

**Exploring Grammar Errors Through Error Analysis
Approach In Written Expression:**

The case of fourth year pupils at Salah Eddine Al Ayoubi
Middle School in Asla –Naama

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of the Requirements for the Degree of Master in Linguistics*

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Statement of Originality

I, **Himi Fatima**, hereby declare that my master thesis entitled: **Exploring Grammar Errors Through Error Analysis Approach In Written Expression: The case of fourth year pupils at Salah Eddine Al Ayoubi Middle School in Asla –Naama** is entirely my own work and that I have written it in my own words, it contains no material that has been submitted previously, for the award of any other academic degree or diploma except where otherwise indicated. Am also confirm that the present work contains no plagiarism and that any information taken from published or unpublished sources has been acknowledged.



DEDICATION

- ✓ FIRST AND FOR MOST, I DEDICATE THIS WORK TO THE MEMORY OF MY FATHER, **DR. HIMI ABD EL HAFID**, WHOSE LEGACY OF WISDOM AND PERSEVERANCE CONTINUES TO GUIDE ME.
- ✓ TO MY MOTHER, **KHADIDJA**, WHOSE LOVE AND PRAYERS HAVE BEEN MY CONSTANT SOURCE OF STRENGTH. MAY GOD GRANT HER A LONG AND HEALTHY LIFE.
- ✓ TO MY HUSBAND, **MILOUD**, FOR HIS STEADFAST SUPPORT AND BELIEF IN MY DREAMS.
- ✓ TO MY SONS, **GHANI, AKRAM, AND AMINE, ALAA**, WHO BRING JOY AND PURPOSE TO MY LIFE.
- ✓ TO MY BROTHERS, ESPECIALLY **YASSINE**, WHOSE BOND , SUPPORT AND CONTINUOUS ENCOURAGEMENT MEAN THE WORLD TO ME.
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Abstract

In English, writing is thought to be the most challenging skill. Learners need to take into account certain crucial elements, such as grammar which leads to some communicative problems. The purpose of this study is to identify the common types of grammatical errors made by learners in their writing. It sought to examine the frequency of the errors and what could be done to improve the teaching of English writing. The study was carried out at Salah Eddine Al Ayoubi Middle School. Twenty three pupils were taken randomly as the participants in this research. The study used both qualitative and quantitative research design. The researcher used the writing of fourth year learners' final tests as the main source of the data and questionnaires were administered to teachers which were analyzed. The identified grammatical errors were agreement errors, singular and plural errors, spelling errors, punctuation errors, prepositional errors, omission of words errors, article errors, and repetition errors. James theory becomes the main key in the data analysis. The interpretation of these results highlights a significant challenge in the learners' grasp of English grammar and vocabulary. The prevalence of verb tense and subject-verb agreement errors suggests difficulties in understanding and applying grammatical rules. Additionally, frequent lexical errors indicate issues with vocabulary acquisition and usage. Based on these findings, several recommendations are proposed. First, targeted grammar instruction focusing on common error types, such as verb tense and subject-verb agreement, should be implemented. Second, vocabulary-building exercises that emphasize proper word choice and collocations are essential. Finally, regular formative assessments and feedback can help learners identify and correct their errors, leading to improved language proficiency. These measures aim to enhance the overall quality of written English among middle school learners, thereby supporting their academic development.

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List of Abbreviations and acronyms

(CA):Contrastive analysis

(EA):Error analysis

(EC):Error correction

EFL: English as a Foreign Language

Et al.: et alia (and others).

F: Frequency of wrong answer

L1: mother language

L2: Second Language

N: Number of sample

P: Percentage

Q: Question

RQ: Research questions

RH: Research hypothesis

SLA: Second Language Acquisition.

TL: Target Language.

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GENERAL INTRODUCTION

GENERAL INTRODUCTION

1. General Introduction

Today ,English language (EL) in Algeria is considered as the third language after modern Arabic, which is referred to as the official and national language, and French, which represents the second language. English language (EL) teaching in our country is often focusing on the teaching and the learning of the four skills: listening, speaking, reading and writing. regardless of wether the language is the foreign, first, or second language. Writing is the most challenging of such skills for all language learners, When we learn a new language, it's like exploring a whole new world of words and sentences. Writing in (EL) means putting these words and sentences together to express our thoughts and ideas on paper. One of the sub- skills that is helpful in the writing process is grammar. The issue is that a lot of pupils still make mistakes when they write and combine two phrases together to form a paragraph. Sometimes, this process naturally involve one of the important problems in (EL) learning which is grammar errors, These errors can vary from basic grammatical mistakes to more complex issues with structure and logic, making it crucial to comprehend the common origins of these errors and enhance our writing and errors are an unavoidable aspect of this process which are controlled by the study of grammar rules.

According to the explanation given above, the researcher is interested in analysing pupils' writing, particularly with regard to grammatical errors. The researcher wants to do an investigation titled " **Exploring grammar errors through Error Analysis in written Expression** : (The case of fourth year pupils at Salah Eddine Al Ayoubi Middle School in Asla –Naama)

One of the aims of the (EL) syllabus by the ministry of education is to enable learners to speak and write in an acceptable English. At the middle school level in Algeria, the task of the English teachers is to prepare learners for the BEM exam. However, most middle school learners frequently encounter situations requiring them to produce well-written pieces in English due to its complexity ,they often struggle with a variety of writing issues, especially grammar, leading teachers to re-evaluate their teaching methods to enhance their students' writing abilities.

As a master's student, researcher and teacher can still recall this issue. It was for this reason that she made the decision to track it down, if not completely eradicate it. Therefore, the purpose of this investigation is to analyse various language errors through a case study administered to fourth year learners of middle school when writing short essays, and attempts to answer the

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questions that any teacher might ask when faced with a learner's possible error: What kind of error is it? What are its main causes? How this errors could be corrected?

In order to facilitate the investigation of the issue, the following sub-questions are put forward:

RQ1: What are the common grammatical errors that the learners do in their writing? What are the major factors that led the learners make errors in their writing ?

RQ2: To what extent do feedback and corrective measures from teachers or peers impact the reduction of grammar errors in written English?

In order to have a reliable answer to this problematic area, and based on the above mentioned research questions, we propose the following research hypotheses:

RH1: learners commonly make errors in various type of grammar such as the incorrect use of article and preposition and subject verb agreement and spelling.

RH2: the major factors that led the learners make errors in their writing are:

First language interference and limited knowledge of grammatical rules and structures.

RH3: Feedback and corrective measures provided by teachers or peers have a significant impact on reducing the occurrence of grammar errors in written Expression.

In front of the host of mistakes produced by middle school learners the main goal of this investigation is to find out the most frequent errors that learners make in their writing and the main factors that lead to such errors .In addition, to focus on a systematic approach to empower teachers of English to detect, identify and analyse the grammatical errors committed by fourth year middle school pupils when producing a written text. And it is hoped that teachers will help learners understand their errors in grammar and the grammar rules involved to look for appropriate strategies to avoid this problem.

This study comprises two main parts. Each part develops a specific objective: chapter one is the theoretical part and chapter tow includes the practical part.

Chapter One of this study constitutes the theoretical framework. This chapter is divided into three main sections: Error Analysis, writing, and grammar. It aims to define the key terms associated with these domains. Within the scope of error analysis, it provides a comprehensive definition of errors, differentiating between mistakes and errors, outlining their types, and

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identifying potential causes. This exploration offers significant insights into the pedagogical and psychological factors that contribute to grammatical errors, underscoring their importance in the context of error analysis, detection, and correction. Additionally, it presents a historical overview of error analysis, explores early approaches, and examines the evolution of error analysis within the field of second language acquisition.

The section on writing addresses the definition of writing, the writing process, various types of writing, and the purposes behind writing. In the grammar segment, the definition of grammar is elucidated, along with its importance in teaching. It also examines common grammatical errors in writing, providing a detailed analysis of these issues.

The second Chapter is divided into two main sections: the research methodology and the research findings.

The research methodology section outlines the key components of the research process, starting with the research approaches. It then explains the sampling technique used to ensure representative samples, followed by the data collection methods and the instruments employed. The section also details the data analysis techniques and the procedures used, providing a step-by-step account of the research activities to ensure transparency and replicability.

The research findings section presents the outcomes of the study. It begins with a description of the data, offering a comprehensive overview of the collected data and its characteristics. This is followed by the analysis of the data, where the data is examined in depth, and significant patterns and trends are identified and discussed. The final part of this section is the interpretation and discussion, where the analyzed data is interpreted in the context of the research questions and objectives. This discussion provides insights into the implications of the findings and how they contribute to the broader field of study.

CHAPTER ONE:
REVIEW OF THE LITURATURE

CHAPTER ONE: REVIEW OF THE LITURATURE

Introduction:

Writing is a fundamental skill that allows individuals to express ideas and communicate effectively. Proper writing involves clarity, organization, and adherence to grammar rules, ensuring messages are conveyed accurately and comprehensibly.

1.1. Definition of Writing

There are several opinions about the definition of writing that have been given by the experts: According to Celce-Murcia, (2001: 94) ‘Writing is the ability to express one’s idea in writing in a second or foreign language and to do so with reasonable coherence and accuracy is a major achievement’. It means that in writing, one expresses ideas, opinion, feeling or experience that somebody read or heard into the written form of words, phrases, clauses and paragraphs so that his writing can be understood and read clearly.

Richard (2010: 641) states that writing is “**the strategies, procedures and decision-making employed by writers as they write.**” Writing can be defined as the process of representing language and thoughts through a system of visually recognizable symbols or characters.

According to Ur (1996:161) "writing is a learned skill". It means writing is a skill which can be learned by anyone by practice intensively because writing is not an automatic skill Richards also (1990:101) stated that "Learning to write in either the first or second language is one of the most difficult tasks, a student encounters and one that few people can be said to fully master. Because of that, to make a good writing, the students need a hard thinking and they must have an extent knowledge to get correct writing.

According to Hairstone "(1999 :2) “writing is a tool for discovery”. Writing generates new ideas by helping us to make a connection and see relationships. This opinion is supported by Raymond(1980 :2)on his book; Writing is an unnatural Act, stated:

“Writing is more than a medium of communication. It is a way of remembering and a way of thinking as well ..., writing has a private importance as a tool for clear thinking, for sharpening our awareness of the realities around us, for solving problems and shaping arguments, for developing that sort of knowledge clear, specific, detailed that makes human consciousness different from every other form of consciousness on earth. Writing also a way of learning. It is a way of finding out what we know and what we need to learn.”

CHAPTER ONE: REVIEW OF THE LITURATURE

From the definition above, the researcher can see that writing is more than just using language. It is a skill that anyone can learn to express their thoughts, ideas, and feelings. Writing is also a tool for communication, requiring hard work and deep thinking. It's an unnatural act that helps us remember and think better.

1.1.2. Purpose of writing

The purpose of writing is not only to teach someone to convey idea to the readers but also to reinforce all aspect of languages that have been learned by the students. There is some additional and very important reason why writing is needed in teaching English. According to Ur in her book, "A Course in Language Teaching, she explained that the purpose of writing, in principle is the expression of ideas, the conveying of a message to the reader, so the ideas themselves should arguably be seen as the most aspect of the writing.

1.1.3. The Process of Writing

Concerning with the stages of the process of writing several experts classify them differently Richard (2010:640) clarifies that '**Writing is viewed as the result of complex processes of planning, drafting, reviewing and revising and some approaches to the teaching of first and second language writing teach students to use these processes.**'. Brown (2003) states that there are several steps in the writing process. They are generating idea, writing in the first draft, peer-editing, and revising. Moreover, Hedge (1988) classifies writing process in three stages. They are prewriting, writing and rewriting, and editing. Those aspects are represented in the following points:

1. **Pre-writing** is the first process in writing. In this process, writers have to know two things before they start to write. They are the purpose of text that they are going to write and to whom the text is written.
2. **Writing and rewriting** In this stage, writers have to go through some steps, such as drafting and reviewing. Drafting process focuses primarily on what the writer wants to say, while reviewing is the step to evaluate the writing.
3. **Editing** The editing process is the final process to readjust and check the accuracy in the text in order that can be accessible to the readers. Writers have to engage in their writing by editing their writing.

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1.1.4. Types of writing

There are various types of writing, each serving different purposes and audiences. Some common types of writing include:

1. Narrative writing: This type of writing tells a story and typically includes characters, settings, and a plot.
2. Descriptive writing: This type of writing aims to create a vivid and detailed portrayal of a person, place, object, or event.
3. Expository writing: This type of writing provides information, explanations, and analysis on a specific topic.
4. Argumentative writing: This type of writing presents a specific argument or viewpoint and supports it with evidence and reasoning.

Writing is an essential skill because it allows individuals to convey their thoughts, ideas, and emotions effectively. It helps in organizing and clarifying one's thoughts, improving critical thinking skills, and fostering creativity. In addition, writing enhances communication skills, as it allows individuals to express their thoughts and opinions clearly and coherently. Furthermore, writing is a means of preserving and sharing knowledge.

1.2. Grammar

Grammar plays a crucial role in ensuring clear and accurate communication. It involves the rules and structures that govern language, influencing how ideas are expressed and understood. Effective use of grammar enhances the coherence and precision of written and spoken language, facilitating effective communication across various contexts and audiences.

1.2.1 The Definition of Grammar

James E. Purpura (2004:6) stated in his book *Assessing Grammar*: “Grammar is defined as a systematic way accounting for a predicting an ideal speaker’s or hearer’s knowledge of the language. This is done by a set of rules or principles that can be used to generate all wellformed or grammatical utterances in the language”. Penny Ur (1996:75) said that: “Grammar is sometimes defined as the way words are put together to make correct sentences”. This is, as we shall see presently, an over-simplification, but it is good starting point. Thus in English “I am a student” is grammatical; “I a student” and “I are a student” are not.

1.2.2 Grammatical Errors

Grammar can be defined as a set of shared assumptions about how language works. The assessment of grammar not based on how learner point out the rules of grammar, but on their ability to use the grammatical points to share their ideas, emotions, feelings, or observations with other people. Especially in the context of the teaching English in Indonesia, the teaching of grammar should be integrated in the development of the four language skills.

Knowing about how grammar works is to understand more about how grammar is used and misused. It means that there is a possibility of error occurrence in learners learning. In this research, the term of error in grammar will be called a grammatical error. In general, some linguists give several theoretical concepts to the types of errors, the errors are classified into 4 categories, namely: linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy

1.2.2.1 linguistic category

This linguistic category taxonomy classifies errors in respect to language component the errors affects. Language component include phonology (pronounciacian), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style). Many researchers use the linguistic category Taxonomy as a reporting tool, which organizes the errors they have collected. Although some use it as the only classification scheme offered, many use it to add to the description the errors provided by other taxonomies.

Carl James' Error Analysis framework also includes the classification of errors at the levels of substance, text, and discourse. These levels delve into more intricate aspects of language use, beyond basic linguistic errors. Here's an overview of each:

Substance, Text, and Discourse Levels:

1. Substance Errors:

- **Orthographic Errors:** Errors in spelling, punctuation, and capitalization.
- **Typographical Errors:** Mistakes in typing or printing, such as misspellings due to keyboard errors.

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2. Text Errors:

Cohesion Errors: Issues in linking sentences and ideas within a text. This includes incorrect use of cohesive devices like conjunctions, pronouns, and transitional phrases.

- **Paragraphing Errors:** Errors related to the organization of text into paragraphs. This includes inappropriate paragraph breaks, lack of topic sentences, and poor paragraph structure.
- **Text Structure Errors:** Mistakes in the overall structure of a text, such as incorrect formatting of essays, reports, or other written forms. This includes errors in the introduction, body, and conclusion sections.

3. Discourse Errors:

- **Coherence Errors:** Problems with the logical flow and overall sense of a text. This includes inconsistencies in argumentation, unclear progression of ideas, and gaps in the narrative.
- **Pragmatic Errors:** Errors related to the use of language in context. This includes inappropriate register, tone, or level of formality for the given situation or audience.
- **Genre Errors:** Mistakes in adhering to the conventions of a particular genre. This includes errors in the features specific to genres such as academic writing, business correspondence, or narrative storytelling.

1.2.2.2 Surface strategy taxonomy

A surface strategy taxonomy highlights the way surface structures are altered learners may omit necessary items or add unnecessary ones; they may misinform items or miss-order them . many researchers have noticed, however that the surface elements of a language are altered in specific and systematic ways. It shows the cognitive process that underlined the learner's reconstruction of the language learned. It also makes aware that learners' errors are some logic. They are types of this category, they are: According to Corder (1981:36) errors divided into four categories:

a) **Error of Omission** The error of omission are explained by the absence of an item that must appear in well- formed utterance and the content of morphemes (nominal, verbs, adjectives, adverbs) which should be in the correctly expressions.

For example : *the boy a student -for- the boy is a student*

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b) **Error of Addition** The error of addition is the opposite of omission. Addition is the presence of an item that must not appear in well-formed utterances (Ellis, 2008). For example: *She didn't studied yesterday-for- she didn't study yesterday*

c) **Error of Selection** This error is made by the learner where the learner selects the wrong word in the right form. For example; *i am biggest then him –for- i am bigger than him.*

d) **Error of Ordering** Error of ordering is the error where the learner put item incorrect placement. For example, *what i can do for you.*

1.2.2.3. Comparative Taxonomy

In second language acquisition, many scholars has explained about error causes by mother tongue, it is similarly with Dulay, Burt, and Krashen (1982: 146-191) said that comparative taxonomy is based on comparison between the students of target language (L2) errors certain other types of construction. In this study, the errors made by the children learning the target language as their first language and equivalent phrases or sentences in the learners's mother tongue (indonesia language). When learning a target language and the learner have already mastered his native language, so that its features interfere to the process of learning the target language. The error identification is traced back by looking for the synonym or translating the words in to the learner's mother-tongue to look for the similarity of the phrases or sentences.

For example : *the girl beautiful –for- the beautiful girl*

1.2.2.4. Communicative Effect Taxonomy

This taxonomy is different from both surface strategy and comparative taxonomies. Communicative effect taxonomy deals with errors from the perspective if their effect on the listener or reader. Therefore, the focus is on distinguishing between errors that seem to cause communication focus on aspect errors themselves. Many language teachers and researchers believe that learners' errors are significant toward the process of learning and teaching English as a second language. The significance of the learners in second language learning are systematic, in what ways are they organized, and what do they suggest about teacher's aims should be to prevent mistakes from occurring in the early stage while are the pupils wholly dependent on the teacher for what they learn, it should be possible to achieve the aim. (cited

So, these theories above are base on the research question, and it help the researcher to answer the problem. But in this case the researcher only use the theory of linguistics Taxonomy and on

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analysing the types of error. Understanding errors at the levels of substance, text, and discourse allows for a more nuanced analysis of learner difficulties. By addressing these levels, teachers can provide more comprehensive feedback and targeted instruction, helping learners improve not only their grammatical accuracy but also their overall writing quality and effectiveness in communication.

Errors Analysis

Error analysis plays a crucial role in understanding the challenges learners face in acquiring a second language, particularly in written communication. By systematically examining and categorizing errors, educators gain insights into the underlying causes—whether linguistic interference or developmental stages—that hinder language proficiency. This approach not only helps in tailoring effective teaching strategies but also fosters a deeper understanding of language acquisition processes, ultimately enhancing learners' linguistic competence and communication skills.

1.3.1 . Definition of errors:

In scholarly writing and language acquisition studies, errors represent a significant area of interest for researchers, reflecting inherent complexities in language learning. The concept of an "unsuccessful bit of language," as articulated by James (1998:1), refers to instances where language usage fails to convey intended meaning or clarity. Dulay et al. (1982:138) further define errors as deviations from established norms in language performance. He said " those part of conversation or composition that deviate from some selected norm of nature language performance"

One more definition of an error worth mentioning was provided by Jack C. Richards (2010:202) who emphasizes the distinction between errors and mistakes "Error can be classified as either random or systematic." he categorizes errors as systematic deviations from target language rules and mistakes as random lapses in performance. Therefore it is crucial to acknowledge that errors and mistakes are not synonymous terms. While both error and mistake refer to inaccuracies, there is a distinction between the two.

1.3.2. Differences between errors and mistakes:

Another significant definition about error given in dictionary of language teaching and applied linguistics by Richards and Schmidt et al (2010:201) who state a distinction

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between them “an error, which results from incomplete knowledge” and “a mistake made by a learner when writing or speaking and which is caused by lack of attention, fatigue, carelessness, or some other aspect of performance”

James (1998:85) elaborates on the distinction between errors and mistakes, highlighting that errors result from a lack of acquisition or learning of target language forms, whereas mistakes can occur even when learners have acquired the necessary language rules. He said "If one has neither acquired nor learnt a TL form that one must now process, the result will be error" and "You have acquired the TL rules, and so you are not in a state of ignorance. You will not make errors, but you might still make mistakes". He also adds (1998: 78) "If the learner is inclined and able to correct a fault in his or her output, it is assumed that the form he or she selected was not the one intended, and we shall say that the fault is a mistake. If, on the other hand, the learner is unable or in any way disinclined to make the correction, we assume that the form the learner used was the one intended, and that it is an error". That is to say error cannot be self-corrected whereas mistake can be self-corrected if the deviation is pointed out to the speaker.

Douglas Brown (2000:127) characterizes mistakes as performance errors, such as slips or random guesses, while errors represent noticeable departures from native speaker grammar, indicating the learner's evolving competence in the language.

Richards (1967:167) further refines the distinction, describing performance errors as correctable mistakes and errors as indicative of the learner's underlying knowledge and systematic understanding of the language. "..... to refer to errors of performance as *mistakes*, reserving the term *error* to refer to the systematic errors of the learner from which we are able to reconstruct his knowledge of the language to date, i.e. his *transitional competence*. " That is to say mistakes are unsystematic and are potentially correctable by the author or speaker, whereas errors of competence are errors, which show the underlying knowledge of the language and they are systematic and part of the transitional competence of the learner.

In summary, the difference between errors and mistakes is based on their nature and how they affect language skills. Errors show ongoing learning and need specific help, while mistakes are occasional slips that can be reduced with more careful attention. Both concepts are crucial for learning and improving in a language, highlighting the need for ongoing learning and self-reflection. By understanding and dealing with errors and mistakes, language learners can enhance their communicative competence and linguistic proficiency.

1.3.3.Types of Errors in Second Language Acquisition in Writing:

Corder (1971) devided “Errors” into two types such as:

1.3.3.1. Errors of performance: are the outcome of the mistakes in language such as false starts or slips of the tongue. It happens when the learners suffer from stress, indecision, conflict, fatigue

1.3.3.2. Errors of Competence: are the result of the application of the rules which do not correspond to the target language norm. It occurs when SL/FL learners do not know the rules of target language adequately. “Errors of Competence” are divided into two kinds:

Interlingual Error : it is one common type of error , also called interference and transfer. Interference, translation, and interlanguage interference that is the negative influence of the mother tongue of learner, such errors occur when learners transfer features from their native language to the target language. This transfer can lead to grammatical, lexical, and phonological errors. Richard (2010:294) and crystal (2008:14) state “an error which results from language transfer. the influence of the first language (‘transfer’), contrastive interference from the target language, and the overgeneralization of newly encountered rules.

Intralingual Error :that is the negative transfer of items within the target language. In order words, the incorrect generalization of rules within the target language .As Richards (1974, p.6) stated that intralingual errors are "items produced by the learner which reflect not the structure of the mother tongue, but generalizations based on partial exposure to the target language. Burt and Kiparsky (1975) suggests fundamentally two types of error such as:

1.Local Error: It affects merely apart,clause or phrase, of a sentence.

2.Global Error: It affects the interpretation of the whole sentence.

1.3.4. Significant of linguistics errors:

It's clear that mistakes are distinct from errors and Recognizing the distinctions between them is essential for both language learners and educators. Errors offer valuable understanding of learners' linguistic development and can help in designing targeted teaching approaches to tackle specific weaknesses. Errors in language learning hold significance in various ways, as articulated by Corder(1967:11) . To begin with:

Firstly, errors are significant to the teacher as corder (1967:11) . **First to the teacher, in that they tell him, if he undertakes a systematic analysis, how far towards the goal the**

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learner has progressed and, consequently, what remains for him to learn.” they offer teachers valuable insights into a learner's progress towards language proficiency. Through systematic analysis, errors indicate what learners have achieved and what areas they still need to focus on, aiding teachers in tailoring their teaching strategies effectively.

Secondly, errors are important to the researcher comments (1967:11) **“they provide to the researcher evidence of how language is learnt or acquired, what strategies or procedures the learner is employing in his discovery of the language.** errors serve as a rich source of data for researchers studying language acquisition. They provide evidence of the strategies and approaches learners employ in their language discovery process, contributing to a deeper understanding of how languages are learned.

Thirdly ,errors are also relevant for the learner remarks (1967:11) **” they are indispensable to the learner himself, because we can regard the making of errors as a device the learner uses in order to learn. It is a way the learner has of testing his hypotheses about the nature of the language he is learning. The making of errors then is a strategy employed both by children acquiring their mother tongue and by those learning a second language”** errors play a crucial role for learners themselves. They are viewed not as failures but as essential tools for learning. Making mistakes allows learners to test their understanding of the language, refine their hypotheses, and deepen their grasp of linguistic rules and nuances. This process is integral not only to second language learners but also to children acquiring their first language.

In summary, errors in language learning are not obstacles but rather stepping stones that inform teachers, researchers, and learners alike, facilitating progress and deeper comprehension of language acquisition.

1.3.5.Causes of errors:

In his “ A Non-Contrastive Approach to Error Analysis”,Richards (1971:19- 22) classified intralingual errors into four main reasons namely: overgeneralization, ignorance of rule restrictions, false concepts hypothesized and incomplete application of rules.

1.3.5.1. Over-generalisation:

Overgeneralization is one of the contributory factors of linguistics errors . S.pit corder (1973.289) explain this mechanism as follows : **“Overgeneralization is an inevitable process in learning but that the criteria for assignment of items to classes may drive from either**

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the mother tongue or the second language In this case, the learner comes with a rule of the target language that he has previously acquired and applies it to new situations to which does not apply to it, including the wrong analogy resulting from exaggeration in generalization.

Overgeneralization occurs, for instance, the example of “goed “instead of "went" we can notice that the standard past tense forms are used to irregular verbs. since the English grammatical rule state that some verbs at the past simple take the "ed" form at the end of the verb, hence learners tend to generalize the rule for all the verb.

1.3.5.2. Incomplete Rule Application:Richards (1974, p.177) states that this type of errors occur when the "**deviant structure represents the degree of the development of the rules required to produce acceptable utterances**". To illustrate this, the question statement is an appropriate example; according to Richards (1974) the statement of a question is a difficult item in terms of grammar that could never turn into a part of competence in the second language; This difficulty can be viewed in deleting one element in the series of transformations, or in adding a question word to the statement. James (1998, p.185-186) states that incomplete rule application is contrary to overgeneralization; "**one might call it under-generalisation**", and he explained this deviancy in the order of subject and verb written in the sentence "nobody knew where was Barbie" instead of (Barbie was). This error is the result of the learner's use of incomplete rule of interrogative information. In fact learners have succeeded applying the rule of "Wh" form but failed to invert the subject and the verb.

1.3.5.3. False Concepts Hypothesised.

False concepts hypothesised refers to errors which "derive from faulty comprehension of distinctions in the target language" Richards (1974). He further adds, "these are sometimes due to poor gradation of teaching items" (p.178). This means that errors which are resulted from learners' incorrect assumptions of new concepts acts like others. He exemplifies this: the form "was" may be interpreted as a mark of the past tense and the form "is" may be interpreted as a mark of the present simple as it is clarified in the following examples: "one day it was happened", "he is speaks French".

1.3.5.4. Ignorance of Rule Restrictions.

It is to infringe a certain rule limitation i.e. to inappropriately apply a given rule in a context. This can be mainly shown through analogy; for instance, learners tend to misuse the prepositions that are attached specifically to some verbs, they try to use the same preposition

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with similar verbs which results in an analogy as it is shown in the following example: "He said to me is violated to he asked to me"; here the verb said takes the preposition "to", and since the two verbs are almost similar; thus, learners use the "to" for the verb "ask" too. Many other instances can be caused by the rote learning of the English rules Richards (1974).

Brown (2000:223–227) divides sources of error into four categories:

- intralingual transfer, or the negative transfer of items within the target language
- interlingual transfer, the wrong generalisation of rules within the target language .
- the learning context, which encompasses both forms of transfer; for instance, an untaught second language learner's social environment or a school setting with a teacher and materials. In a classroom setting, the instructor or the textbook may cause the student to draw incorrect conclusions about the language.
- Communication strategies: It is clear that a communication strategy is the deliberate use of language to convey a message. And this leads the learner to make errors .

Norrish (1983:21-26) mentioned three causes of errors: carelessness, first language interference and the translation. Below is a brief discussion of the three categories of error sources.

-Carelessness is often closely related to lack of motivation. Many educators will acknowledge that losing a student's attention isn't always his fault; perhaps the materials and/or style of presentation do not suit him.

-First language Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits the old ones will interfere the new ones.

- Translation is one of the causes of error. This happens because a student translates his first language sentence or idiomatic expression in to the target language word by word.

1. 3.6. Concept and Historical Overview of Error Analysis:

The concept of Error Analysis has been defined by many language scholars It was Stephen Pit Corder in the 1960s who gave an initial definition. Since then, several linguists and researchers have defined Error Analysis. To begin with, Corder (1981) defines Error Analysis (EA) as “the study and analysis of the errors made by second and foreign language learners” . Richard

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(2010:101) states that Error analysis is a field of linguistic analysis that focuses on the learners errors “the study and analysis of the errors made by second language learners.”

Error Analysis (EA) has been a key focus in second language acquisition (SLA) research since the mid-20th century, emerging as a distinct field influenced by behaviorist theories. Scholars like Corder (1967) and Selinker (1972) introduced the Contrastive Analysis Hypothesis, which attributed errors in learning a second language to interference from the learner’s native language. Initially, EA and Contrastive Analysis (CA) were used to study and classify language errors, focusing on comparing native and target languages. Over time, EA expanded to include psychological and sociolinguistic factors, such as individual learner differences and communication contexts. Selinker's Interlanguage Theory (1972) was significant, proposing that errors reflect stages of language development rather than mere interference. The cognitive revolution in the 1980s further shifted the perspective, viewing errors as essential indicators of cognitive processes in language learning. Today, EA remains a vital research area, providing insights into language acquisition and informing effective teaching practices

1.3.7. Procedure of error analysis:

Brown (2000:218) defined EA as the process” to observe, analyse, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner.” these errors can be observed, analysed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners' error..” this definition seems to be somewhat similar to the following definition given by Crystal (2008:173) “.....*a technique for identification and systematically interpreting the unacceptable forms produced by someone learning of foreign language using any of the principle and procedures provided by linguistics.*”

Corder (1967) defined, EA is a procedure used by both researchers and teachers which involves collecting samples of learner language, identifying the errors in the sample, describing these errors, classifying them according to their nature and causes, and evaluating their seriousness.

Collection of Samples: Gather written or spoken language samples from learners. These samples should represent a range of language use, such as essays, conversations, or exercises.

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Identification of Errors: Examine the samples to identify errors. This involves categorizing mistakes that deviate from the target language norms. Errors can be linguistic (grammatical, lexical) or performance-based (slips, hesitations).

Description of Errors: Describe each error in detail, noting its type (e.g., grammatical, lexical), location in the sentence, and the context in which it occurs. there are tow ways to describe errors:

- by classifying errors into grammatical categories relating to verbs and identify the different kinds of verb errors in the sample, for example, error in tenses.

- by identifying general ways in which students' utterances differ from the reconstructed target language utterances, such as omission, misinformation, and misordering

Classification of Errors: Analyse the errors to understand why they occurred. Consider factors such as the learner's native or second language influence, overgeneralization of rules, incomplete learning, or communication strategies.

Evaluation of Errors: Interpret the significance of errors in terms of the learner's language development. Determine if errors reflect systematic patterns or random mistakes, and assess their impact on overall language proficiency.

1.3.8. The function and uses of Error Analysis:

For a long time, errors were considered as evidence of failure in the teaching/learning process. More recently, though, errors have come to be seen as both an important part of language learning and acquisition and a sign that learners are progressing. As stated by Corder(1981:45) The uses of (EA) can be divided into two primary categories: The theoretical and The practical uses o.

The theoretical use focuses on understanding the process and strategies involved in language learning and their similarities to first language acquisition. It aims to explore the mental processes of language learners, decode learning strategies like overgeneralization and simplification, and identify universal aspects of language learning, potentially revealing an inherent syllabus for second language acquisition. The applied branch, on the other hand, uses findings from theoretical error analysis to organize remedial courses and develop suitable materials and teaching strategies. As Mitchell and Myles (2004, p.24) point out, studying

errors can uncover the evolving system of a student's second language, which is dynamic and adaptable.

1. 3.9. Error correction:

Error correction refers to the responses given by the teacher to what learners produce in the classroom. Chaudron (1988.149) pointed out that correction has several definitions. The most general is equivalent to "Treatment of error" which appears to be the most widely employed meaning used to refer to any teacher behaviour following an error that minimally attempts to inform the learners of the fact of error.

Error Correction: At various stages in a writing activity, teachers should intervene with editorial comment, motivating suggestions, or language advice. Learners indeed, expect feedback on what they are doing or what they have done.

The major issues involved in carrying out (EC) are who should correct learners' errors? The apparent possible answers to this question are: the teacher or the learners making the error or their peer. So for a tentative answer to this question let us first look at the teachers' correction.

Teacher correction: Perhaps the most common way of correcting learners' work has been to return it to learners with a great deal of underlining with red pen, crossing out question marks and the occasional tick. But this kind of intensive correction can be counter productive. There are more effective ways of making correction positive and useful experience:

a) The use of correction codes by teachers is a common practice intended to encourage students to reflect on their writing. Teachers use symbols to mark the location and type of errors, such as "sp" for spelling, "wo" for word order, and "t" for tenses. Some students prefer full corrections and argue they still consider language rules and the reasons for their mistakes, while others struggle to correct their own errors. Teachers may find it helpful to discuss error codes with students and adjust symbols based on individual preferences. Using correction codes can increase teachers' workload as they might need to review corrected work. Some teachers focus on correcting specific types of errors based on the writing task's purpose, such as verb tenses or spelling, and must inform students of this selective approach to ensure they focus on the correct aspect of their writing.

b) Many Teachers use a range of different marking scales when correcting written work and written tests. For example the teachers may want to give marks out of 10 for each category they have chosen for learners (e.g. grammar, vocabulary. coherence or cohesion). Together with

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indications of errors (where they occur), such marking scales will help learners to focus on the particular areas they need to work at.

c) Reformulation is a way of showing learners how they could write something more correctly instead of asking them to find the error and correct it. The teacher shows how he or she would write the incorrect sentence, the learner then learn by comparing the correct and incorrect versions, reformulation is extremely useful during drafting and re-drafting.

Involving Learners in Correction: The previous discussion has assumed that it is always the teacher who gives feedback by correcting, but, this is not always the case. We can also encourage the learners to look at their work or at each other work and give advice and make suggestions about how it could be improved. Peer marking editing is especially useful in the first draft of the written work. Here, learners are given the responsibility to edit each other work individually or in a group before handing in the final draft to the teacher. Besides, being fun for learner to be allowed to correct and learn from errors of others than their own. It also reduce the need for too many red marking from the teacher For this reason the learners must be briefed on how to edit the work of their peers. Using this way the teacher will have less work to do when correcting. The same procedure can be followed but after the papers are given hack. Where learners' errors have been highlighted, it is a good idea to give time in claus to rewrite the material correctly. However, it may be necessary to give them training exercise to develop their skills in correcting their work effectively. It is worth repeating that exercise like this, from time to time, could rensind learners how important it is to recognize and correct their mista

Conclusion

Writing often poses challenges in grammar, such as incorrect sentence structures, verb form errors, punctuation mistakes, word choice issues, and subject-verb agreement problems. These errors can obscure meaning and hinder effective communication. Error analysis helps by systematically identifying these grammatical issues in learners' writing, understanding their underlying causes (whether from native language interference or internal language factors), and providing targeted feedback and corrections. This approach not only improves grammar proficiency but also enhances learners' awareness of language rules, promoting clearer and more coherent written communication.

CHAPTER TWO

Data Collection, Results and Analysis

Introduction:

The theoretical foundations of the research were covered in the first chapter, while its practical applications are covered in the second. This chapter will provide an overview of the study's results, provide the survey data in the manner described in the general introduction, and then move on to the analysis, discussion, and conclusion.

2.1. Research design:

The researcher conducted the present study using a mixed-method which combined the quantitative as well as the qualitative approach.

2.1.1. Quantitative approach:

As part of a quantitative approach, a test will be administered to the participants to assess their writing performance and obtain precise data on the linguistic errors they commit while writing. The participants will be instructed to compose a paragraph on a topic related to the third sequence of the fourth-year middle school English syllabus, "Me, My Community, and Citizenship." Specifically, all 24 participants will write about the topic: "Charity Work."

Upon completion, the written papers will be collected and corrected by the researcher using a variety of error correction symbols. The participants' scores will then be recorded and organized in an Excel file to create the necessary spreadsheets, lists, and graphs for analysis. In the following written production session, the participants will receive correction sheets that highlight the most common errors they made. These correction sheets will include examples of their errors and the corresponding corrections, enabling them to identify the types of errors they committed.

2.1.2. Qualitative approach:

The questionnaire administered to the teachers served as a key component of the qualitative approach, aimed at gathering additional information, viewpoints, and insights pertinent to the study. It also sought to examine in-depth knowledge regarding the most grammatical errors and the main effective strategies employed by teachers. The questionnaire was completed by 8 randomly selected teachers from different middle schools in Naama. These teachers provided their responses, comments, and suggestions.

The questionnaire comprised both closed-ended questions and open-ended questions. The closed-ended questions required teachers to give "yes" or "no" answers or to choose from predetermined options. Additionally, the open-ended questions allowed teachers to elaborate on their responses and provide more detailed insights. The teachers' questionnaire contained ten questions, all of which were directly or indirectly related to the research objectives.

Teachers received printed copies of the questionnaires for completion. This tool proved invaluable for collecting data to enhance our understanding of the research questions and to validate the pre-stated hypotheses. Moreover, the insights gained from the questionnaire responses contributed to increasing the validity of the test results obtained from the in-class assessments.

2.2. Research sample:

A population refers to a group of data whose characteristics are analyzed, encompassing the entire collection of subjects or items of interest. A sample, on the other hand, is a subset drawn from the population that is representative of the population being studied.

In this study, the population consisted of fourth-year middle school students from classes 1, 2, and 3 at Salah Eddine Al Ayoubi Middle School in Asla, Willaya of Naama, Algeria. The researcher randomly selected 23 participants from a total of 72 learners registered for the academic year 2023/2024. These participants, aged between fourteen and fifteen, were all Algerian and from the same educational level. The group comprised 13 female learners and 10 male learners. They had been studying English as a third language (L3) after Modern Standard Arabic and French for four years. The learners were taught by the same teacher of English and had received consistent instruction across three semesters.

Whereas, The interview is administrated for middle school teachers precisely who teach fourth year classes. It was made with eight teachers who were chosen randomly from different middle schools from Naama . They collaborated through their answering the questions, commenting, and giving suggestions. The questions in this interview are either closed questions for which teachers required to give "yes" or "no" answers ,or to choose the appropriate answer from different given options ; or the questions are closed-ended questions .

2.3. Data Analysis Procedures

Analysing the collected data was based on Corder model of error analysis. the data were analyzed as follows: The first step was to identify errors; in this step, the researchers acquired data and tried to find out the grammatical errors by underlying the words in the text using a variety of symbols in the margin. Once the errors had been identified, they were classified into 3 main categories, they are: text errors, discourse errors and substance errors .Then the errors were calculated to know how frequently these errors had been made by the students. Next, the result of the analysis was tabulated.

2.4. The Technique of the Data Analysis

The author employed a descriptive analysis method .At this level the process consists of two steps; calculating the error frequency of each category and calculating the error of each sub category. Then she calculated percentages derived from the frequency of information divided by the number of cases. The formula utilized is as follows:

$$P = \frac{F \times 100\%}{N}$$

2.5. Data collection analysis

2.5.1. Analysis of the pupils' written production:

Error Analysis in writing typically involves several procedures. It begins with collecting a sample of learners' written texts of fourth year middle school, which are then analyzed systematically to identify errors. These errors are categorized based on linguistic criteria such as grammar, vocabulary, syntax, and discourse coherence. Next, the errors are classified according to their nature, frequency, and severity.

The data collected from this study were analyzed according to Chanquoy (2001:8) classification of writing errors. These errors include the following:

- 1) Spelling errors: this category deals with the errors related to the orthography errors.
- 2) Grammatical errors: this category discusses the errors related to gender and number, agreement of nouns, verbs and adjectives, and subject-verb agreement.
- 3) Punctuation errors: this category deals with punctuation and capitalization errors

CHAPTER TWO: Data Collection, Results and Analysis

Table 1: Data Result of Errors on linguistic Taxonomy

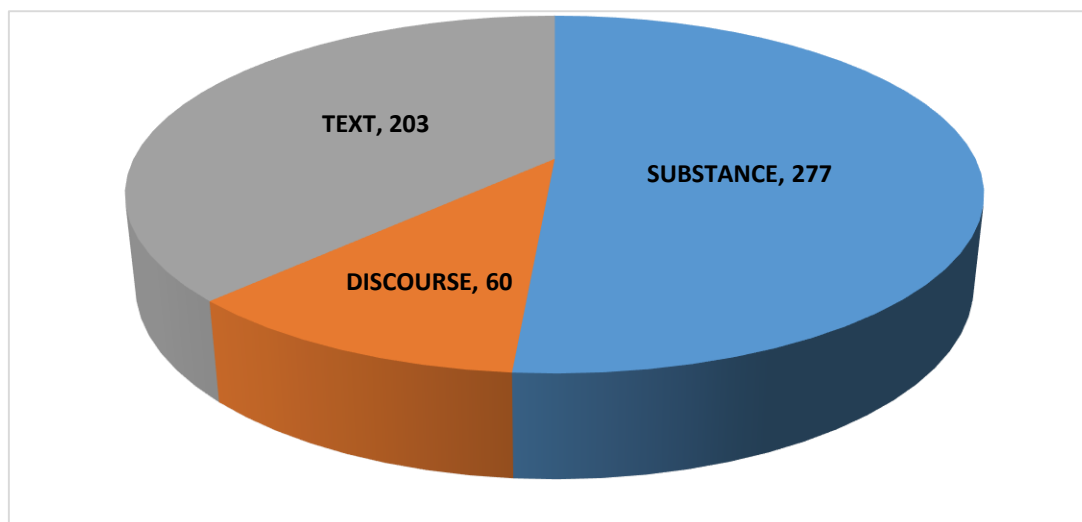
Types of errors	Frequency of errors	Percentage %
Text Grammar - lexis	203	37.59%
Discourse	60	11.11%
Substance	277	51.30%
total	540	100%

The following table provides comprehensive information on the various types of errors that might occur when writing an essay in English.

Table2: Type, frequency, and percentage of pupils' errors

Types of errors		Frequency of errors		Percentage%			
Text	Grammar	Prepositions	51	203	9.44%	37.56%	
		Articles	20		3.70%		
		Singular/plural	17		3.14%		
		Pronouns	6		1.11%		
		Subject/verb agreement	34		6.29%		
		lexis	Verb tense		30		5.55%
			Word form		45		8.33%
Discourse		Sentence structure	12	60	2.22%	11.1%	
		Fragments	38		7.03%		
		Word order	10		1.85%		
Substance		Capitalization	83	277	15.37%	51.30%	
		Punctuation	93		17.22%		
		Graphology	01		0.18%		
		Spelling	100		18.51%		
Total			540		100%		

Figure 1: Types of error made by learners



By examining the learners' written productions, the study identified and categorized errors, ultimately identifying 14 distinct error categories with a total of 540 errors. The results illustrated in the pie chart above that the majority of errors occurred at the substance level, with a total of 277 errors, accounting for 51.28% of the overall errors. These errors comprised 100 spelling errors or, 93 punctuation errors, and 83 capitalization errors.

In contrast, at the text level, there were 203 grammatical errors, representing 37.56% of the total errors. These included 51 prepositional errors, 20 article errors, 17 singular and plural form errors, 6 pronoun errors, 34 subject-verb agreement errors, 30 verb tense errors, and 45 word form errors.

The result of the revealed that the errors made by the learners were mainly because of both interlingual and intra-lingual factors. Findings show that the intra-lingual errors were more frequent than the inter-lingual errors.

Grammatical Errors

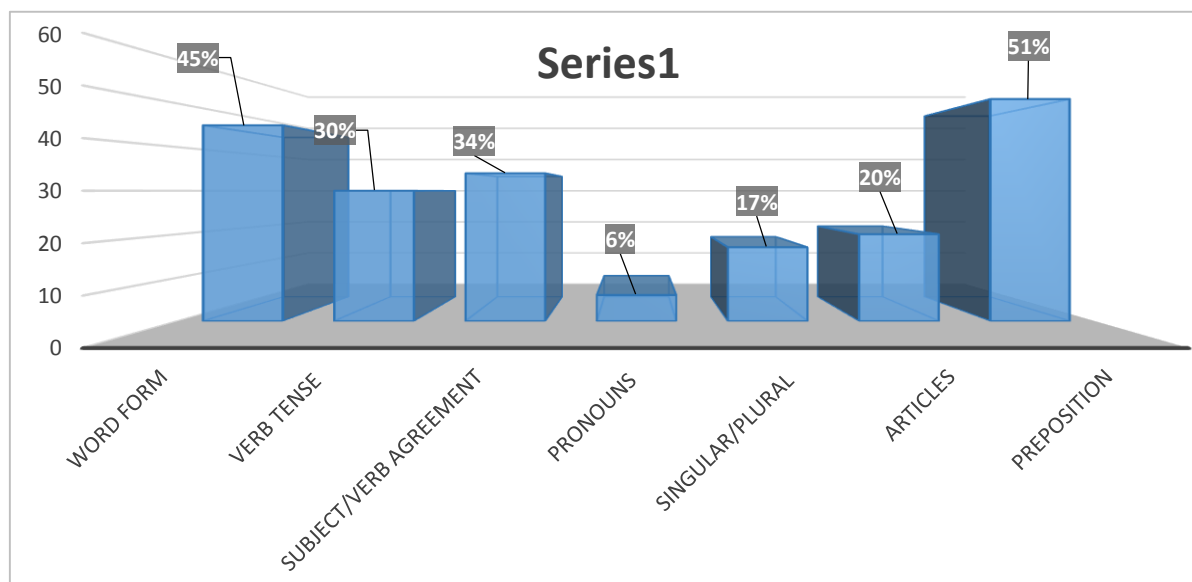
Table3: Frequency and percentage of pupils' different grammatical errors

Types of errors		Frequency of errors		Percentage%	
Text	Grammar	Prepositions	51	25.12%	100%
		Articles	20	9.85%	
		Singular/plural	17	8.37%	
		Pronouns	6	2.95%	
		Subject/verb agreement	34	16.74%	
	Lexis	Verb tense	30	14.77%	
		Word form	45	22.16%	
			203		

CHAPTER TWO: Data Collection, Results and Analysis

	Total	203	100%	100%
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Figure2. Frequency and percentage of pupils' different grammatical errors



Error in using prepositions:

A preposition is a word or group of words used before a noun, pronoun, or noun phrase to show direction, time, place, location, spatial relationships, or to introduce an object. Some examples of prepositions are words like "in," "at," "on," "of," and "to".

Table4. Errors Analysis of preposition Made by learners

Type of Error	Example	Correction
preposition	1- do charity to improve bring happiness on earth. 2- In conclusion, the role the charity association is to improve living conditions	1- do charity to improve and bring happiness on earth. 2- In conclusion, the role of the charity association is to improve living conditions

Middle school pupils encounter challenges in selecting appropriate prepositions in English. To address this issue, pupils often directly compare the sentence to its equivalent in their first language (Arabic) and translate the preposition literally into English. the pupil omits or adds the preposition due to negative transfer of L1 or incomplete knowledge of the rules as illustrated by the examples:

In conclusion, the role the charity association is to improve living conditions.

وفي الاخير دور الجمعيات الخيرية هو تحسين المستوى المعيشي

Error in using Article:

The article is a word that is used with a noun to indicate the type of reference being made by the noun. English has two articles: **a/an** and **the**. The indefinite article **a/an** is used to modify non-specific or non-particular nouns. Meanwhile, the definite article "**The**" is used for specific nouns. It can be proved by the following example below:

Table5. Errors Analysis of articles Made by learners

Type of Error	Example	Correction
Articles	1.homeless are a people who do not have an house and live in street. 2. In conclusion, role of charity association is to	1.homeless are people who do not have a house and live in the street. In conclusion, the role of charity association is to

Although middle school learners have been exposed to the grammatical concept of articles since their first year of study, they still struggle with understanding the rules governing their usage. This investigation reveals a significant number of errors concerning definite and indefinite articles. Learners frequently misuse articles by either including them where they should be omitted or omitting them where they are required, indicating an incomplete understanding of the rules or the influence of L1 the learners transfer negatively the article system of Arabic to the target language.

Specifically, errors in articles occur when some learners use "an" before nouns starting with a consonant letter as illustrated in the first example , or when students use "the" without specifying the noun they are referring to. These errors suggest a level of confusion among learners regarding the proper use of articles.

Error in using Singular/Plural

Singular refers to a word or form which refers to one word. Meanwhile plural is a word or form which expresses more than one. The examples in the table below show clearly their confusion.

Table6. Errors Analysis of Singular/plural Made by learners

Error Classification	Error Identification	Error Correction
Singular/plural	1- the aim of this associations is to help the needy 2- there are many type of donation..... 3- the needy are peoples who need money, clothes.....	1- the aim of this association is to help the needy 2- there are many types of donation.... 3- the needy are people who need money, clothes.....

On this occasion, some learners demonstrated a lack of awareness regarding the rules for forming plurals in English, specifically the use of "s" and "es" at the end of nouns. This lack of understanding leads to mistakes in their writing. Others found it difficult to use these plural forms correctly because they were uncertain about when and how to apply them. This challenge is further complicated by the presence of exceptions in the English language. For instance, while most nouns are made plural by adding "s" or "es," some words, like "people," are irregular and do not follow this pattern. The word "people" is already plural, so it does not take an "s" at the end. Such exceptions highlight an incomplete understanding of pluralization rules among the learners, and overgeneralisation of the plural rule making it clear that additional instruction and practice are needed to help them grasp these concepts fully.

Error in using Pronoun

A pronoun is a word that takes the place of a noun. The use of pronouns is to make sentences less repetitive. They have been classified into several types: the personal pronoun, the demonstrative pronoun, the interrogative pronoun, the indefinite pronoun, and the relative pronoun..... Errors of pronouns occur when some learners blur how to place personal pronouns appropriately. It can be seen as follows:

Table7. Errors Analysis of Pronouns Made by Learners

Type of Error	Example	Correction
Pronouns	1- Charity it is a humanitarian act. 2- the needy are persons like the poor which do	1- Charity is a humanitarian act. 2- the needy are persons like the poor who do

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We notice that most of the learners do not have problems with the use of pronouns since the written paragraph is not descriptive and narrative. The table above summarizes some of the pronoun errors. The misuse of many pronouns by pupils in this study can be attributed to L1 negative transfer or to the features of pronouns in the Arabic language.

Charity **it** is a humanitarian act → العمل الخيري هو عمل انساني

Error in using Verb tenses: Errors in verb tenses can be seen when some learners do not place the correct tense of the verb in the sentences. In this case, it can be assumed that some learners are not aware of the different rules for tense usage. It can be seen as follows:

Table8. Errors Analysis of Verb tenses Made by learners

Error Classification	Error Identification	Error Correction
Verb tenses	<ol style="list-style-type: none">1- the charity improve the living conditions2- the orphans is the persons who do not have parents.3- Do charity and helping the others.	<ol style="list-style-type: none">1- the charity improves the living conditions2- the orphans are the persons who do not have parents.3- Do charity and help the others.

The analysis reveals several issues with tense usage, particularly regarding the omission of the third person singular "s" in present tense verbs in the learners' samples. This indicates that learners may generalize rules incorrectly, assuming that pronouns like "he," "she," and "it" follow the same conjugation patterns as other pronouns. A considerable number of learners struggle with using tenses correctly and often mix them up. They do not apply correctly the rule of conjugating the auxiliary "to be" in the present tense in the plural form like in the second examples above in the table. This inconsistency in tense usage may be attributed to teaching methods.

Additionally, there is a notable pattern of incorrect use of the imperative form among learners. The imperative mood, used for giving commands or instructions, often presents challenges. Learners frequently fail to apply the rules correctly, either omitting the imperative form when needed or using it inappropriately. As illustrated in the third example.

Word form:

In the grammatical error category, the same word can take several different forms. In order to produce correct written productions and to express the ideas clearly, it is very necessary to be knowledgeable of the different word forms

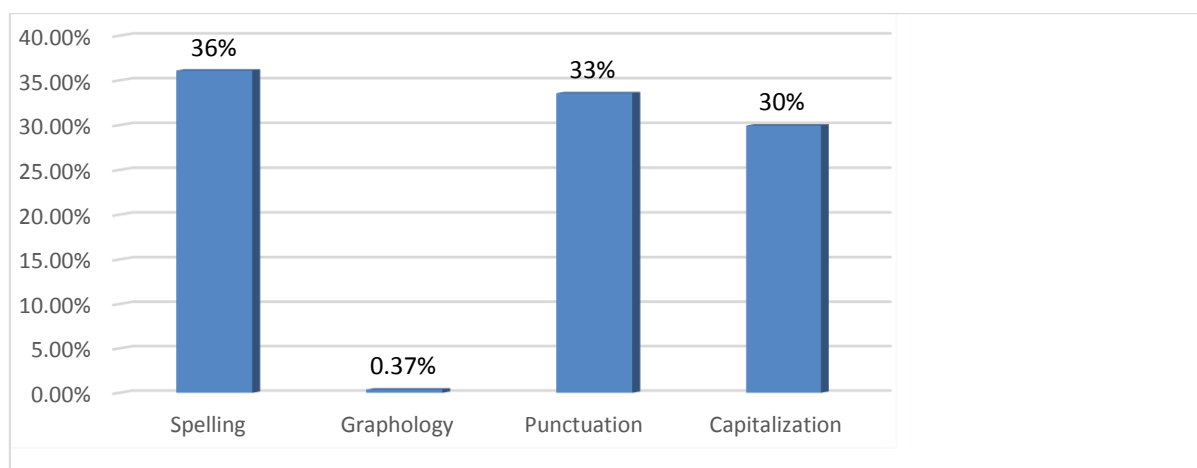
Substance errors:

The table demonstrates that the substance category comprises 277 instances, accounting for 51% of the total. This category encompasses 83 errors related to capitalization, 93 errors in punctuation, and 100 spelling errors.

Table 9: Frequency and percentage of pupils' different Substance errors

Substance error	Frequency of error	Percentage of error
Capitalization	83	29.96%
Punctuation	93	33.57%
Graphology	01	0.37%
Spelling	100	36.10%
total	277	100%

Figure 3: Frequency and percentage of pupils' different Substance error



The data presented in the graph indicates a substantial proportion of errors attributed to spelling, potentially stemming from incomplete knowledge or negative transfer from French language conventions.

Misspelling

According to the Oxford Dictionary spelling means the action or process of forming words correctly from individual letters. At this time, errors in spelling occur when some learners are confused about writing the correct form of words. It can be seen as follows:

Table10. Errors Analysis of spelling Made by learners

Error Classification	Error Identification	Error Correction
Spelling	1) the poor are those who do not have moni and kloudz . 2) Fainally , charity improufs life conditionz 3)to help the niddy like the hawmless...	1- the poor is who do not have money and cloths 2- Finally , charity improves life conditions 3-to help the neddy like the homless...

From the observation of the above table, we find that half of the learners suffer from spelling problems, such as:

- Replacing the letter "c" with "k" or "v" with "f" (Example 1 and 2)
- Confusing the spelling of words with others that have the same pronunciation but different spellings (homophones).
- Writing words as they are pronounced, rather than their correct spelling as illustrated in the third example.

These issues are primarily due to incomplete knowledge and the negative transfer from French.

Error in using punctuation:

Punctuating refers to the use of explicit marks such as commas, semicolons, dashes, and periods to clarify meaning in written sentences or to represent spoken sentences in writing. Errors of punctuation occur when some learners are not aware to put appropriate punctuation in sentences. It can be seen as follows:

Table11. Errors Analysis of Punctuating Made by Learners

Error Classification	Error Identification	Error Correction
Punctuating	1- First do charity to improve the conditions of the poor..... 2-Like elderly orphans poor homeless	1- First,do charity to improve the conditions of the poor..... 2-Like elderly, orphans ,poor ,homeless

The table shows that in the present study, the majority of the pupils did not use punctuation marks, especially full stops at the end of sentences and commas. This issue arises from the pupils' lack of understanding of the importance and necessity of punctuation marks in clarifying and organizing the ideas in their written work.

Error in using capitalization

In English, a capital letter is used for the first word of a sentence and for all proper nouns (words that name a specific person, place, organization, or thing), the pronoun “I”, in addition of names of the days and of the week.

Table12. Errors Analysis of capitalization Made by learners

Error Classification	Error Identification	Error Correction
Capitalization	1- in algeria ,we have a lot of associations like red crescent and ness el kheir.	1- In Algeria ,we have a lot of associations like Red Crescent and Ness El Kheir.

In this level, we notice that learners do not respect the use of capitalization at the beginning of the paragraph, and also at the beginning of the proper names due to ignorance of the rules.

2.5.2. Analysis of the Teachers' questionnaire:

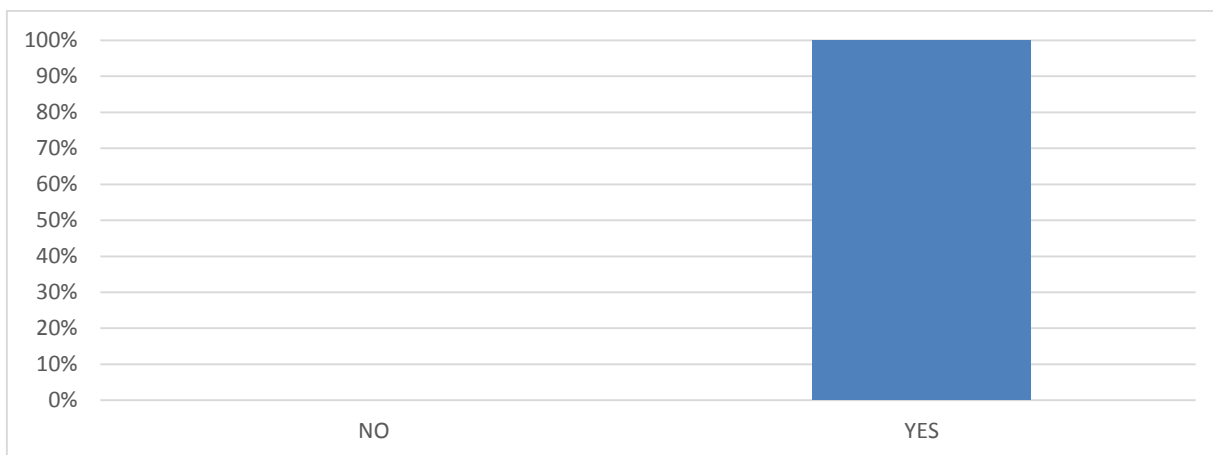
Item 1. Are you currently teaching English at a middle school?

Table 13. Teachers' current teaching context

Option	Participants	Percentage
Yes	8	100%
No	0	0%

Total	8	100%
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Figure 4 percentage of Teachers’ current teaching context



The purpose of this question is to determine the participants' current teaching context, with a particular emphasis on their position as middle school English teachers. All the respondents who present 100% indicated that they are now teaching English at a middle school by responding "yes" to this question.

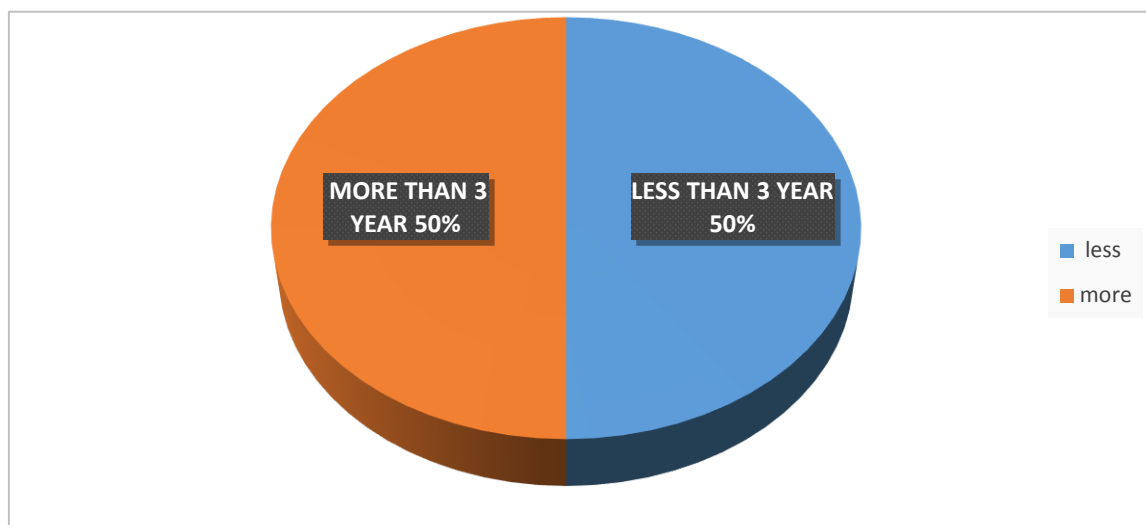
This consistency shows that the conclusions and suggestions will have immediate effects on English teaching in middle schools. Since these teachers face similar challenges and encounters, especially when it comes to grammatical errors in learners writing, specialised professional development can be created to meet their unique requirements. Response uniformity provides consistent data, allowing for precise inferences about instructional strategies, error analysis techniques, and feedback techniques. Thus, there is a solid foundation for promoting cooperation among English instructors in middle schools, exploring their particular set of issues further, and developing materials designed to improve error analysis and feedback delivery. This targeted strategy will support the improvement of teaching effectiveness and student.

Item 2. How many years of experience do you have in teaching English?

Table 14. Period of teaching English in middle school.

Period	Participants	Percentage
a. less than three years	4	50 %
b. More than three years	4	50 %
Total	8	100%

Figure 5. Period of teaching English in middle school



The responses to this question reveal a balanced split: half of the participants had fewer than three years of experience with the percentage of 50%, while the other half (50 %) had more than three years, This diversity in experience levels provides a wide range of perspectives on teaching practices, challenges, and strategies. While more experienced educators might provide insightful advice gleaned from their extensive experience, less experienced educators might provide new concepts and innovative instructional techniques.

Item 3. Which level do you teach this year?

Table 15. Teachers’ teaching level

Option	Participants	Percentage
1 ST YEAR	2	
2 ND YEAR	3	
3 RD YEAR	4	
4 TH YEAR	6	
Total	8	100%

theresponses to this question indicate that each teacher is responsible for teaching two different levels except one teacher who teach only one level, with 6 teachers teaching the 4th year, 4 teachers teaching the 3rd year, 3 teachers teaching the 2nd year and 2 teachers teaching the 1st year, This distribution highlights a flexible teaching environment where educators must

CHAPTER TWO: Data Collection, Results and Analysis

adapt their strategies to cater to varying learner proficiency levels and curriculum requirements. The significant focus on the 4th year, with 6 teachers involved, suggests an emphasis on preparing students for important exams (BEM). The balanced distribution across the other years ensures adequate attention and resources for all grade levels. Managing diverse workloads and developing expertise across different curriculum standards can enhance teachers' overall skills but also necessitates robust support systems. Professional development tailored to multi-level teaching, collaborative planning sessions, and resource sharing can help manage the challenges. Establishing mentoring programs and centralized repositories of teaching materials can further support teachers in delivering effective lessons. By fostering a community of practice, educational institutions can enhance teaching quality and student outcomes across all levels.

Item 4. In your experience, what are the most common grammar errors made by learners in their written expression?

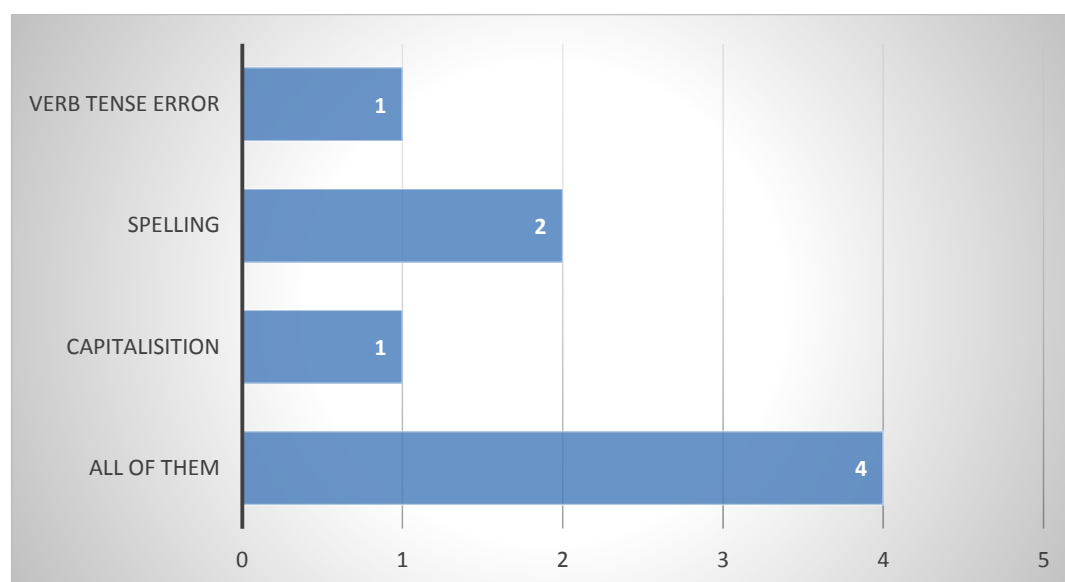
Table 16. Middle school pupils' grammatical errors

Option	Participants	Percentage
Verb tense errors	0	0%
Subject-verb agreement errors	0	0%
Article usage errors	0	0%
Preposition errors	0	0%
Sentence structure errors	0	0%
Spelling	0	0%
Punctuation	0	0%
Capitalisation	0	0%
plural singular	0	0%
word order	0	0%
word choice	0	0%
all of them	8	100%
total	8	100%

According to the responses, students frequently commit a variety of grammatical errors in their written expressions, such as errors concerning verb tense, subject-verb agreement, articles, prepositions, sentence structure, spelling, punctuation, capitalization, plural-singular, word order, and word choice. This wide range of errors emphasises the necessity of appropriate feedback systems and focused grammar training. These common issues should be given top priority by teachers when developing their lesson plans, making explicit grammar instruction available, and including grammar tests into writing tasks

Item 5. Are there specific grammatical structures or rules that pupils find particularly challenging?

Figure 6. Middle school pupils' grammatical difficulties



Based on the information provided, it is evident that pupils face several challenges with specific grammatical structures or rules in their writing. One teacher highlighted verb tense as a significant issue, which indicates difficulties in understanding time-related aspects of verb usage, potentially influenced by the complexity of English tense rules compared to the pupils' first language. Spelling was identified by two teachers as a problematic area, suggesting that phonetic discrepancies between English and the pupils' second language, along with inconsistent spelling rules in English, contribute to these errors. Additionally, capitalization was mentioned by one teacher, indicating it is a less frequently cited issue but still noteworthy, possibly due to different capitalization rules in the pupils' first language or insufficient attention to this aspect in writing practice. Notably, four teachers pointed out that pupils struggle with all grammar points, highlighting a broad and significant challenge across

various grammatical aspects. This suggests a need for a holistic approach to grammar instruction, emphasizing foundational knowledge and consistent practice. Overall, the data indicates that a targeted and comprehensive grammar curriculum could be beneficial in addressing these widespread issues, helping pupils overcome their difficulties in writing.

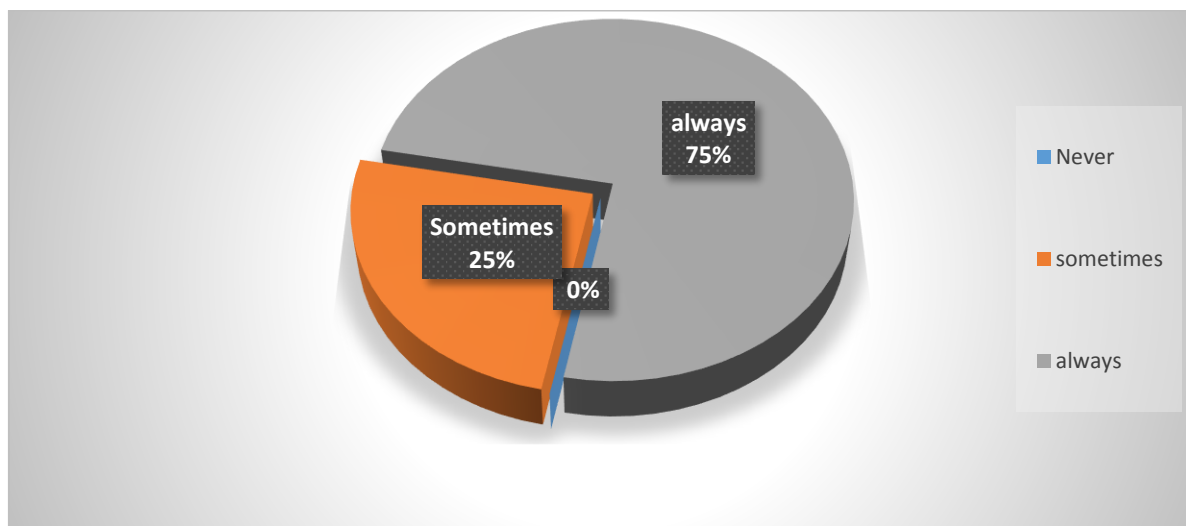
Item 6. How often do you provide written feedback on students' grammar errors?

Table 17. Frequency of Written Feedback on learners' Grammar Errors

Option	Participants	Percentage
a. Always	6	75%
b. sometimes	2	25 %
c. never	0	0 %
Total	8	100%

The responses indicate a strong commitment among teachers to provide written feedback on learners' grammar errors, with a majority doing so often with the percentage of 75% and a smaller group doing so sometimes with the percentage of 25%. This suggests differences in individual teaching practices, possibly influenced by factors such as workload, class size, or personal teaching philosophy. The fact that no teachers reported never providing feedback indicates a strong commitment to helping students improve their grammar through written feedback.

Figure 7 Frequency of Written Feedback on learners' Grammar Errors



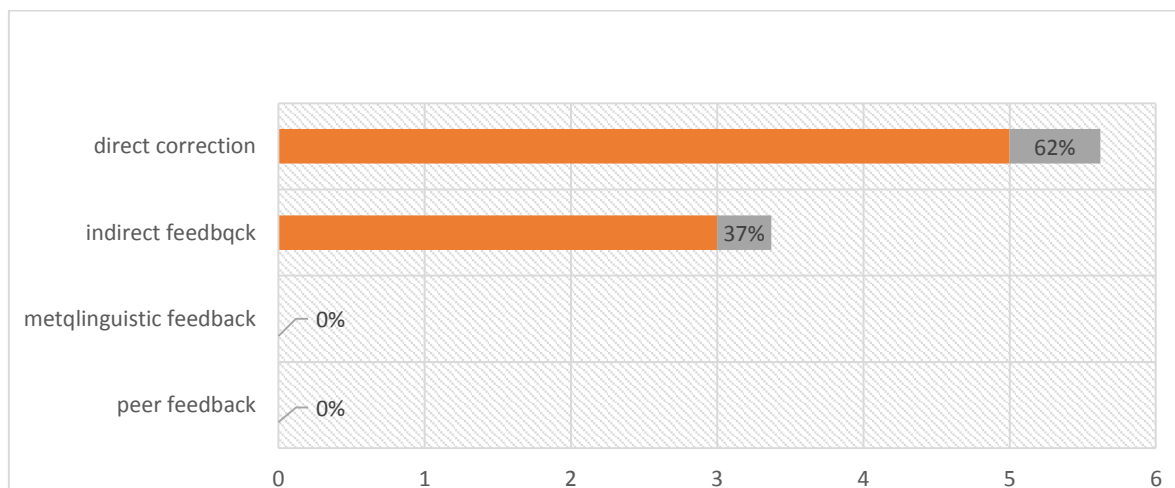
Item 7. What type of feedback do you usually provide?

Table 18. Types of Feedback on learners' Grammar Errors

Option	Participants	Percentage
Direct correction	5	62.5%
Indirect feedback	3	37.5%
Metalinguistic feedback	0	0%
Peer feedback	0	0%
Total	8	100%

The responses indicate that all teachers provide direct correction (e.g., rewriting the correct form) and indirect feedback (e.g., underlining errors and circling) when addressing students' grammar errors. This suggests a comprehensive approach to feedback, combining explicit correction with strategies that encourage students to identify and correct their own mistakes. Using both direct and indirect feedback can help students understand their errors more clearly and develop their self-editing skills. The absence of metalinguistic feedback and peer feedback indicates potential areas for expanding feedback methods. Incorporating these additional feedback types could further enhance students' understanding of grammatical rules and foster collaborative learning environments.

Figure 8. Types of Feedback on learners' Grammar Errors



Item 7. How effective do you find these strategies in improving students' writing skills?

Table 19. Teachers' Effectiveness of error analysis methods

Option	Participants	Percentage
a. Very effective	0	0 %
b. somehow effective	6	75%
c. Not effective	2	25%
Total	8	100%

As it is presented in the table above, the response indicates a mix of opinions regarding the effectiveness of the strategies in improving students' writing skills. Specifically, six teachers find the strategies to be somewhat effective, while three teachers do not find them effective at all.

This suggests that while a majority perceive some positive impact, there is still a significant minority who see no improvement. It would be useful to delve deeper into the reasons behind these differing perspectives. Are there specific strategies that are more effective than others? Are there particular challenges or contexts that influence the effectiveness of these strategies? Gathering more detailed feedback could help refine and improve the approaches used to enhance students' writing skills.

2.6 Findings and decision:

The main objective of this research is to learn how teachers identify, describe and diagnose the errors in English written productions of Salah Eddine Al Ayoubi Middle School learners. This involves identifying common grammatical mistakes made by learners , looking at the different types of feedback teachers offer, and how frequently feedback is offered to learners. Understanding these elements will help the study develop more effective teaching methods.

The analysis of the data collected using the tow different procedures revealed results that met the necessary standards: First, With regard to the test, the findings and the error analysis reveals that There are some conclusions drawn from the collective data. First, as far as the types of errors made by the learners are concerned, the analysis reveals that the main difficulties are related to spelling due to negative transfer from the second language. Second, learners do not

apply the rules correctly, they have some difficulties related to the insufficient knowledge of the basic grammatical rules. In addition, the learners do not grasp the rules and forget them.

The researcher finds that one-third of the learner's errors can be attributed to native and second language transfer. The second third relies on the incomplete knowledge of the grammar rules and the rest is related to the awareness of the learners.

The results of the questionnaire reveal that teachers frequently provide feedback to students regarding their grammatical faults, primarily through direct correction and indirect techniques such as underlining errors. Verb tenses, sentence construction, spelling, and word choice are all areas where students frequently struggle. Differentiating instruction, teachers concentrate more on getting pupils ready for exams in higher grades. Although many educators provide feedback on a regular basis, some do not. To assist students learn more effectively, teachers should provide feedback on a frequent basis and employ a variety of teaching strategies. Providers can also collaborate and leverage technology to streamline the feedback-giving process. All things considered, these results point to methods to enhance.

Conclusion :

This dissertation has explored the critical role of error analysis in understanding the challenges learners face in acquiring a second language, particularly in written communication. Through systematic examination and categorization of errors, insights into the underlying causes—whether linguistic interference or developmental stages in second language acquisition—have been gained. This study underscores the importance of error analysis as a diagnostic tool for educators, enabling tailored interventions and feedback that enhance language proficiency effectively. Moving forward, integrating the findings into pedagogical practices promises to foster a deeper understanding of language acquisition processes and ultimately improve learners' linguistic competence and communication skills.

2.7. Recommendation:

Ultimately, some recommendations are suggested to help both teachers and students overcome the various challenges. Most of the suggestions are centred around the following:

Recommendations for Teachers:

1. Foster an environment where learners feel comfortable making mistakes and understand that errors are a natural part of the learning process.

CHAPTER TWO: Data Collection, Results and Analysis

2. Develop a systematic approach to error correction, focusing on frequent and significant errors that impede communication. Prioritize errors based on their impact on understanding.
3. Offer clear, specific, and constructive feedback that helps learners understand their mistakes and how to correct them. Use examples and explanations to illustrate the correct usage.
4. Integrate error analysis activities into regular lessons. Encourage students to identify, analyze, and correct errors in their own and their peers' work.
5. Pay attention to recurring patterns of errors among learners. Use this information to tailor lessons that address common problem areas.
6. Promote self-correction and peer review activities. Teach students strategies to identify and correct their own errors and to give constructive feedback to peers.
7. View errors as opportunities to address gaps in understanding and to reinforce correct language use. Discuss common errors openly and use them as teaching points.
8. Regularly assess students' progress and reflect on the effectiveness of error correction strategies. Adjust teaching methods based on assessment results.

Recommendations for Learners:

1. Understand that making mistakes is a natural and essential part of the learning process. Use errors as opportunities to learn and improve.
2. Actively participate in class activities, discussions, and error analysis exercises. Engage with the material and seek feedback.
3. Develop self-monitoring strategies to identify and correct errors in your writing and speaking. Regularly review your work for mistakes.
4. Actively seek feedback from teachers and peers. Pay attention to the feedback and use it to improve your language skills.
5. Practice writing and speaking regularly to reinforce correct language use. Use exercises and activities that focus on areas where you commonly make mistakes.
6. Utilize language learning resources such as grammar books, online exercises, and language apps to reinforce correct usage and understand common errors.
7. Reflect on the errors you make. Try to understand the underlying reasons for the mistakes and learn the correct forms and usages.
8. Engage in peer learning activities. Work with classmates to review each other's work, discuss errors, and learn from each other's mistakes.

GENERAL CONCLUSION

GENERAL CONCLUSION

Writing is an essential form of communication, and errors are an unavoidable aspect of this process. Regardless of our mastery of a language, errors are bound to occur. These errors can manifest at different levels, from basic grammatical slip-ups to more intricate structural and logical flaws. Understanding the common origins of these mistakes is crucial in enhancing our writing and reducing errors.

Errors are meaningful but when they are analysed, errors reveal which item the learners have learned incorrectly. Errors may indicate how learners internalise the rules of the target language. Teachers can prepare successful teaching materials by using the information on common language learning issues that this insight into language learning problems provides. Additionally, teachers may be better able to assist if they have some degree of error prediction ability.

The researcher tries to explore learners errors grammar using Error Analysis approach and aims to demonstrate that errors are not a sign of failure in the learning process, but rather that they are a natural and essential means for teachers to support pupils who encounter grammar issues.

This study is divided into two main parts, each with a distinct objective. Chapter One constituted the theoretical framework, divided into sections on error analysis, writing, and grammar. It defined key terms, differentiates between mistakes and errors, outlined their types and causes, and provided a historical overview and evolution of error analysis within second language acquisition. The writing section covered the definition, process, types, and purposes of writing, while the grammar section elucidated the definition and importance of grammar in teaching, examining common grammatical errors in writing. Chapter Two focused on the research methodology and findings, detailing the research approaches, sampling techniques, data collection methods, instruments used, and data analysis procedures to ensure transparency and replicability, followed by the presentation of the research results.

(EA) can be carried out at many levels: it can be used to examine both the oral and the written work of an individual to discover specific problems, or a group of learners to reveal common spots. (EA) can also be employed on one piece of work or over series comparable tasks in any language so that the teacher can monitor the learners' progress and create a greater awareness of the errors made by the learners. Finally in the case of language learning, we really do believe the classic saying "you learn from your mistakes".

GENERAL CONCLUSION

To sum up, Making errors is a natural aspect of learning a language, even for second or foreign language learners. Through making errors, and hearing the correct forms from the teacher, learners can develop their skills. Therefore, both pupils and educators benefit from errors and their analysis.

Limitation of the study

One of the main limitations of the study was the time constraints faced by the researcher, who juggled multiple responsibilities, including a demanding work schedule and the need to support her children, especially during their exam period. Additionally, the researcher was engaged in the supervision of the Intermediate Education Certificate and the Baccalaureate Exams, as well as the National Correction Process for the Intermediate Education Certificate. These obligations significantly limited the time available for data collection and analysis. Furthermore, the research encountered an unexpected challenge when three teachers did not respond to the questionnaire, hindering the completeness and comprehensiveness of the data collection process.

Another personal problem was the difficult physical and psychological conditions the researcher suffered from, including diabetes and thyroid disease, for which she was about to undergo surgery.

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Appendices

Appendix1

A sample of correction code that are frequently used.

Symbols	Type of error
P/sng	plural/singular
Art	Articles
Pro	Pronouns
W.t	Wrong tense
rp	reported speech
v	Verb form
m	Modifiers
Pre	Preposition
Sp	Spelling
WO	Wrong word order
Cap	Capital letter
Pun	Punctuation

Appendices

Appendix 2

Questionnaire for Teachers

• Section A: Personal Information

1. Are you currently teaching English at a middle school?

- Yes
- No

2. How many years of experience do you have in teaching English?

- Less than three year
- More than three year

3. Which level you teach this yearLevel?

- 1ST YEAER
- 2ND YEAR
- 3RD YEAR
- 4TH YEAR

Section B: Feedback and Corrective Measures

4. In your experience, what are the most common grammar errors learners make in their written expression?

- Verb tense errors
- Subject-verb agreement errors
- Article usage errors
- Preposition errors
- Sentence structure errors

Appendices

- spelling
 - punctuation
 - capitalisation
 - plural singular
 - word order
 - word choice
 - all of them
 - Others (Please specify): _____
5. Are there specific grammatical structures or rules that pupils find particularly challenging? (Choose one from the above list

-

6. How often do you provide written feedback on learners' grammar errors?

- Always
- Sometimes
- Never

7. What strategies or approaches do you currently use to address grammatical errors in students' writing? (Select all that apply)

- Direct correction (e.g., rewriting the correct form)
- Indirect feedback (e.g., underlining errors and circling)
- Metalinguistic feedback (e.g., providing grammatical rules)
- Peer feedback
- Others (Please specify): _____

Section C: Remedial Strategies

9. How effective do you find these strategies in improving students' writing skills?

- a. Very effective
- b. somehow effective
- c. Not effective

Appendices

10. What recommendations do you have for improving error analysis methods and feedback strategies to reduce grammar errors in students' writing?

Thank you for your participation

Appendices

Appendix 4

تستعرض هذه الدراسة تحليل الأخطاء في التعبير الكتابي الإنجليزية لتلاميذ الصف الرابع بم صلاح الدين الأيوبي المتوسطة، مع التركيز على الأخطاء النحوية الشائعة. كشفت النتائج أن الأخطاء النحوية كانت الأكثر تكرارًا بين الطلاب، تليها الأخطاء المعجمية، ثم أخطاء الخطاب وأخطاء النص.

تشمل الأخطاء النحوية الشائعة أخطاء في الأزمنة الفعلية، توافق الفاعل مع الفعل، استخدام حروف الجر، الأدوات التعريفية والنكرة، والضمائر. أما الأخطاء المعجمية، فتتعلق بشكل أساسي بالاختيار الخاطئ للكلمات والتركيب اللفظية

توضح هذه النتائج وجود تحديات كبيرة في فهم الطلاب لقواعد اللغة الإنجليزية واستخدام المفردات. يعكس انتشار أخطاء الأزمنة الفعلية وأخطاء توافق الفاعل مع الفعل صعوبات في تطبيق القواعد النحوية، كما تدل الأخطاء المعجمية المتكررة على مشاكل في اكتساب المفردات الصحيحة واستخدامها.

بناءً على هذه النتائج، توصي الدراسة بعدة إجراءات لتحسين مستوى الكتابة لدى الطلاب. من أهم هذه الإجراءات تقديم دروس مركزة على تصحيح الأخطاء النحوية الشائعة، وتوفير تدريبات مكثفة لتحسين اختيار المفردات والتركيب اللفظية. بالإضافة إلى ذلك، توصي الدراسة بإجراء تقييمات دورية وتقديم تغذية راجعة للطلاب لمساعدتهم في التعرف على أخطائهم وتصحيحها، مما يساهم في تحسين مستوى إتقانهم للغة الإنجليزية ورفع مستوى تعبير الكتابي.

Summary

This study investigates error analysis in the English writings of fourth-grade students at Salah Eddine Al Ayoubi Middle School, focusing on common grammatical errors. Findings revealed that grammatical errors were most prevalent among students, followed by lexical errors, discourse errors, and textual errors.

Common grammatical errors included errors in verb tenses, subject-verb agreement, preposition usage, definite and indefinite articles, and pronouns. Lexical errors primarily involved incorrect word choice and collocations.

These results highlight significant challenges in students' understanding of grammar rules and vocabulary use. The prevalence of verb tense errors and subject-verb agreement reflects difficulties in applying grammatical rules, while recurrent lexical errors indicate issues in acquiring and using correct vocabulary.

Based on these findings, the study recommends several measures to enhance students' writing proficiency. These include intensive lessons targeting common grammatical error correction, providing rigorous exercises to improve word choice and collocations. Additionally, the study advocates for regular assessments and feedback to help students identify and correct errors, thereby improving their English proficiency and elevating the quality of their academic writing.

Keywords:

Error analysis -Grammatical errors -exical errors -English writings -Fourth-grade learners Salah Eddine Al Ayoubi Middle School - English learning - Error correction - Language exercises - Regular assessments

Résumé

Cette étude examine l'analyse des erreurs dans les écrits en anglais des élèves de quatrième année à l'école intermédiaire Salah Eddine Al Ayoubi, en se concentrant sur les erreurs grammaticales courantes. Les résultats ont révélé que les erreurs grammaticales étaient les plus fréquentes parmi les élèves, suivies par les erreurs lexicales, puis les erreurs de discours et enfin les erreurs textuelles.

Les erreurs grammaticales courantes incluent les erreurs de temps verbal, d'accord sujet-verbe, d'utilisation des prépositions, des articles définis et indéfinis, et des pronoms. Quant aux erreurs lexicales, elles concernent principalement le choix incorrect des mots et les collocations.

Ces résultats indiquent des défis importants dans la compréhension des règles grammaticales et l'utilisation du vocabulaire chez les élèves. La prévalence des erreurs de temps verbal et d'accord sujet-verbe reflète des difficultés dans l'application des règles grammaticales, tandis que les erreurs lexicales récurrentes montrent des problèmes dans l'acquisition et l'utilisation des mots corrects.

Sur la base de ces résultats, l'étude recommande plusieurs mesures pour améliorer le niveau d'écriture des élèves. Parmi ces mesures figurent l'enseignement intensif ciblant la correction des erreurs grammaticales courantes, la fourniture d'exercices intensifs pour améliorer le choix des mots et les collocations. En outre, l'étude préconise des évaluations régulières et des retours d'information pour aider les élèves à identifier et corriger leurs erreurs, contribuant ainsi à améliorer leur maîtrise de l'anglais et à élever le niveau de leurs écrits académiques.

Mots-clés:

Analyse des erreurs - Erreurs grammaticales - Erreurs lexicales - Écrits en anglais - Élèves de quatrième année - École Salah Eddine Al Ayoubi - Apprentissage de l'anglais - Correction des erreurs - Exercices linguistiques - Évaluations régulières