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**Toward a Multi-levelled Approach in Error Analysis
in Algerian EFL Writing Productions:
The Case of Third Year Secondary School Learners,
Djoudi Belkacem Secondary School, Laghouat.**

A dissertation submitted to the department of English Language in partial fulfilment of the requirements for a Master Degree in Literature, Civilisation and Language Teaching.

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Dedication

First and foremost, we have to thank our parents for their love and support throughout our lives. Thank you for giving us the strength to chase our dreams. Our sisters, brothers, aunts and cousins deserve our wholehearted thanks as well.

To all our friends, thank you for your understanding and encouragement in our many moments of crisis. Your friendship makes our lives a wonderful experience. We cannot list all the names here, but you are always in our minds.

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This thesis is only a beginning of our journey.

Abstract

This dissertation brings forward the importance of error analysis to language teaching. It seeks how to apply it in the writing productions of Algerian EFL learners in secondary schools. This research, thus, explains the significance of writing skill in secondary school and its role as a mean of evaluation more than other skills such as speaking, reading and listening; moreover, it illustrates the different theories of error analysis and provides concise manifestations of the most recurrent types of errors. It uses a qualitative research method in the format of a teacher's questionnaire to understand their familiarity with EA and how they deal with errors. Furthermore, a quantitative research method is used in the form of writing tests for students. The results provide a number of errors which call attention to a systematic treatment of errors. Moreover, tests' results revealed that error analysis, if used appropriately in the classroom setting, helps EFL learners to write better and avoid errors. Furthermore, the learners become more confident to write again. Above all, it suggests and recommends certain measures, techniques and procedures to be done to enhance writing productions.

List of Abbreviations:

CA: Contrastive Analysis

EA: Error Analysis

ESL: English as a Second language.

EFL: English as a Foreign Language.

MT: Mother Tongue.

TL: Target Language.

L1: First Language.

L2: Target Language

NNss : Non Native Speakers

Nss : Native Speakers

TEFL : Teaching English as a Foreign Language

SL : Second Language Acquisition

FGD : Focus Group Discussions

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General

Introduction

Introduction

The past few decades have witnessed some significant changes in the field of English language learning especially as a foreign language. Language scholars and teachers have always put much emphasis on learners' errors, particularly in their productive manifestations, in both speaking and writing. The question of errors has been intensively and extensively tackled to reach a considerable and solid ground for the arising controversial phenomenon. In this context, two main approaches have dominated the learners' errors scene: Contrastive Analysis and Error Analysis.

Written performance has long been an important corner-stone in learners' respective productions as it has always given insightful proof of their language mastery. The previously mentioned approaches deeply investigated the aspects of writing errors so as to analyze the circumstances under which learners make these ill- formed deviations from correctness. This can be largely signalled in ESL and EFL learners' written productions.

In Algeria, The English language is accredited to be the second foreign language right after French. In this context, There is a lack of exposure to the language and most learners are not introduced to the language at an early age. These factors combine to make Algerian learners more vulnerable to errors.

Statement of the Problem

The process of writing is considered to be one of the most difficult tasks to do even in one's first language. Algerian secondary school learners face difficulties once being asked to draft full writing compositions in spite of their familiarity with grammatical rules and relevant vocabulary. These difficulties vary from learners ill-constructions formed about the nature of the language, in addition to the lack of competence in terms of vocabulary, grammar and style.

As teachers, we have been confronted to groups of learners of third year mixed streams in Djoudi Belkacem secondary school, who had long been studying English as a foreign language. These students were given writing tasks to accomplish. Within the process of evaluation, a variety of errors have been detected. The present research aims to identify, classify and categorise the nature of the previously mentioned varieties in a constant attempt to alleviate the intensity and recurrence of errors in such context. Adopting Corder's approach to analyzing errors, the objective is to academically contextualize error analysis on learners' writing deficiencies in order to help scholars, fellow teachers and future researchers to develop efficient teaching environments.

Aims of the Study

The academic goals of this study are the following:

- 1- To identify, classify and categorise the nature of error analysis varieties in a constant attempt to alleviate the intensity and recurrence of errors in the context of Algerian secondary school learners.
- 2- Adopting models of error analysis, the objective is to academically contextualize error analysis on learners' writing deficiencies in order to help scholars, fellow teachers and future researchers to develop efficient teaching environment.
- 3- To come up with a better understanding of the different sources of learners' errors so as to mobilize effective pedagogical tools in the process of remediating learners' competences.

Research questions

This research tends to both raise and answer the following questions:

- 1- What are the reasons that lie behind Algerian secondary school learners' inability to fully make up pieces of writing?
- 2- Why do traditional approaches to analyze errors seem ineffective within Algerian classrooms?
- 3- What possible procedures could be done to alleviate the intensity of this phenomenon?
- 4- To what extent can error analysis improve learners' writing performance ?

Hypotheses

The present research aims at testing the following hypotheses

- 1- A contextualization of Pit Corder's error analysis would improve the productive performance.
- 2- Traditional approaches to analyse errors no longer contribute in the promotion of modern approaches to language teaching and remediation.
- 3- Learners ill-structured passages are results of faulty remediation. They would best-interact adopting eclectic models of evaluation.

Rationale

The importance of this research lies in its significance in promoting effective Algerian EFL classrooms as well as contextualizing Error Analysis in An Algerian Secondary School which would help fellow learners to improve their competencies .This research aims to address both teachers and learners in order to ameliorate the teaching environment.

Motivation

The reasons behind the choice of this particular topic are the following:

- 1- The topic is perceived to be relevant to our MA option which is entitled 'Literature, civilization and teaching of the Language '
- 2- The topic has been of great value to our esteem since it objectively portrays the overall performance of Algerian EFL students
- 3- Referring to the traditional behaviouristic approach, we still have flashbacks as students of the way our errors were treated; shouted at to being verbally abused. Thus, the process under which we went through to improve our competencies was thorny and full of psychological hardships. Now, as teachers we intend to adopt modern approaches to analysing errors that seem to help learners improve without abuse.
- 4- Our genuine interest in the issue of promoting a better education for the Algerian learners has pushed us to tackle this particular issue and improve the English language acquisition arena in our current time.

Chapter one

Error Analysis

And Writing

The historical background to error theories stands on psychological and theoretical bases. The linguistic features and analysis first took place with Contrastive Analysis then settled with Error Analysis, following the linguistic revolutions and the pedagogical needs. In this vein, we will provide the transition from Contrastive to Error Analysis and the essence of each one. Moreover, we will try to identify and define some key notions like "error" and "mistake" including recognition of errors and a description of their nature. In addition, there will be a focus on the process of writing and its different aspects.

I.1. Historical Background

Scholars dealt with the idea of comparison between languages since the 18th century where errors were treated in a systematic detailed way to find similarities between languages. Linguists also compared elements from the same language through its development. This was classified under the umbrella of Comparative Linguistics.

The Behaviourist theory dominated in the first half of the 20th century. The practical need to teach a second language in the best way possible required the use of the most effective materials, methods and techniques to cover all the pedagogical aspects. The pedagogical need led to the emergence of Contrastive Analysis. Fries gave an insight into modern CA in 1945 in his book *Teaching and Learning English as a Foreign Language*, "The most efficient materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner" (9). Moreover, Lado pointed out that what was implied in Fries's statement is the fundamental assumption of Contrastive Analysis:

individuals tend to transfer the forms and meanings, and the distribution of forms and meanings of their native language and culture to the foreign language culture – both productively when attempting to speak the language

and to act in the culture, and receptively when attempting to grasp and understand the language and the culture as practiced by natives. (2)

I.2. Contrastive Analysis

Contrastive Analysis was constructed within the behaviourist framework. The behaviourist learning theory is a theory of learning in general. It stresses the importance of habit formation. One of the most important advocates of behaviourism, B.F. Skinner (1957) developed S-R theory into a learning theory, which describes learning as the formation of associations between responses. A stimulus is that which is produced as a reaction to an individual organism. A response is the behaviour which is produced as a reaction to a stimulus. (Wang 183)

M.H Keshavarz said that "Contrastive analysis (CA) is the systematic study of a pair of languages in order to identify their structural differences and similarities, usually for translation and teaching purposes" (Keshavarz 5). The aim here is to compare between two languages and how they are different from each other. Stig Johnson defined Contrastive analysis (CA) as "the systematic comparison of two or more languages, with the aim of describing their similarities and differences." He also clarified that "CA has often been done for practical/pedagogical purposes. The aim has been to provide better descriptions and better teaching materials for language learners" (8). Until the late 1960's "errors were predicted to be the result of the persistence of existing mother tongue habits in the new language" (Hamer 1), and that most errors "were ascribed to interference" of the mother tongue on the target language (1).

I.2.1. Theoretical and Applied Contrastive Studies

There are two main types of contrastive studies: theoretical and applied. Theoretical contrastive studies, as Fisiak explains it, "give an exhaustive account of the differences and similarities between two or more languages, provide an adequate model for their

comparison, and determine how and which elements are comparable, thus defining such notions as congruence¹, equivalence, correspondence², etc." He further adds that: theoretical contrastive studies are language independent. They do not investigate how a given category present in language A is presented in language B. Instead, they look for the realization of a universal category X in both A and B. (qtd. in Keshavarz 6)

On the other hand, applied contrastive analysis is part of applied linguistics. A major task of applied contrastive studies is to explain why some features of the TL are more difficult to acquire than others. Since it was first introduced by Robert Lado in the 1950's, CA has been concerned with practical problems, for instance, (a) to avoid interference errors in foreign-language learning, to assist inter lingual (between two languages) transfer in the process of translating texts from one language into another and to find lexical equivalents in the process of compiling bilingual dictionaries. (Keshavarz 6)

I.2.2. Pedagogical Contrastive Analysis and Its Psychological Basis

Pedagogical contrastive analysis was used noticeably in the field of Second Language Acquisition (SLA) as a way to clarify the reasons behind the difficulty of acquiring certain features from TL. As Ellis & Barkhuizen explain,

CA involved describing comparable features across the two languages, identifying the differences and, then, predicting what errors learners would make. It served two major purposes: first it provided an explanation for why learners make errors, and secondly it served as a source of information for identifying which structural areas of the TL teachers needed to teach. (52 qtd in. Keshavarz 7)

Pedagogical contrastive analysis has roots on the assumptions of Behaviourist Psychology. Inspired by the ideas of Skinner (1957), Behaviourists regarded first language

acquisition as the formation of new habits acquired through repetition and strengthened by the reinforcement of correct responses. Mostly like certain animals can be trained, by the use of appropriate conditioning techniques, to do particular actions. In Behaviourism, language acquisition was viewed as a passive mechanical process. (Keshavarz 7)

I.2.3. Contrastive analysis and language teaching

CA is linked to language teaching in regard to the assumption that mother tongue plays a role in the process of learning a second language. MT influence is very obvious in the form of a foreign accent as an example. Influence is not always negative but it is easier to learn a related language than learning one that is very different. Stig Johnson explains that “when people have written textbooks for learners of foreign languages, there has regularly been an element of comparison between the native language and the foreign language to be learned”. (10) We find a large number of contrastive studies in the 50s and 60s, both in the United States and Europe, but gradually there was some disenchantment with CA, perhaps because contrastive linguists had made exaggerated claims or because teachers had expected too much.

The underlying problem is that language learning cannot be understood by a purely linguistic study. So those who were concerned with language learning turned instead to the new disciplines of error analysis, performance analysis or interlanguage studies, and contrastive analysis was rejected by many as an applied discipline. (Johansson 10)

I.2.4. Drawbacks and advantages of Contrastive Analysis

The weakness points of structural linguistics which was closely linked to CA, in addition to the hypothesis itself which contradicted the views of second language acquisition led to the decline of CA which dominated in the 50's and the 60's. It was criticized for not covering errors on many aspects other than mother tongue interference. Thus, it could not predict a great majority of errors. However, CA was not neglected

completely, as the influence of mother tongue was still prominent in errors. Richards did not reject CA totally, but he presented a weaker version:

Interference from the mother tongue is clearly a major source of difficulty in second language learning [...] Many errors, however, derive from strategies employed by the learner in language acquisition, and the mutual interference of items within the target language. These cannot be accounted for by contrastive analysis.
(214)

Keshavarz further confirms that “It needs to be pointed out, however, that despite all the heated controversies surrounding the field of contrastive analysis, many language teachers from various comers of the world still find it useful in dealing with the learning problems of their students” (22).

I.3. Error Analysis

As a reaction to the linguistic revolutions and the shortcomings of contrastive analysis hypothesis, researches took place to come up with a new approach to study errors. An approach was described by Keshavarz as “an approach which would be theoretically more justifiable and pedagogically practicable” (57). M.P Jain explains that the main focus in language teaching now is on the significance of learners’ errors for the aim of understanding the processes of second language acquisition, and consequently curricula setting. However, the ambiguity lies in finding solid means to predict errors and identify their sources and causes besides the contrastive means, as well as how to interpret their importance. (J. C. Richards 189) Keshavarz states that “Errors were no longer considered as evil signs of failure ... they were seen as a necessary part of language learning process.” He

further adds that “This new approach, which is based on theories of first and second language acquisition and possible similarities between them, became known as Error Analysis (EA)” (57,58)

Corder states that EA “aims at telling about the psycholinguistics processes of language learning” and it is “part of the methodology of the psycholinguistic investigation of language learning” (35)

In the vein of these previous remarks and definitions, we can have as a conclusion that error analysis has three major assumptions:

1. When we learn a language, whether first or second, errors are inevitable.
2. Errors are significant in different ways.
3. Interference of the first language is not the only source of errors. (Keshavarz 59)

I.4. Stages of Error Analysis

According to Corder (1981), there are three main stages for effective error analysis.

I.4.1. Data Collection

The first stage is about the recognition of idiosyncrasy as it provides teachers “with data of a set of pairs of sentences which by definition have the same meaning...are translated equivalent of each other” (Corder 22). It is necessary to identify the exact error and that can be realised with a simple comparison between correct and incorrect sentences. Furthermore, to come up with a clear interpretation, we should know whether the error is of performance or competence. The errors produced by EFL learners can be on many levels.

I.4.2. Description

It accounts for idiosyncratic dialect. There is a description of each language individually then accounting for similarities and differences within a certain scope of norms.

It is a bilingual comparison where “two languages are described in terms of a common set of categories and relations, that is, in terms of the same formal model” (Corder 24)”

I.4.3. Explanation

This is the most important stage as it represents the ultimate objective of error analysis. As the first two stages were purely linguistic, this stage is more related to psycholinguistics as Corder further illustrates that error analysis serve to “elucidate what and how a learner learns when he studies a second language” (24) That is theoretically speaking, as for the applied object, it is to enable “the learner to learn more efficiently by exploiting our knowledge of his dialect for pedagogical purposes” (24).

I.5. Receptive versus Productive Errors

It is common in language learning to have two kinds of competence, receptive and productive. The same can be applied with errors. We can classify them as productive and receptive errors. Keshavarz provides a definition for both as he says “Receptive errors are those which result in listener's misunderstanding of the speaker's intentions, and productive errors are those which occur in the language learner's utterances” (Keshavarz)

I.6. Errors VS Mistakes

There is a difference and a distinction between errors and mistakes. It is significant for teachers and educators to understand this difference and use it to analyse, evaluate and assess their learners.

I.6.1. Systematic errors

According to Keshavarz, “Errors are considered to be systematic, governed by rule, and appear because a learner's knowledge of the rules of the target language is incomplete” (60). Thus, they indicate the language system of the learner in a particular phase of learning. of the learner's linguistic system at a given stage of language learning. Errors do not happen

successively and the learner would not recognize them. Systematic errors show a little bit of the existing knowledge or the pre-requisites of the learner in the Target Language, i.e. the transitional competence. (Keshavarz 60).

I.6.2. Mistakes

Unlike errors, mistakes are not related to any system, they are random distortions or deviations which can appear in the oral or written production of native speakers, “such as slips of the tongue or pen, false starts, lack of subject-verb agreement in a long complicated sentence, and the like.” (Keshavarz 61). It has been always an area of controversy to distinguish between errors and mistakes; however, as Keshavarz further illustrates, most error analysts adopted a criterion for that purpose, the *frequency of occurrence*. That means that errors which happen less frequently are simply regarded as “mistakes or performance errors, and those with high frequency as systematic errors” (61). Nevertheless, it is not legitimate to take frequency only as a distinction. It is advised to consider the possible casual factors of the learner's deviant structures as a means of distinguishing between errors and mistakes.

Corder introduces another categorization of learners' errors. The first kind refers to “errors of omission” in which “some elements are omitted”. The second kind is “errors of addition” in which “some elements are present” and should not be there. (Corder 36). Furthermore, he names “errors of selection” in which “the wrong item has been chosen in place of the right one”, then we have “errors of ordering” where the elements presented are “correct but wrongly sequenced”. This classification is considered as a beginning for systematic analysis (Corder 37).

I.7. Teachers' Correction of Errors

Nelson Brooks considered error to have a relationship to learning resembling that of sin to virtue. He stated: "Like sin, error is to be avoided and its influence overcome, but its presence is to be expected" (58 qtd in Keshavarz 148). Studying the errors made by the learners is a repeated action that teachers do most of times in classrooms for purely practical reasons (Corder 35). He further explains that errors are a "major element in the feedback system" of both learning and teaching. Furthermore, he declares that "the data teachers gets from error analysis is the variation of his procedures and materials, the pace of the progress, and the amount of practice which he plans at any moment". So, teachers should be able to find and describe the errors linguistically as well as understand the psychological reasons for their occurrence (Corder 35). It is significant for foreign language teachers to expect mistakes from learners. Keshavarz says that "When teachers tolerate some errors, students feel more confident about using the target language than if all their errors are corrected" (149). According to Corder, "making a learner try to discover the right form could often be more instructive to both learner and teacher" (11). Making errors is an inevitable and indeed necessary part of learning. The correction of errors provides a "sort of negative evidence" that is necessary to correct the rule or the concept" (Corder 11).

I.8. Classification of Errors

It is crucial to group and classify errors after being identified in order to have a clear linguistic taxonomy of errors. The classification would provide ease for a better understanding of causes of errors. There are two general classifications, each of which has different branches.

I.8.1. Linguistic-Based Classification

In this classification, Keshavarz introduced four categories of errors along with details: orthographic (spelling errors), phonological (phonemes, pronunciation differences, silent letters, and different syllables), lexico-semantic (errors related to the semantic properties of lexical items), and morphological-syntactic (wrong use of parts of speech, tenses, prepositions, articles ... etc). (90-104)

I.8.2. Process-Based Classification

Errors are sometimes classified according to the way through which errors are made by learners. Keshavarz account for four main processes: “Omission (Leaving out some required linguistic elements)... Addition (Redundant use of certain elements in a sentence) ... Substitution: (Replacement of incorrect elements for correct ones) ... and Permutation (Incorrect word order)” (105,106)

I.9. Sources of Errors

Corder’ classification distinguishes three types of errors with respect to their sources. He provided sources between languages and within the same language.

I.9.1. Interlingual Errors

These errors are the result of transfer of certain elements from learner’s mother tongue to the target language. Transfer can be in: 1) phonological elements, which represent interference in pronunciation, syllables and stress. (Keshavarz 121). 2) L1 Transfer of morphological elements, as in ‘*There are three clever student in our class’. 3) Transfer of grammatical elements, as in ‘*I’m going to school at 8 o’clock everyday’. 4) Transfer of lexico-semantic elements, this category can be two sub-categories: (a) Cross-Association, and (b) False Cognates.

I.9.2. Intralingual Errors

Keshavarz stated a number of Intralingual errors, which are caused by “the mutual interference in the target language” (124). He provided a list of the most common errors such as: 1) Overgeneralization, as in ‘*He comed yesterday’. 2) Ignorance of rule restriction, as in ‘*There are many fishes in the lake’. 3) False analogy, the learner wrongly assumes that the new item B behaves like A, as in ‘*He thinks most woman should remain home and grow up children’. 4) Hyperextension, as in ‘*the apples smelled freshly’. 5) Hypercorrection: it is the result of learners over-monitoring L2 output, and trying to be consistent, so it is akin to system simplification, for example, ‘*She doesn’t afraid of anyone’, and 6) Faulty categorization, for example, ‘I enjoy to dance’. (Keshavarz 125-129)

I.9.3. Teacher-induced Errors

There is another type of errors which goes beyond the language and the learner to the educational pedagogical procedures. Sometimes, the teacher is the source of error and we call them teacher-induced error. Keshavarz defined it as “an error, which has been caused by the method in which a language item has been presented or practiced (through teaching techniques or course design)” (Keshavarz 128). Teachers can unconsciously mislead learners when defining items or delivering lessons without paying attention to order or pre-requisites. This may lead to either overgeneralization or interference.

I.10. The writing Skill

In comparison to Listening, Reading and Speaking .Writing is considered to be the most difficult task to do even in one’s first language, in this sense Jeremy Harmer states that some students do well in writing while others tend to take a little longer in writing full compositions, In particular essay writing because it is a bit challenging and demanding to write than in the case of paragraph writing. (Harmer 79)

Full compositions writing pose a problem to EFL learners regardless of their prerequisites in terms of the considerable amount of vocabulary and rules they perform (Wachs 82). In most of the time, the nature and the circumstances these students live in may influence the language they write in the sense that most of them translate words and even phrases from their language in our case Arabic to the target language English with absolutely hazardous faulty results. The constant challenge that teachers face lies in their inability to make use of the prerequisites students possess in order to write faulty-free productions. In this sense, a better understanding of the influence of mother tongue L1 on target language L2 will help teachers absorb students' problems in writing in English and learners to become more conscious and mature in relation to their errors. As (J. C. Richards 193) indicates that there is no doubt that writing is taken as the most difficult skill for L2 learners to master where The difficulty does not only lie in generating and organizing ideas, but also in translating these notions into legible text. However the ease that might hold this particular idea, Writing includes various respects that include " Higher level skills " , such as structure , content and organization , and " lower level skills " , such as punctuation and choice of vocabulary relevant to the piece of writing that were clearly signaled in (J. C. Richards 45).

The practicality of English writing comes through a thorny way full of experience. In this vein, foreign language writing imposes on learners a higher level of conscious effort and practice in developing and analyzing ideas in comparison to writing in one's mother language. In addition to the several techniques, strategies and skills that must be acquired to write faulty-free compositions in the target language. Therefore, teachers of this particular discipline must predict these errors through analyzing students' writings through the error analysis model provided by S.P. Corder.

I.10.1. Secondary schools writing

Secondary school Algerian learners find it extremely challenging to write completely error-free essays. In this vein, teachers should have a considerable grasp of errors nature so that they can predict errors and categorize them in the best conditions.

The complexity of the language writing does indeed put a heavy burden on teachers to overcome; Corder states in this context that “it is the most difficult of the language abilities and skills to acquire“ (122). The writing dilemma has two sides, between writing for natives and writing for non-natives who think and accordingly write in the target language. Algerian secondary school learners as an example may think intensively not only about what to write but how to write. By the latter, we mean the set of ideas learners possess in mind and ways to transform them into readable correct format .

I.10.2. Communication Problems in Written Language

The very fact that learners find writing extremely challenging and even stressful is an evidence of wrongly delivered instructions and procedures. Harold Rosen draws the difficult situation in which a writer can find him / herself

The writer is a lonely figure cut off from the stimulus and corrective of listeners. He must be a predictor of reactions and act on his predictions. He writes with one hand tied behind his back, being robbed of gesture. He is robbed too of the tone of his voice and the aid of clues the environment provides. He is condemned to monologue; there is no one to help, to fill the silences put words in his mouth, or make encouraging noises". (5)

Rosen further confirms that writing does not give chance to writers to have the same room for expression like speaking. He points out that speakers can easily clarify their ideas in case of ambiguity while the written manifestation remains voiceless. Therefore, Tricia Hedge elaborates on the requirements of effective writing.

Effective writing requires a number of things: a high degree of development in the organization of ideas and information; a high degree of accuracy so there is no ambiguity of meaning; the use of complex grammatical devices for focus and emphasis; and careful choice of vocabulary, grammatical patterns, and sentence structures to create a style which is appropriate to the subject matter and the eventual readers. (Hedge)

I.10.3. Writing Accuracy

The writing skill includes other sub-skills like the aptitude to transform ideas into error-free sentences. Rivers explains that any academic good writing should contain conventionalized correct spelling of the language, ambiguity –free sentences; good conduct of the language so that pieces of writing are clearly comprehensible to readers (67).

I.11. Conclusion:

To sum up, errors are part and parcel of the learning process. It is by the virtue of these errors that teachers assess and build their lesson plans. The process of identifying and understanding these errors is significant in second language acquisition. Through error analysis, both teachers and learners will perform better especially in the writing production which is the backbone of secondary school learning in Algeria. The writing skill goes beyond words to a way of communication as well as means of evaluation and assessment. This significance, precision and accuracy calls for certain measures to alleviate errors and understand them on different levels.

Chapter Two

Research Methodology

II. Introduction

Research methodology forms an integral part of any research that is undertaken in methodology. Therefore, it assists in explaining the nature of data, and highlights the methods employed that will lead to the generation of appropriate conclusions through applicable data processing (Leedy 141).

II.1. Research Locale

This research is a single-site study based on undergraduate students and their teachers, in Djoudi Belkacem secondary school (Laghouat).

II.2. Sampling

Best and John defined a sample as “a small proportion of a population selected for observation and analysis” (12). The population chosen for the study is a mixture of different individuals from different respects: origin, gender, age, linguistic background, culture, in our study, we will select 40 students from the whole population of third year secondary school learners following a randomized sampling, and we will choose some of the teachers in the group discussion.

II.3. Participants

This study will contain two groups of participants who are third year secondary school learners and their respective teachers of English at “ Djoudi Belkacem Secondary School” Laghouat for the Academic year of 2016 – 2017.

II.4. Research Methodology

II.4.1. Case study design

In this investigation, a case study research design will be considered useful as it may be envisioned to lead to detailed discoveries and interpretations of the third year secondary school pupils and teachers' perceptions about the integration of Error Analysis so as to better understand the nature of students' false perceptions as well as ways to alleviate them. In the case of my research, the perceptions of different participants (namely third year secondary school pupils and their teachers) were considered to learn more and better meet the needs of pupils of the third year with the perspective of improving their skills and the language acquisition atmosphere as a whole.

II.4.1.1. Descriptive Research Design

In this research we will use a descriptive method in order to see to what extent the Error Analysis model can improve the teaching and learning of English.

II.4.1.2. Explorative Research Design

Lawrence indicates that an exploratory design is employed when the study topic is either new, or when relatively little has been written about it , as it the case with the particular study of applying error analysis model for secondary school learners

II.4.1.3. Interpretive Research Design

Besides the explorative nature of the research, it will also adopt an interpretive research. Interpretive research attempts to interpret and understand the meaning perspectives of the participants, i.e. teachers and students in the classroom, in the search for patterns of meanings-in-action and for building up new theories ((Patton 199). In this study quantitative data (questionnaires) will be analyzed and interpreted using the interpretive research methods.

II.4.1.4. Quantitative Research

According to Leedy, quantitative research pertains to cold research that manipulates and controls variables (24). For Monton and Marias, the quantitative approach displays the following characteristics (156-63):

- It displays a higher level of formalization and control,
- The range is defined in a more exact manner,
- It is relatively close to physical science.

De Vos A S define quantitative research as “an enquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers, and analyzed with statistical procedures” (251)

II.4.1.5. Techniques of Collecting Data

As an exploratory study, different techniques and multi method means of research will have to be used. Questionnaire and observation will be utilized for the sake of gaining prevalence and save much effort and time besides the validity and reliability of the outcomes of this research.

In addition we will rely on the technique of FGD i.e. focus group discussion which can lead to insights that might not have come to light through the one -to-one conversational interview with teachers .

II.4.1.6. Questionnaire

For the purpose of building a ground for the topic, the questionnaire will be the most suitable method to be used as it will attempt to raise questions or statements highlighting students' and teachers' perception of the nature of errors and ways to alleviate them.

II.4.1.7. Observation

This is our second tool resorted to in gathering data and facts hence this means is needed to make a friendly environment with participants; to this effect, it will be hoped that most of the sample participants will act, behave, and respond naturally.

II.4.1.8. Focus Group Discussion

The focus group discussion is according to Witkins and Altschuld, "a structured process of interviewing a small group of individuals, obtaining consensus is not a goal. Rather it is to elicit how the participants feel about the topic and how to identify the range of perspectives regarding it" (171). So the focus group in this study will lead us to insights that might not come to light through using other methods.

II.4.1.9. Data Analysis

After having set up a ground as to how and which techniques and methods will be used regarding how data will be collected. The research mode chosen for the study is fixed design, the analysis then is to take place only at a delayed stage after all data will have been safely gathered; quantitative procedures for so doing are more suitable rather than qualitative ones.

II.5. Limitations

As with all studies of this nature, there will be various limitations. The very fact that the study is intended to be of exploratory nature means that certain controls possible in a practical environment will not be possible in this case. Yet, the factors that will operate in this study will seem more reflective of a genuine classroom situation. The major limitation of the study will be the small sample size (N° 40). Thus, similar studies of larger scope are needed to draw stronger conclusions and make generalizations.

II.6. Thesis Structure

Our dissertation is initiated with theoretical chapters, chronologically, the one of general introduction in which the study is introduced within the background of the study, the significance of the study , the formulation of the Problem , the research questions, the hypotheses.

The first chapter will be the Review of Related Theories, which consists of two major parties:

1. General Study of the Evolution of Error Analysis
2. Error Analysis and its relation to the written manifestation of the language.

In which the study's background is presented with reference to valuable and targeted works and studies, and the second chapter will tackle the research methodology, within the basis on which the whole study is constructed. Unlike the initiation, our research comes to end with a practical chapter of data collection that sets, analyses, and organizes the surveys' findings, and the general conclusion in which recommendations, suggestions are proposed; in a sequence to give the study its significance.

Chapter Three

DATA ANALYSIS

AND

INTERPRETATIONS

III. Introduction

This chapter is devoted to presentation, description and analysis of the data retrieved through the application of this research. We sought to have tangible data that can serve the objectives of our research. To accomplish that, we used the following tools for collecting the data: a questionnaire for teachers of English in Algeria, a test sample of written production for 40 secondary school learners and an interview with an ELT expert. The data collected would help us understand errors from different perspectives.

III.1. The Teachers' Questionnaire:

III.1.1. The sample:

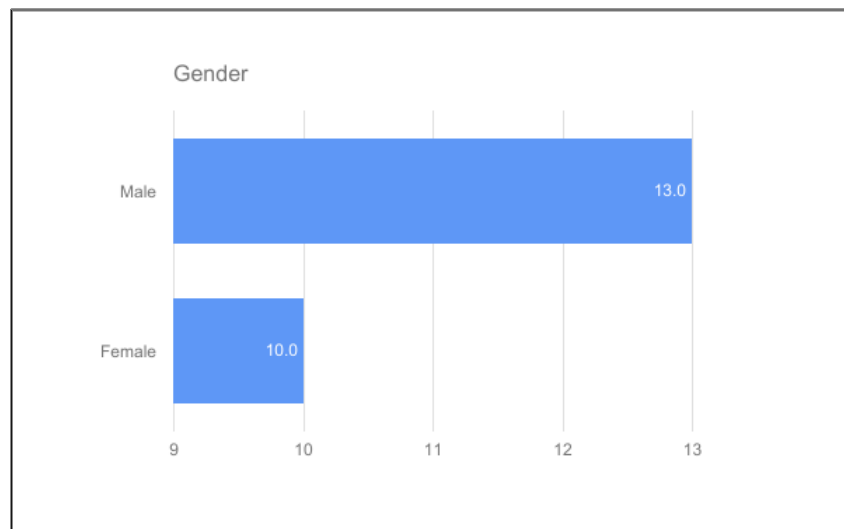
The questionnaire was given to teachers of Middle school, secondary school and in the university. Since our research is in Algeria, we sought to have opinions and answers from different parts of the country.

III.1.2. Description of the questionnaire:

The questionnaire was done in Google Forms to facilitate distribution and collection of data. The questionnaire included 15 questions which covered personal and professional areas. The questionnaire was consisted of close-ended questions to narrow and control the data needed and have more objectivity in answers, in addition to open-ended questions to give teachers a chance to share and suggest what they could not express in multi-choice questions. The questionnaires were delivered to 30 teachers, 23 of them answered all the questions, six questionnaires were rejected because of not answering many questions. The aim was to understand how teachers deal with errors and what common problems they face in writing productions. Furthermore, we asked them to provide possible causes and to suggest necessary measures and possible solutions to alleviate errors in writing.

III.2. Analysis of the Questionnaire:

Question 1: Gender

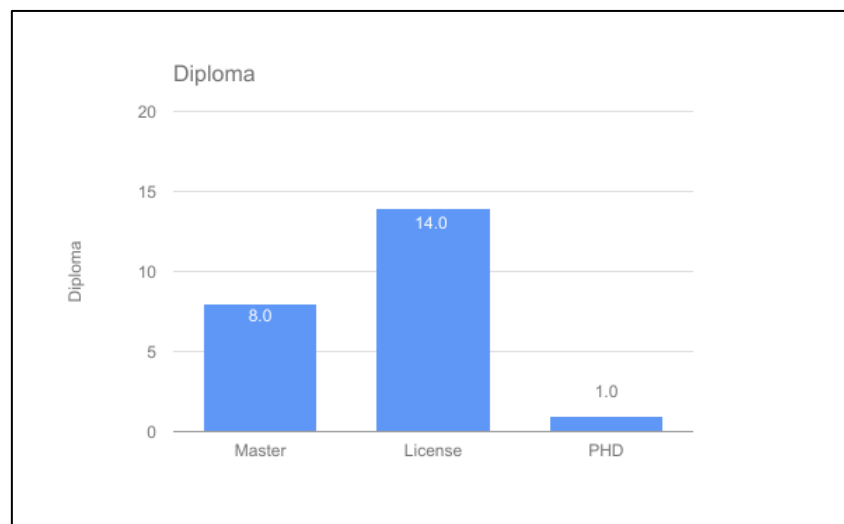


Graph 1: Gender

We tried to create a balance between male and female teachers but the rejected questionnaires created a small gap. In Algerian secondary schools, female teachers are more than male teachers. In this questionnaire, we have 13 male teachers and 10 female teachers.

Question 2: Diploma:

-License -Master -PHD -Others



Graph 2: Diploma

Diploma	License	Master	PHD	Others
Number	14	8	1	0

Table 1: Diploma

The data revealed 62% License and 33% Master and just one teacher has a PHD degree.

Question 3: Professional Experience:

- Less than 5 years
- Between 5 and 15 years
- More than 15 years

The professional experience is an indicator of the teacher’s frequency in dealing with errors. The more experience, the more possible solutions and measures are provided.



Graph 3: Professional Experience

Year	Less than 5 years	Between 5 and 15 years	More than 15 years
Number	13	9	1
Percentage	56.5	39.1	4.3

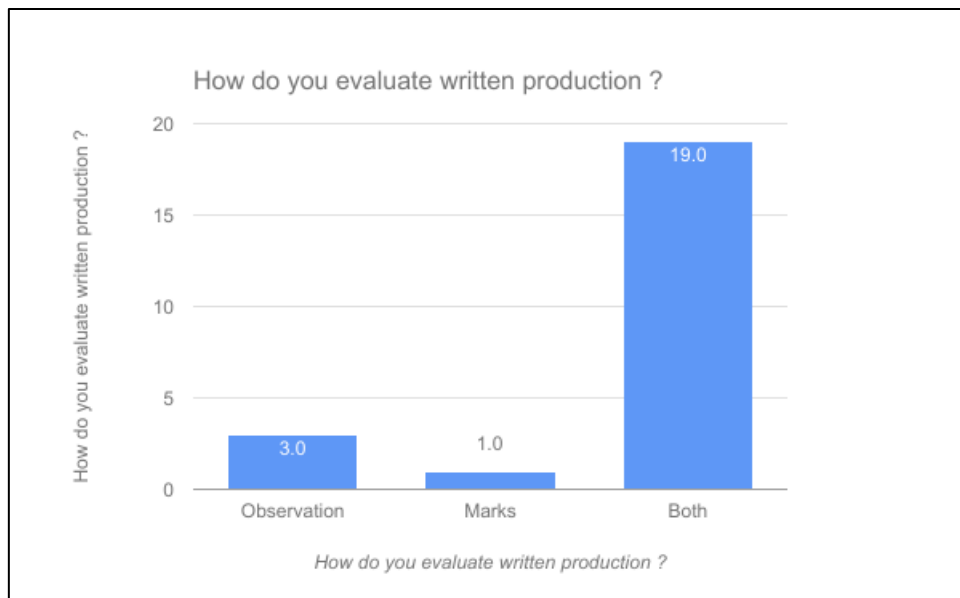
Table 2: Professional experience

The data provided a 56% percentage of teachers with less than 5 years teaching experience and the rest percentage of teachers have a good deal of more than 5 years experience in teaching.

Question 4: How do you evaluate written production?

-Marks -Observation -Both

This question was posed to understand how teachers give feedback, either by marks, observation or both. Each one has its special characteristics.



Graph 4: How do you evaluate written production?

Evaluation	Marks	Observation	Both
Number	1	3	19
Percentage	4.3%	13%	82.6

Table 3: How do you evaluate written production?

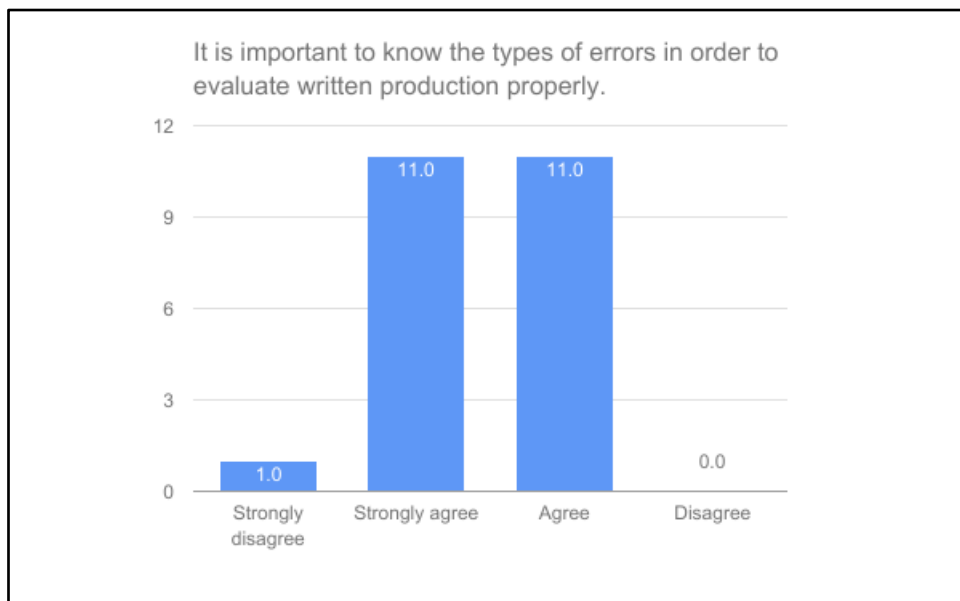
The majority of teachers (19), making 82.6% use both marks and observation as a way of evaluating written productions. Only 3 teachers (13%) use observation only and one teacher uses only marking. This can be explained as a positive sign of dealing with written

productions. It is significant to provide observation in addition to marks to give learners a chance to understand their errors and try to fix them in the future.

Question 5: It is important to know the types of errors in order to evaluate written production properly.

-Strongly agree -Agree -Disagree -Strongly disagree

It is necessary to know if teachers understand the importance of types of errors as means to evaluate learners' writing productions.



Graph 5: It is important to know the types of errors in order to evaluate written production properly.

	Strongly agree	Agree	Disagree	Strongly disagree
Number	11	11	1	0
Percentage	47.8	47.8	4.4	0%

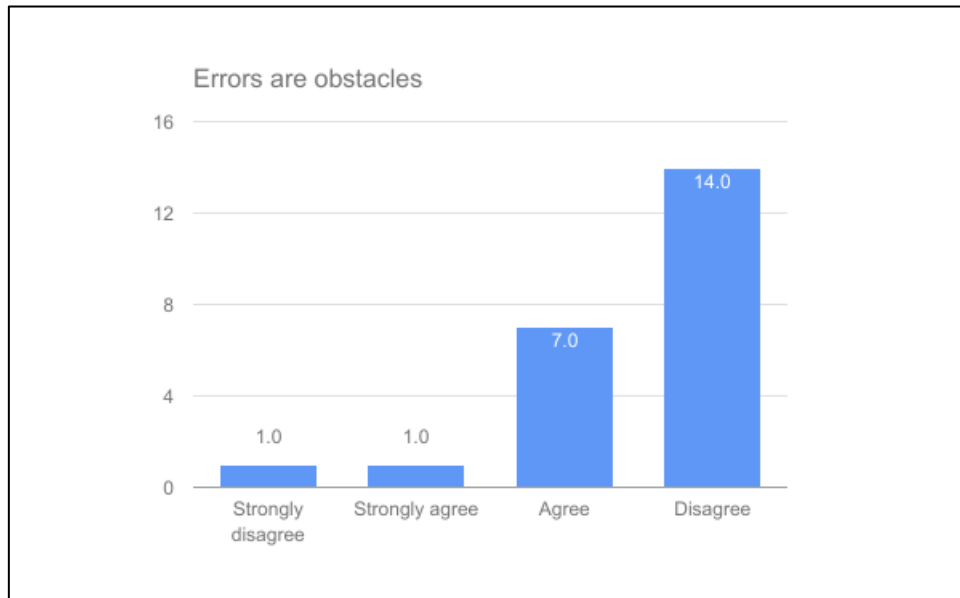
Table 4: It is important to know the types of errors in order to evaluate written production properly.

The great majority of teachers (22), forming a percentage of 95.6, either agreed or strongly agreed that it is significant to know types of errors and one teacher disagreed. These statistics show how Algerian teachers pay attention to error types in their evaluation.

Question 6: Errors are obstacles

-Strongly agree -Agree -Disagree -Strongly disagree

We wanted to understand if teachers regard errors as obstacles or just mere transitory states.



Graph 6: Errors are obstacles

	Strongly agree	Agree	Disagree	Strongly disagree
Number	1	7	14	1
Percentage	4.3	30.5	60.9	3.3

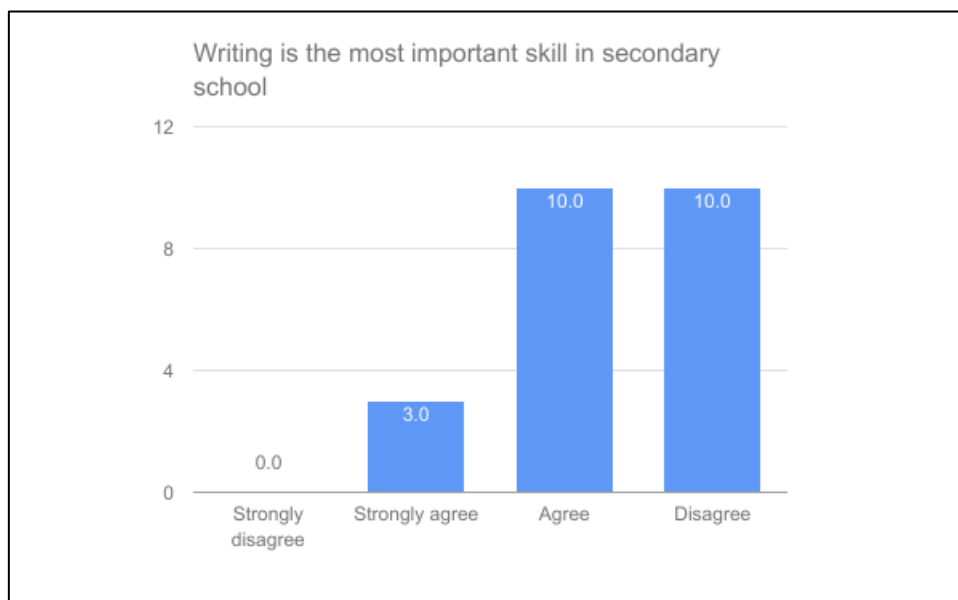
Table 5: Errors are obstacles

As indicated in the tables, 64% of teachers (15) either agree or disagree with the statement that errors are obstacles. 30% of teachers agree and just one teacher strongly agrees. This shows that the majority do not see errors as obstacles, but rather something natural and needed in the learning process. However, it's noticeable that some teachers still regard errors as obstacles either in teaching or learning.

Question 7: Writing is the most important skill in secondary school

-Strongly agree -Agree -Disagree -Strongly disagree

Considering the Algerian educational system and the curriculum of English language in secondary school, we wanted to know if writing skill is the most important.



Graph 7: Writing is the most important skill in secondary school

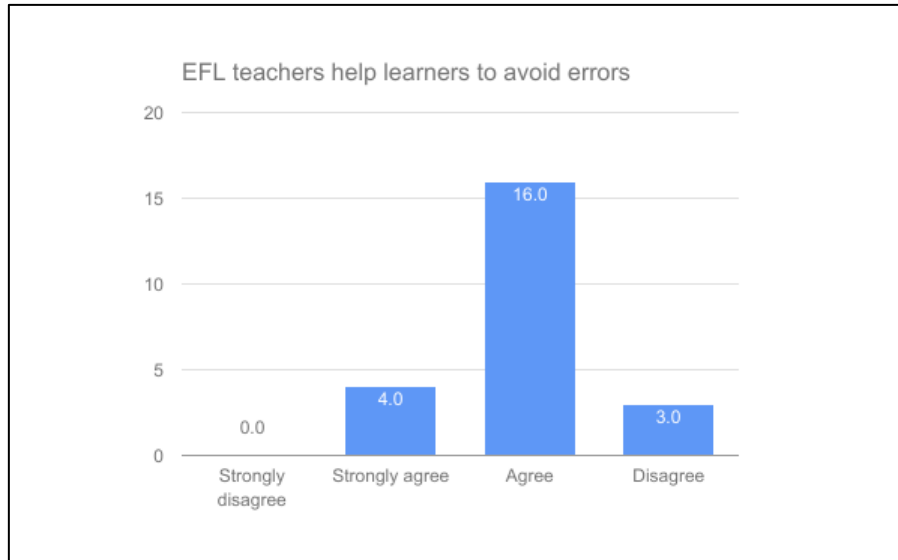
	Strongly agree	Agree	Disagree	Strongly disagree
Number	3	10	10	0
Percentage	13%	43.5%	43.5%	0%

Table 6: Writing is the most important skill in secondary school

The numbers from the table show a similar result of those who agree and those who disagree that writing is the most important skill in secondary school. There is a slight advantage for teachers who agree because teachers strongly agree, so we have a total of 13 teachers who agree and 10 teachers who disagree. This data explains the differences in skills targeted by teachers. While some focus on writing as a way to evaluate, assess and to produce, others pay more attention to other skills especially communicative.

Question 8: EFL teachers help learners to avoid errors.

-Strongly agree -Agree -Disagree -Strongly disagree



Graph 8: EFL teachers help learners to avoid errors

	Strongly agree	Agree	Disagree	Strongly disagree
Number	4	16	3	0
Percentage	17.4%	69.6%	13%	0%

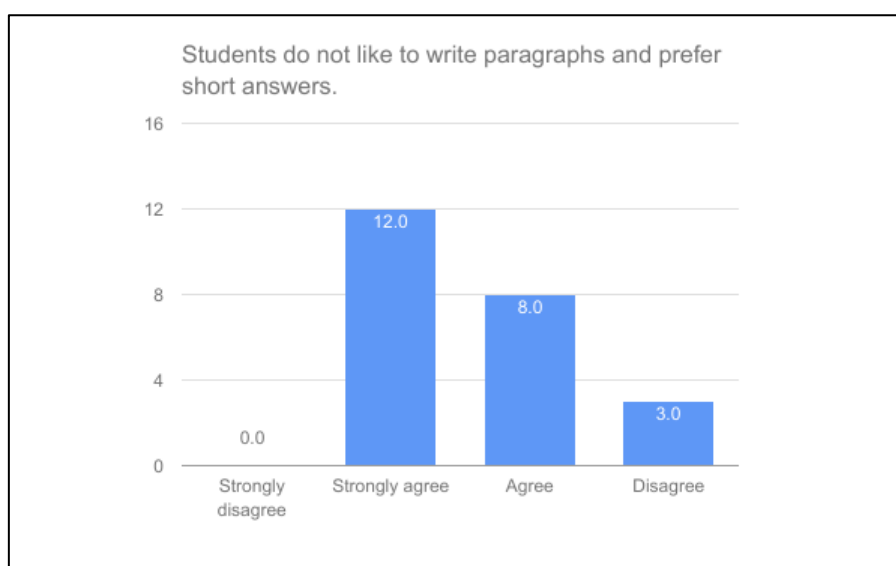
Table 7: EFL teachers help learners to avoid errors

The table indicates that 20 teachers, forming 87% either agree or strongly agree that teachers do help learners to avoid errors. 3 teachers disagreed. This illustrates that teachers in Algeria realise how important their role is to alleviate and reduce errors, and that learners are not able to identify errors on their own.

Question 9: Students do not like to write paragraphs and prefer short answers.

-Strongly agree -Agree -Disagree -Strongly disagree

We want to investigate if learners prefer to write long paragraphs or short sentences answers. It is important to understand which one they prefer and why.



Graph 9: Students do not like to write paragraphs and prefer short answers.

	Strongly agree	Agree	Disagree	Strongly disagree
Number	12	8	3	0
Percentage	52.2%	34.8%	13%	0%

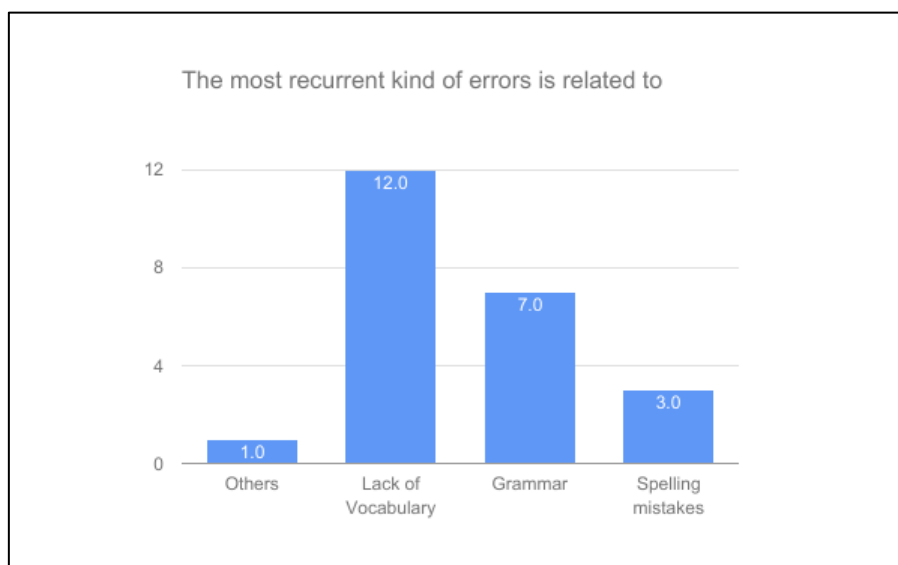
Table 8: Students do not like to write paragraphs and prefer short answers.

Those who agreed or strongly agreed formed 87%, 20 teachers agreed that learners do not prefer to write paragraphs and like to write short answers or few sentences productions. 3 teachers disagreed. So teachers can use this to implement writing activities in form of short paragraphs or few sentences then gradually move to full paragraphs.

Question 10: 10- The most recurrent kind of errors is related to

- Grammar
- Lack of Vocabulary
- Spelling mistakes
- others

It is essential to understand the kind of error which is frequently and repeatedly made by learners in order to categorise errors according to significance.



Graph 10: The most recurrent kind of errors is related to.

	Grammar	Lack of vocabulary	Spelling Mistakes	Others
Number	7	12	3	1
Percentage	34.4%	52.2%	13%	0.4%

Table 09: The most recurrent kind of errors is related to

12 teachers chose Lack of vocabulary, 7 teachers chose Grammar, only 3 teachers selected Spelling mistakes, and one teacher referred to other kinds. The table shows that the problems learners face are related primarily to the lack of vocabulary then misuse and ignorance of grammatical rules. While spelling mistakes do not happen very frequently.

Question 11: Do you invite learners to auto-correct their productions?

-Yes -No

	Yes	No
Number	19	4
Percentage	83%	17%

Table 10: Do you invite learners to auto-correct their productions?

The table shows that 83% of teachers give a chance to learners to review and check their productions and correct their errors with a little assistance. Only four teachers said that they do not perform that procedure.

Question 12: Do you apply error analysis in correcting written passages?

-Yes -No

	Yes	No
Number	19	4
Percentage	83%	17%

Table 11: Do you apply error analysis in correcting written passages?

It is significant to see that teachers apply error analysis in correcting written passages, 19 teachers said that they apply EA, while 4 teachers said that they do not apply it. The percentage explains that there is maturity in dealing with errors and that teachers are updated and using efficient measures for a better performance in writing.

III.3. Part two: Essay Analysis

This part represents the analysis and interpretations of the already gathered Data using the essay samples and focus group discussions. The analysis of the essays given to learners fixes reasons to integrate error analysis in the English language teaching to promote and improve the writing skill, guidelines and strategic plans are examined to understand perceptions of all participants about the integration of error analysis as a learning tool as well as a teaching aid.

III.4. Presentation of the sample

Forty copies of 3rd year secondary school learners that have been analyzed will be presented in the form of tables to better signal the errors made in the written productions. Some aspects of the data obtained from open-ended questionnaires were supported by information obtained through the focused group discussion.

Our sample consists of copies of the learners of the third grade in the secondary school of Djoudi Belkacem in their English exam of the second term. In order to analyze the errors of the written production of learners we took these copies of two representative classes of 40 students where the average age is between 17 and 18 years.

The essays written by the learners were part of a written production task in the second term English exam where the task was to write an argumentative essay to convince learners that cheating is a bad habit.

III.5. Errors classification

In this part, we will adopt an analytical study of the errors made by the learners in question. We analyzed 40 copies of the students by recording the most frequent errors in the written productions and classified them in the following tables:

III.5.1. Interference Errors

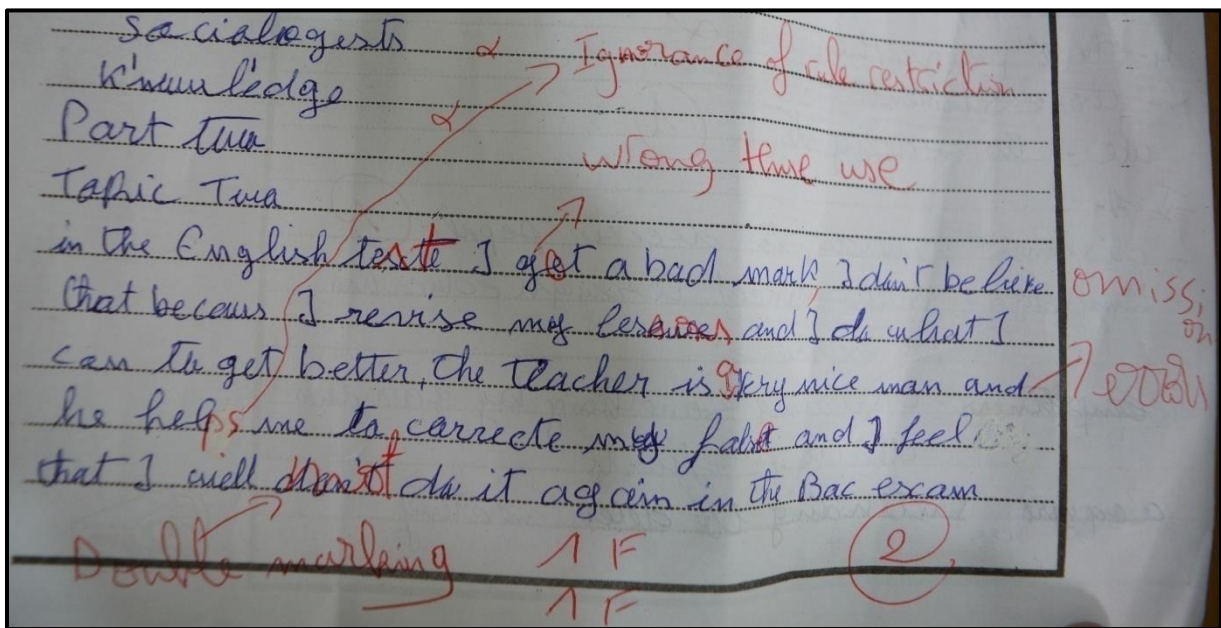
Due to the massive frequency of learners' passive reference to their mother tongue to write in English, we have chosen a set of striking examples to evaluate.

<i>I did not cheat But as a result I got a bad mark</i>	Interference	Negative transfer from L1 to L2 ولكن كنتيجة The translation of the form was unsuccessful
--	---------------------	---

<p><i>Cheating is haram in our religion</i></p>	<p>Interference</p>	<p>Negative transfer from L1 to L2 حرام Is an Arabic word that is equivalent to forbidden in English</p>
<p><i>Cheating is a bad phenomene</i></p>	<p>Interference</p>	<p>Negative transfer from French to English Phenomene is a French word that is equivalent to Phenomenon</p>
<p><i>I want to become someone in the future without copying</i></p>	<p>Interference</p>	<p>Negative transfer from Arabic to English أن أصبح شخصا ما بدون نقل</p>
<p><i>They cheat in the face of the teacher</i></p>	<p>Interference</p>	<p>Negative transfer from colloquial Arabic to English يغشوا في وجه الأستاذ</p>

<p><i>I want to go to further my education</i></p>	<p>Interference</p>	<p>Negative transfer from colloquial Arabic to English لأبعد في دراستي</p>
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Table 12: Interference errors.



Graph 11: Essay Sample 1

III.5.2. Omission Errors

Omission errors are quite recurrent in terms of articles (the – an – a) and auxiliary verbs (to be) . Secondary school learners confirm the hypothesis stating that learners pay little attention to the previously mentioned aspects of the language.

<i>My teacher (...) very helpful</i>	Omission	most probably a lack of competence or focus
<i>He is (...) very hard working man</i>	Omission	Over simplification Probably due to the fact that in Arabic no articles are used before adjectives or nouns example : أستاذ In English is : A teacher
<i>Cheating is (...)bad activity</i>	Omission	Over simplification
<i>I am learn.. English well.</i>	Omission Leaving out some required linguistic elements	I am learning English well.
<i>I always ask myself What...you want to do when you get the bac exam?</i>	Omission Leaving out some required linguistic elements	<i>I always ask myself What do you want to do when you get the bac exam?</i>
<i>My father is.. teacher of English I don't need to copy</i>	Omission Leaving out some required linguistic elements	<i>My father is a teacher of English I don't need to copy</i>

Table 13: Omission Errors

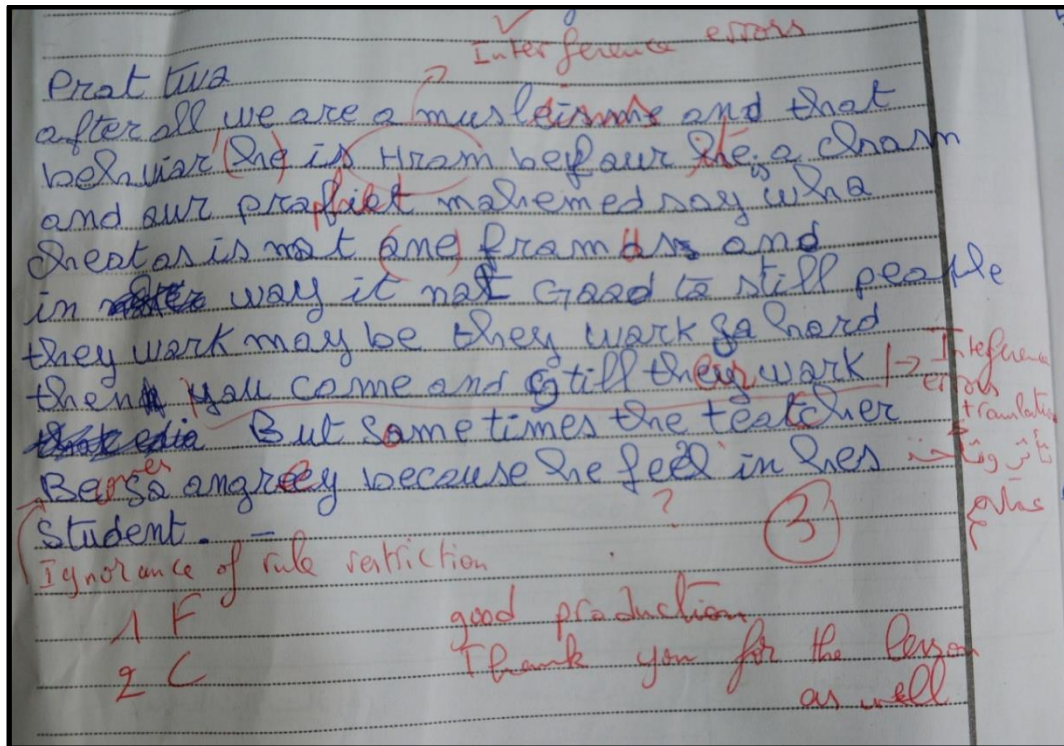
III.5.3. Addition Errors

Addition is about adding linguistic material that is not necessary. Great examples of the latter are: double marking, overgeneralization, and the redundant use of certain elements in a sentence.

<i>I didn't cheated</i>	Double marking	Verbs are not conjugated in second positions
<i>I geted 10 in English</i>	overgeneralization	The learner deduced that all verbs finish with 'ed' neglecting the existence of irregular verbs
<i>We have all the equipments to study but we prefer to play</i>	overgeneralization	Mass nouns are quantified by a word that signifies amount The noun equipment does not have a plural form. It is used in the singular only, with a singular verb
<i>All the peoples of the world cheat</i>	overgeneralization	Although both people and peoples are grammatically correct , they cannot be used interchangeably because they have different meanings In this context People is the perfect match
<i>Good results is depends on several things.</i>	Redundant use of certain elements in a sentence	<i>Good results depend on several things.</i>
<i>We entered into the classroom to revise for the exam .</i>	Redundant use of certain elements in a sentence	<i>We entered the classroom to revise for the exam.</i>

<p>We always discuss about different topics when we are in class.</p>	<p>Redundant use of certain elements in a sentence</p>	<p>We always discuss different topics when we are in class.</p>
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Table 14: Addition errors



Graph 12: Essay Sample 2

III.5.4. Wrong word use

<p>The mistakes that we did last year</p>	<p>Wrong word use</p>	<p>The mistakes that we made last year</p>
<p>I worked hard last year for the bac exam , this year I haven't strength left to work harder</p>	<p>Wrong word use</p>	<p>I worked hard last year for the bac exam , this year I haven't energy left to work harder</p>

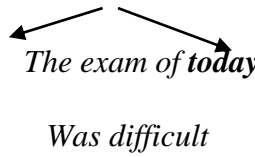
<i>For god , those who cheat lost the road to heaven</i>	Wrong word use	For god , those who cheat lost the way to heaven
 <p><i>The exam of today</i> <i>Was difficult</i></p>	Misplacement of possessives	Today's exam was difficult

Table 15: Wrong word use

III.5.5. Lexico-Semantic Errors

Lexico-semantic errors refer to errors related to the semantic properties of lexical items.

<i>Algeria is my mother country.</i>	Lexico-semantic error	<i>Algeria is my home country.</i> Pure translation to وطني الأم
<i>I am working 24 o'clock each week.</i>	Lexico-semantic error	<i>I am working 24 hours a week.</i>
<i>The teacher said we should read hard.</i>	Lexico-semantic error	<i>The teacher said we should read intensively.</i>
<i>English is an alive language</i>	Lexico-semantic error	<i>English is a vivid language</i>

Table 16: Lexico-Semantic Errors

III.5.6.Morpho-Syntactic Errors

<i>Our teacher always gives good advices.</i>	Wrong Use of Plural Morpheme	<i>Our teacher always gives good advice.</i>
<i>All people need food for being alive.</i>	Wrong Use of Parts of Speech	<i>All people need food to be alive.</i>
<i>I am going to study everyday.</i>	Wrong Use of Tenses	<i>Present Continuous instead of Simple Present I go to study everyday</i>
<i>I haven't passed my bac exam last year</i>	Wrong Use of Tenses	<i>Present Perfect instead of Simple Past I didn't pass my bac exam last year</i>
<i>It is a difference between cheating and working hard.</i>	Using It is instead of There is	<i>There is a difference between cheating and working hard.</i>
<i>In highschool, money should not matter students</i>	Wrong Word Order	<i>In highschool, students should not care about money.</i>
<i>I like to speak to people who speak in English very well.</i>	Redundant Use of Preposition	<i>I like to speak to people who speak English very well.</i>
<i>Students are afraid from the bac exam.</i>	Wrong Use of Prepositions	<i>From instead of Of Students are afraid of the bac exam.</i>

Table 17: Morpho-Syntactic Errors

choose one of the following topics:

Topic one:

Interference errors: Some pupils in the school they can study hard and get the best marks but some pupils they can't get the marks good because they don't really study or they copy or use the cheat but that is bad and unethical to them but they need to succeed and get the diploma but I'm sad for pupils who cheat the same advice may be given me:

1. always review the lesson
2. you don't copy and read the questions
3. you understand the teacher and think for 2 days?

Interference errors: "It would have been better if you used 'should'"

is an arabic word. "the word is Allah" "should" if you used

Interference errors: 2
J: 1
C: 1

Graph 13: Essay Sample 3

Sociologists ✓
Knowledge ✓

Part time: After (a) hard work and (a) really hard stress I was the excuse I put it with honesty and I didn't cheat but as a result I had a bad mark which was a 15. I was so disappointed and so was my teacher and my friends so I have decided to cheat the next time and always to get (a) 20 but I discover that cheating is no good and god will punish me for it so I was satisfied with what god gave me and said ALHAMDULILAH. but I wish if I had a 20 next time without cheating (very good production)

I would have been even better if you made use of wishing more often)

Interference errors: 3, 1, 4

addition errors: ignore rule of center, ch or have to be same

Interference errors: 2 C

ALHAMDULILAH is an arabic word that means "thank god"

Graph 14: Essay Sample 4

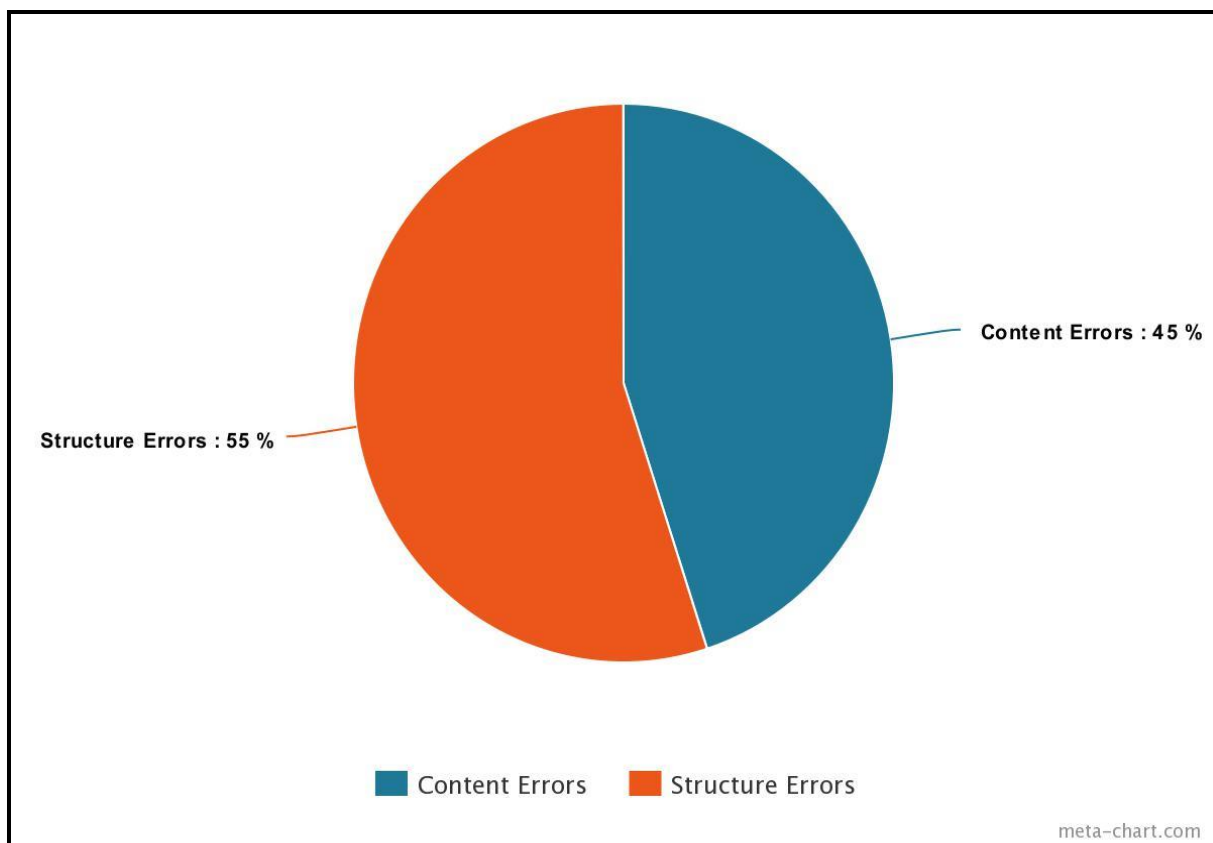
III.6. Analytical Analysis of copies

	Content errors			Structure errors			
	Addition	Omission	Interference	Morpho-Syntactic Errors	Lexico-Semantic Errors	Wrong word use	Spelling
Essay 1	×			×	×		×
Essay 2	×	×	×		×	×	×
Essay 3	×	×	×	×	×	×	×
Essay 4	×	×	×				×
Essay 5	×		×	×		×	×
Essay 6	×	×	×			×	×
Essay 7	×		×	×			×
Essay 8			×		×		×
Essay 9	×		×	×		×	×
Essay 10			×		×	×	×
Percentage 100%	80%	40%	90%	50%	50%	60%	100%

Table 18: Analytical Analysis of copies

This table represents a randomized sample of 10 learners errors found in their copies along with the percentage of the recurrence of these errors in relation to the total number of essays.

The results reveal that the majority of students commit spelling, addition and linguistic interference errors. These results allow us to present the following figure.



Graph 15: Structure errors and Content Errors

We note that more than half of our sample commit structure errors (Morpho-Syntactic Errors, Lexico-Semantic Errors, Wrong word use and Spelling).

III.7. Analysis and interpretation of results

The analysis of the copies allows us to deduce that the most frequent errors are those of spelling (21%) and linguistic interference (19%). In other words, the percentage of these two types of errors is higher compared to other types of error.

This shows that spelling is a big obstacle for learners in addition to the linguistic interference. We may deduce that learner's do not fully master spelling and use mother tongue or shift to other foreign languages. Figure 12 shows the results obtained.

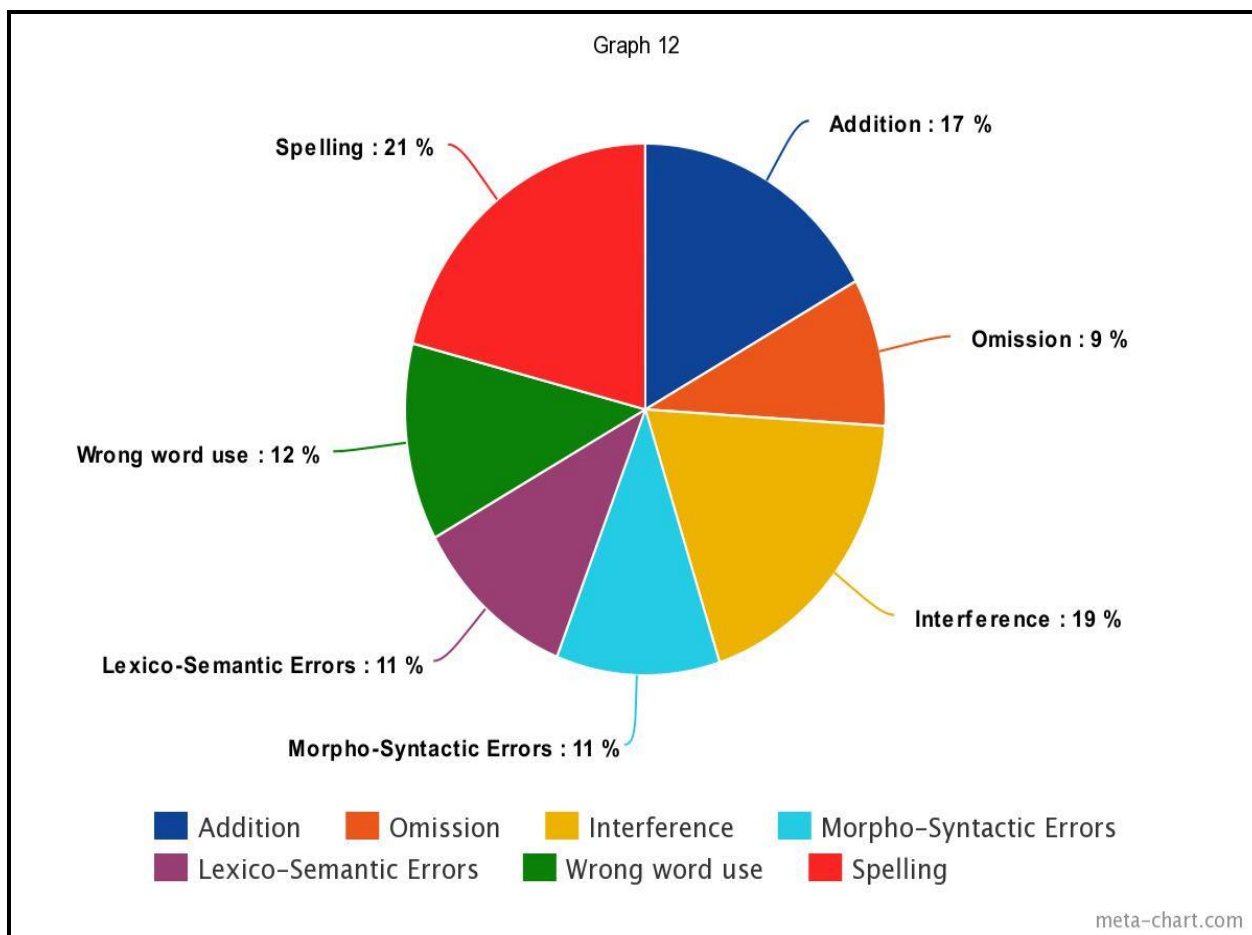


Figure 16: The percentage of the frequency of errors in learners' essays

III.7.1. Focused Group Discussions

Due to time constraints and the lack of available teachers, we have decided to go through the teachers' part of data collection in the form of focused group discussions. We raised the talk around major concerns, starting with the common sources of errors in EFL learners' writing, positive measures taken to alleviate errors and motivate learners to write and reasons behind errors made by 3rd year secondary school learners. Teachers agreed massively on this point and stressed the fact that devoting regular sessions and procedures to writing would improve their productions. Next point, teachers suggested a number of measures that need to be taken in order to reduce errors and that include proof reading for the purpose of getting familiar with grammatical rules, word spelling and writing style.

Furthermore, teachers shed light on the importance of dictation to enrich their vocabulary and grammar. On the other hand, some teachers put much emphasis on teaching styles in which games and activities should be implemented in writing simply because they are of great help and learners would react positively to them. These techniques and suggestions if appropriately adopted can help learners to navigate their way and enhance their writing. Error analysis offers better opportunities to enhance the students' writing besides the psychological level, that is, to be well equipped and able to confront authentic situations in which the learner is able to express his individual state of thought and feeling. Teachers confirmed that the regular traditional class does not fully prepare secondary learners to use English in writing. Some reforms and modification are needed in terms of objectives.

As for the last question raised, teachers stated that the best possible way of promoting the writing skill is to be through the availability of materials as well as the knowledge of processing such materials from the part of teachers in a way that improves learners' writing competencies rather than to be a waste of time and energy.

III.7.2. Interpretations

This section is about the thorough and detailed results of the already undertaken processes of questioning and discussing, the results are both qualitative and quantitative, namely in the teachers' questionnaire and focused group discussions. Because of the combination of both the qualitative and quantitative methods, the principles of validity and reliability have been taken into high consideration in this study; the two kinds of results reveal that the integration of Error analysis in writing sessions is of tremendous help in developing the basic skills related to the writing skill as well as improve learners understanding of their respective ill-deviations from correctness.

The study shows that the use of these techniques in teaching English has become a necessity where the latter have contributed to an expanded understanding of all the stages

learners undergo to reach what is considered an acceptable piece of writing. Moreover, offering constant training to teachers is very crucial in the way that they should adjust to the teaching environment through getting the best practices and searching for the newest innovative ways that improve the learning atmosphere as a whole.

III.8. Recommendation for Further Research

The major focus of this study is actually to analyze the impact of using Error Analysis as a model to improve learners' written productions. Based on this analysis, it is considered very important to make the following recommendations:

1. Government should encourage schools and be motivated to invest on remediation related projects in schools. It should try to encourage the curriculum with a view to incorporating the use of these evaluation grids and instructions in teaching English.
2. A comprehensive study of barriers to the adoption of Error Analysis identified in this study would promote the integration of the latter at least in the writing course and identify ways to eliminate or in better terms alleviate the situation.
3. Emphasis must be placed on the pedagogy behind the use of Error analysis for teaching and learning.
4. Error Analysis should be linked to the development of life-long learning and professional practices that enable teachers to keep in touch with writing developments.

III.9. Limitations of the Study

Researches about the effect of error analysis in education and most specifically in the teaching of English state that they can be out of great help. And although the use of these tools is still basic in Algerian secondary schools, we deep inside believe that Error analysis is probably very important in the Algerian context. Though the sample size that is considered is small for the subject being discussed.

Conclusion

This chapter is devoted to the analysis of the data gathered from the different researches that are presented in accordance with the theoretical and practical aspects and the review of literature presented earlier. The gathered data originate from the questionnaire that was given to teacher in addition to the focus group discussion.

All questions of the questionnaire have been analyzed and their responses are represented in tables and percentage graphs

This chapter is also a summary of the results of the data analysis obtained from the use of the two methods adopted in this study. The qualitative part is represented in the focus group discussion. The quantitative part is represented in the questionnaire and essay writing administered in line with the research questions for students. Recommendations for further research are then presented.

General conclusion

Error Analysis has contributed to the teaching and learning of foreign languages in so many different ways. The pedagogical advances that have been taking place in Society have progressively reconstructed the scientific research conducted in the English Language Teaching. Many education specialists have underlined important changes in the methodological approaches to the teaching of foreign languages with the integration of error analysis so as to account and evaluate the intakes of learners as well as provide enough insights about the reasons behind which learners err.

The applications of these techniques are widespread in modern foreign languages teaching and learning processes. Existing studies usually tend to reflect case studies or shorter experiences carried out and developed under very limited situations.

From this paper, the need arises to find alternative solutions together with adequate and specific programs, whose contents really provide effective response to the teacher's needs. The necessity to take the teachers training needs into consideration is urgent and it has to be done before the design, creation, and implementation of teacher training programs

The obligation of including the needs of the different educational parts with their particularities and the necessities of teachers working there constitutes another consideration that we would like to offer.

When considering the factors that can determine why ICT tools and resources are not integrated in the teaching and learning practices, both teachers and students contribute in taking part for the lack of pedagogical and technical skills of implementation as well as specializes training courses that are addressed to foreign language teachers of English.

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Appendices:

Appendix 1:

The Questionnaire:

We would be thankful if you answered the following questions which mainly tackle the procedures adopted to analyze learners' errors in written production.

1- Gender:

Male Female

2- Diploma:

License Master PHD Others

3- Professional Experience:

Less than 5 years Between 5 and 15 years More than 15 years

4- How do you evaluate written production?

Marks Observation Both

5- It is important to know the types of errors in order to evaluate written production properly.

Strongly agree Agree Disagree Strongly disagree

6- Errors are obstacles

Strongly agree Agree Disagree Strongly disagree

7- Writing is the most important skill in secondary school

Strongly agree Agree Disagree Strongly disagree

8- EFL teachers help learners to avoid errors

Strongly agree Agree Disagree Strongly disagree

9- Students do not like to write paragraphs and prefer short answers.

Strongly agree Agree Disagree Strongly disagree

10- The most recurrent kind of errors is related to

Grammar Lack of Vocabulary Spelling mistakes Others

11- Do you invite learners to auto-correct their productions?

Yes No

12- Do you apply error analysis in correcting written passages?

Yes No

13- How many sessions do you devote to reduce errors in writing?

.....
.....

14- What measures do you take to reduce errors and push learners to write?

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

15- Share the reasons which justify errors committed by 3rd year secondary school learners.

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

Appendix 2:

Djouidi Belkacem Secondary School learners' essay samples:

Essay 1:

Part two :
Topic ① :
many people (is) cheating in exams because they don't
(not) revise (your) less (no) and they is not focus don't
with your teacher in classe, cheating is it wrong
and illegal and very bad in your intinde and we
get a bad marks finally all the peoples of
the world cheat but we are muslims. ↑ S.M
Thank you for the Inspirational lesson!

Essay 2:

Part two: from French "comme tous les jeunes de mon age"
I am a student in high school like all
the pupils who are teenagers. I have done bad things
First of all last year I'd got a bad mark in
my favourite (one) English and I was very disappointed
because it was the first time. I wish I revised my
lesson carefully, I wish I had one more time
to make it better than before, to be honest I was
totally responsible of what I did. I can say
I was a not a criminal wherever I go I make terrible
record of all I failed in my Baccalorat
↑ S.P
Inference Error → I didn't pass

Essay 3:

Part Two

If I was a teacher and I see people cheating in the exam I will be say something to him to fight this dishonest behavior if you were. *addition errors*

first, I will say this behavior is haram *forbidden* the messenger of Allah said *ignorance of rule restriction* "do not be one of us" *if* I learned I will say that is wrong and illegal if you rely on that on themselves you find that is wrong and not fair example your friend if he study all the night and he get 15 in the exam and you cheat and have 15 as well.

finally, I hear you stop that because it misbeliving

*1. I F or
I content*

Thank you for remembering us of the religious angle. It would have been better if you used the "if" structure that we had in class.

Essay 4:

Part Two

I.E french word

nowdays, we say that many pupils cheat in their exams and this is a bad phenomenon that we say it we must fight this dishonest behavior.

4

I wish to be a teacher when I grow up and I will fight this dishonest behavior.

Firstly, I will speak to the involved pupils and I will explain that is wrong and illegal to be intention and I advise them to rely on them selves, also, I will convince them to stop misbehaving.

Finally, I wish to we could fight this phenomenon.

2 F
9 C

Misplacement of very good production

Essay 5:

cheating is a very bad behaviour from pupils and it is dishonest - but the problem! How we fight this phenomenon? IE « French word »

Interference errors
 a bad we have that pupils commit

IE → First we must convince them to stop misbehaving and show them it is very wrong and illegal and advise them to rely on themselves and work hard for ~~make~~ get knowledge not just need marks

Finally we need to be honestly with our selves and pupils ~~and teaching~~ because for good, who cheat lost the way to heaven

spelling mistake
 cheat
 It's God

Interference errors
 pure translation
 " Those who lost the way to heaven "