Training Freshmen of Languages and Translation College on Correcting
Common Grammatical Mistakes for Improving their English Writing Skills
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Abstract

Grammatical knowledge has a significant and crucial role in the writing process. The goal of this study was to analyse the grammatical errors in English writing and to investigate the effect of training level one male students, Faculty of languages and translation, King Khalid Universityy y, in common grammatical mistakes on improving their English writing skills. The study had a pre-post control group design. Eighteen students were assigned for the study. Students were instructed using the direct approach (a suggested program on common grammatical mistakes).

Tools of the study included written assignments of level one students. Using checklists, the students' samples were evaluated for the identification and classification of errors. A suggested program in common grammatical mistakes was prepared by the researcher.

The whole study was administered during the first semester of the academic year (2019/ 2020). The instruction, training and administrations of the tools were done by the researcher.

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Results indicated that the performance of the students in the writing skill improved significantly. They had less grammatical errors. Finally, the study carries important implications and suggestions for further research.

Key words:

College freshmen, Common Grammatical Errors, Writing Skill.

تدريب طلاب اللغات والترجمة الجدد على تصحيح الأخطاء النحوية الشائعة لتحسين مهاراتهم في الكتابة باللغة الإنجليزية

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مدرس بكلية اللغات والترجمة – أكاديمية السادات – مصر

مستخلص:

للقواعد النحوية دور مهم وفعال في عملية الكتابة باللغة الإنجليزية. هدفت هذه الدراسة إلى تحليل وتحديد الأخطاء النحوية الشائعة في الكتابة باللغة الإنجليزية ومدى تأثير تدريب طلاب الفرقة الأولى، كلية اللغات والترجمة، جامعة الملك خالد، على تلك الأخطاء النحوية الشائعة في تحسين مهاراتهم في الكتابة باللغة الإنجليزية. للدراسة مجموعة تجريبية اشتملت على (18 طالبا) واختبارات قبلية وبعدية. تم التدريس باستخدام المنهج المباشر بواسطة الباحث (برنامج مقترح للأخطاء النحوية الشائعة).

تضمنت أدوات الدراسة مهام كتابية لطلاب المستوى الأول باستخدام قوائم المراجعة شملت عشرة عناصر، تم تقييم عينات الطلاب لتحديد وتصنيف الأخطاء النحوية الشائعة. تم تدريب الطلاب باستخدام برنامج مقترح في الأخطاء النحوية الشائعة خلال الفصل الدراسي الأول من العام الدراسي (2019/2020). تم استخدام (اختبار ت) في تحليل النتائج أشارت النتائج إلى تحسن أداء الطلاب في مهارة الكتابة بشكل ملحوظ بعد التدريب على البرنامج المقترح حيث كانت لديهم أخطاء نحوية أقل. وأخيرًا تحمل الدراسة تضمينات ومقترحات مهمة في الأبحاث المستقبلية.

الكلمات المفتاحية: طلاب الفرق الأولى، الأخطاء النحوية الشائعة، مهارة الكتابة

Introduction

Grammatical rules play a vital role in the writing process. Basically, the process of writing cannot be isolated from learning grammar. Writing is known as the main productive skill; however, the students tend to make grammatical errors when they produce a piece of writing. The weakness of the students in writing is believed to be the result of the effect of the interference of their native language and their lack of knowledge of grammatical rules. Therefor, improving the writing skills of the students is a serious issue that needs to be tackled. A piece of writing is considered accurate when the language learner follows the rules of the target language; it includes a good usage of grammar, arrangement and punctuation. Batstone (2014) pointed out that any language without sound grammar would be chaotic and cause communication problems, such as grammatical errors in writing and speaking.

Nowadays, our students spend a lot of effort and time in learning English, and they have got increasing input, which can greatly improve their writing and also increase their vocabulary. However, the output aspects such as students' writing and speaking ability, did not reach the expected improvement. Writing is not only considered an important aspect of English language learning, but also the embodiment of the comprehensive ability of using a language. However, students' writing skills are currently lagging far behind other English skills. For second language learners, a big problem in writing appears in the grammar of English, since writing strategies and

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methods have been affected by the native language learning. If students can solve their problems of grammar, their writing in English can achieve the level that is the same as the native language. With the rapid development of second language acquisition in our country, the author thinks that it is necessary to further study the grammatical problems in English writing, to analyze the reasons why there are difficulties in mastering grammar, and finally try to find solutions, so as to help students improve their writing ability. In order to find out the common grammatical problems in college English writing, to improve their writing ability in English, and to minimize their mistakes in the process of writing, the author first asks the students from an Experimental Class in Tianjin University of Finance and Economics in China to respond to a questionnaire prepared by the author to serve the purpose of the study, and then to analyse the grammatical problems which often appear in the process of writing, to explain the reasons for the students to make mistakes from the perspective of linguistics theory, in order to put forward the feasible measures.

Learners have a number of grammatical problems in their attempts to write in the foreign language. "As verbs take different forms depending on tense and subjects they are used to, they create problems in second language writing.

Error Analysis and its Significance

Many researchers have commented on the significance of error analysis. Error analysis (EA) is one of the most significant theories of second and foreign language acquisition. Its main

concern is the analysis of the errors committed by comparing the learners' acquired norms with that of the target language norms and at the same time explaining the identified errors. According to James (2001: 62), EA refers to "the study of linguistic ignorance, the investigation of what people do not know and how they attempt to cope with their ignorance". Brown (2014: 249) defined an error as "a noticeable deviation from the adult grammar of a native speaker, which reflects the competence of the learner." (p. 249).

Error Analysis is a method of linguistic study that focuses on the errors learners commit and it helps educationalists in understanding the language learning process. Since different errors are seen as a means to an end, some researchers try to discover the suitable corrective techniques that can help and improve learning and teaching of English. This is because through writing one can assess the language ability to recall and to think (Narinasamy et al., 2013). Saadiyah and Subramaniam (2009) used Error Analysis to study errors of 72 essays written by 72 students.

Additionally, Wee et al. (2009) use explicit teaching to reduce subject-verb agreement (SVA) errors of the learners. The explanation of the new rules of the structure either through the direct approach or the inductive approach has benefitted the learners greatly. Examining the data from the learners' pre-test and post-test shows a decrease in the frequency of SVA error forms after direct teaching. In addition to that, Ruziah (2006)

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has improved the correct use of prepositions through error identification exercises among the students.

According to the study of Corpus (2011), the error correction method benefits teachers in creating awareness among their learners. Error analysis can help teachers to perceive and analyse learners' common errors which aim to give room for improvement. Indeed, this way will shed light on the problems faced by the students besides discovering the underlying reasons for these errors. Teachers can also acquire benefits in designing and planning strategies to help students overcome their problems and improve their writing performance (Norasiah Muhari et al., 2008).

The interference of the first language (L1) causes errors in writing. Similar findings were found by Musa, Lie, and Azman (2012) who mentioned that students were dependent on their mother tongue when it comes to writing. The interference of L1 was considered as an obstacle to further motivate students to write and get good marks in their writing. The researchers examined all types of errors using the error analyses among 120 students in three parts of Malaysia. Their findings showed that the difficulty in using the correct form of English grammar was the main problem in Malaysian students' writing. Other grammatical errors were reported including the misuse of articles, subject-verb agreement, and verb to (be).

One reason behind subject-verb agreement errors is misformation. Wee et al. (2010) mentioned that misformation happens when incorrect forms are used in the subject-verb

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agreement process. For example "students is…" and the tense usage is wrongly reflected in the writing. According to Zheng and Park (2013), misformation can be categorised into verb misformation , noun misformation, and even preposition misformation. According to them, students are inclined to fossilization if the error is not fixed immediately as fossilization affects the fluency and accuracy of learning English in general and improving writing skills in particular.

The Importance of Teaching Grammar Through Writing Grammar is considered as the most essential aspect of language learning for foreign language learners. Many studies strongly recommend that the most helpful approach of facilitating learners' knowledge of grammar in writing is to employ students' writing as the starting point for discussing grammatical issues. Researchers suggest that it is more effective to teach punctuation, sentence variety, and usage in the context of writing than to teach isolated skills. When students edit and revise their English writing, teachers can facilitate grammar issues that direct students and correct errors in usage.(Chin, 2000). Chin (2000), suggested that a teacher who notices that many students are writing sentences with misplaced modifiers can give a mini lesson on this issue, using examples from his student's writing. The teacher can direct the students to exchange their own writing with their peers for editing purpose. Integrating grammar into the revising and editing process in writing assists students in making immediate applications, thus allowing them to see the relevance of

grammar to their own writing. Writing is viewed as a complex and challenging activity for many students; teachers should focus on the grammatical concepts essential for clear communication of meaning (Chin, 2000).

Trousdale and Gisborne, (2008: 2) stated that " The grammar of a language is the symbolic, conventionalized rule of language use which shows relationships between forms and meaning and distinguishes between correct and incorrect expressions."

Jackson (2005: 4) states that "grammar is an essential component of both spoken and written language and that language would not be language without grammar. In this relation, grammar teaching needs to take into account the characteristics of the classroom instruction. "There are two approaches in teaching grammar; the deductive and inductive approach. Most of empirical researches which compared between the inductive and deductive approaches conclude that the deductive approach could be a little more efficient (Noris and Ortega, 2010). Ellis (2010) claimed that the inductive approach is much more efficient and that grammatical structures thus acquired last longer. In spite of the differences between cognitive psychologists and linguists when it comes to the most effective way of acquiring grammar, many scholars have agreed that elements of formal structures are indeed important in foreign language acquisition. Generally speaking, all the previous studies indicate that focusing on form along with communication is a more efficient technique than focusing

on mere form or mere communication. Thus, on the basis of the above mentioned, it can be concluded that during the teaching process a teacher should take advantage of both approaches in order to achieve favourable results. That is what the researcher adopted in this study. Writing is a challenge faced by teachers in EFL classrooms. This skill needs to be improved from an early age. Teachers need to use different and interesting teaching strategies and teaching aids to stimulate student interest in learning English. Hence, many EFL learners perform poorly in the language during exams. Part of the exam paper is based on writing. These weaknesses are shown clearly in the structures they produce and also in the ideas they express (Mohtar et al., 2017).Research conducted shows that grammar teaching that is separate from writing teaching does not improve students' writing competence. It recommends that teachers should encourage students to examine grammatical errors in their own writing.

Need of the study:

Our students need to master how to functionalise the grammatical knowledge to their written work, so that they avoid committing any grammatical errors in writing. There is a strong need for the students to have sound and enough knowledge of grammar. Despite students' exposure to English language, both primary and secondary schools students still struggle in writing well. Students' inability to write well is believed to be due to the effect of their mother tongue and also insufficient knowledge of grammatical rules and concepts. In paragraph writing, students

need to know the appropriate use of tenses. Regardless of the many exercises done in school, these students are still unsure about the choice of tenses appropriate for their paragraph writing. The researcher was an instructor of the students in level one in the writing course. He noticed their weak performance in the writing skill. This study tried to highlight the common grammatical errors in writing by level two students in faculty of languages and translation in king Khalid University. The objective of the study is to identify the grammatical errors made by the EFL students in writing and train them to avoid these errors by a program prepared by the researcher. Literature showed that some students who learnt English for more than six years could not produce even a short paragraph of intelligible writing. Good mastery of vocabulary and grammar help the students in their writing. (Palpanadan, Abdul Rahim Salam & Fauziah Ismail, 2014).

Significance of the Study

 This study tried to achieve the following:

1- Providing an overview of the most common grammatical errors made by EFL students in their writing. EFL students are taught grammar much more than any other language skills, especially in formal classroom context. However, there is a need for students to be acquainted with the common errors they commit.

2- Helping teachers of English to recognize the causes of the common errors committed by their students what ways to reduce them could be used.

3– **Giving a new vision to English teachers that teaching writing skill is not challenging as long as they apply the correct techniques of teaching grammar to their students.**

4– **Helping teachers to be creative and critical in teaching common grammatical errors that help to enhance their students' writing skills.**

5– **Helping the teachers to prioritize and provide instruction common grammatical errors that affect their students' ability to write effectively.**

6– **Helping the teachers to be aware to individual students' readiness to learn and apply grammatical rules.**

7– **Redirecting syllabus and curriculum designers to focus on the common grammatical errors which need to be highlighted on the FL students learning. This study could be a useful platform for additional reference.**

8– **Redirecting book publishers who might want to adjust their publications by publishing grammar books on several grammatical features based on students' real needs. This is because of the findings which show that students face different difficulties and problems in various grammatical aspects.**

Objectives of the Study

1– **Recognizing the grammatical errors committed by level 2 students, Faculty of Languages and Translation, King Khalid University in their writing.**

2- Training level 1 students, Faculty of Languages and Translation, King Khalid University in common grammatical errors to avoid these grammatical errors in their writing.

Research Questions

The present study is conducted in reference to the following research questions:

1- What are the common grammatical errors committed by level 1 students, Faculty of Languages and Translation, King Khalid University in their writing?

2- What would the features of an effective program in the common grammatical errors that could be used in training level 1 students, Faculty of Languages and Translation, King Khalid University be like?

3- How far would a training program in the common grammatical errors enhance level 1 students, Faculty of Languages and Translation, King Khalid University writing performance?

Hypotheses of the study:

The following hypotheses were tested:

1- There would be common grammatical errors committed by level 1 students, Faculty of Languages and Translation, King Khalid University in their writing. This hypothesis is in positive because there are some studies discussing these errors.

2- There would be no statistically significant differences between the mean scores of level 1 students, Faculty of Languages and Translation, King Khalid University on the

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pre- post performance of their writing skills, favouring the post application. This hypothesis is null because there are no studies in this point especially with level 1 students, Faculty of Languages and Translation, King Khalid University as far as the researcher knows.

Delimitation of the study:

1- The study was delimited to eighteen male level 1 students, Faculty of Languages and Translation, King Khalid University. The students studied English for seven years. They have studied English since primary six. All students came from government schools.

2- The list of the common grammatical errors are limited to the following:

a- Subject – Verb Agreement (SVA)

b- Verb Tense (VT)

c- Nouns

d- Sentence Fragments(SF)

e- Adjectives

f- Prepositions

g- Definite and Indefinite Articles

h- V. to be

i- Subject-Verb Agreement

j- Run-on Sentences

Data Collection

Data of the research were obtained using paragraphs of the students. There were two tasks which students had to complete. They were given forty minutes to write each. There was one

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before the program and one after the program. The paragraphs were rated by the researcher. The marking criteria for the writing included title, introduction, conclusion, grammar, content and elaboration, language, mechanics of writing, vocabulary. The total score was 20. The students were given forty minutes to write two paragraphs of 100 words each at least. All the 32 paragraphs were collected and marked. Specific common grammatical errors marked were taken out to be grouped into several types including parts of speech and tenses, which appeared in the written paragraphs. Content analysis was used to analyze the students' written paragraphs. The analysis stage included reading the written paragraphs 2-3 times, counting the number of common errors in the categories before making a comparison based on the percentage of frequencies and mean score values of the common error. (Crowley & Delfico, 2016)

Data Analysis

Data gained from the paragraphs were documented in descriptive terms using the table form checklist. Errors were classified into ten types of errors. The analysis of grammatical errors was divided according to the errors and its frequency. Descriptive statistical analysis was carried out to show the following: percentage of the types of errors made; the mean score of the error; and its Percentage. (Table 1), (Table 2) and (figure 1)

Findings

Table 1 shows the analysis of the common grammatical errors based on type of error, percentage of the frequency and mean score values of errors committed by the students. The first hypnosis is confirmed.

Table (1)

The analysis of grammatical errors based on type of error, percentage of the frequency and mean score values of errors made by the participants.

| No.	Type of error	Percentage	Mean
1	Subject – Verb Agreement (SVA)	24%	6.56
2	Verb Tense (VT)	17%	4.89
3	Nouns	13%	3.72
4	Sentence Fragments(SF)	11%	2.82
5	Adjectives	9%	2.39
6	Prepositions	7%	1.83
7	Articles	6%	1.44
8	To Be Verb	5%	1.33
9	Adverbs	4%	1.77
10	Run−on Sentences	4%	1.77
Total		100%	

(Table 2) Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Subject Verb Agreement	18	3	10	6.56	1.947
Verb Tense	18	2	9	4.89	1.811

Nouns	18	1	8	3.72	1.674
Sentence Fragments	18	1	7	2.83	1.465
Adjectives	18	1	6	2.39	1.290
Prep	18	1	5	1.83	1.098
Articles	18	1	4	1.44	.856
To Be Verb	18	1	3	1.33	.594
Run On Sentences	18	1	2	1.17	.383
Adverbs	18	1	2	1.17	.383
Valid N	18				

(Figure 1)
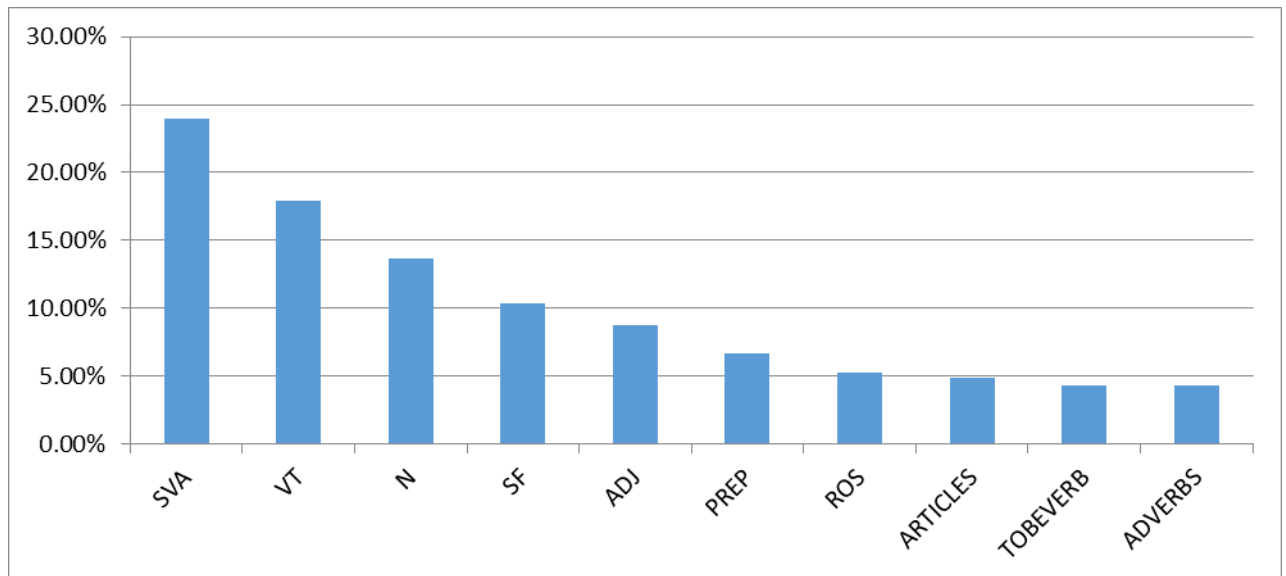
1– **Errors in Subject–Verb Disagreement**

Subject–verb disagreement mainly shows that subjects can not use the verb's form. For example, the subject is not the third person singular, like "I", but the predicate is "has". Let's have a look at one example:

- I has a lot of friends in my neighborhood. *It should be I have a lot of friends in my neighborhood.*

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- There is big differences between my city now and in the past. It should be: *There are big differences between my city now and in the past.*

2- **Errors in Verb Tense**

Based on the study' results, the students were not confident about using the correct verb tenses. As a result, they faced issues in selecting the correct tenses. Verb errors can be categorized into 5 types; mistakes in the third person singular, mistakes in verb forms, mistakes in modal verbs, mistakes in the passive form and mistakes in tenses. Look at the following examples:

- In the past, for example, in Abha, there are not a lot of buildings.

- *It should be: In the past, for example, in Abha, there were not a lot of buildings. 'Past tense'*

- Nowadays, young men does not know how to manage their time. *It should be: Nowadays, young men do not know how to manage their time.*

- *It should be there were a lot of parks, green lands, and open areas.'*

- He can goes to the park and meet his friends. *It should be, he can go …*

- When I was a child I always was shy with strangers. *It should be: When I was a child I was always shy with strangers. "the use of verb to be"*

3- **Errors in Nouns**

Nouns are considered the most common part of speech in English. The frequency of errors in nouns was about 20% of the errors that were reported in students' samples. It can be used as subject, object, and predicative and so on. Mistakes of nouns are almost the confusion of singular and plural nouns. Due to the differences between plural forms in Arabic and English, learners often commit mistakes in their writings, especially with those words that look like uncountable nouns but are actually countable ones. Take these following sentences for example.

- A lot of family used to travel in the past. *It should be: A lot of families used to travel in the past.*

- There are many citys I like, Abha is the most. *It should be: There are many cities I like, Abha is the most.*

4- **Errors in Sentence Fragments**

Sentence fragments are considered one of the most serious common grammatical errors. In certain cases, the subject or the verb was omitted while most probably they are necessary. For example:

- Living in a city like Abha interesting. *It should be: Living in a city like Abha is interesting. "Missing the verb".*

- Nowadays, having computer skills easy to acquire. *It should be: Nowadays, having computer skills is easy to acquire. "Missing the verb".*

5- **Errors in Adjectives**

Adjectives are parts of speech, mainly used as modifiers in the sentence. On using adjectives, there should be a change of

adjectives in the comparative and superlative degrees. So mistakes in adjectives are mainly those on the form of comparative adjectives. Let's see an example.

- Abha is much beautiful than other cities. *It should be: Abha is more beautiful than other cities.*

- Nowadays, it is more easy to communicate with our friends. *It should be: Nowadays, it is easier to communicate with our friends.*

6– Errors in Prepositions

It is difficult for learners to use the prepositions in a right way, so mistakes in prepositions are common in their writing. As in this examples.

- In our childhood, we were excited for visiting our grandfather. *It should be: In our childhood, we were excited about visiting our grandfather.*

- In the past. We depended to animals when we travelled. *It should be: In the past. We depended on animals when we travelled.*

- Mistakes in prepositions mainly result from the interference of the native language.

- In Arabic, we do not have so many prepositions like English language. So our learners are usually confused by the prepositions. To remember some fixed collocation is a better way to help students make out the usage of prepositions.

7– Errors in Articles

Articles are the important part of speech in English, consisting of definite article "the", indefinite articles, "a", "an", and, and

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zero article. Although articles always appear in the passages, articles are difficult for the language learners. An example is provided as follows:

- Abha's weather is an interesting. *It should be: Abha's weather is an interesting.*

- To enjoy the weather, Abha is a best place. *It should be: To enjoy the weather, Abha is the best place.*

8- **Errors in Verb to be**

For Arab students, the use of " verb to be" is challenging through the analysis of the students' errors. They miss the right form or they insert it wrong as the following examples:

- In the past, people not satisfied of the means of the transports. *It should be: In the past, people are not satisfied with the means of transports.*

- In the past, people were used animals in their fields. *It should be: In the past, people used animals in their fields or in the past, people were using animals in their fields.*

9- **Errors in Adverbs**

Adverbs are used to modify verbs, adjectives, adverbs, or other structure. Take the following sentence as an example.

- Nowadays, people can go from one place to another fastly. *It should be: Nowadays, people can go from one place to another fast.*

- Cars are going quick. *It should be:* Cars are going quickly.

10- **Errors in Run-on Sentences**

As a result of inadequate knowledge about grammatical concepts, 3% of errors were found. The students did not use

some conjunctions such as; and or so or they did not use the comma. See the students' examples.

- When we were young we did not spent much time at home. *It should be: When we were young, we did not spend much time at home.*

- In the past, we did not have cars we used animals. *It should be: In the past, we did not have cars so, we used animals.*

Material and Methods

The present study started in the first term of the academic year (2019-2020) and lasted for two months. Four hours a week were devoted to teaching common grammatical mistakes and using the direct method in teaching. A pre-post control group design was used. A pre- post group design was used and the group was exposed to a pre – post means of getting data. The experimental group was instructed and trained in direct teaching on common grammatical mistakes. The study was carried out in the Faculty of languages and translation, King Khalid University.

Variables

1- The independent variable is :

- Training Level 1 students, at Faculty of Languages and Translation, King Khalid University in common grammatical mistakes.

2- The dependent variables are :

- Recognizing the grammatical errors committed by level 1 students, Faculty of Languages and Translation, King Khalid University in their writing.

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- Improving the grammatical competence of level 1 students, Faculty of Languages and Translation, King Khalid University

- Avoiding these grammatical errors in the writing of level 1 students, Faculty of Languages and Translation, King Khalid University in their writing through a training program.

Tools of study:

- A Training Program (prepared by the researcher)

- A program for training level 1 students, Faculty of Languages and Translation, King Khalid University in common grammatical mistakes was designed by the researcher.

Designing the program went through the following procedures:

- Building a list of common grammatical mistakes using the following resources :

- Students' writing analysis

- Reviewing the literature

- Informal interviews with the students.

- Holding informal discussions with senior Faculty staff members.

- Judging the validity of the list of strategies by a jury of five staff members in terms of; stating, trainability and belongingness of list of the common grammatical errors to the grammatical competence.

- Deriving and stating the general and behavioral objectives of the program.

- Judging the validity of the list of objectives by a jury of five staff members as for:

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a– **Stating.**

b– **Belongingness of behavioral objectives to the general one**

c– **How far the objectives can be achieved.**

d– **How far the objectives suit the subjects of the study.**

- **Building the frame of the program including objectives, content areas, and evaluation tools.**

- **Evaluating the frame of the program by the same jury members to decide how far objectives, content areas, and evaluation tools suit each other and how far all suit group of the study.**

- **Building the whole program (Teacher's guide book and student book).**

- **Judging the whole program by the same jury for its general form   and content.**

The Writing Test

- **The test was used to assess students' writing skills before and after the program. Also, the test was used to analyze the common grammatical errors in writing.**

- **The students were asked to write two paragraphs. One before the program and the second after the program. The students writing skills were improved significantly after the program and the number of the grammatical errors decreased. This was shown in tables 3, 4, and 5. Table 3 shows that the mean of the students' marks before the program was (8.89) and the mean of the students' marks after the program was (14.44).   Table 4 shows that the correlation   (.820) is significant. Table 5 shows that the mean (−5.556) is also**

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significant. The second hypothesis is rejected because there were statistically significant changes between the mean scores of level 1 students, on the pre– post performance of their writing skills, favoring the post application.

(Table 3)

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before the program	8.89	18	2.654	.626
	After the program	14.44	18	1.917	.452

(Table 4)

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Before The Program & After The Program	18	.820	.000

(Table 5)

Paired Samples Test

	Paired Differences			T	df	Sig.

| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | (2-tailed) |
				Lower	Upper			
Pair 1 Before The program – After The Program	−5.556	1.542	.364	−6.323	−4.789	−15.281	17	.000

Discussion and Conclusion

Through the analysis of the students 'mistakes in writing, the researcher thinks that we can help students to overcome or minimize mistakes through the following ways. First of all, most of grammatical mistakes are interlingual transfer mistakes. Arab students' foreign language learning process is a kind of new knowledge learning process. During the teaching of the English language, most learners learn the language through class activities. The interlanguage system which is established through this process cannot be considered complete and natural as a mother tongue. When the learners are not able to use the target language effectively, they use native language knowledge, and the interlingual transfer will happen. It will improve the students' performance If teachers can combine the language comparison, mistake analysis and language acquisition organically, then it can help students to use the known

knowledge to realize the positive transfer of Arabic thinking to the English thinking effectively.

These types of errors become the sources of students' difficulties in their use of English for writing. This is mostly caused by the fact that they have been influenced by their language backgrounds. At least in one of their background languages, the rules of grammar can be very different from those of English. This is called "over-generalization". These conclusions go with other studies; (Abdalhussein, 2015; Balewa, 2014; Ernawati, 2010)

Second, from the intralingual transfer mistakes, the researcher finds that students do know some of the rules of grammar. The nature of the problem happens because of the lack of actual practice. Students' mistakes in grammar relate to the weakness that grammar teaching does not have enough practice to collaborate with that. In my opinion, practice does not mean that teaching material should be exercises, such as filling in the blanks, multiple choices, and other boring practices. In contrast, it should be actual output of speaking and writing practice. Therefore, English teachers should design materials which is around the key grammar so that the students can learn grammar for actual use. In this way, the grammar knowledge will leave a more lasting imprint in the students' mind. This happened actually when the researcher trained the students on the common grammatical mistakes depending on their writing error analysis These conclusions go with other studies; Liu, M. and Wang, G. (2011), Sun, J. (2010).

Third, by using error analysis, the researcher finds that the learners' mistakes have certain regularities, and the teachers should adopt some effective teaching techniques in teaching to help students minimize or even avoid mistakes and call on students' attention to imprinting grammar skills. The first thing is to reinforce the guidance of students' learning methods. One of the tasks of English courses is to make sure learners develop some good writing habits. Teachers should consciously reinforce students' learning strategies, let them learn and use English grammar bit by bit throughout the learning process. The second is to reinforce the comparison and analysis of their native language and target language, pay attention to guiding learners to think in English, make practice for the key sentence patterns, tenses, and this will stimulate learners' brain constantly. It is an effective way to overcome their sentence pattern interference. The third is to use modern education technology to help students to learn and use English. Using this modern education technology can help students input information in a natural way. In grammar teaching, we used to apply deduction, induction, comparison and other methods. It is the time to change the teaching methods now, putting grammar knowledge in the context of teaching appropriately, to make students take part in the learning process, to develop students' ability of using English. This kind of teaching can improve the students' interest in learning, and it also can better teaching effect for learners.

Suggestions for further research:

The following topics are suggested as areas that need further investigations:

1- **This study may be repeated on a big sample and different levels.**

2- **The present study focused on common grammatical mistakes in writing. Other studies can focus on common grammatical mistakes in speaking.**

3- **Other studies may deal with high level thinking skills.**

4- **Other studies can be conducted on training students on some speaking skills to improve their speaking.**

5- **Empirical studies are needed to determine the long–term effect of training in common grammatical errors.**

6- **Empirical research is needed to examine the relationship between grammatical competence and language proficiency.**

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