

Manuscript No.: IJAR-59446

Title: Importance of Grammar Teaching for French-speaking Students of 1 Spanish as a Foreign Language in Benin: A Corpus-Based Study.

Recommendation:

Accept as it is

Accept after minor revision.....

Accept after major revision

Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality		✓		
Techn. Quality		✓		
Clarity	✓			
Significance	✓			

Reviewer Name: Dr. Mithilesh kumar shukla

Reviewer's Comment for Publication:

This corpus-based study investigates grammar difficulties among 80 French-speaking Beninese secondary students learning Spanish as a foreign language. Using a qualitative approach with pretests, posttests, and classroom observation, the research analyzes errors in three areas: accentuation, articles, and personal pronouns. Findings reveal frequent errors caused by French and native language (Fon, Yoruba, Nago) transfer, including article addition/omission, subject-object pronoun confusion, and *laísmo*. The study attributes these difficulties partly to Benin's current curriculum, which allocates insufficient space to explicit grammar instruction. The authors recommend revising the curriculum to strengthen grammatical training, arguing that errors are natural and essential to the learning process and should be used pedagogically rather than penalized.

Recommendation: Accept after minor revision.

Detailed Reviewer's Report

STRENGTHS:

- 1- The study clearly aims to strengthen grammar teaching for French-speaking learners of Spanish in Benin, with a well-defined scope.
- 2- It provides conceptual clarification of key terms (Grammar and Interlengua) before proceeding, grounding the study in established linguistic theory.
- 3- It addresses Spanish teaching in Benin, a Sub-Saharan African context that is underrepresented in ELE .
- 4- The study includes 80 participants from two different regions (Ouémè and Zou).
- 5- The analysis draws on genuine written and oral samples produced by learners, providing real insight into their inter language.
- 6- The paper promotes a constructive, non-punitive attitude toward errors, aligning with modern didactic principles

WEAKNESSES:

- 1- Limited scope of analysis.
- 2- With only 80 participants from two schools, the findings cannot be generalized to the broader population of Beninese Spanish learners,
- 3- No quantitative measures (frequency counts, percentages of error types, or significance tests) are provided,