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**Error Analysis in English Language Writing:**  
**The Case of Third Year Secondary School Literary Stream**  
**Students in Ghardaia.**

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## **Dedication**

In the name of Allah, Most Merciful, Most Compassionate

I dedicate this work

To my Dearest parents: Moussa & Kheira who provided for me all the support I needed during my Master career.

To my lovely brothers: Annes, AbdeLatif and Chacker.

To Dr.ABDELHAKEM who followed my work and made my dream comes true.

To all my teachers.

To my big family.

*Abir*

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## **Abstract**

Learners' errors production in learning English as a foreign language has been considered as a vast field of research. The objective of this study is to investigate the written errors of third year secondary school pupils. It is conducted to identify and classify the errors in English written work estimating the predominant errors and explaining the reasons behind committing such errors.

Data about the difficulties faced by learners in writing is collected from the participants' written productions. The sample that is randomly selected consists of 16 pupils from the third year literary stream of Karma Secondary school in Ghardaia. The instrument used for this purpose is participants' essays about bribery and ways to eradicate it.

The organization of this work comprises three chapters. The first chapter deals with the theoretical background. It is divided into two parts. The first part defines the key words and presents the use of error analysis. The second one deals with writing and its processes. The second chapter is about the empirical phase of the work. It explains errors produced by third year literary stream learners and provides some possible causes of errors. Finally, the third chapter suggests a remedial work. It attempts to give some pieces of advice and correction techniques as well as some activities for learners to improve their level.

**Key words:** Error Analysis; mistakes; intralingua; essays; writing

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## **List of Acronyms**

**(EA): Error Analysis**

**(TL): Target Language**

**(EC): Error correction**

**(L1): First Language**

**(L2): Second Language**

**(TEFL): Teaching English as Second Language**

**(EFL) English as a Foreign Language**

**(ESL) English as a Second Language**



## *General introduction*

Learning a second language is a lifelong process and it is often a challenging experience for L2 learners. It is actually a process of trial and error in which a learner forms a hypothesis and later on proves, abort or adjust it. Linguists, who have been preoccupied with second language acquisition, have been studying about learners' errors related to various language components and parameters setting. One such are, which gets more attention, is studying why learners make errors while using a second language. In this regard, various theories have been stated; among which is Error Analysis.

Error Analysis is a branch of Applied Linguistics that emerged in the sixties. This approach is used to identify areas of great difficulties for second language learners by applying a system of formal distinction to differentiate between the learners' first language and the target language (*Corder 1976, Dulay*). This analysis is based on the understanding that both intralingual and interlingual factors determine the type of errors. If the former involves difficulties faced by the learner due to distinctive linguistic features of the L2 itself, the latter involves the direct interference of negative transfer of structures and other features from L1 and L2.

In fact, error analysis is an important aspect in SLA study which is quite significant for exploring English teaching rules and improving methods. It is a useful means in English teaching and study. Through analyzing learner' errors, some regular patterns can be discovered. Hasyim (2002) observed that errors are advantageous for both learners and teachers; they provide information to the teacher on students' errors. This helps the teacher in three ways. Firstly, to correct their errors, secondly, to improve their teaching and thirdly, to focus on those areas that need reinforcement.

## **1. Statement of the problem**

Though the similarities between the target language and L1 play major role in promoting language transfer, but many other factors are at work in this language transfer. According to Kellerman, Gass and Selinker (1983), the nature of learning L2 for EFL learners is not static but it is dynamic and keeps changing with the time. This change results in increasing the ability of learners' target language. Furthermore, this increased ability resulted in language transfer.

Algerian students confront many challenges in learning English. They experience the language only in formal classes. Despite being taught English since their middle school, students in secondary school tend to commit errors in their written production. Based on the educational context in Algeria, there is a need for ESL learners to be equipped with good knowledge about how to write in English since the educational system relies much more on written examination as compared to other language skills.

Writing has always been an essential skill in learning English as a second language (L2). In fact, written production skill is the most difficult task for L2 students. Raimes (1983) explained that writing is an area in which students' commit common errors. Those errors are, thus, believed to be caused by other factors that are going to be stated in the comments to come.

## **2. Purpose of the study**

Therefore, this study is conducted to provide an overview of the most common errors committed by ESL learners at secondary school, and to find out the frequency of these errors. Moreover, the factors responsible for written errors for High school learners are investigated. In addition, it is worthwhile for teachers to know the causes of the common errors committed

by students in order to figure out ways to minimize them. This research aims at helping teachers to discern the errors that are commonly committed by their students and possible ways for learners to improve their writing.

### **3. Research questions**

Thus, the purpose of our study can be forged into these two questions:

- What are the kinds of errors do learners make in English writing?
- What are the reasons behind committing such errors?

### **4. Structure of the thesis**

The dissertation is organized as follows. Chapter one provides the reader with the overview of Error Analysis and the difference between error and mistake, in addition to an overview of the writing skill and some approaches of teaching writing. Chapter two introduces the empirical part of the study. It followed both the quantitative and qualitative designs to provide absolute description and comprehensive explanation of the found errors. To achieve this, common errors were collected and identified in the sixteen compositions of high school students from literary streams. Then, some causes of these errors are stated. Whereas the third chapter suggests some remedial activities to treat those errors and correction techniques to be implemented.

# CHAPTER ONE

***Introduction:***

The field of second language (L2) learning is broad and has been a fertile field for researchers. Error Analysis in particular is one of the aspects of L2 learning processes that have received much attention from researchers (*Makoni, 1993, p. 97-107; Eun.Py, 2002, Kasango, 2006, p. 65-89*). It is a means of analyzing and studying learner's errors in language learning in order to discover the regularity in learning and describe it in theory. There are several ways of thinking about errors. Writing, for example, is a vast area where students commit different types of errors. In the light of second language acquisition, students' writing generally contains varying degrees of errors that indicate some problems in language learning. *Myles* (2008, p. 10) argues that "depending on proficiency level, the content rich and creative the text the greater the probability there is for errors at the "morphosyntactic level". In fact, errors are especially common among L2 writers who do not have enough language skills to express what they want to say in a comprehensible way. In the process of mastering English language, many errors are made by students, particularly in their written productions.

This chapter is divided into two parts: the first part deals with the theory of Error analysis and its importance in language teaching, and the second part is devoted to the writing skill in the English language.

## PART 1

### 1.2. The Difference between Error and Mistake.

In order to analyze learners' language in an appropriate perspective, it is crucial to make a distinction between **mistakes** and **errors**.

Technically, the two terms are very different. A **mistake** refers to performance error that is either a random guess or a "slip". For example, she listen carefully. In this example, the learner forgets to make the third person singular(s) in the present tense though he knows the rules.

The learners can correct themselves once the mistake has been pointed out to them. Whereas, the term **error** is used to refer to competence error resulting from incomplete knowledge of the language .It cannot be self-corrected. Therefore, it needs more explanation. In other words, the term "error" is a systematic deviation from selected norm. *Corder (1973)* referred to errors as "branches of the code" while *Dulayet.al (1982)* defined it as follow: "*Those parts of conversation or composition that deviate from some selected norms of nature language performance*". (p.138)

In addition, *Chaudron* explains that errors are linguistic form or content that differs from native speaker norms or facts and any other behavior signaled by the teacher as needing improvement. *Norrish (1987, p.7)* also has defined an error as a systematic deviation when a learner has not learnt something and consistently gets it wrong. *Cunnings worth (1984, p.87)* adds that errors are systematic deviations from the norms of the language being learnt. Whereas, *Richards (1984,p.95)* states that a mistake is made by a learner when writing or speaking which is caused by lack of attention, fatigue, carelessness or other aspects of per-

formance. Therefore, mistakes are not necessarily a product of one's ignorance of language rules.

### **1.3. Definition of Error analysis:**

Error analysis is a type of linguistic analysis that focuses on the learners' errors .It consists of a comparison between the errors made in the target language (TL) and that target language itself.

Crystal (1985) defines EA as follows: a technique for identification, classification and systematically interpreting the unacceptable forms produced by someone learning a foreign language using any of the principles and procedures provided by linguistics. **(p.112)**

This quotation explains that Error analysis is the identification, description and explanation of errors either in its spoken or written form .Five stages are involved in EA.

1-Recognition

2-Interpretation

3-Reconstruction

4-classification

5-Explanation

The first stage is the recognition of error: to do this, the teacher has to differentiate lapses from genuine errors of competence and identify erroneous utterances. According to *Corder*, any sentence uttered by the learner and subsequently transcribed can be analyzed for idiosyncrasies. A major distinction is made at the outset between overt and covert errors. Overtly erroneous utterances are unquestionably ungrammatical at the sentence level, i.e. superficially deviant. Whereas covertly erroneous utterances are grammatically well formed at the sentence

level, but are not interpretable within the context of communication, in other words superficially well-formed.

The difficulty happens after the identification of errors when the teacher wants to know the interpretation of the utterances. The problem is: how do we arrive at the knowledge of what the learner intended to say?

*Corder* distinguishes between two ways of interpreting learners' errors: the authoritative interpretation and the plausible interpretation. The former occurs when the learners are present. They can be asked what their intentions are, in order to reconstruct their utterances; whereas, the plausible interpretation occurs when the learners are absent. In that case, the teacher must attempt to infer the meaning intended by the learners.

In the case of both interpretations that can be made at the sentence level, the teacher should reconstruct it in the (TL), compare the reconstruction and then describe the differences.

The following stage, the teacher classifies the errors according to categories and sub-categories, for instance: semantic errors and syntactic errors. The system of classifying errors should be flexible and one should let the error determine the category.

Finally, the explanation stage has two types: the psychological explanation of errors that is how errors occur and what the reasons behind their occurrence are, and the linguistic explanation that is in terms of the linguistic process or rules followed by the writer.

*Richards* and *Schmidt* (2002, p.184) also define error analysis as "the study and analysis of the errors made by second language learners". EA compares "learner of English" with English (L2) itself and judges how learners are "ignorant" (*James*, 1998, p.304) about the grammatical and semantic rules of the target language. According to *Hasyim* (2002, p.43) error analysis may be carried out to:



**A-**Find out how well someone knows a language;

**B-**Find out how a person learns a language and

**C-**Obtain information on common difficulties in language learning as an aid in teaching or in the preparation of teaching materials.

### **1.4. Why do we study errors?**

*Corder* (1967) states the usefulness of error analysis in three aspects: to the researcher or linguist, the language teacher and the learner himself. While analysis of learners' errors provide insights into the nature of language, especially into the innate nature of the learner's system, they provide even more insights into the process of language teaching and learning. As such, concrete conclusions may usually be drawn from the results of the analyses regarding how a second or foreign language can be more effectively taught and learned, or how existing methods of teaching and learning can be improved.

In deciding what should be the linguistic input to language teaching materials, we should certainly examine and seek an explanation for the errors that are typically made by different groups of learners. From what we have seen, it is clear that the explanation will prove to be partly non-contrastive between L1 and L2. The fact that error may be caused both by contrastive differences and by the structure of the target language itself means that it is impossible to base the content of language teaching entirely on the results of contrast. Even if it were possible to make wholly accurate predictions of contrastive difficulties, we should not have predicted all the difficulties that a learner faces. The structure of the second language itself has to provide much of the content of language teaching. It cannot be assumed that non-contrastive aspects of the language will look after themselves. This probably accounts for the fact that anyone who has taught English which are almost universally difficult for learners of English

as a second language (Wilkins, 1972, p.204) .Therefore, errors are also useful in assessing teaching materials. For example ,in Chiang 's (1981) view of the English composition course of the NTNU English Department ,the high frequencies of errors found in the compositions may indicate the insufficiency for the students to master the written components of the language .The career-oriented motivation of the population of subjects being investigated is different from that of any other population of English majors on the campuses .As such ,better command of written English appears important to them than to other English majors on the other college campuses who may not enter into TEFL professions (1981,p.205)

*Chiang's* study also states other pedagogical implications:

- a) Making use of the hierarchy of difficulty: Hierarchies of difficulty are basically established in terms of frequencies of errors of different classes and subclasses. In the ESL/EFL classrooms, much more benefit can be derived from the results achieved in error analysis because the teacher can have a clear idea regarding where the main problems of his students lie, and what should be placed more emphasis in teaching.
- b) The usefulness of remedial programs: When the result of error analysis shows high frequencies of errors, remedial programs are necessary.
- c) The development of error-based teaching materials and syllabuses for use in the composition class: Patterns of errors can be built up into a classified inventory of errors together with the most revealing examples in the corpus.
- d) Implication for individualized instructions: as one of the general trends in TESL and in education in general is toward individualization of instruction; the error-analysis practice is perhaps one of the most effective means of understanding the individualities of the learner.

- e) Understanding the strategies of the learner: understanding students' learning strategies helps teachers to improve in their teaching.
- f) Implications for teaching methodology: as observed, many of the compositions, classes are based on the sole philosophy that "the more students write, the better they write". After the appearance of Error Analysis, this needs to be slightly modified – "The more a student is guided to write, the better he writes".

## **PART 2**

### **1.5. What is writing?**

Writing in general means words in symbols (for example \_Hieroglyphics) written as a means of communication. (Encarta Dictionary, 1999, p.215). Apart from a piece of written language designed to be read, writing also refers to the activity through which such a piece of written language is produced. Writing is not as simple as it seems to be."But writing is clearly more than the production of graphic symbols, just as speech is more than the production of sounds".(Byrne,1988,p.1).This means that the graphic symbols have to be arranged in certain ways and conventions to form words and the latter are arranged to form sentences. We produce a sequence of sentences arranged in particular order and linked together in certain manners.

*Lado* (1983, p.248) views writing in a foreign language as the ability of manipulating structures, vocabulary and their conventional representations. He put it as follows: "We mean by writing in a foreign language the ability to use structures, the lexical items and their conventional representation in ordinary matter of fact writing". Similarly, *Widdowson* (1981, p. 26) relates the act of writing to the activity of producing correct sentences and "transmitting them through the visual medium as marks on paper".

The idea we draw from the previous definitions is that writing is the activity of being able to communicate with the language through graphic representations of ideas, repeating the different structures and vocabulary items in order to share ideas, to convince and persuade, to arouse feelings clearly concisely and understandably.

## **1.6. Approaches to Teaching Writing**

A range of foreign language teaching approaches have emerged to develop practice in writing skills, each stressing a different aspect and applying one approach or another depending on what we want our learners to do: whether we want them to focus on the final piece of writing than its process, or we want to focus on the creative writing, either individually or cooperatively.

### **1.6.1. The Product Approach**

The product approach focuses on the production of a well-produced composition.

*“The product approach to writing focuses on the end results of the act composition i.e. the latter, essay, story and so on. The writing the teacher who subscribes to the product approach will be concerned to see that the end product is readable, grammatically correct and obeys discourse conventions relating to main points ,supporting details and so on.” (Nunan, 1989, p .36)*

In other words, this approach emphasizes on the final result of the process of teaching and learning in writing. This result should be well structurally and grammatically correct and pupils focus only on the shape of a written work and forget the content of the product.

### 1.6.2. The Process Approach

Writing, as *Zamel* (1983) puts it, is “a nonlinear, exploratory and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning”.

The process approach developed from the assumption that *“if we analyze the different elements that are involved in a longer piece of writing and can help learners to work through them and use this knowledge positively in their own writing, then such writing will have a lot of stress taken out of it.”* (*Brookes and Grundy, 1991, p.07*)

In other words, this approach represents a shift in emphasis in teaching writing from the product itself to the different stages the writer goes through in order to create this product.

The following “table1” provides a summary of the difference between the Product and the Process Approach:

| The process Approach  | The product Approach   |
|---|--|
| <ul style="list-style-type: none"> <li>▪ Emphasis on learning process.</li> <li>▪ Focus on student’s experience.</li> <li>▪ Regard for form and structure.</li> <li>▪ Priority on student interaction.</li> <li>▪ Concern for immediate tasks, activities ,brainstorming ,genre analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ Emphasis on finished products.</li> <li>▪ Focus on objective outcomes.</li> <li>▪ Regard for global meaning.</li> <li>▪ Priority on formal course design.</li> <li>▪ Concerns for long-term objectives.</li> <li>▪ Classroom writing, error analysis and stylistic focus are features of a product writing approach.</li> </ul> |

**Major Dichotomies in Writing Approaches**

(Adapted from *Newfields, 1999*)

## **1.7. Methods of Scoring Students ‘Composition:**

The writing skill is not only complex and difficult to be taught and mastered, but also it is much more difficult to be evaluated or scored. Moreover, it is almost impossible to get a reliable and valid mark when scoring students essays because this skill does not lend itself to objective testing. Nevertheless, there are different methods that are used by teachers to increase the percentage of reliability in this skill. Three of the main important methods are the following:

### **1.7.1. The Analytic Method**

The analytic method considers writing as being made up of various features, such as grammar, concepts, vocabulary, creativity and structures. Each of which is to be scored separately by the teacher who uses scoring procedures to score his students' essays. According to *Heaton (1975)*, teachers who use this method view writing as a demonstration of many isolated skills that when scored separately and added together will come up with appropriate assessment of the essay. For example, the scoring given to mechanics of writing is 4 out of 20, for grammar, the teacher gives 2 out of 20 and so on. The division of the aspects (features to be scored) and the scoring given to each aspect will be changed according to the teacher, the students' level and the objective of the course. *Heaton (1975)* defines the analytic method as a method that “depends on the making scheme that has been carefully drawn up by the examiner or a body of examiners. It consists of an attempt to separate the various features of a composition for scoring purpose.”(p.136)

Even though this method is time consuming, it is a useful method of scoring; it allows students to see areas of weaknesses in their written production. It also helps teachers keep in their mind all the writing features as they score so that no language aspect will be ignored.

### **1.7.2. The Impression Method**

When the impression method is used, the teacher gives the mark according to his total impression of the composition as a whole. According to *Heaton* (1975, p. 135), in this method usually three or four markers score each paper because it is possible for a composition to appeal to one reader and doesn't for another. This method is largely a matter of luck whether the teacher or the examiner likes the students' script or not. The marks given using this method are impossible to obtain any high degree of reliability since it is based on subjective judgment.

### **1.7.3. The Error Counted Method**

The error counted method or the "Mechanic Accuracy" method is another way of scoring students compositions. Using this method, the teacher is scoring or evaluating related to the number of mistakes made on each paper. In other words; he counts the mistakes in order to give a mark. *"The procedure consists of counting the errors made by each testee and deducting the number from a given total; for example, a student may lose up to 10 marks for grammatical errors, 5 marks for mis-use of word 5 for misspelling etc..."* (*Heaton, 1975, p.137*)

This method also does not lend itself to objective evaluation because the teacher cannot really make a decision about errors; that is which errors are more important so that the highest scoring deduced from it. In addition, this method tends to forget about the chief aim of writing which is communication. Such emphasis on mistakes makes students afraid of mistakes because they find it very difficult to get beyond the first sentence and they tend to stop after each sentence to check it for mistakes of different kinds. *Raimes* (1984, p. 83) points out that "they worry about accuracy; they stop after each sentence and go back and check it for inflection word order, spelling and punctuation, breathe a sigh of relief and go on to attack the looming giant of the next sentence". (*qtd. in Freeman and Richards, 1996, p.102*)

**1.8 .Conclusion**

To sum up, studies of foreign language acquisition have tended to focus on learners' errors since they allow for prediction of the difficulties involved in acquiring a foreign language. Error Analysis (AE) is the examination of those errors committed by learners in both the spoken and the written medium .In this way, teachers will be aware of the difficult areas that students are facing and put emphasis on them.

This technique will reveal, to the teachers, syllabus designers and textbook writers the problem areas .They can design remedial exercises and focus more on the troubles spot. It also provides the researcher with specific knowledge about the learning and the acquisition of language and gives him an insight into this field in order to enhance the research on second and foreign language teaching.

This chapter dealt with the theoretical background of Error Analysis and the skill of writing in English language, and the different methods of teaching and scoring in English writing. The following chapter will be devoted to the practical aspect of error analysis.



## **2.1. Introduction**

This section is devoted to the empirical phase of the study. It is based on gathering information concerning errors committed by third year students of Karma Boudjmaa Secondary School in Ghardaia. It aims at providing a practical guide to classify, identify and reconstruct learners' errors. Then, some possible causes of these errors are stated. This would bring a great understanding of the pedagogical and psychological factors that contribute to make such errors.

## **2.2. The Description of the Teaching and the Learning Situation**

English has been the de facto dominant foreign language in the curricula of many educational systems all over the world. On the view of such paramount role, much importance has been given to the teaching of EFL in the Algerian schools, and thus English has become a compulsory subject matter in the curriculum in all schools all over the country with a slight difference in the coefficient and the teaching time load.

English language teaching in our country focuses on the teaching and the learning of the four skills: listening, speaking, reading and writing. These skills are taught interactively. Thus, the aim of teaching English is to enable learners to gain an ability to express themselves orally and in writing in fluent accurate and meaningful English inside and outside the classroom setting. They are meant to be prepared to interact with various language situations they will encounter in real life.

In Secondary education, the task of the English teacher is to prepare learners for a formal exam called the Baccalaureate Exam held at the end of the third year. The time devoted for this is three years. This exam is very important to learners because it constitutes the gate to higher education and success in such exam shapes somehow these learners' future.

The school chosen for our case of study is "Karma Boujmaa secondary school". It is located in Ghardaia. It has thirty two (32) teachers, among them there are three (3) teachers of

English. This secondary school has fifteen (15) classes. They are distributed as follow: eight (8) first classes, three (3) classes of second year pupils and four (4) terminal classes. These terminal classes include one (1) class of Science, a class of Management and Economy, one (1) class of Foreign Languages, and one (1) of Letters and Philo.

The conditions of teaching and learning processes in this school are very motivating. As far as the physical conditions are concerned, they seem quite satisfactory. Classrooms are large and well- lightened. In addition to that, most windows are constructed in a way to capture the sun's light, ensuring another source of lightening and a fairly well source of warming in winter. Add to that, the 3 AS learners have the advantage to study in a block of classrooms completely separate from that of 1 AS classes. In such a way, learners are supposed to work in a quite calm and competitive atmosphere. More importantly, audio-equipment and audio-visual aids are available which in turn facilitate the teaching processes. On what concerns the third year literary stream classes (Foreign Languages and Letters and Philo), the weekly teaching time of English subject is officially four hours a week; but due to Covid-19 circumstance, it is shortened into 3 hours a week.

### **2.3. Student's profile**

The pupils are said to be the center of any teaching learning situation. Likewise, their contribution in the investigative study is valuable. Thus, to achieve such target, a group of the third year pupils were randomly selected. The subjects of the study are sixteen literary stream BAC candidates (12 girls and 4 boys) from Karma Boudejmaa. Almost all the subjects belong to the same age group (17 to 18) years old. They are all Algerians. All the participants are homogeneous in terms of their linguistic, educational and socio-economic background. Moreover, it should be necessary to note that although these learners have undergone similar kind of formal instruction during their secondary education, they surprisingly differ in many areas of their learning. Most of these learners vary in their length of learning the target language

and in their language abilities and consequently are said to differ in their proficiency level that ranges from low to high intermediate.

## **2.4. Procedure**

Error analysis is applied to both speaking and writing skills. But from a practical point of view, it is easier to make a systematic study of written productions. All the sixteen (16) participants were required to write about bribery and ways to eradicate it. They were asked to write between 150 and 300 words within a period of one hour. The participants were informed that they had to start with an outline, then a first draft and a final draft. The pupils did not know that their writings are going to be under investigation. The topic of bribery is related to the second unit, Ill-gotten gains never prosper, in the syllabus of third year literary stream.

## **2.5. Data Collection**

The framework of error analysis in the present study is as follows:

First, written productions were collected. Then, we went through the sample noting errors by using a variety of symbols through underlining the errors made in the texts. These errors are identified and classified into the main linguistic categories and sub-categories with illustrative examples. Finally, these errors are reconstructed and presented in terms of numbers and percentages.

## **2.6. Data analysis**

After analyzing the sixteen productions, the found errors are reconstructed according to their types. The tables are drawn to summarize the errors committed by third year pupils according to different linguistic categories and sub-categories.

**Verbs**

| Error classification | Error sub-classification                             | Error identification  | Error reconstruction                                      |
|----------------------|--|---|---|
| <b>Verbs</b>         | Wrongtense (wt)                                      | It is high time we fight bribery.                           | It is high time we fought bribery.                        |
|                      | Irregularverbs (ir.v)                                | It is about time we <b>seted</b> laws to eradicate bribery. | It is about time we <b>set</b> laws to eradicate bribery. |
|                      | Wrong verb -form (w.vf)                              | Bribery has become a wide spread issue.                     | Bribery has become a wide spread issue.                   |
|                      | The omission of The “s” of the third person singular | The person who bribe.                                       | The person who bribes.                                    |

**Table2\_2: errors production related to verbs.**

Within the verb category, wrong tense seems to be the most deficient area. A large number of learners do not use tenses properly. Thus, it can be assumed that most of the learners are not aware of the different rules for tenses application.

Another phenomenon is found in the misuse of the irregular verbs. Some learners think that all verbs take the inflection “ed” to form the past. They don’t differentiate regular from irregular verbs.

Some learners also use the wrong participle in order to form the past participle (PP).E.g., oneday, I have saw man giving an amount of money to servant. Besides, most of the times many of them do not put the “s” of the third person singular because of their restricted exposure to the language.

**Nouns**

| Error classification | Error sub-classification | Error identification   | Error reconstruction   |
|----------------------|--------------------------|--|--|
| <b>Nouns</b>         | Plural form(Pl)          | Most of peoples use bribery to get jobs.                     | Most people use bribery to get jobs.                         |
|                      | Articles(Art)            | The bribery is under table payment.<br>A unethical practice. | Bribery is an under table payment.<br>An unethical practice. |

**Table 2\_3: errors production related to nouns and articles**

In this investigation, some learners put the plural marker(s) to the plural nouns which do not accept the (s) of the plural, and omit it where it's necessary e.g. a law to punish all briber. There is also a great number of errors in the use of articles. Most students put articles where they aren't necessary, for example with the word "bribery" they write "the bribery». They also confuse between the articles to put. This last may be related to the incomplete comprehension of the rules that govern the use of the articles.

## Prepositions

| Error classification | Error sub-classification     | Error identification                                | Error reconstruction  |
|----------------------|------------------------------|---|---|
| Preposition (pre)    | The wrong use of preposition | Bribery is a great problem <u>of</u> our society.   | Bribery is a great problem <u>in</u> our society                      |
|                      | The omission of preposition  | People would better stop shrugging their shoulders. | People would better stop shrugging <u>at</u> their <u>shoulders</u> . |

**Table2\_4: error production related to preposition.**

With regard to preposition, the analysis reveals some cases of confusion between them. Some learners substitute one preposition for another because they do not know the function of each one. These are also some cases in which learners **omit** preposition where it is necessary e.g. bribery can be practiced many forms.

## Syntax

| Error classification | Error sub-classification          | Error identification                              | Error reconstruction                              |
|----------------------|-----------------------------------|---|---|
| Syntax               | Sentence structure(SS)            | By setting laws, will people stop giving bribery. | By setting laws, people will stop giving bribery. |
|                      | Word order(Wo)                    | This leads often to the spread of corruption.     | This often leads to the spread of corruption.     |
|                      | Redundancy (addition of pronouns) | Bribery <b>it</b> is an unethical behavior.       | Bribery is an unethical behavior.                 |

**Table2-5: error production related to syntax**

In this category, we also find some problems with sentence structure and word order which may come from Arabic interference or influence. An example of this type of error is

when the students put the verb before the subject in a sentence which changes the structure and the meaning that they want to convey.

Another problem in syntax is the addition of some items like pronouns which causes repetition of a subject or an object in the sentence. This type is called redundancy with pronouns. This was a very common mistake among the participants.

### Lexical items

| Error classification | Error sub- classification | Error identification  | Error reconstruction   |
|----------------------|---------------------------|---|--|
| Lexical items        | Word choice(Wc)           | For we must <u>learn</u> people that  | For we must <u>teach</u> people  |
|                      | Word omission(Wom)        | Bribery is behavior that should be fought.  | Bribery is <u>an unethical</u> behavior that should be fought.   |
|                      | Incorrect spelling (S.P)  | <ul style="list-style-type: none"> <li>• the Prisent</li> <li>• To verificate</li> <li>• Acte</li> <li>• Should <u>now</u></li> </ul> | <ul style="list-style-type: none"> <li>• The Prison</li> <li>• To Verify</li> <li>• To Act</li> <li>• Should know</li> </ul> |

**Table2-6: error production related to lexical items.**

Within this category, learners demonstrate confusion for correct usage of appropriate vocabulary like “learn” instead of “teach”. We also find the omission of words which may sometimes occur because of pupils carelessness or the interference of Arabic.

Another serious problem noted in this study is spelling mistakes. A lot of spelling mistakes have been committed by the students in their writings which this last indicates students’ weakness in the English language.

### Mechanisms

| Error classification | Error sub- classification | Error identification                                       | Error reconstruction   |
|----------------------|---------------------------|--|--|
| Mechanisms           | Punctuation(Pun)          | Second we should be aware .                                | Second <sub>2</sub> we should be aware.                            |
|                      | Capitalization(Cap)       | to fight bribery we must ....<br>Next, Bribery causes .... | <u>To</u> fight bribery we must...<br>Next, <u>b</u> ribery causes |

**Table2\_7: error production related to Mechanisms**

Error in Punctuation may result from students' incomplete knowledge of English rules that govern punctuation.

Capitalization also constitutes a significant problem in students' writing. Many of capitalization errors involve the omission of capital letters at the beginning of sentences and the addition of capitalization where isn't accepted.

### **2.6.1. Results**

The table bellow shows the analysis of errors based on type, numbers, and percentages of errors committed by the participants:

| Item         | Types of errors    |  | Frequency of errors     | Percentages of errors %                       |
|--------------|--------------------|--|-------------------------|---|
| 01           | Category           | Subcategory  | 101<br>50<br>41         | <b>30.3 %</b><br><b>15 %</b><br><b>12.3 %</b> |
|              | Grammatical errors | <ul style="list-style-type: none"> <li>• Verbs</li> <li>• Nouns</li> <li>• Preposition</li> </ul>                  |                         |   |
| 02           | Lexical items      | <ul style="list-style-type: none"> <li>• Word choice</li> <li>• Word omission</li> <li>• Spelling</li> </ul>       | 27                      | <b>8.1 %</b>                                  |
|              |                    |  | 15                      | <b>4.5 %</b>                                  |
| 03           | Syntax             | <ul style="list-style-type: none"> <li>• Word order</li> <li>• Sentence structure</li> <li>• Redundancy</li> </ul> | 225                     | <b>76.5 %</b>                                 |
|              |                    |  | 23                      | <b>6.9 %</b>                                  |
| 04           | Mechanical         | <ul style="list-style-type: none"> <li>• Punctuation</li> <li>• Capitalization</li> </ul>                          | 34                      | <b>10.2 %</b>                                 |
|              |                    |  | 20                      | <b>6 %</b>                                    |
| <b>Total</b> |                    |  | <b>215</b><br><b>88</b> | <b>64.5 %</b><br><b>26.4 %</b>                |
|              |                    |  | <b>869</b>              | <b>100 %</b>                                  |

**Table2-1: analysis of errors**

This table indicates that the total number of errors made by the 3<sup>rd</sup> year students is 869. These errors could be attributed to two main sources: the “**negative transfer**” from the mother tongue, **Arabic**, and the “lack of sufficient exposure” to the English language. The most predominant type of errors is “spelling mistakes”. They are 255(76.5%).

Errors in punctuation come in the second place with a frequency of 215(64.5%).

A total of 192 errors are grammatical errors that are distributed as follows: verbs (101), nouns (50) and preposition (41).

Capitalization with a total of 88 errors and 34 errors are associated with wrong sentence structures. Learners made few errors which are associated with lexical items. They were wrongly used within sentences; examples of these errors are word choice (27) and word omission (15).

A total of 23 errors are word order .Redundancy with 20 errors.

To conclude, such an insight into language learning problems is useful to teachers because it provides information on common troubles .Such information contributes in the preparation of effective teaching materials.

## **2.7. Causes of errors**

Our final step in the analysis of erroneous learners writing is to discover the “sources” of errors and to define the causes which allow the teachers to tackle the problem from its root as well as to give an effective direction to their **remedial** action.

Corder (1973, p.123) states three sources of errors: Language transfer, Overgeneralization or analogy and Methods or Materials used in the teaching.

Now, it is widely accepted that there are three distinct causes for the errors that most of the learners commit at various stages:

- Language
- Learning strategies
- Teaching



### 2.7.1 .Language

At the first stages of learning English as a foreign language, learners already have some knowledge of two languages and attempt to transfer.

#### I. Interference

Wilkins (1972, p.199) defines language as follow:

*“ .....when learning a foreign language an individual already knows his mother tongue, and it is this which he attempts to transfer, the transfer may prove to be justified because the structure of the two languages is similar, in that case we get positive or facilitation or it may prove unjustified because the structure of the two languages is different. In that case we get negative transfer or interference.*

Wilkins distinguishes between two types of transfer;”positive transfer” and “negative transfer”. The former occurs when the structure of the two languages is similar and this is generally called “facilitation”. Whereas, the term transfer is used to refer to negative transfer or interference resulting from the negative influence of the mother language (L1) on the performance of the target language. Both Corder and J.P.B Allen (p130) agree on this conception

*“If the system of the first language resemble those of the second language we speak of facilitation and where they differ, there is interference or at least a learning problem.”*

#### II. General Order of Difficulty

Many researchers point to the existence of a general order of difficulty which may explain some learners’ errors. It can be at the level of grammar where learners’ first or second language has a different system. For instance, learners often have trouble with the present perfect because there is a similar form in French.

Finally, when a weak learner attempts to transfer his construction to English, he may write : she excuses to me. اعذرت مني

This sentence is an instance of negative transfer from Arabic.

### 2.7.2. Learning Strategies

The mother tongue interference is not the only source of learners' errors. The investigation on mother tongue acquisition showed that children make errors before achieving complete mastery of the language, knowing that these errors are not due to any interference of another language but due to the results of same learning strategies.

#### **A -Overgeneralization:**

Overgeneralization is one of the contributory factors. S. pit Corder (1973, p.289) has argued that "*it is an inevitable process in learning, but that criteria for assignment of items to class may derive from either the mother tongue or the second language.*" In fact, Corder wants to say that overgeneralization is a part of natural acquisition process. When second language learners make errors, they are demonstrating part of the natural process of language learning. E.g., pupils add the "S" of the plural to all nouns like in "peoples" for "people". Moreover, overgeneralization is a fundamental learning strategy in all domains and not learning only. The researchers divide items into categories. Based on these categories, they construct "rules" which predict how the different items will behave.

#### **B-Ignorance of Rule Restrictions:**

As Richards (1971) states that the learner may apply to context when they are applicable because he fails to observe the restrictions or the existing structures.

This kind of errors is made by learners who find difficulties in differentiating between the regularity and irregularity of verbs. For example..."Taked"instead of "took". In this example the learner does not know that the verb

**C- Incomplete Application of Rules:**

This phenomenon deals with erroneous utterances which are due to incomplete application of rules. The learner fails to use a fully developed structure required to use acceptable sentences. For instance, misconstruction of structure or questions, the omission of some items like subjects and objects and addition of others which cause redundancy in particular with pronouns like in the sentence of .....bribery it is an unethical behavior.”

**D-False Concept Hypothesized:**

Sometimes, the learners do not fully understand “a distinction” in the target language. For example, the learner uses the word “learn” instead of “teach” thinking that this word has the same meaning.

**2.7.3. Teaching**

It is the third source of errors which is much more difficult to establish in any particular case, namely errors arising from the methods or materials used in the teaching process. Learners often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or a word in a text book or even because of a pattern that was rarely memorized in a drill and improperly contextualized.

This might be confused, simply because of the contiguity of presentation or by the teacher who may provide incorrect information by the way of misleading definition, word or grammatical generalization.

In fact, the number of spelling errors explains that learners are not enough exposed to the written words because they rely on pronunciation. We may find also errors in dictation when the learners mishear the words due to the teachers’ misclarity. So, pupils write words closest to the corresponding pronunciation.

## **2.8. Conclusion**

It is true that error analysis can be a complementary pedagogical means and an effective instrument to help learners improve their language competence. Therefore, it is crucial for teachers to be aware of the techniques and procedures used by linguists who explore language in order to be able to identify, describe and explain errors made by learners in spoken or written form. Furthermore, error analysis makes the teacher aware of the most difficult areas in writing. In other words, not all errors that pupils commit are grammar errors, and not grammar errors are simply tense mistakes. Then, pupils do not only make errors in grammatical categories and sub-categories, but also in syntactic and lexical categories, as well as in mechanism. More importantly, not all errors are caused by first language interference. A lot of errors are developmental ones. That is they occur in the normal course of language acquisition, irrespective to the learners' mother tongue.

# CHAPTER THREE

### **3.1. Introduction**

Error analysis and error correction are related to each other like a doctor who prescribes effective treatments for a patient after having diagnosed his disease. Teacher can claim that he has corrected his learner's work effectively after having analyzing it i.e. (EC) should be undertaken after (EA).

Learners' errors offer the teacher a rich source of data to monitor learning. At the same time, learners need a feedback on their written productions to know their weaknesses. This suggests that teachers should deal with at least some of the errors that arise. To do this, they have a wide range of feedback option available.

This chapter is concerned with the remedial work. It attempts to provide some pieces of advice about the correction techniques and it also suggests some possible activities dealing with the different problematic areas.

### **3.2. Error Correction**

Error correction refers to the responses given by the teacher to what learners produce in the classroom. Chaudron (1988, p.149) pointed out that correction has several definitions. The most general is equivalent to "treatment of errors" which appears to be the most widely employed meaning used to refer to any teacher behavior following an error that minimally attempts to inform the learners of the fact of error. At various stages in a writing activity, teachers should intervene with editorial comments, motivating suggestions or language advice. Indeed, learners expect feedback on what they are doing or what they have done.

The major issues involved in carrying out (EC) are who should correct learners' errors? The apparent possible answers to this question are the teacher or the learners making the errors. For a tentative answer to this question, let us first look at the teacher's correction.

### 3.2.1. Teacher Correction

Perhaps the most common way of correcting learners' work has been to return it to learners with a great deal of underlining with red pens, crossing out question marks and the occasional tick. However, this kind of intensive correction can be counter-productive.

There are more effective ways of making correction positive and useful experience:

A) The use of correction codes by the teacher is a wide spread practice. The rationale for this practice is that it encourages the learners to think about their writing. Commonly, the teacher will use a symbol to indicate the line or the place in a line where the error occurs and may additionally use symbols to indicate the nature of the mistakes ("t" for tenses, "wo" for word order, "sp" for spelling, etc.....). Some learners may prefer errors to be corrected in full and may argue that they still think about the underlying language rules and the reasons they make errors. They may also complain that they are unable to correct some errors they made by themselves. Therefore, the teacher may find that it is useful to discuss their errors code with learners and perhaps to vary their list of symbols according to the wishes of individual learners. It is also interesting to note that the use of the correction code often gives teachers more work; i.e., teachers who use a code may feel that it is necessary to collect the work in a second time to see how the learners have corrected their own errors.

Other teachers may rigorously correct only errors of a certain kind, depending on the purpose for which the written task has been set, i.e. the teachers do not have to correct everything. They could correct only verb tenses or only spelling, or focus instead, exclusively on word order. If the teachers are going to employ this selective approach, learners need to know about it in order to concentrate on that aspect of writing otherwise they might not do.

B) Many teachers use a range of different marking scales when correcting written work and written tests. For example, the teachers may want to give marks out of twenty for each catego-

ry they have chosen for learners (e.g., grammar, vocabulary, coherence or cohesion). Together with indications of errors (where they occur), such marking scales will help learners to focus on the particular areas they need to work at.

C) **Reformulation** is a way of showing learners how they could write something more correctly instead of asking them to find the errors and correct them. The teacher shows how he or she would write the incorrect sentence, the learner then learns by comparing the correct and incorrect versions. Reformulation is extremely useful during drafting and re-drafting.

### **3.2.2. Involving Learners in Correction**

The previous discussion has assumed that it is always the teacher who gives a feed back by correcting errors. Nevertheless, this is not always the case. We can also encourage the learners to look at their work or at each other's work and give pieces of advice and make suggestions about how it could be improved.

Peer marking editing is useful especially in the first draft of the written work. Here, learners are given the responsibility to edit each other work individually or in groups before handing in the final draft to the teacher. Besides, it is very enjoyable for the learner to be allowed to correct each other's work and to learn from them.

It also reduces the need for too many red marking from the teacher. For this reason, the learners must be briefed on how to edit the work of their peers. Using this way the teacher will have less work to do when correcting.

The same procedure can be followed after the papers are given back. Where learners' errors have been highlighted, it is a good idea to give time in class for learners to rewrite the material correctly. It is also necessary to give them training exercises to develop their skills in cor-



recting their work effectively. It is worth repeating such exercises from time to time in order to remind learners how much important to recognize and correct their written errors.

### **3.3. Other Remedial Strategies**

Correction is not the only procedure to treat errors. There are other strategies which can be used by teachers to minimize and eradicate the production of errors in the learners' written work.

#### **3.3.1. Charting Errors**

The technique of charting errors is an efficient procedure. It consists of designing a diagnostic chart containing most of the common errors that the learners made recently. Charting errors gives the teacher a clear idea about the learners' weaknesses and their level of knowledge in the target language.

#### **3.3.2. Re-teaching**

When teachers read the learners' written work and they come across errors which many pupils in the same class make, remedial teaching will be necessary then. In such cases, correction can be done by showing the whole class sentences produced by the learners. They exemplify the errors where pupils are required to correct them. It is a good idea for the exemplified errors to be anonymous so that no individual learner feels held up to ridicule.

The process of re-teaching includes also some games and exercises that approach items differently and effectively. They meet learners' needs and interests.

#### **3.3.3. Remedial Syllabus**

The teacher uses this technique when he notices the misunderstanding of his learners in the use of an item because of its order in the syllabus. i.e., learners have difficulties to be fully

understood until the following item is explained. For example, the subjects of this study tend to confuse the past simple and the past participle of verbs.

In many cases, we find teachers trying to give the introduction of the two models and the composition between them. Therefore, learners understand the differences and the similarities, and then the problem will be solved. In fact; this syllabus is relevant to intermediate or advanced learners.

### 3.4. Suggested activities

This section is concerned with some pedagogical suggestions in order to reduce the number of errors committed by learners in their written English.

Writing seems to be the most problematic area in our investigation. To deal with this problem, several steps are listed. After recognizing the learners common errors, the teacher can hang posters containing information about the noticed deficient areas including the grammatical, the syntactic, the lexical and the mechanical points on the walls of the classroom. Concerning exercises, teachers can suggest different activities to remedy.

#### 1) Grammar

**Exercise01:** give the simple past and the past participle of the verbs in the table.

| Infinitive | Simple past | Past simple |
|------------|-------------|-------------|
| To laugh   |             |             |
| To drive   |             |             |
| To become  |             |             |
| To put     |             |             |
| To set     |             |             |
| To bear    |             |             |
| To wash    |             |             |
| To take    |             |             |

**Exercise 02:** underline the correct version.

- 1- It is high time we organize/organized ourselves into anti-corruption associations.
- 2- This morning, I have taken/took a little walk.
- 3- When did you came/ come?

- 4- I have got/gotten a headache.
- 5- It is about time we fight/fought pollution.
- 6- The plumber has told/tell me this morning that he will be back to finish the work.

**Exercise03:** complete these definitions with a, an or no article.

- 1-.....Christmas tree is..... Evergreen or artificial tree decorated with.....lights and.....colored ornaments in.....people's home at Christmas.
- 2-.....Easter egg is.....egg made of.....chocolate or .....hen's egg with.....painted shell, given as.....present to children at....Easter.
- 3-.....Passover is .....Jewish religious festival in.....memory of.....freeing of.....Jews from.....slavery in.....Egypt.
- 4-.....Ramadan is.....ninth month of.....Muslim year, when.....Muslims do not eat or drink anything between.....sunrise and.....sunset.
- 5-.....Thanksgiving (day) is.....public holiday in.....USA, on.....fourth Thursday in.....November, and in.....Canada.....second Monday in.....October.

**Exercise 04:** complete the chart:

| Singular     | Plural         |
|--------------|----------------|
| Half         |                |
|              | work           |
| Dish         |                |
| Nucleus      |                |
|              | advertisements |
| Week-end     |                |
|              | pence          |
|              | lives          |
| Business-man |                |
| Criterion    |                |
| News         |                |

**Exercise05:** fill in the gaps with the right prepositions.

- 1) Are you good.....tennis?
- 2) Who is the most beautiful woman.....the world?
- 3) Will you go.....the seaside.....me?
- 4) There was a group.....people.....the station.
- 5) I talked.....Nancy.....music.
- 6) I like walking..... the rain.
- 7) Do not sleep.....the class.
- 8) Let us go.....a walk.
- 9) Life is full.....surprises.

2) **Lexis** :

**Exercise08:** complete the following dialogue in a doctor's surgery, where the first letter of the missing word is given. Fill the gap with one suitable. These expressions are useful too:

-Pardon? -sorry!

-I hope not. -watch out.

-I don't think so -I expect you did.

-Ouch! -ugh!

-What, again. -It serves you right.

**Doctor:** Take seat. What seems to be the trouble? Can you describe your  
s.....

Patient: well, I thought at first it was food **p**.....because I was very sick in the  
middle of the night. I felt really **d**.....and I thought I was going to faint. Then this  
morning I woke with this **r**.....all over my body. It can't be measles. I am sure I had  
measles when I was a child.

**Doctor:**..... Most people get measles when they are young. Let me examine you. Is it painful when you swallow, because your glands seem to be a bit s.....?

Patient: yes, a little bit.....! That hurts.

**Doctor:**.....! Well, I am pretty sure that the trouble is you are allergic to something. Did you eat anything yesterday that you don't normally eat?

**Patient:**..... Wait a minute! I had strawberries for the first time this year, but I've never reacted to them before.

Doctor: It can happen like that. Funnily enough, there seems to have been as..... increase in the numbers of those suffering from allergies this year. No one knows why. Here's a prescription, anyway. It should clear up very soon.

**Patient:** Thanks very much doctor.

**Exercise08:** correct the spelling mistakes.

I studied English in my first school, but I don'tremmember anything there. We had one teacher who always brought music taps and she paid them for us to learn the words. I think they were her favourite songs, but in our class nobody really understood the words. She put us in groups to discuss the songs but everyone talked about something different in their groupes, no one was trying to practise their English very much. I only remember the words of one song like this:" you can't always get what you want, but if you try sometimes you get what you need". Those were interesting words and obviously I did learn something from that teacher.

### 3) Syntax

**Exercise06:** re-write these sentences using the joining words in brackets.

- 1- My hotel room over looked a court-yard, there was a fountain, there were several trees.(in which....and)

- 2- Uncle Charles looked everywhere for his glasses. He could not find them. (though)
- 3- During Christmas, there was extra work at the post office. A great number of students were employed to help. (so much.....that)
- 4- I do not want to see that film. It has poor review. (because)
- 5- Wages have gone up. Prices will rise, the cost of living will be higher than ever. (so that.....and)
- 6- The police searched everywhere. The missing boy could not be found. His dog could not be found too. (although.....neither.....nor)
- 7- James Sullivan will give a lecture at the local library, his book on the Antarctic was published recently.(whose)
- 8- Fares have increased. The company is still losing money; the employees have demanded higher wages. (in spite of the fact that.....because)
- 9- The climbers reached the top of the mountain, they spent the night there. (not.....only.....but.....as well)

Exercise07: re-order the words to have meaningful sentences.

- 1- Made/ is / the / rock / and / dust / moon.
- 2- Doesn't/ job / regret /well / paid / he / leaving.
- 3- Been/ there / in / a / people / in / the / of / numbers / who / interested / ecology / has / sharp / increase / are.
- 4- Cooking/ time / things / have to / you / when / are / you / carefully.
- 5- Ammunition/ arms / had / plenty / of / soldiers / and / the.
- 6- I/ your / rubber / have / a /can / mistake /? / borrow / made /I.
- 7- Complained/ because / working / properly / wasn't/ she / work / that / she/ typewriter / couldn't / her.

#### 4) **Mechanism**

**Exercise09:** write this paragraph again using punctuation and capital letters where necessary.

since its creation the sun has used up about half of the hydrogen in its core over the next 5 billion years or so it will grow steadily brighter as more helium accumulates in its core as the supply of hydrogen dwindles the sun's core must keep producing enough pressure to keep the sun from collapsing in on itself the only way it can do this is to increase its temperature eventually the sun will run out of hydrogen fuel at that point it will go through a radical change which will most likely result in the complete destruction of the earth.

### ***3.5. Conclusion***

Error correction stands for error caution because of the devastating results that might occur affecting teachers and learners.

The suggested activities tried primarily to tackle learners' deficiencies in specific areas, and extended to suit the teachers own teaching situation and teaching goals. Besides, they aimed to make learning as enjoyable as possible for all the learners.

To conclude, it can be deduced that EA can be an aid to effective teaching and learning if it is used appropriately. More importantly, it becomes a dangerous weapon with a double-edged blade which destructs both the teacher and the learner if it is not used appropriately

## *General conclusion*

The approach discussed in these papers has tried to show that errors are not signs of failure in the learning process. However, they are considered as natural and important means of empowering teachers in order to help learners to overcome problems in their written work.

Errors are meaningful, but when analyzed. Errors reveal which item has been incorrectly learned by learners. Errors also shed light on the manner in which learners internalize rules of (TL). Such an insight into language learning problems is useful to the teacher because it provides information on common trouble spots in language learning which can be used in the preparation of effective teaching materials.

Error analysis can help the teacher identify in a systematic manner the specific and common language problems learners have. It enables teachers to focus on these problems. Thus, instead of plunging blindly into the syllabus that has been given, a teacher should conduct E.A at the beginning of the semester to find out which items have not been fully learned and remedy them first.

EA can be carried out at many levels: it can be used to examine both the oral and the written work of an individual to discover specific problems, or a group of learners to reveal common spots. It can also be used on one piece of work or over series of comparable tasks in any language so that the teacher can monitor the learners' progress and create a greater awareness of the errors by those learners. Finally, in the case of language learning we really do believe in *John Dryden's* classical saying:

***"Errors like straws, upon the surface flow, he who would search for pearls must drive below."***



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## **Appendices**

**A sample of correction code that are frequently used.**

| <b>Symbols</b> | <b>Type of error</b>    |
|----------------|-------------------------|
| <b>Np</b>      | <b>number problems</b>  |
| <b>Art</b>     | <b>articles</b>         |
| <b>Pro</b>     | <b>pronouns</b>         |
| <b>w.t</b>     | <b>wrong tense</b>      |
| <b>vf</b>      | <b>verb form</b>        |
| <b>pre</b>     | <b>preposition</b>      |
| <b>wo</b>      | <b>wrong word order</b> |
| <b>r</b>       | <b>Redundancy</b>       |
| <b>sp</b>      | <b>spelling</b>         |
| <b>cap</b>     | <b>capital letter</b>   |
| <b>pun</b>     | <b>punctuation</b>      |

## المخلص

يعتبر إنتاج أخطاء المتعلمين فيتعلم اللغة الإنجليزية كلغة أجنبية مجالاً واسع البحث. الهدف من هذه الدراسة هو تقصي الأخطاء الكتابية لتلاميذ الصف الثالث الثانوي. يتم إجراؤه لتحديد وتصنيف الأخطاء في مقالات بالغة الإنجليزية وتقدير الأخطاء السائدة وشرح أسباب ارتكاب مثل هذه الأخطاء.

يتم جمع البيانات حول الأخطاء التي يرتكبها المتعلمون في فقرات المشاركين. العينة المختارة عشوائياً تتكون من 16 تلميذاً من السنة الثالثة آداب. الأداة المستخدمة لهذا الغرض فقرات يحررها التلاميذ حول الرشوة وكيفية القضاء عليها.

يتكون هذا العمل من ثلاثة فصول. يتناول الفصل الأول الجزء النظري . وهي مقسمة إلى قسمين. يحدد الجزء الأول الكلمات الرئيسية ويوضح استخدام نظرية تحليل الأخطاء. بينما الثاني يتناول مهارة الكتابة في اللغة الإنجليزية وعملياتها. الفصل الثاني حول المرحلة التجريبية للعمل. يشرح الأخطاء التي ينتجها المتعلمون في السنة الثالثة من التدفقات العلمية ويقدم بعض الأسباب المحتملة للأخطاء. أخيراً، يقترح الفصل الثالث تمارين علاجية. يحاول تقديم بعض النصائح وتقنيات التصحيح بالإضافة إلى بعض الأنشطة للمتعلمين لتحسين مستواهم.