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Linguistic Factors Affecting Students' Written Paragraphs

Case Study: Second Year Students of English Department

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Dedication

I dedicate this humble work

To my dearest parents for their incomparable love, patience, and encouragement to help to complete this dissertation

To my beloved husband "SALAH" who took me under his wings when I was just starting out, for the trust and unconditional love

To my lovely sisters and my kindest brothers

To all the members of my family "BEN SAHLA"

To all my dear friends for their moral support

Acknowledgement

Before all, I thank Allah for the accomplishment of this work

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My grateful thanks and appreciation go to all my teachers who taught me over the period of university years

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Abstract

This study aims to identify and analyze some linguistic factors that may affect the written paragraphs of second year students of English language at the Department at Mohamed Kheider University of Biskra. Achieving a satisfactory level in writing in English is the primary objective of both teachers and students. However, the majority of students are unable to reach this objective because they do not master the linguistic aspects like prepositions, punctuations, spelling, tenses, and so on. Thus, the overall purpose is to identify and analyze the common errors that our learners face when they start writing. For that reason, the descriptive method was used in this research. 30 students' compositions have been collected for an error analysis and 12 teachers were chosen to answer questionnaire in order to gather as many opinions and views to confirm the results obtained in our study. The results reveal that second year students of English have difficulties in mastering the writing skill which are mainly related to the negative interference of the mother tongue, the Intralingual errors, and the lack of practice in English. Obviously, the findings would guide us to suggest some pedagogical implications and recommendations that may help students to improve their level in writing.

List of Abbreviations

L1: First Language

L2: Second Language

EFL: English Foreign Language

ESL: English Second Language Learners

NS: Native Speakers

NL: Native Language

SL: Second Language

FLS: First Language System

SLS: Second Language System

TL: Target Language

SLC: Second Language Competence

SLL: Second Language Learners

CA: Contrastive Analysis

EA: Error Analysis

EAH: Error Analysis Hypothesis

LAD: Language Acquisition Device

UG: Universal Grammar

NNS: Non-Native Speakers

IL: Interlanguage

ECM: Error Correction Method

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General introduction

1. Statement of the problem

The actual problem that was observed among second year students of English language is how to master the linguistic features concerning the grammatical rules and the vocabulary knowledge of those rules. Different studies assert that poor performance in writing is due to students' lack of knowledge about how to arrange information to get a well structured form of paragraphs and essays as well, without any mistakes. Nunan (2000) stated that "it is an enormous challenge to produce a coherent, fluent, extent piece of writing in L2" (p.217). Having the ability to write effectively is not an easy task to master but it is an intricate and complex task. In the process of mastering English language, many mistakes are made by students. In addition, it is crucial for students to learn how to write compositions accurately and fluently, especially in their writing tasks and even examinations. In other words, writing plays a very important role for students to be successful in their studies

Since writing skill is the most complex and difficult skill to master, the majority of EFL learners face a lot of problems when they start to write paragraphs as well and most of those problems are concerning the inter-lingual and the intra-lingual interference especially interference of students' mother tongue which is one of the factors affecting their English language proficiency, and it is unavoidable. Corder (1974) stated that the level of interference in the learning of English language (L2) is correlated to the types and amount of mistakes made by these students. In addition of that, the linguistic dimension especially in grammar such as sentences errors, spelling, and punctuation and so on. That's why, writing is the most difficult skill for second language to master Richards and Renandya (2003: p.303). For that

reason, this work is going to investigate some of the linguistic problems that may hinder second year EFL student's writing achievements.

2. Significance of the Study

This research deals with the linguistic factors that may affect students of second year at the foreign languages Department of English at Biskra University. It is important to draw attention to such writing mechanics and their effects on students' writing production. In fact, students at that level are going to produce such kinds of pieces of writing which are followed by certain linguistic aspects like, using commas, periods, and forming sentences correctly. However, they do not master those aspects yet which may affect negatively their writing productions and the other hand, the negative inter-lingual and intra-lingual interference that are accounted as the major errors that affect students' pieces of writing. For that reason, this study will investigate such problems that hinder the writing ability of second year students of English and to suggest some tips in order to help them to produce good and correct pieces of writing.

3. Aim of the study

The aim of this research will focus on the following:

1-To investigate some linguistic factors which hinder the students' ability to write correctly.

2- To suggest some ways to help learners to produce a good and correct pieces of writing.

3- To translate the results and findings into pedagogical recommendations to second year students and teachers.

4. Research Questions

This work seeks an answer to the following research questions:

1-Are second year students of English aware enough of the effects of the linguistic factors on their written paragraphs?

2-What are the major linguistic factors that may affect second year students' paragraphs?

3- How can students improve their writing achievements?

5. Hypotheses

On the basis of the above research questions, we hypothesize that:

1-Second year students of English may enhance their written paragraphs through the mastery of certain linguistic aspects such as: punctuation, spelling, correct sentence structure, tenses.

2- Teachers may reduce students' errors by making them aware of the linguistic factors that may affect their written paragraphs.

6. Methodology

In this study, we are looking for a connection between the two variables which are: the linguistic factors in writing skill and the effectiveness of those factors on students' writing achievements. The method that will be adopted is the descriptive method which refers to the type of research questions, designs and data analyses that will be utilized in that work.

7. Population/Sample

The sample of this research was limited to the second year students of English and teachers of written expression at the Division of English studies in the Department of foreign languages- Biskra University. Because of the time limitation and the huge number of second year students, it is very hard to deal with all the population. For that, our study concerns a

limited number of participants; one group which consists of 40 students out of the full number of second year. Our research will deal with second year students of English because in that academic year, they are prepared to produce paragraphs where they will face certain linguistic problems in their writings which may hinder them to produce a good and correct pieces of writing.

8. Data Gathering Tools

This research will include two data collecting tools: an error analysis of the students' written paragraphs and a questionnaire to teachers of written expression. The analysis of students' paragraphs will focus on seeing their main recurrent errors while writing. Thanks to the teacher's help, students will write the paragraphs without knowing that their productions will be part of a research and that they will be studied and analyzed. In addition to the analysis, the research contains the teachers' questionnaire because these two tools will help the researcher a lot in her work, and will also facilitate gathering information. The questionnaire and the analysis of students' paragraphs are very important materials of data collection, and they are considered as being more suitable to this type of research that will contribute to the validity and reliability of the results. Besides, the questionnaires, in particular, will supply evidence about teachers' interpretations of the students' errors when they produce pieces of writings.

9. Structure of the Dissertation

This dissertation was divided into three chapters, two chapters devoted to the theoretical background of the study and one chapter for the field work, the analysis of the gathered data, and the recommendations and results. Beginning with the general introduction, statement of the problem, and the aim of the study, then, the research questions, hypotheses, methodology and data gathering tools. The first chapter was dealt with the main theoretical issues on

writing skill such as; history of writing, its definition, the writing process, the importance of writing, its relation to other skills and the linguistic aspects of writing. The second chapter was devoted to deal with the linguistic errors that may affect students' writing productions. It includes: writing in second language acquisition (L2), types of students' errors, error analysis in L2 acquisition, sources of students' errors in writing. The third chapter was dedicated to the field work and data analysis which is gathered from the tools used. Finally, we conclude our research by the general conclusion with some suggestions and recommendations were offered.

Chapter one

Issues on Writing Skill

Introduction

In teaching English as a foreign language, learners are subjected to master the four skills which are listening, speaking, reading, and writing. The latter is the most important skill that learners should master because to learn how to write correctly and effectively is the main objectives of both teachers and learners as well, especially at the university level. Students face great problems in completing their writing productions. Thus, this chapter intends to talk about the history of writing, its definition, the stages of its development, its approaches, its relationships with other skills, and the importance of writing in teaching and learning a foreign language.

1.1 History of Writing

The development of writing is relatively a recent phenomenon. It is primarily the progression of explaining and expressing languages by using symbols, letters, or other marks. Accordingly, Harmer (2007) stated that: " human activity of writing is a fairly recent development in the evolution of man and women… some of the earliest writing found so far dates from about 5,5000 years ago" (p.1).

In relation to Harmer's point of view, Yule (2010) asserted that "human beings started to write some 20,000 to 25,000 years ago" (p.212). Knowing too little about the earliest humans is because they did not write but rather they created images to communicate through art. Many of those forms and images they created closely looked as reality. Thus, early humans knew what words and thoughts are meant by, however; others were more abstract and naturalistic such as: hand prints; printings of animals and people in caves, or wavy lines.

Unfortunately, the reason behind those forms of writing abstract symbols is to express their thoughts and ideas.

Moreover, the different pictures of animals that early man printed were attempts at appearing his spirits after being hunted. However, the images of people represented people appearing in different physical positions as in ceremonial dance.

Gradually, the use of realistic images such as cave paintings of either people or animals developed into more complexes. For ancient cultures, they are labeled "pictographs, cuneiform, and hieroglyphs" and they are more abstract. Communication was through symbols, i.e., images became symbols in order to symbolize an idea in ways that the viewer could not understand without learning those symbols and how they read. For instance, ancient Egyptians were the most creators of those hieroglyphs. The symbol ☼ might come to represent the sun. "These pictograms later on developed to become "ideograms" which are considered to be part of a system of idea writing or "hieroglyphs"." (Ghodbane, 2010, p.23).

𐤍 is an Egyptian symbol or hieroglyph/ideogram which represents a house. In contrast, in Western writing systems, especially; of Native Americans, the pictures are called "petroglyphs" which they are written most of the time on the stone. The pictures began as representing what they were, pictographs, and eventually, certain pictures represented an idea or concept, ideographs, and finally to represent sounds**.**

head   foot   sun "day"   hand   woman
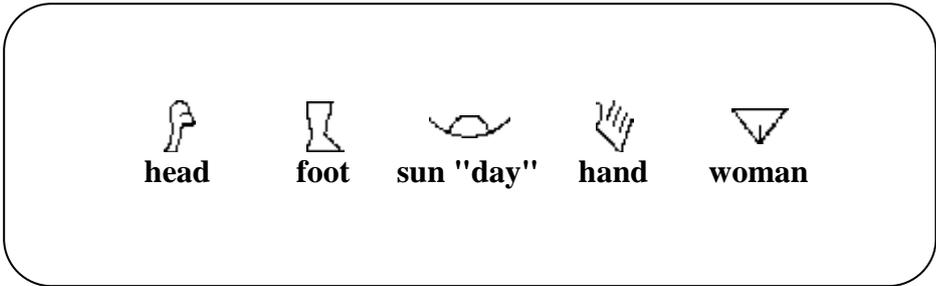
Names of different pictographs (Ryan, 2006).

Ultimately, the pictographs were revolved and impressed in clay with a wedge shaped to become Cuneiform. For instance, the pictograph ∇ which represents the woman became ⊧.

Many cultures such as Sumerians used logographic writing. Accordingly, Yule (2010) stated that:

> Because of the particular shapes used in Sumerian symbolism, these inscriptions are more generally described as cuneiform writing. The term cuneiform means wedge-shaped and the inscription used by the Sumerians were produced by pressing a wedge-shopped implement into soft clay tablets, resulting informs like ⊓(p.214).

Cultures and civilizations invented alphabets from other cultures, especially from Egyptians alphabets. For example, the Egyptians hieroglyphs ⊓ become the Phoenician; Lebanese culture. Over time, their alphabets spread into Northern Africa to become the writing system of the Arabs. Greece and Romans is modified letters into the alphabets which we use now and they are called "the Roman Alphabets" that they are totally different from the other writing systems, i.e. symbols represent sounds, not images or thoughts.

Little by little, the graphic symbols that represent language have developed through the syllabic writing to the alphabet. O'Grady et.al (1996) claimed that:

> The development of writing has been one of the humanity's greatest intellectual achievements. From pictograms and logograms, the graphic representation of language has developed through syllabic writing to the alphabets. This was achieved through the discovery that sounds of language can be associated with arbitrary graphic symbols.

Eventually, this was followed by another discovery that a fairly small number of symbols are sufficient to represent language in written form (p.620).

That means that, writing system started as pictograms, i.e. pictures writing which represent animals or people, then, it developed to an ideogram which means idea writing, then later on, these ideograms changed to logograms which means word writing. Sumerian system is the best example of writing system where it was focuses on word-based. This point of view was explained and supported by Belli (2003) who maintained that "the alphabet replaced pictographs between 1700 and 1500 B.C. in the Sinaitic word. The ink, invented by the Chinese philosopher Tien-Lcheu (2697 B.C.) which became common by the year 1200 B.C. in parallel with the invention of paper" (p.34).

1.2. Definition of Writing

It is known that students at the university level generally feel that they have to produce good pieces of writing in an academic way with a formal style. Oshima and Hogue (1999) claim that academic writing is the writing task that students are required to perform in college. Writing becomes more complex and complicated when it involves producing sentences in order to carry the messages in different languages. Researchers think that writing maybe just using or reproducing graphic symbols something that has been read or heard before in written form. Thus, Pincas (1992) stated that "Writing is a system of graphic symbols, i.e., letters or combination of letters which related to sounds we produce while speaking" (p.125). Moreover, writing can be defined more than the production of those symbols, just as forming a speech is more than the production of sounds. Those graphic symbols have to be organized well according to some principles to form word, words to form sentences and sentences to form paragraphs and essays as well.

For that reason, students should master the graphic symbols of language, its grammatical structures, and the appropriate mechanisms of writing in relation to the subject. To produce a good pieces of writing becomes more difficult and complicated when it includes producing meaningful portions in the language. Accordingly, Widdowson (2001) asserted that, "writing is to use of visual medium to manifest the graphlogical and grammatical system of the language. That is to say, writing in one sense, is the production of sentences as instances of usage" (p.62). On the other hand, learners face such problems when they start writing because it is the most difficult and complex skill to master.

Furthermore, learners may express and communicate their ideas, feeling, and different attitudes in the written form. Whenever they write, students should also take into account the writing tone which depends to a large extent on a given subject matter, i.e., student's style and manner of expression of ideas. Writing can be individual, a personal and social effort. Miller (2001) as cited in Richards & Renanya (2003, p.25) reported that " even though the writing production is an expression of one's individuality and personality, it is important to remember that writing is also a social endeavor, a way of communicating with people". In addition of that, students cannot achieve their writing ability without making coherence between words or sentences as well, which are organized in a correct form with a meaningful structure.

That's why; Bailey (2003) believed that "learners at schools *and universities* must master the academic writing which was needed in writing essays and paragraphs or other assignments for exams". Another definition was given by Harmer (2007) who stated that "writing is a process that is, the stage the writer goes through in order to produce something is its final form" (p.4). According to him, this process of writing has four main categories which are: planning, drafting, editing, and final draft. Richards & Schmidt (2002) also supported this idea where they claimed that "writing is viewed as a result of complex process of planning,

drafting, reviewing, and revising" (p.526). That is to say, the final product is the result of various actions. However, Hedge (2000) claimed that:

> Writing is the result of employing strategies to manage the composing process… it involves a number of activities: setting goals, generating information, selecting appropriate language, making draft, reading and reviewing it, then revising and editing. It is a complex process (p.302).

Because writing is a whole process which goes through certain steps, it is not limited to express thoughts via the graphic symbols of language. For that, Kate and Guy (2003) believed that "writing is a process of exploring ones' thoughts and learning from the act of writing itself from what thoughts are".

1.3.   Stages of Development in Writing

The importance of teaching writing to EFL students is that is a skill in which it has to be taught through academic and formal instructions. Rivers (1968) claimed that in order to learn how to express oneself comprehensively and clearly, learners need to go through five stages of development in writing which are: copying, reproducing, recombination and adaptation, guided writing, and composition (p.245).

1.3.1.   Copying

Copying is also called "transcription". It means putting down what L2 students of English have in their minds from the previous knowledge which are mostly learned inside the classroom.

According to Brookes and Grundy (1998), copying "is as much about using writing to support language learning as about teaching writing itself" (p.22). That is to say, copying is important

in modifying L2 learners with the foreign language script. This stage will be an effective in writing if teachers pay attention to some principles about copying, i.e.

> The work set for copying should consists of sections of work already learned orally and read with the teacher. As the student is copying, he should repeat to himself what he is writing. In this way, he deepens the impression of his mind of the sounds the symbols represent, and he has further repetition practice of basic dialogue or pattern sentences (Rivers, 1968, p.246).

1.3.2. Reproducing

Reproducing is the second stage of development in writing and it comes after copying stage. It is mainly related to the production of students' copies without any reference to the original copy. According to Rivers (1968) point of view about this stage:

> During the second, or reproduction stage, the student will attempt to write without originality. What he has learned orally and read in his textbook. This he will be able to do all the more successfully if he has been trained in habits of accuracy in the copy stage
>
> (p. 246).

That is to say, the students will repeat what they copied in the first stage, and reproduce pieces of writing without referring to the original copy, but orally and reading with the teacher before reproducing. In addition of that, training in accurate copy will be beneficial for EFL learners, and dictation activity is taking place in this stage of developing writing.

1.3.3. Recombination and Adaptation

The third stage of developing is called "recombination and adaptation". In this stage, EFL learners are provided training in an accurate construction of sentences, how much significant for an intelligible transmission of messages. That is to say, learners can replace noun with

pronouns, transform or return sentences in active and passive form, turning the direct speech into an indirect one and so forth. Moreover, they can add adjectives, adverbs, or conjunctions to sentences. For that reason, Rivers (1968) argued that recombination is relegated to later stage, till firm grounds are established in substitution, transformation, expansion, and contraction (p.248).

1.3.4. Guided Writing

The fourth stage of development in writing is called "Guided writing", where students in this stage are given a limited freedom in lexical and grammatical choices, i.e. changing some elements, but within their level. For instance, students can summarize or paraphrase any text. Here, in this point, they are considered neither controlled nor totally free, they are in between. In this case, Kroll (1990) stated that a good example of guided writing the production of a short text by answering direct and open-ended questions (p.250).

1.3.5. Composition

The last stage of development in writing is called "Composition". In this stage, learners have more freedom than they were in the previous stage, and their freedom consists in the selection of words and structures. That is to say, they will think and write more in the foreign languages. Thus, Heaton (1975, as cited in Bader, 2007) who stated that:

> The writing of a composition is a task which involves the students in manipulating words
>
> in grammatical correct sentences and in linking to those sentences to form a piece of
>
> continuous writing which successfully communicate the writer's thoughts and ideas on a
>
> certain topic (p.25).

This stage of development in writing focuses more on mastery the language form by the learners, concentrating on the coherent of their sentence, and their thoughts and ideas.

4. Approaches of Writing

Writing can be taught in different ways using various approaches. Stressing on different aspects of writing can be used on the product, on the process which writers go through, or in a particular genre.

4.1. The Product Approach

Nunan (1991) defines the product approach as '' a product oriented approach, as the title indicates focuses on the end result of the learning process, what is expected from the learner is to do as fluent and competent uses of the language'' (p.86). Writing coherent and relevant pieces is one of the main goals that the product approach focuses on in addition to make students more competent in the language. For that, students should know how well the language structures are used, and focusing on imitating their teachers' texts.

It became to be known as the product approach because it focuses on the end of the results of students' productions which are the final products. The product approach "encourages a focus formal text units or grammatical features of texts" (Hyland, 2003, p.3).

Moreover, another definition was supposed by Brookes and Grundy (1998) whom stated that "by product is meant the final result that has about it an air of finality". That is to say, the final product has involved certain aspects which are:

➢ Getting the grammar right,

➢ Having a range of vocabulary,

➢ Punctuating meaningfully,

➢ Using the conventions of lay out correctly,

➢ Spelling accurately,

➢ Using a range of vocabulary,

> ➤ Linking ideas and information to develop a topic, and

> ➤ Developing and organizing the content clearly and convincingly (Hedge, 2000, p.8).

Furthermore, the product approach also focuses more on the model-based approach, i.e. teachers taught their students by providing them with model types' texts which considered as the main elements in the product approach. Thus, Pincas (1984) also summarized the writing stages. The first one is getting students' attention towards the main elements making the model and manipulating the most important ideas, and the second stage is to ask them making a connection between sentences based on the model itself.

However, this model-based approach was criticized because it gives no chance for students' creation i.e. any adding or removing sentences, and it does not give importance to writing steps which concerns as the most important elements in writing. In addition of that, this approach has been criticized specially in the concept of imitation. Here, the teachers in product approach escape from the learner's writing problems. Besides, it encourage writer to imitate the form as Hyland (2003) said, and ignore the content; therefore, the learners' abilities are decreased and learners are not encourage to write with their own style.

4.2. The Process Approach

Writers do not rely on the lack or inspiration to produce effective pieces of writing, instead good writers plan what they want to say, write a rough draft, revise that draft, edit their work, and proof read the final copy. In short, they follow what is commonly called "the writing process".

Leki (1991) defined the writing process as "the wandering path learners use to get the final product" (p.10). Another definition was given by Zamel (1982) who believes that "writing is a process through which students can explore their thoughts" (p.147), where meaning is created. That is to say, EFL writers begin to write in the process without knowing what they are going

to write, and their productions go through certain steps; they firstly generate ideas and thoughts, pre-write or plan them, organize, proof read, and the last thing edit them in a final product. Coming to the final product is not an easy as following a model, but the process activity takes too much time as the learners add and remove word. For that, the aim of the process approach is to encourage self-discovery and authorial, that means that; to make L2 learners write about topics that are interested in and important for them.

Moreover, this approach focuses on planning writing which is to pass through stages in the writing activity, i.e. students in the process gain feedback after each of the drafts they write, and this feedback maybe gains from their peers, small groups or even from teachers. In addition of that, writing process concentrate on writing as a recursive process in which writers have the opportunity to plan, edit, and revise their works. Writing in process approach is seeing as free-dominantly to do with linguistic skill such as, planning, drafting and there is much less emphasis on the linguistic knowledge such as, knowledge about grammar, vocabulary and texts' structure. That's why, Harmer (2001) stated that "a process approach aims to get to the heart of the various skills that should be employed when writing" (p.257).

4.2.1. The Steps of Writing Process

4.2.1.1. Planning (Pre-Writing)

The planning stage of the writing process includes everything the students do before they actually start to write. It includes:

- ➢ Analyze the task,
- ➢ Choose a subject,
- ➢ Focus on the topic,
- ➢ Generate ideas,
- ➢ Determine purpose,

➢ Formulate thesis,

➢ Analyze audience, and

➢ Make an outline.

4.2.1.2. Writing a Draft

Before beginning to write, learners should ask themselves, are we ready to write? If they are comfortable with their planning steps, the answer will be "yes". If, however they feel uneasy, they should review the steps in the planning stage, gather more information, making a thesis, re-think their purpose and re-find their outline. Starting writing a draft includes three steps which are:

- Choosing a title,

- Writing a body paragraphs, and

- Writing an introduction and conclusion.

4.2.1.3. Revising a Draft

Revising is the first review of the paragraph or/and the essay which the writer is re-reading, shifting ideas, checking the coherence of that paragraph or/and the essay, and so forth. Effective writing is the result of thoughtful revision when L2 students finish writing their draft; they take a rest and let their draft for few hours before returning it, then try to be honest when revising. Here, the focus is on the large issues of thesis, purpose, content, organization and paragraph structure that affect the learners' entire composition. Revising the draft means that;

❖ Revising the content and the organization,

❖ Revising sentences and diction, and finally

❖ Revising with others.

4.2.1.4. Editing

Editing stage is an indirect way in which EFL learners try to check their spelling, grammar, and punctuation. "They have to consider that those latter permits to communicate thoughts, that useful writing are error-free, and that even for writers, writing necessitates editing" (Johnson, 2008). Editing a piece of writing includes:

❖ Editing for grammar, punctuation, and mechanics,

❖ Preparing the final draft (in MLA or APA style), and

❖ Proof reading the final copy.

Hence, process approach to the teaching of writing claim, for the priority of the stages which writers go through in relation to the final product. However, this approach requires teacher to be researcher; it needs too much time, not just two or three sessions pair-week. According to Hedge (2000), the draft stage takes much time than required, which is if students [especially L2 students] are in examinations, much of the time required to the exam will consume in the drafting stage". In addition of that, Harmer (2001) stated that "draft stage is time consuming especially for large classes. It would be impossible for each student to have the opportunity to be followed by the teacher" (p.258).

4.3. Differences between the Product Approach and the Process Approach

The Product Approach	The Process Approach
This a traditional approach, in which students focuses on the study of model texts. Accuracy is given priority and conversations are taken from the model. The following stages have been identified: ➢ Model texts are read, and then features of the genre are highlighted… students focus on where and how the writer employs these techniques. ➢ This consists of controlled practice of the highlight features.	This is the new trend teaching writing, in which priority is given to fluency. It is mainly based on the identification of the steps a writer goes through in his act of writing. He/she should be aware of them, so that he/she can gain control on them. These steps are: ➢ Generating ideas by brainstorming and discussion. Students could be discussing qualities needed to do certain job, or given reasons as to why

➤ Organization of ideas. This stage is very important. Those who favor this approach believe that the organization of ideas is more important than the ideas themselves and as important as the control of language. ➤ The end result of the learning process. Students choose from a choice of comparable writing tasks. Individually, they use the skills structures and vocabulary they have been taught to produce the product, to show what they can do as competent users of the language.	people take drugs and gambling. The teacher remains in the background during this phase; only providing language support if required, so as not inhibiting students in the production of ideas. ➤ Students extend ideas into not form, and judge quality and usefulness of ideas. ➤ Students organize ideas into concepts Maps. This stage helps to make the relationship of ideas more immediately obvious, which helps the students with their texts. ➤ Students write the first draft. This is done in class and frequently in pairs or groups. ➤ Drafts are exchanged, so that students become the readers of each others' work. By responding as readers, students develop an awareness of the fact that a writer is producing something to be read by someone else and thus can improve their own drafts. ➤ Drafts are returned and improvements are made based upon peer feedback. ➤ A final draft is written. ➤ Students once again, exchange and read each others' work and perhaps even write a response or reply.

Table01: Differences between the Product and the Process Approach. (cited in, Nemouchi, 2009, p.81).

4.4 The Genre Approach

The genre is defined in the Oxford Dictionary (1991) as "a style or kind", which means, each text conveys a purpose. For example, as Harmer's view, newspapers have their genre (2001), telephone, dialogue and informal conversations hold other genre, too (Hedge, 2000, p.320).

Moreover, Swales (1990) also defines genre approach as the following:

A genre comprises a class of communicative events, the members of which share some

set of communicative purpose. There are recognized by the expert genre. This rational

shapes the schematic structure of the discourse and influence and constraints choice of

content and style (p.85).

The genre based approach can be regarded as an extension of product approach. Like

product approach, genre approach regard writing as pre-dominantly linguistic but unlike

product approach, it emphasis that writing varies with the social context in which it is

produced. In fact, there is a range of kinds of writing such as, sales letters, research articles,

law reports, and letters of apology, recipes, and so forth. This approach is especially

appropriate for students of English for specific purposes i.e. "English for Academic Purposes

Approach", or "English for Specific Purposes".

According to Cope and Kalanties (1993, p. 11), the genre based approach consists of three

phases which are:

4.4.1 Modeling

In this stage, L2 learners are exposed to examples of the genre they have to produce. The

teacher has a strong directional input at the beginning and explicitly scaffolds students writing

structures to recognize the purpose of the text, the intended audience and the stages of the

text. The model is well analyzed.

4.4.2 Construction

The teacher and students engage in the construction of new text explicitly about the

purpose, audience and the language choices. To do this, the teacher and students draw on

previous knowledge about text gained from reading and writing, and from knowledge gained

from the model text. EFL Learners can also carry out exercises which manipulate relevant language forms.

4.4.3 Individual Construction

L2 students use their knowledge stages in the text, language features, the purpose and the intending audience to write their own production. In this approach, learning can take place in a social situation and reflect a particular purpose. It can happen consciously through imitation and analysis which facilitate explicit instruction.

Proponents of this approach believe that it is successful in allowing student understanding that different texts require different structures and that the introduction of authentic texts enhances students' involvement and brings relevance to the writing process.

To become competent writers, students need to acquire discourse knowledge about the different purposes and forms of writing as well as knowledge about the topics (Messaibi, 2014).

One of the negative sides of the genre approach is that students may not have enough knowledge of appropriate language or vocabulary to express what they intend to communicate to a specific audience. Another weakness as Badger and White (2000) point out is that the genre approach undervalues the writing skills which learners need to produce a written product and ignore the writing abilities that learners have in other classes, i.e. learners are largely passive.

4.5. Differences between the Process and Genre Approach

Process Approach	Genre Approach
Writing is thinking process concerned with	Writing is a social activity concerned with the

the act of writing.	final product.
❖ Emphasis on creative writer,	❖ Emphasis on reader expectations and product,
❖ Skills in using language,	❖ Knowledge about language,
❖ How to produce and link ideas,	❖ Knowledge of the context in which writing happens,
❖ Makes processes of writing transparent,	❖ How to express social purposes effectively,
❖ Provides basic for teaching,	❖ Makes textual conversations transparent,
❖ Assumes L1 and L2 writing similar,	❖ Contextualizes writing for audience and purposes,
❖ Overlooks L2 language difficulties,	❖ Requires rhetorical understanding of texts,
❖ Insufficient attention to product,	❖ Can lead to over attention to written skills needed to texts.
❖ Assumes all writing uses the same processes.	

Table 02: differences between the Process and Genre Approaches. (Nemouchi, 2009, p.95).

5. Writing and other Skills' Relationships

5.1. Differences between Writing and Speaking

Even though writing and speaking skills are the two productive skills, they are totally different in certain aspects. O'Grady et al. (1996) argued that:

> Speaking and writing are different in both origin and practice. Spoken language is
> required without specific formal instruction. Whereas, writing must be taught and learnt
> through deliberate effort… there are many people who are unable to write. While spoken
> language comes naturally to human beings, writing does not (p.591).

Here, the author claim that even though the speaking and writing skills are tow productive skills, but in fact, they are different because through speaking, learners do not oblige to follow certain instruction, it is informal, however, writing has its rules to be learnt.

In this case, Raimes (1994) agreed with the same idea with O'Grady et al., he argued that people learn to speak the first language (L1) without any instruction, while other are taught how to write in their L1. Thus, the differences between the two productive skills summarized in the following table:

Speakers	Writers
- Can refers to people, objects, and so on in the shared environment by pointing with gestures or by using pointing words, - Can check whether they are being understood by looking at the speaker's expression, by asking, or by being directly prompted, - In conversations (including telephone conversations), speakers are encouraged by listener's makers, such as," mm", and in live conversations and gestures, - Can backtrack and fill in the information that may have been omitted precise sequence is not a prerequisite effective communication.	- Do not share an immediate environment with their readers and have to make explicit references to people and objects, - Have no means of knowing once the text is finished whether the readers will understand the message they need to anticipate potential misunderstanding and appropriate levels of shared knowledge, - Have to find ways of motivating themselves to continue creating a text, - Have to plan in order to achieve both a sequence and a selection that will lead to effective communication.

Table 03: Differences between writing and speaking. (Harris, 1993, cited in Ghodbane, 2010, p.39).

Other difference between speaking and writing skills were suggested by Hyland (2003, p.50) which are summarized in the following table:

Speech	Writing
- More hesitations, interruptions, and self-corrections, - No spelling and punctuation conventions, - Relies on gestures and paralanguage, - Concrete, fragmented, informal and context dependent, - Characterized by turn-taking.	- More subordination and passives, - Longer sentences, - More explicit coding of logical relations, - Less model modification, - Structurally elaborate, complex, abstract and formal, - Characterized by monologue.

Table 04: Differences between Speech and Writing. (cited in, Hyland, 2003, p.50).

In short, even though writing and speaking are different skills in certain points, but in fact, they are two tools of learning a language, especially, communication which they are also arbitrary systems. However, speaking is not the only skill which has a relation with writing, but there is the reading skill which EFL learners can benefit from that relationship.

5.2. The Relationship between Writing and Reading

Writing and reading skills are two different skills since writing is a productive, however; reading is a receptive skill, but they are in fact interrelated systems because they have the same goals towards language learning. Hyland (2003) argued that "writing together with reading, is a central aspect of literacy" (p.53). That is to say, in order to be literate person, it should be both, to be able to read and to be able to write, too. Accordingly, Eisterhold (1997) stated that " reading in the writing classroom is understood as the appropriate input for acquisition of writing skills, because it is generally assumed that reading progress will somehow function as primary models from which writing skill can be learnt or at least be

inferred" (p.202). That means that, the importance and the appropriate reading is more related to the acquisition of writing skill which means that writing is an encoding of messages which translating thoughts and ideas into language, and reading is a decoding of the messages that interpret it. In this case, Eisterhold (1997) listed three points in this term which are:

➢ There are correlations between reading achievement and writing abilities i.e. better writers tends to be better readers.

➢ There are correlations between writing quality and reading experience as reported through questionnaires i.e. better writers read more than poor writers.

➢ There are correlations between reading ability and measures of syntactic complexity of writing i.e. better readers tends to produce more syntactically natural writing than poor readers.

Furthermore, (Redenichetal, 1998; Charge & Taylor, 1997, as cited in Sadek, 2007, p.210) claimed that there are three interrelated hypothesis of reading and writing relationship. The first hypothesis is "the directional hypothesis" which means that the connection between reading and writing is directional i.e. reading influence writing, and the second hypothesis is the non-directional hypothesis, that means that, "reading and writing are said to derive from a single underlying proficiency i.e. the common link being that of the cognitive process of constructing meaning" (Ghodbane, 2010, p.45). Another claim proposed by Harris (1993) who suggested five relationships between reading and writing, and he related it more to the teacher rather than learners. They are:

➢ Reading and writing are personal and social activities that are used in order to communicate. Writers need to response re they write; readers need to respond to what they read and get responses to their analysis of the text.

- Reading and writing are reciprocal. Writers can learn much about writing by reading; readers can learn much about reading by writing.

- Reading and writing are interdependent. Readers cannot read if writers do not write. Likewise, writers cannot write if readers do not read.

- Reading and writing are parallel. Both have purposes depend on background knowledge, and focus on the construction of meaning.

- Reading and writing help discover the world around us. As writers write, they need to read. And as readers read, they often need to write (pp. 81-86).

Manzo and Manzo (1995, p.113) also describe the relationships between writing and reading as an interrelated skills, and they describe it as "Two-way relationship between reading writing", and they are presented in the following table:

Reading to write	Writing to read
• Reading increases the knowledge individuals have to write about, • Reading instills knowledge of linguistic pattern and form, • Reading builds vocabulary and familiarity with writer craft.	• Understanding of subjects, making subsequent reading easier, • Writing helps one to read like a writer, hence, speaking insights into writer mechanism and enhancing comprehension, • Revision in writing or making changes at various point in the process, involves many of the same high order thinking strategies involves in critical reading.

Table 05: Reading and Writing Connection. (cited in, Manzo and Manzo, 1995, p.113)

In this case, teachers should place students into the writers' roles and encourage them to read more in order to help them to write better and in different styles (Genre, Process, Product) and at any topics they want to write about.

6. The importance of writing

In learning second or foreign languages, EFL/L2 students should learn how to write those languages because "writing provides an importance mean to personal self-expression" (Mc Arthur, et al., 2008, p.1). Moreover, writing expresses the social relationships through the individual's creation in his/her writing style. According to Hyland (2003) "writing is one of the main ways that we create a coherent social reality through engaging with others" (p.69). In addition to that, in learning how to write, students can give and create different styles and they feel relaxed and secure in writing better than those who find difficulties in learning the oral skill. Furthermore, writing is used in formal and informal testing, but oral is not. For example, oral capacities cannot be tested because of the huge number of students in addition to time allocated, however; writing can do so.

In education, the ultimate objective of learning the foreign languages is learning how to write for most students, to be able to participate many aspects of language society. The value behind that is being able to write effectively, in particular, it is not only considered as a system of communication, but also as an essential tool for learning languages.

Conclusion

To sum up, and through its history, writing is one of the most important and effective skills, and it is a recent one which developed from pictographs to the alphabet. From different perspectives, it is defined in different aspects. Moreover, it is the most difficult and complex skill to master from its nature even for the natives. Even though its complexity and difficulty,

but it is the most important and effective skill compared with the other skills by using different styles in writing such as, process, product, and genre approaches. What is important here, its relationship with the other skills, especially with reading, that's why, it cannot be taught alone. However, students at the university level, especially, second year students of English at Biskra University face a great difficulty to produce correct pieces of writing because of such factors affecting their productions. For that reason that factors particularly the linguistic one that affect negatively students' paragraphs achievement will be investigated in the next chapter.

Chapter Two

Linguistic Errors in Written Productions

Introduction

Having the ability to convey messages in writing effectively is not an easy task to master. In fact, it is a complex task. In the process of mastering foreign languages, many errors or mistakes are made by students. Moreover, it is crucial for L2 learners to learn how to write compositions fluently and accurately. However, most learners assert that the complexity is more significant in writing because of the large number of errors they make. Most of students are unable to use the foreign language forms and structures appropriately. This is may be due to such teaching-learning problems including interlingual and intralingual errors. Thus, this chapter intends to talk about writing in L2 acquisition, different theories on second language learners' errors, attitudes towards errors, sources of those errors in writing, and error analysis and error correction.

1. Writing in L2 acquisition

There are differences between English writings by native speakers (NS) and English writings by second language learners (ESL). For instance, second language learners have more than one language they write compared with NS. For that reason, they have a lot of problems when writing. ESL learners tend to change their language structure or meaning interactively because of some confusion in these aspects. Here, the analysis and the classification of the cause of confusion help more learners to have clear ideas of their problems and to be able to produce correct pieces of writing.

In the past, the focus in second language writing has been mainly on the similarities between L1 and L2 writing processes despite the differences between them. This point of view supported by Wang and Wen (2002) who states that:

> One important difference between L1 and L2 writing processes is that L2 writers have more than one language at their disposal. They may use both L1 and L2 for cognitive operations when they are composing in the L2. This difference has received limited attention from second language acquisition researchers. Resulting in little understanding of the unique features of L2 writing and a lack of a coherent, comprehensive L2 writing theory (p.225).

Here, and because of the differences between L1 and L2 writing processes, they receive insufficient attention which leads to the misunderstanding of the L2 writing aspects and hence, decreasing the writing skill of second language writers. One characteristic of L2 writing is ,the L2 writers either they are skilled or not, switched back between their native language and L2 in order to work through certain problem that they are worried with while composing in the second language.

Some studies have reported that second language writers use their L1 to plan their writing productions for next generation (Jones & Tetroe, 1982), and then transfer their first language knowledge to L2 writing context and develop ideas and produce text content and organization (Lay, 1982). To sum up, these studies show that L2 writers always make use of their native language first, while composing in the L2 before translating it to L2. Thus, this shows that L1 influence L2 writers in their process of writing in L2 and the influences can be positive or negative. Another study was done by Hyland (2007) on ESL writing program that emphasized on the learners' own socio-cultural context as essay topics to develop Hong Kong primary students' motivation and engagement in writing, found that learners used more expressions in the essays which were direct and inappropriate translations from Chinese to English. This

study shows that students asked for direct translations of sentence or phrase from Chinese to English while writing (Darus, 2009).

Furthermore, L2 writing process is focused more on the errors in language learners' performance which became an interesting topic among teachers, linguists and syllabus designers. The linguists particularly are mainly finding the reasonable explanations for occurrence of errors and their implication towards the learning and teaching of a language. In this case, Brown (1980) argues that making errors in learning L2 is unavoidable.

2. Theories on Errors of L2 Learners

We are going to deal with the main linguistic theories on errors concerning the L2 students. They are as follow;

2.1. Contrastive Analysis

Contrastive analysis is the study of a pain of languages with identifying their differences and similarities. It was used in the 1960s and early 1970s as a method of explaining the difficulties of acquiring TL than the other languages. The American linguist C.C. Faries initiated the study of Contrastive Analysis or what he called "Contrastive Linguistic" in 1945s. This assumption was taken up later by Robert Lado in his work "*Linguistic across Cultures*" (1957) in which the theoretical foundation of CA was laid down. In the 1950s, the American linguist Robert Lado started to study errors systematically and developed theories about errors such as "Contrastive Analysis". CA claimed that the most important barrier to SLA is the interference of the First Language System (FLS) with the Second Language System (SLS) and that a scientific, structural comparison of the two languages would enable to predict and describe which problems are occur and which are not occur.

According to the Behaviorist theory, learning the language was a question of habit formation, where it could be reinforced. In addition, they stated that language learning was to change the old habits and to build new ones. In this case, errors occur when learners could not respond correctly to a particular stimulus in the Second Language. Since an error may serve as a negative stimulus which reinforces "bad habits" which is not be allowed to occur, hence learners should place more emphasis on mechanical pattern drills and attempted to correct any errors whenever there were. Thus, the difficulty in mastering certain forms and structures in the Target Language depends on the differences between the learners' Native Language and the language that they were trying to learn.

According to Wardhaugh (1970), Contrastive Analysis hypothesis can exist in two versions:

1- "The strong version claims that the difficulties of the learner can be predicted by a systematic contrastive analysis and teaching materials can be then derived to meet those difficulties, and

2- A weak version claims that no more than an explanatory role for contrastive linguistics: when difficulties are evident from the errors made by the learners "(Khansir, 2012, p.2).

Furthermore, CA claims that the similarities and differences between various languages was enough to deal with the problem of teaching these languages. In this case, Lado (1957) maintains that for the students whose TL is second or foreign language, those elements of the TL that are similar to their NL will be simple for them and those elements that are different will be difficult. For that reason, CA puts much important on investigating the learners' errors in SLA, in which two languages were systematically compared.

Besides, interference of the mother tongue is one of the most reasons for learners' errors. This type of errors is described as the negative and positive transfer between the TL and the

NL. The negative transfer occurs when the structures of the learners' native language and the target language are different, however; the positive transfer means that the forms of the NL and the TL are similar. For that, Ferguson (1965) pointed out that one of the major problems in the learning of a second language is the interference caused by the different structures of learners' NL and of a L2.

Contrastive Analysis was criticized by the supporters of Error Analysis who thought that CA focuses more on the differences between L1 and L2 and ignore the factors which may affect the second language learners' performance such as, their learning and communication strategies, training-procedures, overgeneralization, and so forth. That's why; CA could not be continued by empirical evidence because many errors predicted by CA were inexplicable not observed in learners' language. In addition, some errors made by students irrespective of their NL, and then could not predict learning difficulties. Fasiak (1981) mentioned that the value and the importance of CA lie in its abilities to indicate potential areas of interference and errors (p.7). For instance, not all errors as a result of interference, but there are other extra factors as psychological and pedagogical ones. These weaknesses were the strong arguments of EA which came as an alternative to CA.

2.2. Error Analysis: What is it?

Error Analysis (EA) is one of the major and the most important topics in the field of Second Language Acquisition research. It is also a branch of applied linguistics. EA was established in the 1960s by Stephen Pit Corder who was the first to support the importance of studying errors in students writing and it was also an alternative to the Contrastive Analysis (CA). Brown (1980), in his work titled "*Principle of language learning & teaching",* defines EA as "a process of observing, analyzing, and classifying the deviations of the rules of Second Language and then to reveal the systems operated by a learner". In this point, Crystal

(as cited in Hasyim, 2002, p.43) proposes that EA is a technique for identifying such errors, classifying them, and systematically interpreting the inappropriate forms and structures which produced by learners whom learning a Second or Foreign language. That is to say, (EA) examines the L2 learners' errors. Another definition was given by Richards and Schmidt (2002) whom also state that EA is "the study and analysis of the errors made by second language learners" (p.184).In studying the second and the foreign languages, Error Analysis (EA) is a preferred tool and it is a type of linguistic studies that emphasizes more on the learners' errors. In this case, Corder (1967) argues that what has come to be known as Error Analysis has to do with the investigation of the language of second learners.

Some studies show that EA has a composition between the error of the TL itself and the error that made in TL and those errors are "important in and of themselves" (Corder, 1967, p.27). That is to say, errors for learners themselves are essential since the making of errors is a device student uses in order to learn. According to Hasyim (2002), error analysis may be carried out in order to:

- Find out how well someone knows a language,

- Find out how a learner learns a language, and

- Obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials (p.43).

In his article "The Significance of Learners' Errors", Corder (1974, citer in Richards, 1984) focuses more on the importance of studying L2 learners' errors:

The study of error is part of the investigation of the process of language learning. It

provides us with a picture of the linguistic development of a learner and may give us

indications as to the learning process… Remedial exercises could be designed and focus

more attention on the trouble spots. It is the learner who determines what the input is. The

teacher can present a linguistic form, but this is not necessarily the input, but simply what

is available to be learned (Corder, 1974, p.125).

That is to say, the analysis of L2 students' errors could help both teacher and learner to identify the linguistic difficulties which needed at a particular stage of language learning.

Furthermore, many studies support the Corder's view. For instance, Kwok (1998) affirms that progression or language system is the most important information in learners' language errors. That is to say, error correction happens whenever there is an understanding of how and why errors occurs, hence; EA is studying the errors in order to see what processes gave increase to them.

It is known that EA is not just useful to teachers, textbook writers and syllabus designers to know the students progression, but it is also beneficial to researchers and to the learner as well. That means that, researchers can know what kind of strategies SLL use in order to learn and what kind of errors learners make and why they make it. Mungungn (2010) states that When a learner has made an error, the most efficient way to teach him/her the correct forms is not by simply giving it to a learner, but by letting the individual discover the error and test different hypotheses (p.30).

That is to say, the second language learners must find the correct linguistic form by searching for it in order to improve the language competence of them.

Some linguists and researchers criticize the EAH and they think that it makes no grant for "avoidance phenomena", i.e. the learner avoids what is mainly difficult. Another weakness suggests by Ellis (2008) who mentions that it is has "weaknesses in methodological procedures, theoretical problems, and limitations in scope" (p.33).

Moreover, the study of EA fails in such points. Firstly, in order to determine whether there is an error or not in probably not an easy task, and if so, what exactly forms it. Secondly, to classify certain errors is not in one way, but there is more than one. Thirdly, in order to identify the causes of errors is not easy though it is difficult. Another criticism is that EAH focuses only on the incorrect output of the Second Language Learners (SLL) and ignore the correct output of them.

2.2.1. Differences between Error Analysis and Contrastive Analysis

There is a difference between error analysis and contrastive analysis in learning L2. It is presented in the following table.

Contrastive Analysis (CA)	Error Analysis (EA)
➢ It begins with a composition of two languages' systems and predicts only the areas of difficulty for the second language learners.	➢ It begins with errors in second language learners and studies then in the boarder framework of their sources and significance.
➢ Contrastive Analysis studies only the inter-lingual errors which is called "Interference".	➢ Error Analysis studies both the intra-lingual errors besides the inter-lingual errors.
➢ CA studies the differences and the similarities of different languages (NL and SL).	➢ EA focuses more on examine the SLLs' errors by identifying, classifying and then interpreting it.

Table 06: Difference between EA and CA Hypotheses. (cited in Khensir 2012, p. 1029).

2.3. The Interlanguage Theory

The term "Interlanguage" is suggested by the linguist L. Selinker in 1972s. It is adopted from the "Intralingual" and it refers to the separation of a second language learners' system that has a structurally intermediate status between the NL and the TL of learners.

Learners build up a system for themselves which is totally different in some ways from their mother tongue and from also their second language system. This later is called "the Interlanguage". According to Adjemian (1976), interlanguage has of a set of linguistic rules which can generate new utterances. He also argues about the structure of interlanguages which can be derived from grammatical theory and like natural language, interlanguage can be idealized to make them forbidden to linguistic analysis. He also adds the Universal Generations that hold the primary languages also hold for interlanguages.

Moreover, Ellis (1990) asserts that interlanguage theory can provide an explanation for how both children and adults acquire a second language. According to Selinker (1972), there are three processes and three strategies are at work in the interlanguage system:

- *Language Transfer Process:* some rules of the interlanguage may be transferred from learners' L1.

- *Transfer of Training Process:* some elements of the interlanguage may result from the specific features of the training process in the input made by the textbook or the teacher.

- *L2 Overgeneralization Process:* some elements of the interlanguage may be the product of the overgeneralization of the rules and features of the L2.

- *Strategies of Second Language Learning:* some elements of the interlanguage may result from a specific approach to the material to be learned.

- *Strategies of Second Language Communication:* learners adopt these strategies when they have such problems in expressing their thoughts given the limited L2 knowledge, specific ways people learn to communicate with NS of the TL.

- *Strategies of Simplification:* way in which learners can specify forms or structures in order to learn it easily, such as: "he speaks very *good* and I understand him" instead of "well".

Furthermore, the source of interlanguage is not limited to L1 and L2, but it is responsible for the outcome. Thus, the interlanguage system is similar to Universal Grammar (UG) and the Language Acquisition Device (LAD) which is proposed by N. Chomsky in 1986s. In addition of that, Selinker (1972) argues that the evidence of the interlanguage theory can be found in what he calls "Fossilization", i.e. in morphological, phonological, and syntactic features in the speech of L2 speakers that are different from the TL rules. It is also described as features which "Though absent from the speech of learners under normal conditions, tend to reappear in their performances when they are forced to deal with difficult material, when either anxious or in an extremely relaxed state" (p. 215).

The term "Fossilization" is defined by Brown (1980) as a "relatively permanent incorporation of incorrect linguistic forms into a person's Second Language Competence [SLC]" (p. 181). That is to say, SLL continue committing certain errors, no matter how much input they receive, and their interlanguage does not develop anymore but it has fossilized.

Selinker in his paper titled "Interlanguage" (cited in Richards, 1974) claims that fossilization is a rather a psychological phenomena since

> Many of these [fossilized] phenomena reappear in IL performance when the learners'
>
> attention is focused upon new and difficult intellectual subject matter or when he is in

state of anxiety or other excitement, and strangely enough, sometimes when he is in a

state of extreme relaxation (p. 36).

In addition of that, he describe how fossilization occurs,

> Fossilization happens when the learner has satisfied the need for communication and/or
>
> integration in the TL community, but this is a complicated area and the reasons for
>
> fossilization are very different to determine with any certainty (Lightbown, 2000,
>
> p.179).

That is to say, the reason for fossilization to happen resides in second language learners who

have achieved a level of competence that ensures communicative success.

Moreover, Nemser (1969) introduced the term "*Approximate System*" in order to describe

the language learners system. He argues that the language of the L2 learners is like a self-

contained language with a systematic grammar. Like Corder (1967), he claims that the

learners' interlanguage develops through successive stages of acquisition during the process

of learning.

The first weaknesses of IL is supported by Jie (2008) who criticizes interlanguage theory

in which he thinks that the IL concentrates more only on morpho-syntactic development and

ignore the semantic development, i.e. IL is mostly limited to the scope of morpheme and

syntax. The second weaknesses are that IL theory fails in defining the concept clearly.

3. Attitudes towards Errors

Both, teachers and students have different attitudes towards making errors, it is explained

as follow.

3.1. Teachers' Attitudes towards Errors

Generally, teachers are scared when their students make errors during writing. They think that their learners may repeat mistakes and consequently, they make sure that their saying is correct. This belief is mainly related to behaviorist theory on learning by repeating. They believe that language is learnt by repeating correct forms until they become natural. Nowadays, this way of learning languages is not beneficial but it is a system of rules that learner has to acquire. That's why; making errors in learning language is natural. In this point, Doff (1993) argues that learners apply certain rules from their L1 system and then, they apply rules which they have internalized, however; they are in such ways intermediate between L1 and L2. This attitude is helpful for teachers because these kinds of errors can make them know how far the development of learner is and what remains for him to learn.

3.2. Students' Attitudes towards Errors

Either teachers or students have different attitudes towards errors and correcting these errors. Some teachers try to prevent their students from making errors by constant correction which they believe would help students recognize their errors and not repeat them. In this point, some students want their errors to be corrected by their teachers. Leki (1991) finds that 100% of these students wanted all their written errors corrected.

4. Sources of Students' Errors in Writing

Many linguistics theories introduced a lot of sources of second language learners' errors which they thought that causes of the interlingual and the intralingual errors.

4.1. Interlingual Errors

Interlanguage errors are types of errors which error analysts typically try to study. It is a kind of errors which is related to the Native Language (NL), i.e. there are interlanguage errors

when the learners' NL habits (system or rules) interfere or prevent them, to some degree, from acquiring the pattern and rules of the second language (Corder, 1971).

Moreover, the interlanguage error mainly refers to the separateness of a second language learners system that has a structurally intermediate status between the native languages (NL) and the target language learners (TL). In this point, many terms have been coined in order to describe the perspectives of the validity of learner's second language system. For instance, Corder (1971) uses the term "Idiosyncratic Dialect" or "Language Learners' Language" which those terms share the concept that second language learners are forming their own self-contained independent linguistic system.

Interlanguage also includes interference (Negative Transfer) which means "the negative influence of the mother tongue language on the performance of the target language learner" (Lado, 1964).

4.2. Intralingual Errors

They are errors which are due to the language being learned, independent of the native language. In this case, Richards (1971) believed that those errors seemed as items produced by the learner which reflect not only the structure of mother tongue, but generalization based on partial exposure to the target language. That is to say, the learner tries to "derive the rules behind the data to which he/she has been exposed, and may develop hypothesis that correspond neither to the mother tongue nor to the target language" (Richards, 1971, p. 6).

Moreover, in 1974, Selinker (cited in Richards, 1964, p.37) suggested five sources of students' errors which are:

- ❖ Language Transfer,
- ❖ Transfer of Training,

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❖ Strategies of Second Language Learning,

❖ Strategies of Second Language Communication, and

❖ Overgeneralization of TL Linguistic Materials.

However, Corder (1974) claims that there are three major sources of errors, "language transfer", "overgeneralization or analogy errors" and "teaching-induced errors" which is a method used in the teaching second languages. In addition of that, Richards (1971-1974) proposes five types of interlingual errors.

4.2.1. Richards' types of Intralingual errors (1971-1974)

4.2.1.1.Overgeneralization

Overgeneralization error is also called "the analogy errors" which refers to the incomplete knowledge about the Target Language (TL). That is to say, here, the learner tries to create a deviant structures based on his knowledge of other structures in the TL (Richards, 1974, p. 174). This latter is also named by him "intralingual errors" which seems independent where learners produce forms that are not a consequence of interference with their NL, but of a partial exposure to the TL.

For instance, for most Second Language Learners (SLL), certain aspects in English are very difficult to master. The "S" in the third person singular present tense is very difficult for them, no matter what their NL is. Another aspect is spelling which is considered as a problem for Non-Native Speakers (NNS). Fossilization is also a problematic for them which occur when learners master a level of competence in the TL without paying attention about the persistent errors they made. Hence, Richards (1974) focuses more on the intralingual errors in relation to the structure of the TL itself. Some features of this language are learning problems which push learners to make similar errors. In her work, Mrs. Chelli (2006) states that there are three certain learning problems which tend to make errors. Firstly, they can be caused by "transfer

of training" (Selinker, 1974, p.39), and also called "teaching-induced errors" (Corder, 1974, p.131). These errors are mainly related to teaching methodology and materials. Secondly, communication-based errors may occur because of the learners' ignorance and resistance to use certain features of the TL because they do not inhibit communication. Thirdly, errors can be attributed to strategies of second language learning.

4.2.1.2. Ignorance of Rules Restriction

This type of errors mostly related to the generalization or transfer error. It means the applying of the rules to contexts where they do not apply (Richards, 1974, p.175). That means that, second language learners fail in knowing the restrictions of the second language structures. Some of the rules restriction errors are related to analogical errors, whereas others may be counted as the incorrect learning of such rules. For example, "there are many kinds of *fishes* in the sea".

Moreover, analogy is one of the major factors in the second language learners' errors, especially, in the incorrect use of such prepositions, articles, forming questions and so on. The following example shows these errors.

Types of errors	Examples
1. Errors in the use of articles	
Before unique nouns	"Sun is very hot,"
Before nouns of nationality	"Spaniards and Arabs.."
Before a noun modified by participle	"Solution given in this article"
2. Error in the use of questions	
Omission of inversion	"What was called the film?"
"Be" omitted before verb +ing	"When Jane coming?".

Table 07: types of intralingual errors. (Richards, 1974, p. 186).

4.2.1.3.Incomplete Application of Rules

This kind of errors is rising when second language learners fail to enhance certain linguistic forms which produce correct utterances. For example, concerning the formulation of questions, it can be observed that questions may be used in a form of statement. In this point, Richards (1974) claims that, "A statement form may be used as a question, one of the transformations in a series may be omitted, or a question word may simply be added to the statement form" (p. 177).

He also illustrates his argument by the following example:

Teacher's question	Student's answer
"Do you read much?"	*"Yes, I read much"*
"Do you cook much?"	*"Yes, I cook much"* (p. 178).

4.2.1.4.False Concepts Hypothesized

This type of errors is related to faulty comprehension of distinctions in the TL. Some errors can be attributed to weaknesses of memory (Corder, 1979). He also adds that the theory of error analysis proposes that learning a language can helps a learner creating a system of rules from the language in which this system enable him/her to use it. Richards (1974) suggests some examples in the faulty uses of such tenses, particularly the form continues. In his example: "the lift is going down to the ground floor. Ted is getting out of the lift. He is leaving the office building. Ted is standing at the entrance of the office building. He is looking up at the sky…."

According to him, this example is not a normal use of English tenses. He argues that the usual tense for a sequence of events taking place at the moment is the present tense whereas, the

continues form is used only when a single event is extracted from a sequence, the sequence itself being indicated by the present tense.

4.2.1.5.Teaching-Induced Errors

This kind of errors is a result of the teaching methodology and teaching materials, i.e. it is related to the classroom situation, the teacher's language use, the used materials, and the teaching methods than the students' incomplete competence in English grammar (intralingual errors) or first language interference (interlingual errors). These kind of errors are very difficult to identify may be because of the inappropriate teaching materials used in the classes. Teachers can induce those errors by some strategies and other aspect such as overgeneralization and simplification which concerned as a helpful way to learn to understand the new teaching materials. For that reason, it is very important to identify the causes of errors (Mohamed, 2013).

5. Error Analysis and Error Correction

A lot of questions were asked in the field of studying the analysis of second language learners. For example, why learners make mistakes or errors? How should teachers correct them? What kind of feedback should they give? And so forth. These kinds of questions are very important in which error analysis tried to find answers to these questions. Generally, the role of the teacher is to point out whether students have problems or errors and try to see if they can correct it by themselves or not, and then, try to find the types of students' errors whether it is Global or Local. However, the strategy of correcting the students' errors is not easy because the errors made by them are not absolutely the same. That is to say, the understanding of the sources of these errors is very important for the teacher since it helps him a lot in providing the appropriate treatment which will solve the learners' problems and then, allow him to discover the incorrect rules. In this case, Harmer (1991) proposes three

steps which the teacher can follow when errors occur. Firstly, the teacher should listen to the students, and then identifies their problems, and finally, he puts them right in the most efficient way.

Since teachers have not a sufficient time to deal with all students' errors, a hierarchy should be reached for the correction of second language learners' errors according to their nature and significance. For that reason, the priority should be given to errors because it may affect the communication strategy and later, lead to the misunderstanding. Hence, teachers can direct and guide themselves if they know about these items.

Brown (2007, p.65) proposes that there are two types of errors. The Local Errors (LE) which are the type that affect a part of interpretation of the sentences, whereas The Global Errors (GE) affect the whole interpretation of the utterances. For instance, Mrs. Chelli (2006) gives examples of the local and the global errors which as the following:

- ❖ **The Local Errors:** *"If I heard from him, I will let you know".*
- ❖ **The Global Errors:** *"I like a taxi, but my friend said so not that we should be late to school".*

Moreover, it is known that the global errors are more important than the local errors in error correction for improving the students' communication skills. For example, in correcting written productions, the teacher may use different techniques in correcting students' works such as, putting symbols in order to show the kind of error, "sp" for instance, is for spelling mistakes and "rw" for sentences that need to rewrite it again then writing the correct form. Thus, learners are able to correct their errors by themselves by looking for the source of their errors.

5.1. Methods of Written Error Correction

The most important technique for many language teachers to correct students' errors is the "Error Correction Method" (ECM). The effective and successful way in correcting errors is the use of different types of corrective feedback. For that, researchers have identified two methods of written error correction.

5.1.1. Explicit Written Error Correction

This kind of error correction is referred to a "direct error correction" which is the type of feedback where the second language teachers directly give the right structures to explicitly show the errors in the linguistic forms of the students' productions (Ferris, 2002).The example bellow shows the explicit written error correction.

"I am from Saudi Arabia but I am American. My father had to work there for five years ~~that~~ so I also went there with him," she said very slowly. I understood a few words,"father""American""five years"and"I." I had to guess for the whole time. I said that I didn't understand at the first time but I didn't understand the most of things she said ~~that~~ So I just moved my head like I knew what she was saying.

Example of Explicit Written Error Correction.

5.1.2. Implicit Written Error Correction

Implicit written error correction is another type of feedback where the second language teachers show that errors made through different means such as, simple underlining, marginal description, encircling, or correction codes. The following example shows the implicit written error correction technique.

> ## It was a ~~gray~~ dark and ~~windy~~ stormy night!

Example of Implicit Written Error Correction.

5.1.2.1.Error Correction Codes

Error Correction Codes is a type of the implicit written error correction. This kind of technique involves providing correction codes that have symbols such as, [] for missing words, () for extra words, and it also includes abbreviations such as, "pl" or "sing" for plural or singular in order to inform the second language learners the types of errors they made. According to Hyland (1990), "error correction codes help L2 teachers to provide implicit feedback and decrease the negative effects of writing errors" (p. 37).

Example of Error Correction Codes.

Conclusion

In short, and from different perspectives, the systematic analysis of the students' errors can be a great value to the teacher, the student, and the researcher. The different studies and theories about second language learners' errors are relevant to this study. However, the missing gap that this study tries to address is to determine what types of errors exist in the L2 learners written productions in the Algerian context, especially; second year of English at Biskra University. For that, the next chapter will describe those errors and will be limited not only to mother tongue interference, but also to the Intralingual errors.

Chapter Three

Field Work

Analysis of Students' Errors and Teachers' Questionnaires

Introduction

Since the main objective of this work is to identify, describe, and explain the linguistic factors that hinder the students' written paragraphs, this chapter serves an evidence to prove the problems existing, and to support the hypotheses that these difficulties are due to some linguistic factors such as the intralingual and the mother tongue interference. In addition to that, teachers' questionnaire tool helps us a lot to survey teachers' points of view about these factors.

1. The Corpus

The corpus of this study is drawn from the written paragraphs of 30 second year students of English at Biskra University during the academic year 2014/2015. The test has been administrated during the second semester. The sample used in this study consist 21 females and 09 males aged about 19-23 years.

2. The Error Analysis Procedure

In order to proceed to error analysis, two stages are to be followed.

2.1.Identification of Errors

Identifying an error goes beyond explaining what an error is. Since different linguists distinguish between an error and a mistake, it is necessary to define the two different phenomena. According to Brown (1980), "a mistake is a performance error, which is rather a

random guess or a slip in that it is a failure to utilize a known system correctly" (p.205). Whereas, an error is "a noticeable deviation from the adult grammar of a native speaker, reflecting the Interlanguage competence of the learner" (Brown, 1980, p.205).

In order to distinguish between an error and a mistake, Ellis (1990) suggests two ways. The first one is to check the consistency of learners' performance. For example, if they sometimes use the correct or the wrong form, it is a mistake, whereas; if they always use it incorrectly, it is an error. The second way is to ask learner to try to correct his/her own deviant utterance, where he is unable to, and the deviations are errors; where he/she is successful, they are mistakes.

2.2.Description of Errors

A number of different categories for describing errors have been identified. Corder (1973) classifies the errors in terms of the difference between learners' utterance and the reconstructed version. According to Corder (1973), "difference of this sort can he classified into four categories. Omission of some required element, addition of some unnecessary or incorrect elements, selection of an incorrect element, and disordering of elements" (p.277).

	Phonology/Orthographic	Grammatical	Lexical
Omission			
Addition			
Selection			
Ordering			

Table 08: Matrix for Classification of Errors. (Corder, 1973, p.272).

I. Analysis of the Students' Errors in the Corpus

1. Errors in Tenses

1.1. Errors in past form

Error types	Form	Errors number
Omission	omission of "ed" of regular verbs	10
Addition	"ed" to irregular verbs	08
Selection	Did not+ past simple instead of stem	16
Total		34

Table 09: errors in past tense form.

Examples from the Corpus:

Omission:

1. "…The driver of the bus *plays* some beautiful songs…" instead of *played*.

2. "…and *taked* me to the teacher…" instead of *took*.

Addition:

1. "… I *builded* castle of sand…" instead of *built*.

Selection:

1. "…I did not *found* them…" instead of *find*.

1.2.Errors in past use:

Error types	Use	Errors number
Selection	- Present simple instead of past tense - Past simple instead of infinitive verb	12 08
Total		20

Table 10: errors in past tenses use.

Example from the corpus:

Selection:

1. "…It is very wonderful because it contains my best memories…" instead of *contained*.

2. "…who took my friend, came to saw…" instead of *see*.

1.3.Errors in the past continuous form

Error types	Form	Errors number
Omission	- Omission of "ing" - Omission of was, were	04 12
Total		16

Table 11: errors in the past continuous form.

1.4.Errors in the past continuous use

Errors type	Use	Errors number
Selection	- present simple instead of past continuous - Present continuous instead of past continuous	03 05
Total		08

Table 12: errors in the past continuous use.

Examples from the corpus:

Selection:

1. "…I went to the see with my family, when I swim…" instead of *was swimming*.

2. "…I am following my father…" instead of *I was following*.

1.5. Recapitulation of tense errors

Tenses	Form errors	Use errors	Total
Past simple	34	20	54
Past continuous	16	08	24
Total	50	28	78

Table 13: Recapitulation of tense errors.

1.6. Types of tense errors

Interference errors		Intralingual errors		Errors numbers	
number	%	Number	%	Number	%
00	00%	78	100%	78	100%

Table 14: types of tense errors.

1.7. Types of intralingual errors in tense

Parameter	Error types	Errors number
Overgenaralization	- Omission of "ed" of regular verbs	05
	- Addition of "ed" to regular verbs	10
	- Present simple instead of past simple	08
	- Past simple instead of infinitive verbs	12
Incomplete	- Omission of "ing"	04

application of rules	- Omission of to be "was, were"	12
False concept hypothesized	- Did not+ past simple instead of stem - Present simple instead of past continuous - Present continuous instead of past continuous	16 03 05
Total	——————	78

Table 15: types of intralingual errors in tenses.

In this study, the results show that tenses is one area of different errors. These errors are mostly indicated in the past simple and past continuous use and form. Because of the nature of the subject, no other errors gathered in other tenses.

Concerning the past simple tense, the omission of "ed" or the addition of it of regular verbs could be a case of overgeneralization which students have not the complete knowledge about the target language and its system rules. In addition of that, the selection of present simple instead of past continuous, present continuous instead of past continuous represent a false concept on the past continuous tense. In the other hand, the omission of "ing" and the auxiliary to be could be explained as incomplete application of rules where the student is not able to apply the complete rules, and the other kinds of errors in the use and the form represent the overgeneralization. Hence, these kinds of errors are a case of reducing the TL system of tenses to an easiest one.

2. Errors in Prepositions

Many errors are selected in the use prepositions which are in the following table.

Errors type	——————	Errors types
Omission	Omission of prepositions	23

Addition	Addition of prepositions where not necessary	19
Selection	Prepositions instead of others	15
Total		57

Table 16: types of errors in prepositions.

Examples from the corpus:

1. "…I won't forget my family is something happened…" instead of *in* my life.

2. "…which is English language and thanks *for* Allah…" instead of omitting "*for*".

3. "…only one have the pity avoid that…" instead of *to avoid.*

4. "…by helping *my* God…" instead of *with*.

5. "…the best moment of my life…" instead of *in*.

6. "…a journey with my friends, I saw *a* an attack activity…" instead of *an*.

2.1. Types of errors in prepositions

Interference errors		Intralingual errors		Errors number	
Number	%	Number	%	Number	%
42	73,68%	15	26,31%	57	100%

Table 17: types of errors in prepositions.

2.2. Types of Intralingual errors in prepositions

Parameter	Errors types	Errors numbers
False concept hypothesized	Selection of inappropriate prepositions	15
Total		15

Table 18: types of intralingual errors in prepositions.

According to this study, many students find difficulties to master prepositions. This kind of difficulty may be because the interference of Arabic language such as: "we decided to get back *to* home" instead of "we decided to get back *at* home". This error represents preposition in Arabic. Moreover, students find themselves unable to choose between some prepositions because they have the same function in English, such as "in, at", and "on" which also refer to the translation of those prepositions into Arabic language which lead to write incorrect utterances. (73, 67%) of these errors are because the influence of Arabic language.

3. Errors in Punctuations

Among the punctuation errors, the most recurrent ones represents in the corpus are the commas and periods.

3.1. Errors in using the commas

Numerous errors have been recorded in the use of commas as it is displayed in the table below.

Error types	——	Errors numbers
Omission	Omission of the commas.	63
Addition	Addition of the commas where not necessary.	46
Selection	Selection of inappropriate commas.	35
Total	——	144

Table 19: Errors in using the commas.

Examples from the corpus:

1. "…It was Sunday morning we came to school at 5:00 Am…"

2. "…It was a cloudy day all my friends met together…"

3. "…during that time we took pictures…"

4. "…I was playing with fire because I was at home, one day I got up early…"

5. "…my mom told me we will go to Tunisia, so I was so exited…"

6. "…I had to sit for hours, after waiting…"

3.1.1. Types of intralingual errors in commas

Parameter	Errors types	Errors numbers
False concept hypothesized	Selection of inappropriate commas.	35
Total	——	35

Table 20: types of intralingual error in commas.

3.1.2. Types of errors in commas

Interference errors		Intralingual errors		Errors numbers	
Number	%	Number	%	Number	%
109	75, 69%	35	24,30%	144	100%

Table 21: types of errors in commas.

According to the table above, punctuation, especially, commas pose a great difficulty for second year students of English. This may be explained in terms of the interference of the Arabic language. Thus, (78, 69%) of errors in using commas have been collected because commas in English mainly have the same function as the ones in Arabic. For instance, the omission of commas in this sentence: "it was Sunday morning we came at school at 5:00 Am" instead of "it was Sunday morning, we came at school at 5:00 Am", or in "during that time we took pictures" instead of "during that time, we took pictures". The comma does not require in Arabic but it is in English. However, (24, 30%) of errors in using this kind of punctuation could be explained in terms of Intralingual errors, particularly, the false concept which may be due to the lack of practice.

3.2. Errors in using periods

Many errors have been recorded in the use of periods. This proves that most of the learners are not able to use the periods appropriately. The table below will prove that.

Errors type		Errors number
Omission	- Omission of periods where necessary.	22
Selection	- Commas instead of periods.	48
Total		70

Table 22: errors in the use of periods.

3.2.1. Types of intralingual errors in periods

Parameter	Errors type	Errors number
Incomplete application of rules	- Omission of periods where necessary.	22
False concept hypothesized	- Commas instead of periods.	48
Total		70

Table 15: types of Intralingual errors in periods.

3.2.2. Types of errors in periods

Interference errors		Intralingual errors		Total	
Number	%	Number	%	Number	%
00	00%	70	100%	70	100%

Table 23: types of errors in periods.

The largest number of errors occurred in the misuse of punctuations, and especially when supplying it, where not necessary. This can be explained in terms of the Intralingual errors.

The majority of errors (100%) are due to the incomplete application of rules, i.e. students omit punctuations where it is necessary, or the false concept hypothesized as in the case of the selection of commas instead of periods.

3.3. Errors in capitalization

One of the most common errors in punctuations committed by students is capitalization. The results are shown in the table below.

Errors type	⟋	Errors number
Selection	"O" instead of the capitalization.	52
Total	⟋	52

Table 24: errors in capitalization.

Examples from the corpus:

1. "*after* five hours, we reached our destination. *we* started enjoying…"instead of "*After* and *We*".

2. "…I saw a man which I thought my father. *the* man moved…" instead of "*The*".

3. "…because I figured out that I was lost. *in* the meantime, my family noticed…" instead of "*In*".

4. "…I felt so sad of it. *first* of all, I called my parents…" instead of "*First*".

5. "…it was attacking us in violent way. *after* that, …" instead of "*After*".

6. "…but he did not believe me. *in* that time,…" instead of "*In*".

3.3.1. Types of errors in capitalization

Interference errors	Intralingual errors	Errors number

Number	%	Number	%	Number	%
52	100%	00	00%	52	100%

Table 25: types of errors in capitalization.

According to the table above, all the errors (100%) in capitalization made by second year students of English are mainly explained in terms of the interference of Arabic language. In English, capitalization is indicating place and it has its rules and functions. However, there is no capitalization in Arabic language. Here, and because students are not familiar with English language, i.e. it is a foreign language for them; they refer to their native language when they write, i.e. translating directly from Arabic to English. This may also prove that students do not master the use of punctuations and especially, capitalization. For instance, the examples taken from the corpus show that learners ignore the rules of using such punctuations as: "… bet he did not believe me. *in* that time…".

4. Errors in Spelling

The recurrent errors recorded in spelling are displayed in the table below.

Errors type		Errors number
Selection	- Supplying a letter or word instead of another one.	46
Total		46

Table 26: errors in spelling.

Examples from the corpus:

   I.   "…this trip will always *steel* in my memory…" instead of "*still*".

   II.   "…I left the school for months. *Than*, my father said…"instead of "*then*".

  III.   "…I was so *peatiful*…" instead of "*beautiful*".

  IV.   "…I saw one of them *tike*…" instead of "*take*".

4.1.Types of intralingual errors

Parameter	Errors type	Errors number
False concept hypothesized	- Selection of inappropriate letters or words.	46
Total		46

Table 27: types of intralingual errors.

4.2.Types of errors in spelling

Interference errors		Intralingual errors		Errors number	
Number	%	Number	%	Number	%
28	35,89%	46	58,97%	74	100%

Table 28: types of errors in spelling.

According to the results, the students seem to be confused of writing words correctly. (58, 97%) of errors in spelling explained in terms of the Intralingual errors. Students find themselves unable to write correct words. This signals a false concept of the use of incorrect letters or words. This may be also prove that students do not have the knowledge of the relationship between sounds and written symbols and faulty pronunciations. On the other hands, (35, 89%) of errors may be mainly explained in terms of interference of Arabic sounds. In this case, students tend to use their native language as a solution for their difficulties in English spelling such as:" I *waz* very exited…" instead of "*was*". Thus, students try to write a word without any rule of spelling, they write words as they pronounce it.

3.5.All Observed Errors

Errors type	Errors number	Percentages %

- Tenses	78	16, 42%	
- Prepositions	57	12%	
- Punctuations	266	56%	
- Spelling	74	15, 57%	
Total	475	100%	

Table 29: all observed errors.
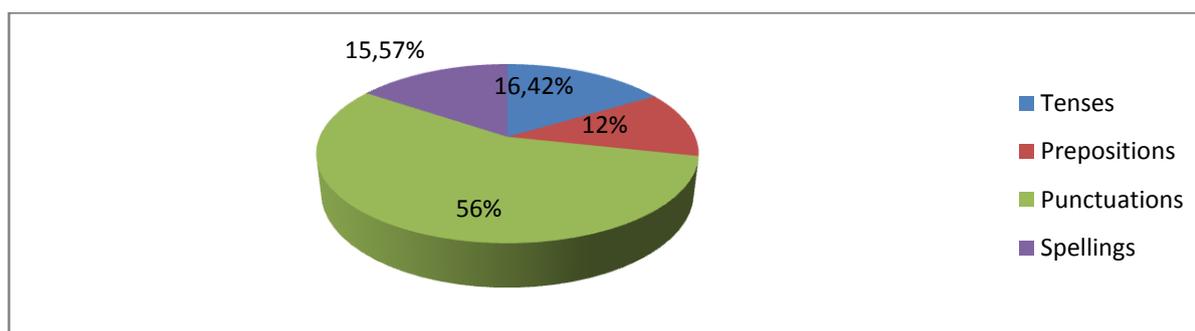
Graph 1: all observed errors.

As shown in the table above, the total number of errors selected in the students' productions was about 475. We can say that the highest percentage was in punctuations (56%), tenses (16, 42%), spellings (15, 57%), and prepositions (12%).

5.1. Interlingual and Intralingual Errors

Errors type	Numbers of interlingual errors	Percentages%	Numbers of intralingual errors	Percentages%
- Tenses	00	00%	78	100%
- Prepositions	42	73, 68%	15	26, 31%
- Punctuations	161	70%	105	43, 03%
- Spellings	28	35, 89%	46	58, 97%

Total	231	48, 63%	244	51, 37%

Table 30: interlingual and intralingual errors.
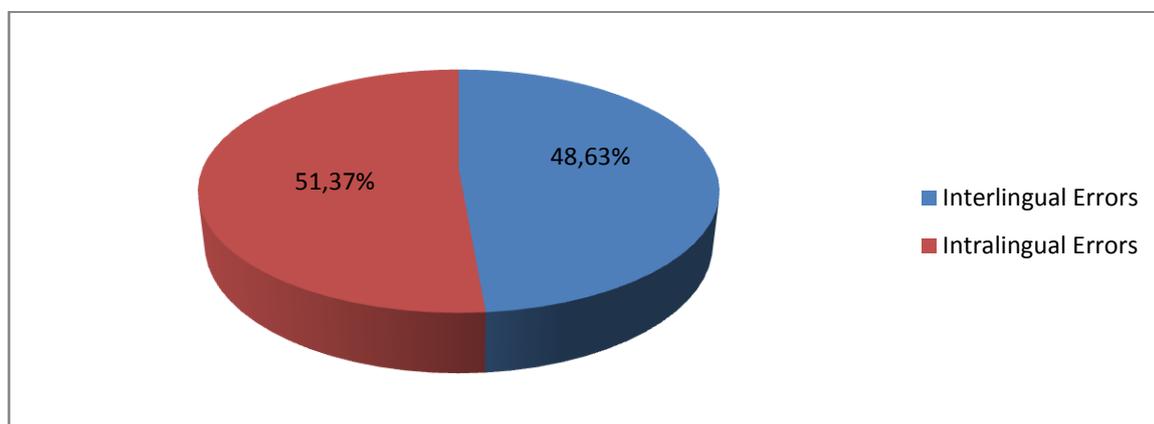
Graph 2: Interlingual and Intralingual errors.

The results in the table above show the number and the percentage of Interlingual and Intralingual errors for each type. The total number of the Interlingual or interference errors was 231 errors with (48, 63%) of them. However, the total number of the Intralingual errors was 244 with (51, 37%). According to these findings, we can say that second year students of English make errors in such categories in linguistic forms mainly because of the negative transfer of the native language and as well as the Intralingual errors.

II. Analysis of teachers' questionnaire

1. Description of teachers' questionnaire

In order to administer teachers' questionnaire, 14 copies were given to teachers of written expression module in order to supplement the results. 2 copies were eliminated because were not brought back by the teachers.

This questionnaire includes 21 questions, and the main objective is to survey teachers points of view about the linguistic factors which affect the students' written paragraphs. The questions are divided into 2 sections which are interrelated. These sections are as follows:

Personnel information which aims to cover the level and how long they have been teach written expression module. Section one entitled "Writing Skill", which contains 12 questions; it mainly serves us the points of view about the skill in relation to second year students of English. Then, the second section entitled as "Linguistic factors affecting students' written paragraphs", and it contains 8 questions. In this section, we would like to cover the teachers' interpretations about the main linguistic difficulties that hinder their students' productions.

2. Personnel Information

Item 1 "teachers' degree"

Choices	BA (License)	MA (magister/master)	PhD (doctorate)
Responses	03	07	02
Percentage %	25%	58%	17%

Table 31: teachers' degree

In this question, respondents were asked about their degree in teaching English. The results are organized in the table above. We noticed that most of our teachers have the MA (Magister/Master) degree in teaching English. Thus, it helps to get a common perceptions and views concerning the subject under investigation.

Item 2 "how long have you been teaching written expression?"

Participants	1-3	4-6	7-10

Responses	07	03	02
Percentage %	58%	25%	17%

Table 32: teachers' years of experience in teaching written expression module.

Among the 12 teachers questioned, some have been exerting teaching for less than 10 years, some between 4 and 6 years while others are novice, they have been teaching for less than 3 years. The information indicates that the majority of teachers (58%) are novice not expert teachers which lead to increase the problem we conducted. However, only (17%) who are expert, and (25%) in between 4 and 6 years of teaching. That is to say, this will positively contribute to reach the aim of our research.

3. Section One "Writing Skill"

Item 1 "according to you, which one of the following four skills is the most difficult?"

Choices	Participants	Percentages %
a+d	1	8%
B	2	17%
b+c	1	8%
b+d	3	25%
d	4	33%
a+b+c+d	1	8%

Table 33: skills' difficulties

For the skills difficulties faced by students, the majority of teachers (33%) affirm that their students find obstacles especially in writing, however; (25%) of teachers whom see that writing and speaking are the most difficult skills and only (8%) think that listening and writing are difficult skills for learners.

Item 2 "which of the following skill your students prefer to use?"

Options	Participants	Percentages %
a- Speaking	06	50%
b- Writing	03	25%

Table 34: the use of skills by students.

Through this question, we want to know which skill students prefer to use in their studies. 3 teachers did not answer this question may be because their students do not in favor to these two skills. The results above show that the majority of teachers (50%) assert that their students prefer to use the speaking skill instead of writing. However, only (25%) who think that writing is a preferable skill for their learners. That is to say, the majority of students find difficulties in writing rather than speaking skill. Thus, they favor to use speaking instead of writing.

Item 3 "are writing and reading skills interrelated?"

Options	Participants	Percentages %
a- Yes	12	100%
b- No	00	00%

Table 35: the relationship between writing and reading.

The data in the table show that all the respondents (100%) affirm that reading and writing skills are interrelated.

- If "yes", in what way?

Teachers think that reading and writing skills are interrelated because:

1. Through reading, students acquire a lot of vocabularies, structures, and ideas.

2. Reading is a receptive skill that is clearly related to the writing one as productive.

Item 4 "is the writing level of your students: a-very good, b-good, c-average, or d-bad?"

Options	Participants	Percentages %
a- Very good	00	00%
b- Good	01	8%
c- Average	10	83%
d- Bad	01	8%

Table 36: level of students in writing.

According to the data displayed in table, the majority of teachers (83%) affirm that the level of their students is totally average, while (8%) of teachers who think that the students' level in writing is between good and bad. That is to say, these results may affect the learners' writing productions.

Item 5 "which strategy do you use in teaching writing class, a-group work, b-peer work, c-class discussion, others?"

Options	participants	Percentages %
a	01	8%
a+b	02	17%
a+c	02	17%
b	01	8%
c	02	17%
a+b+c	03	25%
Others	01	8%

Table 37: the strategy using in teaching writing.

Through this question, we want to know which strategy teachers use when teaching writing in class. (25%) of the teachers use the all strategies which are: group work, peer work, and class discussion. However, (17%) of them use either group work and peer work, group work and class discussion or just classroom discussion. Others, (8%) who assert that the beneficial strategy for their students is the use of either group work or peer work, or other strategies such as individual assignments.

Item 6 "classify the following items according to the importance in teaching writing using 1, 2, 3, 4 and so on. (a. organization of ideas, b. grammar, c. vocabulary, d. punctuation, e. spelling)"

Options	a-c-b-d-e	a-c-b-e-d	b-a-d-c-e	c-b-a-e-d	b-c-e-a-d	c-a-b-e-d	a-c-e-b-d	c-a-e-b-d
Participants	02	03	01	01	01	01	01	01
Percentages %	17%	25%	8%	8%	8%	8%	8%	8%

Table 38: classification of items according to their importance in writing.

The teachers who participated in the questionnaire were asked to give their points of views concerning the classification of the importance of the items above in teaching written expression module. (25%) of teachers assert that the organization of ideas is the most important in students' productions than spelling. However, (17%) of teachers think that punctuations is less importance than the other items. In addition, only (8%) of teachers who think in different perceptions.

Items 7 "according to you, good writing means: a. good ideas, b. correct grammar, c. specific vocabulary, d. correct spelling/punctuation, e. all of them".

Options	Participants	Percentages %
a.good ideas	00	00%
b.correct grammar	00	00%
c.specific vocabulary	00	00%
d.correct spelling/punctuation	00	00%
e.all of them	12	100%

Table 39: good writing.

The teachers were asked to tell us what does good writing means. All of them (100%) claim that good writing means good ideas, correct grammar, specific vocabulary, and correct spelling/punctuations. According to them, all these aspects represent a good piece of writing. For that reason, these aspects cannot work separately; they must be integrated.

Item 8 "which approach do you use in teaching writing? a. the product approach, b. the process approach, c. the genre approach, d. all of them?"

Options	Participants	Percentages %
A	02	17%
B	01	8%
a+b	01	8%
C	00	00%
b+c	01	8%
All of them	07	58%

Table 40: approaches in teaching writing skill.

The analysis of the results reveals that the majority of the respondents (58%) prefer to use all the approaches in teaching written expression module. i.e. the product, the process and the

genre approaches. However, (17%) of teachers claim the use of product approach since students are obliged to show their final products in exams. Others (8%) consider that the useful approach in teaching writing is the process, or the combination between either the product and the process or the process and the genre approaches with regarding the conditions of their use when, how, and to whom they use.

Item 9 "which of the following aspects requires more attention, a. content, b. form, c. both?"

Options	Respondents	Percentages %
a. Content	02	17%
b. Form	04	33%
c. Both	06	50%

Table 41: aspects require more attention.

The data in the table show that half (50%) of the respondents think that the content and the form require their attentions and they are the most important concerning the students' productions. Whereas, (33%) of the teachers who claim that the form of the students' written paragraphs is required their attention first, because they have to take into consideration certain points such as: grammar, punctuations and so on. In the other hand, only (17%) of the teachers assert that the content is the most important aspect in written productions.

- Explain why?

In this question, teachers were asked to give justifications on their choices. Almost the majority of teachers mentioned that aspects, the content and the form are important and they are complementary in which the content cannot be conveyed clearly if the form is wrong.

However, (33%) of teachers who claim that form is the most important aspect which they justified that:

➢ Form is judged according to specific measurable.

➢ Form may help teachers to understand their students' ideas.

➢ If the content is good and it is ill-presented, it will lessen the value of the written productions.

➢ Teachers, firstly, have to look at certain points as grammar, punctuation, writing errors, paragraph form and so on.

In the other hands, (17%) of them who think that the content requires their attentions and justified as the following:

➢ Their students should have, first, the ideas organized at the level of the paragraph form.

➢ When students stick to the content, they will expose to write better.

Thus, and through these justifications, we can say that the majority of teachers pay attention to both, the form and the content of their students' paragraphs.

Item 10 "do you oblige your students follow certain stages when writing?"

Options	Participants	Percentages
a. Yes	08	67%
b. No	04	34%

Table 41: Teachers' obligations of following writing stages.

As shown in the table, the majority of the teachers (67%) reported that they oblige their students to follow certain stages when writing because these stages are very important to get a

successful final product. However, (25%) of the teachers who say that they do not oblige their students to respect the writing stages.

- Explain why?

Teachers who answer « yes », they think that by obliging their students to follow certain stages when writing,

➢ It will facilitate the writing process and help them to create good productions.

However, teachers who answered by « no», they assert that they do not oblige their students to follow writing stages; they let them create their own stages to follow in order to fell free when they write.

Item 11 "is time allocated to written expression module: a. enough, b. not enough?"

Options	Participants	Percentages %
a. Enough	05	42%
b. Not enough	07	58%

Table 42: time allocated for written expression module.

The answers we collected reveal that the majority of teachers (58%) claim that the time is not sufficient to practice writing in classes. However, (42%) of them believe that it is enough for students to practice written expression module inside classes.

- Explain why?

Teachers who answered by « a », think that:

❖ Teachers who organize their time well, it will be beneficial for them to complete their syllabus in written expression module which will be beneficial, too for their learners.

❖ Because time for written expression is about four hours and a half, it is sufficient for them.

Whereas, teachers who answered "b" think that:

❖ Written expression needs a lot of time because it is more practical than theoretical.

Item 12 "is your students' level of writing satisfactory?"

Options	Respondents	Percentages %
a. Yes	00	00%
b. No	12	100%

Table 43: students' level in writing.

The answers we collected reveal that all the teachers (100%) are not satisfied with the second years students' levels of written expression module. That means that, the students are not well prepared in their writing.

- Explain why?

Teachers are unsatisfactory of their students because:

➢ Students do not apply what they have learnt.

➢ They lack more concentrations.

➢ They lack of practice and training.

➢ They do not follow certain stages in writing.

➢ Students do not read enough, hence they do not write well.

Section Two: linguistic factors affecting students' written paragraphs

Item 1 "do your students find difficulties when writing in English?"

Options	Participants	Percentages %
a. Yes	12	100%
b. No	00	00%

Table 44: students' difficulties in writing.

In this question, all teachers (100%) declare the fact that their students find difficulties when they write in English. This is shown in the students' productions, and not only our students suffer from doing it correctly, but may be all people even in their L1.

- Explain why?

According to teachers' justifications, these difficulties are due to the:

- ❖ Lack of vocabulary.
- ❖ Lack of practice.
- ❖ Lack of linguistic knowledge.
- ❖ Mother tongue interference.
- ❖ Insufficient of time.
- ❖ Students do not read enough (extensive reading).

Item 2 "what kind of errors do they make? a. errors in models, b. wrong use of sentences, c. misuse of connectors, d. misuse of articles, e. sentence errors, and please order them according to their recurrence using 1, 2, 3, and so on".

Options	Participants	Percentages %
e-c-b-d-a	03	25%
e-b-d-a-c	04	33%
b-e-c-a-d	05	42%

Table 45: kinds of errors.

According to the data displayed in the table, the majority of teachers (42%) claim that the common errors that their students make is the wrong use of tenses, sentence errors, misuse of articles. However, (33%) of teachers who think that their students find difficulties in sentence errors first, the wrong use of tenses, misuse of articles, errors in models, and finally, misuse of connectors. Moreover, (25%) of teachers assert that their learners make errors firstly in sentence errors, misuse of connectors, wrong use of tenses, misuse of articles, and finally, errors in models.

Item 3 "these errors are because: a. intralingual interference, b. negative transfer, c.lack of practice/time, d. L1 interference, e. lack of motivation".

Options	Participants	Percentages %
a+c+d	07	58%
b+c+d+e	02	17%
b+c	03	25%

Table 45: causes of errors.

The results in the table indicate that the majority of respondents (58%) agree that the errors occur is due to the intralingual interference, the lack of practice/time, and the L1 interference. Whereas, (25%) of teachers claim that it is due to the negative transfer and the lack of practice/time and only (17%) who declare that errors occur because of the negative transfer, the lack of practice, the L1 interference, and the lack of motivation.

Item 4 "when you correct students' productions, do you take into account those factors?"

Options	Participants	Percentages %
a. Yes	12	100%

b. No	00	00%

Table 46: teachers' awareness of these factors.

The data in the table is displayed that all the teachers (100%) affirm that they take into account these factors when they correct their students' productions. This attention will help them to cover the students' errors and then, will improve their students' levels of writing.

- Explain why?

Teachers justified their answers as the following:

- ➢ It helps them to give better feedback.
- ➢ Decrease the use of L1 structures and style.
- ➢ Improve the students' writing skill.

Item 5 "do you give much importance to error correction?"

Options	Participants	Percentages %
a. Yes	10	83%
b. No	02	17%

Table 47: the importance of error correction.

Through this question, we want to know if teachers give much importance to error correction of their students' productions or not. Indeed, we have received a great number of responses and justifications. We noticed that the majority of teachers (83%) who answered by "yes", they give much importance to the error correction. However, only (17%) who answered by "no", they do not pay attention to the error correction of their students' written paragraphs.

- Explain why?

The teachers who answered by « yes », propose some comments as the following:

❖ Students need to better feedback.

❖ Error correction may help students to improve their levels.

❖ Correcting errors shows students a way to prevent their errors.

❖ It is very important to provide learners with teachers' feedback because it is a source for getting better situation.

However, teachers who answered by «no», agree that:

❖ The huge number of students hinder teacher to give much importance to error correction.

❖ The time is not enough for correcting errors.

Item 6 "which corrective feedback do you generally use, a. teachers' feedback, b. learners' feedback, or c. peers' feedback?"

Options	Participants	Percentages %
A	03	25%
a+c	02	17%
B	02	17%
All of them	05	42%

Table 48: corrective feedback.

According to the results shown in the table above, the majority of the teachers (42%) use all of the corrective feedback when correcting their students' pieces of writing which means, they use the teachers' feedback, learners' feedback, and peers' feedback. Whereas, (25%) of the teachers use only the teachers' feedback, i.e. the only corrector is the teacher. And only

(17%) of the teachers who use either teachers' feedback and peers' feedback or just the learners' feedback which find it helpful to use.

- Explain why?

Teachers who answered by using all the feedbacks agree that:

➢ It helps learners to improve their writing skill.

➢ It helps teachers to drive their students to autonomy.

However, teachers who answer by using the teachers' feedback claim that:

➢ Their students do not have the level to correct themselves.

➢ Teachers know more than their students and they are also more experienced.

Moreover, teachers who think that it is better to use either teachers' feedback and peers' feedback or only the learners' feedback can:

➢ Allows for better revision and editing of the final version of the writing.

➢ Reflects the students' level and their requirements.

Item 7 "why do your students fail to achieve accuracy in writing?"

Participants	Responses
T1+T2	Because of the lack of training in written expression.
T3+T4+T5	Students are not motivated and do not have the linguistic basis.
T6+T7	Students lack of practice and the interference of L1.
T8+T9+T10	Students do not read enough that is why they lack vocabularies.

Table 49: the failures of students in accuracy.

In this question, teachers were asked to give their points of views on why their students fail to achieve accuracy in writing. Almost 02 teachers mentioned that their students are not well-

trained in writing. However, 03 teachers think that students are not motivated to write which lead to poor linguistic basis. Moreover, 02 teachers agree that learner's lack of practicing and their L1 affect their productions. In the other hands, 03 teachers propose that because students do not read enough, they lack vocabularies. But, we noticed that 02 teachers do not answer this question may be because their students do not fail in achieving accuracy in writing.

Item 8 "is it possible to overcome these errors?"

Options	Participants	Percentages %
a. Yes	12	100%
b. No	00	00%

Table 50: opportunities to overcome writing difficulties.

The data displays that all teachers (100%) report that it is possible to overcome the errors that affect students' written paragraphs. Of course, there is no problem without solution. There should be collaboration between all teachers and students in order to find suitable remedies to reduce the problem of writing among second year students of English.

- Please, explain your choices

Almost, all teachers answered by « yes », propose some useful solutions to minimize the problem:

➢ Written expression needs more practices and sufficient time to do that.

➢ When teachers of written expression adapt the appropriate approach, students then, follow the steps of writing precisely.

➢ When students read enough, the results will be better.

➢ Teachers should motivate their students a lot to write by selecting an interesting topics with good teaching strategies.

➢ Insisting on accuracy and the easy way of composing.

Item 9 "as a teacher, how can you help your students to improve their writing skill?"

Teachers	Responses
T1	By always presenting a model, analyzing it, brainstorming, practicing and giving feedback.
T2	I give them practice and make them aware of their mistakes each time, and then, I correct their productions.
T3	I encourage them to read intensively where they notice how the language is structured and used it in context.
T4+T5	I try to be a guide, facilitator and give them enough time to classroom practice.
T6+T7	I let them to think first about an interesting topic, and then I give them chance to write. We discuss and comment together their productions in order to correct it.
T8+T9+T10+T11+T12	My objective is to make them love reading because it helps them a lot to be a good writer, in addition to practice writing and make it as a behavior.

Table 51: teachers' views about the improvement of their students.

The teachers who participated in the questionnaire were asked to tell us how they can improve their students' writing skill. From the answers, we see all the teachers do their best and try to help their students to enhance the writing skill. Moreover, they think that students need to read more and practice more in a sufficient time in order to be good writers.

5. Discussion of the results

According to the analysis of different items in the students' analysis and teachers' questionnaire, we draw up the following discussion:

The analysis of students' productions allowed us to conclude that they are facing a great problem to write correctly. In fact, learners are competent in basic rules of the foreign language, but their knowledge in the foreign language has some defects. These kinds of defects in learning the foreign language may be due to the negative effects of L1, and to the lack of practice in writing during their education at school. In addition of that, the Intralingual errors such as, the false concepts and incomplete application of rules, are the main sources of students' errors in writing which they mainly affect their writing productions.

On the other hands, the teachers' questionnaire analysis showed that the teachers of English, especially those who are of written expression module, have different educational background and have different English teaching experiences. But, in fact, they agree in the same opinions, perspectives, and responses towards the different items within the questionnaire. The majority of teachers claim that their students have difficulties in writing in English. These difficulties are mainly due to the negative interference of the native language, the intralingual errors, and the lack of practice in English. Hence, they think that they should be aware of the L1 interference and the intralingual errors that can affect the students' productions, and give more practices to their learners in order to decrease the affection of these linguistic factors on their students' written paragraphs.

Conclusion

The main objective of this chapter is to test the hypotheses and reach the comprehensive answers for the question we have raised at the beginning of the present research. We use the

analysis of the students' errors and the teachers' questionnaire as the tools for this research situation. The results reveal that concerning the error analysis of students' productions, so many errors have been made by second year learners in different areas. Numerous errors have been recorded in the use of tenses, prepositions, punctuations, and spellings. (48, 63%) of them are mainly because of the negative interference of Arabic language, whereas, (51, 37%) of errors can be explained in terms of the intralingual reasons. The majority of errors are due to incomplete application of rules and to the false concepts because of the lack of practicing certain rules and structures. Thus, students should be aware of the difference between Arabic and English language and need to be exposed more to the appropriate structure with more practice in order to be able to write correctly.

Suggestions and Recommendations

Based on the main findings of this study, we suggest the following suggestions and recommendations to help both, teachers and students to improve the learners' written paragraphs;

1. ***Suggestions and recommendations To Teachers:***

Learning Vocabulary:

It is important for second year students of English to acquire the most frequently used words. Teachers should include class reading because it is one of the most useful strategies in learning vocabularies because it will give students better chance of learning the recurring vocabulary, facilitate it, and then, improve their writing productions.

Instruction of Basic Grammar:

A good piece of writing is mainly beyond grammar manipulation. It is very difficult for second year students to compose a clear, logical and fluent paragraph. Thus, teachers have to teach them the basic linguistic competence in order to improve their productions.

Selective Error Corrective:

Selective error correction is more practical and effective strategy in second language writing. Many researchers suggest direct corrective of lexical errors and a few major grammatical errors. They think that there is no need to correct every wrong grammar structure. Here, the teacher can choose some sample sentences for the class to edit and revise in groups. Then, the teacher makes further feedback and explanation to clarify confusing concepts. This way can help students a lot to improve their productions.

Awareness of L1 Interference:

Second language learners find a great difficult when they write in English due to some problems that can affect their productions. In fact, they fail to use certain constructions due to L1 interference. Teachers can help their students by becoming aware of the interlingual and intralingual errors by highlighting the structural and lexical differences between the English and their native language. If interference of L1 occurs, then consciousness-raising can help students self-edit their errors when interference occurs.

Motivating students to practicing writing:

Generally, writing motivation is encouraged through stimulating reading. When students select an appropriate writing task, they should be aware to some relative reading passages, vocabularies, and ideas. Here, learners have to write on new related topics where teachers should raise students' awareness and make them cautious of the importance of writing and practicing it as much as possible.

The coordination between teachers, particularly, of written expression and grammar modules is one of the main benefits for the achievement of the accuracy of learners. This can help them to choose the useful procedure to be followed.

Teachers should not neglect error correction. In this case, error analysis is essential for students and especially, for teachers to insight the areas to be taught.

2. *Suggestions and recommendations To Students:*

The Importance of Reading Extensively:

Teaching vocabulary and grammar is necessary but insufficient to enhance students' writing skill. The benefits of reading to write are apparent. Students can pick up important

features of writing like; syntax, vocabulary, prepositions, and articles from regular reading in order to lead better results.

Students must be forced to correct their errors in order to master the writing skill.

Learners should have strong foundations in the linguistic basis in order to improve their writing skill.

Finally, the findings revealed that in order to reduce students' errors in writing skill, certain suggestions and strategies could help learners to write accurate and complete sentences and paragraphs. Overall, improvement in writing paragraphs will also be achieved is students have real intrinsic motivation to write better.

General Conclusion

The main objective of this research is to confirm the hypotheses which tended to show how the linguistic factors can affect negatively the students' written paragraphs. This research is compound of three main chapters, two theoretical chapters and one practical chapter. The first chapter is about the writing skill and the main parts of it, we gave the history of writing, its definition; we include the stages of development in writing, its approaches and the differences of the approaches. We have also seen the relationships between writing and other skill.

On the other hand, the second chapter which about the linguistic factors that affect the students' written paragraphs allowed us to identify, describe, and categorize the main factors that may hinder our students' productions like, the L1 interference and the Intralingual errors. Hence, we need to incite second year learners to enhance their English by shed light on the importance of accuracy. This can be improved by reading a lot and by being aware to the corrective feedback in order to reduce the errors made by students.

The two theoretical chapters helped us to prepare the third practical chapter which contains two main tools, the error analysis of students' productions, and teachers' questionnaire. The main aim of the error analysis is to gather and analyze the common errors, identify the causes of learners' errors, and identify strategies which learners use in language teaching that they make when they start writing in English. However, the teachers' questionnaire helped us to gather teachers' perceptions and opinion of the subject under investigation.

The analysis of the two tools results revealed and responses and suggestions provide us to identify and analyze the most common errors that may affect the students' written paragraphs. Thus, we try to solve these problems by propose such suggestions and recommendations which would lead to better results in writing.

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Appendix: Teachers' Questionnaire

Dear Teachers,

We are conducting a research which is about investigating some linguistic factors affecting students' writing at Department of Foreign Languages-section of English studies in Mohamed Kheider University of Biskra. This questionnaire is designed to acquire some knowledge of your points of view towards the factors that hinder students' achievement in writing in order to identify and analyze them effectively. We would be so grateful if you fill in the appropriate answers .

Amina Ben Sahla

Please, tick the appropriate answer whenever necessary.

Personal Information:

1. Your degree:

    a. BA (License)   ☐

    b. MA (Magister/Master) ☐

    c. Ph. D (Doctorate)   ☐

2. How long have you been teaching written expression?

…………………………………………………………………………………………………...

Section One: Writing Skill

1. According to you, which of the following four skills is the most difficult?

   a. Listening ☐

   b. Speaking ☐

   c. Reading ☐

   d. Writing ☐

2. Which of the following skills your students prefer to use?

   a. Speaking ☐

   b. Writing ☐

3. Are writing and reading skills interrelated?

   a. Yes ☐

   b. No ☐

If "Yes", in what way?

…………………………………………………………………………………………………
………………………………………………………………………………………………….

4. Is the writing level of your students:

   a. Very Good ☐

   b. Good ☐

   c. Average ☐

   d. Bad ☐

5. Which strategy do you use in teaching writing in class?

   a. Group work ☐

   b. Peer work ☐

   c. Class discussion ☐

Others

……

……

6. Classify the following items according to the importance in teaching writing using 1,

2, 3, 4, and so on.

a. Organization of ideas ☐

b. Grammar ☐

c. Vocabulary ☐

d. Punctuation ☐

e. Spelling ☐

7. According to you, good writing means:

a. Good ideas ☐

b. Correct grammar ☐

c. Specific vocabulary ☐

d. Correct spelling / punctuation ☐

e. All of them ☐

Others, please mention them

……..

....

....

8. Which approach do you use in teaching writing?

a. The product approach ☐

b. The process approach ☐

c. The genre approach ☐

d. All of them ☐

9. Which of the following aspects requires more attention?

a. Content ☐

b. Form ☐

Explain why?

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

10. Do you oblige your students follow certain stages when writing?

a. Yes ☐

b. No ☐

Please, explain your choice

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

11. Is time allocated to written expression module:

a. Enough ☐

b. Not enough ☐

Explain why?

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……………………………………………………………………………………………………
……………………………………………………………………………………………………

12. Is your students' level of writing satisfactory?
a. Yes ☐

b. No ☐

Please, explain your choice

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Section Two: Linguistic Factors Affecting Students' Written Paragraphs:

1. Do your students find difficulties when writing in English?

a. Yes ☐

b. No ☐

Explain why?

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……….

2. What kind of errors do they make and please order errors according to their recurrence

using 1, 2, and 3?

a. Errors in modals ☐

b. Wrong use of tenses ☐

c. Misuse of connectors ☐

d. Misuse of articles ☐

e. Sentence errors ☐

3. These errors occur because:

a. Intra-lingual interference ☐

b. Negative transfer ☐

c. Lack of practice/time ☐

d. L1 interference ☐

e. Lack of motivation ☐

Others

……

……

…….

4. When you correct students' productions, do you take into account those factors (intra-lingual interference, negative transfer, lack of practice/time, L1 interference, and lack of motivation)?

a. Yes ☐

b. No ☐

Please explain why?

…….

……..

5. Do you give much importance to error correction?

a. Yes ☐

b. No ☐

Explain your choice

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……..

6. Which corrective feedback do you generally use?

a. Teachers' feedback ☐

b. The learners' feedback ☐

c. Peer feedback ☐

Explain why?

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………..

7. Why do your students fail to achieve accuracy in writing?

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

8. Is it possible to overcome these errors?

a. Yes ☐

b. No ☐

Please, explain your choice

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…………………………………………………………………………………………………

9. As a teacher, how can you help your students improve their writing skill?

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

Thank You for Your Cooperation

الملخص

تهدف هذه الدراسة إلى تعيين وتحليل العوامل اللغوية التي تعيق كتابة الفقرات من طرف طلاب السنة الثانية قسم اللغة الإنجليزية في جامعة محمد خيضر بسكرة. تحسين مستوى مرض في الكتابة في اللغة الإنجليزية ه ي الهدف الأساسي لكل من المعلمين والطلاب. لكن اغلب الطلبة غير قادرين على تحقيق هذا الهدف وذلك لأنهم لايحسنون السيطرة على الجانب اللغوي كحروف الجر وعلامات الوقف والأخطاء الكتابية واستخدام الأزمنة، وبالتالي، فإن الهدف العام هو تحديد وتحليل الأخطاء الشائعة التي يقع فيها المتعلمين لدينا عند الكتابة. لهذا السبب، تم استخدام المنهج الوصفي في هذا البحث. تم جمع المؤلفات 30 طالبا لتحليل الأخطاء وتم اختيار 12 معلما للإجابة على الاستبيان وذلك من أجل جمع أكبر عدد من الآراء ووجهات النظر لتأكيد النتائج التي تم الحصول عليها في دراستنا. لقد بينت النتائج أن طلاب السنة الثانية في اللغة الإنجليزية يواجهون مشاكل في السيطرة على مهارة الكتابة وذلك راجع لعدم ممارسة الكتابة، الأخطاء اللغوية، وتأثير اللغة الأم على الكتابة في اللغة الإنجليزية. وبالتالي فان النتائج ترشدنا إلى اقتراح بعض التوصيات التربوية التي يمكن أن تساعد الطلاب في تحسين مستواهم في الكتابة.