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Huda Jasem Mohammad

Tikrit University, College of Education for Humanities, Department of English Language

Dunia Tahir hameed

Tikrit University, College of Education for Humanities, Department of English Language

* Corresponding author: E-mail :
hj231630ped@st.tu.edu.iq
 0771293125

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E-mail t-jtuh@tu.edu.iq

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Using Discourse Based Grammar Teaching to Reduce Morphological Errors in EFL Preparatory School Students' Writing

A B S T R A C T

Discourse-based Grammar of language teaching provides EFL and ESL language learners with opportunities to engage in the language learning process as it focuses on both meaning and real communication which may be delivered through both speaking and writing. This study aims at finding out: using Discourse based Grammar in reducing morphological errors in EFL preparatory school students' performance in writing in the posttest, finding out if there is any significant difference among the four variables, verb errors, noun errors, adverb and adjective errors, finding out which type of errors more decreased when using Discourse based Grammar. The participants were 80 students in the fifth-year preparatory school for girls in Baghdad, The study was conducted during the first semester of the academic year 2023-2024. The data gathered by using a pre/post-writing test to assess students' morphological errors. Results indicate that Discourse Based Grammar Teaching revealed that it proved to be statistically effective in reducing the morphological errors of the experimental group students' writing based on the results and obtained, suitable recommendations and suggestions for further studies are presented

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استخدام التدريس النحوي المبني على الخطاب لتقليل الأخطاء الصرفية في الكتابة لدى طلاب المرحلة
 الإعدادية دارسي اللغة الإنكليزية لغة اجنبية

هدى جاسم محمد/ جامعه تكريت، كلية التربية للعلوم الإنسانية

دنيا طاهر حميد/ جامعه تكريت، كلية التربية للعلوم الإنسانية

الخلاصة:

توفر قواعد تدريس اللغة القائمة على الخطاب لمتعلمي اللغة الإنجليزية كلغة أجنبية للمشاركة في عملية تعلم اللغة لأنها تركز على كل من المعنى والتواصل الحقيقي الذي يمكن تقديمه من خلال التحدث والكتابة. تهدف هذه الدراسة إلى معرفة مدى استخدام القواعد النحوية المبنية على الخطاب في تقليل الأخطاء الصرفية في أداء طلاب المرحلة الإعدادية للغة الإنجليزية كلغة أجنبية في كتابة الاختبار البعدي، ومعرفة ما إذا كان هناك فروق ذات دلالة إحصائية بين المتغيرات الأربعة، الأخطاء الفعلية، والأخطاء الاسمية، أخطاء الظرف والصفة، ومعرفة أي نوع من الأخطاء انخفض بشكل أكبر عند استخدام قواعد تدريس اللغة القائم على الخطاب. بلغ عدد المشاركين 80 طالبة من الصف الخامس الإعدادي للبنات في بغداد، وقد أجريت الدراسة خلال الفصل الدراسي الأول من العام الدراسي 2023-2024. تم جمع البيانات باستخدام اختبار الكتابة القبلي والبعدي لتقييم الأخطاء الصرفية لدى الطلاب. أظهرت نتائج الدراسة أن التدريس النحوي القائم على الخطاب أثبت فعاليته إحصائياً في تقليل الأخطاء الصرفية في كتابات طلاب المجموعة التجريبية استناداً إلى النتائج التي تم الحصول عليها، ومن التوصيات والمقترحات المناسبة لإجراء مزيد من الدراسات .

الكلمات المفتاحية: قواعد اللغة القائمة على الخطاب، الأخطاء الصرفية، طالب اللغة الإنكليزية لغة أجنبية، الكتابة.

Section one

1.1 Statement of the Problem

In learning English, there are four skills; listening, speaking, reading, and writing. From those skills, students face difficulties in writing skill. Wardani, Hasan, & Waris (2014) state that writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences, and paragraphs using eyes, brain, and hand. Therefore, writing can enables human being to communicate their feeling and opinion on paper.

Writing is one of the most challenging language skills for language learners of all proficiency levels to acquire. The most effective writing technique in this situation should be determined by the teacher. Each method should be influenced by the teacher, the students, the lesson's circumstances, as well as the larger sociocultural milieu (Freeman, 2000).

Iraqi teachers always face a challenge to teach English in general and writing in particular to their students . As one of the language skills, writing is shone only

when the other three language skills are excelled. It is the combination of process and product. It requires self-knowledge to express the thought process . On the other hand, students who do not have a good writing skill will find it difficult to get their message across. To be able to write proficiently, students must be proficient in grammar, punctuation, vocabulary, organization, and the mechanics of writing. Unfortunately, though the students have the knowledge in English but they find difficulties to express and write their thoughts. Therefore , teachers should be able to give opportunities to the students to write their ideas without being afraid of making mistakes(Berman and Cheng, 2010).

Researchers such as McCarthy and Carter (1994) note that the functions of language are best understood in a discourse environment. They have described that a discourse-based view of language involves examining how bits of language contribute to the making of complete texts and exploring the relationship between the linguistic patterns of complete texts and the social contexts in which they function.

1.2 Aims of the Study

This study aims at:

- 1- Finding out the using Discourse based Grammar Teaching in reducing morphological errors in EFL preparatory school students' performance in writing in the posttest.
- 2- Finding out if there is any significant difference among the four variables, verb errors , noun errors , adverb and adjective errors .
- 3- Finding out which type of errors more decreased when using Discourse Based Grammar .

1.3 Hypotheses of the Study

The following hypotheses are put forward in order to be verified:

- 1- There is a statistically significant difference between the mean scores of the control group, who are taught according to the conventional method and the mean scores of the experimental group who are taught by using "Discourse Based Grammar Teaching" in the posttest .

2- There is a statistically significant difference between students' mean scores of the four variables : verb errors, noun errors, adverb errors and adjective errors in the posttest.

3- There is a difference among the error types (verb, noun, adverb, adjective) in the post-test.

1.4 Limits of the Study

This study is limited to:

1. The use of Discourse Based Grammar to reduce morphological errors in English language writing
2. The prescribed textbook **English for Iraq “students’ book and Activity book”**.
3. Iraqi EFL fifth year preparatory school students in That Al-Netaqain Preparatory School for girls in Baghdad.
- 4- During the first course, academic year 2023-2024.

1.5 Value of the Study

This study is thought to be beneficial to:

- 1-The EFL teachers and college instructors who are required to change their strategies of teaching from conventional method to the new strategies .
- 2-Preparatory students to encourages them to practice word association activities and increase their long term memory.
- 3- The students of English department as they can have the opportunity to improve their grammar knowledge.
- 4- The study may also be helpful for students to improve their writing by reducing morphological errors.
- 5- The Discourse-Based Grammar teaching approach may be important for EFL curriculum designers and developers who seek to integrate discourse-based grammar teaching approach into EFL textbooks.

1.6 Definitions of Basic Terms

1.6.1 Discourse Based Grammar

A'yun (2019) defines discourse as “the part of a language that is more than one sentence. It is the practice of spoken or written language in a social context”.

According to Panahi (2020), discourse based grammar teaching is a grammar approach that brings attention to three main aspects of any grammatical structure: form, meaning and use within an authentic context.

The operational definition

Discourse Grammar (DG) is a grammatical framework that grew out of the analysis of spoken and written linguistic discourse.

1.6.2 Morphological Errors

According to Miko (2018), morphological error is a term used to describe an example of a faulty, unconventional or controversial use of a grammatical point. In this study, grammatical errors are those types of errors that are commonly represented in students' writing and include errors of verb tense, agreement, articles, prepositions, and sentence mechanics.

Morphological errors is a term used in prescriptive grammar to describe an instance of faulty ,unconventional ,or controversial usage ,such as a misplaced modifier or an inappropriate verb tense (Miko ,2018).

The Operational definition

Morphological errors are mistakes made in the use of grammar in writing or speech . These mistakes can occur in various forms , including sentence structure ,verb tense , subject – verb agreement , punctuation , and spelling .

1.6.3 Writing

Writing is a productive skill and an essential learning process for learning second or foreign languages. It is considered a demanding skill that requires managing both content and language (Lee, 2020).

According to Nunan (2003), writing is the process of constructing ideas and thoughts, expressing ideas, and organizing thoughts in the form of sentences and paragraphs in a clear way. In this study, writing is the ability to construct well designed essays of at least five paragraphs that have no or minor morphological errors .

The Operational definition of Writing is a system of graphic symbols that can be used to convey meaning .Writing is a process that allows a writer to transform abstract , unseen thoughts and ideas into actual , visible thoughts and ideas .

1.7 Plan of the Study

The following steps are used in this study in order to verify its hypotheses and achieve its aims:

- 1-Identifying the specific steps of the Discourse Based Grammar.
- 2- Selecting a sample from the That Al-Netaqain EFL fifth year preparatory school students from preparatory school and divided them into two equal groups, experimental and control groups.
3. Equalizing the two selecting groups in different variables such as, parents, academic attainment, students' age and the students' previous year examination.
4. Teaching the experimental group the intended instructional material by using Discourse Based Grammar while teaching the control group the same material by using the conventional method.
5. Subjecting the involved groups of students to the constructed test at the end of the instructional period.
7. Collecting the required data and treating it statistically.
8. Discussing the obtained results and stating some conclusions, recommendations and suggestions for further studies

Section Two

2.1 Theoretical Background

2.1.1 Discourse Based Grammar Teaching

According to Housen and Pierrard (2008) , during the previous decades, there has been a conflict regarding which grammar teaching method is the most effective. Explicit grammar instruction has been reported to cause several issues for language learners regarding their communicative competences in the English language. This deductive method has been criticized for mainly allowing more a teacher centered classroom and reducing learners' sense of ownership, responsibility, and interaction.

Moreover to Ur (2009), grammar instruction should be more concerned with language structure, meaning and use rather than merely focusing on the grammatical rules.

In an attempt to overcome the disadvantages of the conventional grammar teaching methods and approaches, new grammar teaching pedagogy has been suggested by some scholars and educators. This new approach is known as discourse based grammar teaching (Farrokhi et al., 2018)

2.1.1.2 Principles of Discourse Based Grammar Teaching

According to Elkouti (2017), discourse based grammar teaching has some principles and requirements explained as follows :

The first principle is that meaning precedes form. Teaching Discourse Based Grammar focuses on grammar within relevant contexts. Grammar rules are discussed within their pragmatics and contexts. In this regard, learners should be aware of the relationship between pragmatics and grammar. For example, learners can be taught English tenses through authentic pieces of discourse such as a story instead of explaining the tenses through isolated sentences.

The second principle is that using discourse-based grammar teaching requires using authentic materials. Authentic materials are not primarily written for instructional purposes, but for the purposes of communications. Authentic materials can be found in several sources such as books, newspapers, magazines, etc. The only challenge of authentic materials is that they may be complex as they

are written by native speakers, so they should be adapted by teachers and educators if they are to be used for instructional purposes.

The third principle of Discourse-Based Grammar Teaching is the idea of top-down vs bottom-up processing. Discourse Based Grammar Teaching calls for an integration between the two processes. These methods are mainly used in reading, but they can be also used in other language aspects such as grammar. At the time bottom-up processing requires a focus on sentences and words to understand the discourse from oneside, the top-down processing depends on contextual and socio-cultural knowledge for interpreting or producing discourse.

2.1.1.3 Steps of Discourse Based Grammar Teaching

According to Farrokhi etal. (2018), Discourse-Based Grammar Teaching pursues specific procedures to be implemented in the classrooms as follows:

- The first step is that language learners should be exposed to authentic materials that reflect the grammatical rule of the lesson or the one the teachers or instructors intend to focus on as part of the class learning outcomes.
- In the second step, the teacher uses different strategies to grasp students' attention to the grammatical rule. This can be attempted via highlighting techniques such as color coding, bold fonts, or underlying words and phrases.
- The third step is teaching grammar in clusters instead of focusing only on one structure at a time. In other words, when the teacher presents a grammatical rule, s/he goes around the minor language functions associated with the main grammatical rule intended to be presented.
- In the fourth step, the teachers ask the learners questions to elicit the grammatical rule.
- In the fifth step, the teacher implements some techniques such using pictures, demonstration, etc. to present the meaning of the grammatical structure. Using Discourse Based Grammar Teaching to Reduce Morphological Errors in English Language Majors' writing.

- In the sixth step, teachers provide students with chances to express themselves and communicate in writing through some activities to enable them to use the grammatical rule.
- In the seventh step, the teacher engages students into self or peer assessment to evaluate their own writing followed by the teacher's feedback and correction.
- Finally, the teacher asks students to write a paragraph or an essay about an authentic situation that requires using the grammatical rule as a homework assignment.

2.1.1.4 Advantages of Discourse Based Grammar Teaching

According to Hughes and Mccrathy (1998), there are several advantages of using discourse-based grammar teaching:

- 1- It stresses the link between structure and function in context.
- 2- Discourse Based Grammar teaching focuses on the inter-personal facet of language use.
- 3- Discourse Based Grammar teaching may give perceptions for grammar areas that lack satisfactory clarification when presented through sentence level grammar instruction.
- 4- Last, Discourse-Based Grammar Teaching presents an authentic way of dealing with the language as it presents grammar through the same way students will encounter it in real-life situations.

2.1.2 Morphology

2.1.2.1 Concept of Morphology

Matthews (1986) states "Morphology is the subfield of linguistics that studies the internal structure of words and the interrelationships among words."

Morphology is study of how words are structured and how they are put together from smaller parts called as morpheme. Morpheme is the smallest meaningful part of word. Morpheme may either free or bound morphemes. Free morphemes

can stand by themselves, while bound morphemes never occur in isolation. Free morphemes are usually bases, whereas bound morphemes are usually affixes.

2.1.2.2 Definitions of Morpheme

A composite word consists of two or more substructures. The substructures of that word are referred to morpheme. Thus, a morpheme is the minimal meaningful unit in a language, which includes lexical or grammatical meaning (Booij, 2005; Hamawand, 2011; Payne, 2011).

2.1.2.3 Types of Morpheme

In the English morphology, there are two kinds of morpheme, which act as the smallest unit of language form: free morpheme and bound morpheme. The detail of both morphemes will be explained in this section. This research will take focus on the inflectional affixes including bound morpheme.

A-Free Morpheme

A free morpheme is a minimal meaningful shape of a linguistic unit that can stand by themselves as a single word. It means free morpheme can stand without having an attachment of prefix or suffix. A single word such as pencil, book, head, believe, and forget, are categorized as a free morpheme. As seen, those words and their category can stand alone without prefix and suffix. (Payne, 2011).

(Akmajian et al, 2010) explain that free morpheme can be classified into two categories: open-class and closed-class.

1-Open-class

The open-class words, known also as content words, are those belonging to the lexical part of speeches, which in any language tend to be quite large and open-ended. This category includes nouns, verbs, adjectives, and adverbs. Examples of this category are son, sleep, narrow, quickly. In this category, a lot of new words can be created and added to these classes (Akmajian, et al, 2010).

2) Closed-class

Closed-class words, known also as function words, are in contrast with open-class words. This category of words tends to include a small number of fixed elements. Function words include conjunction (and, or), articles (the, a), demonstrative (this, that), quantifiers (all, most, some, few), comparative (more,

less), and prepositions (to, from, at, with). In this kind, any change in membership in such a class happens only very slowly and in a small increase.

B-Bound Morpheme

A bound morpheme is a morpheme that cannot stand alone and must be attached to some other morpheme. It comes in different varieties of prefixes and suffixes. Like the word disagree, the bound morpheme comes as a prefix, which comes before the base of the word (prefix: dis-). In the word agreement, it comes as a suffix which comes after the base word (suffix: -ment). Prefixes and suffixes also can come together in one word, such as the word disagreement. Prefixes and suffixes also can be grouped known as affixes (affix: dis-, -ment) (Akmajian,etal 2010)

2.1.2.4 Inflection and Derivation

Bound morphemes are categorized into two: inflectional and derivational morpheme. This section explains the concept of inflection and derivation. As this research only focuses on an inflectional affixes study, therefore the section gives more explanation on the concept of inflection rather than on derivation, Inflection refers to word-formation that does not change category and does not create new lexemes but rather changes the form of lexemes so that they fit into different grammatical contexts to indicate a grammatical function (Yule, 2010).

2.1.2.5 Types of Inflection

According to Fromkin ,etal (2003), there are eight bound inflectional affixes in modern English. -s third-person singular person, -s plural, -s possessive, -ed past tense, -ing progressive, -en past participle, -er comparative and –est superlative. Those eight kinds of inflectional morpheme attached only into three grammatical classes: noun, verb , and adjective .

2.1.2.6 Types of English Derivational Morphemes

The rule of thumb to identify that the bound morphemes are derivational is the occurrence of new meaning creation or new word creation of the derived words. In dictionaries, the derivation word is generally listed as a separate word from its base. The new meaning or the new word which occurs in the derivation process can be accompanied by the change of part of speech or not, Fromkin (1990)

In other words, some derivational morphemes, as described above, change the part of speech and some of them do not change the part of speech. In English, derivational morphemes can be both the prefixes and suffixes. Based on the fact described above, the types of English derivational morphemes can be classified into two, derivational prefixes and derivational suffixes:

(A) Derivational Prefixes

Fromkin (1990) states that All prefixes in English are derivational so that all the prefixes in English create new meaning or create new words. The creation of new meaning can be accompanied by the change part of speech or not. Most prefixes do not change part of speech. The prefix which changes the part of speech, for example, is the prefix en-. The prefix en- changes the bases into verbs. The word enlarges for example, consists of the prefix en- and the base large. The prefix en- changes the adjective large to the new verb enlarge. The prefix en- in the word endanger changes the noun to verb. The prefix a- in aside changes the noun side to the adverb aside.

B) Derivational Suffixes

Most of the derivational suffixes in English change the part of speech. The derivational suffixes which do not change the part of speech are not as many as the derivational prefixes. The derivational suffixes which do not change the part of speech are -ist in artist and dentist; -ian in musician and librarian; and -hood in childhood, neighborhood, brotherhood, and motherhood.

2.1.2.7 Error and Mistake

According to (Croft ,1980) error and mistake are two terms which similar, although in the context linguistic those are different. Mistake is a random performance slip because by fatigue, excitement etc., and error is systematic deviation made by the learners who have not only caused by the students mastering in the subject but also caused by students' condition in face their subject so that they made errors.

2.1.2.8 Morphological Errors

James (1998) explains the important types of morphological errors as follows :

(A) Noun Morphological Errors

1) Omission

Omission is indicated by the absence of certain item that must appear in sentences. In noun morphological error, omission is in noun.

2) Addition

Addition is indicated by the presence of an do not appear in a well-formed utterance. This happens when the learners overuse certain grammatical rules of the target language.

3-Misselection

It is a use of the wrong from a structure of morpheme . It could be caused by the difficulties of specific characteristic of English words which were significantly different with the first language of the agents.

4-Misplacement

Misplacement or misordering is in addition to selecting the right forms to use in the right context , is to arrange them in the right order .

(B) Verb Morphological Errors

1-Omission

Omission is indicated by the absence of certain item that must be appear in sentences.

2-Addition

Addition is indicated by the presence of an unwanted item in sentences. The unwanted items do not appear in a well-formed utterance. This happens when the learners overuse certain grammatical rules of the target language.

3-Misselection

It is a use of the wrong from a structure of morpheme . It could be caused by the difficulties of specific characteristic of English words which were significantly different with the first language of the agents.

4-Misplacement

Misplacement or misordering is in addition to selecting the right forms to use in the right context , is to arrange them in the right order .

(C) Adverb Morphological Errors

1-Omission

Omission is indicated by the absence of certain item that must be appear in sentences.

2-Addition

Addition is indicated by the presence of an unwanted item in sentences. The unwanted items do not appear in a well-formed utterance. This happens when the learners overuse certain grammatical rules of the target language.

3- Misselection

It is a use of the wrong from a structure of morpheme . It could be caused by the difficulties of specific characteristic of English words which were significantly different with the first language of the agents.

4-Misplacement

Misplacement or misordering is in addition to selecting the right forms to use in the right context , is to arrange them in the right order .

(D) Adjective Morphological Errors

1-Omission

Omission is indicated by the absence of certain item that must be appear in sentences.

2-Addition

Addition is indicated by the presence of an unwanted item in sentences. The unwanted items do not appear in a well-formed utterance. This happens when the learners overuse certain grammatical rules of the target language.

3- Misselection

It is a use of the wrong from a structure of morpheme . It could be caused by the difficulties of specific characteristic of English words which were significantly different with the first language of the agents.

4-Misplacement

Misplacement or misordering is in addition to selecting the right forms to use in the right context , is to arrange them in the right order(James ,1998)

2.1.3 Concept of Writing

Writing is mainly used to reinforce the language being taught. Thus, curriculum designers devoted a good portion of the curriculum to writing skills for teaching "English as a foreign language". Similarly, writing is about explaining ideas. For this purpose, signs and symbols are used to symbolize utterances in a

2.1.3.1 Teaching Writing Skill

Seow (2002), provides some guidance for the teacher in implementing teaching writing, namely:

1. Teacher modeling processes related to products, working with in institutional constraints, serving various student needs, exploiting computer use in the writing process. Teacher modeling means that the teacher must model the writing process at each stage and teach specific writing strategies to students through meaningful classroom activities.

2. Linking processes to products means that the teacher guides students in achieving certain writing goals. Although students must make different drafts from the previous draft due to revisions, they will begin to understand the expected results at each stage.

3. Working within institutional constraints means that teaching process skills can be done through stages such as planning, compiling, responding, revising or editing in ordinary two period composition lessons. Process skills can be repeated until they reach improvement.

4. Serving a variety of student needs means that the teacher must implement a flexible program to meet a variety of student needs. The teacher can also decide to

ask students to enter into different writing groups as planners, compilers, responders, reviewers or editors during the writing session. A student may be with the planner for one writing assignment, but move to be with the editor later for the same or another assignment, according to their needs or developmental stages in writing.

5. Utilizing the use of computers in the writing process means teaching writing in response to or editing stages, teachers can use computers. By using a computer, students will easily erase the wrong words and replace them without writing other words in the text.

2.1.3.2 Principles of Teaching Writing

Bryne (1988) suggests the principles for teaching writing with the following points:

1. Teach students to write Classroom writing tasks need to be set up in ways that reflect the writing process in good writers. We need to encourage our students to go through a process of planning, organizing, composing, and revising
2. Provide adequate and relevant experience of the written language Care is needed in the selection of text types for both reading and writing, always bearing in mind that students can usually read language that is more advanced than they can produce.
3. Show students how the written language function as a system of communication When setting writing tasks, teachers need to vary the audience, identify who the readers are to be, and try to make every piece of writing fulfill some kind of communicative purpose, either real or simulated, when students understand the context they are much likely to write effectively.
4. Teach students how to write texts Unless you encourage the production of whole texts, you will not have the opportunity to teach all the important features that can help to make a text coherent.
5. Teach students different kinds of texts Students need opportunities to practice various forms and functions in writing and within these to develop the different skills involved in producing written texts

6. Make writing tasks realistic and relevant Classroom writing tasks should reflect the ultimate goal of enabling students to write whole texts which form connected, conceptualized, and appropriate pieces of communication

7. Integrate writing with other skills It will be better if teachers design a task or activities in which we integrate writing with other skills. For example when we ask students to listen to an English song, we can provide a worksheet in which the students will try to complete the missing words.

Section 3

METHODOLOGY

3.1 The Experimental Design

The experimental design is a method for assigning experimental units to different treatment levels and the corresponding statistical analysis. (Kirk, 1995).

Table(3.1)

The Experimental Design of the Study

Group	Independent variable	Dependent variable
EG.	Discourse Based Grammar Teaching	Achievement test posttest
CG.	Conventional method	

Population and Sampling of the Study The target population of this study includes (80) Iraqi EFL fifth preparatory school students in That Al Nitaqain preparatory School for girls in Baghdad . In order to achieve the aim of the study, the researcher has randomly selected the sample of the study, during the academic year 2023-2024. Fifth preparatory students from the scientific branch are distributed into two sections (A, B). Section (A) has randomly been chosen to be the experimental Group, which consists of (40) students. Section (B) has been also chosen randomly to be the control group, which includes (40) students. Thus, the total number of the sample participants is (80) students, as shown in table (3.2).

The sample consists of (80) students that were picked from That Al-Netaqain School for girls' fifth grade. Sample (A) has been chosen at random to represent the

experimental group and Sample (B) to represent the control group. Each part has 40 students , as indicated in the table (3.2).

Table(3.2)

The Population and Sample of The Study

Names of School	Group	Section	Number of students	Total
That al-Netaqain School for girls	EG	A	40	80
	CG	B	40	

3.5.3 Validity of the Achievement Test

The validity of a test is related to the fact that it relates to the subject matter it is intended to test. Validity is defined by Messick (1998,p.63) as "an integrated overall evaluative judgment of the degree to which empirical evidence and theoretical justifications . There are two types of validity:

3.5.4 Face Validity

The degree to which a test appears to evaluate the skills or information it promises to test is referred to as face validity. This depends on the observer's individual evaluation (Richards and Schmidt,2002). Explain how did you achieve your face validity

3.5.5 Content Validity

Content validity is described as "the systematic analysis of the test content to evaluate whether it covers a representative sample of the behavior domain to be examined" by Anastasia and Urbina (1997). Explain how did you achieve your content validity

Reliability of the Post Achievement Test

Reliability is an important characteristic of a good test. A test is said to be reliable if its degree of accuracy stays stable and consistent each time it is

conducted with the same condition for the same sample of students (Veram and Beard, 1981). You should explain in brief how did you achieve you reliability?

Item Analysis

The test items are required to be analyzed to establish two important features: difficulty level, and discrimination power, as follows.

3.6.1 Difficulty Level

The difficulty level is specified as the ratio of the students who replied correctly to each item (Rosas, 2000). Item difficulty refers to the extent to which an item appears to be complicated or facilitated for a given number of tests. It just reflects the percentage of learners who respond correctly to the object. The most suitable test item will have item difficulty varying between 0.15 and 0.85 (Brown, 2010).

3.6.2 Discrimination Power

Discrimination power means "calculating the degree to which a particular item's results correspond with the results of the entire test" (Alderson, 1995). This means that an object is deemed to have weak power of discrimination if it is correctly scored by high-skilled students as well as low-skilled students. Item discrimination refers to the degree to which an object makes a difference between good and poor testers. An object has good power of discrimination if it collects the right answers from the good students and the wrong answers from the bad students. It is worth noting that the high power of discrimination will be close to 1.0, and no power of discrimination will be null at all (Brown, 2010). The test item DP was found to have a range of (0.33) - (0.53).

Section Four

Presentation of Result

4.1 Results Related to the First Hypothesis

To verify the first hypothesis that states "There is a statistically significant difference between the mean scores of the control group, who are taught according to the conventional method and the mean scores of the experimental group who are taught by using "Discourse Based Grammar" in the posttest .

All mean scores are obtained and compared. Statistics show that the mean scores of the experimental groups are (73.13) and that of the control group is (60.55), with standard deviations (9.10) and (9.65) respectively. By using the t-test formula for two independent, the calculated t-value is found to be (5.99), while the tabulated t-value is found to be (2.00) at the degree of freedom (78) and level of significance (0.05), This means that there is a significant difference between the achievement of the two groups and in favor of the experimental group. Thus, the first hypothesis is accepted , as shown in table (4.1)

Table(4.1)

Means, Standard Deviation, and t-Values of the Two Groups

in the Achievement Test

Groups	No. of students	Mean	SD.	T-Value		DF	Level of Significance
EG.	40	73.13	9.10	Calculated	Tabulated	78	0.05
CG.	40	60.55	9.65	5.99	2.00		

4.2 Results Related to the Second Hypothesis

To verify the second hypothesis that states “There is a statistically significant difference between students' mean scores of the four variables : verb errors, noun errors, adverb errors and adjective errors in the posttest “. A one –way ANOVA is used in the posttest to see whether there are any significant differences in the mean scores of students' achievement of the experimental groups' variables (verb errors , noun errors , adverb errors , adjective errors).

The researcher used a one-way analysis of variance , as shown in table (4.2)

Table(4.2)

One – Way Analysis of Variance (ANOVA) among the types of Errors

Variables	Sum of Squares	DF	Mean Square	Computed F-value	Tabulated F- Value	Sig.
Between Groups	445.719	3	148.573	24.279	2.70	0.05
Within Groups	954.625	156	6.119			
Total	1400.344	159				

The table (4.2) shows that the computed F-Value 24.279 is higher than the tabulated F-Value 2.70 at the 0.05 level of significance and DF 3,156 .This indicate that there are significant differences between students' mean scores of the four variables in the posttest .

4.2 Discussion of Results

Results show that using DBG teaching has appositive impact in reducing morphological errors on students' writing .The figure bellows show the result of the first hypothesis which states “There is a statistically significant difference between the mean scores of the control group, who are taught according to the conventional method and the mean scores of the experimental group who are taught by using "Discourse Based Grammar" in the posttest “.It shows that there is a significant difference between the mean scores of the experimental group is 73.13 and the mean scores of the control group is 60.55, and the standard deviation of the experimental group is 9.10, and the standard deviation of the control group is 9.65 .This clearly shows that there is a significant difference between the achievement of the two groups .

The analyses of means of the second hypotheses discovered that the average scores of the experimental groups' posttests are verb errors18.5750 ,noun errors 20.6500, adverb errors 15.3000and adjective errors17.9250, According to these findings, students' noun errors has the highest mean score. The hypothesis that there is a

statistically significant difference between the mean scores of the four variables (verb errors, noun errors, adverb errors, and adjective errors) is also accepted.

The result of third hypotheses indicates that adverb errors in students' posttest is decreased than other types of errors. From the researcher's perspective in terms of the obtained result

5.1 Conclusions

The following conclusions can be formed based on the findings of this study

1. Discourse based Grammar Teaching educates students to do better than those who were taught using conventional methods.
2. The use of DBG Teaching helps students become more motivated to study EFL and enhance the relationship between students and teachers .
3. It proves that communicating with one another helps students and teachers interact positively.
4. It helps students get over their shyness , hesitation and boosting their self-confidence because it let them work with each other in pairs .
5. Discourse Based Grammar Teaching is beneficial , appropriate , and effective in reducing morphological errors .
6. It helps the EFL preparatory school students to improve their understanding and memorizing morphological knowledge .
7. The use of BBG Teaching in the class is useful to improve the social interaction among students. The students share information , participate in discussing and answering the questions freely .

5.2 Recommendations

Through the conclusions of this study, some recommendations can be drawn

1. Discourse Based Grammar Teaching is helpful to be implemented in teaching English to improve students ' achievement in reducing morphological errors .
2. Iraqi teachers are recommended to adopt the Discourse based Grammar Teaching in teaching English language .

3. In order to engage students in learning activities, teachers must choose a stimulating topic for the classroom that is appropriate for the students' level and clearly define the lesson's objectives.

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