

الجمهورية الجزائرية الديمقراطية الشعبية



Ministry of Higher Education and Scientific Research



Mohamed Kheither University

Faculty of Letters and Languages

Department of Foreign Languages

English Branch

***AN EXAMINE OF SOME CONTRIBUTORY FACTORS TO
ERRORS IN WRITING
THE CASE STUDY OF BISKRA UNIVERSITY-FIRST YEAR
STUDENTS OF ENGLISH***

*A dissertation submitted in partial fulfillment of the requirement for
the master degree in science of the language.*

Submitted by:

GAHRIR YAMINA

Supervisor:

Mrs.BEKHOICHE

Academic Year

2012-2013

Chapter one : Theoretical Background on Writing

Introduction

In this chapter we will introduce some technical aspects that are related to the English writing skill. Our aim of discussing those points is to get in this overall idea of what theorists in the field of education have emphasize as far as writing in a foreign language is concerned. The items that we will discuss in this chapter are an unestimated value and the right terms included add important dimension to our theoretical part. This chapter, in fact, will serve as a whole terminological reference in measure of assuring better assimilation of the whole subject.

1.1. The Nature of Writing

According to Boardman (2002) Writing is a hard task (activity) whether at school or as an every day job. Some argue that it is so because writing is a recent form of expression compared to other forms like speaking. The oral form has come first because the human almost all humans start by speaking their first language not by writing it. The difficulty of the writing skill lives in fact those writers find themselves unable to progress as they wish in their writing process **(P.123)**.

Writing is not only a natural automatic operation but also a mental effort that needs a constant training, a serious instruction and continual practice. These aspects are referred to as “problem solving process” (kroll .1997).furthermore, writing involves more complex process such as generating ideas, planning goal –setting, monitoring, and evaluating what is going to be written and has been as well as the writer’s choice and research for the right language to express meaning.(P.37)

Chapter one : Theoretical Background on Writing

As Ellis (1987) said that, the act of putting down in conventional graphic forms something This has been spoken. (P.135) So writing is the correct association of letters with sound which seems somehow an easy business.

1.2. The Ability to Write

The ability to write is gaining, as time passes, a great importance in all life fields. (Dulay, H.Burt, M. and krashen. (1982).

Therefore, teaching writing has a crucial role in second and foreign language Education.

The reason behind that is to make communication between people easier. As

advancement in transportation and technology allow people from nations and cultures

throughout the world to interact with each other, communication across languages

becomes ever more essential. Hence, it is clear enough that each one has to possess a

certain abilities to write as a necessary, means of integration in the wider world of

communication. Seeing the serious difficulty of the matter, because a great number of

even highly articulate persons find difficulties in expressing themselves through writing

even in their native language (lynch,T.1986).this is something which has to do mainly

with the individual's ability to generate ideas, organize and use them to serve the need

to express notions with regard to grammar rules and contextual demands of the written

message. It's clear; then, the writer needs to put at work a wide range of linguistic,

structural of writing. In education, the ultimate goal of learning to write is, for most

students, to be able to participate fully in many aspects of life activities beyond school

matters. This implies the notification that one cannot write in a second and foreign

language without knowing at least something about the grammar and vocabulary of

that language. Consequently, a said good ability to write means, to a certain extent,

Chapter one : Theoretical Background on Writing

The good mastery of language rules of grammar and a relative wide Vocabulary store.

Gray stated that: (1983)

“Writing is not a skill which can be learned in isolation.

In the apprentice stage of writing which will last for

Considerable time, the pupils must learn and master

The skill of listening, comprehension, speaking and

Reading, with the activity of writing helping to

Consolidate learning in these areas”. (P50).

It means that students should master the other skills (speaking, reading and listening) with the activity of writing in order to make the writing skill into large organization

1.3. The sources of error in English writing:

There are several ways to think about errors in writing in light of what we know about second language acquisition, and what we know about how texts, context and the writing process interact with one to another. As mentioned, students while writing in a second language generally produce texts that contain various degree of grammatical and rhetorical errors. In fact, depending on proficiency level, the more content is rich and creative. What we classify as an error, which is associated with learner Competence, may be a mistake, or more specifically a “Derailment” related to learner performance (Sara Weigle. 2002. P), these”derailments”occur when students attempt to

Chapter one : Theoretical Background on Writing

use the academic voice and their sentences more intricate, especially when the task requires more complex ideas. From behaviorist and mentalist perspective of error, which have emphasized the product (the error itself) to more constructivist view which focus on underlying process (why the error is made), researchers have attempted to understand the errors in writer's texts by hypothesizing their possible sources (Grellet.1996). although reading an error- filled text can be tiring and disconcerting errors can help us identify the cognitive strategies that the learner is using to process information. According to Ellis (1997), it is through analyzing Learner errors that we can improve the writing process. Ellis (1997) says that:

“The status of error from undesirability to that of a guide to the

Inner working of the language learning process” (P.87)

It means that the errors have a harmful effects and it should contain an important organization in the center of language learning process.

1.4. Learner's Educational Background

1.4.1. Secondary School Studies

During the three years of secondary school studies. Two hours/week in the <<scientific classes>>and three hours/week in the<<literary Classes>>are devoted to English. The time allocated to the teaching of English is considered insufficient by secondary school teachers who spend many of the teaching lessons in “brushing up “sessions meant to reappraise the previously studied linguistic stock, because of the result of mid school training of secondary education is during the third year of secondary school(3.A.S.): To

Chapter one : Theoretical Background on Writing

master different writing skill so as to be autonomous in written Expression when starting from models learnt in class. The functions are like those of the preceding years. However, some new activities such as argumentation and deduction are introduced to reinforce the program content. According to the activities cited so far. We clearly notice that the emphasis is on the written aspect of the language. Nevertheless. The department of Secondary of the Ministry of National Educational (1973.) stated that:

“The ultimate objective of language learning

is communicative Competence, i.e. appropriate

Meaningful, spontaneous, grammatically

Acceptable and reasonably fluent linguistic

Interchange, both orally and in writing. “(p22).

It means that this- prior other paradox is not reasonably explained when we know that “communication” seems to be the aim of secondary school English language teaching. In addition, the productions of first-year University students confirm the very fact that this aim is not completely fulfilled because of the number of errors that are made. Whenever we speak of “communication”, we mean oral communication, for this is what is supposed to be achieved in the first instance.

Conclusion

Chapter one : Theoretical Background on Writing

Through this chapter we have come across some necessary aspects to treat for through understanding of the problem of writing English, in the foreign language classroom. Indeed, we found it necessary enough to shed some light on the functions, audience and mechanics of writing for the sake of building boundaries between the teacher , the assignment and the students' strong basic knowledge about the phenomenon in question. Further more we spoke about the writing input and output to set clear writing product giving that their correct combination leads to a successful writing performance.(harmer,2001.P32). Along with starting the major source of errors, we tended to speak out effective writing in an attempt to eliminate much of the skills ambiguities.

Chapter two : Writing as a Major Skill

Introduction

Among the four skills practiced during the process of learning a foreign language learners as well as from the point of the learners as well as from that of some teachers. In fact most learners assert that they meet major difficulties when writing in English. Teachers of all topics have pointed to the poor level of writing in their learners' productions

Divies and Widdowson (1974) state that: It has often been remarked that writing is the Most difficult of the language abilities to acquire . (p.177)

Although this has been said about first language acquisition, it certainly applies to foreign language learning .The question which arises here is :where does the difficulty lie ?To answer such a question ,we first need to define the nature of the writing skill and then relate the various stages to the functions of the writing activity.

2.1. ASPECTS OF WRITING

Writing, as a process, can be defined in terms of learning stages. Three levels of difficulty are generally agreed upon(Corder,1974,Broughton et al...1980).these are :

1. The manipulative stage during which appear mechanical problems with the script of English.
2. The structuring stage relevant to problems of accuracy of English grammar
3. The communicative stage where style is of value.

2.2. MANIPULATION

Manipulation takes place when the learner makes use of the writing system of the language. There seems to be no major difficulty at that

Chapter two : Writing as a Major Skill

level. indeed. Davies and Widdowson (1974) suggest that :

« Second language learners whose first language

Employs a different writing system will have difficulty

Manipulating the shapes of English letters and, if

The first language system is right-to-left or top

To-bottom, they will have difficulty with the left-

to right ordering of English, but this will only be

at the initial stage of learner. » (P.178)

Although the manipulation stage is considered as a mechanical process, it is worth noting that other similar aspects are fundamental to the act of writing. In the written form of language, communication relies to a great extent, on linguistic elements and on grammatical competence. However, these elements do not suffice to reproduce all the aspects of the spoken language. They must then be supplemented by a number of graphological devices which perform the role of the paralinguistic elements used in speech, i.e. tone of voice, stress, intonation, gestures, and so on. In addition, many researchers would suggest quite a complex perception of the ability to communicate (Brown, 1973; Krashen, 1982; Dannequin, 1982). Factors other than linguistic are of significance in any communication process. Psychological inhibitions and context are examples of these factors.

Punctuation is one of the devices which fulfill the role of the paralinguistic's elements of speech in the field of writing. Examples are given by the final punctuation mark, the question mark, or the exclamation mark which represent

Chapter two : Writing as a Major Skill

the tone of voice, stress and intonation used in spoken language. Capitalization is another device which helps to signal the beginning of an utterance. It is part of the conventions which state that the first letter of a sentence is capitalized, and this brings us back to the script.(H.Douglas Brown,2004).

The sentence itself can be organized in various parts which are modulated by commas, semi-colons, and colons to perform various functions such as coordination, subordination and items listing. They also represent paralinguistic elements of the spoken language.

Unfortunately these elements which contribute to make sentence meaningful are not fully studied in Arabic language. This is why our student come from the secondary school with no awareness, or knowledge whatever, of the paralinguistic and fundamental elements in writing. Being unable to correctly structure the sentence, it is the whole paragraph, and organization lack of coherence and logic are direct consequences of an ill-thought punctuation (H.Douglas Brown, 2004).

The manipulation stage can be summed up in the following table which shows the difficulties encountered by our students. The French language is taken into account since it is part of the learners' educational background.Thus,it may play a positive as well as a negative role in the learning process.

Chapter two : Writing as a Major Skill

MANIPULATION STAGE

Figure 1: Students' difficulties in the manipulation stage

	ARABIC	FRENCH	ENGLISH
ORDERING	Right-to-Left	Left-to-Right	Left-to Right
CAPITALISATION	0	+	+
PUNCTUATION	+	+	+

Figure one clearly indicates that:

1. Ordering is different in Arabic.
2. There is no capitalization in Arabic
3. Punctuation exists in the three languages, but the rules may differ

Although the left-to-right ordering does not seem to pose any problem, it may be suggested that the shape of the Arabic characters and their organization into words influence the handwriting of the learners. This happens not only at the level of the letter shapes, in the roman script, but also in the linking of letters to form words learners' production show that capitalization is mainly reproduce from textbook printed material. Capitalization occurs anywhere in the sentence and even within words. The convention seems to be totally ignored by the majority of the learners. Punctuation is randomly distributed, though it depends on the sentence pattern and the sentence structure: it is supposed that the punctuation rules are not known to most of the learners. A crucial point that must also be raised in the framework of this study is the problem of spelling. Spelling mistakes might be attributable to the fact that English has the most complex relationship between spelling and sound. Another contributory factor is the little reading practice of learners, and the

Chapter two : Writing as a Major Skill

insignificant production of the Algerian English-speaking.(Krashen,1982).

Examples from corpus

<i>Entelegent</i>	<i>intelligent</i>
<i>Deases</i>	<i>diseases</i>
<i>Conser</i>	<i>cancer</i>
<i>Serieus</i>	<i>serious</i>
<i>It is axcepted</i>	<i>accepted</i>
<i>We will clause</i>	<i>we will close</i>
<i>Whatch</i>	<i>watch</i>

2.3. STRUCTURING

Structuring seems to be more difficult to assimilate by foreign language learners, though they are intensively trained through pattern practice and structural drills. However, this assumption is not supported by others like Divies and Widdowson(1974)who suggest that: There seems no reason why given proficiency at the Manipulation stage structuring should be any more difficult in writing than in speech (p.178).

The pre-university stage is much important in the process of foreign language learning .Indeed ,our students show a clear lack of mastery as to the basic rules necessary to start a university degree in acceptable condition .Many students' difficulties are hence explained in terms of inadequate teaching at the secondary school level. Before we come to the communicative stage , we should to suggest that what has been called « teaching about the language »it means that grammar, holds its place in the learning process. This suggests, again that grammar alone is not sufficient and that meaning is also contextual .

Chapter two : Writing as a Major Skill

Teaching grammar as a topic is of value if we consider the students' interest in knowing how the language functions. But how shall we teach it if, according to the communicative approach

« ***The ultimate objective of language teaching would be to get the learner involved in an appropriate ,meaningful, spontaneous, grammatically acceptable and reasonably fluent linguistic interchange ,both orally and in writing*** » (syllabuses for English.1993).

2.4. COMMUNICATIVE STAGE

Divies and Widdowson (1974) suggest that the difference between written communication and spoken communication is of paramount importance. They consider that « ***one cannot simply say that writing is written speech*** »

And that « ***writing is a social activity and to learn to write is to learn a kind of social behavior*** » (P.178)

We do not easily as we speak. In writing, we have to conform to a certain number of conventions. It is not a normal act for a child to write in his mother tangué. This activity is not a part of a natural process like speech ,the same activity is time-consuming in the case of adults learning a foreign language.

Writing differs from speaking .it does not call on spontaneity and there is no interaction with the listener. In speech the listener is there to agree with, confirm or propose what the speaker has said. He acts as a feedback source. However, in writing the addressee is not always known and the task, somewhat artificial, takes more time and allows the writer to use more time and whatever document is necessary. Of course, this is not the case in examinations.

Written communication can be broken down into three categories

Personal writing

Literary writing

Chapter two : Writing as a Major Skill

Institutional writing

Personal writing and literary writing can be gathered together. Most of the writing is ;then ,done the institutional field and obeys a certain number of conventions which serve as a guide to writing.

Institutional writing is found in newspapers, proceeding and is used by professionals such as journalists, lawyers, it also found in textbooks which deal with topics like history sciences, and mathematics or in the case of foreign language learning like linguistics, civilization, and didactics and so on.

The communicative approach advocates that topics of curriculum be used to train students to communicate in writing, since it claims that it is not only a matter of learning to produce correct linguistic structures, but also that of learning the rhetorical conventions appropriate to different kinds of discourse.

Also communication requires that the learner be taught to become autonomous and that his representations of second language learning be taken into account (Dickinson.1987; Kohonen.1987.Wenden and Rubin; Riley.1989).

Conclusion

The importance of writing as a skill is undeniable. However, if we aim at giving our students the best training possible, we would have to establish a diagnosis of their actual knowledge of the language.

For the time being, they still show weaknesses in the first stage, i.e. manipulation. In fact, some of them still do not differentiate between the vowels « a » and « o » in writing and a great number use capital letters at random, anywhere in a sentence

Chapter two : Writing as a Major Skill

and even in a word.

The sentence structure is not mastered too. It is evident that a lot of remedial work must be undertaken, especially when we know that a correctly structured sentence in which words are logically organized using punctuation to produce meaning is not yet at the reach of the majority of our first year students of English .These difficulties are not particular to our target population. Errors examine has made a long way as a discipline that aims at providing tentative answers to written expression teaching.

In the next chapter we will try to present the most important.

Chapter Three : Some Factors Responsible for the Students' under achievement in Writing

Introduction:

Generally speaking, the learner needs to feel that the writing task is covered with less risk as it is usually marked with. This notion cannot be guaranteed unless he is provided with the necessary helping features of peaceful writing, harmer Notes that learner's awareness of the following measures. Learners need to have the necessary information to complete the task. This means that they need to understand what we want them to do, and they need also, to be absolutely clear about any of the topic detail that we give them. This same idea is supported by Boardman and Freedenberg (1997) who stated "through writing productions implies on the learner, the full and detailed mastery of the assignment.(P.64).

According to harmer (2004) .This may involve offering those phrases, parts of sentences, or words. Of course there are times when we just get student to write without thinking, to provoke their use of all and any of the language, they know but where a task depends on certain written formula it would be pointless not to offer these to the students.(P.152).

In addition, teachers need to be able to suggest ideas to help students when they get stuck. In some cases this may be just a word or two. For others we may need to dictate a half sentence or even something more substantial. This leads us to the point that the teacher who plays the role of provider should in no way create the feeling of full dependence on the part of the learners.

The writing operation proves much easier if there is pattern or scheme to follow Some criticize this view saying that giving students a frame to write in renders the

Chapter Three : Some Factors Responsible for the Students' under achievement in Writing

task less creatively free, but it's clear that it does offer enough support and triggers the students will and courage to put pen into paper.

On the light of our modest experience and observation we have concluded that the vast majority of the teachers believe in the existence of the problem. This is a fact confirmed by the various views and opinions collected during our research.

1. Subject Matter Factors

1.1. Student's' Weakness in Writing Conventions

Writing has a number of conventions which separate it out from speaking from differences in grammar and vocabulary, there are issue of letter, word and text formation , manifested by handwriting, spelling, layout and punctuation.

In fact, our students' bad written productions are alarmingly mystified with problems of the kind. Kroll (1997) says that we shall proceed trying to shed some light on the former aspects that may affect negatively the students' written productions. (P.147)

1.1.1. Handwriting

Kroll(1997) supported later by Harmer J (2005) stresses the fact that students of the foreign language need special training in orthography, first. It may even involve training in individual letter, when necessary. It is quite rational

That handwriting is a personal issue. Students should not all be expected to use exactly the same style, despite the copying exercises they may have done.

Nevertheless, badly formed letters may influence the reader against the writer, something which is undesirable whether the work is the productions of some

Chapter Three : Some Factors Responsible for the Students' under achievement in Writing

creative task , or more seriously, a work that is going to be assessed in a test or exam

Students with problematic handwriting should be seriously warned and seemly encouraged to improve it, fearing it could reflect an initial wrong bad impression about the general written product during evaluation.(P.89).

Ur (2000) states that "though more and more written communication tasks place from a computer keyboard, handwriting is still important for personal letters, written assignments and most (but not all) exams. Most of the times, a good writer is imprisoned behind the bars of bad handwriting' (P.67).

1.1.2. Spelling:

Although incorrect spelling does not often prevent the understanding of a written message, it can adversely affect the reader's judgment. One of the reasons that spelling is difficult for students of English is that the correspondence between the sound of a word and the way it is spelled is not always obvious. For instance the sound /ʌ/ can be realized in number of different spellings (e.g. Won, young, funny, flood). That speech is supported by Boardman C.A and Frydenberg.J(2002). When he said that a single sound, phoneme, may have many different sounds (or, words, information.etc. A wise attempt to help students recover of this handicap is to draw their attention to the common spellings of those phonemes(P.18). We should, also, get them to look at different ways of pronouncing the same letters (or combination of letters) or have them to do exercises to discover spellings rules.

Another issue that Ellis (1987) adds to the student's pain in the matter is that spelling gets more problematic when it comes to varieties, the same language. In our

Chapter Three : Some Factors Responsible for the Students' under achievement in Writing

concern , British and American English cause learners a great deal of confusion when writing, unless they are advised to concentrate on one variety and seek dictionaries to delimitate the danger.(P.125)

1.1.3. Layout and Punctuation:

Using punctuation correctly is an important ant skill in reality, many people judge the quality of what is written not just on the content, the language and the writer's handwriting but also on their use of the punctuation (Michael 2004), said "If capital letters, commas, full stops, sentence and paragraph boundaries, etc ; are not used correctly, this can not only make a negative impression but can, of course, also make a text difficult to understand. Therefore, if we want our students to be good writers in English, we need to teach them how to use punctuation conventions correctly, especially that they cannot safely transfer their previous knowledge of first language or second language. Lyons. (1989) sees that each language has its and specific system of punctuation (P. 148).

1.1.4. Motivation:

It is the most commonly used word in the educational field, because it pushes the different levels of learners to spend more time in working outside class (reading books, write paragraph) and to participate more actively in productive skills by making more efforts.

Chapter Three : Some Factors Responsible for the Students' under achievement in Writing

1.2. The writing Effectiveness:

Learners need to know not only the linguistic knowledge, but also the cultural context of the target language in order to develop better the learners' writing competences.

Conclusion

As these factors could define a student's success or failure in producing foreign language, particularly if they are impediment to communicative skills, it behaves the conscientious educator to understand them more and take measures to ensure students' success. On the other hand, a keen evaluation of the whole process calls for the combination of the whole preceding factors in an attempt to cover the issue from its varied and numerous angles; Hence, it reveals not enough to consider the learner's linguistic abilities and neglect the different contextual data in the sense that they represent extremities for the equation of the leaning linguistic communicative production.

Teachers' Questionnaire

Table -01

<u>Question</u>	<u>Objective</u>
1-What is writing?	Our aim is to know teachers' opinions about writing skill.
2-Do you think that giving more time to written tasks allows students to improve their skill?	The aim of this question is to prove that time's importance is out of any suspicion in this respect
3-What are the common errors that students of the first-year class often commit?	Our intention behind asking this question is to see the common errors that students often commit
4-what do you consider most when evaluating student's written production?	Our objective behind that question is to know if the form and content are complementary elements of production or not.
5-In your opinion, what are the factors that cause student's error in writing?	The aim is to see the factors that cause student's error in writing.
6-to what extent do your students master paragraph?	To deal with the extent of mastering paragraphs by the students.
7-what is your students' general level?	Our aim is to compare the general level of students in writing.
8-if there is a difference between students' class writing and home writing?	The objective of this question is to know the difference between students' class writing and home writing?
9-what would you suggest to solve the problem of writing Errors?	Our intention is to present some suggestions to solve the problem of writing

Introduction

This part deals with the practical aspect of our work. As stated in our methodology design, we have investigated the issue following the descriptive approach based on questionnaires to teachers and an evaluation of students writing performance as data gathering tools. The amount of data collected by these two techniques enabled us to gain clear insights as to the different aspects of our students' weakness in writing in English.

1-Teachers' Questionnaire

We are going to deal in this section with teachers' opinions about the levels of writing of their learners, the type of errors they make, their willingness to write and others would be of great help to see whether all teachers meet the same hard ships Moreover, the teachers' questionnaire helps lighten a private area that is the teachers' management of the writing course with its various details.

Question one: What is writing?

Table-02

Teachers' representations on writing

Teacher's Number	Participants
Yes	05
No	0

Teacher's responses to this item indicate that among the total number (05), three

Chapter four: The Analysis of the Field work Research

teachers gave us that the definition of writing as an activity or skill of making a coherent word on paper and composing a text. Two other teachers believe that the word writing is just to express ideas. It can be the final product of what learner has Learnt .So after all from these teacher’s definitions, we understand that writing is not a hard task to learners only.

Question Two: Do you think that giving more time to written tasks allows students to improve their skill?

Table-03

The importance of time while writing

Teacher’s Number	05	100%
Yes	04	80%
No	01	20%

The answers of this question were too much opted for the “yes” i-e, 90% (yes) which means the fourth teachers said that if we give more time to written tasks to the students, they will brainstorm the ideas that help them to be inspired and to be more productive; however, one teacher said “No” and he justifies his answer by saying that the competent learner can write in a very limited time. So we understand, then, that time’s importance is out of any suspicion in this respect.

Question Three: What are the common errors that students of the first year class often commit?

Our intention behind asking this question is to see the common errors that students often commit.

Chapter four: The Analysis of the Field work Research

Table-04

Common errors that first-year students often commit

Common Errors	Teachers	Percentage
Spelling Mistakes	03	60%
Grammatical Mistakes	02	40%
Sentence Structure	05	100%
Syntactic Mistakes	01	20%

Among five teachers, we have seen in the table that three teachers said that the common errors are in spelling mistakes and in sentence structure. Two others mentioned that the most common errors are both grammatical mistakes, and sentence structure. One teacher added syntactic mistakes as a common error that students do commit.

Question Four: What do you consider most when evaluating student's written production?

Table-05

Students' written production

Teacher's Number	05	100%
Form	03	60%
Content	02	40%

Three teachers, (60 %) of the entire sample give more importance to content rather than form, this answer proves our learner's weak organizational and structural abilities in writing conventions. However, the last two teachers tick both columns through It was stated in the instruction the word "most" which restricts the answer to a single item only. This kind of behavior tends to reflect, either a lack of interest or

Chapter four: The Analysis of the Field work Research

the belief that form and content are complementary elements for production of acceptable composition.

Question five: in your opinion, what are the factors that cause student's errors in writing?

Table -06

The factors that cause students' errors in writing

Teacher's Opinions	Participants	Percentage %
Bad streaming	03	60%
L1 interference	02	40%

Among the five teachers who commented about the factors that caused student's errors in writing, three teachers said that the main factors that caused the miss bad streaming. (60%), it could be due to the wrong use of computer or it is because the students themselves do not know to search in the Net which made them commit mistakes. Two others said that the factors that caused errors in writing is due to language interference(40%),this result shows that students have problems in language 1 interfering in the target language.

Question six: To what extent do your students master paragraph skills?

Table-07

Teachers' opinions about mastering paragraph skills

Teacher's opinions	Participants	Percentage%
20%	2	33%
50%	3	66%
80%	0	0%

No one can deny that sentence coherence and structure is of core importance for a written message to be meaningful. Indeed, no one of our teachers chose the (80%),

Chapter four: The Analysis of the Field work Research

three amongst them, being (33%) opted for the second category, and the rest (66%)

said that their students' level of organization and coherence is poor.

Question seven: Your students' general level in writing?

Table-08

Students' general level in writing

Teacher's opinions	Participants	Percentage%
Good	0	0%
Average	0	0%
Bad	05	90%

Quite expected was the answer to this question. Actually four teachers answered that their students level in writing is bad, which means that 90% of the whole population agrees which the essence of our study. The last respondent; however, stated that his students' level is average, a statement which some of immeasurable quantity compared with the rest.

Question eight: If there is a difference between students' class writing and home writing?

The whole respondents answered positively to this question but their explanation, in reality, did vary .For instance three teachers settled on the fact that at home, students write better seeing that they are given enough time to compose and wider possibilities of consulting a knower(i.e. someone who is better in the skill),or using a dictionary. They even mentioned the possibility of coping from other resources. The other two teachers, however gave the same answer as the first group but with no other reason than time. Therefore, the Question of, as we stated in the theory, continues to reveal a disturbing factor for our students to write well. Hence, Questions about the role of time seem rather worth asking.

Chapter four: The Analysis of the Field work Research

Question nine: What would you suggest to solve the problem of writing Errors?

It's good and clear for teachers to comment freely on the issue of writing in the foreign language, some of them reported that writing is not an easy task ,it is a system which requires understanding enough skills and an ability to express ideas in correct meaningful sentence. Others mentioned that teachers should provide additional authentic materials to their students to give them the opportunity to further consolidate their grammar structures to learn vocabulary and discover different kinds of writing.

1-2.Learners' Errors Analysis

Since the ultimate objective of this study is to identify the difficulties faced by our Learners in their written production, first we shall present some common errors, and we will comment them. Errors in manipulation are dealt with first, after that. We will focus on the structuring stage in order to show the level of mastery of sentences structure among our students.

Finally we will be devoted to the presentation and the study of some samples from student's works.

1.2.1. Students' common Errors

1.1. Errors in capitalization

Capitalization does not exist in the Arabic language, and thus the majority of our learners find different difficulties in their use. The recapitalization table gives the total number of the sentences produced by learners, followed by comments on the possible causes of errors.

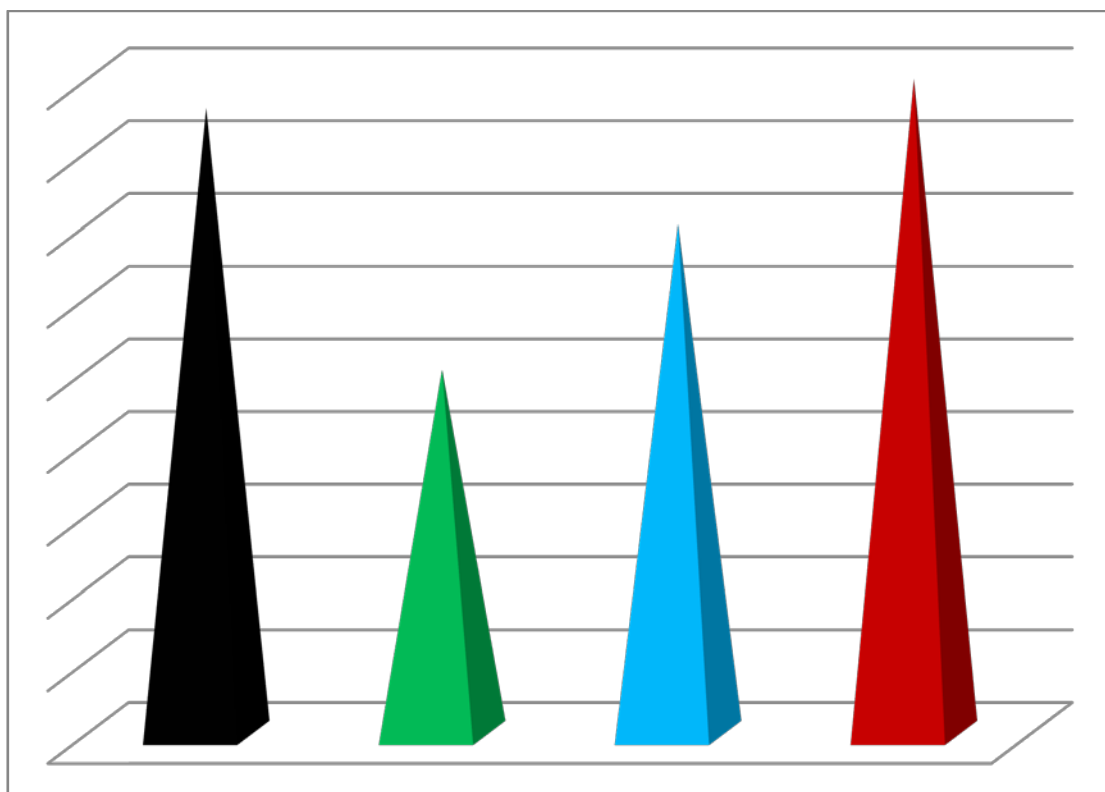
Chapter four: The Analysis of the Field work Research

Table 1.1.

ERRORS IN CAPITALIZATION

Student's Numbers	1	2	3	4	5	6	7	8
Numbers of sentences in paragraph	4	3	5	5	3	3	2	2
Capitalized Sentence	5	1	2	4	0	3	1	1
Non capitalized sentence	0	2	0	2	0	0	0	1

Graph 01 :



Errors in Capitalization

**Student's Numbers*

**Number of Sentences*

**Capitalized Sentences*

**Non capitalized sentences*

Table-1-2.

ERRORS IN CAPITALIZATION

Student's Numbers	9	10	11	12	13	14	15	16	17	18	19	20
Numbers of sentences in paragraph	5	6	3	4	2	3	2	6	5	5	3	2
Capitalized Sentence	4	4	3	5	4	3	2	4	0	3	2	1
Non capitalized sentence	0	1	0	0	1	0	0	3	5	2	1	0

Comments :

The tables above indicate that students find difficulties in the use of capitalization because of their previous educational background. When we asked them, they stated that they did not know to which categories of words the rules are applied. Hence, they tend to over generalize capitalization to all words that seem important in the sentence .We notice that out of 20 students, 6 of them used appropriate capitalization. However, a great number of learners tend to capitalize not only the first word of the sentence but also other words that they consider important. All of this can explain that these students have a better knowledge of the Arabic language.

1.2. Errors in punctuation:

Punctuation which replaces the linguistic elements used in speech like stress, voice, and gestures are part of writing. They help to avoid unclear sentence that may appear in the text or to create the discourse. But in spite of their importance, it seems that they are not given the attention in teaching and this is shown in the

Chapter four: The Analysis of the Field work Research

following samples taken from student's punctuation:

1-We laught, we played, we cried and we shared.

2-Some subjects were easy for me such as Arab, English, and Math.

3-In my life pass a lot of steps of steps of primary school and Secondary School

4- I must say not all of them were like this

6-Also we had the best teachers like English she teach me how to understand English and how to love it.

7-In the end, I wish i get my Bac, because that's all I' am thinking about at the moment.

Description of Errors :

- 1- A comma is incorrectly used to separate two nouns or verbs coordinated by "and".
-The colon is incorrectly used because of the absence of a relative clause to introduce the words in series
- 2- The use of "and " randomly means that the rule is unknown rules, and there is a translation from Arabic occurred in this sentence.
- 3- No use of punctuation, because the rules are unknown rules, and there is a translation from Arabic language.
- 4- There is a spelling mistake. And the sentence must be recognized.
- 5- The misuse of punctuation like :(question mark, in how to love it...) comma after (also), non use of capitalization in (English) and grammar rules in she teache(s).
- 6- A semi- colon should have been used before the sentence connector and the misuse of capitalization.
- 7- The absence of coordinating conjunction requires that the comma must be used before the coordinating conjunction.
- 8- The use of internet expression.

Chapter four: The Analysis of the Field work Research

Comments:

These few examples illustrate the learner' inability to correctly punctuate their paragraphs, and hence, transmit their ideas to the readers .20 students made very few errors in punctuating their paragraphs. This means 16 students.i.e:80% show a little importance of the punctuation rules and sentence structure.

When interviewed the students, they gave the following answers as being the causes of their errors:

"I didn't learn punctuation and capitalization before "I punctuate when i feel it necessary."

The conclusion is that learners need appropriate training in the use of linguistic devices to produce correct writing.

Another aspect is the problem of orthographic mistakes which are frequent in student's written productions.

Chapter four: The Analysis of the Field work Research

1.3. Errors in sentence structure:

A sentence is a composed group of words used to communicate an idea in writing. It is composed a subject and a verb. Sentences are basically divided into four kinds : simple, compound, complex, and compound-complex sentence.

Frequency of Sentence types used by learners

Table 2-1

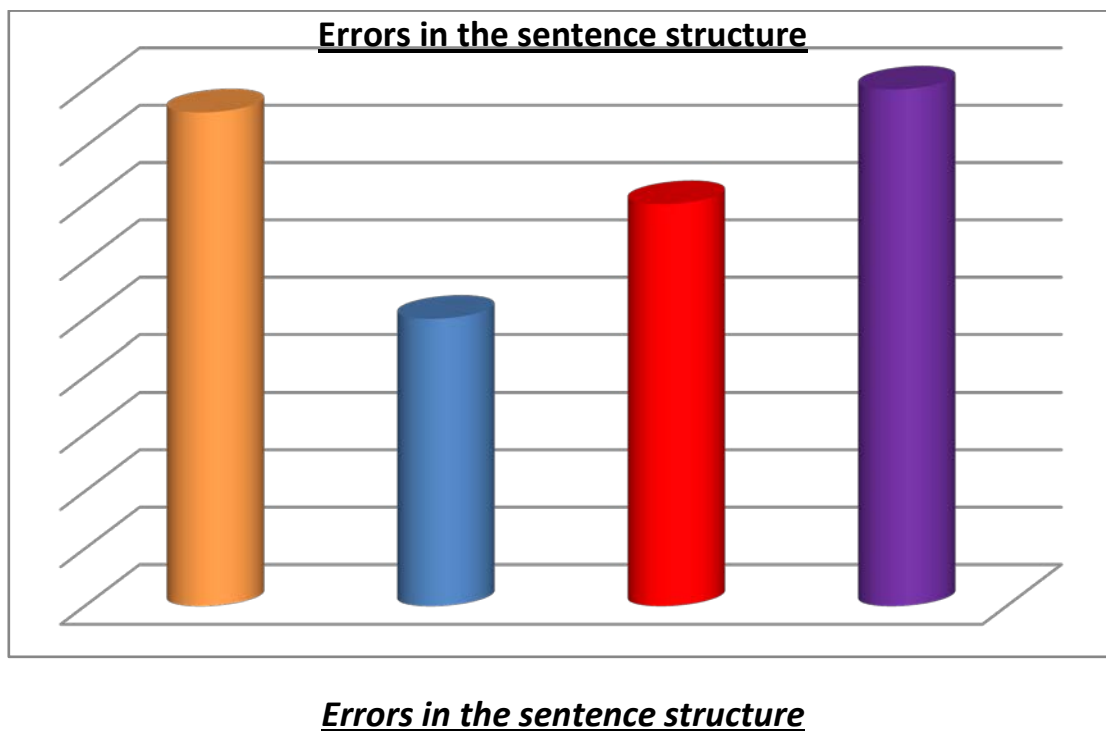
Student's Number	1	2	3	4	5	6	7	8	9
Number of sentences	5	4	4	5	6	5	6	6	3
Simple sentence	1	5	2	2	4	1	1	2	3
Compound sentences	2	1	1	1	1	2	2	3	1
Complex sentences	1	1	4	2	1	4	3	3	1
Compound-complex sentences	1	0	1	0	0	0	0	0	0

Table 2-2

Frequency of Sentence types used by learners

Student's Number	10	11	12	13	14	15	16	17	18	19	20
Number of sentences	4	5	4	4	5	4	7	6	6	8	5
Simple sentence	3	0	2	1	0	1	3	3	2	4	5
Compound sentences	1	0	1	2	2	0	1	2	2	0	2
Complex sentences	1	4	0	1	3	3	1	4	2	1	1
Compound-complex sentences	1	0	1	1	0	0	0	0	0	0	0

Graph 02:



*Simple sentences.

*Compound sentences

*Complex sentences

*Compound complex sentences

Comments:

In this table, the evidence is that the learners do not avoid subordination when producing English; it seems that the relative clause in English is similar to the Arabic Language and it is assumed that students transfer their native language forms to English. This may not only account for the large number of relative clauses, but also

Chapter four: The Analysis of the Field work Research

for the large number of errors.

The second type of errors that is common in our learners when they produce

compound sentences is the absence of coordinators. The evidence is that the learner

constructs strategies about the target language. If the constructions are similar in

the learner's mind, he will transfer his native language structure to the target

language and this is sometimes error-provoking.

1.4. Errors in the use of tenses:

It is generally admitted that learners have great difficulties with model verbs; the

most common error that was found is the confusion of the present tense as tables show.

Table-3-1.

ERRORS IN THE USE OF TENSES

Student's' Number	1	2	3	4	5	6	7	8	9
The use of present tense	1	2	0	1	2	0	4	5	2

Table-3-2.

ERRORS IN THE USE OF TENSES

Student's' Number	10	11	12	13	14	15	16	17	18	19	20
The use of present tense	1	1	1	0	0	3	0	0	1	0	2

Comments:

From the student's interviews, it is noticed that the students translate the Arabic

present tense into the English. This type of error remains and it is hard to explain

why.

There is a distinction between the present, the past, and the future made in the

Arabic language. These tense rules don't govern the English language; However,

Students aren't aware of that because they apply the same rules for both Arabic and

Chapter four: The Analysis of the Field work Research

English.

These aspects are illustrated by the following examples:

It presented them, it led them, their children saw, i considered it, people enjoyed,
smoking, destroyed

Errors in the use of modals are due to students' ignorance of the different modal
forms as in:

We cannot last, they cannot stopped, We must organized, must dealt with.....

1.5. Errors in the use of Articles

Table 4 is an illustration of the use of articles by our learners. Comments follow the presentation of the errors made in this category of words.

Table 4-1

ERRORS IN THE USE OF ARTICLES

Students 'Numbers	1	2	3	4	5	6	7	8	9	10
0 instead of "a"	0	1	1	4	0	0	0	2	1	3
"a" instead of 0	0	0	0	0	0	0	0	0	0	0
0 instead of "the"	0	0	2	4	0	0	0	0	0	0
"the" instead of 0	1	1	3	0	2	3	3	0	0	0
"the" instead of "a"	1	0	3	0	0	0	0	0	0	0
"a" instead of "the"	0	0	1	0	0	0	0	0	0	0

Chapter four: The Analysis of the Field work Research

Table 4-2

ERRORS IN THE USE OF ARTICLES

Students 'Numbers	11	12	13	14	15	16	17	18	19	20
0 instead of "a"	0	0	1	0	0	0	0	1	0	0
"a" instead of 0	1	0	0	0	0	0	1	0	0	0
0 instead of "the"	0	0	1	0	0	0	0	0	0	1
"the" instead of 0	0	0	1	1	1	1	1	0	1	0
"the" instead of "a"	0	0	0	0	0	0	0	0	0	0
"a" instead of "the"	0	0	0	0	0	0	0	0	0	0

Comments

The indefinite article does not exist in this grammatical category in the Arabic language .This may account for the zero article instead of an indefinite article in the first group, i.e. a zero article instead of the definite article. However, it may be assumed that learners build up their own system of use of articles because they have no frame of reference which might facilitate comprehension and mastery of their use.

On the contrary, the largest number of errors consists in using the definite article instead of zero articles, and interference from the native language would constitute a plausible explanation because there is a definite article in the Arabic language. An additional factor to take into account is the influence of the French language which sometimes uses definite articles where English does not.

Chapter four: The Analysis of the Field work Research

Conclusion

Learners face difficulties in writing which may be due to problem in the mastery of the manipulative and structuring stage. These difficulties lay mainly in the following:

Punctuation should be viewed in terms of the role it plays in sentence structure; it should be explained to learners. In addition to punctuation, spelling mistakes can also be avoided if students ask for the correct spelling of words and if they are trained to use dictionaries properly. Errors in sentence structure can be traced back to the L1 interference and if teachers are aware of the difficulties their learners face, they can help them to discover their weakness.

The aim of errors analysis being the linguistic and psychological explanation of the errors is to help the learner to write correctly.

The error is most frequently defined as a deviation from a norm, the norm or code being the standard variety of the target language. Errors are differentiated from mistakes on the following grounds: mistakes are referred to as errors of performance, while errors are defined according to their systematic recurrence, and hence reflect the learner's competence in the Language.

Chapter one

Theoretical Background on Writing

Chapter two

Writing as a Major Skill

Chapter Three

**Some Factors Responsible for the
Students' under achievement in
Writing**

Chapter four

The Analysis of the Field work Reaserch

Abstract

Abstract

Our aims in this study is to provide further proofs about the problem of writing in English within students at Biskra University; therefore, it intends to investigate some factors relative to the subject matter and inability to write well in English. We have followed an exploratory descriptive study to approach this issue using a case study to collect on the population of both first year teachers and students in the University of Biskra during the academic year (2012-2013).

In the first chapter, we introduce a general overview of writing in English. This part present theoretical framework where important facts are related to the nature of writing and the ability to write in the university are examined and analyzed.

The second chapter deals with the various stages in the development of the writing skill among students.

The third chapter deals with the problem of writing and factors that cause the weakness in learners written productions.

The fourth chapter present the practical work of identification and analysis of the most common errors made by learners and teachers' questionnaire.

Our aim of discussing those elements is to get clear insights on the possible causes of the errors in the student's written production.

ACKNOWLEDGMENTS

*Our deep gratitude goes to our supervisor Mrs.Bekhouche who largely
contributed to the elaboration of this work.*

*We wish to thank all our colleagues and the staff of the Institute of foreign
Languages of Biskra University*

*Our thanks also go to our parents and teachers who help us and contribute to
elaborate this research.*

Our thanks are also due to our members of juries Mr.Houadjli and Mr.laala.

APPENDIX 1

Teachers' Questionnaire

Appendices

APPENDIX 2

Samples of Learners' Productions

DEDICATION

- ❖ *The first and the last thanks is to **ALLAH** almighty that without his blessing we cannot fulfill this work*
- ❖ *To the crown of my head, to the light of my life, to my beloved, to the one who own my life in short to **MY FATHER**.*
- ❖ *To my soul, to the sun of my life, to the one who give me life and send me her pray to protect me, in short to **MY MOTHER***
- ❖ *To the joy of my life, to my dear lovely who light hand in this work **MY BROTHER and My SISTERS**.*
- ❖ *To the best people of my life, to my dears **AYA, HAYTHEM, HADJER and CHAIMA** to my sweet **RAMIM**.*
- ❖ *To all my family, one by one, thank you for supporting me.*
- ❖ *To my clan who share with me the good and bad time, who helps me, heard time in both university and campus.*
- ❖ *To my partner who was like right hand in my life by giving me all the best my lover heart ,My brother **LAZHAR**.*

General conclusion

General Introduction

General conclusion

This study has given an overview of the principles underlying the theory of writing from which it is included that writing is a complex activity that requires high cognitive effort, instructions, and practice in order to generate ideas, plan and evaluate what is being written. We also mentioned that writing is usually done to think and express Learner's ideas clearly for effective communication.

This study is to assess the state of writing among first year students of English in the class of foreign language at Biskra University. The approach consist of finding out the main contributory factors to errors in writing according to the learners' background and the learning environment with the writing process and the methods used to study errors.

Our investigation shows that the first year teaching of English faces many impediments, particularly in the teaching of the writing skill. Many reasons could be put forward to explain this phenomenon.

First, the teaching of English in the first and second year of the university system is of a poor level. Indeed, students themselves do not know the basic principles that underlie the English language and this absence of the basic knowledge of English does not allow them to start a degree on quite satisfactory condition. Secondly, our students do not possess a unique reference language, Although Arabic has become the medium of instruction because students still use other languages like French, Algerian or Barber as references.

When studying English. This contributes to increase the number of errors and mistakes to occur because of language interferences and translation.

Thirdly, our students do not read at all. The reading is totally absent among our students who admit not to see one student read one book throughout the three program. With a total absence of any exposition to native English and stimulating linguistic environments are other factors which do not help students to become more aware that govern writing in English.

Fourthly, the way of teaching English at the secondary school does not take students weaknesses into consideration in order to think of teaching strategies to heal those flaw backs.

What happen is that teachers think only to accomplish their programs content without any attempt to find solutions to the writing problems.

After having seen the result of the descriptive method, we conclude that the hypotheses have positive effects on first-year students, so the alternative hypotheses are accepted, and the null ones are rejected.

General introduction

Foreign Language teaching perhaps more than any other social or human discipline is constantly going under changes in revolutionizing the teaching methodology and producing new teaching techniques (Francoise Grellet, 1996). These changes are primarily motivated by the will of researches to keep with the changing emphasis on what learners are expected to learn.

Since research made it evident that what makes second or foreign language learners competent in the target language, is not only the mastery of the linguistic rules but also the practice of free form communication, language teaching approaches tried to integrate a communicative dimension in the language class, now regarded as a social environment. This and many other changes in perspective gradually led to what is known as communicative language learning. (Francoise Grellet, 1996).

As we know writing is the final step in any language acquisition process. It is a delicate and complicated task, so the ability to write effectively and without any errors is becoming increasingly important, and instruction in writing is thus assuming an increasing role in both second- and foreign language education. Writing is the basic skill in teaching, thus teachers need to choose appropriate techniques and strategies which are helpful in raising learner's motivation to develop their writing skill. The aim of this study is to try to identify the errors made by the students while writing. We think that errors in writing are an important topic to study because we shall help students in general to develop their writing ability in English language.

Our topic is the examine of some contributory factors to Errors in writing; which means, we try to identify these contributory factors to errors produced by first-year students of English at biskra university. This research investigates errors in writing, so we shall use a group of work specifically with first year students at biskra University during the academic year (2012-2013).

The present study is based on the identification and examines of the errors made by first year students of foreign languages at biskra university.

The raised questions are:

1-what are the main contributory factors to errors in Writing?

2-how students motivate themselves to make fewer Errors?

From the statement of this problem the following Hypotheses have been generated:

1-If we discover the main errors that faced learners in writing we will probably solve them, and develop their writing skill.

2-Learners motivate themselves to make fewer errors if they acquire a good knowledge in that skill.

The present study is based on identification and a description of the errors made by first-year students of English at the Institute of Foreign languages of Biskra University. Since we will be reporting on the productions of a group of learners who registered for academic year (2012-2013).we feel there is no need to give a historical background of the errors made during the preceding years. However, we remain aware that such a study would give us an insight about the differences in the teaching methods and techniques used over the past years in our institution.

The research methodology of this research will be Descriptive. Because it contains quantities elements with data collection, and follow-up with questionnaires to the teachers and students written

productions. Obviously, our work remains a very modest investigation and examine of some of the most frequent errors. The attention is to attempt an understanding of the origin of these errors in the case of our first year students of foreign languages at Biskra University.

LIST OF GRAPHS AND TABLES

List of Graphs

GRAPH 1 Errors in Capitalization.....	37
GRAPH 2 Errors in the sentences structure.....	42

List of figures

Figure 01_Students' difficulties in the manipulation stage.....	18
---	----

List of Tables

Table -01 Teachers' Questionnaire.....	30
Table-02 Teachers' representations on writing.....	31
Table-03 the importance of time while writing.....	32
Table-04 Common Errors that first year Students often Commit.....	33
Table-05 Students' Written production.....	33
Table-06 the factors that cause students errors in writing.....	34
Table-07 Teachers' opinions about mastering paragraph skills.....	34
Table-08 Students' general level in writing.....	35
Table-09 Errors in Capitalization.....	37
Table-10 Errors in Sentence Structure.....	41
Table-11 Errors in the use of Tense.....	43
Table -12 Errors in the Use of Articles.....	44

REFERENCES

References

- 01-Boardman C, A and Frydenberg.J. (2002).**Writing to communicate Paragraphs and Essays**, Second edition-Longman.
- 02-Bouabdallah, M. and Djemai, F (1988).**Neat Essay writing Procedure**, Exercises, note, Algeria, Office des publications universitaires.
- 03-Brooks .A. and Grundy. (1991).**beginning to write**. Cambridge University press.
- 04-Byrne.Donn,(1988)**Teaching writing skills**. London: Longman_group UK Limited.
- 05-Brooks .A. and Grundy. (1991).**beginning to Write**. Cambridge, Cambridge University press.
- 06-Connor, Ulla, and Marry Farmer. (1990).**Second Language Writing**.barbara kroll. California.
- 07-Dulay, H .Burt, M. and Krashen, S. (1982).**Language Tow** Oxford university press, New York.
- 08-Ellis (1987).**Inter language Variability in Narrative Discourse**: Style shifting in the past tense, Student in Second language Acquisition.
- 09-Ellis. (1997).**The study of Second Language Acquisition**. Oxford University press, oxford.
- 10-Errest. (1983).**Writing skill a problem solving approach**. Cambridge University press.
- 12-Francoise Grellet. (1996).**writing for advanced learners of English** Cambridge university press.
- Gray.(1983).**How to teach writing. ideas and resources**. Cambridge university press.
- 13-Harmer, J. (2001).**The practice of English Language Teaching**.Longman.
- 14-Harmer, j. (2005).**How to teach writing**. Pearson Education Ltd.Longman.
- 15-H.Douglas Brown. (2004).**Language Assessment: Principles and classroom Practice**. Pearson Education.Inc.
- 16-Halliday, M.A.K (1983). **The Investigation of classroom Processes**.TESOL.Quaterly,17:205.17.
- 17-Hyland, K. (2002).**Teaching and researching writing**. Applied Linguistic in action series. London Longman.
- 18-jermy harmer. (2005). **How to teach writing**. Printed in Malaysia. Fourth impression

- 19-john.M. Lennon. (2007) **The writing process.** University of Massachusetts-Dartmouth, New York
- 20-Kroll, B. (1997).**Second Language Writing.** Research insights for the Classroom. Cambridge University Press.
- 21-Kristine Brown, Susan hood. (1989).**Writing Matters.** United Kingdom at Cambridge University Press.
- 22-Linda Robinson fellag (2004).**Write ahead. Skills for Academic Success.** Library of congress, United States of America.
- 23-Lynch, T. (1986).**Communication in the Language Classroom.** Cup.
- 24-Michael Mc Carthy Felicity O' Dell. (2004) **Test your English Vocabulary in use.** Cambridge University Press.
- 25-Sara Cushing Weigle. (2002).**Assessing Writing.** United Kingdom at the Cambridge University Press.
- 26-UR, P. (2000). **A course in Language Teaching.** Practice and theory, Cambridge Applied Linguistics. University Press.
- 27-www.**Teaching Guides.com.**
- 28-www.**Teaching Writing strategies- English as Second Language.com.**
- 29-www.**Creat writing Syllabus now.edu.**
- 30-www.**Effective Methods for teaching writing.org.**

Teacher's Questionnaire

Dear Teacher, this questionnaire aims to identify the most recurrent mistakes in students' writing and to investigate some factors responsible for students' underachievement in writing paragraphs in English. We have chosen the case study of first year class in Biskra University. Your contribution to this work will be of great help to the subject please.

1-What is writing?

.....
.....
.....
.....

2-Do you think that giving more time to written task allows students to improve their skill?

* Yes :

*No :

- If yes how ?

.....
.....

3-What are the common errors that students of the first year class often commit?

.....
.....
.....
.....

4-What do you consider most when evaluating students written production?

*Form:

*Content:

5-In your opinion, what are the factors that cause students' errors in writing.

*Bad streaming :

*L1interference :

6-How would you evaluate your students' products?

*Orally:

*written:

*comment:

-Justify your choice

.....
.....
.....

7-To what extent do your students master paragraph in writing skills?

*20%:..... 50% :..... 80% :.....

8-Your student's general level in writing is

*Good: Average: Bad:

Say

why ?.....
.....

9-Is there a difference between students' class and home writing?

Yes : No :

If yes, can you explain the reasons?

.....
.....
.....

10-What would you suggest to solve the problem of writing Errors?

.....
.....
.....
.....

Thank you for your assistance

The outline of the dissertation:

DEDICACY

ACKNOWLEDGMENTS.....II

LIST OF CONTENTS.....III

LIST OF TABLES.....IV

LIST OF GRAPHS AND FIGURES.....IV

ABSTRACT..... V

GENERAL INTRODUCTION.....VI

Chapter one: THEORETICAL BACKGROUND ON WRITING

Introduction.....08

1.1. The Nature of Writing.....08

1.2. The Ability to Write.....09

1.3. The Source of Error in English Writing.....10

1.4. Learners' Educational Background.....11

1.4.1. Secondary School Studies.....12

Conclusion.....13

Chapter two: WRITING AS A MAJOR SKILL

Introduction.....15

1-Aspects of writing.....15

1.1-Manipulation.....	16
1.2-Structuring.....	19
1.3-Communicative Stage.....	20
Conclusion.....	22

Chapter three: Some Factors Responsible for the Students'

Under achievement in Writing

Introduction.....	24
1. Subject Matter factors.....	25
1.1-Students, weakness in the Writing Conventions.....	25
1.1.1. Handwriting.....	25
1.1.2-Spelling.....	26
1.1.3-Layout and Punctuation.....	27
1.1.4-Motivation.....	27
1.2-The Writing Effectiveness.....	28
Conclusion.....	28

Chapter four: THE ANALYSIS OF THE FIELD WORK RESEARCH

Introduction.....	31
Analysis of Teachers' Questionnaire.....	32
Analysis of Learners' Errors.....	36
1-Errors in Capitalization.....	36
2-Errors in Punctuation.....	38

3-Errors in Sentence Structure.....41

4-Errors in the use of Tenses.....43

5-Errors in the use of Articles.....44

Conclusion.....45

GENERAL CONCLUSION.....VII

WORK CITED PAGE.....VIII

APPENDECES

Appendix- 1. Teachers' Questionnaire

Appendix- 2. Samples of learners' productions