

GENERAL CONCLUSION

CONCLUSION

“ Humans are prone not only to commit language errors themselves but to err in their judgements of those errors committed by others.”

(James, 1998, p. 204, cited in Abi Samra, 2003, p.10)

My study attempted to identify, describe and categorize the grammatical errors in paragraph writing of first- year university students of Biskra University English Department. This confirms that these learners' productions contain numerous errors in most areas of grammar. 47.9 % of the errors can be attributed to language transfer, whereas 51.9 % are caused by intralingual interference, and mainly by overgeneralization. Hence, we do need to incite our students to improve their English by giving importance to accuracy as it affects the meaning to be conveyed. This can be achieved by reading a lot and by correcting their errors in order to reduce their number, but we also need to try to teach more effectively.

However, when trying to solve these problems, we need to bear in mind that:

- First- year students come from the secondary school where they did not have enough practice of most of the grammatical structures. Although some of them have been previously taught, most of the students are not able to use them appropriately in their writing. This may be due, as I said, to the lack of practice because of the teachers' insistence on completing the syllabus and focusing on the kind of activities given in the baccalaureate exam, such as transformations from active-passive and direct-indirect speech. Some of these students become able to do these transformations, but not really able to use them in writing a

paragraph. This is because the emphasis was on sentence level, or on usage not use. Moreover, some other factors such as overcrowded classes, the lack of means, and the social environment hinder English learning in our schools.

Therefore, before dealing with the first-year syllabus, a placement test should be administered in order to determine the learners' level and the kind of reinforcements to be applied.

Besides, the fact of being aware of the different learning theories and teaching methods, as mentioned in the second paragraph, would undoubtedly facilitate the selection of the suitable method to each situation.

- Moreover, error correction should not be neglected. Error analysis from time to time is essential so that the teacher may have insights on the area or areas to be reinforced and those to be re-taught. This avoids moving to another structure before mastering the previous one. Otherwise, this would lead to the accumulation of errors and a difficult situation.
- Another thing which might be beneficial for the improvement of the students' level of accuracy, without of course neglecting fluency or the communicative aspect, is the coordination between teachers, and mainly those of grammar, written expression, and oral expression. This might help the teachers to shed light on the areas that need remedy and agree on the procedure to be followed.
- With regard to writing skills, Rivers (1968) recognized that sheer accuracy was unreasonable, but countered that without some insistence on accuracy, writing, particularly academic writing, would suffer markedly. For teachers in an academic EFL/ESL situation there has

been something of a dilemma. It is desirable that learners develop effective creative writing strategies to enable them to use writing as a communicative tool. It is also desirable that they acquire the grammatical and the rhetorical forms to demonstrate competence in a future academic or work-related setting. The idea that difficulty with form will correct itself over time is unconvincing to many teachers who do not wish to neglect accuracy completely. Brumfit (1984) suggests a balanced approach, allowing students to produce their own ideas in written form with guidance from the teacher in order to produce a correct form. He also notes that it is possible to create the conditions for group revision and improvement of written work, so that the accuracy activity is turned out into something of a conscious but relatively spontaneous exercise, for talking about accuracy may be fluency talk (p.86). Hence, the ways of teaching grammar suggested in the second paragraph can be of great help to teachers in making a choice about the one to be implemented, according to the learners' needs .

- My research and also my experience in teaching has also led us to conclude that once the learner is acquainted with a given point in grammar, it is necessary to practice the structure in the best possible way, making sure that it is internalised by the learner so that he will be able to use it automatically without having to brood over it. When a learner has mastered the form, the next important step is to make him use this form consciously and naturally in appropriate contexts. Accordingly, I do believe that the integration of grammar in writing would lead to better results.