 3.17 . Frequency of Error Types in Task 4 *(Passive/Active voice)*

The overall number of errors was found to be 522 errors . The error type that presents the highest percentage (**21.45%)** is the use of the wrong forms of past participle of the verbs . The next most common error type was wrong form of auxiliary to be   in percentage of **(19.92%)**.However, the use of the wrong tenses forms the third most common error type **(17.62%).** Moreover, the use of the wrong verb form represented a percentage of **(12.45%)**.What has been noticed from the previous results is that the learners did not know tenses and how to form verbs and auxiliaries . This is clearly noticed in the total percentage of

these error types that presents the highest one (**71.44%**).The next common error type is wrong word order (**15.13%**).In some cases, learners omitted some words from the sentences or used the auxiliary to do instead of the auxiliary to be . These form percentages of (**7.27%**)and (**0.76%**)respectively.

In the following table, the types of errors made when turning sentences from direct to indirect speech or vice versa are presented according to the number of their frequency and in a form of percentages:

Examples of error identified	Definition of error type	Number	Per cent
He said that he has seen a billboard advert …(**had seen**)	**WT**	125	25.51**%**
He asked what it **meaned**.(**meant**)	**WFV**	44	8.97**%**
She asked is live on the moon by can we. (She asks if we can live on the Moon.) He asked what does it mean.(He asked what it **meant)**	**WWO**	150	30.61**%**
She asks √ we can live on the Moon.(**if**)	**TWO**	76	15.5**%**
He said that **I** saw a billboard advert…(**he**)	**WT-P**	53	10.81**%**
He asked **that** what does it mean. He asked what it meant.	**UIW**	42	8.57**%**

Table 3.18 . Frequency of Error Types in Task 4 *(Reported Speech)*

The total number of errors was found to be 490 errors .The most common error type committed in such task was wrong word order in a percentage that presents the highest one (**30.61%**) . The next most common error type was wrong tense in percentage of (**25.51%**).The third common error type was the wrong use of the transformation word or its omission (**15.5%**). The fourth common error type is the neglect of necessary changes such as wrong transformation of pronouns (**10.81%**).Other error types were found such as the wrong

verb form and the unnecessary insertion of words representing the percentages of (**8.97%**) and(**8.57%**) respectively.

The types of errors committed when expressing wish are shown in the following table and their frequency is presented in a form of numbers and percentages.

Examples of error identified	Definition of error type	Number	Per cent
I wish Muslims **will re-contribute** to the development of human civilization soon. **(would re-contribute)**	**Wish: WT**	**99**	**48.05%**
It's high time government **should protected** children from exploitation. **(protected)**	**WFV**	**46**	**22.33%**
It's high time children exploitation government **…** **It's high time government protected children from exploitation.**	**WWO**	**18**	**8.73%**
It's high time√ should protect children from exploitation**.** It's high time **government** protected children from exploitation.	**SO**	**19**	**9.22**
I wish Muslims **they we**re-contribute to the development of human civilization soon. **I wish Muslims would re-contribute to the development of human civilization soon.**	**UIW**	**24**	**11.65%**

Table 3.19 . Frequency of Error Types in Task 4 *(Expressing Wish)*

The overall number of errors was found to be 206 errors .What has been noticed from the previous table is that the use of wrong tenses represented **48.05%** . The next most common error type was wrong verb form **(22.33%) .** In some cases, learners inserted unnecessary words . This forms the third common error type (**11.65%).**In this type of transformation, some other errors were found such as the omission of the subject or wrong word order in percentages of (**9.22%)** and (**8.73%)** respectively.

Task 5 results

In task, learners were requested to join pairs of sentences using the provided connectors and making any necessary changes. The following table illustrates the learners' ability to answer such questions through the percentages of their answers:

Task	Types of answers					
	Correct answers		Absence of answers		Wrong answers	
	Number	Percent	Number	Per cent	Number	Per cent
05	155	**25.20%**	182	**29.59%**	278	**45.20%**

Table 3.20 . Types and Frequency of Answers of Task 5.

The percentage of the wrong answers and the gaps is **(74.79%)**. This indicates the learners' difficulty to do a such task in spite of the fact that the connectors were provided in front of each pairs of sentences. In the following table, the types of errors made when doing such a task are presented according to the number of their frequency and in a form of percentages:

Examples of error identified	Definition of error type	Number	Per cent
Stringent laws are absent **because** malpractices are increasing. (**Because** stringent laws are absent, malpractices are increasing).	**CP**	217	50.70**%**
Many people buy counterfeits that most products so are expensive. (**Most products are so expensive that many**	**WWO**	99	23.13**%**

people buy counterfeits).			
Provided that a company acts responsibly, it **gains** the confidence of its stakeholders. **(will gain)**	**WT**	65	15.18**%**
Provided that a company **act** responsibly, it will gain the confidence of its stakeholders.**(acts)**	**WFV**	**47**	**10.98%**

Table 3.21. Frequency of Error Types in Task 5

The total number of errors was found to be 428 errors .The most common error type committed in such task was wrong position of connectors in a percentage that presents the highest one **(50.70%)** . The next most common error type was wrong word order   **(23.13%).** The third common error type is the use of the wrong tense   (**15.18%**)**.** The fourth common error type is the wrong verb form   (**10.98%**).

Task 6 Results

Task 6 has dealt with word order in which learners were requested to reorder words to get meaningful sentences. The percentages of their answers shown in the following table illustrate the learners' ability to answer such question.

Task	Types of answers					
	Correct answers		Absence of answers		Wrong answers	
	Number	Percent	Number	Per cent	Number	Per cent
06	43	**6.99%**	136	**22.11%**	436	**70.89%**

Table 3.22 . Types and Frequency of Answers of Task 6

The percentage of the wrong answers and the gaps forms (**93.00%**) of the total number of answers, when compared with the percentage of the correct answers (**6.99%**) indicates that this type of task represented a great complexity to the learners In the following table, the types of errors made to do such task are presented according to the number of their frequency and in a form of percentages:

Examples of error identified	Definition of error type	Number	Per cent
Government should on negative regulations strict introduce advertising. **(government should introduce strict regulations on negative advertising)**	**WFS**	330	89.43**%**
You **have** asked him questions? **Have** you asked him questions?	**WWO (inv)**	22	5.96**%**
The telescope is used to observe stars **distant** (**distant** stars). Telescope is used to observe **the** distant stars.(**The** telescope)	**WPW** - **WP-adj** - **WP-the**	9 8	2.43**%** 2.16**%**

Table 3.23 . Frequency of Error Types in Task 6

The total number of errors was found to be 369 errors. Wrong formed sentences represented the most frequent errors committed by learners in a percentage that presented the highest one (**89.43%**) . The next common error type was the absence of inversion in forming questions **(5.96%).** The third common error type is that the learners formed correct sentences but the error was just in the position of one word such as the adjective position (after the noun) or the position of THE in approximately similar percentages **(2.43%)** and**(2.16%)** respectively.

In the previous study, grammar errors found in each task were identified, categorized and classified according to the frequency of their occurrence in the test papers. This was for the purpose of searching for the most frequent errors made by the third year learners.

3.2.5 . The Most Common Errors Types Committed by Third Year Pupils

As it has been mentioned before, the previous study of each exercise uncovered and displayed the errors committed by the pupils in numbers and percentages. Through the following table which is an overview of the errors found in the test in numbers and percentages, an attempt to find out the most common errors made by third year pupils was

conducted for the purpose of answering the aforementioned question concerning the most frequent grammatical errors among those learners.

Task Error Type		1- Derivation	2- Tense	3- *Wh*-questions	4-Transformation			5- Joining sentences	6 - Word order	Number	Per cent %
					Passive/active voice	Reported speech	Wish				
WD		417								417	**11.39**
WT			211	46	92	125	99	65		638	**17.43**
W F V	WFV		114	96	65	44	46	47		786	**21.48**
	WF-Aux				104						
	Inf		62								
	Aux-O			68	28						
	WF-PP				112						
WV			37							37	1.01
ET-V			109							109	2.97
WQW				158						158	4.31
VO				107						107	2.92
Be-D				29						29	0.79
Do-B				8	4					12	0.32
BR				48						48	1.31
DR				34						34	0.92

WWO			100	79	150	18	99	369	815	**22.27**
WO				38	76	19			133	3.63
UIW					42	24			66	1.80
WT-P					53				53	1.44
CP							217		217	5.93

Table 3.24 . Frequency of Error Types in the Test.

The overall number of errors found in the test papers was 3659 errors .What has been noticed from the previous table is that the most common errors types made by the third year pupils were wrong words order, wrong verbs and auxiliaries forms, wrong tenses in general and wrong derivation in percentages of **(22.27%), (21.48%), (17.43%) and   (11.39%)** respectively . However, other common errors were found but not in the same rate such as wrong use of connectors, wh words, words omission, erroneous tenses and verb omission in asking *wh-* questions.

3.3. Results Analysis

On the light of the obtained findings, English grammar competence was very weak among third year pupils at the target school . This was confirmed through the analysis of the pupils' marks . This low level in English grammar was confirmed also when calculating the mean of this test that was (5.34). Moreover, the comparison of the percentages of the correct answers and wrong ones in each task is an   additional evident indicator of the low level of grammar competence since the percentages of correct answers in each exercise, most of the time were less than **20%**. The gaps remaining without answers were considered as wrong answers due to the lack of knowledge or carelessness. The knowledge of how words should be arranged to form grammatically correct sentences (syntax) formed the most difficult task among third year pupils.

The next three tasks 4, 2 and 3 which concerned with sentence transformation, tenses and asking wh- questions were the second most complicated areas in which the percentages of the correct answers were approximately the same. This is due to the existence of many common features in these types of tasks such as: tense, verbal form, word order, the use of auxiliaries and structures application. However, results would be weaker than the actual findings in task 5 if the connectors were not provided in front of each pairs of sentences or not

provided at all. Thus, pupils did not know the logical relationship between the sentences. The connectors were not provided in some cases specially for foreign language stream. The last one was less difficult than the other because it required a sort of knowledge based on learning the words by heart and did not need learners to apply fixed rules. The study of each task displayed the errors committed by the pupils in numbers and percentages. The total number of errors found in the test papers was 3659 . The most common errors committed by the third year pupils were wrong words order, wrong verbs and auxiliaries forms, wrong tenses, wrong derivation and less common than the others wrong use of connectors.

The study of the test which revealed the most repeated grammatical errors among third year secondary pupils at the target school led to manifold questions that seek for finding the most influential causes behind such grammar deficiencies, the measures that can be done to overcome such weaknesses, the major sources behind committing the aforesaid errors and what remedy should be done to avoid making them.

For the purpose of obtaining information, the pupils' questionnaires were designed as an attempt to answer the abovementioned questions.

3.4. The Analysis of the Pupils' Questionnaire 1

The questionnaire designed to the third year pupils aimed at eliciting reliable information about the major causes leading to learners' weaknesses in English grammar. More precisely, it searched into their attitudes towards English grammar learning, their motivation, their difficulties, the sources of such difficulties and attempted to suggest some solutions based on their perceptions of grammar learning and teaching. This questionnaire was answered by 86 learners only. The three first questions aimed at eliciting information about the pupils' attitudes towards learning English grammar and the reasons behind those who had a negative one. When asked about their level in English grammar, the majority of them were found to have a low level. Their different responses are illustrated in the following pie chart.
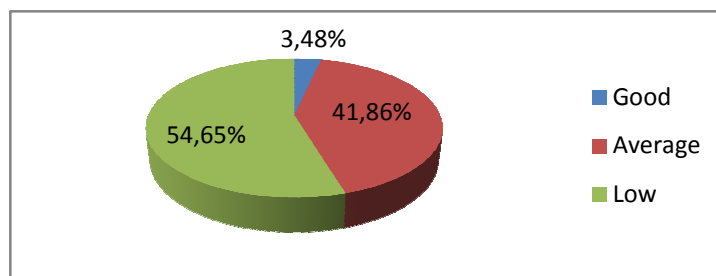
Pie chart 3.1. Learners' level in English Grammar

According to the pie chart above, (47) pupils, representing 54.65 % of the total number of informants said that they had a low level whereas, (36) learners, representing a percentage of 41.86% stated that their level was average . However, just (03) of them, representing 3.48% of the total number of respondents, affirmed that they were good at English grammar. These findings add validity to results which have been found concerning the low level of pupils in English grammar test.

The second question concerned their attitudes towards learning English grammar. The learners were required to cite their reasons if they bear a negative attitude. The following pie chart summarizes their responses
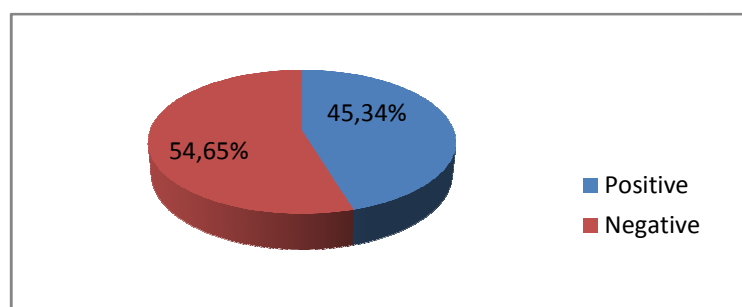
Pie chart 3.2. Learners' attitudes Towards Learning English Grammar

What have been seen is that the number of the learners who held negative attitudes towards learning English grammar was more than the number of those who had an acceptability to learn it. However, the point that should be taken into consideration is that the number of the latter was 39, representing a percentage of 45.34% which is a considerable number since it is approximately the half of the research population. This finding confirmed what has been found in the previous question since the proportion of the informants whose level was either good or average was 45,34%, which is the same as the number of those who hold the positive attitude. Concerning the reasons of those who appeared to bear a negative

attitude towards learning the target language grammar, most of them agreed on the idea that learning English grammar was difficult. The table below summarizes their answers in details:

Reasons of negative attitude	Number of pupils	Percentages
Difficult	27	57.44 %
Boring	17	36.17 %
Uninteresting	3	6.38 %

Table 3.25 . Pupils' reasons of Negative Attitude Towards Learning English Grammar

According to the table above, most of the pupils assumed that learning English grammar was difficult . Some of them saw it boring. However, just few of them thought that it was uninteresting .

The third and the fourth questions concerned their interests and motivation. They attempt to find out whether the learners gave importance and made efforts to learn English grammar or no through its revision and learning by heart its rules. When asked about their revision of grammar lessons, (41) pupils, representing 47.67 % of the informants, said that they never revised grammar lessons whereas, just (8) pupils, representing a percentage of 9.30 % of the learners, affirmed that they did so regularly. However, (37) learners, representing a percentage of 43,02 %, stated that they sometimes did so .These results are described in the following pie chart .
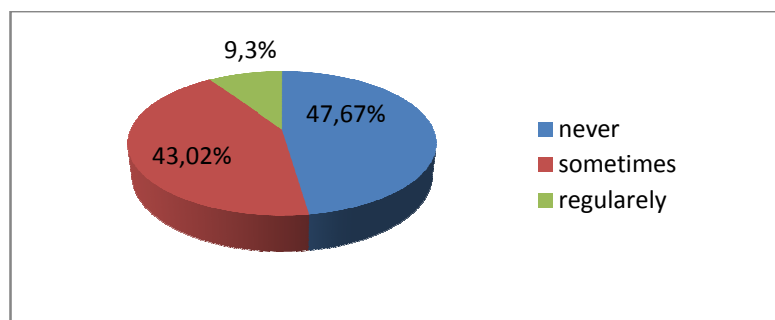
Pie chart 3.3. Learners' revision of English Grammar Lessons

Depending on the results stated above and compared to what has been found in questions 1 and 2, the proportion of the pupils who never revised grammar lessons was less than that of those whose level was weak and who held a negative attitude towards English

grammar, which were respectively 47,56% and 54,52%. This claimed that there was a ratio of those learners who gave importance to learning grammar and revised it either regularly or occasionally   in spite of their low level and negative position.

The next question dealt with whether they learned grammar rules and points by heart or no. (46) of them, representing a percentage of 53,36%, answered by no. However, the rest of them, representing a percentage of 46,4%, claimed that they learned them by heart. These results are described in the following pie chart.
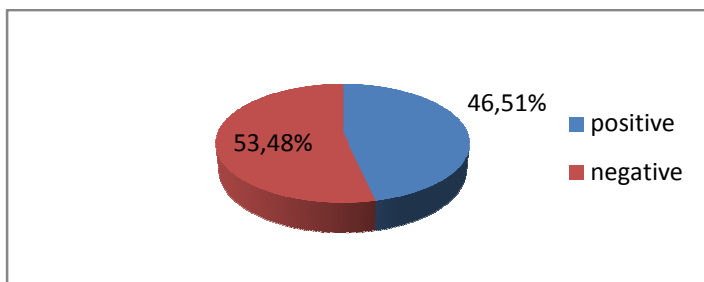
Pie chart 3.4. Learners' memorization of English Grammar Rules

What has been noticed from the pie chart above is that most of the pupils did not memorize grammar rules and points although there was no difference between the two percentages, which means that the number of those who made efforts to memorize grammar rules formed 46,4% of the whole research population, which is a considerable number since it is approximately the half of the research population. Furthermore, this finding confirmed previous findings of question 1 and 2, in which 45,14 % and 45,24 % of the respondents, that is approximately the same, had an acceptable level in English and held positive attitudes towards learning the target language grammar.

The next questions 5,6,7,8 and 9 attempted to investigate the pupils' assumptions and beliefs about the degree of difficulty or ease of the third year grammar courses and tasks. Concerning the comprehension of the grammar courses at the third year level compared with the previous years, the majority of the informants that formed a ratio of 92.80 % seemed to see them difficult. However, just 06 pupils representing a percentage of 6.96%   found them easy to understand. The results were presented in this pie chart:
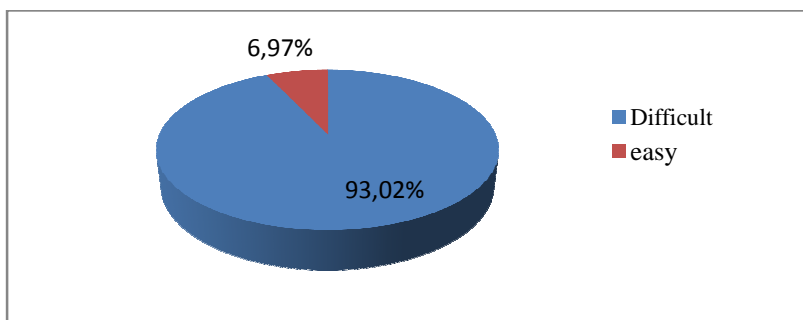
Pie chart 3.5. Learners' opinions of English Grammar Courses Difficulty.

When asked about the degree of frequency of difficulties in the comprehension of the English grammar courses, just 9.30%of them said that tphey rarely found difficulties in comprehending those courses whereas, 41,86 % of the informants stated that they regularly found difficulties in understanding English grammar courses. However, a ratio of 48,83% claimed that they sometimes found it difficult to understand them. The following pie chart illustrates these results:
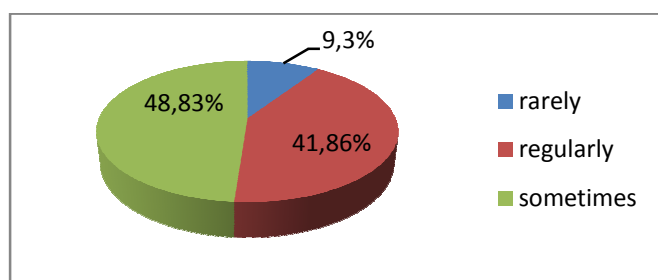
Pie chart 3.6. The Degree of Frequency in Finding Difficulties in Learning English Grammar.

According to what has been mentioned above, most of the research population found difficulties in understanding English grammar courses either regularly or occasionally in spite of the majority of pupils' positive attitudes to grammar. Question 7 was approximately the same as question 5, but it dealt with the tasks not the courses. The results were also the same. Most of the informants that formed a ratio of 94.18 % seemed to consider them difficult. However, just 05 pupils, representing a percentage of 5.81 %, found them easy to do. The results were presented in the following pie chart:
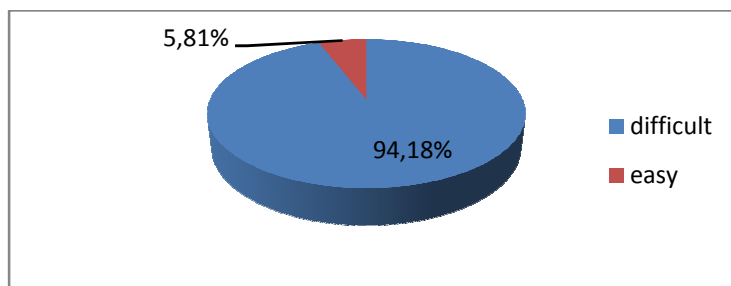
Pie chart 3.7. Learners' opinions of English Grammar Tasks.

Question 8 investigated the pupils' opinions about the terms used in grammar courses and tasks. The majority of the respondents, that formed a ratio of 93,02 %, claimed that they were difficult. However, just 06 pupils, representing a percentage of 6.97%, found them easy to know. The data obtained were presented in this pie chart:
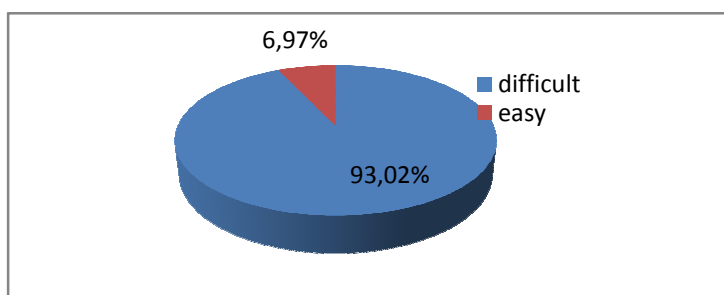
Pie chart 3.8. Learners' opinions of the Terms Used in English Grammar

Courses and   Tasks.

Hence, the majority of the research population   agreed on the opinion that the terminologies used in grammar courses and tasks were difficult, and they formed obstacles in understanding them.

The intended purpose of question 9 was to discover the learners' acceptability to the competency based approach through eliciting views about the way English grammar courses were presented in the textbook . 48 pupils, representing a ratio of 55.81%, did not appreciate the way those courses were presented whereas, 38 of them, formed a percentage of 44.18% answered that they were well-presented . The results were presented as follows:
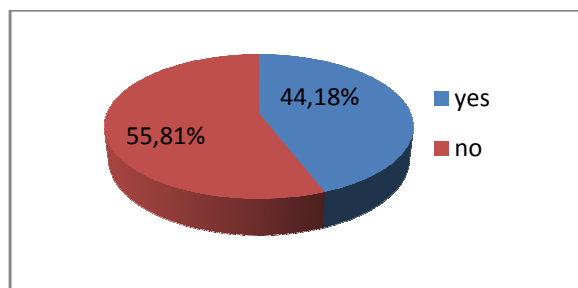
Pie chart 3.9. Learners' opinions of the Way Used in Presenting Grammar Courses.

In view of that, more than the half of the research population seemed to see the way in which the courses were presented in the textbook was not helpful whereas, the rest which represented a considerable ratio believed in the contrary.

Question 10 concerned the comparison between the instructions used in the tasks during the year and those of the exams as well as the Baccalaureate exam. More than the half of the informants forming a percentage of 69.76%, stated that they were not the same while 30.23 % of the learners agreed on the point that the instructions were the same . The data obtained are described in the following pie chart:
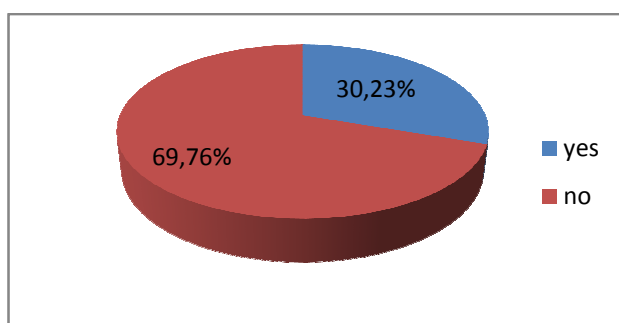
 Pie chart 3.10. Learners' opinions of the Similarity Between the Instructions in the Textbook and those in the Exams and the BAC Exam.

Accordingly, most of the pupils did not find a similarity between the instructions they used to see during the year and those they found in the exams and the BAC types.

The next question dealt with whether the amount of grammar tasks in the textbook is sufficient to learn English grammar or no.65 learners, representing a percentage of 75.58%, thought that they were not enough. However, 24.41% of them believed the contrary. The results were presented as follows:
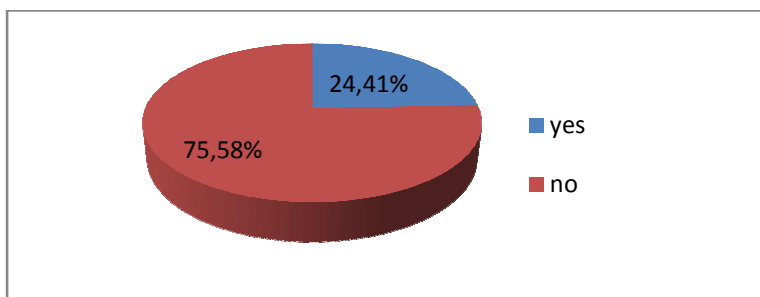
 Pie chart 3.11. Learners' opinions About the Sufficiency of the Grammar Tasks in the Textbook .

Regarding the twelfth question which is related to the time devoted to practise grammar inside classrooms, the majority of the informants, representing a ratio of 88,16%, agreed on the point that it was insufficient while the rest of them forming a percentage of 11,6%, said that it was enough. The following pie chart illustrates these results.
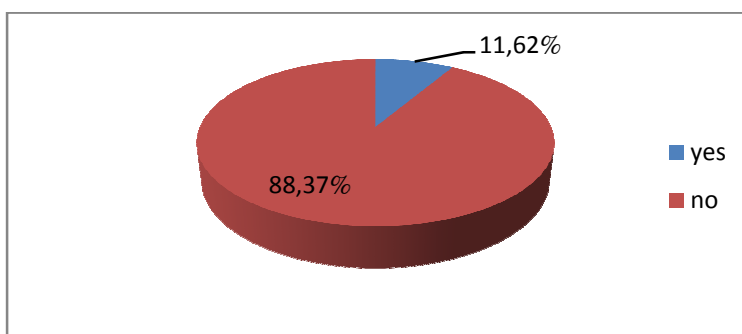
Pie chart 3.12. Learners' opinions About the Sufficiency of Time to Practice Grammar.

When answering question 13, the majority of the research population seemed to find the programme of English long or too long. The following table provides an idea about their different perceptions:

Learners' perceptions on the programme length of English	Number	Percentage
- Too long	28	32,55%
- Long	38	44,18%
- Average	17	19,76%
- Short	3	3,48%

Table 3.26. Learners' perceptions on the Programme Length of English.

Accordingly, 44,18% of the respondents seemed to find the programme of English too long. 32,55% of them found it long. The combination of the two proportions is 76,73% which forms the majority of the informants and appeared to see it overloaded. When asked about the time devoted to teach English, 93,02% of the learners claimed that three or four hours a week were not sufficient to learn English . However, just 6,97% of them believed in the contrary. These question's findings are illustrated as follows:
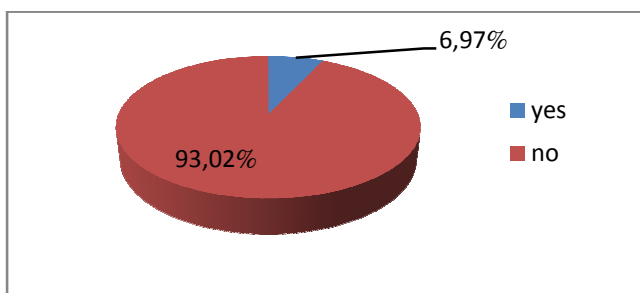
Pie chart 3.13. Learners' opinions about the Time Devoted to Teach English.

Depending on the previous findings, most if not all learners assumed to consider that time devoted to learn English during the week was insufficient.

Question 15 dealt with the approach preferred by learners to teach English grammar to third year pupils. To reveal such approaches, the respondents were requested to select their preferable ways from three suggested choices. 40 pupils, that formed a ratio of 46,51%, preferred their teachers to give them the rule explicitly, then illustrate with examples, after that move to activities whereas 37 learners, representing a percentage of 43,02 %, which is approximately the same as the previous one, preferred their teachers to start with studying examples in which the rule was presented, then deducing the rule, after that moving to activities . However, just 9 informants, forming a percentage of 10,46%, appreciated the way the grammar lesson was stated in the textbook, in which the teacher asked them to consider the examples that were taken from the text, then deduce the rule with his/her help, then do activities. Details about this question and its findings are presented in this table:

Learners' preferences of grammar teaching approaches	Number	Per cent
a- As it is stated in the textbook, considering the examples that are taken from the text, then deducing the rule with the teacher's help, then doing an activity .	9	10,46%
b- Presenting the rule directly, then examples,then moving to activities	40	46,51%
c- Presenting examples in which the rule is stated, then giving the rule, then an activity(the examples are not taken from the text)	37	43,02%

Table 3.27. Learners' preferences of Grammar Teaching Approaches.

Regarding this question, through which the researcher tended to uncover the learners' favorite method of teaching English grammar, most of the learners preferred the deductive approach in which they took part in deducing the rule since the proportions of the selected methods **a** and **c** are combined to be 53,48%. However, the point that should be taken into consideration is that just 10,46% of this ratio appreciated examples from the textbook but the rest preferred their teachers' own examples whereas the rest of the informants (46,51%) selected the inductive way. Through question16, the learners were requested to cite other grammar teaching methodologies. The informants listed suggestions of which the most important ones are summarized in the following table. What should be taken into consideration is that the percentages were counted according to the total number of learners not the number of responses in the three following tables, and some pupils gave more than one answer while some learners did not provide any response. In this question, 7 pupils did not answer.

Other teaching strategies	Number	Percentage
1-using Arabic in explanation	54	62,79%
2-more practice	29	33,72%
3-simplifying examples	16	18,60%
4-revising the previous lesson before moving to the new one	12	13,95%
5- simplifying explanation that should be in detailed way and slowly	12	13,95%
6- severity of teachers in discipline and learning	7	8,13%
7- summarizing lessons and rules	6	6,97%
8-motivation and using enjoyable ways of learning	5	5,81%

Table 3.28 . Learners' suggestions of other Grammar Teaching Strategies.

In view of what has been mentioned earlier, more than the half of the research population, representing a ratio of 62,79% wished their teachers to use Arabic in explanations. 29 learners forming a percentage of 33,72%, saw the solution in intensifying practice. However, 18,60% of the informants wanted simple examples. Other suggestions were proposed such as revising the previous lesson before moving to the new one, simplifying explanations that should be in detailed way and slowly, summarizing lessons and rules, motivating learners and using enjoyable ways of learning. Others thought it helpful if their teachers were severe to manage their classes.

Question 17 aimed at eliciting information about the pupils' difficulties in learning English grammar. 5 learners did not provide any answer while three pupils claimed that they did not find any difficulties to learn grammar. Those learners claimed that they possessed a good level. The rest responses are presented as follows:

Learners' difficulties in learning grammar	Number	Percentage
1- Inability to understand the lesson	21	24,41%
2- Inability to understand the sentences	21	24,41%
3- Inability to understand the words	19	22,09%
4- Inability to understand the structure	28	32,55%

5- Inability to understand the instruction	21	24,41%
6- Incapacity to apply the rule	20	23,25%
7- Ignorance of rule restrictions	5	5,81%
8- Confusion between rules and inability to memorize	20	23,25%
9- Numerous information in a short time	32	37,20%

Table 3.29 . Learners' difficulties in Learning Grammar

Depending on the previous findings, the greatest proportion of learners (37,20%) assumed to consider that time devoted to learn English grammar and practising it was insufficient since there were a lot of information within a short time. Consequently, their problem was in the need for more time to grasp meanings. This adds validity to results found in question 14 . The second greatest percentage (32,55%) of the research population claimed that they found a difficulty in understanding the structure itself . However, 24,41% of the learners found themselves unable to understand the lesson in general, the sentences used either in lessons or tasks and the instructions. Approximately, the same ratio of pupils found it difficult to apply rules . The difficulty of terminologies used in lessons and tasks presented a serious hinder in front of 19 learners that formed a percentage of (22,09%) of the research population whereas, just 5,81% of the pupils found difficulties in ignoring rule restrictions. The following question attempted to elicit data about the major causes of the pupils' grammar learning difficulties. Three learners did not provide answers. The others gave various interpretations which their total number was 180. The most important ones are presented as follows:

Sources of learners' difficulties in learning grammar	Number	Percentage
1- Inability to understand the English language	24	27,90%
2- Difficulty of terminologies	15	17,44%
3- Difficulty of lessons and structures	4	4,65%
4- Overloaded programme	34	39,53%
5- Insufficiency of time for explanation and practice	22	25,58%
6- Inadequacy of English timing	2	2,32%
7- Weakness of level in English subject	18	20,93%
8- Carelessness and giving importance to subjects of high	29	33,72%

coefficients		
9- Lack of revision and memorization	20	23,25%
10- Poor teaching methodologies	9	10,46%
11- Noisy classes	3	3.48%

Table 3.30 . Causes of Learners' difficulties in Learning Grammar.

Depending on the above table, the majority of the respondents (39,53%) linked their difficulties to the long grammar programme. The second proportion of the learners (33,72%) related their difficulties to their carelessness and lack of interest not to grammar in particular but to English in general. Some of them went far to claim that subjects of high coefficients took most of their time and interest. The next greatest ratio of learners that is (27,90%) affirmed that they were unable to understand the English language at all. The next greatest ratio of learners (25,58%) affirmed that time was not enough for comprehension and practice. 23,25% of the research population affirmed that their weaknesses were due to lack of revision and memorization. 20,93 % of the research population related their difficulties to their weak level in English .15 learners, forming a percentage of 17,44%, related the causes to the difficulty of words used in lessons and tasks. Poor teaching methodologies formed a source of difficulty for only 9 learners (10,46%). Other learners gave several interpretations such as: the difficulty of lessons and structures, noise in classes and inadequacy of English timing in different percentages(4,65%, 3.48% and 2,32% respectively).

The intended purpose of the two previous questions was to make the learners aware of the areas of difficulties they encounter when learning English grammar and the causes of such difficulties . The aim of the last question was to elicit suggestions thought to be efficient to overcome the identified grammar difficulties . Three learners did not suggest any answer. The other learners gave numerous perceptions and solutions including several areas, namely, suggestions to be basically employed by pupils themselves and teachers as well

Depending on the obtained findings, 51 learners forming the greatest proportion of informants (59,30%) proposed slimming down the grammar programme to give sufficient time for explanation and practice. 33 informants stressed on the necessity of raising interest and giving importance to English in general and grammar in particular and enhancing their level through revision and memorization. 29 pupils wanted their teachers to increase practice mainly inside the classroom. 14 of them liked their teachers to use easy terms and simple examples and simplify explanation as well as difficult structures.13 learners proposed the use of the mother tongue . 10 suggestions stressed on the necessity of being strict in managing

the classes for a helpful atmosphere and urging pupils to learn through continuous control and assessment . However, 7 learners preferred a warm learning atmosphere and stressed on motivation without severity. Others focused on additional time for consolidation and invited learners to further readings . Some learners suggested to appoint experienced teachers to terminal classes and not the novice. Two learners suggested an official book for activities in which the instructions should be similar to those of the BAC exam . Others wanted their teachers to concentrate on the lessons requested in the BAC exam and intensify practice on BAC samples.

As it has been said earlier, the analysis of the test papers and results led to investigate into several questions. This questionnaire aimed at finding out the main causes behind grammar weaknesses and what suggestions could be efficient to improve the learners' level. The following questionnaire attempted to answer the remaining questions concerning the sources of making grammar errors. The learners' responses were studied in parallel with the researcher's analysis of their errors.

3.5. The Analysis of the Pupils' Questionnaire 2

The second questionnaire designed to the third year pupils aimed at eliciting reliable information about learners' perceptions about the causes of the most common errors made in each task. It was answered by 86 learners only. However, not all the boxes were supplied with answers since there were learners who just responded to some questions. The learners were requested to tick the appropriate boxes which indicated two overall sources (interlingual and intralingual causes of errors) and supplied their own causes if it was possible. Its interest was in determining whether the interference of the learners' mother tongue was the major cause of grammatical errors or the intralingual factors. The intended purpose of the pupils' questionnaire was to investigate the sources of errors made in each task in the test.

 The conducted study followed the one done by Richards (1974) and his distinction of learners' errors. According to him, these sources fall into two main categories, either interlingual errors that are caused by the interference of the mother tongue or intralingual errors or developmental errors caused during the process of the target language learning or because of the difficulty of the language itself.

As it has been mentioned before, task 1 was related to derivation in which learners were requested to complete the chart with verbs, nouns and adjectives. Learners committed

several types of errors when answering such question as omitting or adding letters and providing wrong suffixes. When requested to tick the right source behind their errors, the majority of them selected intralingual factors. The following graph illustrates their answers:
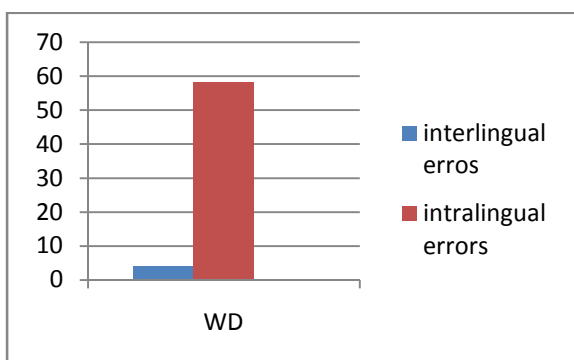
Bar graph **3.2.** Learners' responses Concerning Sources of Errors Made in Task 1

Depending on the bar graph above, the most influential cause of errors concerning words derivation were within the target language itself.

Task 2 has a relation with verb inflection in which learners were requested to conjugate the verbs in the correct tense. The learners made several errors. The following bar graph illustrates the learners' main sources leading to make such errors.
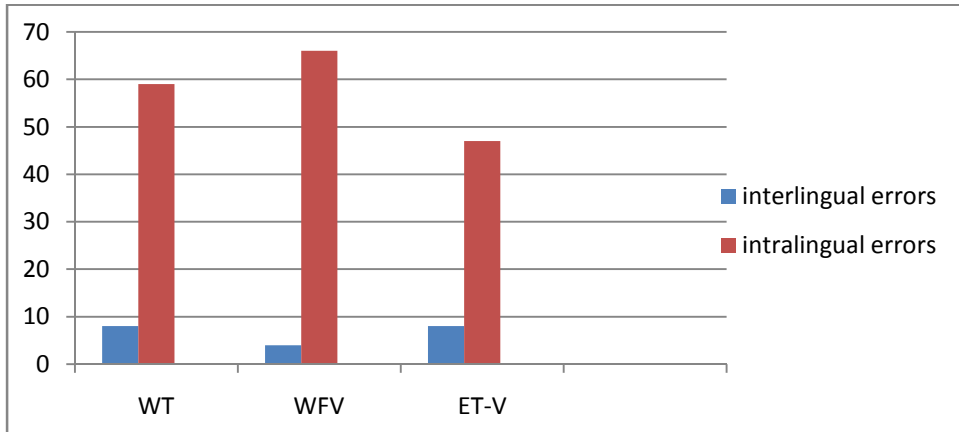
Bar graph 3.3. Learners' responses Concerning Sources of Errors Made in Task 2

The results showed that all the learners' grammatical errors concerning the right tenses were intralingual errors that had no relation with L1 transfer.

In task 3 learners were requested to ask wh. questions that the underlined words answer. The results of the errors sources are illustrated in this bar graph .
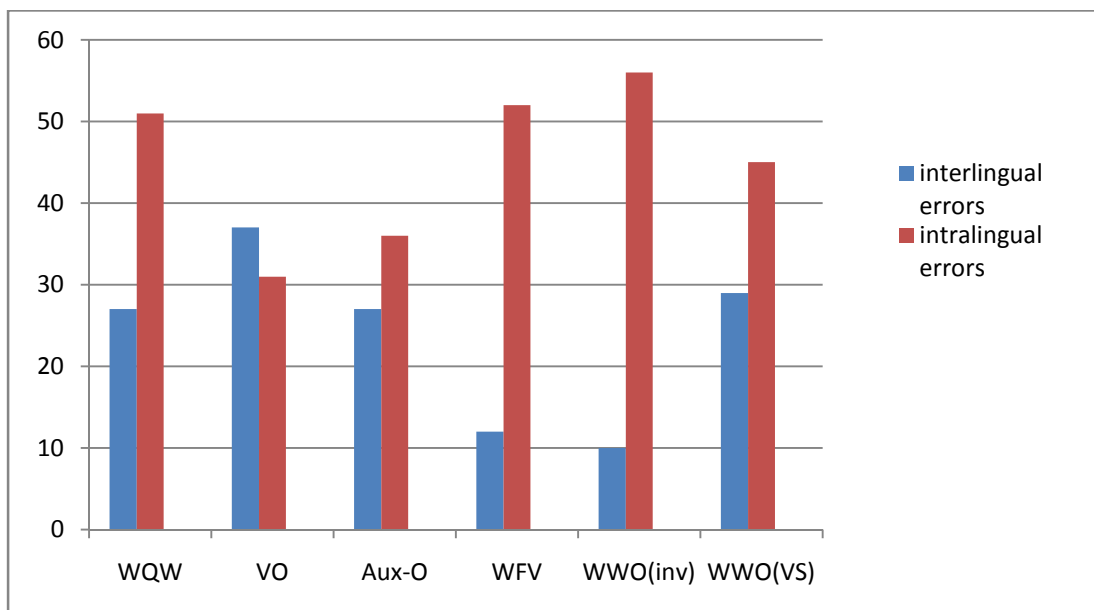
Bar graph 3.4. Learners' responses Concerning Sources of Errors Made in Task 3

What has been noticed from the graph above is that most of the learners' errors were intraligual errors except one case that is verb omission in a such sentence (what did the Arabs?)in which the learners' source of that error was 1L interference.

Task 4 is related to transformation in which learners were requested to rewrite sentences so that they mean the same as the given ones . This task concerned three main grammar points required at this level: passive/ active voice, reported speech and expressing wish. Each point was studied separately. The following bar graph shows the results obtained in answering the first point.

Bar graph 3.5. Learners' responses Concerning Sources of Errors Made in Task 4 (passive/Active Voice)

What is obvious in the above graph is that most of the errors were independent of the learners mother tongue and were caused by the target language learning. Concerning the second point that is reported speech, the learners made numerous errors. The following bar graph presented the causes of such errors
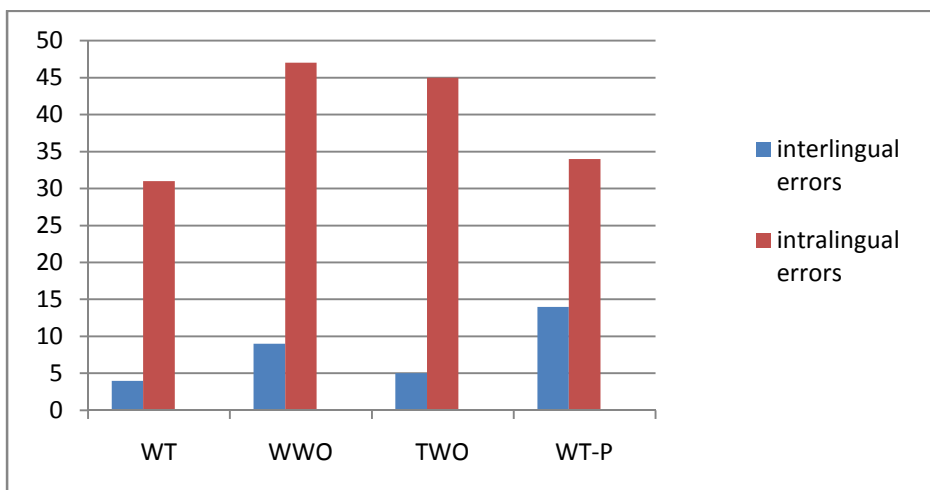
Bar graph 3.6. Learners' responses Concerning Sources of Errors Made in Task 4 (Reported Speech)

Likewise, most of the errors committed when answering reported speech questions were due to the English language and not to the influence of Arabic. In the next bar graph, the factors leading to commit errors concerning expressing wish are displayed.
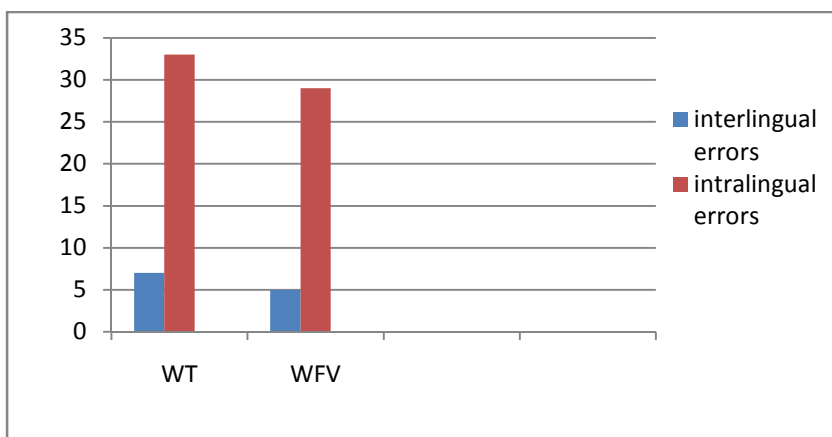
 Bar graph 3.7. Learners' responses Concerning Sources of Errors Made in Task 4 (Expressing Wish)

Depending on the bar graph above, the results found in this task were similar to those found in the previous tasks concerning wrong tenses and wrong verb form. This adds validity to the findings. The errors sources were intralingual factors.

In task 5, learners were requested to join pairs of sentences using the provided connectors and making any necessary changes. The following bar graph illustrates the causes of grammatical errors concerning this type of question through the percentages of the learners' answers.
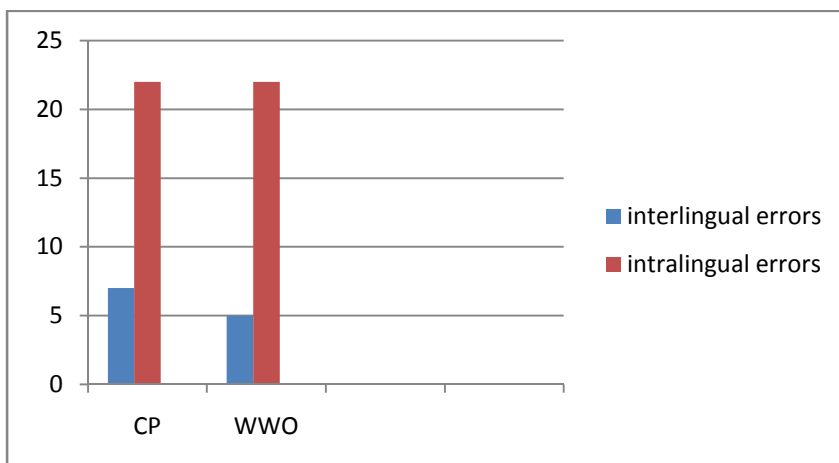
Bar graph 3.8. Learners' responses Concerning Sources of Errors Made in Task 5

The analysis of the errors found in task 5 revealed that most of them were independent of the learners' mother tongue and were caused by the influence of the English language.

Task 6 has dealt with word order in which learners were requested to reorder words to get meaningful sentences. This type of task represented a great difficulty to learners since the number of wrong word order errors formed the greatest one. In the following bar graph, the pupils were given three types of errors and requested to give the possible sources behind making them.
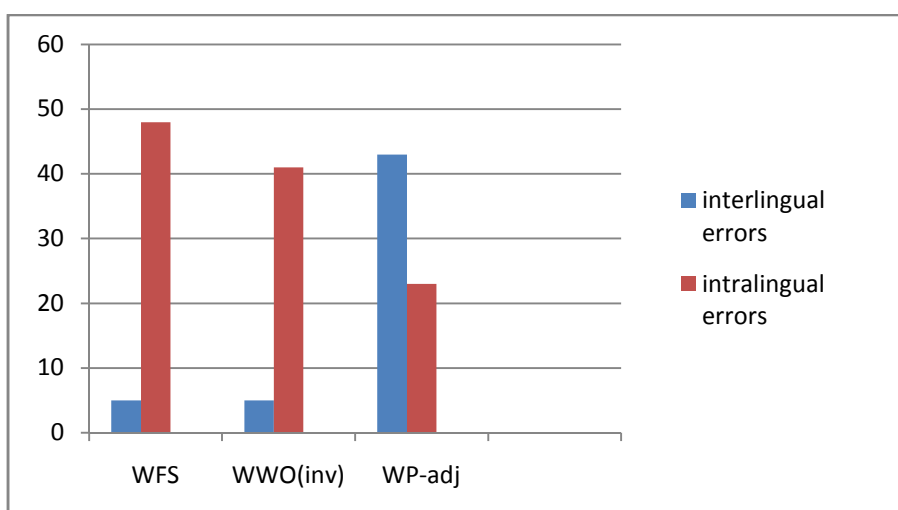
Bar graph 3.9. Learners' responses Concerning Sources of Errors Made in Task 6

Most of the learners errors were intraligual errors except in some sentences in which pupils put the adjective after the noun which was an indication of 1L interference. Thus, even wrong formed sentences resulted from the incomprehensibility of the words in English and had no relation with Arabic except in some cases when pupils understood words meaning and were able to form sentences which were similar to Arabic in some aspects.

The analysis of this questionnaire was followed by the researcher's analysis of the most frequent errors committed by those learners depending on Richards' division and subdivision (1974). According to him intralingual errors are subdivided into three main types: overgeneralization (from one structure to another), ignorance of rule restrictions (within the structure itself) and incomplete application of the rule. Through studying some examples taken from the test papers illustrating the most frequent errors made by the learners, the major sources of such errors could be determined. However, it was difficult to prove that the studied error has a specific cause but the researcher tried to consider the greatest probability. This is

what has been confirmed by Mukattash (1981) who states that there is no way of proving that any given error type has a specific cause. That means if it is due to L1 interference, learners' communication strategies, or target language interferece.

The most common error type among third year learners at the target school was wrong word order. Some examples of this category of errors were studied for the purpose of identifying the sources of making such errors. From task 3, the following examples were selected and analyzed:

What means child labour?   (What does child labour mean ?)

In this interrogative sentence, the verb preceded the subject while the correct order in English is (*wh*-word + aux + S + V). This error of word order can be due to L1 interference since one of the forms of questions in Arabic is interrogation tool (*wh* –word +V+ S).

Where violence is found?   (Where is violence found?)

The error presented in the position of the auxiliary (is). In this way, the error is the absence of the obligatory inversion of the auxiliary and the subject. This type of error had no relation with the mother tongue but with the target language. It can be considered as incomplete application of the rule.

From task 4 the following examples can be listed: Fake products many companies being producing.

This sentence has no sense and it is due to the incomprehensibility of the words and sentence structure and ignorance of the rule.

She asks if can we live on the Moon.

This type of error had no relation with the mother tongue but with the target language. It can be considered as incomplete application of the rule.

He said that a billboard adverted in the main road of the city by me.

It is clear that in this sentence learners tried to turn the sentence into the passive voice thinking that the word advert is a verb. However, the correct transformation is to turning it into the reported speech. The source of this type of error is overgeneralization and using one structure instead of another due to confusion between rules.

From task 5, these are some examples:

Stringent laws are absent because malpractices are increasing.

In this sentence, the learners could not distinguish between the main clause and the subordinate clause to put the connector in the right position. This is because they did not understand the meaning of the sentences or the words.

Most products are expensive so many people that buy counterfeits.

The wrong word order in this sentence is due to lack of knowledge of the rule of forming such sentence and the inability to understand the sentence or the words meaning.

From task 6 these examples were selected for analysis:

The telescope stars is distant to observe used.

The sentence has no sense and it is just a mixture of words. It is due to lack of knowledge of the words meaning.

The telescope is used to observe <u>stars distant</u>.   (distant stars)

In this example, the order of the words was correct except the two last words. The pupil used his mother tongue to reorder them since in Arabic the adjective follows the noun whereas in English it precedes the noun.

<u>You have</u> asked him questions?   (Have you)

There is no inversion of the auxiliary and the subject the auxiliary should be before the subject. It is classified as an incomplete application of the rule. This type of error is probably due to lack of knowledge about the form of questions .

You have questions asked him?

Asked him have you questions?

In these two sentences, the learners may be influenced by their mother tongue in reordering words in such sentence. Furthermore, they did not pay attention to the past form of the verb (asked). What has been noticed from the above examples is that both interlingual transfer and intralingual transfer resulted incorrectly ordered sentences. However,   some of them were due to L1 while most of them were caused by the inability to comprehend the words and the lack

of knowledge about the structures of English sentences. Most of them related that to their weak level in English in general.

The second greatest common error type among third year learners at the target school were wrong tenses and verb inflection. Some examples of misuse of tenses and wrong verb and auxiliary form were chosen for the purpose of identifying the sources of making such errors. These examples are:

Years ago, it <u>will be</u>….(was)

The error is in the use of the future simple where the past simple is required. It is clear that learners generalized the rule of future tense formation .It is due to incomprehensibility of tenses or ignorance of time indicators according to learners. This led them to misuse tenses as Richards(1974, p. 38) states that pupils sometimes apply a rule in areas where it is incorrect and inappropriate.

Mars is maked of ice and dust.(made)

In this sentence, the learners ignored the rule restriction of past tense formation and over-generalized the rule of adding (-ed) to the verbs that should take another form (irregular verbs).

I <u>don't saw </u>him for ten years.

fake products are being <u>producted</u> by many …

I wish Muslims <u>would re-contributed</u> to the ….

What does child labour <u>means?</u>

Other types of errors related to tenses and verbal form were persistent in most of the test papers, such as: auxiliary omission, verb omission, unnecessary insertion of the auxiliaries (to be) and (to do). Wrong replacement of auxiliaries (to be) and (to do) . examples of each type were:

a- What   √ child labour means?
b- What did the Arabs √   ?
c- What <u>is</u> the Arabs do?
d- Where <u>does</u> violence found?
e- What <u>means</u> child labour?

The verb should be written in the infinitive form in sentence a . In sentence b, the verb is omitted whereas, in sentence e concerning word order, the verb (means) precedes the subject. However, the auxiliary (does) is omitted in sentence a . The auxiliary (to do) is replaced by (to be) in sentence c while the contrary occurs in sentence d. The use of verbs in question forms in right tenses and forms seemed to be difficult to learners. The verb auxiliaries have also been omitted or misused. This shows that learners have more difficulties in using auxiliaries in asking wh-questions as it is stated that the auxiliary verbs are often problematic for L2 learners since there are certain rules on how to use them (Taher, 2011, p. 26). In all the sentences except sentences b and e, these error types are classified as an incomplete application of the rule. This type of error is probably due to lack of knowledge about form of questions, tenses, verb forms and auxiliaries. However, the source of error in questions b and e seems to be direct translation from Arabic .

The next most frequent error found in the test papers was wrong word derivation. Here are some examples of such errors.

Verb: civilizat, civiliza .

noun: believation, believement widention…

Adjective: civilizative, widentive..

What has been noticed from the study of the test papers is that the errors made in deriving verbs, nouns and adjectives were due to over-generalization of suffixes that do not suit some words. The learners followed the given examples in which they may find the right

words or they may not. The main source of committing such errors was lack of knowledge about words derivation and lack of memorization.

3.6. Results interpretation

On the light of what has been found, the number of the learners who held negative attitudes towards learning English grammar was more than the number of those who had an acceptability to learn it. However, the point that should be taken into consideration is that the number of the latter was 39, representing a percentage of 45.24% which is a considerable number since it is approximately the half of the research population. The majority of the informants have honestly rated their level to be low whereas, very few learners believed that they were good achievers. The rest stated that their level was average . If the two last percentages are combined, the total is 45,24% . It is the same percentage of those who held a positive attitude towards learning English grammar. This adds validity to this finding. From such as result one can conclude that there was a direct link between their proficiency level and the type of attitude held towards learning English in general and grammar in particular.

Concerning those who appeared to bear a negative attitude towards learning the target language grammar, most of them agreed on the idea that learning English grammar was difficult. This is not just the belief of the weak learners but also of the rest, since studying the pupils' answers, assumptions and beliefs about the degree of difficulty or ease of the third year grammar courses, tasks and the terminologies used confirmed that. Hence, most of the research population found difficulties in understanding English grammar courses in spite of the considerable proportion of pupils whose attitude to grammar was positive .

According to them this is due to the difficulty of the utilized terminologies, to the way English grammar courses were presented in the textbook, insufficiency of practice in the textbook, insufficiency of time for both detailed explanation and sufficient practice, overloaded programme and inadequacy between the instructions they used to see during the year and those they found in the exams and the BAC types. Concerning learners' interest in learning English grammar, that is reflected in their attitudes towards revision of grammar courses and memorization of its rules, nearly the same ratio of those who rated from good to average and who held a positive attitude gave importance to rote learning, which is less than the half of pupils.

Regarding to the learners' favorite method of teaching English grammar, most of the learners preferred the inductive approach in which they took part in deducing the rule

However, the point that should be taken into consideration is that most of them preferred their teachers' own examples not the textbook examples. This is because the difficulty of words used in them whereas, the rest of the informants (46,51%) selected the deductive way. Other teaching strategies were suggested by the learners themselves to enhance their level. The most important suggestion was the use of Arabic in explanations since more than the half of informants proposed that. Others wanted their teachers to choose more simple language and sentences to clarify structures and instructions in detailed and slow ways and emphasize on the most important points needed for the BAC exam. Others suggested motivating learners through using enjoyable ways of learning. However, some of them thought that the severity of teachers in managing their classes and in learning could be helpful.

The last three questions tended to elicit information about the degree of the learners' consciousness about their grammar difficulties, the sources of such difficulties and the ability of suggesting appropriate solutions to overcome such difficulties. Concerning the most problems that hindered their grammar learning, the greatest proportion of learners (37,20%) assumed that the time devoted to learn English grammar and practise it was insufficient since there were a lot of information within a short time. That caused confusion and inability to memorize. Consequently, their problem was in the need for more time to grasp meanings. The second greatest problem was the difficulty in understanding the structure itself. However, a considerable ratio of learners found themselves unable to apply rules, understand the lesson, the sentences used in the lessons or tasks and the instructions. The difficulty of understanding the terminologies used in lessons and tasks also presented a serious hinder whereas, very few pupils found difficulties in ignoring rule restrictions.

The majority of the informants linked their difficulties to the overloaded grammar programme. Thus, time was insufficient for comprehension and practice. The second source of problem according to them was their carelessness and lack of interest in English due to the low coefficient. This lack of interest was manifested in their lack of revision and memorization of grammar rules. A considerable ratio of pupils linked their difficulties to their weak level or their inability to understand the English language. However, just few learners forming a percentage of 17,44% related their difficulties to the difficulty of words used in lessons and tasks. This finding is contradictory with what has been found in question 8. Very few learners related their difficulties to poor teaching methodologies. Other several interpretations were provided such as the difficulty of lessons and structures, noise in classes and inadequacy of English timing.

Depending on what has been mentioned so far, it is evident that learners weaknesses in grammar competence is due to the overloaded programme of English subject of the third year, the insufficiency of time, the pupils' low level, their carelessness and the difficulty of grammar lessons.

Depending on the second questionnaire findings, it can be concluded that the errors made by the pupils were both from intralingual and interlingual interference . However, those caused by L1 interference were in a very small proportion compared with those resulting from the target language itself. The percentages of the learners' responses showed that the main factors causing them to make such errors were intralingual factors.

As it has been mentioned earlier, the analysis of the committed errors was based on Richards' division and subdivision of errors (1974). According to him, the error sources are mainly interlingual (negative L1 transfer) and intralingual (developmental). The former deals with L1 interference. However, the latter concerns the learning process in the target language. According to him, intralingual errors are subdivided into three main types: overgeneralization (from one structure to another), ignorance of rule restrictions (within the structure itself) and incomplete application of the rule.

Depending on the questionnaire findings and the researcher's analysis, it can be revealed that the errors made by the third year pupils at the target school were both from interlingual and intralingual interference. However, their biggest number of errors is due to intralingual factors. Those caused by L1 interference were in a small proportion compared with those resulted from English. That means that most of them were independent of the learners' mother tongue and were caused by the influence of English language . More precisely, most of them were caused by overgeneralization. They are items produced both by the learner which reflect not the structure of the mother tongue, but generalizations based on partial exposure to the target language (Richards (1970), as cited in AbiSamra, 2003).

This analysis revealed that the majority of learners have problem in sentence construction. The major cause of making errors is their inability to understand the words and their connection to form meanings because of the difficulty of words or their weak level in the subject in general. That is due to the target language itself. However, those who have an acceptable level in English make some errors referring back to both L1 and L2 interference. Placement of adjectives after nouns and misplacement of verb in question form (the verb precedes the subject) are examples of Arabic interference. However, the absence of inversion of the auxiliary and the subject is considered as incomplete application of the rule in the target

language. Their problems in sentence construction and misusing tenses, auxiliaries and verb forms caused to them confusion between different types of sentence transformation forms that mainly refer to intralingual sources.

It also showed that the use of English tenses, verbs and auxiliaries was a major learning difficulty. According to the pupils themselves, the cause was the incomprehensibility of tenses and the ignorance of time indicators. In addition, they did not distinguish between regular and irregular verbs. All these are because Arabic has only three tenses while English has 14 tenses and this is considered as " one of the most difficult structural points facing the Arab pupils learning English"(Hourani, 2008, p. 29). Those errors are caused by intralingual factors, often caused by overgeneralization of rules. Moreover, this study indicates that words derivation forms one of the most difficult points for those learner . Their ignorance of the words root and the right suffixes usually led them to follow the given examples and overgeneralize certain suffixes. Thus, these error types referred to the target language

Learners have also a difficulty in joining sentences using connectors. This is usually because they do not know the logical relationship between the sentences or most of time due their inability to understand the sentences because the difficulty of words or weak level. The same thing happens when asking questions, the majority of learners know the different wh-words used to ask questions, but the problem is their inability to understand the meaning of the underlined words in order to supply the right wh- word.

Finally, this analysis revealed that all errors, except few cases related to question forms and word order, were independent of the pupils' mother tongue but related to errors occurring because of the learning process of the target language or the difficulty of the language itself.

3.7. Conclusion

This chapter described the case study which concerned the types of the grammatical errors committed by the third secondary pupils at El Haoudh Secondary School in Bayadh, through analyzing the test results, focusing on the most frequent errors and on the most common sources of such errors .First, it provided an overview description of the learners level in grammar competence by means of the test marks. Then, an analysis of the test tasks in an individual way was conducted to provide information about the most difficult tasks of grammar and the grammatical errors committed by learners. An attempt to find out their difficulties in learning grammar and the causes behind such weak level in grammar

competence was conducted too. This study also investigated into the major sources behind making errors. What has been found is that such errors were both due to interlingual and intralingual interference. Whereas, the errors caused by the learners' mother tongue were in a small proportion. Significant reconsiderations suggested by the pupils themselves for level improvement should be taken into consideration.

The following chapter will attempt to set several measures and recommendations thought to be efficient in enhancing learners level covering pupils' own interest, teachers self development and   eclectic method as well as   some perspectives   concerning grammar teaching, testing and error analysis.

CHAPTER FOUR:

Perceptions on Grammar

Teaching and Testing

Improvement:

Suggestions and

Recommendations

CHAPTER FOUR:

Perceptions on Grammar Teaching and Testing Improvement:

Suggestions and Recommendations

4.1. Introduction

A range of factors, which have been unveiled in the previous chapter, have contributed in making English teaching and learning in general and its grammar in particular unsatisfactory. Thus, this chapter attempts to provide some suggestions and recommendations which may help learners at the level of secondary school mainly of the third year classes to overcome their difficulties in learning English grammar. Success in achieving this depends on three highly basic foundations which are the teacher, the learner and the grammar instruction and assessment itself.

It deals with how teachers development and critical reflection on their own teaching experiences, as well as fulfilling certain basic tasks and having some effective teaching skills can enhance learners' level. It tries to present how high motivation benefits learning and how raise such motivation in our learners. It also sheds light on the value of using learning strategies and having a conscious responsibility of learning. This chapter attempts to provide suggestions about the ways in which grammar should be taught and assessed at this level. Depending on the obtained data concerning the most committed grammatical errors, chapter four tries to give teachers an idea of how to deal with such grammatical errors, how to explore them to foster the learners' grammatical ability, which grammar points to focus on when teaching English grammar to EFL learners and propose strategies to do so.

4.2. Guidelines for Teachers

Teachers' role is of a paramount importance in EFL classrooms in spite of the introduction of the CBA in which the learners form the centre of the teaching-learning process. Indeed, no other factor has more impact on pupils learning than a teacher. For this purpose, teachers need to develop their classroom skills continuously to meet the requirements of the teaching and learning situation. In fact, the profession of teaching is not easy, rather it is stressful mainly at the beginning. However, it can be very rewarding and enjoyable when the pupils progress and their teachers recognize that they helped them in doing so (Harmer, 2007).

To fulfill the required duties, teachers should have a strong will to develop their own professional growth through varying teaching strategies to be adequately meet their learners'

needs (from OECD, 2013). To achieve this, teachers should reflect critically on their teaching practices, fulfill certain basic tasks and have some effective teaching skills.

4.2.1. Teacher Development and Reflective Teaching

Because of the continuous change in the field of EFL teaching mainly grammar teaching and the new requirements of the application of CBA in the Algerian context, the teachers are recommended to look back into their previous teaching practices for the purpose of changing or developing them to meet the current requirements. This is what is known as reflective teaching. It refers to teachers subjecting their teaching thoughts and practices to a critical analysis (Farrell,1998). Teachers can use a variety of approaches to reflect on their own actions. One of the most valuable professional development tools is peer observation.

Peer observation provides an opportunity not only for novices to develop their ways of teaching but also experienced teachers. It is a valuable means to stimulate teachers' own ideas about their teaching (Kyriacou, 1998). It provides a chance to see the way other teachers teach grammar and to reflect on one's own teaching. It develops teachers' self-awareness of grammar teaching strategies and classroom processes. It is a means of getting feedback on all what may concern their own teaching (Lavigne and Good, 2013). Moreover, it has social benefits since teachers share ideas and experiences.

At the level of the secondary school, official peer observation in a form of class demonstration is planned once a month including a variety of lessons and depending on the teacher's choice of the course. However, it needs to be carefully implemented at least once a week. It should give more importance to sessions for teaching grammar strategies, mainly how teachers start and end the lesson, how they assign corresponding tasks and how they assess their learners' learning. These class demonstration sessions as well as coordination sessions should be programmed on the teachers' timetables and considered as one of the teachers' professional duties. In these meetings of groups of colleagues teaching English either from the same school or different schools, teachers improve their teaching effectiveness and learn from each other. Through collaborative planning of grammar lessons, teachers can identify problems related to grammar teaching and present better grammar lessons.

Besides, the use of written accounts of what happens in classrooms is a useful way of engaging in the reflective process. These written accounts may be self-reports in a form of checklists or inventories that reflect teaching practices (Richards, 1990) . Another valuable

tool for self-development is the use of the journal or dairy in which teachers record what happens in the classrooms. Moreover, recording lessons provide teachers with opportunities to observe themselves and capture all the steps of the lesson through the use of audio or video recording of courses such as using cameras (Chalikandy, 2014). Furthermore, workshops and seminars about how to teach and assess grammar can provide teachers with opportunities to reflect on their own teaching.

Teachers do not need just experience to accomplish their mission. But, with a critical reflection on that experience, they may enhance their professional development so that they can perform their tasks.

4.2.2. Teacher Tasks

Teachers tasks are the necessities that teachers are required to do or have for their profession. One of these basic necessities   is to be knowledgeable in the subject they teach; they should have a good command in English and its grammar. Moreover, they should have effective ways to transmit that knowledge to their learners.

4.2.2.1. Teacher Content Knowledge

Teacher content knowledge refers to the information that teachers have and are expected to teach in a subject matter. Teachers need to know as much as possible about the subject they are teaching (Harmer, 2007). Teachers with highly content knowledge in a specific subject tend to be more effective teachers because   *" it tends to be the teacher the pupils will ask when they want to know "*(Burgess and Head, 2005, p.2). Some researchers suggest that there is a necessity to develop strong pedagogical content knowledge which means that they should master the most effective ways to teach learners that particular subject (from the Glossary of Education Reform, 2013). More importantly, they need to find out new ways to make their teaching effective. One of the ways of doing this is through keeping up-to-date new developments in teaching approaches and techniques via seminars, magazines and online resources.

Language teachers in general need to have the knowledge of grammar and grammatical functions (*Harmer, 2007*). Grammar teaching is one of the essential aspects of language teaching, it requires pedagogical content knowledge. Teachers of English have to know a lot about English grammar to teach English in general and its grammar in particular.

They must have a knowledge of the grammatical rules to be able to teach them because having an accurate and comprehensive understanding of English grammar makes teachers feel more confident as teachers and gain respect from both colleagues and learners (Cowan, 2008).

A good knowledge of English grammar enables teachers to evaluate the textbook and examine courses and tasks used so that they could organize lessons in more effective ways than those presented in the textbook and supply the information needed for the exam. This is one skill of pedagogical content knowledge. Without being transmitted to the learners, knowledge is passive. Thus, another necessary factor for achieving effective teaching is the good preparation of lessons to transmit that knowledge to learners.

4.2.2.2. Lessons Preparation

Good preparation of lessons is an effective factor of effective teaching. For teaching any English lesson, it is necessary to prepare it in advance. The same thing should be done with grammar lessons. Planning gives lessons a framework and it is as a guide that involves what is intended to achieve and the way to do that (Harmer, 2007).Taking time at the planning stage to think about all what can make their lessons effective and successful and about the steps to present them help to have good lessons. Langdon (1978) notes that lesson plans exist to serve two main primary functions: first, they are plans of what will occur in the classroom and second, and the least utilized, they record the necessary changes to make the lesson effective for future use.

First of all, it is important to determine the objective of the lesson and sometimes the sub-objectives that lead to the final one as well as the learning outcomes at the end of the lesson. More importantly, teachers should think about ways to raise their pupils' interest and motivation so as to draw their attention from the beginning to the new grammatical point. This can be through starting their lessons with visual aids or challenging them. The activities should be selected carefully and presented in a logical order to achieve the objective of the lesson and should have a logical link so that pupils can follow easily since "*a good lesson needs to contain a judicious blend of coherence and variety*" (Harmer, 2007, p.157).

The teacher should know how to present and explain them. This explanation should be short and clear. It is useful to predict problems that might be encountered during the lesson. Taking time at the planning stage to suggest possible solutions can lead to have good lessons. In this respect, Killen (2006) suggests some useful planning steps to plan lessons effectively:

Considering the purpose of the lesson, determining the pupils learning outcomes, determining the content of the lesson, organizing in suitable sequences and appropriate examples, selecting appropriate teaching strategies, determining the possible constraints, planning ways of evaluating the success of the lesson and assessing the pupils' achievement.

The steps of grammar lesson plans depend on the lesson itself, time available, pupils' level and learners' styles. There are different models of planning a grammar lesson such as PPP (Presentation, Practice, Production), TTT (Test, Teach, Test) and ESA (Engage, Study, Activate)(Cotter, 2010) . However, the most utilized one seems to be PPP model, *"Grammar lessons are usually composed of three phases: Presentation, Practice, and Production"* (Shojaee, 2014). Larsen-Freeman (2009) notes that "countless generations of pupils have been taught grammar in this way- and many have succeeded with this form of instruction" (2009, p. 523). Sárosdy (2006) adds another essential step with which each lesson must be closed; that is a feedback part of both form and content. Good lessons have various types of balance which are: balance of work forms(frontal, group, pair), balance of skills (receptive/productive, oral/written), a balance of activities(warm-up, 3 Ps, feedback) and a balance of stirring and settling activities (competition, challenge) (Sárosdy et al, 2006).

In the presentation phase, the teacher presents the new grammatical point in a meaningful context that should be attractive and motivating. The teacher should make his pupils aware of the need of the grammatical structure . At this stage, it is essential to choose which approach is appropriate for the situation, either the deductive or the inductive approach to teaching grammar. Ur (1996) notes that the choice between these two ways depends on many things. The former is more suitable with lower level pupils and it saves time and allows more time for practising the language items. However, the latter is often more beneficial to pupils with an acceptable level in the language since it encourages them to discover structures by themselves based on their background knowledge. In the practice phase, pupils need to practice the new structure so that they master it. In the last one ; that is production stage, learners need time to use the new structure in their own oral or written language.

However, Harmer (2007) suggests ESA model which he considers as elements for successful language learning. In this model, pupils are engaged through using certain activities such as games, music, stimulating pictures, discussions, etc. Their involvement in the study activities makes them concentrate on the construction of particular elements of

grammar. In activate activities, pupils are asked to use all and any language that may be appropriate for the situation as freely and communicatively as they can.

As it has been mentioned earlier, teachers' choice of planning depends on many factors. However, whatever the model is, certain elements as mentioned above are usually included in plan formats. The following lesson plan is suggested depending on the PPP model.

Class:			No. of pupils			Level:	
Class profile:							
Topic:			**Language element:**				
Aims: what the teacher intends to do							
Objectives: what the pupils are expected to do							
Assessment:							
Materials:							
Presentation phase:							
Timing	**Procedures**		**Interaction**	**Anticipated problems**	**solutions**	**Success indicators**	**Aims of the stage**
	Teacher activity	**Student activity**					
Practice phase:							
Timing	**Procedures**		**Interaction**	**Anticipated problems**	**solutions**	**Success indicators**	**Aims of the stage**
	Teacher activity	**Student activity**					
Production phase:							
Timing	**Procedures**		**Interaction**	**Anticipated problems**	**solutions**	**Success indicators**	**Aims of the stage**
	Teacher activity	**Student activity**					
Additional possibilities:							
Homework/further work:							

Table 4.1. Suggested Grammar Lesson Plan (adapted from Harmer, 2007, pp. 161-163)

According to Harmer (2007), in the success indicators column the teacher should note ways to measure the success of what happens. In other words, *"if the learning outcomes have been met"* (2007. p. 162). This is one of many forms of plan formats. However, it depends on each teacher to design his own formats that suit the circumstances in which he teaches. What is important is to meet the predetermined goals of effective learning.

However, transmitting knowledge through good lesson plans necessitates adapting different roles.

4.2.2.3. Teacher Roles

Teachers should play different roles depending on the different situations in the class. Teachers roles are *"the different functions and personalities the teacher takes on at different times (e.g controller, resource, etc) in order to help pupils engaged in different kinds of learning task"* (Harmer, 2007, p. 283). According to him, the teacher can be a resource of language information, a controller, an organizer, an assessor, a prompter and a participant (Harmer, 2003) . According to Spratt et al (2011, p. 199), the teacher can be a planner, a manager, a monitor (an observer), a facilitator, a diagnostician, a language resource, an assessor and a rapport builder.

First of all, teachers should be able to function as a resource for knowledge since they are the persons whom learners refer back to get information. Thus, a good command in English and its grammar is essential to be an affective teacher. As a diagnostician, the teacher should work out of the causes of learners difficulties (Spratt et al, 2011). In activities in which accurate reproduction is required and frontal activities such as grammar presentation, s/he can be a controller. In grammar tasks that require working in peers or groups , s/he can be a promoter to fit positive feedback (Harmer, 2007). As a monitor or an observer, the teacher can check learning and provide support during individual, pair and group work activities (Spratt et al, 2011, p.199).

One of the most important roles that teachers should perform is to be a manager. Teacher should organize their work, classroom activities, the classroom interaction and their teaching materials so that the pupils can benefit from the teaching process. As a planner, the teacher should prepare grammar lessons and reflects on them before teaching. In this way, s/he can predict problems and the errors that pupils may make . Accordingly, s/he can set appropriate materials to avoid or overcome them (Spratt et al, 2011). Tasks should be

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arranged from the simplest to the most complex to respect the gradation in acquiring structures since *" numerous grammar constructions...have to be taught and learned based on their progression of complexity"* (Hinkel, 2015, p. 125)

Activities should be selected carefully to meet individual learners' interests. Thus, the teacher should be motivated and   act   as a motivator. However, most of learners find learning grammar boring or difficult. It is the teacher's role to increase their motivation about learning grammar through making it enjoyable and easy through building a good rapport with learners and varying grammar tasks and the ways in which they are presented . Making it easy can be through acting as a facilitator since the previous study shows that New Prospects is full of authentic texts (reading and listening passages) for studying grammar. The sentences, that are taken from these texts, are full of difficult words that are often beyond the third year secondary school pupils level. Therefore, the teacher's role is to simplify these sentences so as to encourage the learners' grammar learning. Teachers as adapters should benefit from the coursebook activities in a way that decreases their difficulty and engages learners in autonomous learning because being responsible for their own learning is a key component in sustaining motivation(Harmer, 2007).

In this case, the teacher's role is to facilitate learning and guide pupils to acquire grammatical points through objective means to develop learners' responsibility for learning. Finally, s/he acts as an assessor to evaluate the learners' outcomes (Harmer, 2007).

Fruitful learning depends to a great extent on the teacher's success in adopting different roles appropriate to fit different contexts. This success helps in creating an effective grammar learning atmosphere in the classroom through building a good rapport with pupils and classroom management. These are the most important teacher skills.

4.2.3. Teacher Skills

Teachers skills are the abilities that teachers possess to make their teaching effective. One of these basic necessities   is to have a good rapport with their learners and ability to manage their classes.

4.2.3.1. Rapport

The type of the relationship between the teacher and his pupils determines the language classroom climate. This teacher-learner relationship is known as rapport. Having a

mutual respect and rapport is highly recommended in schools (Kyriacou, 1998). The classroom atmosphere can promote grammar learning if it involves good teacher- learner relationship which encourages a friendly and stress-free learning environment. A positive, enjoyable and respectful relationship is a common feature in the best lessons (Harmer, 2007).

According to Kyriacou (1998), respect and rapport can be developed from the pupils perceptions about their teacher; his competence as a teacher, care about their progress through planning and conducting good lessons .

According to Harmer (2007), a good rapport is built up when teachers are qualified in terms of professionalism. Besides, respect is very important. Good teachers react to indiscipline and solve problems respectfully. Treating all pupils fairly and equally establish and promote good rapport. It is widely argued that good rapport between the teacher and his pupils motivate them to learn more. Some way of doing so are by recognizing them through knowing at least their names, their family background and their social situation, listening to their interests and problems and respecting them.

However, this does not mean to be too friendly because this tends to lose authority over learners. That is why, it is essential to establish a relationship in which pupils accept teachers authority to manage classroom activities for effective learning progress (Kyriacou, 1998).

Establishing a good rapport is one of the factors that facilitates teaching and learning. One of the benefits of a mutual respect and rapport is the ability to manage their classes successfully.

4.2.3.2. Classroom Management

Classroom management was traditionally regarded as the ability to exert control over learners. However, more recently it has been seen as an art of establishing a good classroom climate and managing instruction in effective ways and actions (Hue and Li, 2008). It is a necessary factor in teaching since *"effective teaching and learning can take place only if there is a good order and positive learning climate in the classroom"* (Hue and Li, 2008, p. 5).

Most teachers find difficulties in managing their classes. This is because of many causes such as the inability to offer good lessons, lack of motivation and overloaded classes. Overcrowded classroom is one of the biggest problems that face teachers, and one which

leads most of time to other problems. Even the most effective teachers may find it hard to overcome. The most problematic one is its negative impact on the quality of learning. Teachers in overcrowded classes cannot provide individual learners help on regular basis or test pupils individually. Moreover, noise is an expected consequence in an overcrowded class, which increases discipline behaviours (Meador , 2015).

To deal with the aforementioned issues and improve a good learning environment, teachers must be well organized and prepared for every session and for exceptional events and things. Lessons should be simplified, engaging, challenging and somehow enjoyable so as to increase motivation and pupils' interest. Assigning seats towards the front for pupils who are weak or misbehave is necessary to manage overcrowded classrooms and prevent misbehaviour (Meador , 2015). Teachers have to establish their rules from the beginning of the year and try to be hard in some cases. In the same vein, Hue and Li (2008) note four components of classroom management. They are managing the physical environment of the classroom so that it promotes a pleasant and comfortable atmosphere of learning, managing the teaching and learning materials that serving the learning objectives and content, managing procedures and establishing rules and finally managing discipline system.

Effective teaching and learning cannot be the responsibility of the teacher only. The learner's role is of a paramount importance in the learning process because *" teaching cannot be defined apart from learning"* (Brown, 2000, p. 7). Under the requirements of the CBA, they are required to take part in the learning process by being motivated, responsible for their own learning as well as using learning strategies.

4.3. Guidelines for Learners

The language learners differ from each other in learning grammar in spite of the fact that they study under the same learning environment and conditions. If teachers are able to raise their pupils' motivation towards learning grammar and their awareness towards the value of taking responsibility in their learning by being autonomous and through using learning strategies, they will gain a lot.

4.3.1. The Importance of Pupils Motivation

Motivation whether in learning English or its grammar is a necessary factor leading to effective learning. It is an internal drive that pushes language learners to pursue a course of

action (Harmer, 1983) . This refers to the desire to achieve something and the efforts spent to realize it. He argues that *" this desire to achieve some goal is the bedrock of motivation and, if it is strong enough it provokes a decision to act"* (Harmer, 2007, p.20). The responsibility of the teacher is to support that motivation, but it *"is difficult to sustain without some conscious effort"* (Burgess and Head, 2005, p. 5). However, lacking motivation in grammar learning in particular and the English learning in general can be more problematic. In fact, it is one of the most influential factors that hinder the improvement of the learners' grammar level (He, 2013).

Accordingly, teachers should help motivated learners to sustain their motivation, and find ways to raise interest in those who lack it to learn English grammar. First of all, it is important to build variety and fun into the grammar course and making the learning experience enjoyable for learners. Such ways can be through interactive activities that encourage them to be active learners and take some part in the lesson rather than being passive   recipients of knowledge. Activities that excite their curiosity also provoke their participation (Harmer, 2007). Teachers should suggest activities that carry some kind of challenge in which learners do their best to find out the right solutions. These types of attractive activities will gradually help learners to change their attitudes towards learning (Dubin and Olshtain, 1988, p.14).

Using activities that engage learners in learning grammar such as games, stimulating pictures, music, etc because engagement is one of the basic elements for successful language learning (Harmer, 2007). Above all, motivation is a matter which deals with the learners inner wish to learn and succeed whatever their teachers try to help them. In the same vein, Harmer says:

> *But however much we do to foster and sustain student motivation, we can only, in the end, encourage by word and deed, offering our support and guidance. Real motivation comes from within each individual, from the pupils themselves* (2007, p. 21)

 However, high motivation remains an essential factor in language learning. It raises pupils' responsibility for learning.

4.3.2. Responsibility for Learning

Under the requirements of the CBA, the learners are required to take part in the learning process . Moreover, they are required to be responsible for their own learning as being the centre of this learner-centred approach. As it has been mentioned earlier in chapter two, grammar in New Prospects is taught through the **inductive approach or grammar - discovery approach** in which the more common tasks are discovery activities. Thus, learners are supposed to take responsibility for their own learning through using their background knowledge to discover and construct their new one. Teachers can raise their pupils' autonomy by extending their role in learning and working things out of themselves (Harmer, 2007).

To encourage learners' autonomy, teachers can get them to do various types of homework in which they are awarded such as written expression in which they express wishes or doing discrete- point items in which particular language aspects are tested. What is important to these tasks to not be disadvantageous is that they should not require too much of their time or be beyond their level. More importantly, teachers should follow up them. teachers can also provide their pupils by websites and titles of books to use for the purpose of improving grammar learning(Harmer, 2007).

All what teachers can do is to encourage them to be autonomous in their learning and provide them with tools to do so, but they cannot impose that upon them. Motivation comes from the learners inner desire and leads learners to take responsibility in their own learning (Harmer, 2007). Their responsibility for learning involves the use of a wide techniques. One of them is using grammar learning strategies.

4.3.3. Grammar Learning Strategies

Learning strategies are the techniques that the learner uses to learn new information. They refer to *"the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information"* (O'Malley and Chamot, 1990, p. 1). Language learning strategies are related to the ways that the foreign language learners use to learn a foreign language. They refer to *"how language learners manage their learning and the strategies they use as a means of improving TL competence"* (Hurd and Lewis,2008, p. 8). As far as grammar is concerned, grammar learning strategies refer to the techniques that foreign language learners use for the purpose of improving their knowledge and comprehension of the grammar of the target language. Takač defines them as the *"learning*

strategies that help learners to develop a mental grammar of the L2" (2008, p. 32). One of the teachers' tasks is to teach their pupils how to learn using different learning strategies. In this way, They promote their autonomy to be responsible of their own learning.

According to Oxford (1990), language learning strategies can be divided into two broad categories that are applied in education: direct strategies and indirect ones (as cited in Sung, 2009, p. 22). They may have a direct relation with the mental process of language learning or just supporting learning. Direct language learning strategies are defined as the strategies that are involved in language learning and require mental processing of language. However, indirect leaning strategies are not involved in the learning of the target language but support the learning process (Pandian et al, 2014).

As stated by Oxford (1990), direct strategies are subdivided into three types involving cognitive, memory and compensation strategies. However, indirect strategies comprise metacognitive, affective and social strategies (as cited in Sung, 2009, p. 22). In using cognitive strategies, pupils *"are encouraged to think about what they are seeing, hearing or working on rather than just repeating mindlessly"* (Harmer, 2007, p. 270). This thinking involves operating the incoming information and manipulating it in such manners that improve learning (O'Malley and Chamot, 1990). According to them, it may include such strategies: organization, elaboration, inferencing, summarizing, deduction, induction and so on. Memory strategies are mental means which facilitate storing and retrieving new information for future access. These involve some strategies such as rehearsal, organization and retrieval (Courage and Cowan, 2008). However, language learners use compensation strategies to understand or produce the target language in spite of the limitations in their language knowledge. The main compensation strategies used in listening and reading is guessing the meaning from the context and overcoming limitations in speaking and writing through miming, gestures, synonyms, circumlocution, simplification, coining words, avoidance and so on. This type of strategies are used specially for grammar and vocabulary (Oxford, 1990).

Indirect strategies comprise metacognitive, affective and social strategies (Oxford, 1990, as cited in Sung, 2009, p. 22). Learners use metacognitive strategies to organize and self-direct their language learning since they are who best know various aspects of their own leaning. O'Malley and Chamot (1990) note that *"they involve knowledge about learning, knowledge of one's cognitive process and control or regulation of learning"* (as cited in

Gimeno, 2003). Affective strategies have a great impact on learners' success or failure as they can gain control over their learning through their emotional actions and affective behaviors such as anxiety reduction , self-encouragement as self-rewarding and monitoring emotions as using checklists and discussing feelings with others(Oxford, 1990, as cited in Hurd and Lewis,2008). Social affective strategies include social behaviours which are asking questions, cooperating with others and empathizing with others.

The use of grammar learning strategies facilitates the acquisition of grammar. According to Oxford and Lee (2007), foreign language learners can use learning strategies either for explicit- inductive learning such as obtaining and using resources as grammar notebook and reasoning or for explicit-deductive learning such as paying attention to grammar rules and expectations, conceptualizing with details and using the senses to understand and remember (Oxford, 2013). These strategies can rely on deduction, induction, translation and transfer (O'Malley and Chamot, 1990).

As it has been mentioned above, learners are the centre of the teaching-learning process. However, ways in which grammar should be taught and some necessities thought to enhance grammar learning are suggested to benefit third year pupils.

4.4. Guidelines for Grammar Teaching

The search for successful teaching strategies have been always the concern of many debates. Grammar as an essential component in any language has been given much importance for the purpose of finding out effective strategies to achieve grammatical proficiency. Grammar can be taught explicitly or implicitly. "*Explicit instruction is where pupils are instructed in the rules or patterns (deductive) or guided to induce them, themselves (inductive). An implicit approach makes no reference to rules or patterns*" (Larsen-Freeman, 2009, p. 527).

Mastering key grammatical concepts helps EFL learners to achieve both accuracy and proficiency in English language. It can be achieved through explicit grammar teaching. This is what has been noticed in many current educational research and practice that emphasize the importance of providing EFL learners with explicit instruction in the rules and forms of English grammar to achieve academic language proficiency (Stathis and Gotsch, 2013).

A research conducted by Norris and Ortega (2000) focused on various studies was done for the purpose of determining whether grammar teaching is effective or not. This

research findings argue that explicit grammar instruction is more beneficial than implicit teaching (as cited in Larsen-Freeman, 2009). Moreover, they emphasize the focus on forms and forms in meanings too.

Explicitly or implicitly, grammar teaching has been remained one of the most debatable concerns of English language teachers. However, choosing a particular approach to grammar teaching is another controversial issue.

In following the principles of a particular method, teachers may face various teaching constraints. Thus, eclecticism that is *"choosing between the best elements of a number of different ideas and methods"* seems to be the best choice (Harmer, 2007). Therefore, adapting an eclectic approach in which teachers take what suits and benefits their learners and reject what causes difficulties, has been proved to be beneficial.

Using of teaching methods differs according to different situations. In this way, teachers need to make a balance between introducing structures deductively and inductively. Moreover, eclecticism in teaching grammar enables teachers to develop pupils' grammar competence as well as the ability to use it appropriately. Cowan (2008) suggests some points to guide teachers to choose what to incorporate in their classroom instruction. These points support the usefulness of collaborative language instruction, explicit grammar instruction mainly for new grammatical structures, correcting errors mainly through recasting, focusing on the most utilized grammatical structures and incorporating input processing and output practice which means that learners should be provided with comprehensible and rich input so as to be able to produce language actively.

Adapting an eclectic approach to teach grammar helps teachers to accept new trends in grammar teaching as far as they suit situations and improve learning. Some effective suggestions for teaching grammar in the classroom have been advocated recently such as teaching grammar in context, involving learners in problem solving activities, reducing the use of metalinguistic terminologies and *computer assisted language learning* (CALL).

Teaching grammar in context has been found to be effective. It involves teaching grammatical structures in relation to their meanings and functions within contexts. This enables learners to know the use of particular structures and makes them learn better (Ellis, 2008, as cited in Shrum and Glisan, 2009, p. 218). Moreover, involving learners in problem-solving activities in which they analyze language explicitly is an effective strategy to find out

grammar structures. They are exposed to language samples and asked to work out of them by themselves formulating their own suppositions which lead to the construction of the correct grammar structures. In this way, pupils are expected to not forget the rule and the sentences in which it is presented and that may enhance grammar learning (Senoussi, 2012).

An efficient new way to make pupils better learn grammar is through the use of electronic technologies. Many studies advocate the benefits of (CALL) in improving learners' grammar and editing their persistent grammatical errors (Cowan, Choo and Lee, 2005, as cited in Cowan, 2008). Pupils can familiarize themselves with learning in such way through going to the Web sites.

Furthermore, it seems to be effective to avoid teaching too many grammatical structures in one session, which may cause them confusion. The choice of examples in which grammar is presented is of a paramount importance. Thus, they should be selected in such way to facilitate grammar learning. They should be simple, clear, meaningful and serve efficiently the acquisition of the intended grammar structure.   Practice tasks should be chosen carefully. They should promote pupils to use grammatical structures accurately and meaningfully. They should meet the pupils' needs and interests and raise their motivation.

To facilitate understanding of grammatical structures and the sentences in which they are introduced, the use of mother tongue has been proved as a beneficial means mainly with low level learners (Senoussi, 2012). In the same vein, Leonardi (2010) claims that in spite of the fact that there are still negative attitudes towards the use of L1 and translation in FL classes, many theoretical researches and practical experiments have proved that their use can facilitate learning. Some of the research studies that are in favour of systematic use of L1and translation are Chambers (1991), Auerbach (1993), Antón and DiCamilla (1999) and Cook (2001). According to Cook (2001), a purposeful and systematic use of L1 in FL classes can help:

- *Explain grammar*
- *Convey meaning*
- *Organize the class (instructions, feedback, discipline)*
- *Pupils realize what they really know or do not know*.

(as cited in Leonardi, 2010, p. 62)

However, *"the amount of L1use and how it is employed should vary with classroom environment and learner needs analysis"* (Leonardi, 2010, p. 63).

To have effective teaching, it should be incorporated with testing. Both should be built on each other in an ongoing work of the courses.

4.5. Guidelines for Assessing Grammar

Teaching pupils who are preparing for an Examis a special responsibility since all the attention is put on that exam. Some guidelines are suggested to be a good exam teacher and to teach grammar in such way so that pupils can perform well. Grammar tests should be selected to serve different purposes.

4.5.1. Successful Exam Teacher

Teachers who prepare pupils for an Exambear a special responsibility since exam success is of a paramount importance for many aspects including teachers, pupils, parents, schools and administration. That is why, those teachers should have special qualities to be successful exam teachers. First of all, they should have a positive attitude towards exams and enjoy teaching exam classes. They should be well-knowledgeable in the subject they teach as well as administrative matters for gaining their pupils confidence (Burgess and Head, 2005).

According to Burgess and Head (2005, p.2), teachers should know all what have relation with the format and content of the exam, with the exam duration, skills to be tested, types of instructions and tasks introduced, the testing criteria for each question and the way it is marked. To get pupils familiar with the exam format, it is advisable to work through complete sample papers and from time to time under similar exam conditions.

An overall planning is very important since it helps teachers to manage their time adequately so that they can cover all the knowledge required for the exam and to design time for practice, review and consolidation. They need to plan courses in advance and manage their time carefully so that all the sorts of tasks introduced in the exam can be dealt with. Learners should have a strong desire to succeed; that increases their motivation. However, English mainly for the scientific streams is not given much importance by pupils because of the low coefficient. That is why, a good exam teacher should have a good relation with pupils and create an encouraging learning atmosphere.

Teacher should monitor both the learning process and the pupils' learning progress. Promoting progress involves providing pupils with honest and direct feedback about their performance. Promoting progress can be through testing. Teachers test their pupils at different stages and for different purposes; at the beginning to determine their abilities, during the courses to assess their progress and at the end to measure their achievement. Formative tests are useful for exam classes (Burgess and Head, 2005).

These are general qualities to be a successful exam teacher. When the concern in this research work is grammar, an attempt to set some guidelines for teaching grammar for the exam has been conducted.

4.5.2. Teaching Grammar for Exams

The kind of teaching which is required should prepare pupils to do well on the day of the exam. As far as grammar is concerned, it is important to teach it in a way that is helpful to perform well in the BAC Exam. Teaching grammar in context has been proved to be helpful to draw the pupils attention to the accurate and appropriate use of grammar items (Burgess and Head, 2005). The teacher should design tasks for practice, which get pupils use their knowledge and identify areas that need more consolidation. These practice activities should be selected in such way to motivate and encourage them to take part in their learning. Besides, teachers should teach their pupils how to use reference materials as grammar books and dictionaries.

Depending on the already mentioned analyses in chapter two, most types of tasks introduced in New Prospects do not comply with the ones found in the BAC Exam. However, most of the typical instructions found in both of them differ in some degree from each other. The teacher's role in preparing the pupils for the BAC exam is to adapt the textbook activities so that they can reflect the types of tasks that test grammar in the BAC exam. This is for the purpose of familiarizing them with the BAC instructions. In the same respect, Burgess and Head (2005) suggest that " *as the course progresses, practice tasks should reflect more closely the sorts of tasks that test grammar and vocabulary in the exam itself* " (2005, p. 65)

Moreover, the grammar courses should be prepared in advance and carefully planned to be sure that the time available is sufficient to cover all the grammar lessons and the various sorts of tasks introduced in the exam. Planning also helps teachers to design time to review and consolidate what has been learnt before the exam. Since the learning objectives are so

many that the teachers could not be able to teach and assess in the intended time and re-teach, teachers should teach what is required in the syllabus, but focus more on the BAC Examrequirements.

To help pupils prepare for their exam, Burgess and Head (2005) suggest some principles of teaching grammar. Accordingly, they should build the course on what pupils have already known. This may be through designing diagnostic tests. Moreover, they should get the pupils work out the rules; getting them familiar with the common utilized terminologies of grammar items and their forms and structures. Discovery learning and cooperative knowledge should be encouraged. Grammatical errors should be used to determine areas of difficulty and as a basis for providing remedial practice activities. Helping pupils to notice their errors and correct them can support learning. In addition to highlighting the usefulness of practising grammar, training pupils to become independent learners and doing additional work in areas of difficulty can improve their learning. Finally, teachers should give their pupils sufficient practice of exam- type questions and forms of answers.

These are some general points to teach grammar for BAC Exam. However, its teaching should be incorporated with some types of testing at different stages and for several purposes.

Preparing pupils for the BAC Exam is a special responsibility of teachers who are in charge of these exam classes because the good results of the exam get the teachers to be rewarded by feeling that their teaching contributed to the success of their pupils (Burgess and Head, 2005). Thus, the classroom activities and teaching techniques should focus on driving the pupils towards the goal of passing their exam successfully.

First, it is important to diagnose the individual abilities of learners in English language in general and grammar in particular at the beginning of the year, through setting a diagnostic test to find out not only what pupils know , but mainly what they don't know(Harmer, 2007). It is better if it takes the form of a number of discrete items coupled with a piece of writing(Harmer, 2007). The purpose of this grammar test is to raise the learners' awareness of their weaknesses and to help teachers take an overview of their learners' abilities and set future teaching decisions and remedial work.

During their learning stages, pupils need to be assessed continuously for the purpose of guiding the process of forming their knowledge. This is what is known as formative

assessment . It is widely recommended to test the learners progress as it is happening and take it into account when the evaluation is made at the end of the term. This is because testing is a good motivation of learning when it is given a grade and because *"it is wise, for a number of reasons, to build some formal tests into the course plan"* (Burgess and Head, 2005, p.11)

For evaluating the learners after a period of learning such as term tests and exams, achievement tests should comply with the format and content of the BAC Exam. Thus, the language practice tasks found in the textbook should be modified to be quite similar to those found in the BAC exam. Moreover, more emphasis should be put on the sorts of tasks found in the BAC exam. In addition, what has been noticed from the study of the BAC exam instructions concerning grammar is the difference in their formulation. That is why, it is very important to get the pupils familiarize with the grammar questions and activities introduced in the BAC Exam.

To be familiar with the BAC sample Exam, it is very useful to work through complete sample papers of previous years mainly in the period before the final exam to get the pupils acquainted with the format of the exam, the tasks included, the types of instructions asked and the time to do it.

Burgess and Head (2005, p. 13) suggest some different tests which are pre-testing, revision testing and mock testing. Pre-testing takes place at the beginning to determine their abilities. Revision testing is designed to check the pupils' ability to apply their knowledge and skills to the types of tasks introduced in the exam. Mock exams provide the pupils with an exam experience under similar conditions of the real exam. They should be corrected and reviewed afterwards to provide pupils with answers to any question.

At the secondary school and in the BAC exam, grammatical accuracy is tested through discrete-point tasks and measured as right or wrong even if there are some correct points in their responses. But, learners who have an intermediary knowledge of grammar which is not complete and reflects one of the stages of the developmental sequences in learning some structures, are being treated as if they have no knowledge at all (Purpura, 2006, as cited in Larsen-Freeman, 2009). That is why, partial scoring is a beneficial means to determine the pupils' true knowledge of grammar to receive appropriate feedback and to determine the extent to which certain developmental levels affect learners.

Testing is a vital means to measure the learners' progress in learning grammar. This progress is evaluated through the degree of correctness of their responses and the grammatical errors identified. That is why, it is important to know how to explore these errors to improve learning.

4.6. Guidelines for Dealing with Grammatical Errors

Errors were considered as indicators of failures for a long time. However, there is a new tendency in which errors are regarded as indications of the process of learning. Drawing pupils' attention to grammatical errors and identifying their sources can be effective in calling their attention to grammatical forms. This can be also fostered through correcting them and involving pupils in rich structured input   of the target structures related to those errors. Furthermore, teaching some structures in gradual sequences can be beneficial to make learners avoid committing persistent errors. Some techniques are suggested to deal with those errors for the purpose of processing correct English grammar.

4.6.1. Correcting Grammatical Errors.

Correcting grammatical errors during the process of learning grammar structures and at the reproduction stage is important since accuracy is important for learners at the accurate reproduction stage (Harmer, 1991, as cited in Sárosdy et al, 2006). Thus, the main aim of error correction is to help learners learn the new grammar structures correctly.

The effectiveness of correcting grammatical errors depends on the kind of feedback provided from the teacher. Most research advocates the value of giving feedback in an affective and supportive manner (Larsen-Freeman, 2009). In the same vein, Cowan (2008) states that the effectiveness of correcting grammatical errors that learners are making depends on the interaction between teachers and their learners and how and which kinds of *feedback* from them can encourage learners to notice their errors and compare them with the correct grammatical structures. Their ability to become aware of their errors compared with the correct ones can contribute in the progress of improving their grammar. The question here is which techniques are the most efficient.

There are many techniques used to help pupils notice their grammatical errors and correcting them. One of them is *recasting. Recasting* is drawing the student's attention to what he has just said and expecting from him to correct himself (Cowan, 2008). One technique is through repeating what the student says with explicit emphasis on the wrong

forms to draw his attention and asking a question that calls for a correction. If the student cannot correct himself, his classmates respond if they know. Otherwise,   the teacher supplies the correct answer. However, one problem with recasts is the possibility of ambiguity (Lyster, 1998, as cited in Larsen-Freeman, 2009). Learners cannot determine exactly what the teacher mean.

Recasts takes different forms. Harmer (1991, p. 106) suggests several strategies to indicate incorrectness, which are *repeating, echoing, denial, questioning* and *expression* (as cited in Sárosdy et al, 2006). *Repeating* involves asking the student to repeat what has just said with questioning intonation to show that something is wrong . In *echoing* technique, the teacher repeats what the pupil has just said with questioning intonation and asking for correction. Another technique of indicating errors is through simply saying that the answers are not correct. The teacher can also indicate correctness by *questioning* technique which means asking the whole class 'Is that correct ?'. Facial impression or other gestures may also used to draw learners' attention that something is wrong. However, the effectiveness of any technique depends on the way it takes place. It may discourage learners if it seems to be as a mockery (Sárosdy et al, 2006).

One technique of avoiding grammatical errors is through drawing pupils' attention to the possible errors that may occur. This technique is known as Preemptive Targeting of Errors.

According to Cowan (2008), many of the ungrammatical sentences that EFL learners produce result from two major sources, either the transferring of grammar rules from their native language to English or imperfect learning. Preemptive Targeting of Errors means directing the pupils' attention to the possible errors that they may commit in advance. One effective way of preemptive targeting of errors is through an adaptation of *processing instruction* (Cowan, 2008). The ungrammatical sentences that English language learners produce result from the transferring of grammar rules from their native language to English are called transfer errors. As explained in VanPatten (1996),

> *Processing Instruction involves three stages: (1) learners are given information about a particular linguistic structure (an explicit description) (2) they are then informed about a particular input-processing structure that might negatively affect their ability to make the form-meaning connection; and (3)*

> *they are "pushed to process the structure with structured input" – input that is manipulated so that the pupils have a better chance of attending to it.*

> (as cited in Cowan, 2008, P.37)

This procedures start with explicit teaching of a particular grammar point. Then, the teacher draws the pupils' attention to the frequent errors made in acquiring such structure through informing them about the negative interference of their L1, after that, having the learners apply what they have learned through structured input including many examples of the target structure. This way seems to be helpful in grammar learning.

Another way of improving third year EFL pupils' grammar competence is by following steps of developmental sequences in acquiring particular instructions. Learners in the process of forming their grammatical knowledge make several errors until they reach a final form . This is noticed by researchers as:

> *The end-state grammar (White, 2002) or stabilized grammar(Long, 2003) that means that the process of learning English is a process by which a learner begins to develop an Interlanguage , and that Interlanguage continues to grow more and more similar to the English grammar of a native speaker until it stabilizes (or reaches its end state)* (Cowan, 2008, p.46)

Accordingly, interlanguage refers to the grammar that develops during the second language learning process. This progress in learning takes place through gradual stages known as developmental sequences in L2 learning. What language teachers should do is to target errors committed in each stage and try to provide appropriate and sufficient instruction to help learners move on to the next one. Sometimes, errors continue to occur and become part of the final version of the learners' language system. These persistent errors need to be given more attention and emphasis from the teacher to be corrected. Moreover, teachers should be patient when pupils stuck to a particular stage and provide more practice and correction. However, it is important to note that developmental sequences have been proved to exist for very few grammatical items and not all grammatical errors reflect a stage in a developmental sequence (Cowan, 2008)

4.6.2. Suggestions for Teaching Grammar Points Introduced in BAC Exam

English language learners make errors when they try to produce grammatically correct utterances in applying the learnt structures. The development in the processing of

these types of structures involves gradual stages in which some frequent grammatical errors appear. The role of the teacher is to address the kinds of errors that occur in each stage and puts more emphasis on the last ones to achieve accuracy. If the errors occur, recasting may be beneficial to draw the learners' attention to the grammatical errors to be corrected.

Producing grammatically correct *wh*-questions is one of the tasks suggested in BAC Exam. Pienemann, Johnston and Brindley (1988) identify four stages in which learners go through in attempt to produce *wh*-questions:

Stage 1: (Fragments or single words with raising intonation)

Speak English?

Charles in house?

Stage 2: (Subject-verb order with rising intonation)

He speak English?

Charles is in the house?

Stage 3: (Insertion of do at the beginning of the sentence)

Does he speaks English?

Does Charles is in the house?

Stage 4: (Base from in the main verb; inversion of subject and verb)

Does he speak English?

Is Charles in the house?

(As cited in Cowan, 2008, p. 43)

Errors shown in stages 2 and 3 are common among EFL learners and they reflect imperfect learning. Learners may make progress in learning *wh*- questions if they are received instruction in advance, which emphasizes the next stage beyond the current one.

However, Larsen-Freeman (2009) suggests adopting a ' grammar checklist' in which *"teachers have an unordered set of grammar structures they need to teach in a way that attends to their pupils' readiness to learn"*(2009, p. 530) . This checklist may include grammatical structures that are not included in the syllabus , but needed as a basic step to teach certain structures such as teaching how to transform affirmative sentences into the negative forms and then how to transform them into the interrogative forms for the purpose of teaching how to ask *wh*-questions.

In the same way, teachers can determine steps in teaching intended grammar points at the moments when they can be teachable, and therefore they can be learnable. That means that they can set procedures in which the structures can be learned gradually and easily. In this way, teachers can teach the other grammar points introduced in the BAC Exam using the same way followed in the previous example.

4.7. Conclusion

This chapter attempted to suggest some guidelines to improve third year EFL pupils' grammar competence. These guidelines dealt with teachers, learners, grammar teaching, grammar assessing and attitudes towards grammatical errors. First, this chapter covered some aspects needed to be known and assumed to be an effective teacher of English language in general and its grammar in particular. They should be enough knowledgeable in English grammar. Besides, they should reflect critically on their own teaching practices, fulfill certain basic tasks and have some effective teaching skills. As learners are the centre of the teaching-learning process, the current chapter provided some necessities thought to enhance grammar learning. They should raise their motivation, be autonomous in their learning and adapt some grammar learning strategies. It also provided some evidence that advocate the usefulness of grammar instruction explicitly, the necessity of adapting eclecticism and some new developments in teaching grammar.

Teaching and testing are two strongly interrelated concepts in theory and practice. Since the main aim of this research work was to enhance third year pupils' grammar competence mainly in Exams, this chapter attempted to set some points concerning assessing grammar. It suggested how teacher can be successful, how s/he should teach grammar for exam and what types of assessment and testing benefit third year pupils. This chapter also examined some issues related to the treatment of the grammatical errors for the purpose of avoiding them or at least minimizing them.

GENERAL CONCLUSION

Testing is an integral and a necessary part in teaching since it determines whether or not the teaching objectives are being achieved. Testing as one of the most beneficial tools of assessment has an effective role in teaching as it promotes teachers to reflect on their own teaching practices and learners to learn more and better. Hence, this dissertation was an assessment of grammar competence among the third year secondary school pupils at El Haoudh Secondary School in Bayadh for the purpose of finding out the reasons hidden behind their grammar deficiencies. This assessment was conducted through designing a grammar test by which the researcher could determine the types of the grammatical errors that the learners committed, focusing on the most frequent ones. Two questionnaires were administered to search for the reasons hidden behind their grammar deficiencies and for the most common sources of making such errors. Since they have to undertake a decisive exam that is the Baccalaureate Exam at the end of the year, this study aimed at targeting areas of grammar difficulties for the purpose of improving their level so as to succeed in answering grammar questions in BAC EFL Exam successfully.

The grammar test was composed of six tasks which were related to words derivation, tenses, asking *wh-* questions, sentence transformation, using connectors and words order. These typical tasks and instructions were selected for the study because they are introduced in the BAC examination. This study was based on the analysis of each task separately for the purpose of finding out which tasks presented more difficulty and the errors that the pupils made when answering these particular tasks. The aim of the second questionnaire was to determine whether the L1 interference was the cause of making such errors or the intralingual factors because of the target language itself.

The analysis of the findings obtained from the grammar test and the two questionnaires uncovered a range of factors that have contributed in making English grammar teaching and learning at the level of secondary school specially of the third year classes unsatisfactory. It also revealed the tasks that presented more difficulty and the most common grammatical errors among the target population at the target school.

The analysis of the students' marks which were very weak (the mean: 5.34) and the percentages of the correct answers in each task which most of the time were less than **20%** indicated that English grammar competence was very weak among those learners at that school. The knowledge of how words should be arranged to form grammatically correct

sentences formed the most difficult task among third year students. It is important to mention that words order is not a typical task asked using the same instruction in the BAC examination. But, it has chosen as an activity since the correct order of words form an essential component in many grammar tasks such as asking *wh*-questions, sentence transformation and joining sentences. The next more complicated tasks among those learners were sentence transformation, tenses and asking *wh*-questions in approximately the same percentages. This is due to the existence of many common features in these types of tasks such as: tense, verbal form, word order, the use of auxiliaries and rules application. Pupils did not know the logical relationship between the sentences to supply the correct connectors. This manifested in the findings of task 5. Words derivation was less difficult because it required a sort of knowledge based on learning the words by heart and did not need learners to apply fixed rules.

Concerning the most common errors committed by the third year pupils, they appeared to be wrong words order, wrong verbs and auxiliaries forms, wrong tenses, the use of connectors and wrong derivation. The analysis of the questionnaire findings revealed that the errors made by the third year students at the target school were both from interlingual and intralingual interference However, most of them were due to intralingual factors. Those caused by L1 interference were in a small proportion compared with those resulted because of the influence of English language. More precisely, most of them were caused by overgeneralization. The major cause of sentence construction difficulty was their inability to understand the words and their connection to form meanings because of the difficulty of words or their weak background knowledge in the subject in general. That was due to the target language itself . However, those who had an acceptable level in English make some errors referred back to both L1 and L2 interference. Placement of adjectives after nouns and misplacement of verb in question form (the verb precedes the subject) are examples of Arabic interference. However, the absence of inversion of the auxiliary and the subject is considered as incomplete application of the rule in the target language.

Their problems in misusing tenses, auxiliaries and verb forms were caused by intralingual factors. Those errors were caused by overgeneralization or incomplete application of rules. According to the pupils themselves, the cause was the incomprehensibility of tenses, the ignorance of time indicators and the inability to distinguish between verbs mainly regular

and irregular ones. Their inability to understand the sentences because the difficulty of words or weak level did not enable them to join sentences or asking *wh*-questions correctly. However, wrong word derivation was due to their ignorance of the words root and the right suffixes, which usually led them to follow the given examples and overgeneralize certain suffixes. Thus, these error types referred to the target language.

A range of factors have contributed in making English grammar teaching and learning at the level of secondary school specially of the third year classes unsatisfactory. There was a direct link between their proficiency level and the type of attitude held towards learning English in general and its grammar in particular and also between their background knowledge in English and their proficiency level. More than the half of learners appeared to bear a negative attitude towards learning the target language grammar and consider it difficult because of their weak level or carelessness. Even the rest who seemed to bear a positive attitude towards learning grammar found difficulties in understanding English grammar courses and performing well in tasks. This was due to the difficulty of the terms used in the textbook, which were beyond their level and the difficulty of the structure itself or the inability to apply rules. Another influential factor was the overloaded programme of English subject of the third year that led to the insufficiency of time for both detailed explanation and sufficient practice. This caused confusion between structures and inability to memorize since there were a lot of information within a short time. The pupils' carelessness and lack of interest in English also presented a serious hinder in learning English and its grammar. This was because of a range of factors such as low coefficient, poor teaching methodologies, their weak English background knowledge, noise in classes, the teacher himself and inadequacy of English timing. Inadequacy between some of the tasks and instructions used in the textbook New Prospects and those found in the exams and the BAC types was a serious problem to perform well in exams. .

To overcome their difficulties in learning English grammar some perceptions are proposed concerning teachers, learners and grammar instruction and testing. Because of the paramount importance of the teachers' role in classrooms, they are quite required to develop their classroom skills continuously for improving their professional development and coping the continuous change in the field of EFL teaching and its grammar. This can be achieved through reflecting critically on their own teaching practices individually or in a team work.

Reflective teaching helps teachers to perform their teaching duties more perfectly. These basic duties include having a good command of English and its grammar and having effective techniques to transmit that knowledge to their learners through good planning and performing different roles as the classroom situations necessitate. Other essential teaching skills are necessary to make teaching effective. Building good rapport with learners helps in creating a fresh learning atmosphere in which teachers can manage their classes and promote learning successfully. As an exam teacher, he should monitor both teaching and the pupils' learning progress towards succeeding in their exam.

The learners' role is also of a great importance in the learning process since effective teaching and learning cannot be the responsibility of the teacher only. Rather, learners are strongly required to be responsible for their own learning as being the centre of this learner-centred approach. Learners should take part and be autonomous in the learning process. They should be aware of the necessity of being motivated and the benefit of using grammar learning strategies. If they have a strong will to succeed they will succeed.

Effective ways in which grammar should be taught so as to probably benefit third year pupils include explicit grammar teaching either deductively or inductively depending on the pupils' level. This explicit grammar instruction should emphasize on forms and also forms in meanings and within contexts. They should avoid using metalinguistic terminologies at least at the beginning or with weak classes. According to different situations and classes, teachers can adjust their teaching methods, varying their teaching models and being eclectic in their teaching, and avoid teaching too many grammatical structures in one session. The choice of contextual examples in which grammar is presented is of a paramount importance. Thus, they should be simple, clear, meaningful so as to facilitate grammar learning. An efficient way to make pupils better learn grammar is through the use of electronic technologies and enjoyable ways of grammar learning such as games, songs, cards etc. This raises their motivation and better their learning.

Since those learners have to undertake a decisive exam that is the Baccalaureate Exam at the end of the year, some suggestions concerning their assessments were proposed for the purpose of improving their level so as to succeed in answering grammar questions in BAC examination successfully. First, it is important to diagnose the individual abilities of learners in English language in general and grammar in particular at the beginning of the year,

through setting a diagnostic test to raise the learners' awareness of their weaknesses and to help teachers take an overview of their learners' abilities and set future teaching decisions and remedial work. During their learning process, learners need to be assessed continuously for the purpose of guiding their learning progress through formative assessment. At the end of each unit, achievement tests should comply with the format and content of the BAC examination to get learners familiar with the BAC examination. It is very useful to work through complete BAC sample papers of previous years for many reasons.

During their grammar learning process and mainly in tests, pupils make a variety of grammatical errors. Teachers should explore these errors to improve learning. It is effective in drawing the pupils' attention to grammatical forms through drawing their attention to their grammatical errors and identifying their sources. This is fostered through error correction that helps them learn the new grammar structures correctly. There are many techniques used to help students notice their grammatical errors and correcting them such as recasting, repeating, echoing, denial, questioning and facial expression. Some effective ways to deal with grammatical errors are proposed to correct them or avoid making them at al. one of them is informing them about the negative interference of their L1. Besides, preemptive targeting of errors that means directing the students' attention to the possible errors that they may commit in advance helps them to avoid making errors. Moreover, teaching some structures in gradual sequences and addressing the kinds of errors that occur in each stage can be beneficial to make learners avoid committing errors.

The aim of this research work was to help learners identifying their grammar difficulties and areas of weaknesses through finding out their sources and suggesting some remedies for the purpose of improving their grammar competence to pass the BAC exam successfully. The obtained findings provided responses to the questions raised by this research work validating the proposed hypotheses. However, a lot is still needed to conduct studies to deal with more linguistic aspects that were not mentioned in this study and to suggest more recommendations. Obviously, a great deal of research work is needed to be done in this area.

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APPENDICES

Appendix _A_

The Grammar Test

Name:……………………..	Mark :……
Class:….. **THE SECOND TERM TEST.**	

1. **Complete the following chart as shown in the example . (03 pts)**

Verb	Noun	Adjective
e.g. to produce	production	productive
……………	civilization	……………….
…………………	………………………	believable
To widen	…………………..	…………………

2. **Give the correct form of the verbs in brackets. (1.5pts)**

   a. If he had entered school , he (not to be) illiterate .(…………………………….)

   b. Some children (to get) better results if their parents take care of them .(………)

   c. Years ago , it (to be) difficult for people to (to send) their children to school .
                (……...)   (…………)

   d. Mars (to be to make) of ice and dust .(……………………………..)

   e. I (not to see) him for ten years .(…………………………………)

3. **Ask the questions that the underlined words answer . (3.5pts)**
   a. **Some social scientists** point out that some kinds of work may be completely harmless.
      …………………………………………………………………………………?
   b. **Thousands of satellites** revolve around the planet Earth.
      ....?
   c. Child labour means **work for children that harms or exploits them** .
      …………………………………………………………………………………?
   d. Violence is found **in schools , institutions , on the streets and in the workplace**
      …………………………………………………………………………………..?
   e. The Arabs **conquered many rich provinces**.
      …………………………………………………………………………………?

4. **Complete sentence (b) so that it means the same as sentence (a) . (4.5pts)**

   1.a. Scientists discovered water on the Moon .
     b. Water ………………………………………..
   2.a. Wood is carried by trucks .
     b. Trucks………………………
   3.a. Many companies are producing fake products .
     b. Fake products …………………………………
   4.a. " Can we live on the moon ? " she asks.

b. She asks ………………………………..

5.a. " I saw a billboard advert in the main road of the city , "he said .

b. He said ………………………………………….

6.a. " What does it mean ? "he asked .

b. He asked…………………………………..

7.a. Government should protect children from exploitation .

b. It's high time …………………………………………

8.a. Muslims will re-contribute to the development of human civilization soon .

b. I wish Muslims…………………………………………..

5. Join the pairs of the sentences using the connectors in brackets. Make any necessary changes . (2.5pts)

a. Children do most of the hard work . They are badly paid .(Although).

…………………………………………………………………….

b. A company (act) responsibly . It (gain) the confidence of its stakeholders . (provided that)

……………………………………………………………………….

c. Many people become obese. There are many advertisements of junk and fast food.(consequently)

………………………………………………………………………

………………………………………………………………………..

d. Most products are expensive .Many people buy counterfeits. (so….that)

………………………………………………………………………..

e. Stringent laws are absent . Malpractices are increasing . (because)

....

6. Reorder the following words to make coherent sentences . (5 pts)

a. strict / advertising / governments / negative / should / on / introduce / regulations/ .

……………………………………………………………………………….

b. labour / top / child / poverty /of / is /the / cause /?

………………………………………………………………………………

c. observe / used / stars / telescope /distant / the / is / to /.

………………………………………………………………………

d. questions / him /you / asked / have / ?

……………………………………………………………

e. if / him / wanted / liked / know / she / astronomy / to / he / learning /.

………………………………………………………………

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Appendix B

The Questionnaires

Pupils' Questionnaire 1

The purpose of the following questionnaire is to collect information about the causes of English grammar weaknesses and difficulties in its learning among third year secondary School pupils .Therefore , you are kindly requested to answer the following questions . Please , tick (√) the appropriate answer .

Thanks in advance for your collaboration .

1-How do you evaluate your level in English grammar ?

a-Good   b- Average   c- low

2-Do you like learning English grammar ?

a-Yes   b- No

If no , say why

a-Difficult   b- boring   c- uninteresting

3- How often do you revise grammar lessons at home ?

a- regularly   b-sometimes   c- never

4- Do you learn grammar rules by heart ?

a- Yes   b- No

5- How do you find grammar courses at the third year level ?

a-Difficult   b- Easy

6- How often do you find difficulties in understanding English grammar lessons ?

a-regularly   b- sometimes   d- rarely

7- How do you find the grammar tasks in the third year course book ?

a-Difficult   b- Easy

8- How do you find the words used in grammar courses and tasks in the textbook New Prospects ?

a- Difficult   b- Easy

9- Do you think that grammar lessons are well presented in the 3°AS textbook ?

a-Yes   b- No

10- Do you find the instructions of the grammar tasks the same as those of the exams and the BAC samples ?

a-Yes   b- No

11- Do you think that the grammar tasks in the textbook are sufficient ?

a-Yes   b- No

12- Do you think that the time to practise grammar in the classroom is sufficient ?

a-Yes   b- No

13- How do you find the programme of English at the 3°AS level ?

a-Too long   b-long   c- average   d-short

14- Do you think that three or four hours a week are sufficient to learn English ?

a-Yes   b- No

15- What do you prefer your teacher to do when teaching you a grammar lesson ?

   a-As it is stated in the textbook , s/he asks you to consider the examples that are taken from the text , then deduce the rule with her/his help , then do an activity .

   b-To give you the rule directly , then examples ,then an activity

   c-To give you examples in which the rule is presented , then give you the rule , then an activity(the examples are not taken from the text)

16- What other grammar teaching strategies do you like your teacher to use to help you learn grammar better ?

……………………………………………………………………………………………
……………………………………………………………………………………………
…………………………………………………………………………………………

17-What are your difficulties in learning English grammar ?

……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………

18- What are the causes of such difficulties ?

……………………………………………………………………………………………
……………………………………………………………………………………………
…….………………………………….…………………………………………………..

19 - What do you suggest as solutions to overcome such difficulties ?

……………………………………………………………………………………………
……………………………………………………………………………………………
…………………………………………………………………………………………

Thank you so much for your help.

Appendix B

The Questionnaires

Pupils' Questionnaire 2

Pupils' Questionnaire 2

The purpose of the following questionnaire is to collect information about the causes of making the most common grammar errors in English among third year secondary School pupils .Therefore , you are kindly requested to complete the following table . Please , tick (√) the appropriate answer .

Thanks in advance for your collaboration .

Task /instruction	Type of error	Example	Correction	Causes of making the error		
				Interlanguage errors (translation from Arabic to English)	Intralanguage errors (within English)	Others
Task 1 : Completing the table (nouns /verbs /adjectives	*wrong derivation*	*verb (civiliza - civilizat) *noun (widetion – believation) *adjective(civilizative, widenble)	*civilize *width –belief * civilized –civilizing – civilizable - wide			
Task 2 : Giving the correct form of the verbs	*Wrong tense*	*Years ago, it **will be** …….	* Years ago, it **was** …….			
	Wrong verb form	*Mars is **maked** of ice and dust.	*Mars is **made** of ice and dust			
	erroneous tense	*I **don't saw** him for ten years.	*I **haven't seen** him for ten years.			
Task 3: Asking "*Wh*" questions on the underlined words	*wrong question word*	***What** point out that ….?	***Who** point out that……?			
	Verb omission	* What did the Arabs √ ?	*What did the Arabs **do** ?			
	"aux"omission	* What √ the Arabs do ?	*What **did** the Arabs do ?			

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	*Verbal form	*What does child labour **means** ?	**What does child labour **mean** ?			
	*Wrong word order(no aux & S inversion)	*Where √ violence **is** found?	*Where **is** violence found?			
	*Wrong word order (V preceding S)	*What **means** child labour?	*What **does** child labour **mean** ?			
Task 4: Transforming sentences	**1-Passive/active voice** *Wrong form of **"aux"**	*Water **is** discovered by scientist…..	* Water w**as** discovered by scientist…..			
	*wrong form of **Past Participle**V *Wrong word order	*Fake products are being **producted** by many… *. Fake products **many companies being producing**	*Fake products are being **produced** by many… *. Fake products are being produced by many companies.			
	2-Reported speech *Wrong tense	*He said that he **sees** a billboard advert in the main road of the city.	*He said that he **had seen** a billboard advert in the main road of the city**.**			
	*Wrong word order	*She asks if **can we** live on the Moon .	*She asks if **we can** live on the Moon .			
	*Transformation word omission	*She asks√ we can live on the Moon .	*She asks **if** can we live on the Moon .			
	*Absence of necessary changes ((pronuon...)	*He said that **I** had seen a billboard advert in the main road of the city**.**	*He said that **he** had seen a billboard advert in the main road of the city**.**			
	3-Wish: * *Wrong tense*	*It's high time government **should protect** children from	* It's high time government **protected** children from exploitation			

		exploitation				
	* *Wrong verb form*	*I wish Muslims **would re-contributed** to the development of human civilization soon.	*I wish Muslims **would re-contribute** to the development of human civilization soon.			
Task 5: Joining sentences using connectors	*Wrong position of the connector*	* **Consequently,** there are many advertisements of junk and fast food.**,** many people become obese	*There are many advertisements of junk and fast food. **Consequently,** many people become obese			
	Wrong word order	*Most products are expensive **so many people that buy counterfeits**	*. Most products are **so** expensive **that** many people buy counterfeits .			
Task6: Reordering words to make meaningful sentences	*word order Ill- formed sentences* *Wrong position of adjective* Question form (no inversion)	Government should on negative regulations strict introduce advertising. *The telescope is used to observe stars **distant** *Have you questions asked him?	**Government should introduce strict regulations on negative advertising** The telescope is used to observe **distant** stars. *Have you asked him questions ?			

Thank you so much for your hel

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Appendix C

A Sample of the
Pupils' Test Papers

1. **Complete the following chart as shown in the example . (03 pts)**

Verb	Noun	Adjective
e.g. to produce	production	productive
...civilaze	civilization	...civilisque
......believa	...believamation..	believable
To widen	...widentiom	...wide.....

0,5

2. **Give the correct form of the verbs in brackets. (1.5pts)**

a. If he had entered school , he (not to be) illiterate .(.... had wenly) 0

b. Some children (to get) better results if their parents take care of them .(..got..)

c. Years ago , it (to be) difficult for people to (to send) their children to school .

0,25   (..was..)   (.sendert)

d. Mars (to be to make) of ice and dust .(...... will being make)

e. I (not to see) him for ten years .(............. not see.......)

3. **Ask the questions that the underlined words answer . (3.5pts)**

a. <u>Some social scientists</u> point out that some kinds of work may be completely harmless.

...what to point out that some kinds of work may be completely harmles?

b. <u>Thousands of satellites</u> revolve around the planet Earth.

....How long are revolved around the planet Earth?

c. Child labour means <u>work for children that harms or exploits them</u> .

...what labour child means...........................?

d. Violence is found <u>in schools , institutions , on the streets and in the workplace</u>

...where are found violence ?.............?

e. The Arabs <u>conquered many rich provinces</u>.

...what the arabs ?...............................?

4. **Complete sentence (b) so that it means the same as sentence (a) . (4.5pts)**

1.a. Scientists discovered water on the Moon .

b. Water ...on the Moon discovered by scventsts

2.a.Wood is carried by trucks .

b. Trucks. carried wood

3.a. Many companies are producing fake products .

0,5 b. Fake products ...will being produced by Many companies

4.a. " Can we live on the moon ? " she asks.

b. Trucks carry used wood ;

3.a. Many companies are producing fake products .

  b. Fake products are big many companies

4.a. " Can we live on the moon ? " she asks.

  b. She asks Can we live on the moon

5.a. " I saw a billboard advert in the main road of the city , " he said .

  b. He said ....

6.a. " What does it mean ? " he asked .

  b. He asked..........................

7.a. Government should protect children from exploitation .

  b. It's high time ....

8.a. Muslims will re-contribute to the development of human civilization soon .

  b. I wish Muslims..........................

5.Join the pairs of the sentences using the connectors in brackets .Make any necessary changes . (2.5pts)

  a. Children do most of the hard work . They are badly paid .(Although).

    Although children do most of the hard work. They

  b. A company (act) responsibility . It (gain) the confidence of its stakeholders . (provided that)

    provided that a company acts. It will gain the con

  c. Many people become obese. There are many advertisements of junk and fast food.(consequently)

    consequently many people become obese, there are many advertisements of junk

  d. Most products are expensive .Many people buy counterfeits. (so....that)

    ....

  e. Stringent laws are absent . Malpractices are increasing . (because)

    ....

6.Reorder the following words to make coherent sentences . (5 pts)

  a. strict / advertising / governments / negative / should / on / introduce / regulations/ .

    ....

  b. labour / top / child / poverty /of / is /the / cause /?

    labour child is the top cause of poverty.

  c. observe / used / stars / telescope /distant / the / is / to /.

    the telescope is used to observe distant

  d. questions / him /you / asked / have / ?

    have you asked him questions

  e. if / him / wanted / liked / know / she / astronomy / to / he / learning /.

    ....

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b. Trucks. *Sce wood is carried* .

3.a. Many companies are producing fake products .

b. Fake products *are producing fr companies are producing so many* .

4.a. " Can we live on the moon ? " she asks.

b. She asks *so we can live on the moon* .

5.a. " I saw a billboard advert in the main road of the city , "he said .

b. He said *that X saw a billboard advert in the main road of the city*

6.a. " What does it mean ? "he asked .

b. He asked *what it is mean* ....….

7.a. Government should protect children from exploitation .

b. It's high time *to government should protect children from exploitation* .

8.a. Muslims will re-contribute to the development of human civilization soon .

b. I wish Muslims *if for you will re-contribute to the development of human civilization soon* .

5.Join the pairs of the sentences using the connectors in brackets .Make any necessary changes . (2.5pts)

a. Children do most of the hard work . They are badly paid .(Although).

....

b. A company (act) responsibility . It (gain) the confidence of its stakeholders . (provided that)

....

c. Many people become obese. There are many advertisements of junk and fast food.(consequently)

....
....

d. Most products are expensive .Many people buy counterfeits. (so….that)

....

e. Stringent laws are absent . Malpractices are increasing . (because)

....

6.Reorder the following words to make coherent sentences . (5 pts)

a. strict / advertising / governments / negative / should / on / introduce / regulations/ .

....

b. labour / top / child / poverty /of / is /the / cause /?

....

c. observe / used / stars / telescope /distant / the / is / to /.

....

d. questions / him /you / asked / have / ?

....

e. if / him / wanted / liked / know / she / astronomy / to / he / learning /.

....

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Appendix D

An Example of
Language Outcomes Rubric

Language outcomes
- Expressing condition with <u>if</u>
- Expressing warnings with <u>unless</u>
- Expressing <u>desire</u> and <u>wish</u> : I <u>wish</u> I <u>were</u>/I <u>had</u>
- Asking for and giving advice with <u>should</u>, <u>ought</u> <u>to</u> and <u>If I were you</u>
- Expressing obligation with <u>have</u> and <u>must</u>
- Forming adjectives with suffixes <u>-ive</u> and <u>-al</u>
- Pronouncing weak forms of <u>could</u>, <u>should</u> ...
- Composing and reciting a wish poem
- Collocations: school-mate...

△ **P** **BRAINSTORMING**

▶ **Getting started**

● Look at the pictures, then discuss the following questions.

1. What will you study at university if you pass the *Baccalauréat* examination ?

2. Do you think your parents will accept your choice ? What if they don't ?

3. In your opinion, what is the most important thing about education: training for citizenship, preparing people for life, or training a workforce ?

4. Why should a parent ask to see a headmaster ?

A biologist

A musician

A cook

A welder

A chemical engineer

Appendix E

An Example of Grammar Reference Rubric

● The **negative form** is $\begin{cases} \textbf{had better not}. \\ \textbf{'d better not}. \end{cases}$

E.g. • *You look sick. You'd better not go to school today.*
   • *'Are you going out this evening ?'*
   • *'I'd better not. I've got a terrible cold.'*

● Even though we use the past (**had**), the meaning is always present or future. You will also notice that **had better/'d better** is always followed by the **infinitive without to**.

Unless

● The link word **unless** means **except if** or **if ...not** and introduces a condition. (**Cf.** If-conditional in your *SE2 Book*, pp.201-202)

E.g. • *I won't speak to him **unless he apologizes**.* (= **except if** he apologizes)
Or (= if **he does not /doesn't** apologize)
   • **Unless** he **apologises,** I won't speak to him.

● We often use **unless** in **warnings**.

E.g. *You'll fail **unless** you work harder.* (This means the same as *you **must** work harder, **otherwise you will fail**.*)

● Tense agreement in complex sentences with **unless** is the same as in sentences with if-conditional (type 1). So when you are talking about the future, do not use the **will-future** with **unless**. Use a present simple tense instead. E.g.

$\begin{cases} \textit{We'll be late } \textbf{unless} \textit{ we hurry.} = \textit{We'll be late } \textbf{if we don't} \textit{ hurry.} \\ \text{future simple +unless+ present simple = future + if...not+ present simple} \end{cases}$

● **Unless cannot** replace **if ...not** in the following cases:
   • in would-(have)-conditions i.e., if the condition has unreal meaning.
   E.g. *Karim would be our best student if he weren't so lazy.*
   • in indirect questions
   E.g. *She promised to work harder if she wasn't expelled.*
   • when the condition is in someone's mind.
   E.g. •*I'll really be surprised if they don't come back.*
      • *What shall we do if they don't reply to our letter of complaint ?*

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Appendix F

An Example of Grammar and Vocabulary Explorer Rubrics

① Pick out from the text on pages 22 and 23 the sentences that express **concession**.

② Now pick out from the text on pages 22 and 23 the sentences that express **time**.

③ Refer to the sentences you have picked out (in tasks 1 and 2 above) and answer the questions below.

   A. Which other conjunctions can you use to convey the same relations as those expressed in the sentences you have written in the table above?

   B. Which tenses are used in the sentence(s) that express time? Why?

> **See Grammar Reference pp. 226-227.**

④ Combine the pairs of sentences (A-F) with appropriate conjunctions from the box below. Use appropriate tenses.

> when ,before, after, though, although, as soon as , until, in spite of the fact that, despite the fact that

A {
a. Tarik Ibn-Ziyad (cross) the Straits of Gibraltar.
b. Tarik Ibn-Ziyad (deliver) his most famous speech.
}

B {
a. The Muslims (settle) in Andalusia.
b. The Muslism (transform) Andalusia into a prestigious cultural area.
}

C {
a. Andalusia (have) an extremely diverse population.
b. Andalusia (maintain) its social cohesion and harmony for many centuries.
}

D {
a. The Muslims (stay) in Andalusia.
b. The Spaniards (capture) the *Alhambra* in 1492, and (bring) down the kingdom of Granada.
}

E {
a. The Spaniards (regain) power in Andalusia
b. Many Andulusians (take) refuge in the Maghrebian maritime cities.
}

F {
a. The Muslims (leave) Andalusia in 1492
b. Islamic civilization (remain) an enriching element of the Spanish cultural heritage.
}

① Copy the table below on your exercise book and fill in the missing member of each 'family' whenever possible.

| Verb	Noun	Adjective	Adverb
invent	....	....	....
....	....	enriching	....
achieve	....	....	....
....	devotion	....	....
....	....	responsible	....
improve	....	....	....
....	practice	....	....
....	hospitality	....	hospitably
dedicate	....	....	....
....	science	....	....
develop	....	....	....
....	culture	....	....

② Discuss your answers to task 1 above with your partner. Then fill in the blanks in the text below with words from the table. Use the correct tense with verbs.

History shows that civilizations ___ (1) one another. This ___(2) is often the result of contacts of various kinds. For example, though Ancient Egyptians ___(3) many things and achieved important scientific successes on their own, they did not keep these ___(4) and ___(5) for themselves. In their contact with Ancient Egypt, Greek travellers and scientists like Thales borrowed both ___(6) and ___(7) ideas from the ancient Egyptians. Greek genius contributed to the ___(8) of these ideas. When the Roman civilization fell to ruins , it was the turn of the Arabs to take the ___(9) of carrying on the torch of civilization. Arab caliphs like al'Mamun and Harun al-Rashid were ___(10) patrons of the arts and sciences. They welcomed the most ___(11) scientists and artists in their courts. These scientists did not only save the Greek ___(12) heritage from loss, but they further ___(13) it before transmitting it to the West.

Appendix G

A Sample of BAC

EFL Exam
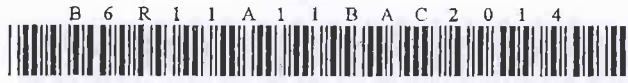
على المترشح أن يختار أحد الموضوعين التاليين
الموضوع الأول

Part One: Reading: 15 points
A. Comprehension   08 points

Read the text carefully then do the following activities.

The study of consumer behaviour examines all aspects of consumer's feelings, thoughts and reasons for making particular decisions in purchasing products or services, and also how consumers use and dispose of products. A consumer's choice or practices may be influenced by family and friends, religious beliefs, cultural attitudes, social expectations, professional standards, advertising appeals, or by any combination of these factors.

The most obvious application for knowledge of consumer behaviour is marketing strategy. For instance, understanding that a large number of consumers are on low carbohydrate diets has led to an increasing number of products **that** are labelled as "Low Carb". But the study of consumer behaviour also has a lot of repercussions on public policy, social marketing and consumer education.

Marketers may examine consumer behaviour using either primary or secondary research. Primary research is conducted by asking a lot of consumers to answer survey questions, either by mail, Internet, telephone or in person. Mail surveys are useful because **they** are inexpensive and may ask as many questions as desired. Internet surveys can be cheap to set up but exposure to a great deal of aggressive advertising has made many consumers resistant to this method.

Adapted from the Advertopedia Staff

1. Choose the right answer
     The text is: a- prescriptive   b- narrative   c- expository

2. Are these statements true or false? Write T or F next to the letter corresponding to the statement.
     a. The study of consumer behaviour examines few aspects of consumer's feelings.
     b. A consumer's attitude can be influenced by his family and friends.
     c. Marketers have to answer a lot of questions in surveys.
     d. Consumers prefer Internet surveys because they are cheap.

3. Answer the following questions according to the text.
     a. What are the factors that may influence a consumer's behaviour?
     b. How can marketers examine consumer behaviour?

4. In which paragraph is it mentioned how to check the consumer's behaviour?

5. Who or what do the underlined words refer to in the text?
     a. that (§2)   b. they (§3)

B. Text Exploration

07 points

1. **Find in the text words or phrases that are closest in meaning to the following.**

   a. comportment (§1)   b. evident (§2)   c. for example (§2)

2. **Complete the following chart as shown in the example.**

example	Verb to resist	Noun resistance	Adjective resistant
	.... to consume	behaviour	....
	....	....	educational

3. **Ask the questions which the underlined words answer.**

   a. <u>Marketers</u> may examine consumer behaviour.
   b. The study of consumer behaviour examines <u>all aspects of consumer's feelings.</u>

4. **Classify the words according to the number of their syllables.**

   advertising - consumers - obvious - cheap

One syllable	Two syllables	Three syllables	Four syllables

5. **Re-order the following sentences to make a coherent passage.**

   a. For example, they are entitled to products
   b. Consumers have several basic rights.
   c. They are also entitled to the protection against unsafe food.
   d. whose quality is consistent with their prices.

Part Two: Written Expression

05 points

Choose ONE of the following topics:

Topic One:

In your city you feel that consumers are not protected against the effects of the goods they buy. So, with a group of friends, you decide to create an association of consumers. Write a composition of about 80 to 120 words in which you expose the reasons and objectives of this association.

You may use the following notes:

- *Reasons:* counterfeit / cheap products / lower quality / harmful / not lasting
- *Objectives:* to sensitize the consumers / to protect them / to buy safe products

Topic Two:

Write a composition of about 80 to 120 words on the following:
Some people think space tourism is just a wild dream and a waste of money. Do you agree with them?

<u>*Appendix H*</u>

A Sample of Grammar Tasks of BAC EFL Exam

2-Fill in the table with the missing word category:

verb	noun	adjective
civilize	-----------------------------	-----------------------------
-----------------------------	-----------------------------	spoken

3-Select the appropriate connector to join the following pairs of sentences. Make changes where necessary.

   though - therefore - while - to

   a) They created a writing system. They wanted to write their history.

   b) The Muslims left Andalusia in 1492. The Islamic civilization remained an enriching element of the Spanish cultural heritage.

4-Underline the silent letters

   a) should   b) though   c) knowledge   d) listen

5-Reorder the following sentences to make a coherent paragraph.

   a) Consequently, many civilizations could write their history.

   b) The letters were written on clay tablets

   c) It was the Sumerians who first used a writing system.

   d) because paper had not been invented yet.

Part Two : Written expression   (6points)

*Write a composition of 100 words on **one** of the following topics. Choose*

Either Topic one:

Explain why most of the ancient civilizations developed along rivers.
You may use these ideas:
water for household use / agriculture / breeding animals / transport / building. . .

Or Topic two:

Write a letter to one of your pen friends to invite her/him to visit a famous historical place in your country. Locate the place, say what it is famous for and what people, who used to live there, could do and invent.

بالتوفيق   انتهى

B.Text Exploration (07 points)

1. **Find in the text words whose definitions follow.**
   a. to travel in order to learn about something. (§1)
   b. facts or information. (§2)
   c. the scientific study of the sun, moon, stars, planets, etc. (§2)
   d. at the present time. (§3)

2. **Divide the following words into roots and affixes.**
   productive - impossible - exploration

prefix	root	suffix

3. **Ask questions which the underlined words answer.**
   a. We use the telescope **to magnify distant stars.**
   b. The telescope was invented **in the 16ᵗʰcentury.**
   c. **Thousands of satellites** revolve around the planet Earth.

4. **Classify the following words according to the pronunciation of their final "s".**
   missions - planets - telescopes - images

/s/	/z/	/iz/

5. **Reorder the following sentences into a coherent paragraph.**
   a. as they are quite similar in size and gravity.
   b. Astronomers have known Venus for thousands of years.
   c. It is sometimes called the sister planet of the Earth
   d. Anyway the two planets are very different.

PART TWO: Written Expression (05 points)
   Choose ONE of the following topics:

Topic One: Using the notes below, write a composition of 120 to150 words on the following:
   Imagine that, with a group of tourists you went on planet Mars. How life would be like there compared to the one on Earth.
   - Mars / planet of solar system
   - more space / no inhabitants
   - no traffic jams / no pollution
but - no form of life / no\water
   - no leisure / boring life
   - no nice places to visit ...

Topic Two: Write a composition of 120 to150 words on the following:
   You have recently been victim of an intoxication after eating at a fast food. Tell how you felt and what measures you decided to take.

B. Text Exploration

(08 points)

1. Find in the text words whose definitions follow.
    a. done on purpose (§1)
    b. things that shock or offend people (§2)
    c. lack of knowledge or education (§3)

2. Give the opposites of the following words keeping the same root.
    tolerance – careful – understand

3. Ask the questions which the underlined words answer.
    a. Plagiarism has increased **because school systems are tolerant.**
    b. Some students are good at **languages.**
    c. He has made **too much** effort to succeed.

4. Classify the following words according to the pronunciation of their final "ed".
    borrowed – practised – avoided – explained – pointed – worked

/t/	/d/	/id/

5. Reorder the following sentences to make a coherent paragraph.
    a. that the students who were accused of fraud,
    b. Last week, our college knew three cases of cheating.
    c. would fail the assignment or be expelled.
    d. After holding a consultation, the headmaster declared

PART TWO: Written Expression

(05 points)

    Choose ONE of the following topics.

Topic One: In a composition of 100 to120 words write **an expository article for the school magazine analysing the causes and consequences of fraud at exams.**

Topic Two: Using the following notes, write a composition of 100 to120 words on:
The ways that can help preserve your cultural heritage.
    - cultural heritage / history of ancient civilizations
    - passed on from generation to generation
    - preserve / share cultural heritage
    - be proud of roots / ancestors
    - donate to / participate in associations/restore museums...

ملخص:

تعالج الأطروحة الحالية مشكل نقص الكفاءة في النحو الانجليزي لدى تلاميذ السنة الثالثة ثانوي. وتهدف هذه الدراسة إلى التحقيق في الأسباب الكامنة وراء هذا النقص والذي يتجلى في ارتكابهم الكثير من هذا النوع من الأخطاء، كما تهدف أيضا إلى اكتشاف أي هذه الأخطاء أكثر شيوعا. وقد استعمل هذا البحث تقنية تحليل الأخطاء كمنهج لتحليل أخطاء المتعلمين. ويبقى أحد أهم اهتمامات هذا البحث هو تحديد ما إذا كان السبب الرئيسي لارتكاب هذه الأخطاء يعود لتدخل اللغة الأم أم يعود للغة الانجليزية في حد ذاتها.

كلمات مفاتيح:

تقييم ـ اختبار ـ كفاءة نحوية ـ قصور نحوي ـ أخطاء نحوية ـ تحليل الأخطاء ـ أخطاء بين اللغات وأخطاء داخل اللسان.

Résumé :

La thèse actuelle aborde le problème concernant la faible performance des élèves du cycle secondaires en grammaire anglaise. Elle vise à étudier les causes réelles de leurs lacunes grammaticales, dont le grand nombre d'erreurs en est l'indice. Ces erreurs ont été étudiées en utilisant la méthode d'analyse d'erreurs dans le but d'explorer les erreurs les plus courantes commises par les apprenants et de chercher en même temps les principales sources qui en sont derrières. L'un des intérêts les plus cruciaux de ce travail de recherche était de déterminer si la langue première était la principale cause de telles erreurs ou c'était plutôt la langue cible.

Mots-clés :

Évaluation – Tests - Compétence grammaticales - Lacunes grammaticales - Erreurs grammaticales - Analyse des erreurs - Erreurs interlingues - Erreurs intralinguales.

Summary

The current dissertation tackles the problem that both third year pupils and teachers face at secondary schools and which is related to the low level of students in English grammar. It aims at investigating the real causes behind their grammar difficulties which manifested in the occurrence of too many grammatical errors. These errors were studied using error analysis method for the purpose of exploring the most common errors committed by those learners and searching for the major sources behind making them. One of the most important interests of this research work was to determine whether the L1 interference was the major cause of making such grammatical errors or the intralingual factors caused by the target language.

<u>Key words</u>:

Assessment – Testing - Grammar competence - Grammar difficulties - Grammatical errors - Error analysis - Interlingual errors - Intralingual errors.

Education is one of the basic foundations of the social and economic development of any nation. However, the quality of education can be determined through assessments.Testing as one of the most beneficial tools of assessmentis an integral and a necessary part in teaching since it determines whether or not the teaching objectives are being achieved. It has also an effective role in teaching as it promotes teachers to reflect on their own teaching practices and learners to learn more and better.

It is widely admitted that examinations are of a vivid importance and their results can have a significant impact on people's lives and careers.Examinations mainly the official ones are very important for both teachers and learners when their results determine the future of students and pave them ways to chances for higher opportunities in life, and form determiners for measuring the teachers' effectiveness and success.

One of the most valuable and decisive examinations in Algeria is the*Baccalaureate Examination*,which is an official exam administered by the National Ministry of Education at the end of theyear for evaluating the third year secondary school pupils.Itprovides them with access to higher education or professional training.

English as one subject of this public examination is taught mainly through the development of the reading comprehension skills, words construction, mastery of structural patterns and written expression for the purpose of passing the exam successfully. However, what has been noticed by mostthird year secondary school teachers is that though they spend too much efforts in teaching English in general and grammar in particular,exam results specially the Baccalaureate results are not satisfactory. Whatis remarkable isgreater lack and weakness of grammar competence among secondary school pupils in general and third year pupils in particular. Thus,the objective of this research work was an assessment of grammar competence among third year secondary school students at El Haoudh Secondary School in El Bayadh, with the contribution of 123 pupils, from both scientific and literary streams. This study aimed at investigating the reasons hidden behind their grammar deficiencies. It also attempted to explore which grammatical errors were most frequent among the target learners and search for the most influential causes behind committing such errors. This investigation used error analysis as a technique to analyze the learners' errors.

As an attempt to find answers, the researcher set some hypotheses that can be formulated as follows :

1- The main and common points of grammar weaknesses among third year students can be numerous and varied in terms of quantity and quality, which means that they may involve words formation, verbs inflection, sentence structures, transformation and combining pairs of sentences and so on but in different degrees of frequency.

2- Such insufficiencies that manifest in making such errors may be due to the learners themselves, the teachers or the syllabus. That means that grammar deficiencies among those learners may be due to their negative attitude towards learning English and its grammar, which leads to lack of motivation and interest. It may be due to the teaching methodologies and teachers' skills or to the complexity of the target language itself. Committing such grammatical errors may be due to their native language interference, or to the target language itself.

3- Lack of grammar competence cannot be seen directly without referring back to thelearners' linguistic behaviour. To motivate this behaviour, teachers can utilize a variety of tools such as tests. Through these tests, teachers can know the errors that the pupils make.

To uncover to which extent the abovementioned hypotheses were valid or invalid,this research work was conducted through designing a grammar test by which the researcher could determine the types of the grammatical errors that the learners committed, focusing on the most frequent ones. Two questionnaires were administered to the pupils to search for the reasons hidden behind their grammar deficiencies and for the most common sources of making such errors. Since third year secondary school pupils have to undertake a decisive exam that is the ***Baccalaureate Examination***at the end of the year, this study aimed at targeting areas of grammar difficulties for the purpose of improving their level so as to succeed in answering grammar questions in BAC examination successfully.

The grammar test was composed of six tasks which were related to words derivation, tenses, asking *wh-* questions, sentence transformation, using connectors and words order. These typical tasks and instructions were selected for the study because they are introduced in the BAC examination. It is important to mention that words order is not a typical task asked using the same instruction in the BAC examination. But, it has been chosen as an activity since the correct order of words form an essential component in many grammar tasks such as asking*wh*-questions, sentence transformation and joining sentences.

This study was based on the analysis of each task separately for the purpose of finding out which tasks presented more difficulty and the errors that the pupils made when answering these particular tasks. The aim of the second questionnaire was to determine whether the L1 interference was the cause of making such grammatical errors or the intralingual factors because of the target language itself.

This research work was composed of four chapters which dealt with the central issues governing the current dissertation. The first chaptertackled some of the theoretical concepts related to language assessment in general and grammar testing in particular.It started with the distinction between assessment and some other related terminologies. Then, it dealt with the different types of tests. More importantly, this chapter shed light on some concepts concerning grammar testing with special focus on types of grammar tests and sorts of tasks introduced on them. Before dealing with that, it provided a brief overview of what grammar is and what grammar teaching approaches are. It also highlighted the criteria of a good grammar test and what problems may be faced in such testing. This chapter also described how grammatical errors can be exploited to benefit both grammar teaching and testing. This was through providing a theoretical background concerning error analysisincluding models of error analysis and errors sources.

The second chapter provided a description of the EFL teaching/learning situation in Algeria, more precisely the educational situation in which grammar was taught and assessed. It shed light on the construction of the third year textbook *"New Prospects"* as a basic material for language instruction, with a specific focus on grammar lessons and tasks. In addition, the approaches of teaching and assessing grammar at third secondary level were mentioned. This chapter also dealt with *the Baccalaureate Examination* of English with special emphasis on grammar tasks and their typical instructions, compared with those introduced in *"New Prospects"*. Then, it attempted to explain the research objectives and the research design. It also described the sample population of the study and mentioned its limitations. Besides, it highlighted the procedures followed to conduct this research work. Finally, it describedthe instruments used in this study.

Chapter threedisplayed and discussed the data findings obtained from the grammar test and the two questionnaires. It attempted to analyze these informationin a statistical form in tables, graphs and pie charts. It also provided an interpretation of the results in an attempt to answer the questions raised by this research work. First, it provided an overall description of

the learners level in grammar competence by means of the test marks. Each student's responses were studied and analyzed for the purpose of finding out which tasks presented more difficulty and the errors that the pupils made when answering these particular tasks. This analysis indicated numerous grammatical errors according to each task. In addition, an attempt to find out the reasons behind grammar deficiencies and making such errors was carried out through analyzing and interpreting the questionnaires' results.

Chapter four attempted to provide some suggestions and recommendations which may help learners at the level of secondary school mainly of the third year classes to overcome their difficulties in learning English grammar. These guidelines concernedteachers, learners, grammar teaching, grammar assessing and attitudes towards grammatical errors. It dealt with how teachers development and critical reflectionon their own teaching experiences, as well asfulfilling certain basic tasks and having some effective teaching skills can enhance learners' level. It tried to present how high motivation benefits learning and how raise such motivation in our learners. It also shed light on the value of using grammar learning strategies and having a conscious responsibility of learning. This chapter attempted to provide suggestions about the ways in which grammar should be taught and assessed at this level. Depending on the obtained data concerning the most committed grammatical errors, chapter four tried to give teachers an idea of how to deal with such grammatical errors, how to explore them to foster the learners' grammatical ability, which grammar points to focus on when teaching English grammar to EFL learners and propose strategies to do so.

The analysis of the quantitative and qualitative data obtained from the research instruments uncovered a range of factors that have contributed in making English grammar teaching and learning at the level of secondary school specially of the third year classes unsatisfactory. It also revealed the tasks that presented more difficulty, the most common grammatical errors among the target population at the target school and their sources.

The analysis of the students' marks which were very weak (the mean: 5.34) and the percentages of the correct answers in each task which most of the time were less than **20%** indicated that English grammar competence was very weak among those learners at that school.The analysis of the first questionnaire revealed that this low level was due to a range of factors. There was a direct link between their proficiency level and the type of attitude held towards learning English in general and its grammar in particular and also between their background knowledge in English and their proficiency level. More than the half of learners

appeared to bear a negative attitude towards learning the target language grammar and consider it difficult because of their weak level or carelessness. Even the rest who seemed to bear a positiveattitude towards learning grammar found difficulties in understanding English grammar courses and performing well in tasks. This was due to the difficulty of the terms used in the textbook, which were beyond their level and the difficulty of the structure itself or the inability to apply rules. Another influential factor was the overloaded programme of English subject of the third year that led to the insufficiency of time for bothdetailed explanation and sufficient practice. This caused confusion between structures and inability to memorizesince there were a lot of information within a short time. The pupils' carelessness and lack of interest in English also presented a serious hinder in learning English and its grammar. This was because of a range of factors such as low coefficient, poor teaching methodologies, their weak English background knowledge, noise in classes, the teacher himself and inadequacy of English timing. Inadequacy between some of the tasks and instructions used in the textbook *"New Prospects"*and those found in the exams and the BAC types was a serious problem to perform well in exams.

The analysis of the test papers indicated that the knowledge of how words should be arranged to form grammatically correct sentences formed the most difficult task among third year students.The next more complicated tasks among those learners were sentence transformation, tenses and asking *wh*-questions in approximately the same percentages. This is due to the existence of many common features in these types of tasks such as: tense, verbal form, word order, the use of auxiliaries and rules application. Pupils did not know the logical relationship between the sentences to supply the correct connectors. Words derivation was less difficult because it required a sort of knowledge based on learning the words by heart and did not need learners to apply fixed rules.

Concerning the most common errors committed by the third year pupils, they appeared to be wrong words order, wrong verbs and auxiliaries forms, wrong tenses, the use of connectors and wrong derivation. The analysis of the second questionnaire findings revealed that the errors made by the third year students at the target school were both from interlingual and intralingual interference.However, most of them were due to intralingual factors. Those caused by L1 interference were in a small proportion compared with those resulted because of the influence of English language. More precisely, most of them were caused by overgeneralization.The major cause of sentence construction difficulty was their inability to understand the words and their connection to form meanings because of the difficulty of

words or their weak background knowledge in the subject in general. That was due to the target language itself . However, those who had an acceptable level in English made some errors referred back to both L1 and L2 interference. Placement of adjectives after nouns and misplacement of verb in question form (the verb precedes the subject) were examples of Arabic interference. However, the absence of inversion of the auxiliary and the subject was considered as incomplete application of the rule in the target language.

Their problems in misusing tenses, auxiliaries and verb forms were caused by intralingual factors. Those errors were caused by overgeneralization or incomplete application of rules. According to the pupils themselves, the cause was the incomprehensibility of tenses, the ignorance of time indicators and the inability to distinguish between verbs mainly regular and irregular ones.Their inability to understand the sentences because the difficulty of words or weak level did note enable them to join sentences or asking *wh*-questions correctly. However, wrong word derivation was due to their ignorance of the words root and the right suffixes, which usually led them to follow the given examples and overgeneralize certain suffixes. Thus, these error types referred to the target language.

To overcome their difficulties in learning English grammar some perceptions were proposed concerning teachers, learners and grammar instruction and testing. Teachersare quite required to improve their professional development and copethe continuous change in the field of EFL teaching and its grammar. This can be achieved through reflecting critically on their own teaching practices. Reflective teaching helps teachers to perform their teaching duties more perfectly. These basic duties include having a good command of English and its grammar and having effective techniques to transmit that knowledge to their learners and performing different roles as the classroom situations necessitate. Other essential teaching skills are necessary to make their teaching effective. Building good rapport with learners helps in creating a fresh learning atmosphere in which teachers can manage their classes and promote learning successfully. As an exam teacher, s/he should monitor both teaching and the pupils' learning progress towards succeeding in their exam.

The learners' role is also of a great importance in the learning process.Learners are strongly required to be responsible for their own learning and autonomous in the learning process. They should be aware of the necessity of being motivated and the benefit of using grammar learning strategies.

Effective ways of teaching grammar should include explicit grammar teaching either deductively or inductively depending on the pupils' level. This explicit grammar instruction should emphasize on forms and also forms in meanings and within contexts. They should avoid using metalinguistic terminologies at least at the beginning or with weak classes. According to different situations and classes, teachers can adjust their teaching methods, varying their teaching models and being eclectic in their teaching, and avoidteaching too many grammatical structures in one session. The choice of contextual examples in which grammar is presented is of a paramount importance. Thus, they should besimple, clear, meaningful so as to facilitate grammar learning.An efficient way to make pupils better learn grammar is through the use of electronic technologies and enjoyable ways of grammar learning such as games, songs, cards etc. This raises their motivation and better their learning.

Since third year secondary school learners have to undertake a decisive exam that is the ***Baccalaureate Examination***at the end of the year, it is important to diagnose the individual abilities of learners in English language in general and grammar in particular at the beginning of the year, through setting a diagnostic testto raise the learners' awareness of their weaknesses and to help teachers take an overview of their learners' abilities and set future teaching decisions and remedial work. During their learning process, learners need to be assessed continuously for the purpose of guiding their learning progress through formative assessment.At the end of each unit, achievement tests should comply with the format and content of the BAC examination to get learners familiar with the BAC examination. It is very useful to work through complete BAC sample papers of previous years for many reasons.

During their grammar learning process and mainly in tests, pupils make a variety of grammatical errors. Teachers should explore these errors to improve learning. It is effective in drawing the pupils' attention to grammatical forms through drawing their attention to their grammatical errors and identifying their sources. This is fostered through error correction that helps them learn the new grammar structures correctly.There are many techniques used to help students notice their grammatical errors and correcting them such as recasting, repeating, echoing, denial, questioning and facial expression. Some effective ways to deal with grammatical errors are proposed to correct them or avoid making them at al. one of them isinforming them about the negative interference of their L1. Besides, preemptive targeting of errors that means directing the students' attention to the possible errors that they may commit in advance helps them to avoid making errors. Moreover, teaching some structures in

gradualsequences and addressing the kinds of errors that occur in each stage can be beneficial to make learners avoid committing errors.

The aim of this research work was to help learners identifying their grammar difficulties and areas of weaknesses through finding out their sources and suggesting some remedies for the purpose of improving their grammar competence to pass the BAC exam successfully. The obtained findings provided responses to the questions raised by this research work validating the proposed hypotheses. However, a lot is still needed to conduct studies to deal with more linguistic aspects that were not mentioned in this study and to suggest more recommendations. Obviously, a great deal of research work is needed to be done in this area.