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**Assessment of Teachers' Application of
Error Analysis in Improving Students'
Writing Skills. Case of: Second Year
students at Five Brothers Hamidat**

Dissertation Submitted to the Department of Foreign Languages in Partial Fulfillment for the
Degree of Master in Applied Linguistics.

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**In the Name of Allah, the Most
Gracious, the Most Merciful**

*My Lord! Grant me the power and ability
that I may be grateful for your favors
which you have bestowed on me and on
my parents , and that I may do
righteous good deeds that will please You
, and admit me by mercy among Your
righteous slaves.”*

An-Naml:Ayah 19

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Abstract

Human learning is fundamentally an academic process, which involves many techniques, and strategies that are used to improve students' skills and find solutions to students' problems. Learning is a process like any other process; it requires time and effort, however, results in the acquired knowledge, is not safe from errors. Learners mostly make errors in both comprehension and production. The fact that learners do make errors and these errors can be analyzed, led to a study of learners' errors called error analysis. The present work aims at showing that error analysis can be a good pedagogical strategy especially when teachers know how to use their theoretical knowledge about errors which help in improving and developing their students' writing skills.

This study is based on a mixed research approach in which a questionnaire is made for second year foreign languages secondary school and an interview is administrated to the teachers to get information about their use and application of error analysis in classroom.

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List of Abbreviations and Acronyms

CA: Contrastive Analysis

EA: Error Analysis

EFL: English as a Foreign Language

L1: First Language

L2: Second Language

LMD: License, Master, Doctorate

TEFL: Teaching English as a Foreign Language

TL: Target Language

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General introduction

The ability to use a language is called language skill; and the fundamental element of a language that the majority of learners need is the communicative skills. These skills which are termed as the productive skills are helpful for learners since they need to articulate words and write to produce the language especially for those who are studying English in non-English speaking countries. Thus, English teachers do encounter many problems in their students' production mainly written errors. Linguists try to find out the causes of the problems to be applied in language teaching to minimize and explain the problem. They proposed contrastive analysis, error analysis and interlanguage theory.

Contrastive analysis is the systematic study of a pair of languages with a view to identifying their structural differences and similarities between the first and the target language. Via contrastive analysis, problems can be predicted and considered in the teaching activities such as the curriculum design. However, not all problems predicted by contrastive analysis always appear to be difficult for the students. On the other side, many errors that turn up are not predicted by contrastive analysis. A counter theory to contrastive analysis is error analysis which took errors to a whole new level and it is widely used nowadays pioneered by Pit Corder in his article the significance of learner errors.

Corder argued that those errors are "important in and of themselves." For learners themselves, errors are essential,' since the making of errors can be regarded as a device the learner uses in order to learn.

The investigation of errors can be at the same time diagnostic and prognostic.

It is diagnostic because it can tell us the learner's state of the target language (Corder, 1967) at a given point during the learning process and prognostic because it can tell course organizers to reorient language learning materials on the basis of the learners' current problems.

Through the present research, the main aim is to describe teachers' application of error analysis in improving students' writing skills and finding out the common written errors students make when producing English language,

teachers and students' attitude towards errors then some solutions that could help second year foreign languages students at secondary Five Brothers Hamidate students.

The core of this research is mainly done to answer the question, which is as follow:

How can teachers' theoretical knowledge of error analysis help in improving students' writing skills in practice? And how can they apply it? Or how can teachers apply their theoretical knowledge to improve students' writing skills?

The main hypothesis of this question would be:

May be implementing a certain set of methods and techniques in the classroom that allow the teacher to apply their theoretical knowledge.

The following sub-questions originate from the main question:

What types of errors do students make in writing?

How can teachers behave with their students' errors?

What methods or techniques should be applied in order to overcome these errors?

Maybe the most common types of written errors are related to competence and performance errors, local and global errors, the causes behind making these errors may be because of first language interference, translation, and incomplete application of rules.

Concerning the techniques, teachers may keep close attention to students' written production, prioritizing the correction of errors and by a continuous demanding of various kinds of production.

Teachers may take errors at ease and behave with some tolerance and understanding of the students and the errors they make.

In this domain researchers suggested different techniques to avoid those errors among which there is self-correction, peer correction, teacher correction

This dissertation consists of three chapters. The first chapter represents the main theoretical aspects of applied linguistics and an overview of error analysis and the significance of making errors in EFL context then differentiating between error and mistake and the importance of the productive skills in teaching. The

second chapter is about error in writing and the attitudes of both teachers and learners towards errors. In addition to the description of the case of study which includes both teachers and students' profile and the research tools such as classroom observation, the questionnaire ,the interview and the test.

The third chapter is entirely devoted to the analysis and the interpretation of data and some suggestions and recommendations are proposed as well.

Chapter One

Literature Review

Chapter One: Literature Review

1.1 Introduction

1.2 Applied Linguistics and Teaching.

1.3 Error Analysis

1.3.1 The Nature of Error Analysis

1.3.2 The Reason behind Error Analysis

1.3.3 Models of Error Analysis

1.4 The Significance of Making Errors in EFL Context

1.4.1 Performance versus Competence.

1.4.2 Errors vs. Mistakes

1.4.3 Slips and Attempt

1.5 Teaching Language Skills

1.6 The Importance of the Productive Skills.

1.7 Conclusion.

1.1 Introduction

Linguistics is the science of languages, and the major concern of all the Linguists is largely related to finding and describing the characteristics of particular language. Applied linguistics which is a subfield of linguistics takes the result of those findings and ‘applies’ them to other areas. In the modern educational setting, the English teacher should be aware of linguistics or applied linguistics in order to prove him/herself as an effective English language teacher, in classroom, where he/she faces students’ problems as making errors in their communication in the target language, mainly in writing.

This chapter is dedicated to clarifying the existing link between the basic languages skills expected to be developed within the educational system. Linguistics and applied linguistics suggest the actions that the teacher should behave in the classroom, the indirect functionality of this relation is the use of error analysis as a tool to deal with the errors that occur in the students’ written productions with the predictable aim of having a better understanding for what the previous researches and literary works have to say about this topic.

1.2 Applied Linguistics and Language Teaching

Applied linguistics is an interdisciplinary field of research and practice dealing with practical problems of language and communication that can be recognized, analyzed or solved by applying available theories, methods or results of linguistics.

According to Corder (1973):

Applied linguistics is the utilization of the knowledge about the nature of language achieved by linguistic research for the improvement of the efficiency of some practical tasks in which language is a central component.

This means that applied linguistics is an application of a theoretical language in daily life that face too many kinds of problems relates to language itself. The main aims that applied linguistics attempts to achieve are likely to

be: Teaching languages better, constructing a syllabus and evaluating a school bilingual program.

1.3 Error Analysis

The field of error analysis in Second Language Acquisition was established in the 1970s by S. P. Corder and his colleagues. Error analysis was a substitute to contrastive analysis, an approach influenced by behaviorism, through which applied linguists wanted to use the formal distinctions between learners' first and second languages to predict errors. Error analysis showed that contrastive analysis was unable to predict the great majority of errors. A key finding of error analysis has been that many learner errors are produced by learners making faulty inferences about the rules of the new language.

1.3.1 The nature of Error Analysis

Error analysis is a type of linguistic analysis that focuses on the errors learners make. It consists of a comparison between the errors made in the target language (TL) and that TL itself. Pit Corder is the 'Father' of Error Analysis. It was in his article entitled 'The significance of Learner Errors' (1967) that Error Analysis took a new turn. Errors used to be 'flaws' that needed to be wiped out. Systematically analyzing errors made by language learners makes it possible to determine areas that need reinforcement in teaching (Corder, 1967).

Error Analysis (hereafter EA) is the examination of those errors committed by students in both the spoken and written medium.

1.3.2 Reasons behind Error Analysis

Error Analysis is useful in second language learning because it reveals to teachers, syllabus designers and textbook writers what the problem areas are. Corder claims that errors are visible proof that learning is taking place. He also agrees that studying students' errors of usage has an instant practical application for language teachers .i.e. errors provide feedback, they tell teachers about the effectiveness of his/ her teaching.

EA is an important aid to identify and explain difficulties faced by learners. EA serves as a reliable feedback to design a corrective teaching method. This emphasizes the fact that problematic as the errors may be, when they are identified, learners get helped and teachers find it easy to do corrective work.

¹Sercombe, (2000) explains that EA serves three purposes. Firstly, to find out the level of language proficiency the learner has reached. Secondly, to obtain information about common difficulties in language learning, and thirdly, to find out how people learn a language. From this statement it can be concluded that the study of errors should also be taken at as something positive for both learners and teachers.

EA is of big importance in the field of teaching because it can be used to determine what a learner still needs to be taught and finding solutions to it.

1.3.3 Models for Error Analysis

Corder (1967) identified a model for error analysis which included three stages:

1. Data collection: Recognition of idiosyncrasy
2. Description: Accounting for idiosyncratic dialect
3. Explanation (the ultimate object of error analysis).

Ellis *et al.* (1985: 51) gave practical advice and offered clear examples of how to identify and analyze learners' errors. The initial step requires the selection of a corpus of language followed by the identification of errors. The errors are then classified. The next step, after giving a grammatical analysis of each error, demands an explanation of different types of errors.

1.4 The Significance of Errors in EFL Context

Errors, as it has been said previously, bring teachers with different information about students' problems; Teachers usually encounter two problems while correcting mistakes and errors. Firstly they must find the cause of the mistake or error. Secondly they must formulate techniques by which they can successfully interact with the students in correcting their errors. Thirdly they must also evolve strategies to ensure their students will not repeat these errors. It

¹ International Journal of Learning & Development

has been accepted that, even today teachers still deal with the finding errors more than creating effective techniques.

1.4.1 Performance versus Competence

The term ‘performance’ was introduced by Chomsky which means the clear production of language as either speech or writing. He contrasted it with ‘competence’, that is the native speaker’s perfect knowledge. Competence is said to be the knowledge of what is grammatically correct, while performance is what occurs in practice.

1.4.2 Slips versus Attempts

²Edge (1989) distinguishes between slips and attempts from the point of view of learners and teachers in defining slips as mistakes that the teacher thinks the student could self-correct. When the students want to express their meaning but they make a mistake because they have not yet learned the necessary language structure, their mistakes can be called attempts.

1.4.3 Errors versus Mistakes

Errors and mistakes had been used interchangeably before Corder (1974) who pointed out that it was important to make a distinction between ‘errors’ and ‘mistakes’.

A mistake is something natural, something that the teacher may identify, treat or ignore. Pit Corder (1991) stated “**A mistake is not an issue of knowledge, but it is an issue of its application**”. Even native speakers make mistakes in writing and speech; simply because mistakes occur accidentally the learner is aware of them and corrects them immediately. Unlike errors which are systematic and provide a valuable feedback of the students’ learning process, non native speakers do not make only mistakes, they make also error because of the incomplete knowledge of the target language.

1.5 Teaching Language Skills

English is one of the most important languages in the world, languages are of four skills and English is not an exception, it consists of four skills which are

² Edge (1989, cited in Harmer, 2007: 137)

listening, speaking, reading and writing. In order to master English, students have to be effectively exposed to the four skills. Writing and speaking are considered as productive. Speaking orders a certain level of fluency, which can only be acquired through regular practice; however, writing, as important as it is, suffers in both the depth of concentration a teacher gives to it in the classroom, and the quality produced by the students as a result. It is important to encourage students to write as much as possible.

The receptive skills are listening and reading, because learners receive and understand the language. In the process of learning new language, learners begin with receptive understanding of the new items, then later move on to productive use.

1.6 The Importance of the Productive Skills.

Among the four skills, writing and speaking are of big importance in teaching English; writing for instance, makes us express who we are as a persons and move easily among facts, inferences, and opinions without getting confused.

Writing is a priority to language teaching and learning that is why teachers gave more importance to such skill. Because the most exams often rely on the student's writing proficiency in order to measure their knowledge, strong writing skills may improve their chances for success. Speaking as well is important, because it tells the teacher what his/ her students are missing and the problems that they may have, besides speaking is a good means for students' communication when interacting in the target language.

1.7 conclusion

This chapter deals with the significance of teaching applied linguistics and Error analysis. Which are very important areas in second and foreign language learning, error analysis has a great role in teaching especially in enhancing students' skills in general and writing skills mainly.

Chapter Two

Research Design

Chapter Two: Case of Study and research design.

2.1 Introduction

2.2 Teaching writing to EFL Learners.

2.2.1 Definition of Writing.

2.2.2 Methods for Teaching Writing

2.2.3 The Importance of Writing

2.3 The Difference between Teaching Writing Comprehension and Writing Production.

2.4 Errors in Writing.

2.4.1 Types and Causes of Errors.

2.4.2 Attitudes towards Errors and Error Correction.

2.4.2.1 Teachers' Attitudes.

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2.5 Correction of Written Errors.

2.6 Research Design

2.6.1 Sample Population

2.6.1.1 Teachers' Profile

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2.6.2 Data Collection Phase

2.6.2.1 Classroom Observation

2.6.2.2 Description of Students' Questionnaire

2.6.2.3 Description of Teachers' Interview

2.6.2.4 Description of the Test

2.7 Conclusion

2.1 Introduction

The members of society strive to build their skill sets mainly through the process of communication with others, the situations in which this communication takes place is also considered to be an important part of the whole process; each situation demands its own conditions. When teaching English as a Foreign Language (TEFL), learners need to master the four language skills: Listening, Speaking, Reading and Writing in order to achieve a high level of language mastery in producing and receiving the target language in its oral or written forms.

In this chapter, light will be shed mainly on writing skills which entail some definition and explore the importance of writing plus the methods used in teaching writing, moving to the writing errors committed by secondary students and the causes behind committing such errors to the discovery if teachers' reaction and attitudes towards errors and which ways are used to correct them.

2.2 Teaching Writing to EFL Learners

For many years, the emphasis was just on the oral approach rather than on the written one which was almost neglected. This was partially due to the influence of many linguists from De Saussure to Chomsky who considered that the spoken language is at the first position whereas, the written one at the second position in terms of importance. (Brookes & Grundy, 1998).

So, teachers have the duty to explain and impart their students the effective way to write successfully through the selection of good resources and ideal materials that may provide the necessary help to succeed.

2.2.1 Definition of writing

Writing is one of the language skills which is important in our life. Through writing, we can inform others, carry out communication, persuade, and tell what we feel. However, we know that writing or learning to write especially in a second language is not simply a matter of “writing things down”. It is one of the four basic skills that are very complex and difficult to learn.

Jim A.P (2010:2: Writing skill in second language), explains that writing skill is complex and difficult to learn. Requiring mastery is not only grammatical patterns but also the rule of writing such as high degree of organization in the development of ideas and information and also choosing the appropriate vocabularies and sentence structure to create a style which is appropriate to subject matter.

2.2.2 Methods of Teaching Writing

The development of several methodologies of teaching writing skill was an important aspect of the learning theories. The direct and the audio-lingual are two methods that regard writing as a reinforcement of what had been already learnt in the speaking phase of lessons. In addition, the Audio-lingual activities emphasize on the absolute correctness rather than communication. This type of activity as Brookes & Grundy, 1998 called “**writing things down**” is used to help language learning and it is needed to be differentiated from composing.

The major reason that led to the recognition of the real importance of teaching writing as a skill is the extensive adoption of Communicative Language Teaching. According to Mauk and Metz this approach focus on a number of strategies which include:

a) *Planning*: Before starting to write under the guidance of the teacher, the students can create teams to brainstorm and plan the writing process and follow a strategy while taking the readers into consideration.

b) *Drafting and revising*: The raw draft of the written product contains all of what the students bring to the table, and then it has to be polished through the advice provided by the teacher to make the necessary changes and produce a better version.

c) *Responding to student's writing*: The teacher may help his students by reading their draft and then make written suggestion about how the text could be reordered (Harmer, 2004). He is able to help them by writing out his own version of how a section of text might look better. However, he can ask students to have a look at their colleagues' work and let comments or respond in their own way.

2.2.3 The Importance of Writing Skill

Writing is important because its' used extensively in higher education and in the workplace. If students do not know how to express themselves in writing, they will not be able to communicate well with professors, employers, peers, or just about anyone else.

“Writing provides an importance mean to personal self-expression” (Mc Arthur, *et al*, 2008: 1). This skill is considered as an important part since it is a priority to language teaching and learning that is why teachers gave more importance to such skill during the past few years in order to improve the level of their students. Students are likely to write research papers and reports that is why they should have a good level at writing because if their writing is badly structured, there might be a misunderstanding and misinterpretation from the readers.

The good level of writing is not helpful only for students but also for people which may help them overcome many problems such as nervousness that results happen during a conversation or an interview.

2.3 The Difference between Teaching Writing Comprehension and Writing Production

Teaching writing comprehension has to do with the practical aspect of writing. That is how one can writer what readers can read and understand. Whereas teaching writing production it is concerned with the mental aspect of it. It involves how to brainstorm and on what to write...

2.4 Errors in Writing

Among the four skills, writing may seem difficult for most learners in which they make a lot of mistakes and errors. Errors are easy to recognize and describe in writing rather than in speaking.

2.4.1 Types and Causes of Errors

Researchers in the field of applied linguistics usually make a distinction between two types of errors: performance and competence errors. Performance errors are not serious; they are made by learners when they are tired or in a hurry. Whereas competent errors are more serious than performance errors since

competence errors reflect insufficient learning. Another distinction was made between local and global errors. Global errors interfere with communication and disrupt the meaning of utterances unlike local errors.

Researchers agreed that one of the major causes behind such errors is because of language transfer. Language transfer (interference) refers to the influence of the mother tongue on the learning of a foreign language, this transfer can be either positive (When there are no major differences between L1 and L2), or negative (When there are differences, the learner's L1 knowledge may interfere with learning) also called mother tongue interference. Although this latter is a very important cause of errors it is not the only one. Language learners may experience confusion when they find differing patterns within the structure of the newly acquired language, this is known as interference. One of the most common indications of interference is overgeneralization.

Overgeneralization is the application of a grammatical rule in cases where it doesn't apply.

2.4.2 Attitudes towards Errors and Error Correction

The two sides of the learning/ teaching process have different positions in regard of errors and the error correction process; both of them agree that they are flaws in the same way

2.4.2.1 Teachers' attitudes

Teachers know for a fact that errors must not be left uncorrected; otherwise they will fossilize and remain for a long time. The attitudes of teachers are governed by the training they had as they were being formed to be future teachers, teachers are expected to be methodological when they come across the errors made by their students. A teacher may feel frustrated in case the errors that have been corrected reappear again, however that should not frighten the teacher from maintaining a calm, positive attitude toward them, then proceed again methodologically using the appropriate techniques of analysis and correction. In general, errors must not be ignored at any cost, and the degree of importance that

any teacher gives to this subject can mean the difference between the success and failure of the teaching process.

2.4.2.2 Students' attitudes

Students' reactions and behaviors in regard to their errors range from intimidation, angst and confusion to curiosity, willingness to correct and even indifference. The teacher has to apply the right strategy and techniques. Students must be familiarized with the errors so they may recognize them to develop a self-evaluation spirit within them, all of that depends on the healthy practices of the teacher.

2.5 Ways of Correction

Several ways of correction are proposed that can be employed in the classroom.

- a. Self-correction: Through this technique, students will remember better.
- b. Peer-correction: This technique is used so students do not feel humiliated, in addition it encourages cooperation and it makes both learners (who made the error and who corrected it) familiar with correcting each other.
- c. Teacher correction: The teacher corrects the errors or the mistakes in case no one corrected it. Thus the teachers re-explain where the error is and correct it in addition to asking the one who made the error to repeat the correct form.

2.6 Research Design

The present research is about eliciting student's opinion about errors in the writing skill. Since the learners are the main variable of this study. Their views and opinions are very crucial to test the stated hypothesis, and the most appropriate tool to investigate that is through addressing a questionnaire to students. The students questionnaire aims at finding out students' perception of writing skills and the errors committed in writing in addition to the way teachers act toward their errors.

2.6.1 Sample Population

The Five Brothers Hamidatte secondary School is the research sample. This schooling phase consists of four (04) successive levels where English is taught as a second foreign language. This dissertation turns around 2nd year students who study foreign languages. The main reason behind choosing 2nd year students is because it's their essential depart because the third year is the baccalaureate stage so as to solve some problem students face to be prepared for the baccalaureate where writing is scored high.

2.6.1.1 Teachers' Profile

This case involves seven (07) teachers from Five Brothers Hamidatte which is situated in street Salhi Tayeb Mecheria, their experiences range from two (02) year to thirty one (31) years.

2.6.1.2 Students' Profile

The sample of informants introduced in the current study includes thirty (30) students twenty three (23) are girls and seven (07) are boys in the secondary school Five Brothers Hamidatte.

2.6.2 Data Collection Phase

The research methodology has been conducted in a triangular series of data collection. The instruments used in this investigation are: classroom observation, questionnaire and interview.

2.6.2.1 Classroom Observation

First session: one hour. The lesson was about the correction of the test.

Correcting test and exams are regarded as a very important session, because students get the chance to see their mistakes and errors and correct them. During this session before starting the correction of the test, every time a student is asked to write the date on the board. The students wrote Wenesday* instead of (Wednesday). The teacher saw the error but kept calm till the other students find it and they told their teacher where the mistake is. The teacher made a joke so

their classmate would not feel embarrassed. During the class most of the students were active and opened to their teacher s' remarks. Teacher started giving remarks about their mistakes and errors in general, without naming the mistaken learners so that no one feels inferior.

Second Session: one hour

During this session there were too many absences, so the teachers suggested making students work in group and write about the holidays and what where they will spend it in 10 lines during 15 minutes. After writing their paragraphs, one student read what he and his group wrote, later students were asked to give their comments about what they heard and if there is anything missing. At the end students voted for the best paragraph and it was written on the board and of course it would not be free of mistakes and errors. The errors made were as follow: thier* instead of their, the omission and the adding of "s" in some words... the teacher in here motivated her students to find the mistakes and who find them first get plus one +1.

2.6.2.2 Description of Students' Questionnaire

This questionnaire consists of five sections each section involves from four to 7 questions which are arranged in a logical way. They are either closed questions requiring the students to choose "yes "or "no "answers, or to pick up the appropriate answer from a number of choices and some justification when needed. (See appendix II)

The aims of the questions are designed as follow:

Section One: this section includes information about the age and gender of the informants.

Section Two

Qu.1 aims at knowing students' level in English language.

Qu.2. The aim of this question is to know which skills are of big importance to the students.

Qu.3. This question aims at discovering whether students' level in English is good enough or not to enable them to express themselves.

Qu.4. The reason behind asking this question is to find out which skill among writing and speaking students find it easy and more comfortable while learning.

Qu.5. The goal of this question is to shed some light on the most used skill outside in communicating and the means by which it is expressed.

Section Three:

Qu.1. This question tends to discover how students receive writing.

Qu.2. The focus of this question is to know the amount of time given for writing.

Qu.3. The goal of asking such a question is to know how mistakes appear to students.

Qu.4. The aim behind this question is to find whether teachers help their students when making their mistakes.

Qu.5. This question focuses on the common errors students are acquainted with.

Qu.6. The purpose of this question is to know whether students are aware of the fact that the grammatical rule should be mastered before writing.

Qu.7. The objective behind asking this question is to confirm if the teacher's continuous correction make students feel stressed.

Section four:

Qu.1, Qu.2 and Qu.3 The aim of these three questions is to know students' reaction towards their errors, colleagues or their teacher's errors.

Qu.4 The objective of this question is to find out the common errors made by second year students in secondary school.

Qu.5. The goal of this question is to shed the light on the idea that good students are not necessarily those who don't make mistakes or errors.

Section five:

Qu.1. This question was asked to know teachers' ways of correcting his/ her students' errors.

Qu.2.The focus behind asking this question is to figure out teachers' reaction towards their students' writing errors.

Qu.3.The purpose of this question is to know students' feelings about their teacher s' correction.

Qu.3.The last question is about the ways of correction students prefer.

2.6.2.3Description of Teachers' Interview

Six teachers were asked different questions which are as follows (see appendixes II).

Qu.1.This question aims at discovering the teacher's experience through his/her period of teaching carrier at secondary school.

Qu.2.The objective of this question is to discover the teachers' assessments to the level of students in writing production.

Qu.3.The aim behind this question is to find out the techniques used by the teachers to teach writing.

Qu.4.This question aims to find out the mass of written productions made by the students in order to assess how much material that the teacher could possibly analyze for errors.

Qu.5. The objective of this question is to see what the priorities of the teacher are while correcting the students written productions and discover where detecting their errors ranks in those priorities

Qu.6/7.The objective of this question is to cite and classify the students' errors in written productions and to classify them according to frequency of occurrence and then investigate the common sources of those errors for further analysis. Also the teachers were asked this question to see their attitudes towards their students' errors; the positive and the negative ones.

Qu.8.The focus behind asking this question is to shed light on the common reasons that lead students to make such errors.

Qu.9. This question was asked to find out the importance given to the errors correction made in writing and whether they are given a priority or not.

Qu.10.The idea behind this question is to know what strategies teachers are using to improve their students' writing errors.

Qu.11. The reason behind asking this question is, simply, to have an idea about the success rate of the strategy taken by the teacher against errors, also, to see how responsive the students are to the correction of their errors.

2.6.2.4 Description of the Test

A test was distributed among four (04) teachers; it aimed at investigating the different strategies that the teachers use when they attempt an error analysis of a typical student written production. The format of the test includes a small paragraph that had been supposedly written by a student, it was riddled with errors, those errors varied in types; some were grammatical, some were of phonological nature, and others were lexical. (Appendix III)

2.7 Conclusion

This chapter entails the importance of writing skill as well as writing errors then the attitudes of both teachers and students towards errors and teachers' method of correcting students' errors. In addition, it describes the research design which entails the sample of subjects, research instruments and the data collected.

Chapter Three

Research Results and Interpretation

Chapter Three: Results Analysis and Recommendations

3.1. Data Analysis Phase

3.1.1. Questionnaire

3.1.2. Interview

3.1.3. Test

3.1.4. Interpretation

3.2. Suggestions and Recommendation

3.3. Conclusion

3.1 Data Analysis Phase

In the data analysis phase both the questionnaire and interview will be analyzed in the following tables and charts.

3.1.1 Questionnaire

Section one:

Age and Gender: This table below shows the different variables.

Age	Gender	
	Male	Female
Between the ages of 15 and 19	7	23
	23.3%	76.7%

Table 3.1: Age and Gender

The sample population contains thirty (30) students, 23.3% represents male and 76.7% represents females between the ages of fifteen (15) to nineteen (19) years.

Section two:

Question One: The Chart below illustrates the varying self-perceived English language mastery by students.



Chart 3.1 Students' Evaluation of their Level in English Language.

About (46.66%) of students admitted that they level in English is average, and that (40%) mentioned that they level is good, against about (13.33%) who revealed that they have a weak level in English.

Question Two: the graphics below represents the classification of the four skills according to its importance.

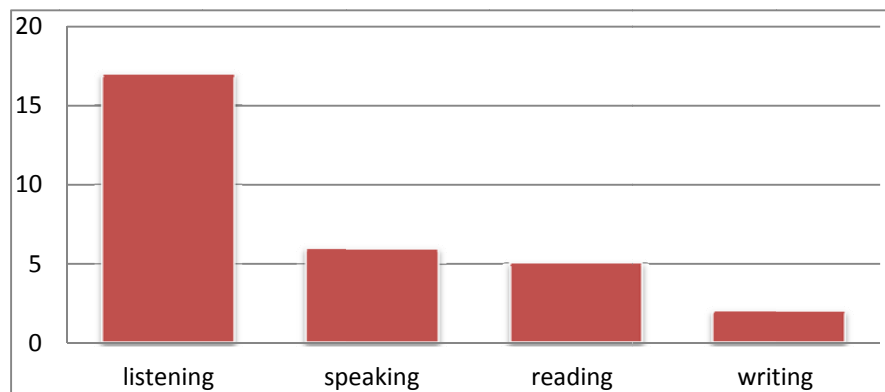


Chart 3.2. The Classification of the Four Skills.

The students were asked to classify the four skills in terms of importance to their learning, about (56.6%) of the respondents answered speaking, while (20%) picked the writing skill, about (16.6%) choose reading skill, the rest(6.6%) went with writing skill.

Question three: This chart represents the level students have to express themselves.

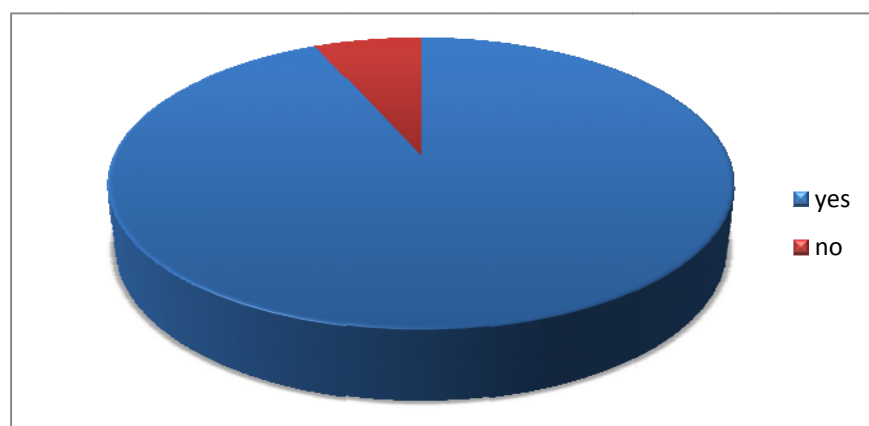


Chart.3.3 Students' Level and Expression.

The results of this question show that (93.4%) of students answered yes and that they have a good level that enables them to express themselves, while the rest (6.6%) answered no.

Question four: This chart shows students' preferable skill among writing and speaking.

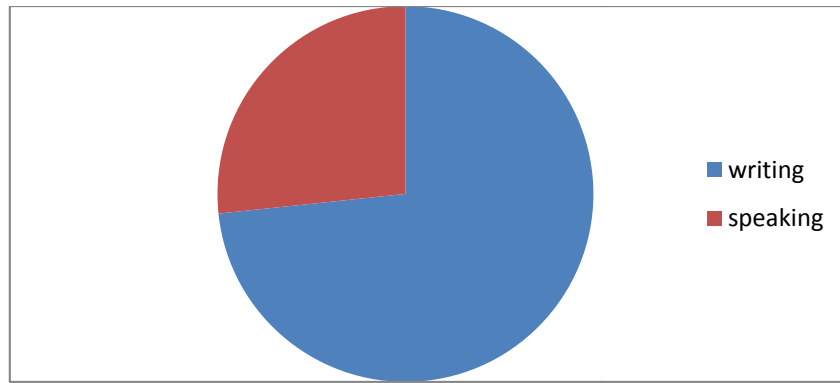


Chart .3.4. The Preferable Skill.

The results obtained denote that (73.3%) students stated that they feel more comfortable in speaking. On the other hand (26.6%) preferred writing.

Question five: the chart below illustrates the use of English language outside the classroom.

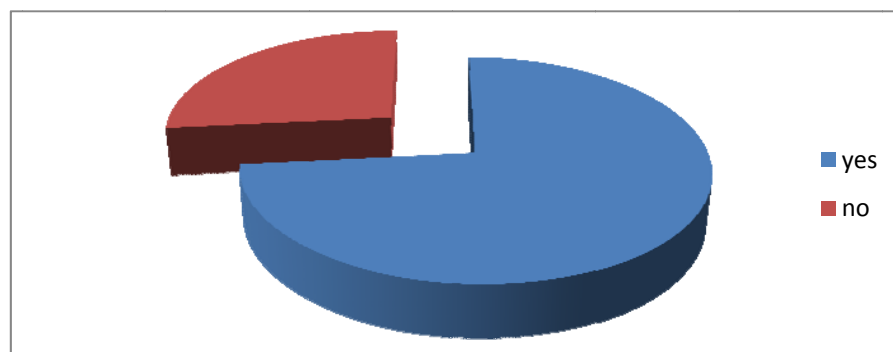


Chart .3.5 The Use of English Language.

The results show that big part of students (73.33%) answered that they use English outside the classroom while the rest (26.66 %) said that they don't.

Section three:

Question one: this chart is about the degree of difficulty in writing in English.

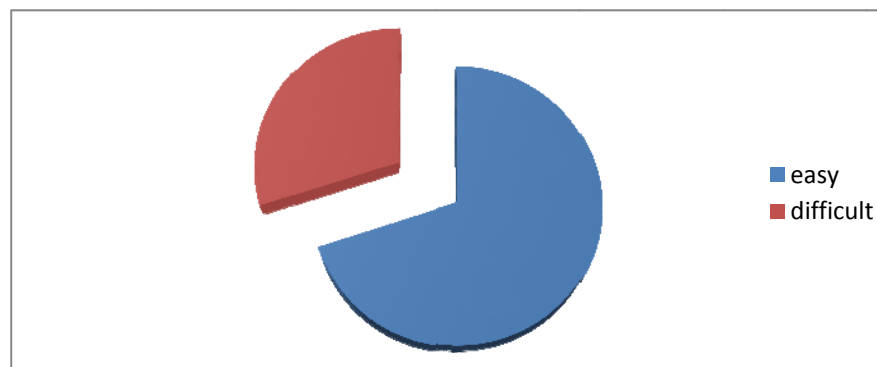
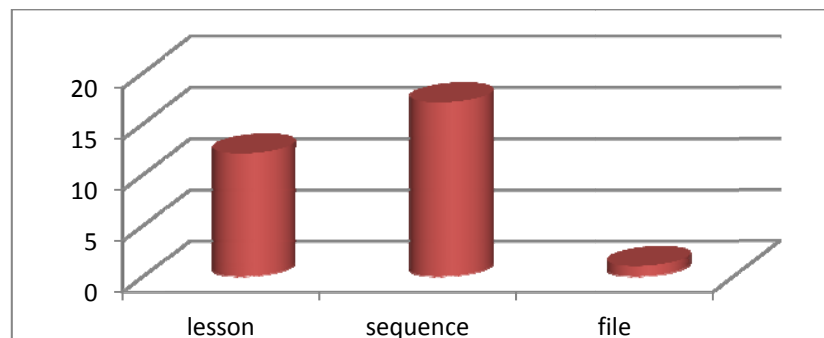


Chart.3.6. The Degree of Difficulty in Writing in English.

The answer tabulated above indicates that while (30%) of the students find writing difficult the others (70%) find writing in English easy.

Question two: The graphics below presents students' writing frequency.



Graphic .3.7 Students' Writing Frequency.

This graphic show that the big part of students (56.66%) said that they write after each sequence, (40%) of students said after each lesson while the rest (3.33%) said that they are asked to write after each file.

Question three: The chart under point up at students' perspectives on errors.

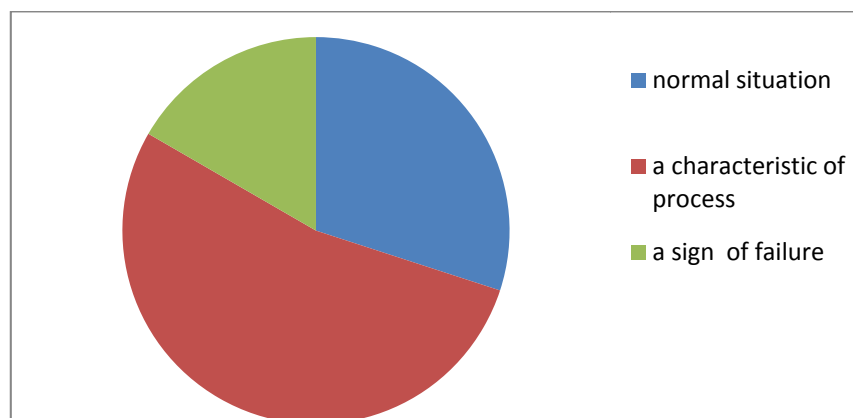


Chart.3.8 Students' Perspectives on Errors.

As the chart reveals, big part of the students (53.33%) said that errors are a characteristic of process, while (30%) of them said that errors are a normal situation, the rest of them (16.66%) answered “a sign of failure”.

Question four: The chart below shows the helpfulness of the teacher when students make mistakes.

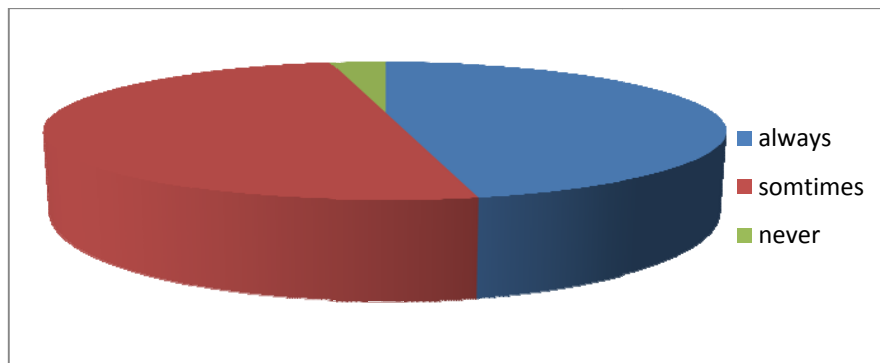
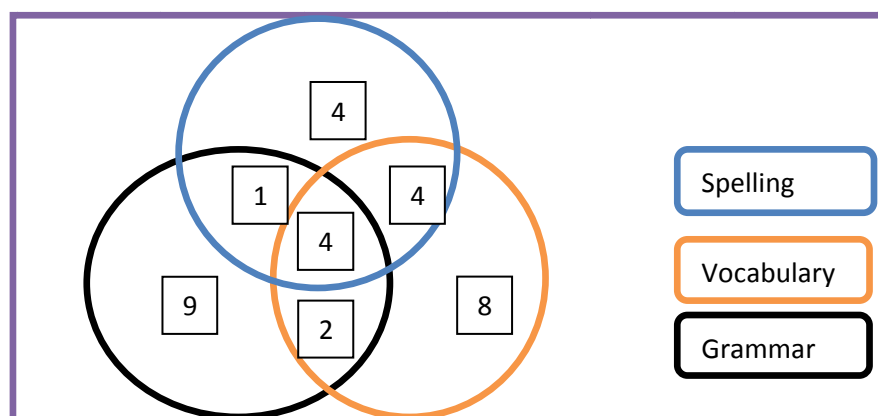


Chart3.9. The Helpfulness of the Teacher.

From the results that we obtained about (46.66%) of the respondents indicated that their teacher help them when making mistakes, while (50%) answered sometimes and only (3.33%) said never.

Question five: the schema below presents the kinds of mistakes committed by the students.



Schema.3.10 Kinds of Mistakes.

The results of this schema vary from one kind to another. Nine (09) students chosen grammar mistakes then eight (08) picked vocabularies while others four (04) have spelling mistakes.

Question six: this chart is about the mastery of the grammatical rules of English.

All the students agreed on the fact that the grammatical rules of English should be mastered before writing any task.

Question seven: the chart beneath reveals the continuous correction and the level of anxiety

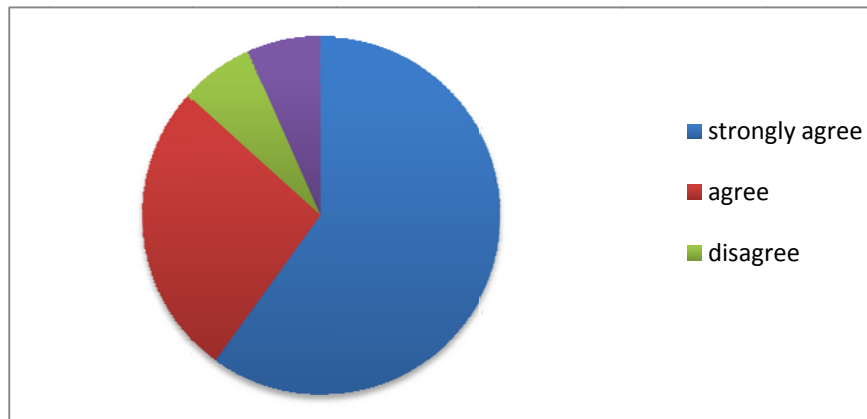


chart3.11 Continuous Correction and the Level of Anxiety.

The statistics related to this item shows that (60%) of the students were strongly with the idea that the continuous correction raise the level of anxiety and (26.66%) agree, the left percentages were divided fairly between disagreeing (6.66%) and strongly disagreeing (6.66%).

Section four:

Question one: the following chart shows the avoidance and correctness of errors by the students themselves.

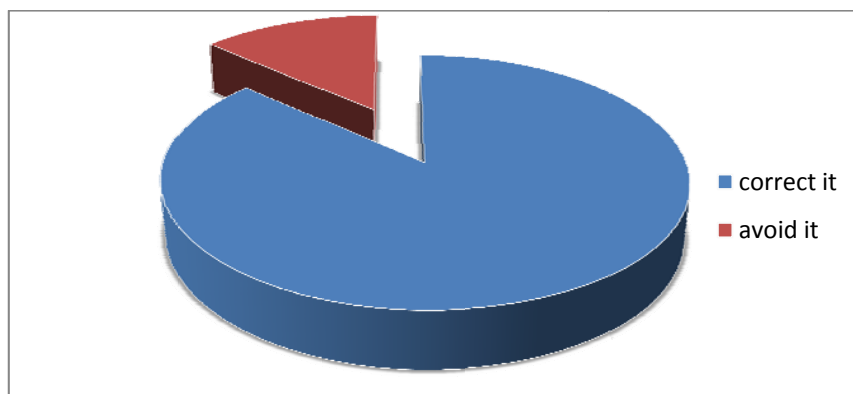


Chart.3.12. The Avoidance and Correctness of Errors.

Regarding students' answers (86.66%) said that they correct their writing mistakes when they recognize it, the rest (13.33%) said that they do not correct their mistakes.

Question two: the next chart shows the correctness and avoidance of a colleague s' writing mistakes.

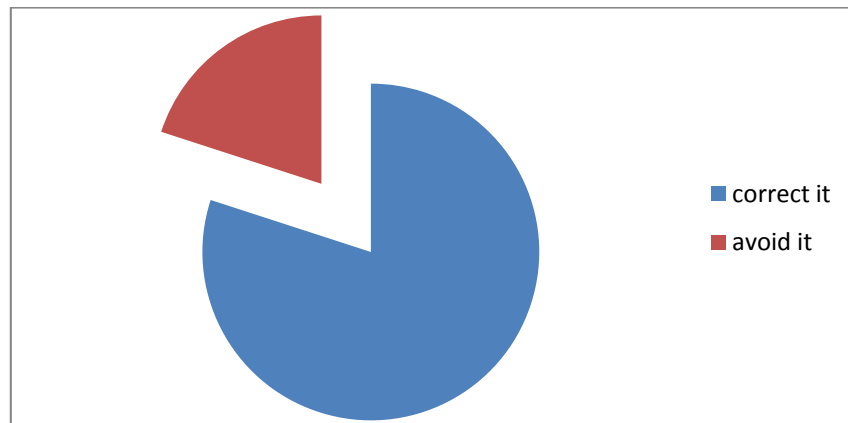


Chart. 3.13. The Avoidance and Correctness of Writing Errors.

As shown in the chart above, (80%) of the respondents correct their colleague s' errors whenever they find it, while (20%) of them avoid it.

Question three: the chart beneath reveals students' correction and avoidance of their teachers 'writing errors.

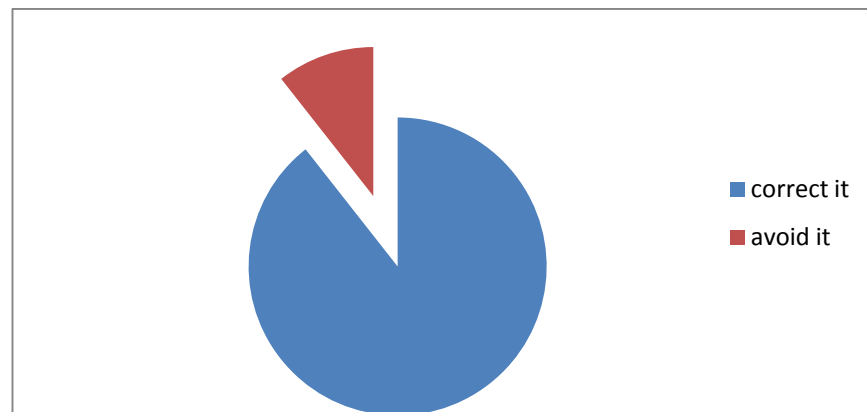
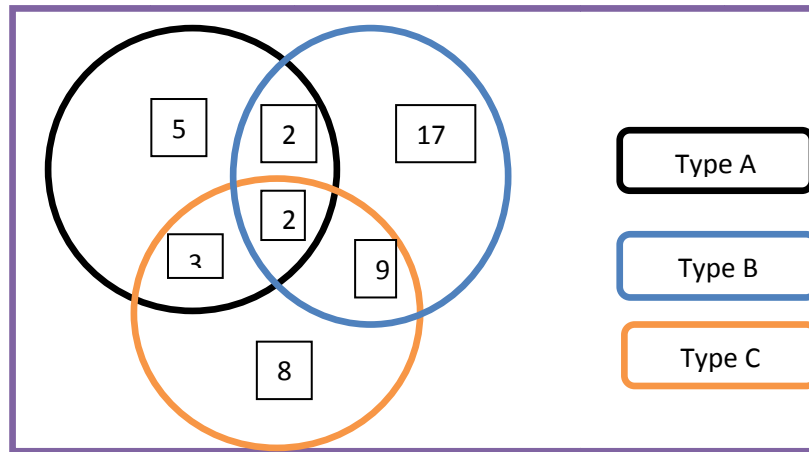


chart.3.14. The Correction and Avoidance of Teachers 'Errors by Students.

As this chart reveals a big part of students (90%) said that they would correct their teacher s' error when recognized, while the left part said that they would avoid it.

Question five: The Schema below is about the common errors.



Schema. 3.15. The Common Errors Committed by the Students.

Students who think they apply Arabic rules unintentionally or when they do not know the rules (type A), students who do not apply the rules they learn in each situation (type B) and students who neglect specifically complicated grammar rules (type C).

Question five: This chart explores errors as a stage of learning.

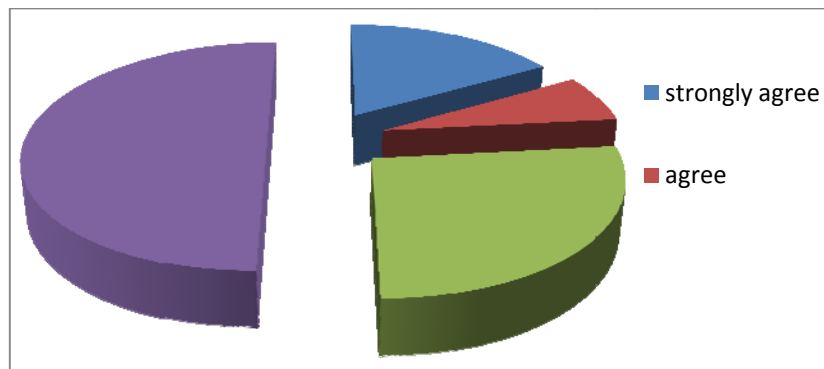


Chart.3.16 Students' Agreement on Errors as Stage of Language Learning.

In this question students were asked whether a good pupil is the one who doesn't make mistakes, half the students (50%) said that they strongly disagree with this idea and (26.66%) disagreed with it, the rest went between agreeing (6.66%) and strongly agree (16.66%).

Section five:

Question one: the following chart represents teachers' correction of errors.

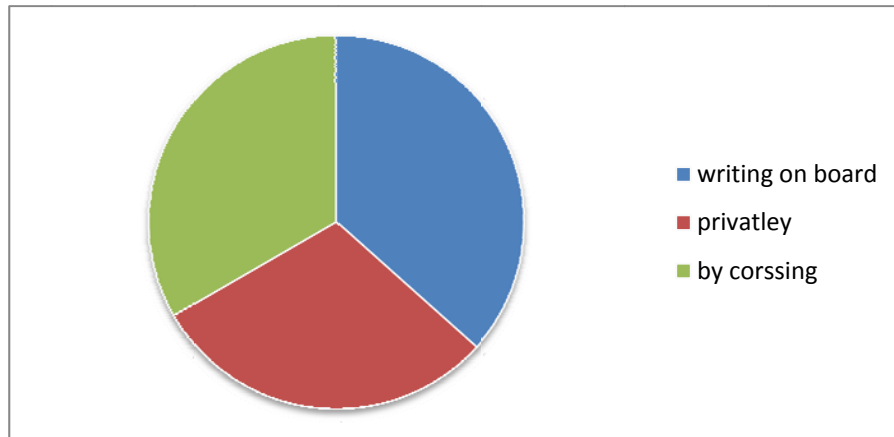


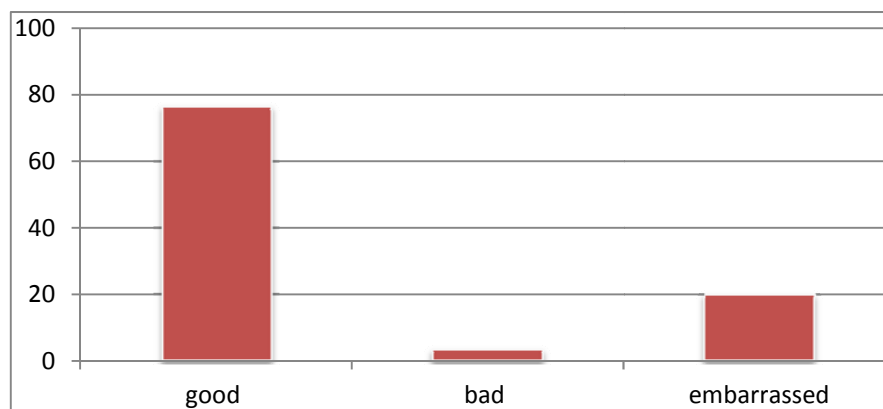
Chart 3.17 Teachers' Correction of Errors.

Most students (36.66%) answered that their teacher correct their errors by writing them on the board, while others (33.33%) by crossing the errors and writing the correct form aside and (30%) answered by correcting their errors privately.

Question two: The paragraph under explores teachers' reaction towards errors.

Most students mentioned that their teachers remain calm and act normal, sometimes he/ she encourages them when making a mistake and try to solve it with all students so to avoid the error committed. Some of them answered that their teacher feels good because he knows that after correcting our mistakes we will not repeat it again.

Question three: The graphics under denotes students' perception of the teacher's correction.



Graphics.3.18 The Perception of Teachers' Correction.

As shown in the graphics above, a great part of students (76.66%) answered that they feel good when their teacher correct their mistakes where a small part (3.33%) said they feel bad, the left ones (20%) went with feeling embarrassed or shy.

Question four: The chart bellow shows students' preferable way of correction.

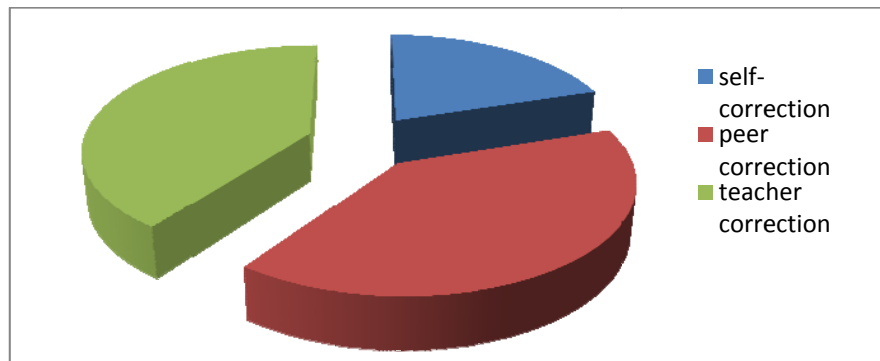


Chart.3.19 Students' Preferable Method of Correction.

As the chart indicates the highest percentage are given to both peer correction (60%) and teacher correction (60%), while the rest (20%) preferred self-correction.

3.1.2. Teachers' Interview

Question one:

Teachers	Experience
03	From two years (02) to thirty one (31) years.
03	From 17 years to 31 years.

Table 3.2.Teachers' experience

The table shows the variety of experience from one (02) year to thirty one (31) years.

Question two: the chart below illustrates students' level in writing.

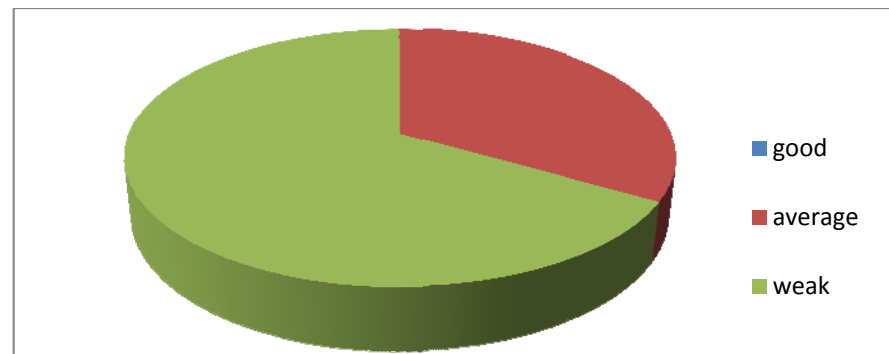


Chart 3.20 Students' Level in Writing.

The results recorded reveal that four teachers evaluate their students' level as an average (66.66%) and two of them said weak (33.33%).

Question four: the table below illustrates techniques used in teaching writing

Teachers	Techniques used in teaching writing
A	-construction of simple sentences and listening short stories for later written description.
B	-Providing students with vocabulary while reading.
C	- teach grammatical rules techniques/-teach students vocabulary through reading /-provide students with ideas...
D	-writing is a complex skill in terms of acquirement and development, if done right it could be the best way to express ideas and emotions.
E	At the beginning of my career I used to teach my students writing step by step.
F	I use visual aids (pictures, word map...) /Group works with notes provided /Gap filling with link words/ sequence.

Table3.3 techniques used in teaching writing.

The table above shows teachers' different techniques used in teaching writing and each teacher has a certain techniques to follow in which it is good to develop their students' level in writing.

Question Five: The time given to writing.

In this question, teachers were asked how often they ask their students to write either a paragraph or essay, all of them stated that written production is asked after each session, only one mentioned after each grammar session.

Question Six: The table below shows the important issues in correction

teachers	Teachers' important issues in correction
A	Spelling mistakes, link words and punctuations.
B	Ideas and their order, punctuations.
C	Cohesion and coherent, the form.
D	Checking the sentence structure, vocabulary then the correctness of spelling mistakes.
E	Spelling mistakes, the grammatical structure.
F	The form, the spelling of words, grammar, finally ideas and cohesion.

Table3.4 Teachers' Main Taken into Consideration in Writing.

As the table shows, these are the teachers' first sights when they receive their students' written production and each teacher pay attention to a specific thing.

Question seven: The Reoccurring Writing Errors.

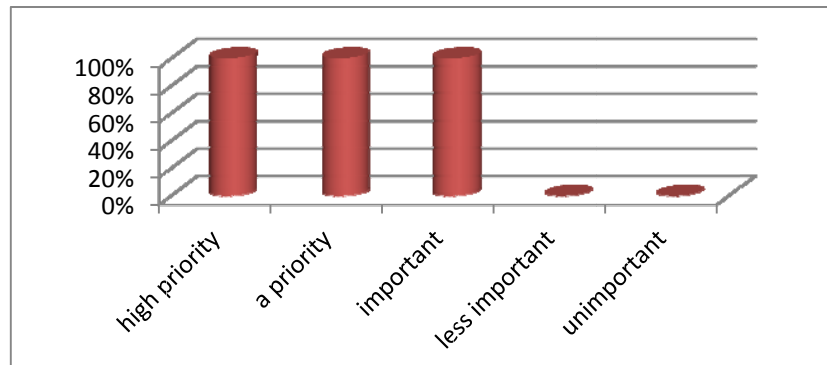
Teachers' answers were approximately similar, the error that reoccur are those of final "s", the "ed", errors in the past tense, grammar mistakes, the use of the pronoun "he" instead of "it", the use of French words in addition to adding "ed" to irregular verbs

Question eight: Reasons of Errors

The common shared answers among teachers were about lack of reading, interest, practice and carelessness. In addition to the interference of the mother tongue and French. Two teachers said that students make errors because of they

are often in a hurry to finish their writing tasks, and they leave written production to the last minutes especially in exams.

Question nine: The importance given to writing errors.



Graphic.3.21 The Importance of Errors in Writing.

This graphic is about the amount of attention teachers pay to errors in writing, for instance one teacher takes error as a high priority, while three teachers said that making errors is a priority, the two left said that errors are important in learning.

Question ten: The paragraph under reveals the procedures teachers follow to overcome their students' errors.

Teachers' answers were similar in the sense that they suggested to provide their students with large vocabulary, encourage them to read because a good reader is a good writer. They also said that they show them the importance of those corrected errors then repeat situations that may make them produce those errors to check.

Question eleven: this last question is about the errors that reappear in written production.

Teachers answered that when the same error is repeated again and again they keep repeating the correct form until the students get used to it.

3.1.3 Teachers' test

The table under illustrates teachers' tendencies while correcting their written production.

Teachers	Phonology and orthography	Grammar	Lexis/ Semantic
A	55.55%	31.57%	33.33%
B	44.44%	31.57%	66.66%
C	33.33%	26.33%	0%
D	0%	26.31%	0%

Table 3.5 The Teachers' Error Analysis Test Results.

The results obtained from the test show that teacher (A) recognized a considerable number of phonological and orthographical errors more than grammar in which he/ she recognized only 6 out of 19 and one lexical error from three errors. While teacher (B) recognized 2 lexical errors out of 3 errors and 6 from 9 errors related to orthography. Teacher (C) was able to detect errors in their students' production at the level of phonology and grammar. Finally teacher (D) identified only the errors related to the grammatical levels of students' production.

Concerning the explanation and the evaluation of errors in the two last tables (as shown in appendix III) **all** the teachers did not answered it.

3.1.4 Interpretation

The findings reveal that writing in classroom could be more successful if the learners write at least twice a week, since students said that they are asked to write after each sequence then teachers said they demand written production after each session as in writing small paragraphs or re-ordering sentences. On the basis of students' previous answers, among the productive skills which used outside the classroom writing is mostly used especially in the social media like updating status and texting in Facebook also in Instagram.

Moreover, more than half of the students acknowledge that errors are a characteristic of process of learning and that a making error does not mean that

this pupil is bad since errors are a stage of learning. Furthermore, learners find that mastering grammar rules is the best way to write freely without errors at least not with the same amount as before. Students' main reason behind believing that the continuous correctness of the teacher can raise their level of anxiety is they feel shy and inferior in front of their classmates whenever their teacher correct them. The minority of students stated that they prefer to avoid error whenever they find it, either in their colleague or their teachers' writing. Whereas big part of students said that they correct it, this fact indicates that correcting the errors all the time in classroom will help the students in enhancing their writing skill, self-confident and collaboration.

From the previous results, students' common kinds of mistakes are those of grammar and lack of vocabulary. All the teachers have agreed on their students' weak level in writing skill. Thus, each teacher has a certain technique to follow such as the construction of simple sentences and listening to short stories for later written production, ask for more reading to enrich their vocabulary and use the visual aids and group work where they can benefit from each other. The majority of teachers focus mostly on the learners' production form, the spelling mistakes, sentence structure, the vocabulary and the cohesion and the coherent of the paragraph. Among the reasons behind the commitment of errors is the first language interference (Arabic), over generalization, as they agree on finding the final "ed" in irregular verb in their learners' writing. Hence when the same errors are repeated, the teachers are in a difficult position, wondering what to do to overcome this issue, they try to repeat the errors and correct them then putting them in other sentences and encouraging them to correct themselves in order to foster memorization.

The results of the last instruments, teachers' error analysis test, show that teachers lacked the awareness of error analysis theoretical knowledge, they knew the errors but they did not know how to classify them, according to which category. They recognized errors at the level of orthography more than the other level. This test reveals that teachers are not aware enough of error analysis and

how to apply this theoretical knowledge, this effect directly on students and their performance.

3.2 Suggestions and Recommendation

In this part there are some suggestions to teachers about errors.

Teachers when correcting their students' exam or test papers, they speak about the mistakes and errors, and merely supply some correction. This type of method is not supreme because students are concerned with their grades so they do not pay attention to the errors, the causes behind it and how to correct them.

The tight time-frame of the curriculum and the subject syllabus is also a causative factor. Teachers should spend at least 10 to 15 minutes with the students on the analysis of the mistakes and errors, especially when the exam papers are distributed to the students or before an exam, so that the students may be able to recognize their mistakes and errors and then consider any corrections. In these sessions the teacher can identify any specific or general needs of the students. These needs may later be grouped according to the nature of the mistakes and errors made and the students can discuss them either in pairs or in larger groups. Grouping students together in this way guarantees a thorough diagnosis of mistakes and errors; it helps them correct their own mistakes and errors as well as those of their class mates. It also facilitates the teacher's work in giving necessary guidelines.

Comments on written works are advisable in the teaching process and especially in correcting mistakes and errors. The writing of comments in the free space across the text is done for the purpose of assessment and study. Appropriate written comments have considerable value. In order to correct efficiently, the teacher must formulate the aim of the written task clear to the students from the beginning and also where the focus of assessment and correction will be. When the students realize that their work will be carefully corrected, they will take this work more sincerely. This is also reflected in their homework. When students recognize that the correction of their work is done with adequate care, they will in turn react likewise. However over using comments can cause the student to become frustrated towards the focus on either

the content or the form i.e., learning language or pointing out errors. Thus teachers' comments should be stimulating and concrete.

The following suggestions (Amando Lopez Valero, 2007) can be used with students in order to correct mistakes and errors:

- a. The correction of all mistakes and errors
- b. The correction of all mistakes and errors by selection
- c. The correction of all mistakes and errors by signs (Sp – spelling mistake, Gr – grammatical mistake)
- d. The teacher may write in the notebook of the students that they must ask the teacher about the mistakes or errors made.
- e. Explanation of mistakes and errors – this procedure takes place through comments, such as drawing attention to repeated mistakes or errors

Advice for teachers and students by Amando Lopez: 2007.

Concentrate on the main issues so that you can help students with written work that may come later

Give students an occasion to ask about the written work

Give students a chance to request about the written comments

Prepare the students before they start writing

Focus on one or two issues that you may think are most important.

Use a pen with another color rather than red as students may be demoralized.

3.3 Conclusion

The primary aim of this chapter is to discover the awareness of teachers' application of error analysis in improving writing to secondary students. As the findings of this research reveal according to students answers; errors are a sign of process and their teachers' attitudes towards errors are not negative. It turns up that teachers know the errors but lack the well use and the application of error analysis that could help in improving writing.

General Conclusion

General Conclusion

Teaching students writing skills is a complex task, just like any other linguistic skill, many things can go wrong in the process, error analysis can allow teachers to have a better image of their students' progress and have more control to over their productions and the way this skill evolves.

This study investigates the possibility of using error analysis and its success rate as a pedagogical strategy to improve the writing skills of students. What has been revealed solidifies the hypotheses of error analysis having a positive effect on the teaching/learning process; error analysis unquestionably ensures that students address by one way or another the errors in their written productions then receive a curative correction by the teacher, the latter should transform the theoretical knowledge he/she has about error analysis techniques into a functioning dynamic strategy, then, study the output of the students searching for reoccurring deviations to fix them on different levels (spelling, grammar, pragmatics...etc).

It has been also found that other factors underlie the whole process; students perform the act of writing outside the classroom more often than expected due to their online activities. What was also interesting to find is the fact that a considerable number of students consider falling into errors and correcting them a healthy learning habit. Error analysis, as the research indicates, has a psychological aspect that manifests in the reaction of both teachers and students to the correction of their errors, those reactions include anxiety and shyness that may lead to unwillingness towards the learning process in general.

Furthermore, there is an overlap area between the error analysis, the main focus of this research, and some typical interlanguage strategies; for example, some students demonstrated overgeneralizations of certain grammatical rules, which is the result of their creativity reacting in the face of lack of knowledge about a certain aspect of language.

In general, both the teachers and students showed a relatively deep understanding of the importance of error analysis in the teaching/learning process, they all were aware of the positive effect that EA can bring to the table, for students, it means that they do not have to be afraid of making mistakes to learn.

However, teachers are not fully aware of error analysis and its application. As the test reveals, all the teachers could not neither explain nor evaluate the errors, it would have been great if they are in contact with such knowledge because it will open new possible ways to improve their students' writing skills exponentially and avoid a considerable amount of unnecessary obstacles in the future. Getting used to handling the new tool of error analysis in the classroom as well as dealing with intellanguage strategies can undoubtedly present new options to teachers to help learners use language more accurately and proficiently.

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Appendices

Appendix I

Students' questionnaire

Dear students,

I'm preparing a research on the teachers' application of error analysis in improving students' writing skills. I would be grateful if you could answer these questions to help us in our research. Please, use a cross (×) to indicate your chosen option, and specify your answer when needed.

Section One:

Gender: male ☐ female ☐
Age:

Section two:

1. How do you consider your level in English? ☐
 a. Good ☐
 b. Average ☐
 c. Weak ☐
2. How would you classify the following four skills in terms of importance to your learning?
 a. Listening ☐ c. Reading ☐
 b. Writing ☐ d. Speaking ☐
3. Does your level enable you to express yourself?
 a. Yes ☐ b. No ☐
4. At which productive skill you feel more comfortable when learning? why
 a. Speaking ☐ b. Writing ☐
5. Do you practice English language outside the classroom?
 a. Yes ☐ b. No ☐

If yes, which one of the productive skills (writing or speaking) do you feel comfortable to use and where do you use them?

Section Three:

1. How do you find writing in English?

Easy ☐ difficult ☐

2. How many times are you asked to write essays in class? After each:
lesson ☐ sequence ☐ file ☐

3. Making errors or mistakes means to you:

A normal situation ☐ characteristic of process ☐ a sign of failure

4. Does your teacher help you when you make a mistake while writing?

Always ☐ sometimes ☐ never ☐

5. What kind of mistakes do you frequently make while writing?

Spelling ☐ Lack of Vocabulary ☐

Grammar ☐

Others, specify

6. You should master the grammatical rules of English language before
writing a task

Strongly Agree ☐ Agree ☐ disagree ☐ strongly Disagree ☐
disagree

7. The continuous correction of mistakes can raise learner's level of anxiety.

Strongly agree ☐ Agree ☐ disagree ☐ strongly disagree ☐

Section Four:

1. When you find a mistake in your writing: you

Correct it ☐ Avoid it ☐

2. When you find a mistake in your colleague s' writing: you

Correct it ☐ Avoid it ☐

3. If you recognize that your teacher makes a mistake on the board: you

Correct it ☐ avoid it ☐

4. Which mistakes you make mostly?

- a. Do you use the rules of Arabic while speaking or writing English when you do not know the right rules? ☐
- b. Do you always apply the rules you learn in every situation? ☐
- c. Do you usually try applying the complicated rules while writing English? ☐

5. Do you think a good pupil is one that does not make mistakes?

Strongly Agree ☐ agree ☐ disagree ☐ strongly disagree ☐

Section five:

1. When you make mistakes how does your teacher correct them? By:

Writing your mistakes on the board ☐

Correcting you mistakes privately ☐

Crossing your mistake and writing the correct form aside ☐

2. How does your teacher react to you writing mistakes?

.....

.....

3. How do you feel when your teacher corrects your mistakes?

Good ☐

Bad ☐

Embarrassed (ashamed) ☐

4. Among the following ways of correction which one do you prefer the most?

Self-correction ☐

Peer correction ☐

Teacher correction ☐

Thank you again for your help ☺

Appendix II

Teachers' Interview

Dear teacher,

An interview is questioning one or more than one person in order to gather information about a specific research for a specific purpose. We would be pleased if you could answer the following questions. Your contribution will be of great significance for making our research successful.

1. How long have you been teaching English?

2. How do you evaluate your students' level in writing?

a. Good

b. Average

c. Weak

3. What are the techniques you use to teach writing?

4. How often do you request your students to create written productions
(either paragraph or essay)?

- After a session.

- After a sequence.

Others specify.

5. When you receive the written productions of your students, what are the

6. Are there any frequently reoccurring writing errors in the students'
productions? If yes, can you cite some of them?

7. What is your reaction then?

8. What are the reasons behind these errors, according to you?

9. Where does dealing with writing errors in learning foreign language rank
according to you?

- The highest priority.

- A priority.

- Important.

- Less important.

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- Unimportant.

10. What procedures do you follow to help your students overcome their errors?

11. Do errors reappear in later written productions? If yes, how do you deal with them?

Appendix III

Dear teachers you are kindly request to correct the paragraph under and fill in the tables. Thank you for your help.

Student paragraph

The yesterday, my friends **decide** to **went** the **see**. So we **prepare** ourselves while my mother **were** in the chicken preparing our favorite dish which is rice with **kitchen** to take it with us. We **departes** at 9 o'clock and **get** there at 11.30 am. When we arrived, my **parent** stayed at the **peach**, and **I** and my friends **goed** to the **see** and started swimming, and playing with other **childs**. When w **get** tired we **back went** to the peach were we had lunch with their parent expect my brother. There was a **food quick** at the corner, so I there and by hamburger, then we backed went to swimming. After a while, we **hear** a voice **screaming** asking for **releif**, then the **protectors** of the **peach saving** him. What was shocking that the **drwoner** was my brother big. Unfortunately, we **back comed** home **imhappy**.

1. Describe the errors.

Levels of errors	Phonology and photography	Grammar	Lexis / semantic
1/ omission			
2/ addition			
3/ selection			
4/ ordering			

2. Explain them.

Interlanguage	Intralinguage

3. Evaluate the errors

Overt	Covert