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Title

Investigating Learners' Lexical Errors on Writing Process

A Case Study of Third Year Pupils at SAIB BOULREBAH High School in SIDI OKBA -BISKRA

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Declaration

      I, **Faiza BENCHERIF** do hereby declare that this submitted work titled by "**Investigating Learners' Lexical Errors on Writing Process: A Case Study of Third Year pupils at Saib Boulrebah Hight School in Sidi Okba –Biskra**" is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHEIDER University of Biskra. Algeria

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Dedication

To both my parents who gave me passion and love,
To all my beloved family

(Best sisters and brothers and all my nephews)

Whose power, love, support

And trust have sustained me in my life.

To my dear soul-mate Farah for all her help and kindness.

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Abstract

Language is a collection of words ordered to transmit particular ideas and meanings for communication. As a result, paying attention to lexis and vocabulary has a major impact on language fluency. For this reason, the goal of this study was to investigate the learners' lexical errors types and causes and the research questions are: The study contained two main questions, which are: what are the types of lexical errors that students make when they write? And what are the causes behind making lexical errors in writing? This research study is qualitative, and its aim is to gather and analyze the errors found in the learners' writings based on "Document Analysis". The documents were collected from the learners during their normal classes. The researcher gathered 20 documents, and the learners were chosen randomly from different classes of third year in Saib Boulrebah high school. The errors found in this study were classified based on James' classification 1998. the strategy taxonomy theory," which shows that there are two major categories of lexical errors that EFL learners commit: formal and semantic. The most common errors found are "omissions", with a percentage of 23.80%. The type of errors that had the least percentage was "mis-ordering," with a percentage of "4.80%". Following that, the researcher indicated the causes behind the errors due to the interference of L1 on the learners; most lexical errors affect learners' writing performance, and the results of this study confirmed that almost all of the learners still lack vocabulary and have a serious problem thinking- translating of L1 to the target language.

List of abbreviations

AL: applied linguistics

CA: Communicative Approach

EA: Error Analysis

EE: Error Evaluation

EFL: English as foreign language

ELT: English Language Teaching

FLL: Foreign Language Learner

L1: First Language

L2: Second Language

SA: Structural Approach

TL: Target Language

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General introduction

Learning the English language is one of the necessities of the time, especially in light of being the language of science that dominates most of the fields, and as being a widely spoken language in the global communities. For those reasons, It is of great importance to improve students' abilities in it at the first levels of learning it. Proficiency of a foreign language based on the ability to communicate using the right word when transferring the message.

Unfortunately, learning any second language has difficulties, especially if it is delayed to advanced age stages. Therefore, linguists have given great importance to identify many teaching methods and techniques to enable learners to master the language and overcome the obstacles to learn it.

One of the most important obstacles that face foreign learners is the writing skills. Being able to convey messages with international languages to the readers across the global is very pivotal. Troyka (1987) argues that writing can create a permanent and visible record of ideas for readers (p. 25). More specifically, writing is considered as a tool in learning due to three reasons. Firstly, in the process of writing, students are applying their knowledge of gram-mar, idioms, and vocabulary. Secondly, they have an opportunity to be exploratory with the language. Thirdly, they become very much involved with the new language (Raimes, 1983).

1. Statement of the Problem

Since learning English as second language in many case differs from the mother tongue in terms of its origins and cultural aspects, English linguists have been interested in facing learning difficulties to find more effective ways to avoid errors and make good use of language vocabulary.

Comparing vocabulary is as essential as grammar in establishing effective communication and understanding the speech. Llach (2005) states that "language learning starts up with vocabulary, words are the first linguistic items acquired by the learner (in first and second language acquisition) ... and no language acquisition at all can take place without the acquisition of lexis" (p. 46). Unfortunately, most teachers and learners focus only on grammar driving other language skills useless. Which creates a lack of expressing among EFL

learners, and according to Wilkins (as cited in Thornbury, 2002)"Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." (p. 13) As a matter of fact, any speaker or writer cannot: express an idea without using words that define the meaning. Also, any listener or reader cannot determine the intent of the speech or understand its context without determining those words during speech or while reading.

Although most learners in secondary schools find learning vocabulary difficult to memorize and tricky in meaning which led to lexical errors, relevant research literature suggests a strong relationship between vocabulary acquisition and lexical errors which are generally considered a vital aspect of the acquisition process (Llach, 2007a). Lexical errors not only play a relevant role in the second language vocabulary acquisition process, but they are also among the most numerous type of errors in learners' performance. Therefore, for providing observable learner language data, lexical errors are an important source of information about L2 vocabulary acquisition (Llach, 2007b); which helps teachers investigate their students' errors and abilities to know how to give them the right feedback.

During my experience in teaching the English language as a substitute teacher in high school, I noticed that the majority of the students suffer in determining the right word while answering any verbal or writing questions. These create many errors by the fail in choosing vocabulary or combing a well-formulated sentence, often hinders learners from understanding the meaning. As a result, it decreases the writing competencies of L2 students.

Moreover, most errors are repeatedly made by large numbers of students due to the lack of vocabulary or the interference of the mother language. In this case, self-reading and listening are required; otherwise, the problem will increase and grow up. Here, the teacher feedback can be by giving helpful techniques in memorizing the word or its meaning using gestures or music, films...

2. Objectives of the Research

The aim of this study is to investigate learners' lexical in writing performance. Additionally, it looks to define the errors type, actual cause, and sources. This study aims to provide valuable information for EFL learners and teachers to providing the proper guidance to the instructor and learners in order to handle this issue.

3. Research Questions

This research focuses on answering the following questions:

RQ 1: What are the types of lexical errors that students make when they write?

RQ 2: What are the causes behind making lexical errors in writing?

4. Research Methodology

This researcher uses quantitative data in order to investigate learners' lexical errors in writing expression.

4.1. Sample

The participants of this study are pupils at Saib Boulrebah High school in SIDI OKBA, Biskra; the sample comprises 20 learners from the third Year classes.

4.2. Research tools

The instrument uses in this study is the test that distributes to the sample of learners in Saib Boulrebah High school. The design method used to exanimate them is "document analysis method"**.** This later will help to examine and analyze the lexical errors in learners writing.

4.3. Data collection and analysis

In gathering the data, the test distributes to third year learners at Saib Boulrebah High school. Before the participants start answering the test they have already taught about the unit of "safety first" in which they discuss a general background if junk food (fast food).Then fllowing the procedure of error analysis proposed by Ellis and Barkhuizen (2005) which comprises the following five steps: (1) Col- lection of a sample of learner language, (2) Identification of errors, (3) Description of errors, (4) Explanation of errors and (5) Errors evaluation.

5. Significance of the Study

This study attempts to highlight the varies types of lexical errors and their causes in order to suggests new teaching methods biased on acquisition of English vocabulary science it is an essential part in learning L 2. As a result, it is hope that EFL learners and teachers will benefit from findings of this study.

6. Structure of the Research

The first chapter is the theoretical part and is broken up into three sections. The first section provides a broad overview of lexical errors, including their definition, type, classification, and sources. The second one builds on the first in showing the value of vocabulary and its impact on EFL learning, as well as its instructional strategies.

The final section discusses the writing process, including its definition, categories, problems and their causes, and finally the connection between lexical errors and writing. Furthermore, this chapter deals with specific key words of the study and includes methods and lexical errors classification that will be used in the practical part.

The second chapter of this research study is the practical part, and it was titled "Fieldwork and Data Analysis." It deals with investigating the types of lexical errors that third year high school students make in writing and the common reasons behind them.

This chapter was separated into two sections by the researcher. The first section, which discusses the study methods the researcher used, has numerous subtitles pertaining to the approach. The subtitles discuss the research design the researcher used and the data collection techniques he employed. In this study, the researcher employed the "content analysis method," which required him to gather certain documents that contained the writings of third-year high school students.

Additionally, the first section includes the study's demographics, settings, and sample, where the researcher provides a thorough explanation of the key factors that made this study possible. Finally, a general conclusion, some implementations, and suggestions for further research are provided.

Chapter one

Lexical Error & Teaching Vocabulary

Introduction

Making errors in learning a language is natural, even for native speakers. These errors appear clearly in writing work. Learners have faced a lot of difficulties during writing process due to many factors such as the lack of vocabulary, the translation from L 1.., which prevents them from fully communicating and expressing their thoughts. We cannot ignore the importance of vocabulary in learning process science it is essential in learning L 2. However, determine and analyzing the different types, causes and sources of lexical errors will help to minimize the learners' errors and improve their level and performance in class room.

Therefore, this chapter explores a various definitions of lexical errors, classify them, and provide their different types and causes. Then, present the importance of vocabulary, vocabulary teaching strategies, and vocabulary teaching approach.

1.1 Lexical Error

1.1 .1 Definitions of Lexical Error

"Error analysis" is concerned with the learners' performance in terms of the cognitive processes they employ in recognizing or coding the target language's input. As a result, its principal focus is on providing knowledge of the underlying process of second language acquisition through learners' errors." (Erdogan, 2005) The area of error analysis is greatly influenced by how people learn languages cognitively and by the difficulties they encounter when trying to discover errors in learner input.

Furthermore, It is vital to define the terms error and lexical in order to better grasp the word lexical error in the context of error analysis. First, Errors are typically produced by people who do not yet fully command some institutionalized language system (Corder, 1974, p. 29, as sited in J. Allen & S. P. Corder). Ellis (1994) has argued that an error is a deviation in learner language which results from lack of knowledge of the correct rules (p. 180). Error is, in essence, an inevitable byproduct of learning, and it stands out when learning a second language. As a result, learning cannot be evaluated in the absence of errors.

The term lexis according to the Cambridge dictionary refers to all the words and phrases in a specific language. It is a synonym for vocabulary. lexical as an adjective refers to linguistic units (words and phrases) associated with a language's words: lexical items, also known as the lexicon, is an alphabetical list of terms on a certain subject or in a specific language that captures all of the words and phrases used in that language or subject, such as the lexicon of finance and economics.

Additionally, identifying a term like lexical errors is not always an easy task. Researchers rarely define the term "lexical error," and many of them avoid using the term "error". On the other hand, some use the term "lexical error," either as an undifferentiated category or as a superordinate term. Those various interpretations refer to the fact that different scholars understand the word "lexical error" differently, but they all deal with the same object study (Llach, 2005).

Chomsky (1980) believes that Lexis is said to consist of open systems, to be irregular and unsystematic, in the contrast to grammar. Hernándes (Hernandez, 2011, p.23) claimes that lexical errors are defined as errors at the word level, so lexical (content or referential) morphemes[1] are free morphemes that accommodate semantic cognitive operation substantial (or meaning) and commonly consider a thing timberland submit or action (Zapata, 2007). Iriskulov states that morphemes are shape devices and lexemes[2] are communicative units. Morphemes are constructed of phonemes and they are used to construct words-lexemes. Lexemes take an on-the-spot section in shaping the ideas in constructing sentences (iriskulov, 2006, p.23).

Llach (2005b) states that the most appropriate definition of lexical error would be the following the incorrect use of a lexical item (content word or idiom) in a specific context as a result of confusion between two words, owing to formal or semantic similarity and induced by mother tongue (L1) or target language (L2) influence. this confusion in the form and/or meaning of a target word led to both misunderstandings of the message and the failure of communication.

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[1] a meaningful morphological unit of a language that cannot be further divided (e.g. in, come, -ing, forming incoming).

[2] a basic lexical unit of a language, consisting of one word or several words, considered as an abstract unit, and applied to a family of words related by form or meaning.

According to Llach (2005b), lexical errors represent a hint into vocabulary acquisition in a second language given the fact that they may demonstrate a lack of lexical knowledge, possible communication strategies used by the learners, the organization of the mental lexicon, and/or the development of lexical competence.

Generally "lexical error" "is the wrong word use of a lexical item in a particular context in comparison with what a native speaker of similar characteristics as the L2 learner (age, educational level, professional and social status) would have produced in the same circumstances. Lexical errors can also be defined as a breach in a lexical norm of the language, which is normally observed by native speakers" (Llach M. P., 2011).

To summarize, lexical competence involves morphological, syntactic, pragmatic, and semantic understanding, as well as semantic knowledge. Furthermore, lexical errors in writing are when students utilize improper lexical words in their phrases, which can alter the meaning of the sentences.

1.1.2   Classification of Lexical Error

Numerous experts classified lexical error based on their different error taxonomy, many different descriptive error taxonomies have been constructed in order to determine what are the most common areas in which learners struggle when creating TL in writing. Richards (1976, as cited in James, 1998) suggests that there are seven things to know about a word: (i) its morphology: Knowledge of a word's spelling and pronunciation; (ii) its syntactic behaviour; (iii) its functional or situational restrictions; (iv) its semantic value(s); (v) its secondary meanings or connotations; (vi) what other words it is associated with; (vii) roughly, the words frequency. Warren's error typology (1982) , like Dušková (1969), is based on the reason of the mother tongue with the target language units . The word which contains the lexical error is compared with the equivalent L1 word to see if the LI is the source of the lexical errors. Warren (1982) also offers a higher - order classification based on formal or sense (content) deviation. Her classification is broader as she includes a sub classification of idiomatic errors, which most other authors neglect (Llach M. P., 2005). From the above experts' taxonomies of lexical errors were based on three aspects: one relied on the structure of the word; one more on its cause, which is related to the influence of the mother tongue; and finally, some added a sup-type inside its classification.

Zimmermann's descriptive taxonomy (1986) is a linguistic description of lexical errors based mainly on the semantic relations (hyponymy, part whole, process-result, and synonymy) between the error and the target word. It also considers the semantic features of the words involved in the lexical error and the syntagmatic relations between error and target. Then in his next study (1987), he propounds a very interesting typology with two different classes of lexical errors: form-oriented and content-oriented (Nuryana, 2021).

Ringbom (1983) ; Zimmermann (1987) ; also Arabsky ((1979) in Zimmermann 1986a) ; and Zughoul (1991) classifies the erroneous lexical items depending on whether the inspiration for the error is to be found in the form or the content of the intended (12 oriented) or the mother tongue word (L1 oriented) . For their classification, these authors also take into account the mental processes (learning and communication strategies) put into practice by the learner to produce that error. That is, they consider the process of error formation rather than the product, the error itself.

Hyltenstam simply distinguishes between errors that appear due to lexical confusions and nonce words, that is, words that are non-existent either in the mother tongue or in the target language (1988, as cited in Llach M. P, 2007a)

Lennon (1990) uses the concepts of extent and domain as the basis for the typology. Thus, errors are classified depending on the linguistic unit (phrase, sentence, text, etc.) (domain) required to identify the erroneous unit (extent). In another classification one year later, Lennon divides lexical errors according to the word class to which the erroneous word belongs (Llach M. P., 2005)

Both Hyltenstam & Lennon did not follow any of the general classification trends. They have independent, unique criteria, and deal with lexical errors as products. Thus, Lennon classify errors are depending on the linguistic unit (phrase , sentence , text , etc.) (domain) required to identify the erroneous unit (extent). In another classification one year later, Lennon divides lexical errors according to the word class to which the erroneous word belongs (Llach M. P., 2005).

James (1998) distinct between form and content-oriented lexical errors. Among the formal errors of lexis, James distinguishes the following: a. Formal misselection in which two existing target language words are confused because of formal similarity; b. misformations which involve the creation of a non-existing L2 word. Which led to three main types:

borrowing, coinage and calque; c. distortions originating from letter omission, overinclusion (addition), misselection, misordering, and blending. on the other hand, the semantic error types are as follows: (a) confusion of sense relations which imply the confusion of semantically related words, and (b) collocational errors which result from the association of two words which in native usage do not go together.

The point of view of Llach (2005) also was based on James' classification and other previous taxonomies; there are three classification criteria that ascribed all error typologies: 1).the form/content orientation of the lexical errors and the mental processes in that transfer; 2). The semantic analysis of the meaning features involved in the wrong production; and 3). Comparison of the erroneous lexical unit to the mother-tongue word, basis of the transfer, and the intended target word. (See Table 1.2 for a summary of the situation and classification of the taxonomies analyzed) (Llach, 2017, p.18)

Interpretative axis			
Descriptive axis	**Transfer of features**	**L1 comparison**	**No interpreta-tion**
Form/content error	Zimmermann 1987 Ringbom 1983 Zughoul 1991	Duskova 1969	
Semantic analysis	Warren 1982	Warren 1982	Zimmermann 1986 a,b
Recognizable word or not			Hyltenstam 1988
Content word in-fluenced			Lennon 1991
Extent/domain			Lennon 1900

Table 1.2: Summary of the situation and classification of the taxonomies analyzed (Agustín-Llach, 2017, p.18)

In describing learners' language, we notice that all authors design their typologies according to their needs, once they have collected, identified and even analyzed the lexical errors. The classifications were created to fit the specific lexical error sample; they appear to work for the specific situations and lexical errors, but they may not be applicable to other examples, such as learners who speak a language other than the one studied. Researchers can adopt either the linguistic taxonomy or the surface structural taxonomy, or a combination of both. According to the analyst, lexical error taxonomies are not the same.

In reality, numerous taxonomies have been employed to examine data. Unfortunately, these classifications are of little help for the researcher who may want to apply one of them to his sample of lexical errors.   11

1.1.3   Type of Lexical Errors

Among the most frequent and important lexical error types in EFL, previous findings highlight the following (Llach, 2011; Bouvy, 2000; James, 1998; Warren, 1982):

1) <u>Borrowings:</u> which is the use of native words of L1 to L2 syntax; This is mostly attributable to learners who speak closer L1s to English, such as French, Spanish, or German; it is much rare among learners who speak native languages that are remote from English, such as Chinese, Thai, Hebrew, or Arabic. These kinds of errors could aid in better message transmission between teachers and students speaking the same L1. Nonetheless, according to Llach (2017), "code switching from the L1 is a communication strategy for overcoming lexical lack of knowledge and scaffolding their acquisition process." Borrowings are typically highlighted in students' work with inverted commas, uppercase letters, changes in intonation or pronunciation, and underlining.

2) Lexical<u> adaptation of an L1 word to the L2 morphological</u> or phonological rules so that it sounds or looks English (Celaya & Torras, 2001, as cited in Llach 2017, p.65). It is the usage of words that are semantically equivalent in L1 to represent the same idea in L2. These results could be explained by the learner's impression of a possible similarity or rather transferability between L1 and L2. In some situations, this strategy may be successful in sharing the English language's origins with other languages (Llach, 2017).

3) <u>Semantic confusion originates</u> as (Llach, 2017) when the learner confounds two words which are semantically related in the L2 such as for example in:
- My uncle's name is Ana (for aunt).
- My city there are very shops (for many).

Especially conspicuous is the confusion of two auxiliary verbs: to have and to be:

- I'm an older sister, her name is Ana (for I have), or

- I have eleven years old (for I am).

Some errors can be traced back to L1 influence, but in other circumstances, finding a reasonable explanation for this confusion is quite difficult as:

- I'm board (for bored).

- I lake playing basketball (for like).

Semantic and formal ambiguities demonstrate a level of word understanding, although partial or inadequate information. We might ask if the learner recognizes both the target and the erroneous term and is confused by their similarity, or if they ignore the target word and use a proximal, close word they are familiar with.

- My hear is blond (for hair).

- My favourite eat is pasta with meat (for food).

4) Calque from L1 to L2: the literal translation of L1 word and the sementic and even syntactic transformation of it into L2 equivalents which has a different contextual distribution (cf. Zimmermann, 1986). E.g:

- I like ballhand (for Eng. handball, Sp. balonmano) and My favourite plate is pasta and rice (from Sp. plato, Eng. dish)

5) Previous research with EFL learners has revealed that they display wrong cognate use. Where the word is used as it with the semantic and contextual restrictions of the L1 and not of the L2(Llach, 2014 as citer in Llach 2017, p.66)

6) Spelling problems are probably the most frequent category of lexical errors in EFL learners' writings (cf. Bouvy, 2000; Fernández, 1997; Lindell, 1973). These issues were caused by a mismatch between pronunciation and spelling, which forced EFL students to deal with phonetics, a fairly difficult system in English in order to reduce those errors.

7) Construction errors: these are the outcome of erroneous constructions, such as prepositional choice, re'exivity, and transitiveness. Constructions have recently been identified as central units of language in cognitive linguistics research, and hence play an important role in SLA (cf. Goldberg, e.g. 2006 as cited in Llach, 2017, p.66).

Finally, The causes of many types of errors can be limited down to two main variables by recognizing them. The first is the influence of the mother tongue on second-language learners, as well as a lack of vocabulary and language balance among them. More information and details on other factors can be found in the following sections.

1.1.4   Source of Lexical Errors

For recent research in the error analysis errors are systemic and it is a natural phase of learning process because no one can learn without making errors. While it reflect the learners' lack of knowledge (Ellis, 1993), it was also considered as a proof of improvement of the second language acquisition.

Therefore, it is critical to assist learners in reducing their errors, which necessitates a swiveling perspective of the source of their errors. Most lexical errors, according to Jiang (2000, p.40), errors are caused by semantic discrepancies between the L2 lexical item and its first language (L1) counterpart, as well as semantic differences between two L2 lexical items with similar L1 translations.

When graduating from the basic to intermediate to advanced levels of language competency, Richards (2008, p.2-3) pointed out that students make mistakes. he state that inevitably, learners at the upper-intermediate level will have slightly different language use profiles and learning needs. To summarize, the issues are: the gap between receptive (listening and reading) and productive (speaking and writing) competence; the use of a simple structure and vocabulary rather than a complex or fluently one –informal-; the limited vocabulary range that is natural for L2 learners, especially when they are not exposed to native social situations; and the use of a simple structure and vocabulary rather than a complex or fluently one –informal-. as well as fossilized language errors .

There are two main sources of errors, namely (1) interlingual errors and (2) intralingual errors. First, interlingual errors are synonymous with interference and transfer error, and this transfer can be positive or negative. Richards (1985) defined "An error which results from language transfer, that is, which is caused by the learner active native language". As a result, it refers to the translation of one language into another, or from L1 to L2. The interlingual or mother tongue is responsible for calque, borrowing, and coinage. (Llach, 2007)

In addition to interlingual transfer, there is intralingual communication, which is defined as, "One which results from faulty or partial learning of the target language, rather than from language transfer" (Richard, 2008). People who speak the target language make erroneous rules generalizations. Misspelling, misselection, and semantic misunderstanding are all caused by the intralingual (Llach, 2007a).

Intralingual errors are also subdivided into four main types (Llach M. P., 2007a):

1) Overgeneralization errors: the learner constructs an erroneous structure based on the foundations of existing structures in the target language.
2) Ignorance of the rule restriction: the learner applies inappropriate rules in situations.
3) Incomplete rule application: the students do not use a completely formed structure.
4) False hypothesis: the learners do not fully comprehend a differentiation in the target language.

		Type	
		Formal	**Semantic**
Source	**Mother tongue**	Borrowing Coinage	Calque
	Target language	Misspelling Miss-selection	Semantic Confusion

Table 1.4: The Distribution of Lexical Error Taxonomy According to Source and Type proposed by Llach (2011, p.23)

The most problematic issue of EA is lexical errors, which is still being explored. Due to the diversity of learners (gender, age, mother language, environment, and learning methods), as well as the subject's nature, it may not be a subject with systematic answers. However, recognizing errors, their causes, and classifying them is the first step toward fixing them or at the very least minimizing their occurrence, which will improve the learning process.

1.2 Teaching Vocabulary

1.2.1 The Important of Vocabulary

Learning a language entails memorizing words with specific uses and meanings; vocabulary is present in all elements of the language (speaking, writing, reading, and listening). As a result, learning vocabulary is a crucial yet challenging part of learning a second language.

In their earliest learning approaches, most linguist researchers focused solely on grammar learning. Though spending the majority of your time studying grammar will not significantly improve your English, learning new words and expressions will help learners develop their language aquisition. Moreover, with grammar, you can convey very little, but with words, you can say virtually anything! As David Wilkins insists, "Without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed," Thornbury (2002).

However, in recent years, the line between grammar and vocabulary has blurred. The lexical approach emphasizes the interconnection of these two systems as a major premise (Thornbury, 2002). Swan and Walter, for example, said in the introduction to their Cambridge English Course in 1984 that "vocabulary acquisition is the largest and most essential task confronting the language learner." (Swan and Walter, 1984 as cited by Thornbury, 2002, p.36).

Additionally, the importance of vocabulary is reinforced when we consider the number of words we actually know and use, which is vast (almost 50,000), and the most astounding aspect is the amount of information we know about each word and its numerous applications. Learning the vocabulary is tough because the same term might have different meanings in different situations (Zimmerman, 2009).

Many academics have emphasized the necessity of teaching vocabulary in order to increase reading comprehension, writing skills, spoken vocabulary, and standardized test results (Wells, 2013). They assert a need for a larger writing vocabulary than spoken vocabulary because we tend to write about a wider variety of topics than we speak about (Nation, 2001).

Researchers have known since 1924 that "constant growth in word knowledge is required for continued growth in reading power." "The value of vocabulary knowledge has long been acknowledged in the development of reading skills," the National Reading Panel's Report (2000), for example, noted (Pikulski & S.Templeton, 2004).

Moreover, knowing a word entails understanding its form as well as its meaning. It's important to distinguish between receptive and productive knowledge. In other words, your understanding of the word is receptive but not productive. Receptive knowledge outnumbers productive knowledge and, in most cases, comes before it. That is, we understand more

words than we pronounce, and we often understand them before we can say them (Thornbury, 2002).

According to Thornbury (2002, p. 27), there are a variety of factors that might make learning certain words more difficult. One of the most important reasons we discovered is that pronunciation is a big component in making vocabulary acquisition difficult; research suggests that words that are difficult to pronounce are more difficult to learn. Words with the same pronunciation but not the same spelling are also included. On the other hand, as compared to a native speaker of the same language, the average number of words gained in L2 learning is lower. As a result, the learner of L2 is always learning a new word or gaining new knowledge of the term, regardless of their degree of L2 acquisition.

Despite the difficulties of learning a second language, vocabulary is still important be cause it is the most significant stumbling block for students, potentially limiting their ability t o communicate more effectively, whether through voice or writing. As a result, improved communication is a better life. As vocabularyrefers to language, the second is a soc ial notion.

1.2.2   The Role of Vocabulary in EFL Instruction

Vocabulary instruction has undergone numerous adjustments to meet the demands of teaching and learning contexts. In the field of L2 learning, a variety of vocabulary-teaching methodologies have been used. More study is needed, however, to determine the significance of successful vocabulary instruction tactics in improving learners' L2 skills.

According to Zimmerman (1997), "Vocabulary is intrinsic to language and of critical importance to the ordinary language student," and both learners and native speakers recognize the importance of learning new words.Thus, lexical errors may obstruct communication. To make and interpret sentences, learners must have strong lexical abilities. Acquiring vocabulary is equivalent to mastering a language's fourth skill. According to what has been discussed previously about the distinction between receptive and productive word knowledge, vocabulary acquisition is not only about learning the word or knowing how to spell it, but also about employing it in the proper circumstance, or in other words, knowing its lexical function, because language is a kind of social communication.

Furthermore, the four language skills are divided into two categories: receptive skills (hearing and reading) and productive skills (speaking and writing), and mastering vocabulary

is critical for both types since no one can receive or acquire information without first comprehending the terms, and no one can use a word if the meaning is unclear.

According to Coady and Huckin, vocabulary is important and critical to the normal language learner. It transforms vocabulary into a fundamental component of mastering the four language abilities of listening, speaking, reading, and writing. A language student will not be able to grasp language abilities unless they have a sufficient vocabulary. The significance of language competence in communication is demonstrated by the meaning (Coady and Huckin, 1997 as cited in Adam, 2016).

Moreover, it could be difficult for students to communicate without having a rich vocabulary. It must be recognized that a student's ability to read, write, listen, and speak is influenced by their vocabulary. reading ability, vocabulary helps learners comprehend the text. In writing, it helps them to expand their ideas based on the topic sentence that they want. In listening, they comprehend and understand what the other person is saying. In speaking ability, vocabulary facilitates the learners' ability to explain their ideas orally.

Pikulski and Tempelton stated that: "Perhaps the greatest tool we can give students for succeeding not only in their education but more generally in life, is a broad, rich vocabulary and the skills for using those words." Our ability to function in today's complex social and economic worlds are mightily affected by our language skills and word knowledge "(Pikulski & S.Templeton, 2004).

Saville-Troike et al. came to the conclusion that vocabulary was the most important factor in order for ESL students to be academically successful and that "we must begin to place more emphasis on vocabulary learning and less on grammar and pronunciation." (Saville-Troike et al., as cited in Wells, 2013, p.28).

1.2.3 Vocabulary Instruction Strategies

Since vocabulary is an essential skill for both reading and listening, it enables L2 learners to understand all conceivable meanings of a word and how to employ it. New learning strategies are required to acquire such knowledge. Teachers can use a variety of effective explicit (planned) and implicit (unplanned) instruction strategies to help their students expand their vocabulary.

An exploration of existing vocabulary teaching strategies reveals three distinct categories: (a) de-contextualized (e.g. pre-teaching vocabulary before reading or listening, word lists, flashcards, and dictionary use), (b) semi-contextualized (e.g. semantic mapping, aural imagination, keywords, word grouping, associations, visual imagery, physical sensation, and physical response), and (c) fully contextualized (e.g. vocabulary introduced in reading or listening). (Kelam, 2021).

The following is an attempt to talk about three different tactics. Pre-teaching vocabulary, guessing meaning from context, and using dictionaries are the three.

1. **Vocabulary Pre-Teaching**

According to Carrell (1984 as cited in Kelam, 2021), teaching the vocabulary associated with the reading selection is an integral part of teaching reading. This can help pupils overcome at least some of the challenges to understanding they are likely to face.

As part of the teacher's approach, he proposes introducing unfamiliar terms from a reading book to excite students' interest and activate their schemata. Students can research the definitions of terms and phrases as part of a teaching strategy to pique students' attention and engage their schemata, and then estimate what a book containing such words is likely to be discussing (Harmer, 2007 as cited in Kelam, 2021).

2. **Guessing Meaning from Context**

A word's meaning can shift depending on the context, A single word can have multiple meanings and applications. Nation and Coady (1988) note that words are better recognized when taken in context.

Yet, Dycus (1997 as cited in Kelam, 2021) defines this process as forming "educated assumptions about the meaning of new words based on contextual evidence." These include the grammar and meanings of words in sentences, a paragraph, a complete story, or other content.

3. **Using Dictionnaires**

Dictionary use is a common method of vocabulary learning for every language, including one's mother tongue, and it has been embraced even in traditional methods as a

quick way to obtain meaning. On the other hand, it can be regarded as a useful tool for both self- and group learning.

According to Nuttall (1982 as cited by Kelam, 2021), the best way to learn the meaning of new words is to use dictionaries. Learners usually use dictionaries to double-check spelling, seek out unusual words, and validate the meaning of unfamiliar words. Thus, dictionaries are invaluable tools for learners to learn new words independently.

We can point out that there are numerous approaches for learning vocabulary, and they are constantly evolving. We have aligned them with modern methods of learning foreign languages, or according to the availability of options and resources. However, we chose these three strategies primarily because of their widespread use and decades-long popularity in vocabulary instruction.

1.2.4   Approaching Vocabulary Teaching

This approach aims mainly to teach vocabulary based on lexical errors by providing different interpretations and activities to address learners. The treatment process basically starts with identifying lexical contradictions to treat or eliminate the errors. In another way, this approach focuses on directing learners' attention to the elements that lead to problems in communication and performance of tasks according to Richards (2008).

In addition, preventive measures can be adopted to prevent the occurrence of errors, the most important of which is to rely on the learners' previous errors, study and interpret them, and make them a reference point to indicate lexical errors and motivate learners not to fall into them.

On the other hand, providing explicit interpretations of the resulting lexical errors is the first step towards treatment and/or prevention. Learners should be presented with the incorrect and correct lexical components and be told of the exact nature of the lexical errors. According to Schmidt (2001, as cited in Llach, 2017) learners of L2 can learn vocabulary only by noticing the gap or mismatch between their actual production. In this sense, Solís Hernández (2011) proved that raising learners' awareness contributed to remedying their lexical errors. Increasing awareness of lexical errors motivates the learner to use lexical vocabulary in both speaking and writing for the final prevention of errors. In a similar way, Hemchua and Schmitt (2006) believe that a good pedagogical banking approach on lexical

errors is the explanation of the reasons that lead to the error and to then establish comparisons between L1 and L2 lexical systems.

Moreover, practicing through contextualized activities helps in developing linguistic balance and word knowledge through different contexts, and this contributes to reducing lexical errors. using book reading, television watching, or internet video games, social network... can help learners adopt new words and their lexicon and also encourage him to practice words by speaking or writing (Llach, 2017).

Furthermore, the focus on lexical forms strategy can be implemented with the help of computer assisted instruction to lessen the impact of lexical errors. Computer resources can also improve and streamline the teaching of vocabulary. (Long, 1996, as cited in Llach, 2017)

In addition to using dictionaries, McWhinney (2005 as cited by Llach, 2017) suggests two other strategies to help learners reach their full learning potential: recoding, which involves creating new mental representations of new words or phrases, and linking word forms and meanings to L1 equivalents, such as in the keyword method.

Concluding, to prevent and correct lexical errors as well as to broaden learners' vocabulary, it is strongly advised that learners learn collocations, chunks, and expressions (Richards, 2008).

Conclusion

In conclusion based on what have been noticed in the chapter, lexical errors play an important role in Errors Analysis process. Although, defining lexical error is not an easy task for many linguists; and these appears in the defining the term (lexical errors) which defer from one to another according to their scholars. In addition, it appears clearly in lexical errors taxonomies.

Moreover, most researchers agreed on the fact that L1 plays a remarkable role in learners writing performance and attitudes towards the language and this depending on the learners' mother tongue. Thus learning process in L2 depends on vocabulary more than other aspects, as vocabulary is a vital part of the language. However, learners have to recognize the differences between English and L1 lexical words in order to master the correct use of English words.

Chapter two
Writing Process

Introduction

Writing is very important in all fields of education; it helps the writer to transmit his ideas and communicate with the readers. However, it is considered the most difficult skill compared with the other three skills. To master this skill, the learners needs to make great efforts to study its rules and structures without forgetting having a good vocabulary background regarding the deferent origins between the target language and the L1. So, when EFL students want to write, they should learn vocabulary and know their appropriate word knowledge to use it. Thus, in order to be influent writers using the English language, they need to read and practice as much as they can. Therefore, this chapter will define writing, give their principles, highlight its importance, tackle the writing process stages, and find out the relevant relation between lexical errors and writing.

1.2.1   Definitions of Writing

Writing is a form of communication that primarily aims to convey meanings and ideas to the reader; nonetheless, despite being a language-learning skill, it is regarded as one of the most difficult. Producing is an art that necessitates concentration, including the use of all other skills. This problem is not limited to the second language; many people find writing in their native tongue difficult, and as a result, writers are few in comparison to the whole population of every society.

Furthermore, as Bloomfield noted in his book "Language (1933), writing is a set of signs or marks with a specific ranking that define meanings, and while Widdowson (2001) regards writing as the act of composing correct sentences and transmitting them through visual medium(s) as marks of paper, the meaning of writing does not stop at the boundaries and limitations of these graphic symbols or visual marks.

Furthermore, Llach (1996) defines writing as "the ability to convey their ideas in the target language via written means." (Maria Llach, Op, Cit, P. 123-124) In reality, time is one of the factors that contribute to the complexity of this process; Harris, in other

words, demonstrates that writing is a system that occurs over time, especially when the author considers that lengthy periods of questioning frequently preceded the preliminary draft. (Harris, 1993)

Additionally, Lado (2000) considered writing as "the ability to use structure, lexical items, and their conventional representation in ordinary matter of fact of writing." So, writing is a productive skill that uses vocabulary in a specific meaning context with the exact grammatical order.

To conclude, writing is one of the few language abilities that will never be considered outdated in education. It's essential not only in language classes but also in other topics (Riswanto & Putra, 2012). Writing is also one of the most difficult abilities for learners to master because it necessitates a variety of skills and agreements, such as organizing and enhancing ideas, thoughts, and facts; using appropriate terminology to avoid ambiguity in meaning; and using proper grammatical devices to focus and improve ideas and thoughts (Nik et al., 2010; Yunus et al., 2013). It is stated by White (cited in Nunan 1996) "writing is not a spontaneous skill or acquired easily; it comes through cognitive effort and training instruction."

1.2.2   The Principles of Writing

Good and clear writing requires important criteria like clarity, coherence, simplicity, and brevity.

1.2.2.1 Clarity

Clarity is the main element in writing, especially academic writing. It means making the writing clear and easy to read and understand because ambiguous writing misleads the reader and makes it hard to get the right and correct ideas.

According to Starkey (2004), to achieve clarity, the writer should:

- Avoid ambiguity by avoiding words or phrases that have more than one possible interpretation. The learner should focus on what he means and keep away from any language structure that could mislead the reader.

- Use powerful, precise adjectives and adverbs. One way to accomplish clarity is to use powerful and specific adjectives and adverbs. The right modifiers

(adjectives and adverbs) help the learner to convey his message in fewer, more accurate words. For example, a Chihuahua can take the place of a little dog; an exhausted can take the place of a tired one; and a tardy can take the place of a somewhat behind-scheduled one.

- Be concise. This means getting right to the point without unnecessary spinning around, worthless repetition, or wordiness. Starkey (2004) sees that "wordiness is boring, and it takes up valuable time and space." There are two equally important approaches to more concise writing: eliminating unnecessary words and phrases and using an active (as opposed to passive) voice whenever possible.

Moreover, he provides two reasons for avoiding repetition of ideas and information in one's writing: The first is that unnecessary repetition is a sign of sloppy writing. It is easy to say the same thing several times, varying it slightly each time. It is harder to say something well once and continue writing about your next idea or example. Second, wordiness wastes valuable time and space. If you are writing while the clock is ticking, or are limited to several words or pages, say it right the first time and move on. (Starkey, 2004)

1.2.2.2 Coherence

Coherence is an important element in writing. It means the ideas should be linked logically and consistently to make them clear and easily understandable for the readers. Coherence links the words, phrases, or paragraphs together and makes them well connected and talks about the same ideas. Coherence is generally accepted as a sine qua non in written discourse; writing that does not achieve coherence will certainly fail to communicate the intended message to the reader. (Bamberg, 1983)

For Murray and Hughes (2008): a good writer is the one "who sticks his ideas together as links in a chain, each link connecting the one before it with the one after. If any links are missing, the connections become unclear and the argument structure breaks down."

1.2.2.3 Simplicity

Using simple language will help the writer write more easily and the ideas will be clear for the readers. Simple writing keeps language more understood without requiring a great effort from the reader. Furthermore, it keeps both writer and reader far away from

confusion and complications. If the writer faces difficulty while writing, he should use the simplest approach available to make it easier.

Simplicity will increase the reader's interest in the writer's piece of writing because simple and well-chosen words may be the stimulus to read and write more. Likewise, to be a skillful writer does not mean the necessity of using hard, complicated, and complex language. The more simple the words used in writing, the easier and more relaxed the person works, and the better the results.

1.2.3   Stages of Writing Process

Writing is a mental process that involves turning ideas and feelings into words that may be recorded. It is also a skill that people require in their social lives, as well as learners in so many fields, in order to meet their learning needs throughout their academic journey. The following stages are followed during this procedure according to White and Arndt (1991).

1.2.3.1 Pre-writing Stage

It is a productive process in which the writer creates thoughts and acquires knowledge about the topic fluently and fluidly, without regard to appropriateness, organization, syntax, or spelling, because the emphasis is on quantity rather than quality. This step is essential since it helps students generate as many ideas as possible. During the pre-writing stage, students may engage in many activities such as drawing, talking, thinking, discussing, interviewing, and reading.

1.2.3.2 Organizing Stage

The writer puts the ideas into logical order in the second stage of the writing process. Tree diagrams, maps, webs, verticals, outlines, and other types of organization may be useful. It is critical to stay on track for your writing to be easily understood.

1.2.3.3 Drafting Stage

In this third step, learners construct the ideas they intend to use as a final work. Learners do not need to worry about proper grammar, spelling, punctuation, word choice, or other criteria when writing. The main goal for students in writing is to understand how to frame an idea for their readers in the most efficient way possible to attract them and take them through the text to the end.

1.2.3.4 Reviewing Stage

The author tackles the major content and organization difficulties. "Is the thesis statement well stated?" "Do I need more minor supports?" and "Do I have a concluding paragraph?" are some basic questions (Hedge, 2000, p. 306). Additions, deletion, sentence construction changes, and concept rearranging may be part of the revision process. It is an important writing stage since it aids in the improvement of overall writing quality. 'Good writers tend to concentrate on getting the content right first and leave details like correcting spelling, punctuation, and grammar until later."(Hedge, 1988, p. 23)

1.2.3.5 Editing Stage

The editing step is merely a continuation of the previous stage. However, at this point, pupils are expected to correct minor errors such as grammar, punctuation, and capitalization. Writer can rely on other reader reaction and suggestions (Harmer, 2004).

1.2.3.6 Publishing Stage

Is the last stage of the writing process in which the writing is in its final version. We can call it a delivery stage in which last step within the writing process is done; here students are required to check that their writing is in good format. As Harmer (2004) pointed that in this stage the final writing piece may look considerably different from both original plan and the first draft, because things have changed in the editing process.

1.2.4   Writing Problems and their Sources

As we previously discussed the complexity of the writing process and its importance for learners, it is no secret that almost all studies show that errors occur frequently during this process. As a basis, we will attempt to summarize the most common

writing errors and their causes in order to provide insight into writing problems. As Byrne state writing problems are categorized into three parts (Byrne, 1995):

First, the linguistic issues resulting from the need to compensate for the lack of specialized spoken media mechanisms like tone and intonation, by expressing ideas in a clear and proper manner. When it comes to student writing quality, linguistic issues are critical. They cover a variety of topics, such as grammar, vocabulary, and language usage...

According to Thornbury (2002), there are numerous elements that could make some words more difficult. One of the major factors is pronunciation. We found that pronunciation is a crucial factor in making vocabulary acquisition difficult. Research shows that words that are difficult to pronounce are more difficult to learn. The spelling sounds and spelling imbalance are probably the ones responsible for errors, either of pronunciation or of spelling, and can contribute to a word's difficulty.

Furthermore, according to Ellis (2008), there are two types of grammar challenges: one about knows and expanding a grammatical feature – explicit knowledge – and the other is about internalizing the grammatical feature – implicit knowledge – and using it correctly.

According to Reid (1983; as stated in Bouchibi, 2017/2018, p.23), when a writer practices using vocabulary that reflects a care for the reader and the aim of writing, the learner's work becomes more understandable to the reader. Learners, on the other hand, struggle to write in L2 and to use the correct words in the correct context. According to White (1980) learners generally use "big words" in their essays to impress the reader. As a result, this leads to a lexical mess.

The second category, which is psychological, stems from a lack of interaction and feedback between the student as the one who writes and the teacher as the reader; there is a physical absence of a reader. This leads us to three important elements: attitude, motivation, and anxiety.

On the other hand, motivation influenced the success or failure of L2 learning, according to Dornyei (1998). Because the learning process can be boring, motivation is essential for starting and maintaining excellent achievements in L2 learning. Writing

attitude plays an important role in forming our view towards writing skills. Despite this, attitude also has a big impact on the writing task. Students with good attitudes performed better than those with negative attitudes by a large margin. The concept of "anxiety," on the other hand, refers to the risk and worry of a person's psychological or physical safety and well-being; it can also influence writing effectiveness.

The last category includes cognitive problems due to the fact that, unlike speech, which can develop in a natural way, writing requires formal instruction to develop. For a clearer picture of the difficult nature of the act of writing, a comparison between writing and speaking on the one hand, and writing and reading on the other hand, will be of great help. (Byrne, 1995)

Additionally, the causes of these problems vary considerably depending on the L2 learners' age, level, background, and also the way they learn L2. We summarize the following sources:

➢ The mother tongue is iterative because of the contrasts between L1 and L2 in the source and culture.

➢ Teaching methods and the setting: a skilled teacher can motivate his students while also providing them with the necessary regulations and feedback. The learning process can also be aided by exposure to a native setting or even an L2 society.

➢ Writing abilities, vocabulary, word understanding, grammar norms, and writing talent are all lacking.

➢ Lack of training, as well as the usage of sophisticated words and phrases.

To summarize, both teachers and students may be to blame for writing problems. Problems are linked to a lack of explanation, effective feedback, and practice. learners, on the other hand, can produce similar issues owing to a lack of organization, inability to generate ideas, and poor vocabulary.

1.2.5   Importance of writing

Students must use writing in order to learn a new language and study its related culture and history. But this process is not used much by them because it is very difficult and complex. Despite all that, they are required to master it for many reasons. First,

writing is important in school and college because the students use it to write their lessons and all the information they want, as well as use it to answer exams and assignments. Second, writing facilitates the process of communication between people when they live far from each other. For example, a student could not communicate with his friend personally because he lives far away, so he writes a text message or e-mail.

However, there are some students who cannot express their ideas orally because of shyness or lack of confidence. Therefore, they use the writing process instead of talking. Furthermore, writing is an effective way to express the thoughts and feelings inside the human mind and soul. Therefore, when writing, the person expresses everything he feels and thinks without any restrictions or obstacles. Also, writing is very important because it relaxes the nerves and reduces anxiety and sadness, as well as disorganized and aimless thinking, like what MC Arther, et al. (2008) said: "The power of writing is so strong that writing about one's feelings and experiences can be beneficial psychologically and physiologically because it can reduce depression, lower blood pressure, and boost the immune system."

Harmer (2004) stated that the importance of writing is as follows:

• Writing is often not time-bound in the way conversation is. It means that when the student writes, she/he has a lot of time to think and choose what to write well, unlike in speaking.

• Writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems that the writing puts into their minds.

• Writing has always been used as a means of reinforcing language that has been taught. Teachers often ask students to write sentences using recently learnt grammar.

• Writing is frequently useful as preparation for some other activities, in particular when students write sentences. The students are given the time to think, organise ideas, and write sentences.

• Writing can also be used as an integral part of a larger activity where the focus is on something else, such as language practice, acting out, or speaking. Teachers

often ask students to write short dialogues, which they will then act out. (J. Harmer, 2004, p. 31-33)

1.2.6   The Relevance Between Lexical Errors and Writing

Some academics assert that there is still debate on the relationship between lexical mistakes and writing proficiency (Engber, 1995). Vocabulary is the foundation of writing, though, and it is the essential component of language. Lexical errors are frequently linked to a learner's vocabulary and word knowledge. In actuality, vocabulary is essential to all languages. Due to their limited language proficiency and poor vocabulary knowledge, writing is therefore regarded as the most challenging activity for students. Additionally, vocabulary is the fundamental building block of language when it comes to communication. According to Dagut (1977, as referenced in Llach, 2004), grammar would only be a worthless abstract system of rules without words.

Learning listening, speaking, reading, and writing abilities are prerequisites for learning a second language. With the help of these four abilities, the learner can comprehend, generate, and apply language skills in effective interpersonal communication. The most common order in which they are learned is listening, speaking, reading, and writing. Writing is considered the most difficult task in L2 learning.

Few studies are focused, even partially, on lexical errors and their impact on ESL writing assignments, despite the fact that research on vocabulary and its relationship to the writing process has grown increasingly relevant in recent years (Engber, 1995, p).

According to several academics, lexical errors are the most common type of error in student writing and have a negative impact on the quality of the writing (Lennon, 1991). In fact, lexical errors are considered the most problematic by native speakers since they hinder communication (Ellis, 1994).

Historically, communication distortion was thought to be the main factor contributing to lexical errors' negative reputation. When compared to other types of errors, lexical errors make the utterance less understandable and most often reduce intelligence (Hughes and Lascaratou, 1982 as cited by Llach, 2004, p).

Given that lexical errors are considered to be the most distracting and harmful of all errors, there is compelling evidence to support the idea that they have a significant impact on communication (Ellis, 1994, p). Lexical errors in this situation will taint written communication, which will negatively affect how well written essays are rated (Llach, 2004, p.66).

This study was motivated by the fact that lexical errors are considered to be significant communication distractions and the potential harm they may do to the evaluation of written work.

Conclusion

The most significant factors influencing the theoretical study were covered in this part. As far as learning a second or foreign language cannot be separated from creating errors even for native speaker. However, in writing process there are several writing problems occurs when the writer start, that leads to the appearance of errors. Thus, we discussed the various categories, types, and sources of lexical errors. On the other side, we discussed the significance of vocabulary, its function in the study of EFL, and strategies for learning it. The definition of writing and its stages, as well as the main issues that writing faces, their underlying cause, and the relationship between lexical errors and writing were all covered in the final discussion**.**

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Chapter Three:

Data Analysis and Interpretation of the Results

</div>

Introduction

This research aims to identify the most prevalent lexical errors made by EFL learners in high school, as well as their causes. This chapter explains the method utilized to complete the research; it defines the research design, data collection tools, study population, and study sample. In this study, we analyse each sample in detail and classify the various lexical errors that third-year students at Saib Bou Lerbah High School make when writing.

III.1   Research Methodology

III.1.1   Research Design

Since the research is qualitative, the appropriate design for answering the research questions, according to this study, is document analysis design. This method includes data collection tools. Document analysis is a systematic technique for assessing or evaluating documents, including printed and electronic (computer-based and Internet-transmitted) materials, according to Bowen (2009). Document analysis, like other qualitative research analytical approaches, necessitates the examination and interpretation of data in order to elicit meaning, gain comprehension, and develop empirical knowledge (Corbin & Strauss, 2008, p.84; see also Rapley, 2007).

III.1.2   Data Collection Tools

The data gathering tools used in this study are qualitative. The researcher employ the document analysis method to gather the information we need for our research of the lexical

result, the researcher assemble some learners -written documents and analyse and examine them all in order to comprehend and develop insights relevant to the research topic and respond to the research questions. The lexical errors committed by third-year learners at Saib Bou lerbah High School in writing are the data needed for this study.

III.1.3   The Purpose of the Study

The purpose of this study is to figure out the lexical errors made by third year pupils of Saib Bou lerbah High School, analyse them, classify them and then determine the sources or causes behind them. The researcher analysed the research according to lexical error taxonomy proposed by James (1998) which contains two major types: formal and semantic errors.

III.1.4   Population and Setting of The Study

The present study investigates lexical errors committed by a sample of thirty randomly-selected third year pupils at Saib Bou lerbah high School of Sidi Okba, BISKRA in march 2021.

III.1.5   The Sample of The Study

In this study, learners' essays were collected at random from third-year classes in both experimental sciences and mathematics. 30 learners were chosen at random from six groups totalling 150 students. These pupils were required to write essays describing why people eat fast food, as well as the negative effects it has on their health.

The learners' writings had been randomly collected in this study through third year class from both branch of experimental sciences and mathematics. Thirty pupils over six groups with 150 pupils in total. Those pupils were asked to write paragraphs about the reason why people eat fast food beside its bad effect on one's healthy. (See the figure 2.1)
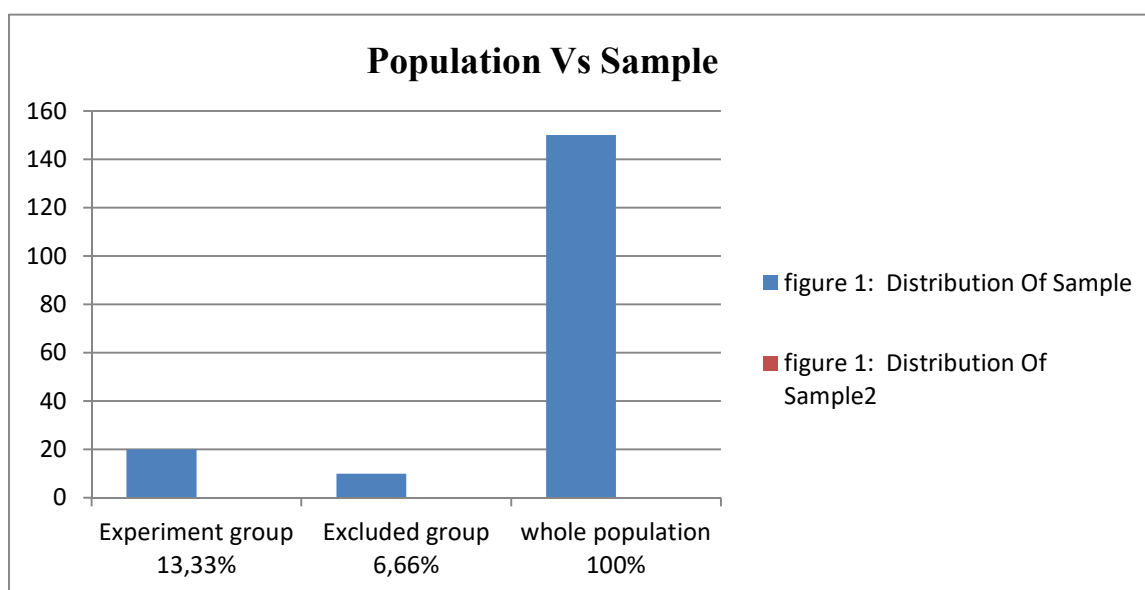

Figure 3.1: Distribution of Sample

This category was picked by the researcher because they are considered beginner writers who are still receiving instruction from their teachers. Furthermore, at the end of this class, the global competence of the English learning planning is to improve the learner's ability to produce written messages / texts of various writing types with writing supports.

Despite having studied an entire unit on safety first, which includes vocabulary about healthy food and energy, the majority of them find writing to be a tough chore. Ten of them were eliminated because the paragraph's conditions were not met, either due to the short amount of words used, the question was rewritten, or because the identical words were used in a small paragraph. They were also chosen by the researcher to assist them in identifying and correcting their errors as well as assisting pedagogues in developing effective techniques for studying L2.

III.1.6   Data Analysis Technique

The procedure of error analysis proposed by Ellis and Barkhuizen (2005) comprises the following five steps: (1) Collection of a sample of learner language, (2) Identification of errors, (3) Description of errors, (4) Explanation of errors and (5) Errors evaluation.

In this research, the researcher analysed the data collected following many steps.

1. Collecting the pupils' works and read them well.
2. Classifying the errors found in the documents into two categories following the surface strategy taxonomy.
3. Calculating the percentage of each type of error to facilitate the analysis.
4. Describing the errors according to the types of errors and then explained the sources behind those errors.

The formula used to calculate the percentage is as follows:

Percentage of errors = (*Number of one type of error/Total number of all errors*) *x* **100%**

III.1.7   Document Analysis' Description

The document analysis is a qualitative tool that researchers use to collect data and analyse it. This method deals only with written works (documents) and it helps to answer the research questions.

III.2   Research Findings

III.2.1   Types of the Students' Lexical Errors

The researcher in this study adapted lexical error taxonomy proposed by James (1998) who organized lexical errors into a well-organized list based on the two basic types of lexical errors and provided detailed explanations for each type. The following table describes James' categorization of lexical errors:

Lexical Errors Taxonomy	
A. Formal Errors	
1.	**Formal Misselection**
1.1	Suffix Type
1.2	Prefix Type
1.3	Vowel-Based Type
1.4	Consonant-Based Type
2.	**Formal Misformation**
2.1	Borrowing
2.2	Coinage
2.3	Calque
3.	**Distortions**
3.1	Omissions
3.2	Overinclusion
3.3	Misselection
3.4	Misordering
B. Semantic Errors	
1.	**Confusion of Sense Relations**
1.1	Using a Superonym for a Hyponym
1.2	Using Inapropriate Co-Hyponyms

1.3	Using a wrong near Synonym
2.	**Collocational Errors**
2.1	Semantically Determined Selection
2.2	Statistically Weighted Preferences
2.3	Arbitary Combinations and Irreversible Binomials

Table 3.1: Lexical Errors Taxonomy by James(1998)

The data of this study was gathered from 20 narrative writings of the third year pupils of High School**.** These students were asked to write a narrative writing with the minimum length of 10 lines, without using a dictionary, and within one hour with concentrating on one subject:" **explain why are more people eating fast food neglecting its bad effects on their health?**"

Lexical errors found in the 20 texts were classified into 9 sub-types of lexical errors from the total number of lexical errors' sub-types (18 lexical errors' sub types) proposed by James (1998).

In doing the analysis, the researcher did some steps in order to determine and classify lexical errors produced by the third year pupils of Saib Bou lerbah high School**.** The researcher read through all of the students' narrative writings. Then, the researcher underlines the words which are indicated as lexical errors based on lexical errors classification provided by James (1998).

After that, the researcher classified lexical errors found in the learners' narrative writings in lexical errors table based on the classification. The researcher also calculated the most common errors found in the learners' narrative writings and made a general interpretation based on the results of this study.

Types of Lexical Error	Number of Errors
A. Formal Errors	
I) Formal Misselection	
1. Suffix Type	0
2. Prefix Type	0
3. Vowel-Based Type	26
4. Consonant-Based Type	15
Subtotal:	41
II) Formal Misformation	
1. Borrowing	10
2. Coinage	20
3. Calque	13
Subtotal:	43
III) Distortions	
1. Omissions	40
2. Overinclusion	22
3. Misselection	14
4. Misordering	08
Subtotal:	84
The Total Number of Formal Errors	**168**
B. Semantic Errors	
I). Confusion of Sense Relations	
1. Using a Superonym for a Hyponym	0
2. Using Inapropriate Co-Hyponyms	0
3. Using a wrong near Synonym	0
II). Collocational Errors	
1. Semantically Determined Selection	0
2. Statistically Weighted Preferences	0
3. Arbitary Combinations and Irreversible Binomials	0
The Total Number of Semantic Errors	0
The Total Number of Lexical Error	168

Table 3.2: Lexical Errors based on James (1998) taxonomy
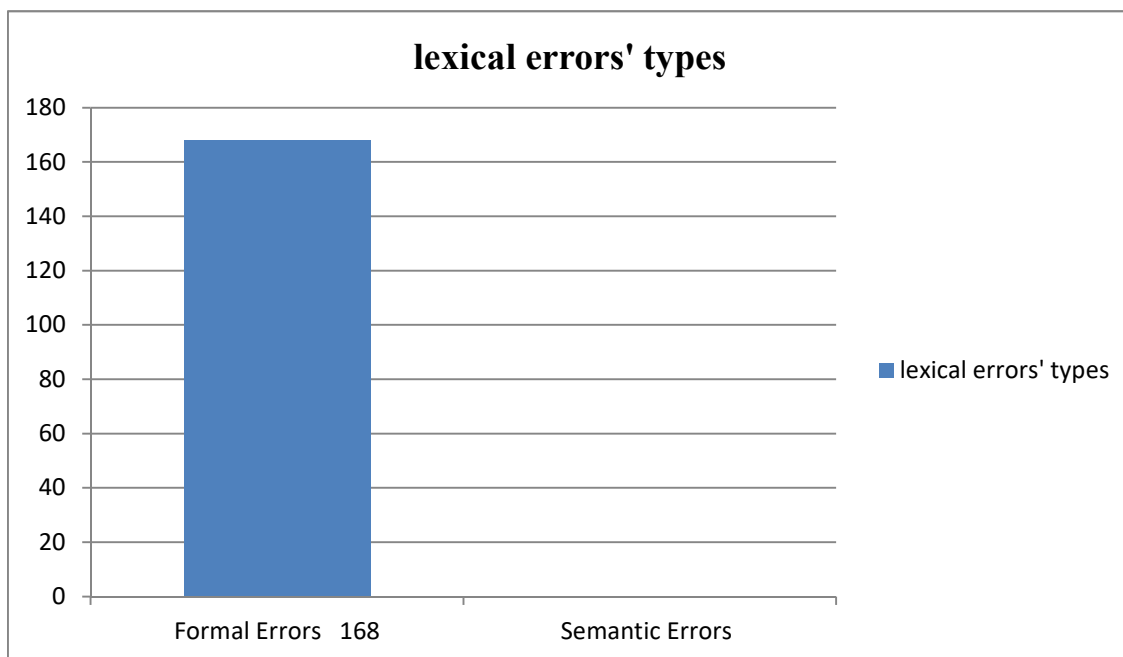
Figure 3.2: The Distribution of the Lexical Errors' Types

The table 01 and figure 01 above shows the number and percentages of the errors are as following: first, "formal error" (168 errors = 100%), in which there are three subtype: "misselection" (24.4%), after that came the type of "misformation" (25.6 %), and then "distortions" (50%). Second, at the last rank the second type namely "semantic errors" with (0%).

From the data found, formal errors took the first place and the only comparing with semantic errors which does not exist in these sampling. Additionally, regarding formal errors made by students in writing; the highest percentage of sup-type errors goes to omission (Distortion).

The total of all errors made by third year pupils at Saib Bou lerbah high School of Sidi Okba were 168 (formal misselection: 41, formal misformation: 43, distortions: 84) .

III.2.1.1   Formal Errors

The researcher divides each type of formal errors into several sub-types which can be seen as follow: (see the following figure)
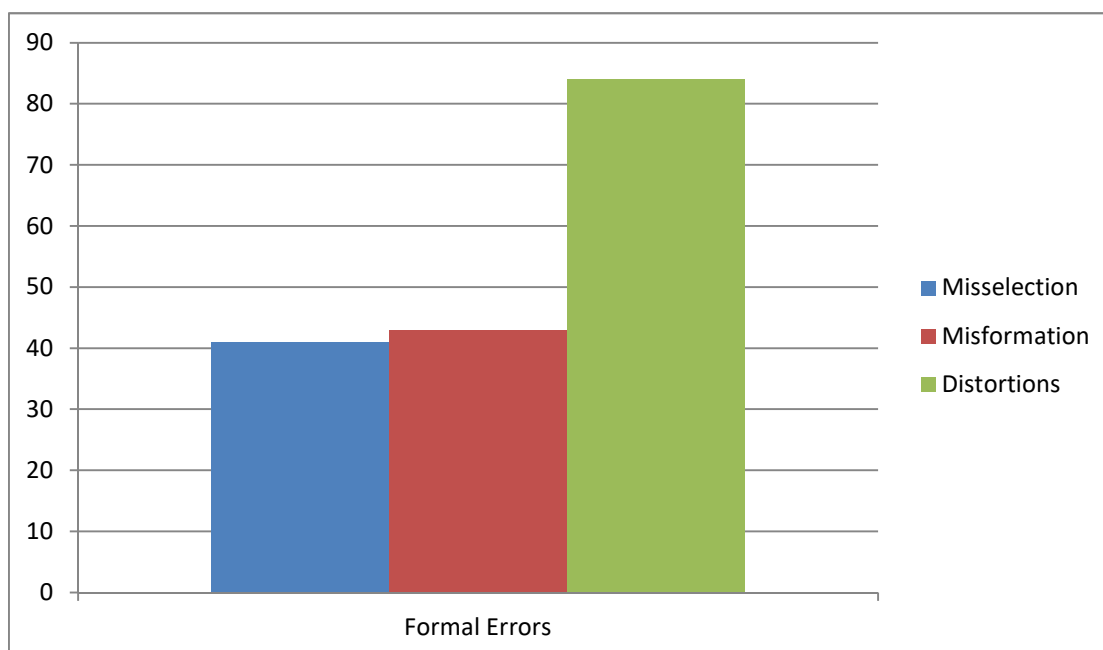
Figure 3.3: Types of Formal Errors in learners' sampling

The figure shows that the most common errors part in learners' performance is distortions, but there are no remarkable deference between misformation and misselection. And that proves that learners are affected by their mother tongue.

   a. Formal Misselection: that contains two similar lexical forms which consist of visual and sound similarity. The two type of errors "suffix & prefix" are not found due to the lack of vocabulary knowledge and it could be also depending on mis understanding its grammatical rules and use. In the other hand, the third type vowel-based is the most available in the sampling and it is clearly within reason of word knowledge and spelling. The total number of errors in these categories was around 24.4% errors. In addition, James (1998) classifies formal misselection into four sub-types as follow:

- **Suffix Type** (0%)
- **Prefix Type** (0%)
- **Vowel-Based Type** (15.5%)
- **Consonant-Based Type** (8.9%)

   b. Formal Misformations:
   According to James (1998) the sup-type of formal "misformations" are errors that can be created by the learner from the resources of the target language or in the mother

tongue. The total of these errors in the students sampling percentage is 25.6%. According to the sampling the researcher noticed that most pupils invent some term and word in order to fulfill their sentences; as borrowing some term from other languages in this case from the L2 French e.g. malade. Clearly most pupils still think and translate their thoughs from their mother tongue.

There are three classifications of formal misformations which can be seen as follow:

➢   **Borrowing (5.95%)**

➢   **Coinage (11.9%)**

➢   **Calque(7.73%)**

       c. Distortions:

      The results of distortions usually are non-existent forms in the target language but in this study "omission" errors take a big part of the whole errors type. Thus, pupils always omit a letter or a word consequently due to translation from L 1 or the lack of vocabulary. The total of these errors in the learners' sampling is 84 errors. According to James (1998) distortions is classified into four sub-types as follow:

- **Omission (23.8%)**
- **Overinclusion (13.1%)**
- **Misselection (8.3%)**
- **Misordering (4.8%)**

      The figure bellow shows that the order of classification of lexical errors which is from the highst to the lowest as fllow: "omission" (%23.80), vowel-based type (15.5%), overinclusion (13.1%), coinage (11.9%), consonant-based type (8.9%),   misselection (8.3%), calque (7.73%), borrowing (5.95%), misordering (4.8%).
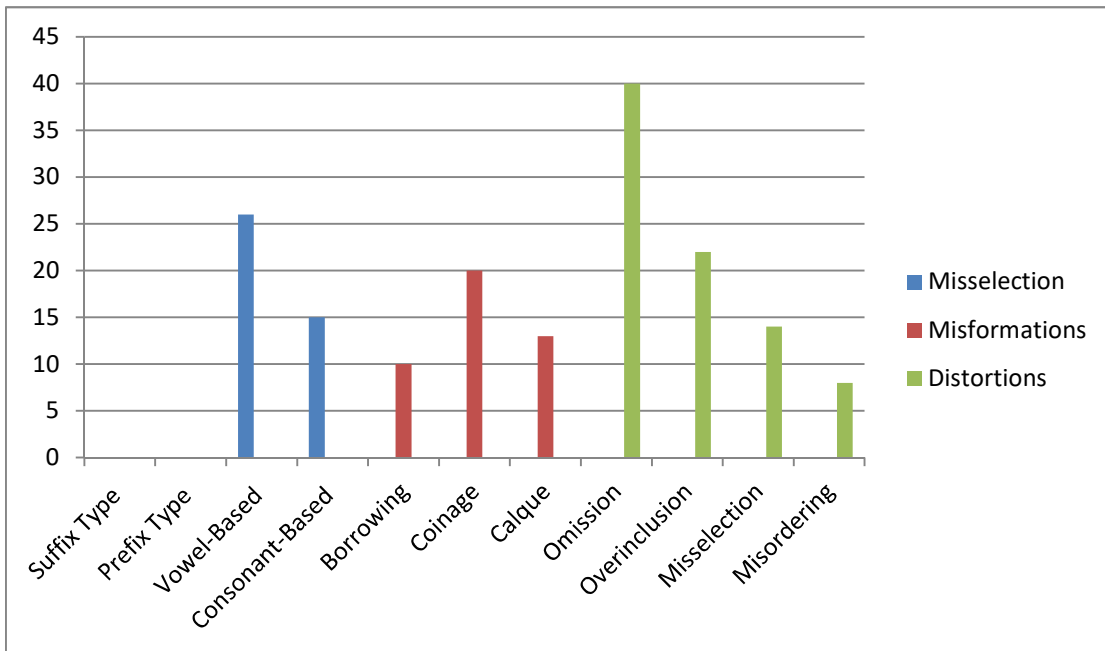
Figure 3.4: Distribution of Sup- Type Formal Errors from the students' writing paragraphs

Num.	Types and sub-types of Formal Errors	The Error & Suggestion
I)	Formal Misselection	
1.	Suffix Type	
2.	Prefix Type	
3.	Vowel-Based Type	Nigative (Negative)
4.	Consonant-Based Type	despide (despite)
II)	Formal Misformation	
1.	Borrowing	malade (sick)
2.	Coinage	sugger (suger)
3.	Calque	one of the important reason peaple turn to it
III)	Distortions	
1.	Omissions	helth (health)
2.	Overinclusion	alwayse (always)

3.	Misselection	whish (wish)
4.	Misordering	manily (mainly)

Table 3.3: The examples of formal errors (taken from the data of this study)

1.2.1.3 Semantic Errors[3]

Semantic errors can be divided into two categories, according to James (1998): sense relation confusion and collocation errors. This study's writing sample does not contain any errors of this nature. That is due to a lack of vocabulary knowledge in the first place, as well as a lack of collocation use. Both of these issues are brought on by the interference of the mother tongue through translation or the borrowing words, as well as a lack of reading interest. The sub-types and examples for each kind are as follows:.

a. Confusion of Sense Relations

Deere's and Aitchison's study (cited in Hemchua & Schmitt, 2006) that humans store words in terms of sense relations in their mental lexicon, at least to some extent. Below are the subtypes of confusion of sense relations and their examples:

o Using a superonym for a hyponym (for instance, *could you please call the craftsman[electrician] to fix our electricity?*).

o Using a hyponym for a superonym (for instance, *do not smash [break] the rule or you will get the punishment from father*).

o   Using inappropriate co-hyponyms (for instance, *John gives Janet a beautiful vermilion [scarlet] rose*).

o   Using wrong near synonym (for instance, *she is an excellent [brilliant] scientist*).

b. Collocation Errors

According to James (1998) collocational is a pair of words which is high-frequently used together and it is accepted by the native speakers. James (1998) classifies collocations error into three types as follows:

---

[3] All examples bellows are taken from James taxonomies (1998) to just make the reader aware of it and understand their type well as it were not found in the pupils' sheets.

- Semantically determined selection (for instance, *crooked stick* instead of *crooked year*).
- Statistically weighted preferences (for instance, *Julius's army suffered big losses [heavy losses is more preferable]*).
- Arbitrary combination and irreversible binomials (for instance, *hikehitch* instead of *hitchhike*) This type of errors means the use of wrong forms of words or group of words.
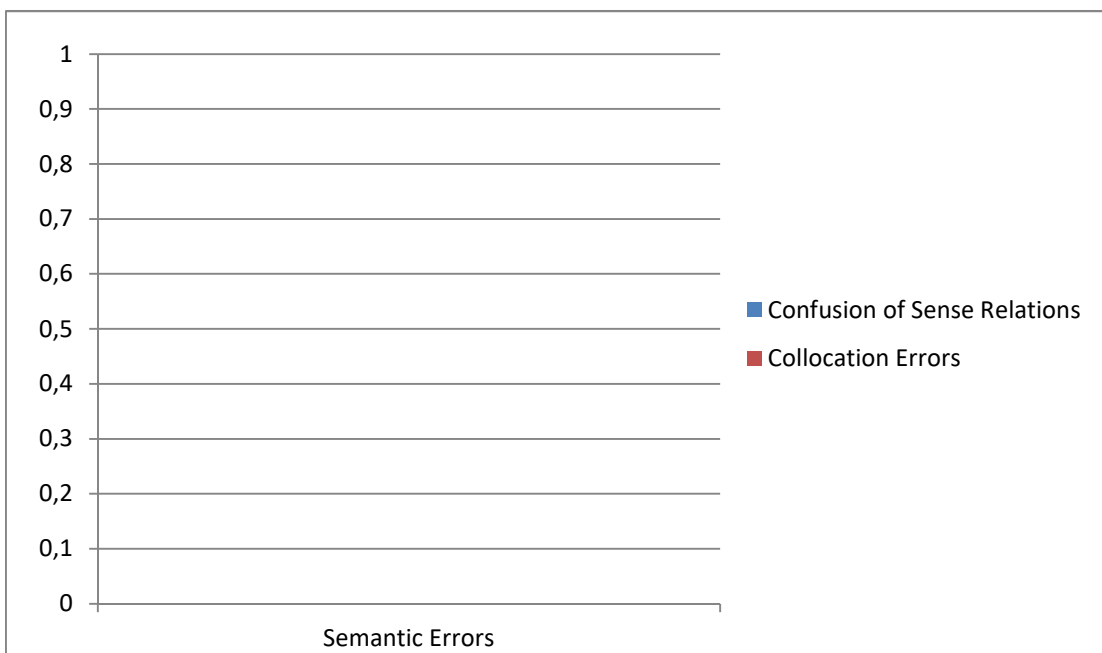
Figure 3.5: Types of Semantic Errors

According to the figure 2.5, semantic errors are not found in the pupils sampling sheets, the researcher according to the previous knowledge of the pupils' low level and the sampling suggested that the lack of this type is due to the lack of vocabulary.

Num.	Types and sub-types of Semantic Errors	The Error & Suggestion
I)	**Confusion of Sense Relations (CSR)**	
1.	Using a Superonym for a Hyponym	/
2.	Using Inappropriate Co-Hyponyms	/
3.	Using Wrong Near Synonym	/

1.	Semantically Determined Selection	/
2.	Statistically Weited Preferences	/
3.	Arbitrary Combinations and Irre-versible Binomials	/

Table 3.4: Examples of Semantic Errors (taken from the data of this study)

Through the observation of the table above, semantic errors are not found in the pupils' writing performance; this mean that learners' level is low and it's clearly from their sheets. These emphasize the importance of learning vocabulary.

III.2.3 Discussion

Through the classification taxonomy of both formal and semantic errors, the study's goal was to analyze the written lexical errors. In order to pinpoint the precise frequency of formal and semantic lexis errors across three different proficiency levels, a corpus of 20 paragraphs with 168 errors was analyzed. In order to categorize and quantify the quantity of lexical errors in the students' writings, a combination of [5] and [18] taxonomy was used.

Presents the total frequency of lexical errors observed in the corpus. Among the distribution of 168 errors, all 168 errors are formal and with no semantic errors obtained. In other words, 100% of errors were formal lexical, while 0% to the semantic category. As it is shown, formal errors of lexis (100%) are more frequent of course than semantic errors (0%) in the corpus. In the following we will discussed the formal errors than point out the reason behind the absence of semantic errors.

The result of the analysis revealed that among formal error categories, there is almost equal percentage between misformation errors (24.4%) and misselection errors (25.6%). It is not the case for the third categorie of distortion (50%) which was the largest one. Among subcategories, omissions distortion errors (23.8%), vowel-based (15.5%), both overinclusion (13.1%) and   coinage (11.9%) were more frequent than other subcategories.

Based on the study's findings, the influence of intralingual error causes the majority

CHAPTER THREE   DATA ANALYSIS AND INTERPRETATION OF THE RESULTS

of students to struggle with identifying the correct word class for lexical items. The following issues also appeared in the students' narrative writings as a result of intralingual errors: (1) Omitting or incompletely completing a lexical component; the sentence is incomplete or makes no sense. (3) A false analogy that interferes with students' ability to determine the plural form of lexical items. (2) Incorrect spelling of lexical items caused by the addition or deletion of one element in the well-formed of one word. (4) the creation of new words based on the first language's or another second language's grammatical structure.

Even while intralingual errors were the students' primary source of lexical errors, the existence of some faultserrors in their narrative writings refers to a significant issue: Most students struggle to effectively convey their ideas in written compositions due to the influence of L1. Additionally, it appears that the students' vocabulary in the target language is quite small.

Despite the fact that in the majority of research, all of the subcategories of spelling distortion were more common at the higher level. In contrast, this study showed that omission errors were more frequent than over inclusion, misselection, and misordering, and that all spelling errors were more frequent for students at the low level. the fact that students who have prior knowledge of the study subject have a bigger vocabulary and use those words more frequently than students who don't.

Additionally, based on their writings and earlier vocabulary taught in the department's learning unit, students have the capacity to memorize a variety of vocabulary, including challenging scientific terminology, and apply it as needed. This suggests that the way vocabulary is taught in second language learning programs is mostly to blame for the lack of vocabulary.

These errors can occur for a variety of reasons. Because they lackd a solid vocabulary foundation, students may make these mistakes, and in this case both the teacher and the student themselves are heavily responsible for the issue. The majority of Algerian teachers nowadays experience difficulties due to the lack of materials, the limited amount of time allotted for lectures, and the restrictive scheduling programs that are not based on the best practices for teaching EFL. As a result, if his students did not correctly pick up the new language, the teacher cannot be held responsible.

Additionally, students used to respect and value their professors greatly, so when the teacher begins to deliver the lecture, everyone pays close attention, focuses well, and seems to be very motivated to learn. They appropriately absorb the knowledge, store it, and use it in class as a result of this.

The learners' enthusiasm for learning everything in general has significantly changed. Older students used to put in more work on top of what the teacher put in, so they did not feel satisfied with themselves until they fully understood the lectures. Additionally, the pupils' current interests diverge from The student of yesterday, who enjoyed reading novels or books to learn things, even if they were written in a different language, is now buried in the social media, movie websites, and electronic gaming addiction.

Additionally, pupils today face a variety of challenges and pressures, which contributes to psychological disorders like stress, low confidence, shyness, and anxiety. Due to all of these difficulties, pupils find it difficult to concentrate during class, which prevents them from benefiting from their attendance. Also can prevent them from participating as well as practicing the language. They also don't learn the language correctly because they are unable to ask the teacher to explain the words properly.

The majority of learners' experience first language interference, which is widely acknowledged as the most common reason for errors. Since most people speak and think in their mother tongues, it follows that pupils construct sentences or paragraphs using that language. As a result, they attempt to apply its rules to the new language, which results in mistakes. Due to the differing sentence structure in Arabic, the majority of pupils omit some of the sentence. Additionally, there is another language issue which is the French language barrier for Algerian students since they are required to acquire it in the first grade and because they wrongly assume that there is a resemblance between the both Frensh and English language.

Another important factor in making errors is translation. This kind of error can occur in first language, according to Norrish (1983). When learners are required to communicate something but lack the necessary phrases or structures in the L2, this typically results. Without making any changes, an Arabic student translates the thoughts from Arabic to English. This is due to the good fortune of their vocabulary. This translation from Arabic resulted in omissions of many important part of sentence, the misselection of words and

misordering of the sentence or led to borrowing some words from Arabic language. Additionally, there other causes such as overgeneralization, the misuse of grammatical rules and lack of practice.

Conclusion

The researcher discovered 168 mistakes in 20 documents using the findings of this study. All of the students committed a variety of errors in their writing. According to the study's findings, formal errors were the most often found errors in the learners' narrative writing (see Table 1). The results of this study on the production of formal error also draw attention to another key issue: most pupils seem to have a significant amount of difficulty determining the correct form of lexical words. According to James Taxonomy's classification, the study discovered that the majority of students make formal lexical errors, with Omissions, Vowel-based, and Coinage being the most common. Additionally, most of the formal errors were caused by interference of the mother tongue, translation, and lack of vocabulary…

Recommendation

This part of the research study presents some suggestions that the researcher hopes may reduce the errors in EFL high school learners' writing, and he proposes some ideas to both student and teachers and pedagogues in order to a successful learning process.

A. Recommendations for Teachers

- The first thing we advise a teacher to do is to motivate his students to learn; the more excitement there is, the simpler, more enjoyable, and more successful the process will be.

- Second, despite the progress of classroom instruction and the modification of their role, the teacher remains at the heart of the learning process because young people's self-education is still lacking. As a result, the responsibility of the learning process falls on him, and he might be held heavily accountable if it fails or is unsuccessful. When learning vocabulary, you need a guide that explains what each word means and where it should be used, because you cannot learn a word simply by hearing it or looking it up in a dictionary.

- Third, follow up with students when they make errors and correct them. This is a crucial step that teachers should not skip because it is an extension of the learning process.

- Fourth, the instructor should motivate his pupils to speak, write, and read in order to help them build their ability to use and apply new terminology so that it can be said that they truly learn it.

b. Recommendations for Learners

Learning, reading, and practicing are the three most fundamental phases of the language learning process. Learning is a lifelong process that is independent of place, time, or methodology. A person can learn a language by participating in an education program or even just by doing the activities every day when using a computer, viewing foreign films, or playing a video game. However, reading is thought to be the key to every human being's linguistic and mental creation process. The foundation for evaluating the effectiveness of the learning process is practice, which is the final step. If you cannot reacted in a variety of settings, this signifies the failure of the learning process.

To conclude, this study aims to emphasize also on the necessity of teaching foreign languages which should be taken into consideration by pedagogics and curriculum creators. And that is done by:

-   Building educational programs for the middle and secondary schools employing modern educational techniques and methods is necessary since learning any language must be done in accordance with studies and curricula that are put in place, and outcomes are assured.

-   Additionally, there are many researches about learning English as a second/foreign language that include useful information that can be applied.

-   Researchers are being instructed to investigate the issues with language instruction and how it relates to their mother tongue (Arabic), especially as they pertain to Algerian students specifically, and to assess the validity and veracity of the findings for inclusion in the curriculum.

-   Adopting new methods for teaching languages and making an effort

to give students the tools they need to study languages in a more motivating environment.

-   Devote more attention to the teaching of vocabulary and meanings due to their importance in learning language and communication

General conclusion

Writing is one of the most difficult productive skills in learning a second language, as it requires a high level of language skills, and also it's regarded as the best test determining the learner's level in the target language and the effectiveness of its learning methods; these make it vulnerable to many errors.

However, the learner's exposure to error is not a criterion for the failure of the learning process. as it is far impossible for L2 learners to use languages without committing errors. This could be evidence that the learner has begun to learn the target language. Based on the statements above, the students frequently got some difficulties, and those difficulties led to lexical errors which led linguistics to come up with what we call the field of "error analysis".

The major goal of undertaking such research is that learning a target language depends on vocabulary knowledge; knowing well how to use the word in the right context and to fulfill the various possible meaning of the that word. As a result, learners will be able to produce a well writing composition using the target language –L 2-. Regarding the importance of vocabulary knowledge, students should be aware of the interference of their mother tongue which is likely the main cause of their lexical errors.

The main purpose of the studies of lexical errors was to identify and categorize the lexical errors that appear in learners' compositions. it is concerned with collecting samples of learner language specifically students' compositions, describing and analyzing them. To explore errors committed in the data, James (1998) error taxonomy is followed. This taxonomy is developed from two perspectives: formal and semantic errors. The analysis of the students' compositions demonstrates that the most common lexical error made by students is "omission." The researcher also outlined the true causes of these errors, concluding that most students, while writing in their L2, are thinking in their L1 language. The researcher concluded by offering some advice to help educators, teachers, and students— all of whom are crucial to the learning process—reduces the problem of errors.

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Appendences

Appendix 1: Model of the Writing Expression Test

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIAN MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY MOHAMED KHIDER OF BISKRA
FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
BRANCH

The Test

Dear pupils, you are kindly asked to answer the following activity. Your answers are going to be a part of study for the level of master degree in applied linguistics.

Thank you in advance for you participation.

Name: …………………………………………….. **Class**: …………………………

Write a short paragraph in which you are going to explain why are more people eating fast food neglecting its bad effects on their health?

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Thank you

Write a short paragraph in which you are going to explain why are more people eating fast food neglecting its bad effects on their health?

There is more than one factor that contributes to our love for this food(s) and our constant demand for them, which is the presence of addictive substances because they contain some types of sugar that stimu the brain to secrete chemicals that are in the body when secreted, which gives a feeling of happiness and reassurance in a person.

The second factor is its delicious taste, because people used to love the taste of meat and string and prefer it over other food.

The third factor is the marketing and business gian who stand behind these foods, so you find them always tempting people with the colors of foods and repeated advertisements for human enjoyment.

Thank you

Write a short paragraph in which you are going to explain why are more people eating fast food neglecting its bad effects on their health?

In nowadays day a lot of people eating fast food maybe because many reasons is fast to cook and Rich of fats and it Have a low price. But This fast food have bad effects on people health. This effects. The fats have have is un helth to the body and it causes the fatness like 60% of Americans and some fast food restaurant it not clean in meal preparing that dusty food can have a lot of viruses and bacteria if it go inside our bodys it will cause many malady and cancer.

Thank you

الملخص

يعتبر تعلم المفردات وزيادة الرصيد اللغوي من بين أهم المراحل في تعلم اللغة؛ حيث أنها لا تعدوا أن تكون مجموعة المفردات المقدمة وفق ترتيب معين لتوصيل معاني وأفكار محددة بغرض التواصل. وتهدف هذه الدراسة لمعرفة مختلف أنواع الأخطاء المعجمية وأسبابها في أداء تلاميذ الصف الثالث ثانوي في الكتابة، و مدى تأثيرها على جودة اللغة في ذلك المنتوج. استخدم هذا البحث تصميم البحث النوعي لتحليل محتوى العينات، حيث أخذت عينة من 20 تلميذ من صف السنة الثالثة في ثانوية السايب بولرباح بسيدي عقبة، بسكرة، في شهر مارس 2022؛ لكتابة فقرة حول: "أسباب توجه الناس إلى الأكل السريع بالرغم من أخطاره الصحية"، ثم تم جمع العينات وتحليل أنواع وأسباب الأخطاء المعجمية بناءً على تصنيف جيمس (1998) للأخطاء المعجمية. وفي الختام، أكدت الدراسة أن جميع التلاميذ يفتقرون للرصيد اللغوي الكافي بالإضافة إلى اعتمادهم على الترجمة من اللغة الأم إلى اللغة الأجنبية الثانية مما يؤثر سلبا على أداء الطلاب في الكتابة.