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**The Significance of Error Analysis in EFL Learners' Motivation to Develop
their Writing Skill:**

**A Case Study of Fourth Year Middle School Learners, at Fillali Lamtai
Middle School, in Bouhatem, Mila.**

*A dissertation submitted in partial fulfillment of the requirements for a Master
Degree in Sciences du Langage*

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Dedication

This dissertation is dedicated to my lovely and respectable parents who are the apple of my eyes. To my father who is supporting and encouraging me to complete my higher studies. To my mother for her encouragement all time. To my dear brothers: Salih, Mahmoud, Oussama, and Islam. To my brother's wife Rachida. To all my aunts and uncles.

I would like to dedicate this work to my respectable teachers especially my supervisor Miss Diafi Fayza who has helped me all time on getting the best ways to finish our work and accepted to supervise me.

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Abstract

If someone wants to learn a foreign language, he/she will obviously meet with many kinds of learning problems. Learners' errors have been always a central concern in language teaching and Error Analysis (EA) studies them. The focus of the present research work is to investigate the belief that error analysis can be used as a remedy for the learners' troubles in writing and a way to develop their writing through avoiding the spelling errors. The study gathered data through questionnaire addressed to teachers at Fillali Lamtai middle school in Bouhatem, Mila. It aimed at finding out teachers' attitudes towards the use of error analysis to motivate learners in developing their writing capacities. Data were also collected through two tests conducted with 171 EFL middle school learners: (a) a pre-test administered before applying error analysis in the classroom by the teachers, (b) a post-test given after correcting the spelling errors produced by the learners in the pre-test. From the teachers' answers, it was demonstrated that the use of error analysis helps EFL fourth year middle school learners to avoid their spelling errors and motivates them to write again without committing the same errors. Moreover, tests' results revealed that error analysis if used appropriately in the classroom setting helps in motivating EFL learners to write better and avoid their spelling errors. Furthermore, the learners become more motivated to write again.

List of Abbreviations

EA Error Analysis

EFL English as a Foreign Language

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General Introduction

The present study examines the importance of error analysis in EFL fourth year middle school learners' motivation to develop their writing skill. In any EFL classroom, teachers do not neglect the importance of motivation in determining the success or failure in foreign language attainment in all skills. By considering the fourth year middle school level as one of the basic stages of learning, without sufficient motivation, individual learners with most remarkable abilities cannot accomplish their goals. Moreover, learners must master the four skills. In writing, most learners fear from expressing their ideas or feeling and flop in doing that. Positive motivation is associated with the willingness to keep writing. Therefore, language teachers should not neglect the importance of fostering motivation and creating self-confidence in learners. If learners are interested in a topic, they write and express their ideas without making spelling errors when they write their paragraphs. The success of this process starts with forming correct sentences to have coherent paragraphs.

Many applied linguists (such as S. P Corder and R. Bell), who have been interested in studying the errors committed by learners, are error analysts. Error analysis is concerned with the analysis of the whole learning process with special emphasis on learner's errors. In the present study, only spelling errors are addressed. Studying the spelling errors committed by EFL fourth year middle school learners can help in understanding the writing process before the systematic means of eradicating them. It has been based on a live observation in EFL classrooms.

The present research is significant in that it helps EFL learners to have the ability to write effectively and appropriately without committing spelling errors. Therefore, this study aims at diagnosing the learners' spelling errors and show out effectiveness of using error analysis to help them in developing their writing skill.

1. Statement of the Problem

Based on EFL middle school learners' marks in the writing production, it has been found out that there is a problem in writing. In any EFL classroom, the teacher asks the learners to listen to his/her words. By the time, he/she is going to ask them to start speaking about things. After a period of time, they start reading some passages. The final step for the EFL learner is to write. It is said that writing correctly and appropriately is the result of the other skills. Moreover, this process can be influenced by other factors. The purpose of this study is to provide insights into the relationship between the use of error analysis and its

advantages in EFL classrooms to avoid the spelling errors committed by the learners. Moreover, this research attempts to explore the belief that EA helps the teacher to motivate the learners in developing their writing skill.

2. Aims of the Research

The aim of studying learners' spelling errors is to know their effective adjustment. Thus, the best ways to help learners avoid this kind of errors are explored in the present research. In other words, the usefulness of error analysis to develop their writing capacities is to be investigated. Moreover, the fundamental causes behind learners' writing errors and the problems encountered in expressing their ideas and feelings are addressed. The study aims at finding out solutions for those causes and problems.

3. Research Questions and Hypothesis

This research addresses the following questions:

1. How can teachers benefit from the use of error analysis in avoiding students' spelling errors?
2. Does the correction of the learners' spelling errors in the classroom motivate them to write better?
3. Does the teacher, the EFL learners, or the way of dealing with learners' errors weaken the development of the writing skill?

Hence, in this study it is hypothesized that error analysis is relevant in motivating EFL fourth year middle school learners to develop their writing skill.

4. Research Methodology

This methodology section describes the study's analytical techniques.

4.1 The Subjects

Not all learners have the ability to write in any occasion. This ability is developed through learning progress. The majority of learners in EFL schools face problems with the writing skill. This problem starts from choosing a topic to ending their writing. The institution in which the research study is conducted is the Filali lamtai middle school, in Bouhatem, Mila.

4.1.1 The Teachers

The present study was conducted at Fillali Lamtai middle school, in Bouhatem, Mila. Nine (09) teachers were teaching English there. Only the teachers of the fourth year level

were chosen. Hence, the sample consisted of three (03) teachers. Every teacher was in charge of two (02) groups of fourth year learners. The teachers were asked to fill in the questionnaire.

4.1.2 The Students

171 fourth year learners studying the three trimesters of the academic year 2012-2013, at Fillali Lamtai middle school, in Bouhatem, Mila were tested. The learners were asked to write an English paragraph during one hour without using dictionaries or any other spelling sources.

4.2 Data Gathering Tools

The study gathered data through questionnaire addressed to teachers at Fillali Lamtai middle school in Bouhatem, Mila, and through two tests conducted with 171 EFL middle school learners.

a. The Questionnaire

The questionnaire was addressed to three teachers at Fillali Lamtai middle school and aimed at finding out teachers' attitudes towards the use of error analysis to motivate learners in developing their writing capacities.

b. The Students' Tests

Two writing tests were conducted with 171 EFL middle school learners: (a) a pre-test administered before applying error analysis in the classroom by the teachers, (b) a post-test given after correcting the spelling errors produced by the learners in the pre-test. The two tests asked the same question and were conducted with the same learners.

5. Structure of the Dissertation

In this current research, the relevance of using error analysis with EFL learners' fourth year middle school learners at Fillali Lamtai middle school is addressed. The first chapter sheds light on different EFL learners' spelling errors and their main causes. In the second chapter, writing skill is addressed. It presents the strategies that learners need to get effective writing and the importance of fostering the writing skill. In the third chapter, the different types of motivation and the factors that may influence EFL learners' motivation are outlined. Motivation theories are overviewed to demonstrate the importance of motivation. The fourth chapter analyses EFL teachers at Fillali Lamtai middle school attitudes towards the use error

analysis in their classrooms. The fifth chapter presents the pre-test and the post-test results. The dissertation's final section layouts conclusions and recommendations that might be constructed from the findings.

Chapter One

Error Analysis in Language Teaching

Introduction

Learner's strategies refer to the problems that he/she faces. The aim behind studying those errors is to make an effective adjustment of errors' correction. Error analysis is concerned with the whole learning process attaching special emphasis on the learners' errors. The study of learners' errors contributes in understanding the learning process before eradicating them through systematic means. This chapter presents an overview of error analysis and its appearance. Then, it sheds light on the stages that error analysis follows including recognition of errors, description of the nature of error, and explanation of errors. Furthermore, the significance of studying of learners' errors for the learner, the teacher, and the researcher is addressed. The different classifications of errors, their types and sources are presented. In addition, the present chapter stresses the relationship between error analysis and interlanguage. Finally, the different ways that teachers use to correct their learners' errors are outlined.

1. Error Analysis

Error Analysis (EA) is the process of determining the incidence nature causes and consequences of unsuccessful language. In other words, error analysis is concerned with monitoring and analyzing a learner's language with a special emphasis on his/her errors. Error analysis comes as an alternative to contrastive analysis which has been criticized because it cannot predict a great majority of errors. Strevens (1969) hypothesizes that "errors should not be viewed as a problem to be overcome but rather as normal and inevitable features indicating the strategies that learners use" (cited in Richards & Sampson, 1973, p.04). He adds that the appearance of a particular error in the performance of all learners in the same situation indicates his/her progress (cited in Richards & Sampson, 1973, p.04). The error could be taken as an evidence of development in the learning process rather than a failure (cited in Richards & Sampson, 1973, p.04).

In his early work, Nemser's (1971) aim was "the collection and evaluation of relevant interference data" (cited in Richards & Sampson, 1973, p.04). In addition, Brière (1968) attempted to "test empirically the amount of interference that would ensue from competing phonological categories" (cited in Richards & Sampson, 1973, p.04). In other words, recent

studies mostly ignore the errors that did not fit systematically into the native language or target language system (cited in Richards & Sampson, 1973, p.04). Hence current researches, like Brière, tend to focus on the learner himself/herself “as a generator of the grammar of his sentence in the new language” (cited in Richards & Sampson, 1973, p.05).

Harmer (2007) adds that until the late 1960’s “errors were predicted to be the result of the persistence of existing mother tongue habits in the new language” (p.1). He adds that most errors “were ascribed to interference” of the mother tongue on the target language (p.1).

At the level of pragmatic classroom experience, “error analysis will continue to provide one means by which the teacher assesses learning and teaching and determines priorities or future effort” (cited in Richards & Sampson, 1973, p.15). Corder (1981) states that error analysis “aims at telling about the psycholinguistics processes of language learning” (p.1).

In addition, error analysis confirms or disproves the predictions of the theory lying behind bilingual comparison that is based on the theory that it is “the differences between the mother tongue and the second language which the learner has to learn” (Corder, p.35).

2. Stages of Error Analysis

According to Corder (1981), there are three main stages for effective error analysis. These include recognition of errors, description of errors, and explanation of errors.

2.1. Recognition of Errors

The first stage provides teachers “with data of a set of pairs of sentences which by definition have the same meaning...are translated equivalent of each other” (Corder, p.24). Identifying the exact error is necessary and can be achieved through comparing the incorrect sentence and the correct one. Furthermore, to originate the right interpretation requires knowing whether the error is of performance or competence. The errors produced by foreign language learners can be phonological, morphological, syntactic...etc.

2.2. Description of Errors

The methodology of describing the error is “fundamentally that of a bilingual comparison” (Corder, 1981, p.24). That is why, the two languages are described “in terms of a common set of categories and relations, that is, in terms of the same formal model” (Corder, 1981, p.24). Corder (1981) adds that description and analysis of the error take place in the

description stage (p.24). For example, the teacher needs to know if overgeneralization or miss placing of words appear in a sentence. In other words, description of errors is “a linguistic operation” because errors are linguistically described by the linguistic theory “to the data of erroneous utterances produced by a learner or a group of learners” (Corder, 1981, p.36).

2.3. Explanation of Errors

Explanation of errors is the final stage and ultimate objective of error analysis. Its aim “is dependent upon an adequate description of the learners’ errors” (Corder, 1981, p.36). This stage is psycholinguistic because “it attempts to account for how and why the learner’s idiosyncratic dialect is of the nature it is” (Corder, 1981, p.24). In other words, error analysts try to explain the reasons or causes behind committing errors which are mainly of interference (Corder, 1981, p.25). That is to say the source of most learners’ errors is the interference of their mother tongue. The influence of the native language can be positive or negative. On the one hand, positive influence occurs when the influence of the mother tongue helps the learning process of the second/foreign language (Corder, 1981, p.25). On the other hand, negative influence leads to failure in learning the foreign language (Corder, 1981, p.25).

3. The Significance of Learners’ Errors

The study of errors recognizes a new dimension with the contributions linguistics and psychology to the study of language learning. According to Corder (1981) “the major contribution of the linguist to language teaching was seen as an intensive study of the systems of the second language and the mother tongue of learners” (p.19). He adds that taking into account the difficulties encountered by the learners are significant in encouraging teachers to pay more attention to these areas and provide special emphasis in their teaching to solving them (Corder, 1981, p.19).

It is obvious that the application of linguistic and psychological theory to the study of language learning gives birth to new dimensions to the discussion of errors. Yet, according to Corder (1981) “teachers have not always been very impressed by this contribution from the linguist” because their practical experience has shown them where these difficulties are located without the help of linguists; however, teachers are more concerned with how to deal with the areas of difficulties than with their identification (p.4).

In the field of methodology, there have been two schools of thought in respect of learners’ errors. The first school stresses the point that a perfect teaching method is

characterized by the absence of errors in the learners' language because the occurrence of errors indicates the inadequacy of the teaching techniques (Corder, 1981, p.5). The view of the second school is that errors are inevitable and will always occur despite the teachers' hard efforts. This view is supported by Brown and Frazer (1964) who believe that the occurrence of errors is an indicator of the learner's progress (Cited in Corder, 1981, p.20). Furthermore, the learner's errors characterize the system they use and are themselves systematic (Corder, 1981, p.20).

The learners' errors can be justified pedagogically and theoretically. First, the pedagogical justification argues that understanding the nature of the error is necessary before the systematic means of eradicating it (Corder, 1981, p.01). Second, Corder (1981) claims that the theoretical justification is based on the fact that studying learners' errors is a part of the systematic study of their language that helps in understanding the process of second language acquisition (p.01).

Corder (1981) states that to make progress in the methods and materials of teaching, second/foreign languages need to be able to relate the procedures used by the teacher to change the learners' knowledge (p.20). Moreover, when a specific concentration is on ungrammatical or inappropriate utterances, this leads to indistinct Grammar (Corder, 1981, p.20). Corder (1981) adds that when learners make errors, it is a key concept that they are using a definite system of language in their development (p.10).

The learners' errors are significant in showing the teacher the level of the learners and what he/she needs to teach and how to input it (Corder, 1981, p.11). Its significance, he adds, is also for the researcher because it provides an evidence of "how the language is learnt/acquired, of the strategies or procedures the learner is employing" while discovering the language (p.11). It is necessary for the learner him/herself, because of considering the production of errors as an evidence to learn (p.11). The learner builds hypotheses and test them on the language he/she is learning (Corder, 1981, p.11). That is to say making errors can be used as a strategy to learn.

4. Errors' Classification

It is impossible to measure physical quantities without errors. There are several types of errors in experimental outcomes. Faults can be classified into: mistakes, systematic error, and a random error or uncertainties.

4.1. Mistakes

According to Berendsen (2011) teachers shall ignore the mistakes (p.18). Careful checking and double checking helps in avoiding the accidental mistakes that are overlooked (Berendsen, 2011, p.18). Corder (1981) adds that mistakes are of no significance to the process of language learning (p.10).

4.2. Systematic Errors

According to Corder (1981) talking about errors made by a learner; “we are clearly applying to their language intuitions about grammaticality possessed by speakers of the target language” (p.57). Consequently, the learner is not yet a speaker of that language (Corder, 1981, p.57). Moreover, errors arise because “there has not been enough effort on the part of the learner or enough explanation or practice on the part of the teacher” (Corder, 1981, p.65).

Systematic errors have a non-random character. They “result from erroneous calibration or just from a lack of proper calibration of a measurement instrument, from careless measurement...from impurities in materials or from causes the experimenter is not aware of” (Berendsen, 2011, p.18). The latter type is the most dangerous type (Brendsen, 2011, p.18). Taylor (1997) adds that the systematic errors are the ones that cannot be revealed by the repetition of the measurement, always “push the result to the same direction”, and cannot be discovered by the kind of statistical analysis (p.94).

4.3. Random Errors

According to Berendsen (2011) random errors can be caused by the limited precision of instrumental reading but are ultimately due to physical noise, i.e. by natural fluctuations due to thermal notions or to the random timing of single events (p.19). Since this kind of error is unpredictable, for him, it does not convey the real meaning as the word “uncertainty” (Brendsen, 2011, p.19). That is why random errors lead to uncertainties in the result (Brendsen, 2011, p.25). In another view, Corder (1981) argues that the most important thing is to find out if the “fault” is error; because, an error provides an evidence of the system of the language that the learner is using (p.10). Indeed, he adds that the error must be repeated while using a system although it is not yet the right system (Corder, 1981, p.10). For Taylor (1997) the random errors are “experimental uncertainties that can be revealed by repeating the measurement” (p.94). So, if the measurement is repeated several times, sometimes the errors are overestimate and sometimes underestimate (Taylor, 1997, p.94).

However, Corder (1981) introduces another categorization of learners' errors according to teachers in a superficial way (p.36). The first kind refers to "errors of omission" where "some elements are omitted" and should be present (Corder, 1981, p.36). However, there are also "errors of addition" where "some elements are present" and should not be mentioned (Corder, 1981, p.36). Furthermore, Corder (1981) names "errors of selection" where "the wrong item has been chosen in place of the right one" (p.37). According to Corder (1981) there are also "errors of ordering" where the elements presented are "correct but wrongly sequenced" (p.37). Corder (1981) considers this classification as a beginning for systematic analysis (p.37).

5. Covert and Overt Errors

Errors can be further categorized into covert and overt errors which are the results of learners' constructions of sentences.

5.1. Covert Errors

The covert errors are the ones which appear in a learners' sentence "that may be superficially well-formed" (Corder, 1981, p.22). By definition, the well formed sentences and idiosyncratic sentences have the same meaning (Corder, 1981, p.21). In other words, covert error, as we understand, is the one which looks correct but the sentence is unacceptable and wrong when one analyses it. This kind of error leads to misunderstanding of the sentence. Corder (1981) says that this kind of error inside a sentence leads to misinterpretation of the sentence normally in the context (p.21).

5.2. Overt Errors

The other genre of errors that are related to the learners' formation of sentences is overt errors. They appear clearly when a sentence is "superficially ill-formed in terms of the rules of the target language; however, in this kind the teacher or the researcher needs to ask whether a believable interpretation takes place or not in a context" (Corder, 1981, p.22). Corder (1981) adds that if the exact interpretation does not take place, then the teacher or the correspondent needs to refer to the mother tongue and find out its relation with the appearance of the error (p.22). Up to appoint, generally speaking, overt errors have two interpretations (Corder, 1981, p.22).

But Corder (1981) classifies “faults” in terms of their seriousness in relation to foreign language learners as: the grammatical incorrect form that refers to “error”, the socially inappropriate form which is the “mistake” and “the lapse”. The errors are the signs that the learners of a foreign language have not yet mastered the foreign language. In addition, mistakes are social gaffs. It is a performance error that is either random guess or a slip of tongue and teachers need to be concerned with the social context in which the language is used (Corder, 1981, pp.10-12).

6. Errors Types

Dulay, Burt, and Krashen (1982) state that the analysis of several errors in second/foreign learners’ speech and writing show “systematic distortions of surface element” of the new learned language (p.55). They classify them as the omission of grammatical morphemes, the double marking, the regularization of irregular rules, the use of archiforms, the alternating use of two or more forms, and the disordering.

6.1. The Omission of Grammatical Morphemes

Dulay et al. (1982) point out that most learners in early stages of their learning process delete “items that do not contribute much to the meaning of the sentence (p.55), as in the example, I **buy** some coloring **book**; where the plural and past markers are omitted.

6.2. The Double Marking

It is the case when learners use two or more items in an utterance when only one is needed (Dulay et al., 1982, p.55), as in the example She **did** not **revised** her lessons; we observe that the past tense is marked twice.

6.3. The Regularization of Irregular Rules

This case appears when learners use the past marker –ed- instead of the irregular verb e.g. he **goed** to the cinema, last week; where the use of –ed- is used instead of the irregular verb went.

6.4. The Use of Archiforms

It is the use of “one form for the several required, as in the use of the accusative for both nominative and accusative pronouns, e.g. them going to town; I know them” (Dulay et al., 1982, p.55).

6.5. The Alternating Use of Two or More Forms

The use of words like many/much require some conditions because “their conditions are still being internalized” like saying: too much dolls, many potteries (Dulay et al., 1982, p.55).

6.6. The Disordering

Dulay et al. (1982) call disordering “misordering”. This case is when learners use the constructions “that require the reversal of word-order rules that have been previously acquired” (Dulay et al., 1982, p.55) e.g. I don’t know who is it; where the placement of *is* erroneously follows the rule.

7. Sources of EFL Errors

While learning English, all EFL learners make mistakes. According to Harmer (1998) making “mistakes is a part of the natural process they are going through and occurs of a number of reasons” (p.62).

The first source or the obvious problem of EFL learners is the one with “false friends”; those words which sound or look the same but serve different meanings such as the word “assistir” in Spanish which means “attend” in English and not “assist” (Harmer, 1998, p.62). False friends “are more common where the learners’ language shares a common heritage with English” (Harmer, 1998, p.62). Furthermore, the grammatical considerations have a great role to play (Harmer, 1998, p.62). Harmer (1998) finds that Japanese learners have troubles in the use of articles, Germans have problems in positioning the verb in correct ways; however, the Arab learners “have to deal with a completely different written system” (Harmer, 1998, p.62).

Moreover, Harmer (1998) considers the interference of learners’ language as another source for learners’ errors (p.62). However, he adds that it is not the only source because there is what is called “developmental error” (Harmer, 1998, p.62). This kind of errors is the result of “conscious or subconscious processing which frequently over generalizes a rule” like saying: “I have to go” then learners start saying “I must to go” (Harmer, 1998, p.62).

8. Error Analysis and Interlanguage

While learning a second language, learners produce utterances which are ungrammatical and ill-formed. The word interlanguage is used by Selinker in 1972 to “refer to the foreign or second language learner’s go through when moving from the mother tongue to learn a target

language” (cited in Corder, 1981, p.66). Corder (1981) adds that the study of interlanguage is “the study of the language systems of the language systems of language learners or simply the study of learner’s language” (p.66). However, James coined the term “interlingua” and Nemser offered “approximative system” and for Corder it is transitional system (cited in Corder, 1981, p.66).

Corder (1981) states that interlanguage and interlingua “suggest that learners’ language show systematic features both of the target language he may know” plus of course the mother tongue (p.67). However, the approximative system “stresses the goal-directed development of the learner’s language towards the target language system” (p.67).

The interlanguage means that the EFL/ESL learner has his/her specific language while learning (Corder, 1981, p. 56). Then, in dealing with learners’ language, the learner “must be regarded as a native speaker of his language and theoretically, at least, the only native speaker” (Corder, 1981, p.56). That is to say, it is of great value to describe the language in relation to the learners’ own terms. Corder (1981) shares Chomsky’s view about the transitional competence i.e. grammatical competence which accepts that a learner has “intuitions” about the grammaticality of his/her own language (p.56). According to Corder (1981), in practice the data should be taken from the group of learners which is treated as “homogeneous” (p.56). Furthermore, it needs to be treated in the same way as a “linguist describes the competence of the ideal native speaker in a homogenous society, idealizing the individual variation” (Corder, 1981, p.56). The learners “as a native speaker of his own idiosyncratic dialect, produces no error” (Corder, 1981, p.56). However, Corder (1981) adds that learners, as native speakers, may produce only “slips of tongue or pen” (p.56).

According to Corder (1981) there is no particular methodological distinction between error analysis and the study of the learner’s language (p.57). The only different point is that in error analysis “we are comparing the learners’ language with the whole of the target language” (p.57). More precisely, the comparison is “between what has been selected for incorporation in the syllabus, whereas in the theoretical study into language learning we are interested in the relation of what has been taught so far with the learner’s knowledge at the same point” (p.57). Respectively, the first is prospective comparison and the second is retrospective. Corder (1981) adds that it is needed to make a “distinction between the notion of input and the notion of intake” to know if the learning process takes place in relation to what the syllabus prescribes or not (p.58).

Corder (1981) proposes two reasons for that, i.e. for the distinction; the first reason is “the nature of the data or the manner in which they are presented is defective in some way”, or while the data are “adequate, the state of the learning device is such that of the learning is such that it cannot take them in” (p.58). In other words, the learner has to know certain things before learning something new. It may also be that the order in which the data is presented does not correspond to the logical requirements of the learner (Corder, 1981, p.58). According to Corder (1981) there are two “sorts” of data: textual and intuitional (p.59). The two types are related to observational and descriptive adequacy (Corder, 1981, p.59).

Error analysis is based on the textual data and can furthermore not be achieved in theory at least; however, in practice it is usually “carried out by a teacher who has considerable insights into the linguistic development of his pupils and is usually bilingual in the mother tongue of his pupils and in the target language” (Corder,1981, p.59). Up to appoint, interlanguage is an independent system. This system has a communicative purpose and specific features. Corder (1981) adds that EFL learners possess a degree of competence in the second or foreign language learning that Corder calls “transitional competence” (p.10). That is to say the study of interlanguage is like any other independent system.

9. Teachers’ Correction of Errors

Studying the errors made by the learners is a repeated action that teachers done most of times in classrooms for purely practical reasons (Corder, 1981, p.35). Corder (1981) adds that the errors that learners make are a “major element in the feedback system” of both learning and teaching (p.35). Furthermore, Corder (1981) states that “the data teachers gets from error analysis is the variation of his procedures and materials, the pace of the progress, and the amount of practice which he plans at any moment” (p.35). So, teachers need to be able not only to detect and describe the errors linguistically but also understand the psychological reasons for their occurrence (Corder, 1981, p.35).

The teachers’ correction helps many learners to clarify the understanding of the meaning and constructions of the language (Harmer, 1998, p.62). Harmer (1998) cites that “teacher is uniquely able to provide, but precisely because it involves pointing out people’s mistakes” (p.62). Harmer (1998) adds that teachers need to be careful while correcting, since insensitive way can disturb and distress learners and it affects negatively their confidence (p.62). In other words, teachers need to avoid over correction or much correction because it leads to a lack of motivation. If a learner cannot correct him/her errors by himself/herself, the

teacher can ask his/her colleagues for help or explain the error to correct it at later time (Harmer, 1998, p.63).

According to Corder (1981), “making a learner try to discover the right form could often be more instructive to both learner and teacher” (p.11). Making errors is an inevitable and indeed necessary part of learning (Corder, 1981, p.11). The correction of errors provides a “sort of negative evidence” that is necessary to correct the rule or the concept (Corder, 1981, p.11).

Conclusion

To sum up, errors occur during any learning process. Teachers need to realize their learners’ errors which are useful and helpful in learning. Up to appoint, the teachers’ task is to point out when something wrong is happening and help their learners to correct their errors. Teachers also have to present always a means of encouragement even when errors appear. They can respond to learners’ errors uttering some expressions, encouraging words, or miming like, for instance, good, well...but, mmm, yeah, emm...etc. Generally speaking, the objective of error analysis is to elucidate what and how a learner learns through his/her studies in foreign languages or to help the learner learns more efficiently. EFL teachers need to help learners to learn from their spelling errors (and their faults in general).

Chapter Two

EFL Learners Writing Skill

Introduction

People from different cultures and backgrounds need to communicate their ideas. Writing is an eloquent way of communication for most of them. Hence, teaching writing has received an increasing attention in EFL teaching and learning. Because it requires not only a correct graphic presentation but, indeed, the organization of ideas in structured manner, writing is viewed as the hardest skill. Writing is a rational activity. That is to say it is an exercise of mind requiring the mastery of techniques of writing with limits. Writing is a way of growing because it is worth learning. This chapter attempts to give an overview of learning to write and how writing helps learning through time. Then, it explores the most common definitions and characteristics of the written act via the distinctions used between this productive skill and reading, as well as, speaking. Moreover, the importance of writing is reviewed; for that, four main reasons are outlined to foster writing in EFL learners including the importance of the latter productive skill in remembering, observing, thinking, and in communicating. Furthermore, it discusses the different types of writing including notation, spelling, and writing practice. The simplest form of writing which is the sentence, its conditions for being well structured, and the paragraph with its types are outlined. The chapter also addresses the most developed step of writing in the EFL Algerian middle school that is paragraph and reviews the steps of the writing process. This chapter ends with how to assess the writing skill along with corrective feedback.

1. Definition of Learning to Write

English teaching syllabus is always designed with a central focus on writing as a significant part. Writing effectively is the key objective for learners, but it differs from one situation to another. In some cases, writing shares equal billing with the other skills; in other curricula it is used just in "writing for learning", where learners write predominantly to develop learners' level of grammar and vocabulary of the language, because in "writing to learn" activities learners usually want clear and unambiguous feedback for the used language (Tribble, 1996, p.118).

The mental processes that a learner goes through while writing differ significantly from other kinds of spoken communication, because of the needs for accuracy in writing. When

they are writing, students have more time to think; they can go through what they already know, or consult dictionaries, grammar books, or other material to help them (Harmer, 2004, p.31).

According to Harmer (2004) “writing encourages learners to focus on accurate language use, it may, also, well provoke language development as they resolve problems which the writing puts into their minds” (p.30). In other words, they are writing because this helps them learn better (p.31). Furthermore, Byrne (1988) reports that writing does not develop naturally like speech, but it is a skill acquired only through a process of instruction (p.5).

2. Act of Writing

In the English language, four skills are to be mastered. Those skills are categorized into receptive or productive skills; listening and reading are the receptive skills, whereas, speaking and writing are the productive ones.

The productive skill “writing” is defined by Rivers (1968) as the act of putting what has been spoken in conventional graphic form (p.242). Joan Didion says: “I write entirely to find out what I am thinking, what I am looking at, what I see and what it means, what I fear and what I want” (cited in Savage & Mayer, 2007, p.2). Moreover, F. Scott Fitzgerald points out that “the reason one writes is not the fact being wants to say something. He writes because he has something to say” (cited in Savage & Mayer, 2007, p.2). Byrne (1988) sees that writing involves the conventional arrangement of letters into words, and words into sentences that need to carry out connecting smoothly to form coherent paragraphs (p.1). Writing is a complex skill that needs physical and mental efforts.

Byrne (1988) adds to this complexity some problems that may face writers (p.1). He classifies those problems into three main categories. The first category is psychological in which there is an absence of interaction and feedback between the writer and reader i.e. physical lack of the reader. The second category concerns the linguistic problems where there is a necessity to recompense the absence of particular devices in the spoken medium via clear and correct expressions of ideas. Finally, the third category is concerned with the cognitive problems. Here, Byrne (1988) believes that writers require formal instructions while developing their writing (p.4). Moreover, according to Hood and Brown (1989) writing depends on who you are writing to or for (readers), the purpose behind your writing, your

content, and the writers' situation i.e. where you are, how much time you have, and how you feel (p.6).

On the other hand, Otte and Mlynarczyk (2010) cite that "writing is the struggle to achieve selfhood and responsibility as a field included redefining the curriculum for the sake of the learners to improve their access and progress" (pp.42,43). However, Lee (2004) mentions that writing "represents a social behavior and interplay between the creator of the message and the receiver" (p.6).

Furthermore, a theory suggests that writing in general is a cognitively demanding task and that improving written texts always requires multiple revisions and naturally time to make them which the traditional essay does not allow (Cho, 2003, p.168).

To write a quick message to your friend differs and requires different preparations from a formal writing. So that, for better understanding of the writing skill we have to make a comparison between writing and speaking, as well as between writing and reading.

2.1 Writing and Speaking

The similarities and differences between the writing and the speaking skill need to be considered. In terms of their forms and processes, writers and speakers produce language, but still the difference between them often marked (Harmer, 2007, p.6).

The written form, according to Davies and pearse (2000), is introduced usually after oral presentation (p.30). They also add that "it is easier to get the learners' attention and interest with a context created orally rather than the printed materials (p.30). If we take space and time, spoken communication operates "the here and the now" world, but writing transcends time and space (Harmer, 2007, p.07). If we say that speaking is transient, writing is more permanent. Moreover, if spoken words disappear in minutes, the written words stay till for years. Some speeches are looked as writing like lectures because they are obviously spoken events but in reality they are read out from written notes (Harmer, 2007, p.7). On the other side, if we speak about participants, in the speaking situation the speaker and hearer can see each other. In both cases, speaker or writer can make assumptions about the addressee. In specific words, the addressee in speaking is most of the time known and he may ask the speaker about clarification; so that, we can modify our speech according to the verbal and non-verbal reactions (Harmer, 2007, p.7).

Last but not least, writing is considered as a more formal medium of communication in comparison to speech. Bygate (1987) adds that the spoken words are being understood as they are being decided (p.11). In addition to that, speakers may lose their places of grammar which leads to the syntactic mistakes (Bygate, 1987, p.11). Furthermore, the speaker's sentences cannot be long and complex as in writing; in fact, once is speaking, they gone but while writing he/she has the possibility to reread (Bygate, 1987, pp.11,12).

2.2 Writing and Reading

Up to a point, it is clear that writing is a productive skill whereas reading is a receptive one. Both skills complement each other, and writing is a result of proficient users of the reading skill. Anita Brookner says that "writing is an offshoot of reading", also for a good and effective expression of ideas, writers need to have enough vocabulary which he/she has already read (cited in Fowler, 2007, p.7). Furthermore, Stosky (1987) argues that better writers tend to be better readers, and better writers tend to read more than the poorer writers. So, better readers tend to produce more systematically mature writing than the poorer readers. Those two skills seem to be tightly closed since reading results in good writing, and good writing is the result of lot of reading (Cited in Fowler, 2007, p.7). Pinter (2006) adds that reading and writing are usually taught in parallel because learners who begin to read enjoy writing too (p.74). Bygate (1987) states that writers and readers need patience and imagination at a communication level to make sure that communication takes place (p.12).

To wrap up, the four skills are interwoven and lead to effective learning. Before a learner writes, first he/she has to be able to read, and before all of that he/she can say them aloud.

3. Four Reasons for Fostering Writing Skill

The writing act enables people to influence and exchange with the other's their ideas and actions. The writing act is part from the majority of people's life in various domains. Up to appoint if we speak about learners writing act goes with them every day. Barrass (2005) outlines that writing helps learner to remember, to observe, to think, and to communicate.

3.1 Writing Helps to Remember

According to Barrass (2005) "writing is used as an aid to remembering in early years at school when copying complete sentences from a book or dictation by a teacher" (p.11). Then,

the learners is going to start taking notes when a teacher is speaking; that's why, teachers need to emphasize on noting the main points as key words and phrases by using abbreviations, names, dates and titles, or even events (Barrass, 2009, p.11). Barrass (2009) adds that learners need to write definitions as they are carefully and record the lectures' conclusion and results clearly (p.12). Consequently, Barrass (2009) addresses that writing through note taking makes learners remember many things concerned the lessons with its rules and even vocabulary, and they remember the clear things and the ambiguous ones as well, because learners are listening and in the same time understanding things (p.12). In other words, taking notes is an aid to concentrate, to active study, and to learning (Barrass, 2009, p.14).

3.2 Writing Helps to Observe

When a teacher asks the learners to describe, they observe using the five senses. This observation helps learners to concentrate their attention on a thing by dividing it into parts and moving from describing each part separately from the others to ensure that the description is complete (Barrass, 2009, p.16). Barrass (2009) adds that "observation is a very important in some subjects than the others but it is important in arts, humanities, as well as in sciences and engineering" (p.16). For example when repeating particular events, learners need to praise and carefully describe them (Barrass, 2009, p.116). Barrass (2009) cites that when learners carefully prepared a description of an object, it can lead to any investigation about the lessons (p.16).

3.3 Writing Helps in Thinking

Barrass (2009) speaks about the idea to keep some sheets of papers, which contain some interesting points and important ones, in the pocket to revise them when needed what helps in keeping them in mind (p.17). English is not like the other subjects because "teaching English is the point of which all education must start" (Barrass, 2009, p.17). In others words, writing helps in arranging thoughts of any subject and planning the coming work which lead to recognize gaps (Barrass, 2009, p.17). This latter helps in more understanding and further studies about the needed work (Barrass, 2009, p.17).

3.4 Writing Helps in Communication

In the past, the verbal communicating with any one out of earshot is possible only by writing. Although the development of technology to create more inventions in communication, "writing remains the more important means of communication" (p.17). Furthermore, in

preparing “letters, reports, or any other written communications” there is more time to correct things, to decide what to say and how best to say it than would be possible in other materials (Barrass, 2009, p.17). Barrass (2009) adds that “to improve the ability to communicate in writing, learners need to read good prose regularly” (p.17).

4. Types of Writing

To write effectively, EFL learners should go through key stages. Any EFL teacher needs not to pay attention to those important steps and tries from time to time to check the writing stages development. In this section, the different types of writing namely: notation, spelling, writing practice, and composition, are addressed.

4.1 Notation

The first and the simple form of writing is notation. It is the involvement of graphic representation of sounds into sounds. This type is very beneficial for learners. It is required to discriminate between different sounds (Rivers, 1968, pp.242,243).

4.2 Spelling

After training on graphic discrimination of sounds, EFL learner goes further to combine letters to form words, or as River (1968) calls them “recognizable units of the foreign language” (p.243).

4.3 Writing Practice

In the writing practice step, EFL learners start combining words that have meaning with special focus on the necessity of controlling the structure of the language in addition to the teachers’ guide for learners in the conventional combination (Rivers, 1968, p.243).

Up to appoint, EFL learners start by forming well structured sentences than coherent paragraphs when they are involved in practicing developed writing.

4.3.1 The Sentence

An EFL learner, as a first and basic step, needs to form well structured sentences. A complete sentence must contain at least a subject and a verb and expresses a complete idea. Savage and Mayer (2007) define a sentence as “a format which contains at least one subject (a noun or a phrase), a verb, and expresses a complete idea. On the one hand, the verb expresses

the action of the sentence. On the other hand, the subject tells who or what completes the idea” (p.20).

The well structured sentence needs to have an agreement between its components. Agreement is a very important step in constructing coherent sentences. There are three basic agreements in a sentence: subject-verb agreement, tense agreement, and antecedent pronoun agreement (“Four Hundred Grammar and Writing Questions”, 2006, p.29).

4.3.2 The Paragraph

Writers like Fowler (2006), and Savage & Mayer (2007) define a paragraph as “the main unit of the composition (p.32). Furthermore, they add that its importance is like that of a sentence or a phrase. Developing a paragraph helps to express a single topic or an independent unity. It begins with a new line that must be indented to be followed by supported sentences different place from where they started.

Better writing of the paragraph starts by drafting the list of our notes. Then, we put them in one topic pieces to relate them with other materials. In other words, we form a sequence of sentences to work together. A paragraph begins with a topic sentence, or a controlling idea, which announces or introduces what the paragraph is about. It should be brief and it can impact energy to a piece wonderfully. Furthermore, the supporting ideas support the topic sentence with explanation, they can be part of the writer’s view, and there are at least five sentences (Fowler, 2006, p.33; Savage, & Patricia; Savage & Shafiei 2007, p.2). Finally, the paragraph ends with a concluding sentence which often repeats the information in the topic sentence (Savage & Shafiei, 2007, p.5). In addition, each individual paragraph ought to have a title which is one word or group of words used to tell what the topic is (Savage & Shafiei, 2007, p.3). The sentences used need to be related and connected smoothly. This is known as coherence. Writers often use time, space, or order of importance to present the supporting ideas in a paragraph coherently (Savage & Shafiei, 2007, p.16).

There are many types of paragraph. Savage & Shafiei (2007) define four types as follows:

The descriptive paragraph: where the writer describes a person, a place, or a thing (p.2).

The example paragraph: where the writer explains a particular topic by giving examples (p.2)

The process paragraph: where the writer explains how to do something step by step (p.2).

The opinion paragraph: it is the case when the writer expresses his/her feeling, ideas, and opinion about a topic (p.2).

4.3.3 Composition

Composition is the highest level of writing that consists of mainly and at least three paragraphs. It must be coherent and express full and connected ideas. We are not concerned with it because in the Algerian middle school the highest written level is the paragraph.

5. The Writing Process

According to Hanson (2009) “the use of numerous tools in expressing ideas can help in making the writing process a “pleasant experience” (p.29). Moreover, she continues that this skill can be a “painful experience that blocks a good expression of ideas” (p.29). For the success of this process, she adds that from the right beginning EFL teachers help and encourage students to remain willing (if not motivated) writing (p.29). The writing process involves planning, drafting, revising, and the final version. The already mentioned stages are presented in the following part.

5.1 Planning

Harmer (2004) calls the first stage planning, whereas Bown & Hood (1989) call it preparing to write. EFL learners before starting to write need to try, to decide, to plan for what they are going to say. Still others may not actually write down preliminary notes since they plan in their heads. While planning, writers consider three main issues which are the purpose, the audience, and the content structure. Bown and Hood (1989) add that writing requires some preparation (p.6). A good preparation may be through brain storming, where one searches for quick and disorganized ideas in one’s brain (Bown & Hood, 1989, p.7). Moreover, Brown and Hood (1989) articulate the success of this productive skill with speed writing which is the warm-up activity to get one writing freely as much as possible about the topic (p.7). In addition, writers must ask the “wh” questions which are who, what, where, when, why and how. Then, they get their ideas into order. Much more, they speak about the use of models, in this step, help with what to write and how to write it (pp.11, 10, 9, 7).

5.2 Drafting

The drafting stage is where the writer really starts writing. It is the first try of getting words onto the paper (Harmer, 2007, p.5). Here, there is no need to worry about spelling,

grammar, punctuation, and the best wording. After, learners start writing after drafting even few lines or paragraphs. Then, it is a necessity to keep going for the aim of finishing one's writing by pushing oneself to end it (Bown & Hood, 1989, p.18).

5.3 Revising

Revising requires that EFL learners check if they said what they wanted to say and said it in a clear and appropriate way. In other words, the learners check if their content and purpose are clear and appropriate for the readers in particular situation. Revising can be while drafting or after it. Moreover, the learners check the spelling, grammar, punctuation, in addition to arranging, changing, or even adding and removing things (Bown & Hood, 1989, p.20). Many books (how to write great essays, write better essays in just 20 minutes a day, better writing right now) consider editing, reflecting, and revising as the same stage and reflect to the same step.

5.4 The Final Version

When learners revise, edit, and make the changes they consider to be necessary, they produce the final version. In this step, the learner is ready to send the written text to its intended audience effectively (Harmer, 2007, p.5).

6. The Sub-Skills of Writing

There are some techniques which can be useful and helpful in avoiding the written errors.

6.1 Spelling

When EFL learners have the ability to identify the spelling errors, they can improve their spelling. According to Bown and Hood (1989) "when learners are in doubt about a word it is useful, but not enough, to look if it is looked right and remember where they read/see it before" (p.26). They add that it is useful if learners forget words' spelling to write them quickly then write the nearly words by writing the parts the learners sure of (p.28). Reading as much as possible and taking notes about spelling help in being aware about it (Bown & Hood, 1989, p.32). This sub-skill is the one which get the great emphasize in this research paper. We emphasize on the spelling mistakes that done by EFL learners. Also, the sources of these mistakes are addressed. Furthermore, the ways to correct those mistakes takes place, with the outline of the effective ways to respond to EFL learners mistakes.

6.2 Punctuation

The appropriate use of punctuation helps the readers to understand what you mean. In addition, punctuation keeps track of what learners say. To be clear, some punctuation marks are simply a matter of convention (e.g. capital letter, apostrophes) (Bown & Hood, 1989, p.34). On the one hand, if we speak about capitalization, it is necessary when an EFL learner starts a sentence, the beginning of proper words (people, places, animals...), to write the first letter in days of the week or months of the year; as well as, when abbreviate group of conventional words (e.g. USA, FCA...) (Bown & Hood, 1989, p.36).

7. Building the Writing Habit

To have good EFL learners in the writing courses, EFL teachers need, first, build the writing habit in their learners. Hanson (2009) states that teachers need to let their learners experience their writing skills several times in the classroom by announcing the writing material (p.158). Moreover, teachers need to be the guider of the learners in the writing process through helping them “in choosing their own topic on which the writing takes place”; furthermore, helping them in “brainstorming their ideas and feelings” about the topic (Hanson, 2009, p.158). As well as, Hanson (2009) cites that teachers need to help learners in drafting, editing, and producing the final product (p.158).

Another parallel view is the one of Harmer (2004) when speaking about building the writing habit (p.61). Harmer (2004) speaks about the great importance that needs to be given to building the writing habit in English learners to have effective writers (p.61). English learners need to get confidence about what they are writing because not all learners are happy while writing in English (Harmer, 2007, p.61).

Moreover, Harmer (2004) adds that “the unwillingness to write is derived from anxieties about the handwriting, spelling, or the ability to construct sentences and paragraphs” (p.61). That’s why the negative attitude to writing is the first barrier which faces learners (Harmer, 2007, p.61). In addition, the most common response of the majority of English learner when they are ask to write is the fear from “nothing to say” (Harmer, 2007, p.61). According to Harmer (2004) with such learners who are unfamiliar with writing or lack confidence with writing, English teachers need to spend time to build the writing habit (p.61). Building the writing habit makes learners feel comfortable when they are writing so that

gaining their willingness to write that lead to more creation by providing them with enough information and language to successfully complete the writing tasks (p.61).

In addition, Urquhart and McIver (2005) add that if the teacher gives regularly assignments to the learners, he/she will notice probably an overall writing skills improved and their thinking crystallized (p.26).

8. Assessment, Feedback, and Correction

Both teachers and learners should be aware about content knowledge, context knowledge, and the language system knowledge (Tribble, 1996, p.67). Teacher's response to what EFL learners had written evaluates their progress and development in the writing skill. Furthermore, diagnosing the EFL learners' weaknesses and strengths in writing is critical to progression and improvement.

8.1 Definition of Assessment

Assessment is the process that determines the extent to which the EFL teachers' objectives are achieved. Urquhart and McIver (2005) see that "assessment is comprehensive avoids judgments and to describe what is happening rather than what happens" (p.27). Assessment can be formative or summative. First, formative assessment informs teachers and learners about their achieved level. It is beneficial in finding out difficulties in learning and way to support the learning process. The summative assessment, secondly, takes place at the end of a study program to place learners in the appropriate level. This type of assessment considers the amount of knowledge acquired and the skills used so far by learners to classify them. Moreover, Weigle (2002) points out that, according to TOEFL Bulletin, assessing the writing skill intends to demonstrate the ability to write in English (p.142). Other researchers like Urquhart and McIver (2005) cite that effective assessment "should identify and diagnose a specific problem or provide information so that a teacher can adjust a lesson to meet learners future needs" (p.29). For that purpose, teachers need to be familiar with traits such as, first, clarity because according to Urquhart and McIver (2005) mention that "all parties need to know what it being assessed; everyone needs to benefit from understanding the purpose and the criteria of assessment" (p.29). Second, teachers need to vary the assessed criteria each time (Urquhart and McIver, 2005, p.29). Furthermore, sound pedagogy assessment encourages and reinforces good teaching practices (Urquhart and McIver, 2005, p.29). One strategy of sound pedagogy is metacognition. Metacognitive strategy helps improve learning

because it requires learners to think about the way that they express their ideas in writing (Urquhart and McIver, (2005), p.29).

8.2 Feedback

Feedback is the information that is given to the learners about how good or bad their performances are. Writers (like UR) consider correction and assessment as educational tools and essential components of feedback. Up to appoint, when EFL teachers respond to the learners' errors, they later on make effective revision to the teacher's remarks. However, learners "fail to understand the teachers' feedback about grammar" (Hyland & Hyland, 2006, p.90).

8.3 Correction and its Ways

Correction helps learners to clarify their understanding of the meaning construction of language. Harmer (2007) says that responding to learners' errors is by underlining and crossing-out the wrong pieces (p.112). Rivers (1968) argues that regular training in writing necessitates correction of individual scripts, if what is written is to be effective; in like manner she advances that correction of short writing assignments at regular intervals, provides the most effective form of practice in writing (pp.255-256). Along the information learners receive on their achievement, grades are allotted to determine the quality of what has been written. Rivers (1968) suggests that grades reflect how error-free what has been written is, how appropriate the vocabulary selected is, how authentic the message is, and how smooth the flow of ideas is.

It can be concluded that although, teaching writing can take different orientations, language formal features seem to be the only aspect teachers care for while considering their learners' writing. Again, Harmer (2004) states that to avoid over-correction, it is useful to specify each time only one aspect to emphasize (p.84). He adds that the use of marking symbols helps EFL learners to know their exact error (like: S: spelling, G: grammar, T: wrong tense...) (p.84). It is also good to make a scale to mark upon it, i.e., to choose only one area to mark like: grammar, cohesion, vocabulary..., and it helps teachers to diagnose the needed area to work out.

Conclusion

To sum up, the writing skill is an obligatory one that all learners need in their daily life. The importance of the productive skill writing is differ according to the situation it is used in, because it can help in remembering, in observing, in thinking, and in communication. Furthermore, the development of EFL learners' ability to write depends on the stages that they go through. However, the feedback and the correction of the written passages is differ from one teacher to another.

Chapter Three

EFL Learners' Motivation

Introduction

What allows us to make acceptable messages to our listener is language which helps us to clarify what is not clear. Language use makes the process of learning and understanding things possible. Language learning is one of the most important aspects of human development in both target and native language. There is ample evidence that positive motivation is associated with a willingness to keep learning especially of a foreign language. That is why foreign language teachers should not ignore the importance of motivating their learners. Fostering motivation and creating self-confidence is needed. In this chapter the most common definitions of motivation are presented. Moreover, the chapter addresses the different types of motivation including intrinsic, extrinsic, instrumental and integrative. It examines the most common influencing factors on motivating learners. In addition, the most useful and common used strategies of motivating learners in classrooms are reviewed. The final part of this chapter sheds light on the various theories explaining the phenomenon of motivation.

1. Definition of Motivation

Although no consensual definitions of motivation exist in scientific psychology, the definitions provided by most researchers rest firmly on the notion of movement, energy, and direction of behavior.

Richards & Schimids (2002) defines motivation as “the driving force in any situation that leads to action” (p.343). Richards & Schimids (2002) outline that “in the field of language learning a distinction is sometimes made between an orientation, a class of reasons for learning a language, and motivation itself which refers to a combination of the learners’ attitudes, desires, and willingness to expend effort in order to learn the foreign language” (p.343).

In addition, McDonough (1986) points out that the motivational concept was subjugated by the concept of drive (p.144). McDonough (1986) cites many psychologists, such as Hull and Thorndike (1972), who define motivation as the energy, “which arises from the difference between the body’s actual internal state and homeostasis”, and pushes people to achieve a specific goal (p.144). Jordan, Carbile, and Stack (2008) say that according to

Cartesian view, “motivation is an act that begins in the mind and goes on to influence the mechanistic body which is completely separate” (p.162). The term is generally used for human behavior but, theoretically, it can also be used to describe the causes for animal behavior (McDonough, 1986, p.144). Moreover, we cannot directly observe a person’s motivation; all we can observe is that person’s behavior and the environment in which he/she acts. Motivation is something inside the individual. It acts reciprocally with the environment. In other words, motivation is not observable in and of itself; motivation has a direct link to observable behavior. Motivation cannot be observable but its effects may be observed. Up to a point, motivation is conceptualized as a causal agent that explains a behavior but it does not describe it.

Jordan et al. (2008) state that the English word “motivation” has its etymological roots in the Latin word “movere”, which means to move (p.154). They add that motivation refers to the set of factors that move people so that they respond. Motivation focuses on two control questions the ‘why’ and the ‘how’ of behavior (p.154). The two questions need to be considered to fully explain motivated behavior. In addition, motivation is the force behind a behavior and provides an explanation for why people do things; as well as, motivation influences what people do and their choice of actions, so how they act (Jordan et al., 2008, p.154).

Furthermore, Williams and Burden (1997) define motivation as “the cognitive and emotional arousal, a state which leads to a conscious decision to act and gives rise to a period of sustained intellectual and/or physical effort”(p.120).

In comparison with the first language, motivation is crucial in learning other languages. According to Pinter (2006), “when we learn our first language, it is all natural part of growing up” (p.37). EFL learners’ motivation is related to their wanting to fit in with the new language. An interesting study by Marianne Nikolov (1999) a Hungarian teacher and researcher shows that the children as they get older, they draw on different sources of motivation to learn English (Pinter, 2006, p.37). First, learners are motivated by positive attitude to English and the learning context, i.e. they want to learn English because they enjoy the activities and the comfortable atmosphere in class (Pinter, 2006, p.37).

According to Jordan et al (2008) “motivation is an important factor in academic success; and when students are motivated to learn, academic achievement is significantly increased” (p.154). The Cartesian view defines motivation as “an act that begins in the mind

and goes on to influence the mechanistic body which is completely separate” (Jordan, Carbile, & Stack, 2008, p.155). However, according to Laming (2004) motivation “means a calculation of likely costs and payoffs as a detective story” (p.1). Wigfield and Eccles (2002) consider motivation “not just a characteristic of the individual but also a result of home and school environmental contexts individuals encounter which means that individuals have an interest in the socialization of motivation” (p.05).

Up to a point, Wigfield and Eccles (2002) stress the fact that the achievement of motivation “refers to motivation in situations in which individuals’ competence is at issue” (p.1). That is to say achievement of motivation attempts to explain people’s choice of achievement tasks.

2. Types of Motivation

Four main types of motivation have been discussed in literature. These include: extrinsic, intrinsic, integrated, and instrumental motivation. First, intrinsic-extrinsic motivation distinction came as a result of a study on Egyptian hieroglyphs by Bognole (1993) who states that instrumental and integrative goals must not be the only factors to motivation. Second, Gardner and Lambert (1959) first made the distinction between integrative and instrumental motivation in foreign language learning.

2.1 Extrinsic Motivation

Extrinsic motivation is the case when we are motivated by external factors. It comes from factors outside the individual i.e. the motivating factors are external like the teacher praise, grades, or money. An extrinsically motivated learner will work on a task even when he/she has little interest in it because of the anticipated satisfaction he/she will get from the rewards. Richards & Schmidt (2002) point out that extrinsic motivation is driven by external factors such as parental pressure, societal expectation, academic requirements, or other sources of rewards and punishment (p.343). It is found that the extrinsic motivators are factors external to the individuals that motivate them to respond like high grades, praise, or money (Borduc, 2000, p.53). Pinter mentions that in Nikolov’s study “extrinsic factors seem to appear somewhere around the age of 11-12 when children begin to talk about future goals with English” (p.37).

2.2 Intrinsic Motivation

Deci (1975) defines intrinsic motivation as a type “for which there is no apparent reward except the activity itself” (p.23). He continues that “people engage in the activities for their own sake and not because they lead to an extrinsic reward” (p.23). Richards & Schmidt (2002) add that the intrinsic motivation is “the enjoyment of language learning itself” (p.343). If researchers analyze Maslow’s theory, they will find that intrinsic motivators are factors internal to the individuals that are rewarding in themselves without the need for incentives, for instance, the self-esteem. Intrinsic motivation does not mean that the person will not seek rewards; it just means that such external rewards are not enough to keep a person motivated (Bolduc, 2000, p.123). According to Jordan et al (2008) the intrinsic motivator is “the enjoyment of learning and problem-solving in a particular subject area; in addition, another internal factor is the desire for academic recognition and status” (p.154). In addition, Reid (2007) stresses the point that intrinsic motivation refers to “learners’ self-motivation” through setting desired goals (p.14).

2.3 Integrative Motivation

Another important type of motivation is known as integrative motivation. It may be defined as the desire to achieve proficiency in a new language in order to participate in the community that speaks the language (Dulay, Burt, & Krashen, 1982, p.47). According to Gardner and Lambert (1972), integrative motivation “reflects a sincere and personal interest in the people and culture represented by the other group” (p.132). Richards & Schmidt (2002) mention that the integrative orientation is characterized by a willingness to be like valued members of the language community (p.343). Furthermore, Gardner and Lambert (1972) mention that integrative motivation is important in the development of the communication skills (cited in Dulay, Burt, & Krashen, 1982, p.48).

2.4 Instrumental Motivation

This type of motivation may be defined as the desire to achieve proficiency in a new language for utilitarian reason, such as getting a job, reading a news paper or passing an examination (Richards & Schmidt, 2002, p.343). According to Lambert and Gardner (1972), “it reflects the practical value and advantages of learning a new language” (p.132). From another view, Laming (2004) sees that all people are aware of all our thoughts, desires, and anxieties that control our behavior (p.278). That is why, Laming (2004) divides motivation

into two categories based on the observation of the motivated behavior (p.278). On the one hand, there is the personal view in which the individual makes observations on the others' behaviors (Laming, 2004, p.279). Laming (2004) adds that according to the personal view people are free in choosing their behaviors (p.279). On the other hand, the observations of others' behaviors can be shared between an infinite numbers of people through the camera view where people's behaviors are likely to be determinate (Laming, 2004, p.279). In other words, these categories are not to keep distinct but to improve that there are behaviors that are likely to be both determinate and free at the same time (Laming, 2004, p.279).

3. Factors Influencing Motivation

Different factors are seen as having great impact on learners' motivation. This section attempts to examine a number of them.

3.1 Personality Variables

Generally speaking, personality attributes and foreign language successful learning are highly associated. On the one hand, successful students may display different types of characteristics. In fact, they may be extrovert, self-confidence, active, passive, and independent; also, introvert or shy. On the other hand, unsuccessful students are those who have a lack of self-confidence and are shy, afraid to express their ideas or view points, as well as nervous. Whatever their forms of behavior, students who try to adapt a more flexible attitude towards the learning of foreign language seem to have greater chances of success than whose affective filter is constantly up (Dulay, Burt, & Krashen, 1982, p.51).

In relation to motivation, Deci (1975, p.559) cites a number of researchers, such as Dulay, Burt, Krashen, and Deci (1982), who have observed that personal motifs like fear and anxiety with learning may give us social motifs such as the willing for status in a group and for social approval, creating a series of reaction that may inhibit or work towards progress in foreign language. In those situations we can speak or see the appearance of motivation rather than its reality. However, in a book dedicated to the way in which languages are learned, Bown and Spada (1993) do not exclude the possibility of motivation to be more related to particular aspects of language proficiency than others (p.560). Though, motivated students may have a better self image and more confidence than non-motivated ones, and such characteristics might make them feel more at ease when interacting with others, in fact that

the two things occurred at the same time do not necessarily mean that one caused the other (Bown & Spada, 1993, p.560).

3.2 Attitudes

Attitudes and motivation are closely related to achieve success in language learning. Perhaps, this explains why some learners have a much easier time of learning languages than others. Some students progress rapidly, in the same classroom setting, while others take much time to learning and achieving command of a foreign language. When the only reason for learning a foreign language is external pressure, internal motivation may be minimal and attitudes towards learning are likely to be negated (Pinter, 2006, p.36). Moreover, if the learners have favorable attitudes towards the foreign language, its speakers, its teachers and the course, they will probably be more attentive in the class and they would, always, look for situations where they can obtain further practice and better learning of the foreign language.

The attitudes may be affected by factors like sex or age. Sex influences attitudes and motivation, for instance, experience indicates that girls have positive attitudes to learn languages more than boys. Many researchers, such as Williams and Burden (1997), point out that those differences of age have an influence on the foreign language learning (p.127). In fact, young children pick up foreign language easier than old learners.

In the case of the Algerian EFL learners, motivation may be instrumental. Their main aim in learning English is to pass examinations, and to read books and documents written in English. Students who wish to undertake post-graduate studies may feel a need to develop their skills through increasing their reading of English texts. Their interest in learning English is important, but their level and the problems they encounter in learning this language weaken their interest. The way of dealing with those problems, also, affect the process of learning any skill.

3.3 Other Factors

Up to a point, the purpose of anxious learners is to catch up with the group and acquire proficiency in the foreign language. A friendly/supportive environment can be decisive in such situations. Moreover, it is necessary to pay attention to the opinions /judgments of the classmates that can be harmful, as well as destroying the self-belief in one's ability to succeed (Dulay, Burt, Krashen, 1982, pp.52-53).

Williams and Burden (1997) talk about a state called “learned helplessness” which refers to people who feel that they had no control over their actions and see intelligence as something steady and failure as a result due to lack of ability (p.559).

The feelings of individual learners can be considered as another important component that influences motivation. In addition, if the effective filter is low, and learners can grasp much of comprehensible input they are faced with and are not afraid of making language mistakes and ready to adopt some of the identity characteristics of another group, this is another kind of learners who hide their shyness behind a face of openness and willingness (Dulay, Burt, Krashen, 1982, p.46).

Most teachers consider motivation as an essential factor for successful language learning, but we recognize that motivation is a complex phenomenon, and not all learners respond to teaching in the same way. Certain aspects of motivation may be beyond teachers’ influence (Davis & Pearse, 2000, p.13). This can be due to the fact that some learners come to a course because they need English immediately for study or work, wanting to learn it because they are interested in Anglo-American culture. Moreover, some are reluctant, but they need this language in the future. With the first type of learners, teachers should maintain and exploit motivation (Davis & pearse, 2000, p.14).

Furthermore, Laming (2004) mentions another aspect which effects learners’ motivation. It is responsibility. According to Laming (2004) “each one is responsible for his/her actions” (p.279). In addition, it is something obligatory to have moral obligations and responsibilities especially for those who are around us (Laming, 2004, p.279).

4. The Importance of Motivation

It is of course very important for teachers to motivate their learners in the English classroom. Zolàn Dornyei (2001), one of the experts in language learning motivation, writes a book entitled “Motivational Strategies in the Language Classroom” to help teachers to motivate their learners (p.225). Pinter (2006) cites that four main components or stages of motivational teaching have been suggested by Dornyei (2001). The first stage is to create motivating conditions for learning. In other words, it is creating a pleasant and supportive environment in the classrooms (p.225). The next stage is to introduce initial motivational techniques like talking about values, showing positive attitudes to learning, creating materials that are relevant for the learners, and establish expectations of success. Then, teachers need to

maintain and to protect their learners' motivation by offering stimulating activities and fostering self-esteem, self-confidence, and co-operation among learners. As a final step, Dornyei says that teachers should benefit from the positive experience to motivate the other learners (cited in Pinter, 2006, p.37).

Moreover, Ema Ushioda (1996), another researcher interested in motivation, introduces self-motivation which means to learn and practice techniques that can help learners to think positively about their learning the thing that can help learners to move on to try hardest texts (cited in Pinter, 2006, p.37). Davies and Pearse (2000) add that classroom motivation can be achieved through making the course enjoyable and satisfying; in addition, any success in real communication can motivate the learners, especially EFL students (p.14). Achieving short-term objectives give learners a sense of success and satisfaction and this pushes EFL learners toward the main goal of the course (Davies & Pearse, 2000, p.14). The most helpful thing in EFL classrooms is the well planned activities; those activities normally motivate the learners if they are related to their interest, needs, and interest (Davies & Pearse, 2000, p.14). As stated by Davies and Pearse (2000), showing a personal interest and behaving in a fair way toward the learners' alike motivates them to achieve their learning level (p.15). That is to say, the main goal of EFL teaching is using the English language effectively, and the main objective of each lesson is to engage learners' attention and interest.

5. Theories of Motivation

The progress of motivation theory can be traced through the development of other major theories of human behavior and learning. The addressed theories are the Cartesian dualism, Darwinism, Freud's drive theory, and theories of needs including Maslow's hierarchy.

5.1 Dualism

Jordan et al (2008) say that according to the Greek philosophers humans are of two parts; first, "the body and its appetites" which is considered as the lower part (p.155). However, the higher part is related to "the rational pursuit of ultimate well-being and happiness" (p.155). This detection involves the particular aims and the ways and means to achieve them. By the seventeenth century, René Decartes, French Philosopher, proposed a fundamental duality of mind and body. For that reason, they considered motivation as an act starts in the mind to influence the body (Jordan et al., 2008, p.155).

5.2 Biology

By the nineteenth century, Charles Darwin stressed the fact that “the animal behavior and motivation are largely instinctive” i.e. they act as a mechanism to meet the survival needs (Jordan et al., 2008, p.155). Furthermore, Sigmund Freud, the Austrian psychiatrist, sees that “there are subconscious psychic and emotional needs which impel behavior” (Jordan et al., 2008, p.155). By the twentieth century, they add that the drive theory associated with behaviorist theory (stimulus/response) and it emphasizes the role of motivation in the psychological satisfaction of needs to get bodily equilibrium (Jordan et al., 2008, p.155).

5.3 Cognition

Reducing drives is not always the reaction to people’s behavior, the thing that the drive theory does not give an importance to. According to Brown (1998), humans “clearly like to be in a state of equilibrium” (cited in Jordan et al, 2008, p.155), i.e. whether psychologically, emotionally, or cognitively they are more to human motivation than the reactive behaviors that achieve balance (Jordan, Carbile, & Stack, 2008, p.155).

5.4 Hierarchy of Needs

Theories that focus on the factors motivating people are known as the content theories. They give great value to physiological, social, or psychological factors. The best known theory is the one of hierarchy of needs. It is the most significant in improving the existing relationship between types of need. According to Abraham Maslow’s, an American psychologist, the high need is associated with the satisfaction of the lower one (cited in Jordan, Carbile, & Stack, 2008, p.155); although, some needs can be satisfied simultaneously.



Figure 1: Maslow’s Hierarchy of Needs (adapted from Jordan et al., 2008, p.156)

Maslow (1943) adds that “the appearance of one need usually rests on the prior satisfaction of another; and every drive is related to the state of satisfaction of another drives” (p.03).

According to Jordan et al (2008), the significance of Maslow’s theory to teachers is that it is an incorporation of a number of motivating factors within one model. Also, it helps the recognition that the higher level depends on the satisfaction of the lower level (p.156). Complicating the constructs like “self-actualization” is the point that challenges this theory. Maslow’s theory divides learners’ needs into three types namely: physiological needs, social needs, and individual needs.

5.4.1 Physiological Needs

According to Maslow, teachers need to meet the physiological needs of learners through strategies. Jordan et al (2008, p. 163) summarize those strategies as follows:

1. Make sure the room is adequately ventilated.
2. Make sure the room temperature is appropriate for learning.
3. Ensure that students have access to a water fountain or drinkable water.
4. Encourage healthy eating and physical exercise.
5. Establish regular learning routines.
6. Provide learners with rest periods and short breaks between classes.
7. Ensure that learners take regular breaks and receive fresh air.
8. Avoid lengthy periods of passive listening.
9. Provide a range of physical and mental activities.
10. Schedule difficult cognitive activities when energies are highest.
11. Arrange the seating to suit the teaching methodologies used.
12. Accommodate students with eyesight or hearing problems.
13. Create a safe classroom or laboratory environment.
14. Provide extrinsic rewards such as prizes or privileges in the early stages of learning.
15. Use mixed teaching methods and multimedia to stimulate and maintain learner interest.
16. Be consistent and aware of the amount and type of feedback produced.

So teachers need to pay attention to the satisfaction of the physiological needs of their learners to be better motivated, so that they can achieve the intended objectives.

5.4.2 The Social Needs

Small groups' formation in the project work helps in allocating the roles of each individual in the group (Jordan, Carbile, & Stack, 2008, p.163). Jordan et al (2008) add that the social needs can be achieved through the group process analysis (p.163). Using large group helps in creating socialization opportunities and using this techniques create the respect of different view points while discussion (Jordan, Carbile, & Stack, 2008, p.163). Furthermore, teachers promote the sense of classroom community and a sense of identity; as a sequence, it encourages clubs and societies and has school events where all can participate (Jordan et al., 2008, p.163).

5.4.3 The Individual Needs

The use of learners' names creates self-confidence and helps in developing their levels through time. Again, Jordan et al (2008) state that listening and evaluating the learners' interpretation is of great significance even if they are incorrect (p.164). EFL teachers have to avoid comparison between learners. Building success into activities and planning specific goals, and providing positive feedback, Jordan et al (2008) add, play a big role in pushing learner's for better achievement of their objectives and developing the learning process to take place (p.164).

Meeting the cognitive needs motivates the learners too. It is achieved through rising the interest and curiosity in learning by differentiating the use of materials to appeal the different learners' styles, creating self-confidence, and arranging opportunities to try out learning. The most helpful thing in motivating learners is giving opportunities to enjoy the satisfaction of applying their learning (Jordan, Carbile, & Stack, 2008, p.163). However, in Maslow's

hierarchy of needs, Jordan et al (2008) point out that if learners enrich the self actualization stage, they are likely to be mature enough to decide and develop their high expectations and so will not need motivational encouragement from the teachers (p.165).

According to Maslow (1943), his theory stresses and centers upon the ultimate or basic goals rather than superficial ones; upon the ends rather than the means (p.02). Furthermore, any motivated behavior must be understood through which basic needs simultaneously are satisfied (Maslow, 1943, p.03). Maslow (1943) concludes his theory by saying that “the motivations are only one class of determinants of behavior, while the behavior is almost motivated” (p.3).

In general, up to appoint motivation theories developed from philosophical, biological, and psychological roots (Jordan, Carbile, & Stack, 2008, p.166). In addition, motivation theories emphasize the importance of learners as people with feeling and identities teachers need to respect.

6. The Motivational Strategies

Motivation is a key factor in achieving successful learning. Reid (2007) says “a car will not run without fuel, and children will not learn without motivation” (p.14). In fact, not all learners, especially EFL ones, are intrinsically motivated. That is to say, teachers have to develop methods to enable and facilitate motivation to take place. This section discusses and focuses on the strategies used to develop the motivational notion.

6.1 Motivation by the Task

According to Reid (2007), the choice of the task can be sufficient to motivate or demotivate the learners (p.14). The task plays the first and the major barrier to maintain motivation (Reid, 2007, p.14). Furthermore, it is needed if not obligatory to give great

importance while choosing the task if it motivates the learners and gets their interest or not. In other words, teachers need to pay attention to whether the task is achievable or not (Reid, 2007, p.14). Reid (2007) adds that “it is obligatory to break the task down into steps and each step aims to reward the learners” (p.15).

6.2 Motivation by Reward

A reward is a step towards self-motivation (Reid, 2007, p.14). Reid (2007) adds that it is needed especially for those who require “boost...if they find the task challenging” (p.15). That is why, the reward needs to be negotiated with learners.

6.3 Social Motivation/ The Influence of Peer Group

The majority of learners like to learn through social motivation. Reid (2007) proves that social interaction is beneficial and important in the development of social skills such as turn-taking (p.15). Co-operation between learners and working tog

ether is a motive (Reid, 2007, p.15). For that reason, group dynamics is beneficial to ensure that the composition takes place. If the group works in a harmony and a positive way, it is another significant motive; however, the strong motivator is when one group is able to be the source of the other groups’ motivation (Reid, 2007, p.15).

6.4 Motivation by Feedback

A point may argue that it is beneficial to provide feedback with learners in general, and with EFL learners in particular. Feedback is used as a means of correcting learners’ production, and it ensures “that he/she is on the correct path [or not]” (Reid, 2007, p.15). The use of feedback decreases the risk of de-motivating learners. Reid (2007) states that feedback, indeed, motivates the learners better only if it is positive or “framed in a positive way” (p.15).

6.4 The Motivating Environment

The environment is a potential aspect that influences the learning process (Reid, 2007, p.17). Its influences depend on the individuals' learning style. According to Reid (2007), "motivation is whole-school responsibility" (p.17).



Figure 2: The Motivating School (taken from Reid, 2007, p.17)

The schools used such motto has a great deep impact of developing its learners. This thing is missed widely in the Algerian schools. Using such strategy can help the Algerian EFL learners' development especially if it uses special teachers.

Reid (2007) adds that some useful strategies can help in creating the motivational atmosphere such as creating self-belief in learners (p.19). In other words, the teacher's role is to make learners believe in their abilities. The variation of ways and tools of teaching accommodate all the learners' styles and motivate the learners to interplay with the teacher (Ried, 2007, p.21). To motivate his /her learners, the teacher needs to "avoid potential stigma" because some difficulties take time from the learner and it is important if it is acquired without any embarrassment (Reid, 2007, p.22).

Conclusion

Achieving the objectives of learning during a period of time is something required. EFL teachers should not neglect the importance of fostering motivation in learners. This can help them achieve their goals, as well as curricula goals. In addition, EFL teachers have to address all the aspects that may affect the learners' motivation. Up to appoint, EFL teachers are expected to pay attention to their learners' motivation type. If it is intrinsic, they help them to carry on, but if it is extrinsic, they encourage them with external materials. Therefore, a particular strategy can be used with particular learners to ensure that EFL teachers meet all their learners' needs.

Chapter Four

Analysis of Teachers' Questionnaire

Introduction

The importance and the effectiveness of error analysis is evaluated from the point of view of EFL teachers. In the present study, a questionnaire is administered to teachers at Fillali Lamtai middle school. It aims at finding out teachers' attitudes towards the use of error analysis to motivate learners in developing their writing capacities. Teachers respond to different questions. Data collected from these questions is essential to construct an argument to support or reject the significance of error analysis in helping learners overcome their spelling errors. This chapter describes and analyses the data, in order to shed light on the above mentioned issue.

1. Population of the Study

The present study was conducted at Fillali Lamtai middle school, in Bouhatem, Mila. Nine (09) teachers were teaching English there. Only the teachers of the fourth year level were chosen. Hence, the sample consisted of three (03) teachers. Every teacher was in charge of two (02) groups of fourth year learners. The teachers were asked to fill in the questionnaire.

2. Description of the Questionnaire

The questionnaire as a data collection technique is important to verify the hypothesis of the present study. The questionnaire consists of various types of questions. It uses questions and statements to which the teachers responded in writing. Some questions require the teachers to tick answers, to show agreement or disagreement, or to choose an item in a list.

The questionnaire involves thirty (30) questions categorized into the following parts:

- Background information (questions from 1 to 5)
- Teachers' experience with the learners' spelling errors (questions from 6 to 15).
- Attitudes towards the use of error analysis in the EFL classroom (questions from 16 to 29).

The first part aims at getting some background information about the teachers at Fillali Lamtai middle school: their degree, gender, and their experience in EFL teaching. In the

second part, the questions seek to get more insights into the teachers' attitudes towards the use of error analysis. The questions from 6 to 10 were administered before the pre-test. Furthermore, the questions from 11 to 19 were administered after the post-test. The third part is related to the teachers' experience with their learners' spelling errors. (The questionnaire appears in Appendix 1)

3. Data Analysis

The questionnaire was completed by 3 teachers: two males and one female. In the present analysis, the female teacher is referred to as 'A', the first male teacher as 'B', and the second male teacher as 'C'. All teachers hold a BA.

However, the teachers differ in their teaching experience; teacher 'A' has four years of experience. Teacher 'B' has been teaching English for five years. Teacher 'C' is the less experienced one in that he has one year of experience. Teachers' responses reveal that all of them have been teaching fourth year learners and other levels. Teachers 'A' and 'C' were also teaching first year level; whereas, teacher 'B' was teaching second year level.

The fourth year middle school learners are exposed to three sessions a week to learn English. Every session covers one hour.

Teachers' Experience with the Learners' Spelling Errors.

Question 6: Reading as much as possible helps in the development of the spelling strategy.

All teachers agree that reading as much as possible contributes in the development of the spelling strategy and enriches English learners' vocabularies.

Question 7: There are shared spelling errors committed by fourth year learners.

All teachers agree that fourth year middle school learners share some spelling errors.

Question 8: The English spelling errors are random.

For all the teachers, spelling errors are random. Teacher 'A' answers that when EFL learners learn new ways of writing and new words, they make random errors, especially spelling errors, when they attempt to apply them in their written pieces. Teacher 'B' states that random spelling errors are due to problems in memorization. He adds that EFL learners

forget the right spelling. Teacher 'C' believes that spelling errors are random because of learners' carelessness and ignorance.

Question 9: Knowing the word's meaning help the learners in avoiding the embarrassing errors.

All teachers agree that knowing the word's meaning helps learners to avoid the embarrassing errors.

Question 10: EFL middle school teachers write their written feedback in different places.

All teachers agree that they write their written feedback in different places. They add that changing the feedback place attracts the learners' attention and thus attach more importance to it.

Question 11: EFL teachers need to clarify the written feedback in different ways.

All teachers agree that the clarification of written feedback in different ways is needed. According to teacher 'C', it is one of the visual effective ways. However, teachers 'A' and 'B' do not justify their answer.

Question 12: The EFL teachers help learners to avoid their spelling errors.

Helping EFL learners to avoid their spelling errors is the EFL teachers' job. All the EFL teachers at Fillali Lamtai middle school agree on that they help their learners to avoid their spelling errors and encourage them to get more vocabulary.

Question 13: Dropping syllables and letters while speaking lead to dropping them in writing which result in correct spelling.

Only teacher 'A' agrees that dropping syllabuses and letters while speaking leads to dropping them in writing. However, teachers 'B' and 'C' disagree with this view.

Question 14: Mnemonic is a simple concept. It can be considered as a solution applied positively and hardly in avoiding the incorrect spelling.

Teacher 'A' strongly agrees and teachers 'B' and 'C' just agree that mnemonic, which is a way to repeat how the word is spelled each time and to keep it in mind, can be considered as a solution applied positively to avoid the incorrect spelling of words.

Question 15: Further comments

All teachers believe that the use of error analysis is necessary, if not obligatory, to help EFL learners avoid their written errors in general and spelling errors in particular. They add that error analysis has to be applied by all EFL teachers in fourth year middle school classes as well as in the other levels. Furthermore, they advocate the usefulness of error analysis in motivating EFL learners to develop their writing skill.

Teachers' Attitudes towards the Use of Error Analysis in the EFL Classroom.

Question 16: How many times do your fourth year middle school EFL learners practice the writing skill (in one week/ in one trimester)?

To practice the writing skill, teacher 'A' points out that the learners write once a week and sometimes five times in one trimester. Teacher 'B' also states that his learners irregularly practice writing once a week. In addition, teacher 'C' demands asks his learners to write once a week, twelve times in one trimester. The three teachers say that learners cannot practice writing as it should be due to the difficulty of the educational syllabus.

Question 17: Do you apply error analysis while correcting the written passages?

All teachers agree that they always use error analysis while correcting learner' written passages. They add that all the teacher at Fillali Lamtai middle school use it. They believe that it is a means to facilitate explaining the type of the committed errors while writing. Furthermore, it helps addressing the exact error for the learners.

Question 18: How do you respond to your learners' written errors?

According to teacher 'A' the effective way to respond to EFL learners writing errors is the use of "peer correction" strategy. Teacher 'B' prefers to directly correct the writing errors by himself because he observes that most of times EFL learners do not give importance to their errors. He adds that he sometimes gives his learners the opportunity to correct each other's errors especially if they are spelling ones to get benefits from them. Teacher 'C' says that he underlines the spelling errors and specifies their types. Then, he asks them to re-write the passage. He believes that it is a good way to help EFL learners avoid their spelling errors. Each time he uses this way, he finds out that learners avoid most of their spelling errors in particular and other writing errors in general. Furthermore, he adds that the use of "peer correction" is useful for the EFL learners to avoid their spelling errors.

Question 19: How can EFL learners' errors help in designing the English program?

Teacher 'A' believes that EFL learners' errors help in designing the English program. According to her, program designers need to pay more attention to what helps in developing the learners' abilities to avoid those errors. Teachers 'B' and 'C' share the same point of view. They think that designing English program needs knowledge about the learners' needs and necessitates programming special courses to develop their writing abilities and make them learn from their errors especially the spelling ones. They add that the program designers need to give more importance to enrich the learners' vocabulary and they have, as teachers' state, to give more courses of the English language.

Question 20: How do you specify the written error?

All teachers apply the same way in specifying their learners' written errors. They underline the error and name its category using abbreviations.

The teachers were asked to respond to the questions from **21** to **29** after conducting the post-test.

Question 21: For effective writing, EFL learners need to go through essential strategies (i.e. drafting, revising, editing, final version).

All teachers strongly agree that EFL learners need to go through essential strategies to get effective writing. They add that EFL learners need to have enough time for more effective writing. They share the same view about obliging learners to go through specific strategies because they will not have enough time to learn how to get effective writing later.

Question 22: EFL teachers help their learners to develop their writing skill through the use of error analysis.

Teachers 'A' and 'C' strongly agree that when EFL teachers use error analysis they are in a better position to develop their learners' writing skill. In addition, teacher 'B' also shares the previous view but adds that EFL teachers need to oblige their learners to write many times. For him, the teachers' role is to encourage learners avoid their errors using error analysis.

Question 23: Error analysis is used to help EFL learners to avoid their spelling errors.

All teachers agree that the use of error analysis helps EFL learners to avoid their spelling errors. They add that each time they used error analysis, the spelling errors of their learners decreased.

Question 24: Do EFL teachers, EFL learners, or the way of dealing with EFL learners' errors weaken the development of the writing skill?

Teacher 'A' relates the weak development in writing to the learners and the way of dealing with their errors. She adds that when EFL teachers correct their learners' errors, they do not give them importance only if they are obliged to do so. Teacher 'B' believes that EFL learners themselves weaken the development of their writing skill. He adds that this is also due to the fact that their learners always refuse to read more in order to develop their vocabulary. In addition, their learners do not give enough importance to their writing errors especially if they are spelling ones. For teacher 'C', learners' weaknesses can be explained as the teachers' way of dealing with the errors. He finds out that the majority of teachers do not respond seriously to their learners' spelling errors. He adds that some teachers just underline the spelling error and do not give them importance. Furthermore, the learners also, he adds, do not pay attention to their spelling errors'.

Question 25: The mother tongue interference, second language learning influence, false friends, and the developmental errors (overgeneralization) are the most common causes for EFL learners written error (like saying: becouz, byetiful, quik "committed spelling errorsby the EFL learners at Fillali Lamtai midlle school").

Teacher 'A' strongly agrees that the mother tongue and French, especially false friends, influence the learners' writing. She adds that the main cause of learners' spelling errors is overgeneralization. Teacher 'B' strongly agrees that 'false friends' especially from the French language are the main source of error. In addition, he states that the mother tongue and overgeneralization also have a role to play because the majority of EFL fourth year middle school learners' spelling errors at Fillali Lamtai middle school are due to overgeneralization. Teacher 'C' also agrees that learners' spelling errors are due to the mother tongue interference (only with few EFL learners), French influence works a lot, and he strongly agrees that overgeneralization is the main source of EFL fourth year middle school learner's spelling errors.

Question 26: EFL learners are obliged to obtain a base for effective writing in the fourth year middle school.

Teacher 'A' strongly agrees that fourth year middle school learners are obliged to build a base for effective writing because they may carry on their higher studies in English and thus they will encounter trouble. However, teacher 'B' disagrees because he thinks that learners will not meet the English language in all domains. Teacher 'C' strongly agrees that EFL learners are obliged to obtain a base for effective writing due to the English language power in the world. He adds that the use of English language is needed everywhere and learners have to get a base for effective writing because they need to write everything in the world's first global language i.e., English.

Question 27: EFL learners avoid their spelling errors after the use of error analysis.

The EFL fourth year middle school teachers at Fillali Lamtai middle school are strongly agree on that spelling errors are decreased after the use of error analysis. They add that EFL learners do not avoid their spelling errors only few ones, but by the usual use of error analysis they do. Furthermore, they are more motivated to write after error analysis use.

Question 28: When EFL learners at Filali Lamtai Middle School avoid their spelling errors, they are motivated to develop their writing skill/ process.

All teachers strongly agree that avoiding the spelling errors motivates the EFL learners to write. They add that each time their EFL learners correct their spelling errors, they want to re-write the passage and avoid their previous errors. For them, competition among learners takes place. Teacher 'C' adds that error analysis helps his learners to develop their writing skill each time it is applied in the classroom setting.

Question 29: As EFL teachers at Fillali Lamtai middle school, do you recognize any development in the written pieces of your EFL learners after applying error analysis?

After applying error analysis in their own classes, all teachers realize a development in the written pieces of their EFL learners. Teacher 'A' says that learners at Fillali Lamtai, after any use error analysis, develop their ways of writing. She encourages them through rewards and competition in the classrooms. Teachers 'C' points out that he strongly supports the use of error analysis to avoid writing errors in general and spelling errors in particular. He adds

that each time he corrects the errors and asks the learners to re-write them, he notices that the written passages become better and learners try always to develop their writing skill.

Summary and Conclusion

From the analysis of teachers' questionnaire we shall summarize the findings and draw some conclusions:

- 1- Teachers of fourth year level at Fillali Lamtai middle school, generally, intend to help their learners develop their ways of English language learning.
- 2- The teachers do their best to develop their EFL learners' capacities in writing.
- 3- They try to encourage their learners to read because reading as much as possible paves the way for the learning of new vocabulary.
- 4- The spelling errors committed by the majority of EFL learners at Fillali Lamtai middle school are random.
- 5- To avoid those spelling errors, teachers agree that error analysis has a fundamental role to play.
- 6- EFL learners have to pay more attention to their spelling errors.
- 7- From the teachers' answers, it is revealed that the use of error analysis helps strongly EFL fourth year middle school learners to avoid their spelling errors and motivates them to write again without committing the same errors.

That is to say, all EFL teachers at Fillali Lamtai middle school consider error analysis as a means that can be used to motivate EFL learners avoid their spelling errors and develop their writing skill.

Chapter Five

Analysis of EFL Learners' Pre-test and Post-test

Introduction

In this final chapter, we focus on the way in which pre-test and post-test results are analyzed and discussed. This chapter discusses one means of data collection of the spelling errors that are committed by EFL fourth year middle school learners. This instrument is a test administered with those learners. The pre-test and post –test are described in their forms and contents. The way of tests' correction is explained to understand the nature of the findings and their analysis. Finally, the chapter discusses both pre-test's and post-test's results to investigate whether the number of learners' spelling errors increase or decrease after introducing error analysis into EFL classes by the teacher as a factor to motivate the learners write better.

1. Population of the Study

The population was 189 learners, fourth year learners, studying the three trimesters of the academic year 2012-2013, at Fillali Lamtai middle school, in Bouhatem, Mila. However, only 171 learners were tested; the others were absent or refused to take the test. The learners were asked to write an English paragraph during one hour without using dictionaries or any other spelling sources. The 189 learners were divided into six groups; each group consists of about 31 EFL learners.

2. Research Instruments

The research instruments were two tests conducted with 171 EFL middle school learners: (a) a pre-test administered before applying error analysis in the classroom by the teachers, (b) a post-test given after correcting the spelling errors produced by the learners in the pre-test. The two tests asked the same question and were conducted with the same learners.

3. Description of the Pre-test

The pre-test was a written expression test conducted with fourth year learners studying at Fillali Lamtai middle school to evaluate their written expression capacities. The learners were expected to write a paragraph containing no more than 10 lines about a means of

transportation they prefer. As part of the test, some key words were given to guide the learners in their writing. The groups of learners were tested at the same time, on Sunday, March 4th, 2013 from 10:00 to 11:00 am to reduce the effect of bias and enhance objectivity.

4. Way of Test Correction

The learners written paragraphs were collected and corrected with an emphasis on the spelling errors. Different types of errors were produced by the learners such as sentence structure, the paragraph construction, and subject-verb agreement. We took into consideration only the spelling errors. We concentrated on the spelling errors and disregard the others. We underlined the spelling errors and correct them directly under the incorrect words.

5. Analysis of the Pre-test

The most frequently produced spelling errors for most learners were selected to be analyzed. The learners' responses show that a high proportion of spelling errors was made. The sum of spelling errors in all the papers is **946**. The number of errors varies from **02** to **14** errors per paragraph. The average of errors per paragraph is **05**.

The most obvious spelling errors selected from learners' responses in the pre-test can be listed as follows:

- The Word "Moreover"

The majority of learners wrote the word "moreover" correctly. They have already studied the conjunction "moreover" and their teachers have focused on its correct written form many times while explaining a lesson. Yet, ten (10) learners wrote it incorrectly in different ways.

Correct form	Incorrect forms
-moreover	-morouver -morever -moreuver -mouever -morerver

Table 1: The incorrect forms of the word "moreover" in the pre-test.

- The Word “Comfortable”

The word “comfortable” appeared in all the paragraphs. As have been already mentioned, we gave some key words in the test’s papers to guide the learners in their writing, and the word “comfortable” is one of them. Its meaning has been explained by the teacher before the learners began writing their paragraphs, but twenty (20) learners wrote it incorrectly. The remarkable thing among all learners is that their hand-writing was not clear.

Correct form	Incorrect forms
-comfortable	-confortable -confortable (the most used form) -comfatable

Table 2: The incorrect forms of the word “comfortable” in the pre-test.

- The Word “Quick”

The word “quick” was also given to the learners as a key word in the list. While correcting the paragraphs, the majority of learners used it, but eighteen (18) learners wrote it incorrectly.

Correct form	Incorrect forms
-quick	-quik (the most used form) -cuik

Table 3: The incorrect forms of the word “quick” in the pre-test.

- The Word “Beautiful”

The word “beautiful” was the most commonly used adjective by fourth year learners at Fillali Lamtai middle school. Seven (07) learners wrote it incorrectly.

Correct form	Incorrect forms
-Beautiful	-Buttiful -Beatifil -bautifile -befifele -byetifal

Table 4: The incorrect forms of the word “beautiful” in the pre-test.

- The Word “Because”

The learners first start learning the conjunctions. The conjunction ‘because’ was one of the most frequently used words by the learners. EFL fourth year middle school learners use it due to its easiness. Though this word was widely recognized by the learners, it was written in different incorrect ways by ninety six (96) learners.

Correct form	Incorrect forms
-Because	-bcause -becouse (is the most used form) -pecouse -poecos -becose -bekose -picoz

Table 5: The incorrect forms of the word “because” in the pre-test.

- The Word “Calm”

Furthermore, the word “calm” belonged to the list of words given to the learners. Twenty four (24) learners wrote this word incorrectly.

Correct form	Incorrect forms
-Calm	-calme (the most used form) -clme -calame

Table 6: The incorrect forms of the word “calm” in the pre-test.

- The Word “Boat”

In the test’s papers eleven (11) learners wrote the word “boat” incorrectly though it has been presented in the list of key words.

Correct form	Incorrect forms
-Boat	-bat -beot -boot -bout

Table 7: The incorrect forms of the word “boat” in the pre-test.

- The Word “And”

The most common conjunction “and” was also written incorrectly by seven (07) learners.

Correct form	Incorrect forms
-And	-amd -ind -ande -inde

Table 8: The incorrect forms of the word “and” in the pre-test.

- The Word “Transportation”

The word “transportation” was one of the key words to be written in the paragraphs. However, fourteen (14) learners spelled it incorrectly.

Correct form	Incorrect forms
-Transportation	-tronsportation -transpotation -transpotion

Table 9: The incorrect forms of the word “transportation” in the pre-test.

- The Word “Like”

The learners also committed spelling errors when writing the word “like”. Ten (10) learners wrote it incorrectly.

Correct form	Incorrect forms
-Like	-luke -leke -liyke -layke -liike -laik

Table10. The incorrect forms of the word “like” in the pre-test.

- The Word “Distance”

Furthermore, some learners spelled the word “distance” wrongly. Only four (04) learners wrote this word incorrectly.

Correct form	Incorrect forms
-Distance	-distause -distonce -distamce

Table 11: The incorrect forms of the word “distance” in the pre-test.

- The Word “Prefer”

The word “prefer” was also written incorrectly though it has been part of the question given in the test’s paper. Four (04) learners wrote it incorrectly.

Correct form	Incorrect forms
-Prefer	-prifer -prefar

Table 12: The incorrect forms of the word “prefer” in the pre-test.

- The Word “Future”

Twenty (20) learners used the word “future” in their paragraphs. All of them wrote it incorrectly.

Correct form	Incorrect forms
-Future	-futur (the most common used form) -futire -futter

Table 13: The incorrect forms of the word “future” in the pre-test.

- The Word “Plane”

The word “plane” was another word given to help the learners in the test. Six (06) learners spelled it incorrectly.

Correct form	Incorrect forms
-Plane	-plene -palane -planee -plaine

Table 14: The incorrect forms of the word “plane” in the pre-test.

- The Word “People”

Only two (02) learners out of 171 wrote the word “people” correctly. Two incorrect forms are shared among the other learners.

Correct form	Incorrect form
-People	-pepole (the most used form) -pepoles

Table 15: The incorrect forms of the word “people” in the pre-test.

- The Word “Safe”

Fifteen (15) learners wrote the word “safe” incorrectly though they have been provided with this word in the list of key words to use.

Correct form	Incorrect forms
-Safe	-sofe -sefe -saf

Table 16: The incorrect forms of the word “safe” in the pre-test.

- The Word “Animal/animals”

The learners tried to use the word “animal” (also in the plural form); however, fourteen (14) of them wrote it incorrectly.

Correct form	Incorrect forms
-animal	-animalse (the most used form) -aminal

Table 17: The incorrect forms of the word “animal/animals” in the pre-test.

- The Word “Expensive”

Twelve (12) learners spelled the word “expensive” incorrectly though it appears in the list of key words.

Correct form	Incorrect forms
-Expensive	-explansive -expansive -expencive -expenseve -ecspensiv -expensivee -expenssive

Table 18: The incorrect forms of the word “expensive” in the pre-test.

- The Word “Country”

When they spoke about the importance of transportation, fifteen (15) learners used the word “country”, but they wrote it incorrectly in both its singular and plural forms.

Correct form	Incorrect forms
-Country	- contry (the most used form) -coutry -coutrys -cantrys

Table 19: The incorrect forms of the word “country” in the pre-test.

- The Words “This is”

It has been observed, in the test time, that mainly all learners asked about how to say ‘this is’ in Arabic. The majority of them avoided its use because they do not know how to spell it. However, fifteen (15) learners used it incorrectly.

Correct form	Incorrect form
-This is	-thisis

Table 20: The incorrect forms of the words “this is” in the pre-test.

- The Word “Cleaned”

When describing their preferable means of transportation, the learners used the word “cleaned”. It has been remarked that they asked about its meaning in Arabic, however, we just pronounced it for them. Ten (10) learners wrote it incorrectly.

Correct form	Incorrect forms
-Cleaned	-klened -klinge

Table 21: The incorrect forms of the word “cleaned” in the pre-test.

- The Word “Travel”

To show the importance of transportation, the learners used the verb “travel”. In fact, there are twenty (20) learners who wrote it incorrectly.

Correct form	Incorrect forms
-Travel	-trafole -travell -travelle -travvel -travalle

Table 22: The incorrect forms of the word “travel” in the pre-test.

The most obvious spelling errors are due to adding some vowels like /e/ at the end of some words where unnecessary. The learners sometimes omitted some vowels at the end of words (as it appears in the previous examples). It has been found that learners used French words within their paragraphs. The learners seemed to be influenced by their second language, in our case French. For example, they used: tout, terre, regarde, merci, notre, voiture, capitain ...etc. Furthermore, the learners used the Arabic language when they did not know the English word. For more examples of spelling errors found in the EFL fourth year middle school learners’ paragraphs see appendix 2.

6. Description of the Post-test

The list of the spelling errors committed by the learners was prepared. Then, it was given to the teachers at Fillali Lamtai middle school. The teachers have been asked to correct the spelling errors for their learners during one month. After a month of error correction, a post-test was conducted with the learners.

The post-test has the same characteristics as the pre-test. In other words, the same question was addressed again and EFL fourth year middle school learners wrote other paragraphs containing no more than 10 lines about their preferable means of transportation. The majority of learners wrote paragraphs about 6-7 lines and only few of them wrote paragraphs about eight lines. The post-test was administered with the same learners who were divided into six groups and in the same time, on Sunday, April 28th, 2013 from 10-11 am.

The same correction method was respected; the spelling errors were underlined and then corrected. The sum of all learners’ errors is **520**. Consequently, the average of errors per paragraph is **03**. In the post-test, learners were asked to write in comprehensible hand-writing.

The most obvious spelling errors selected from learners’ responses in the post-test can be listed as follows:

- The Word “Because”

After correcting the spelling errors that are related to the conjunction “because”, middle school teachers’ extremely drew their learners’ attention to the correct way in spelling this word. Consequently, many learners avoided the unreasonable spelling errors. Considering the case of this conjunction, only thirty (30) learners wrote it incorrectly.

Correct form	Incorrect forms
-Because	-because -pecouse

Table 23: The incorrect forms of the word “because” in the post-test.

- The Word “Comfortable”

In the post-test, only ten (10) learners wrote the word “comfortable” incorrectly using the same form.

Correct form	Incorrect form
-Comfortable	-confortable

Table 24: The incorrect forms of the word “comfortable” in the post-test.

- The Word “Beautiful”

In the post-test, only few learners used the adjective “beautiful” as opposed to the number of learners who used it in the pre-test. Only six (06) among twenty five wrote it incorrectly.

Correct form	Incorrect forms
-Beautiful	-byettiful -beautifil

Table 25: The incorrect forms of the word “beautiful” in the post-test.

- The Word “Animals”

The majority of learners in the post-test did not use the word “animal/animals”. Only four (04) learners wrote it incorrectly.

Correct form	Incorrect form
-Animals	-anemalz

Table 26: The incorrect forms of the word “animals” in the post-test.

- The Word “Quick”

Only nine (09) learners spelled the word “quick” incorrectly.

Correct form	Incorrect form
-Quick	-quik

Table 27: The incorrect forms of the word “quick” in the post-test.

- The Word “Future”

Only eight (08) learners wrote the word “future” incorrectly. They omitted the vowel “e” at the end.

Correct form	Incorrect form
-Future	-fudur

Table 28: The incorrect forms of the word “future” in the post-test.

- The Word “Safe”

Only seven (07) learners spelled the word “safe” incorrectly.

Correct form	Incorrect forms
-Safe	-saf -sof

Table 29: The incorrect forms of the word “safe” in the post-test.

- The Word “Calm”

Eight (08) learners wrote the word “calm” incorrectly.

Correct form	Incorrect form
-Calm	-calme

Table 30: The incorrect forms of the word “calm” in the post-test.

- The Word “Moreover”

In the post-test, the majority of learners spelled the conjunction “moreover” correctly; except two (02) learners.

Correct form	Incorrect form
-Moreover	-morovir -morover

Table 31: The incorrect forms of the word “because” in the post-test.

For further examples of the spelling errors found in the post-test see appendix 2.

7. Discussion of Results

In the present study, the objective of testing EFL fourth year middle school learners is to study the relationship between the use of error analysis and motivating EFL learners to develop their written capacities. 171 fourth year learners at Fillali Lamtai middle school, in Bouhatem (Mila) were asked to write a paragraph addressing means of transportation. Some learners refused to write. First, a pre-test was conducted and revealed **946** spelling errors in all learners’ papers. The average of the spelling errors is **5** errors per paragraph. In fact, many spelling errors were shared among the learners. Second, a list of the most frequently used spelling errors was prepared and given to teachers who have corrected them during one month. Moreover, they have applied error analysis in their classrooms during the same period of time. Finally, a post-test was conducted with the same learners. It has been observed that the learners were motivated to write their paragraphs again after providing them with the correct forms of the words already used in the pre-test. The paragraphs written as a response to the post-test revealed **520** spelling errors. The average of the spelling errors is **3** spelling errors per paragraph. Hence, the use of error analysis by the teachers in their EFL classes helps the learners to avoid their spelling errors and motivate them to write better.

After applying error analysis by the teachers in the classes, it is observed that the fourth year learners at Fillali Lamtai middle school give more importance to their spelling errors. Furthermore, they learn a little after discussing the errors with them. They learn how to organize their ideas and use only the important elements associated with the main topic. After administering the pre-test, the learners are asked to use the dictionary when they write paragraphs because it helps them to avoid their spelling errors, differentiate between meanings of words, and enrich their vocabulary.

To sum up, it is demonstrated that error analysis if used appropriately in the classroom setting helps in motivating the learners to write better and avoid their spelling errors. Furthermore, the learners are motivated to write again. In the pre-test, it is seen that learners do not care whether they write well or deficiently. They do not give importance to writing paragraphs and to their hand-writing. However, in the post-test and of course after introducing error analysis in the classes, EFL learners at Fillali Lamtai middle school become more motivated to write because they learn from their errors and become ready to write adequately. Consequently, the majority of EFL learners develop their way of writing and avoid some of their spelling errors. That is to say error analysis can be used as a remedy for the learners' troubles in writing and a way to develop their writing through avoiding the spelling errors

Conclusion

At Fillali Lamtai middle school, fourth year EFL learners face problems with written expression. When their written capacities are tested by means of a pre-test, many spelling errors come out of their paragraphs. A one month period is devoted to the application of error analysis in the classroom setting. The teachers attach more importance to their learners' spelling errors, draw their attention to them, and correct them regularly. After conducting the post-test and obtaining the results, it is demonstrated that the majority of learners at Fillali Lamti middle school benefit from their own spelling errors and of their peers' as well. In fact, the learners become more motivated to write in the post-test. Consequently, the majority of the learners succeed in learning how to avoid their spelling errors.

General Conclusion and Recommendations

This part will present answers to the questions addressed in the present research work. To evaluate the effectiveness of error analysis in motivating EFL learners to avoid their spelling errors, and thus write better, the study posed the following questions:

1. How can teachers benefit from the use of error analysis in avoiding students' spelling errors?
2. Does the correction of the learners' spelling errors in the classroom motivate them to write better?
3. Does the teacher, the student, or the way of dealing with learners' errors weaken the development of the process?

To answer the research questions, a questionnaire was designed to collect teachers' attitudes towards error analysis and its use in EFL classes. The analysis of the questionnaire revealed that teachers believed that the mother tongue and French, especially false friends, influence the learners' writing. Moreover, the main cause of learners' spelling errors is overgeneralization. They agreed that reading as much as possible contributes in the development of the spelling strategy and enriches English learners' vocabularies.

The teachers related the weak development in writing to the learners and the way of dealing with their errors. The teachers do not give importance to their learners' errors only if they are obliged to do so. In addition, EFL learners themselves weaken the development of their writing skill. This is also due to the fact that learners refuse to read more in order to develop their vocabulary. The learners do not give enough importance to their writing errors especially if they are spelling ones. The learners' weaknesses can also be explained as a drawback in the teachers' way of dealing with the errors. The majority of teachers do not respond seriously to their learners' spelling errors. Some teachers just underline the spelling errors and do not give them importance. Furthermore, the learners also do not pay attention to their spelling errors.

After applying error analysis in their own classes, all teachers realized a development in the written pieces of their EFL learners. Avoiding the spelling errors motivated the EFL learners to write. Each time their EFL learners corrected their spelling errors, they wanted to re-write the passage and avoided their previous errors. Therefore, when EFL teachers use error analysis they are in a better position to develop their learners' writing skill. EFL teachers

need to convince their learners to write many times. Their role is to encourage learners avoid their errors using error analysis.

To support or disconfirm the significance of error analysis in helping learners avoid their spelling errors, further arguments were constructed from writing tests conducted with four year middle school learners. The analysis of tests' results showed that the number of spelling errors committed by the learners decreased in the post-test after applying error analysis in their classes by the teachers. EFL learners at Fillali Lamtai middle school became more motivated to write because they learned from their errors and became ready to write adequately. Consequently, the majority of EFL learners developed their way of writing and avoided some of their spelling errors. That is to say error analysis can be used as a remedy for the learners' troubles in writing and a way to develop their writing through avoiding the spelling errors.

Hence, the use of error analysis by the teachers in their EFL classes helps the learners to avoid their spelling errors and motivate them to write better.

On the basis of the findings of the research, we would recommend that EFL teachers give more importance to their learners' spelling errors. First, one of the effective ways to respond to EFL learners writing errors is the use of "peer correction" strategy. Second, teachers can also directly correct the writing errors by themselves because most of times EFL learners do not give importance to their errors. Third, teachers can underline the spelling errors and specify their types. Then, they ask learners to re-write the passage.

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Appendix 01

Teachers' Questionnaire

Candidate: DERGHAL Bochra

Dear teachers,

This questionnaire is an instrument for collecting data to write a master dissertation which deals with the significance of error analysis in You are going to. Your timely completion of the questionnaire will help us cope with the issue at hand

Thank you very much for taking the time to share your experiences and ideas. We are very grateful for your cooperation and collaboration.

Guidelines: Please, put a tick or complete the answer where necessary.

A/ Background information:

1. Gender: male

female

2. Your degree:

BA (Licence)

MA (Master/ Magister)

PhD (Doctorate)

3. How long have you been teaching English at middle school?

.....years

4. What levels are you teaching?

.....

5. How many hours are allotted to teaching English per week?

.....

B/ Teachers' experience with the learners' spelling errors.

6. Reading as much as possible helps in the development of the spelling strategy.

Strongly disagree	disagree	agree	strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. There are shared spelling errors committed by fourth year learners.

Strongly disagree	disagree	agree	strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. The English spelling errors are random.

Strongly disagree	disagree	agree	strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Whether you agree or not, why?

.....

.....

.....

9. Knowing the word's meaning help the learners in avoiding the embarrassing errors.

Strongly disagree	disagree	agree	strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. EFL middle school teachers write their written feedback in different places.

Strongly disagree	disagree	agree	strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. EFL teachers need to clarify the written feedback in different ways.

Strongly disagree	disagree	agree	strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Whether you agree or not, why?

.....

12. The EFL teachers help learners to avoid their spelling errors.

Strongly disagree	disagree	agree	strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Dropping syllables and letters while speaking leads to dropping them in writing, which in turn results in correct spelling.

Strongly disagree	disagree	agree	strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Mnemonic is a simple concept. It can be considered as a solution applied positively and hardly in avoiding the incorrect spelling.

Strongly disagree	disagree	agree	strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C/ Attitudes towards the use of error analysis in the EFL classroom.

15. How many times do your fourth year middle school EFL learners practice the writing skill (in one week/ in one trimester)?

.....

16. Do you apply error analysis while correcting the written passages?

.....

17. How do you respond to your learners' written errors?

.....

18. How can EFL learners' errors help in designing the English program?

.....

.....
.....
19. How do you specify the written error?

.....
20- For effective writing, EFL learners need to go through essential strategies (i.e. drafting, revising, editing, final version).

Strongly disagree	disagree	agree	strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21- EFL teachers help their learners to develop their writing skill through the use of error analysis.

Strongly disagree	disagree	agree	strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22- Error analysis is used to help EFL learners to avoid their spelling mistakes.

Strongly disagree	disagree	agree	strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23- Do EFL teachers, EFL learners, or the way of dealing with EFL learners' errors weaken the development of the writing skill?

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

And how?

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

24- The mother tongue interference, second language learning influence, false friends, and the developmental errors (overgeneralization) are the most common causes for EFL learners written error (specifically spelling ones).

Strongly disagree disagree agree strongly agree

25- EFL learners are obliged to obtain a base for effective writing in the fourth year middle school.

Strongly disagree disagree agree strongly agree

Why?

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

26- EFL learners avoid their spelling mistakes after the use of error analysis.

Strongly disagree disagree agree strongly agree

27- When EFL learners avoid their spelling mistakes, they are motivated to develop their writing skill/ process.

Strongly disagree disagree agree strongly agree

28- EFL teachers at Fillali Lamtai middle school see a development in the written pieces of their EFL learners after error analysis use.

Strongly disagree disagree agree strongly agree

- Further comments.

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

Thank you

Appendix 2

EFL Learners Written Expression Test

Question: The editor of the school magazine wishes to publish some articles about the means of transportation. Write a paragraph about 9-10 lines on the means of transportation that you prefer.

-Plane/ boat/train.....

-Cheap/ expensive.....

-Comfortable/calm.....

-Quick.....

-Safe.....

Appendix 3

List of EFL Learners' Spelling Errors Forms in the Pre-test

The correct form	The incorrect forms	The correct form	The incorrect forms
Traveling	Travalin	Sea	Sae
She	She	Look	Lok
They	Thy	Courageous	Courageu
Freinds	Frands	Difference	Defirence
Sometimes	Sumtimes Sometiums	Dietinction	Distimction
Rooms	Rumes Remes	Short	Shorte Shout
Restaurants	Resteront	uncomfortabale	Inconconfartable
Dngerous	Dongrous	Take	Tiake
New	Now	Feel	Felle
Always	Olwoyse	Train	Tran
did not	Didnot	Get	Gut
Quighness	Quighnas	Freedom	Freedam
Facilitat	Facilital	Good	God
Price	Praice Prix	Suggestion	Suiggestion
Beseid	Biseid	Felt	Fet
Alroud	Aloed	Vevry	Very
Continues	Counatinuse	Might	Migh
Long	Longe	That	Thet
Dreamed	Dreamt	Every	Evry
Misic	Misic	But	Bat
While	Wile	Danger	Dnnjure
Fing	Flyn	Able	Able
Trees	Treese	French	Frenche
Some	Som	Sky	Schy
Make	Mak	Publish	Puelishe
With	Withe	Cheap	Cheep
Daily life	Dayly life	This is	Thisis

The correct form	The incorrect forms	The correct form	The incorrect forms
Comfortable	Confortable Confortable (the most used form) Comfatable	Moreover	Morever Moreuver Mouever Morerver Morouver
Quick	Quik (the most used form) Cuik	Beautiful	Buttifil Beatifil Bautifile Befifele Byetifal
Calm	Calme (the most used form) Clme Calame	Boat	Bat Beot Boot Bout
And	Amd And Ande Ande	Transportation	Tronsportation Transpotation Transpotion
Like	Luke Leke Liyke Layke Liike Laik	Because	Bcause Becouse Pecouse Poecos Becose Pekose Picoz
Future	Futur (the most common used form) Futire Futter	Plane	Plene Palane Planee Plaine
People	Pepole (the most used form) Pepoles	Safe	Sofe Sefe Saf
Animal	Animalse (the most used form) Aminal	Expensive	Explansive Expansive Expencive Expenseve Ecpensiv Expensivee Expensive
Country	Contray Coutry Coutrys Cantrys	Cleaned	Klened Klinde
Travel	Trafole Travell Travelle Travvel Travalle		

Appendix 4

List of EFL learners' Spelling Errors Forms in the post-test

The correct form	The incorrect forms	The correct form	The incorrect forms
Traval	Travel	Beautiful	Byettiful Beautifil
Plane	Plain	Animals	Anemalz
Like	Layke	Quick	Quik
Restaurant	Restorant	Future	Futur
People	Pebole	Safe	Saf Sof
Som	Some	Calm	Calme
Misic	Umsic	Moreover	Morovir Morover
But	Bat	Beautiful	Byettiful Beautifil
That	Thet	Animals	Anemalz
Threes	Theris	Quick	Quik
Short	Shourt	Future	Futur
Every	Evry	Safe	Saf Sof
Feel	Fel	Calm	Calme
And	Ande Ind	Moreover	Morovir Morover
Ticket	Tik	traffic	Offic
Make	Mak	school	Scool
Frice	Prix	Always	Always
distanse	Distonse	With	With
Him	Hime	traffic	Offic

Résumé

Si quelqu'un veut apprendre une langue étrangère, il / elle sera évidemment rencontrer de nombreux types de problèmes d'apprentissage. Les erreurs des apprenants ont toujours été une préoccupation centrale dans l'enseignement des langues et de l'analyse d'erreur (EA) étudiée eux. L'objectif de ce travail de recherche est d'étudier la croyance que l'analyse d'erreur peut être utilisée comme un remède pour les troubles de l'apprenant dans l'écriture et un moyen de développer leur écriture en évitant les fautes d'orthographe. L'étude a recueilli des données par questionnaire adressé aux enseignants de l'école Fillali Lamtai milieu dans Bouhatem, Mila. Il vise à découvrir les attitudes des enseignants à l'utilisation de l'analyse d'erreur pour motiver les apprenants à développer leurs capacités d'écriture. Les données ont également été recueillies au moyen de deux essais menés avec 171 EFL élèves de collège: (a) un pré-test administré avant l'application de l'analyse des erreurs en classe par les enseignants, (b) un post-test donné après correction des fautes d'orthographe produites par l'apprenant dans le pré-test. A partir des réponses des enseignants, il a été démontré que l'utilisation de l'analyse des erreurs permet de fortement EFL quatrième année apprenants de collège à éviter leurs erreurs d'orthographe et les motive à écrire sans commettre les mêmes erreurs. En outre, les résultats des tests ont révélé que de l'analyse des erreurs si elle est utilisée de manière appropriée dans la salle de classe contribue à motiver les apprenants EFL d'écrire mieux et éviter leurs erreurs d'orthographe. En outre, les apprenants deviennent plus motivés à écrire.

إذا كان شخص ما يريد أن يتعلم لغة أجنبية إنه يواجه أنواع كثيرة من مشاكل في التعلم أخطاء المتعلمين دائما مصدر قلق رئيسي في تعليم اللغة وتحليل الأخطاء و لهذا يدرس محور العمل البحثي الحالي للتحقيق الاعتقاد بأن التحليل يمكن استخدامها كعلاج لمتابعب المتعلمين في الكتابة وسيلة لتطوير كتاباتهم من خلال تجنب الأخطاء الإملائية. وجمعت الدراسة بيانات من خلال استبيان موجه للمعلمين في ميله ، تهدف الى معرفة مواقف المدرسين نحو استخدام تحليل الخطأ لتحفيز المتعلمين في تطوير القدرات كتاباتهم. البيانات أيضا من خلال اثنين من التجارب التي أجريت مع 171 المتعلمين المدارس المتوسطة: () الاختبار تدار قبل تطبيق تحليل الأخطاء في الفصول الدراسية من قبل المعلمين، () بعد اختبار معين بعد تصحيح الأخطاء الإملائية التي نتج المتعلمين في مرحلة ما قبل الاختبار. من إجابات المعلمين، تبين أن استخدام تحليل الخطأ المدارس المتوسطة لتجنب الأخطاء الإملائية ويحفزهم على الكتابة مرة أخرى دون يساعد بقوة "أن تحليل الخطأ إذا ما استخدمت بشكل مناسب في إعداد الفصول الدراسية يساعد في تحفيز المتعلمين الكتابة على نحو أفضل وتجنب الأخطاء الإملائية الخاصة بهم. ن المتعلمين ي