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An Analysis of Paragraphing Errors in

EFL Students' Written Compositions

The Case of Master One Students at Mohamed Seddik Ben Yahia University, Jijel

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Master in Didactics of Foreign Languages

Submitted by: **Supervised by:**

Fatima Zahra GUEMRAOUI   Dr. Meryem KEHAL

Amina BOUDERGUI

Board of Examiners:

- Chairperson: Dr. Safia NEGHIZ…..……………………………....University of Jijel

- Supervised by: Dr. Meryem KEHAL………………………………University of Jijel

- Examiner: Dr. Meriem BOUSBA……………………………….....University of Jijel

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Declaration

We hereby declare that the dissertation entitled "An analysis of paragraphing errors in EFL students' written compositions" is our own work and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially of fully. In case any material is not documented, we shall be responsible for the consequences.

Signature   Date

Fatima Zahra GUEMRAOUI

Amina BOUDERGUI

Dedication

This work is dedicated to:

My beloved mother for her endless love, support, encouragement and patience.

My father, who has always been a constant source of support.

My treasured brother and sister:Mohamed El Amin and Imen.

My beloved family.

All my friends.

Fatima Zahra

Dedication

I would like to dedicate this work to:

My beloved parents: Nadia and Mohcine for their love, guidance,

motivation and support.

My wonderful sisters Meriem, Selma and Oumnia.

My friends, especially Hana.

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Abstract

This study is an attempt to investigate the types of errors in paragraph writing. The hypothesis predicted that Master one students at Mohamed Seddik Ben Yahia University of Jijel would commit numerous errors in their written compositions that are basically grammatical. To test this hypothesis, a corpus-based study of thirty exam copies belonging to Master one students were analyzed quantitatively and qualitatively and learners' errors were identified and classified into eleven categories. The results revealed that grammatical errors are the most dominant ones in the students' written production, namely spelling, subject verb agreement, punctuation, verb tense and form, capitalization, fragment, word choice, pronouns, prepositions, singular and plural forms, and articles. In addition, the results showed that students were not able to develop a well-formed and cohesive paragraph. In the light of the obtained results, a set of recommendations were suggested in order to help EFL learners to minimize errors in their writing.

Key words: Paragraph writing, grammatical errors, EFL learners.

List of Abbreviations and Symbols

%: Percentage.

CA: Contrastive Analysis.

EA: Error Analysis.

EFL: English as a Foreign Language.

ESL: English as a Second Language.

L1: First Language.

L2: Second Language.

TEFL: Teaching English as a Foreign Language.

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General Introduction

1. Background of the Study

Writing has always been the most difficult language skill for language learners to master. According to Allen and Corder (1974), "in ESL, writing is the most difficult of the language abilities to acquire" (p.177).Indeed, producing an adequate piece of writing involves accurate use of grammar and syntax as well as a wide range of vocabulary, in addition to good organization of ideas. This, in turn, explains the learners' deviation from the norms of foreign language and their failure to apply correct and accurate rules to produce a well-organized piece of writing. According to Corder (1971), those errors are "the result of some failure of performance" (p.155).

It is a matter of fact that S/FL errors are no longer 'bad habits' that should be avoided. They are as natural as those which occur in the acquisition of a first language. According to Zamel (1981), errors indicate that the student has not yet learnt, but rather that she/he is in the process of doing it. Additionally, from the study on learners' errors, researchers can be able to infer the nature of their knowledge. Teachers, on their part, can test the students' abilities to use language patterns. In Corders' words (1974), "error analysis is beneficial in learning the English language due to its ability to highlight the weaknesses in the performance of teachers, students, or the education system as a whole" (p.24). Also, he stated that "it is important to determine the types, nature, causes, and consequences of the errors made by the students in producing a successful piece of writing through the process of error analysis in order to ensure effectiveness in the learner's performance" (p. 163).

In the process of error analysis, Corder (1974) identified a model which contained different steps for the analysis as: collection of a sample of learner language; identification of errors; description of errors; explanation of errors; and evaluation of errors (as cited in Ellis, 1994, p.54). Moreover, researchers in the field of error analysis, such as Brown (2000),

classify the sources of learners' errors into two categories, which are "interlingual errors of interference from the native language, intralingual errors within the target language" (Brown, 2000, p.218).Consequently, because of its paramount importance, researchers were interested in analyzing students' errors and exploring the reasons and sources behind them.

For instance, Zheng and Park (2013) analyzed the errors found in English essays written by Chinese and Korean students. The results showed that errors made by these two groups of writers were various. They had problems with using articles and punctuation marks and ordering words. The results also revealed that the negative transfer of the subjects' first language was the major source of the errors.

Another study was conducted by Al-Ghabra and Najim (2019) about errors in paragraph writing. The participants of this study were second year students at the department of English at the University of Baghdad. The students were taught the structure of writing before the study started. Then, the researcher asked the students to write a good paragraph about a specific topic. Eighty-seven paragraphs were analyzed to achieve the objectives of this study. The researchers divided them into two main categories which are: recognition and arrangement errors. This study showed that students made errors mostly in seven types of errors: grammar, capitalization, spelling, punctuation, formatting, handwriting, and coherence.

The research studies above illustrate the examination of EFL errors in paragraph writing. Similarly, the current study aims to analyze paragraphing errors in EFL students' written compositions and highlights the main sources behind those errors.

2. Statement of the Problem

Mastering writing skills and producing fluent and expressive written products such as paragraphs, compositions, and essays remains a challenge for students in the department of English at various levels, particularly Master students. Despite the fact that the students have studied English for three years, the majority of them seem to have poor production. In fact,

students tend to make numerous errors in their written essays relating to grammar, punctuation, spelling, word choice, subject-verb agreement, paragraph organization…etc. Additionally, most of them are not able to structure and integrate information into coherent text. This, in turn, leads students to end up with disconnected writing pieces that are difficult to be considered as a discourse. Hence, teachers tend to complain about the inappropriate and inaccurate writing in exams or assignments. They may feel unsatisfied with the incorrect structure and the number of errors committed by their students.

3. Aims of the Study

The present study aims to investigate and identify some common errors in Master one students' English paragraph writing.

4. Research Question

The study seeks to answer the following question:

What is the most common type of errors committed by Master one students in their written compositions?

5. Hypothesis

In order to answer the question raised above, it is hypothesized that:

Master one students of English at Jijel University commit numerous errors that are basically grammatical in their written compositions.

6. Research Methodology

In order to obtain the necessary data to answer the research questions, and to meet the aforementioned aims of the study, both qualitative and quantitative tools are used. Data are collected by analyzing a corpus of thirty exam copies belonging to Master one students in the module of teaching English as a foreign language (TEFL).

7. Significance of the study

Specialists and researchers in the field of language teaching believe that errors committed by language learners are significant as they indicate the learners' language competence. They are said to be necessary natural occurrences when learning a language. Indeed, a considerable amount of research has been conducted in the field of second language acquisition to investigate errors and explain the reasons behind their occurrence. In effect, this study could be significant for EFL students to raise their awareness of their paragraphing errors and to enhance their writing ability. It may also provide teachers with feedback on the effectiveness of their teaching materials and techniques.

8. Structure of the Study

The current study is divided into two parts: a theoretical part and a practical one. The theory comprises two sections. The first section, entitled "Paragraph Writing" provides insights into writing as a language skill and explores the writing process. Next, it defines the paragraph as a basic organization in writing and illustrates its components and characteristics. Finally, it mentions some problems in writing skills. The second section of the theoretical part, entitled "Error Analysis," explores learners' errors by first making a distinction between errors and mistakes, and then illustrating the importance of making errors in an EFL context. The discussion, then, shifts to error theories and emphasize the critical roles that contrastive analysis and error analysis play in the language teaching and learning process. The section also highlights different types of errors and their sources. The practical part of the study, however, covers the methodology followed in investigating the variables, describes the research instrument, and provides the analysis and discussion of the results obtained. Finally, a general conclusion is provided to summarize the major elements covered in the theoretical and practical parts.

<center>**Chapter One**</center>

<center>**Literature Review**</center>

<center>**Section One: Paragraph Writing**</center>

Introduction

Developing writing proficiency is a basic requirement in ESL/EFL settings that learners need in their academic, social, cultural, and professional contexts. However, writing is a major cognitive challenge for most language learners. Therefore, they never manage to write correct and coherent texts. In fact, writing is a process that involves several steps. Accordingly, learners should pass through different stages in order to reach an acceptable level of writing.

The present section explores various elements underling writing skills and paragraph writing. First, it represents some key definitions of paragraph writing and writing as a language skill. Second, it explores the writing process and sheds light on the organization of a good paragraph and its characteristics.

1.1.1. Writing as Language Skill

Writing has been widely regarded as a crucially essential skill that helps to improve the learners' language skills, such as reading, listening, and speaking. It enables them to reinforce and augment the already acquired knowledge and language systems such as grammar and vocabulary. In other words, development and mastery of language require improvement in writing. Weigle (2002) supported this idea when he said that "writing in a second language is a worthwhile project in and of itself" (p.1). Furthermore, Widdowson (1978)related the act of writing to the activity of producing correct sentences and "transmitting them through the visual medium as marks on paper" (p.62).That is, writing is the activity that enables students to express their ideas and thoughts in written form by transcribing language into graphic

<center>5</center>

symbols. Moreover, the ability to write is neither natural nor spontaneous. However, one has to go through a set of instructional practices to write well. In Turk and Kirman's words(1989), "it is a skill that must be learned by doing it" (p.28). Additionally, the learner should respect sentence structure and vocabulary items in order to share ideas to convince and persuade. Lado (1983) defined it as follows: "we mean by writing in a foreign language, the ability to use structures, lexical items, and their conventional representation in ordinary matter of facts" (p.248).However, Langan (2001) viewed writing as "the process of discovery involving a series of steps, and those steps are very often a zigzag journey" (p.13).In other words, writing is a process that has to be performed step-by-step and it entails conscious attention to understand how the process works.

Writing is referred to as a productive skill. It has to do with the output, or the product that is produced by learners after getting input from other activities and skills like listening and reading. According to Vygotsky (1962), "written speech is a separated linguistic function, differing from oral speech in both structure and mode of functioning" (p.98).

Based on the aforementioned definitions ,writing could be defined as the ability to communicate and represent ideas through the use of graphic symbols in an appropriate manner by taking into consideration the correct form of structures and vocabulary in order to convey a communicative message to the reader. To sum up, writing is more than just an individual activity for ameliorating grammatical knowledge and vocabulary; it is also a social act for communication.

1.1.2. Writing Process

In order to produce a successful and functional piece of writing, students should move through different stages of the writing process. Actually, they need to understand the elements of such a process and how to integrate their knowledge and ideas into their essays. This is, in

fact, what has been already proposed in Grabe and Kaplan's (1996) definition of writing as: "the process goes through towards the production of a meaningful text" (p.10).

In the following, the four basic stages of writing will be illustrated in details.

1.1.2.1. Planning (Pre-Writing)

Planning, or what is known as free writing, is the first phase in the writing process where the students get ready to write as Hedge (2000) considered 'planning' as a thinking task about a specific topic that students must complete before beginning to write. In the planning stage, students are allowed to write freely by writing down relevant and irrelevant information without paying attention to grammar and spelling mistakes. Accordingly, they are supposed to determine a topic in order to accomplish a certain purpose, taking into consideration the level of the audience being addressed and the format of the content. Then, the ideas are represented in the form of arranged sentences. Additionally, the students should create an outline or a plan to organize materials for the final piece of writing by using various writing aids such as brainstorming, visualizing and questionnaires.

1.1.2.2. Drafting

Drafting is regarded as a primary draft in the second stage of the process in which the learner uses appropriate source material before beginning to write. Furthermore, rather than focusing on mechanisms such as grammar, punctuation and spelling, the emphasis is on writing fluency and gathering relevant data. Drafting, according to Galko (2001), is "writing a rough, or scratch, from your writing" (p.49).During this stage, the writer uses sentences and paragraphs to organize his/her notes about the topic that will be developed later.

1.1.2.3. Post-Writing

1.1.2.3.1. Revising

Revising is a significant step in the writing process that permits students to examine their first draft by checking whether the ideas and sentences are connected logically to

achieve unity and coherence. Moreover, it enables them to locate repetition, ambiguity, and inappropriate words or expressions. This, in turn, helps students to improve their writing. Oshima and Hogue (1999) argued that "no piece of writing is ever perfect the first time" (p.10).All in all, revision of the written draft must be a part of the remedial instruction to improve the quality of the written product.

1.1.2.3.2. Editing

This stage entails correcting errors and making final changes to the final draft by reviewing or changing the writing, in order to improve it and produce a neat piece of work. In other words, in order to ensure a successful piece of writing at the sentence and discourse levels, the student must readjust grammar, spelling, punctuation, capitalization, and mechanics. In addition, he/she has to check if the meaning was clear in terms of form and content by crossing out unnecessary sentences and adding what was missing. This, in turn, enables the student to create an effective piece of writing which can be easily grasped (Whitaker, 2009).In brief, a well-written text could be produced if a student could effectively bridge the gap between the first and last step.

In effect, students should be aware of the different stages of writing process. They also need to understand that going through these stages may effectively contribute in minimizing the problems that they face while writing. The following figure shows those stages as follows:
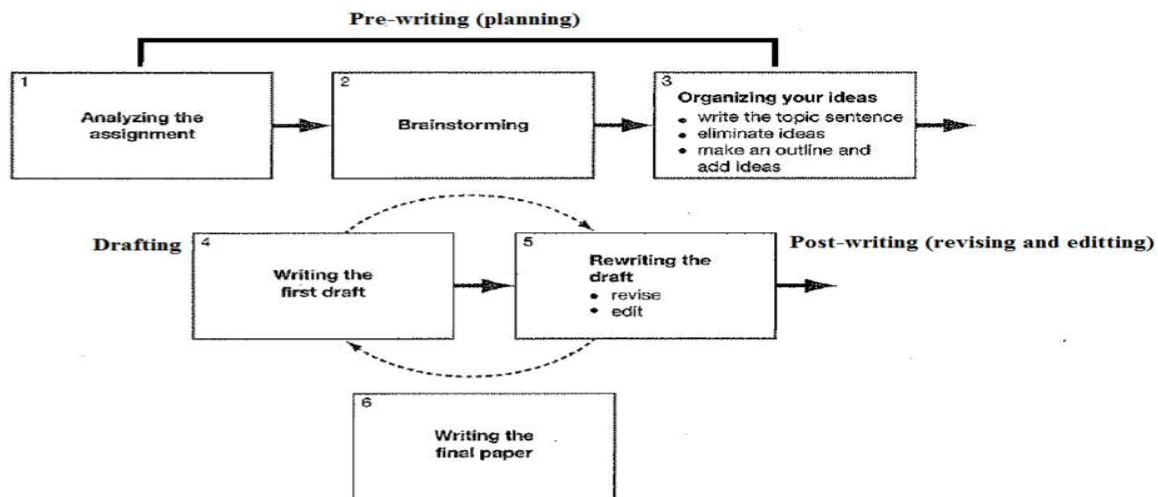
Figure1.1.*The Writing Process (Boardman& Frydenberg, 2008, p.31)*

The first step is to ensure that the writer understands the instructors' assignment. In the second stage, he writes down irrelevant and relevant ideas on a piece of paper. Then, he/she must state the topic sentence, organize all ideas and eliminate those that are irrelevant. The fourth step, however, is to organize his/her thoughts into a good paragraph format. Finally, before writing the final paper, he/she double-checks the paragraph organization, unity, coherence and cohesion.

All in all, writing is a process which starts with thinking and planning and ends with a final draft in which the writer processes from a black sheet of paper to the final draft.

1.1.3. Paragraph as Basic Organization in Writing Skill

A fundamental unit of a composition in many languages is a paragraph 'Which is a self-contained unit of a discourse'. According to Oshima and Hogue (1999), "a paragraph is basic unit of organization in writing in which a group of some related sentences develop one main idea" (p.17). It consists of a certain number of sentences which are arranged together in a particular order and linked in certain ways to form a coherent piece of writing.

A paragraph has a topic sentence which is supported and clarified by a collection of supporting sentences that are associated with each other and ends by a concluding sentence. According to Langan (2001), "a paragraph is a short paper of around 150-200 words. It usually consists of an opening point called a topic sentence followed by a series of sentences which support that point" (p.5).In brief, a paragraph is a logical framework for organizing ideas and thoughts.

1.1.4. The Organization of Good Paragraph

The organization of a good paragraph should be presented in a clear and logical way. In the following, the researchers will illustrate the principle features that a well-developed paragraph should involve.

1.1.4.1. Topic Sentence

The topic sentence is the general statement of the paragraph. Generally, it is situated at the beginning of the paragraph, which indicates the main idea being discussed. According to Fleming (1999), "a topic sentence is an introductory line which addresses what the main idea or thesis of the paragraph is going to be" (p.14).Furthermore, the topic sentence consists of a controlling idea that limits and controls the topic. As Oshima and Hogue (1997) stated, a topic sentence indicates clearly the topic that refers to a general idea and the controlling idea that helps the writer to limit the control topic (p.38). All in all, a good topic sentence should indicate clearly a single main idea which is to be developed and expressed throughout the paragraph.

1.1.4.2. Supporting Sentences

Supporting sentences is another significant part of paragraph organization. It comes after the topic sentence and refers to a series of major and minor sentences to support and develop the idea expressed in the topic sentence. Hogue (2008) stated that "supporting

sentences are the biggest part of the paragraph that explains or proves the main idea in the topic sentence" (p.99). Moreover, the writer has to provide information or ideas about the topic that should be connected logically through the use of transitional signals in order to achieve cohesion and coherence.

1.1.4.3. Concluding Sentence

The concluding sentence is the last part of the paragraph that restates or summarizes the main idea. A concluding sentence can be a quote, advice, or solution to a problem. As Reid (1994, p.42) wrote, "the concluding sentence summarizes the materials, offers the solution to the problem, predicts a situation, makes a recommendation or states a conclusion" (as cited in Sattayathan & Ratamaping, 2008, p.21). Besides, it can be started with transitional signals like in short, all in all, to sum up, to conclude… etc. In short, a paragraph needs to end with a concluding sentence to reinforce the central idea and made it clear to the reader.

The figure below shows the three elements of a well-organized paragraph, namely topic sentence, supporting sentences and concluding sentence.
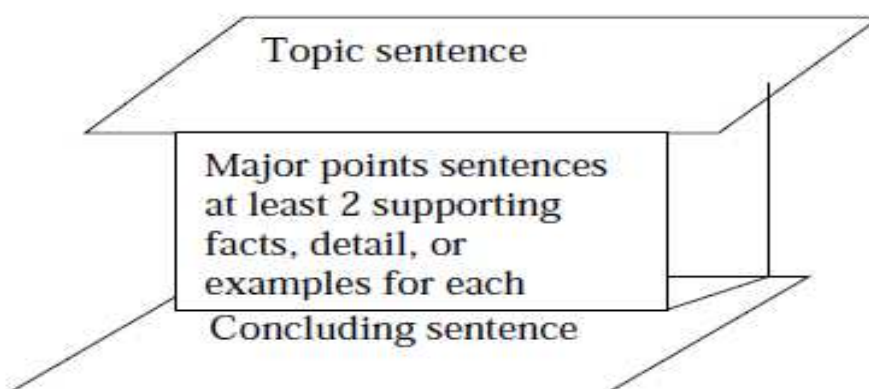
Figure1.2. *A Well Developed Paragraph (Robinson, 2004, p. 30) (As cited in Khelifii, 2014, p.14)*

A good paragraph includes a topic sentence that discusses the main idea which is later expanded by both supporting sentences and details, and followed by a concluding sentence to demonstrate the paragraph's progression and completeness.

1.1.5. Characteristics of Good Paragraph

A good paragraph should include these particular features which are: unity, cohesion and coherence for constructing a meaningful piece of writing.

1.1.5.1. Unity

The writer should provide details in the form of separate paragraphs to explore the topic and to support the main idea. According to Alkhauli (2006):

> The unity of a paragraph means that all the sentences in a paragraph
> serve the same purpose and centre on the same topic. In other words,
> the topic sentence was illustrated by some major supporting sentences
> and these sentences are explained by some minor supporting sentences. (p.93)

Unity is of great importance for the reader to understand the major idea of a piece of writing. It avoids ambiguity and misunderstanding.

1.1.5.2. Cohesion

Cohesion is an important feature of paragraph writing. It refers to "formal links between sentences and between clauses" (Cook, 1989, p.156). Additionally, cohesion is of great significance in shaping and constructing the meaning for the reader in which he/she will be exposed to well-connected and arranged sentences. Coherence and cohesion are similar in many ways; however, coherence refers to the sense of the whole, whereas cohesion refers to the sense of the flow of sentences.

1.1.5.3. Coherence

Coherence is an essential feature in constructing organized text. It refers to how logically all sentences are connected.

The writer achieves coherence through the use of cohesive devices that make sentences related to each other. According to Harmer (2004), "coherence, therefore, is frequently

achieved by the way in which a writer sequence information" (p.25). Furthermore, coherence can be achieved through the use of organizational tools or linguistic signs within a sentence to advance an idea with adequate development. In order to achieve coherence, the writer has also to use pronouns and synonyms to replace key words and items that are used before in the text in order to avoid repetition.

1.1.6. Problems in the Writing Skill

Writing is a complex cognitive activity that requires basic skills, strategies, and the ability to bridge multiple processes. In fact, it remains a challenging skill for most students. In addition, the number of mistakes in the students' written works is a sign that most of them fail in producing contextually well-formed texts. According to Raimes (1983), writing is a difficult task because it consists of many aspects of language such as punctuation, spelling, vocabulary, grammar, and syntax (p.6).In the same sense, Collines and Gentner (1980) stressed the complexity of writing skill and claimed that:

> Much of the difficulty of writing stems from the large number of
> constraints that must be satisfied at the same time in expressing
> an idea. The writer consider at least four structural levels: overall
> text structure, paragraph structure, sentence structure (syntax), word structure. (p.67)

Similarly, the students need a wide range of linguistic knowledge in order to structure the ideas clearly, fluently and effectively in the form of a written piece. Moreover, they need to learn the style and the format for different writing purposes. In addition to the interference of the language systems, the lack of experience in writing as well as insufficient teaching methods are also considered as factors that cause problems for language learners.

As a matter of fact, students lack the necessary strategies that enable them to tackle different writing tasks with ease. Hence, they need to be provided with sufficient instructions to overcome the problems they came across when writing.

Conclusion

Writing is a significant part of the learning and teaching process. In fact, being successful in writing requires a broad knowledge of grammar and syntax and a wide range of vocabulary. Additionally, a good organization of ideas to convey a communicative message is essentially required. In effect, this type of skill should be carefully taught and learnt while keeping a balance between accuracy and fluency. Students should follow a set of instructions on how to accomplish all the parts together so that they get a good understanding of the reader.

<p style="text-align:center">Section Two: Error Analysis</p>

Introduction

English foreign language learners encounter numerous challenges, especially in their writing skills. In fact, writing is one of the most complex skills to master. This, in turn, explains the errors EFL learners commit at different levels. Yet, making errors is considered as a natural part of the language acquisition process. The issue of committing errors in an EFL context has been recently a topic of interest due to its significance for researchers and teachers, particularly in discovering and describing errors as well as understanding the reasons for their occurrence. One type of linguistic analysis that focuses on errors that are committed by students is error analysis, which is a fundamental tool that provides a better understanding of the process of language learning.

This section highlights the differences between errors and mistakes, and discusses the importance of making errors in EFL writing. Moreover, it sheds light on theories on errors of EFL learners. The section, then, explores types of errors and their sources.

1.2.1. Errors vs. Mistakes

In effect, Errors and mistakes are essential in both first language acquisition and second language learning, as they allow learners to learn from them and benefit from the feedback they receive. Hence, researchers are required to identify learners' errors by making a distinction between errors and mistakes. In Brown's words (2007a), "Second language learning is a process that is clearly not unlike first language learning in its trial-and-error nature. Learners made mistakes in the process of acquisition, and that process will be impeded if they do not commit errors and then benefit from various forms of feedback on those errors" (p.257).

Errors are systematic deviations that reflect the learner's competence in the target language. Furthermore, they occur as a result of insufficient learning or the absence of the

<p style="text-align:center">15</p>

target knowledge at a particular stage in the learning process. Besides, they cannot be corrected by the learner himself/herself because they are due to the learner's deficient language competence. Unlike errors, mistakes are unsystematic in nature and are regarded as random errors or lapses that result from learners' performance in both first and second language. They can be recognized and corrected by the learner immediately. Corder (1967) made a clear distinction between errors and mistakes. He claimed that "an error is a result of a learner's lack of competence; a mistake, however, occurs when this learner fails to perform their competence" (p.9). Furthermore, mistakes occur as a result of inattention, lack of concentration, fatigue, carelessness and stress or some other aspects of performance.

A common example is using the infinitive with 'to' after the verb must (like I must to go the shops). "Let us suppose that the learner knows the verbs want (+ to), need (+ to) and perhaps ought (+ to); by analogy he then produces must (+ to) until he has been told otherwise, or until he notices that native speakers do not produce this form, he will say or write this quite consistently" (Norrish, 1983, p.7).

1.2.2. Theories on Errors of EFL Learners

In recent years, there has been a growing interest in the analysis of errors that EFL students made. Therefore, two main approaches have been emerged in order to study and analyze the students' errors. These approaches are called contrastive analysis and error analysis (Keshavarz, 1999).The main aim of these approaches is to identify the nature of errors and their sources that might be cognitive, psychological or sociolinguistics.

1.2.2.1. Contrastive Analysis

The contrastive analysis (CA) was introduced by the American linguist Charles Fries in 1945 and developed later by Robert Lado in 1957. According to CA, errors occur as a result of interference when the learners transfer native language habits into the second language. In other words, a negative transfer occurs when the mother tongue and the target

language differ. In Nunan's words(2001),"where the first and the second language rules are not the same, errors are likely to occur as a result of interference between the two languages"(p.89). Consequently, applied linguistics focuses on comparing the native language and the target language in order to generate predictions and, subsequently, explanations of the errors. Contrastive analysis is an investigative approach that involves a comparison of the systems of two or more languages in terms of grammar, structure... etc. In the same line of thought, Fisiak (1981) defined it as "a subdiscipline of linguistics concerned with the comparison of two or more languages or subsystems of language in order to determine both differences and similarities between them" (p.1). Moreover, the contrastive analysis (CA) has been stated into two versions: the strong version and the weak version. The strong version is supported by Fries and other linguists such as Lado (1957), believed that errors can be predicted by identifying the differences between the first and second language. Whereas the aim of the weak version is to determine which errors are caused by first language interference, and to explain the errors after they have occurred. Regardless of its popularity, some linguists like Mackey (1965) criticized the contrastive analysis and claimed that different learners of the same native language made different mistakes. In other words, many errors have no equivalent in the native language.

Despite these negative reactions to contrastive analysis shortcomings, this investigative approach is still a significant process in the description of learners' errors.

1.2.2.2. Error Analysis

Another method that has gained its place in the field of applied linguistics is error analysis (EA). It is developed in the 1960s by Corder and other linguists. In fact, there was a need to employ another approach with a new methodology for investigating, describing, analyzing and classifying errors made by second language learners. In James's words (1998), "EA is the process of determining the incidence, nature, causes and consequences of

unsuccessful language" (p.1). Additionally, error analysis has great value in classroom research. In Corder's words (1974), "The study of errors is part of the investigation of the process of language learning. In this respect it resembles methodologically the study of the acquisition of the mother tongue. It provides us with a picture of the linguistic development of a learner and may give us indications as to the learning process" (p.125). In other words, EA serves as both a diagnostic and a prognostic procedure. It is diagnostic in that it can reveal the learners' state of language at a given point during the learning process. It is also prognostic because it helps language designers to reorganize the learning materials. Moreover, EA emphasizes learners' performance with regard to the cognitive processes he/she uses to decode the output of the second language (Erdogan, 2005, p.263). According to EA, errors are not only due to the transfer of the learners' first language. Actually, they can be described in terms of the target language without referring to the first language system. Despite researchers have proved the validity of this approach that occupied the mainstream in the field of second language acquisition, others have criticized it for its poor statistical interference and for covering only a partial picture of learner production. It has a substantive nature in that it ignores the 'avoidance strategy'. Such strategy enables the learner to use his/her own words and structures in case he/she faces problems and difficulties in the target language.

Despite its weaknesses, error analysis is considered a reliable procedure because it provides a full description of the learners' cognitive process in acquiring a second language.

1.2.3. Sources of Errors

Learners' errors arise from different sources. The main two sources are called interlingual errors and intralingual errors. According to Brown (2000), "interlingual errors of interference from the native language, and intralingual errors with the target language, context of learning and communication strategies" (p.224).

1.2.3.1. Interlingual Errors

It is believed that most linguistic errors are caused by transformation from one language to another. This means that interlanguage errors are those caused by the influence of the learners' mother tongue (L1) when trying to produce the target language (L2) in those areas where both languages differ. In a similar way, Ellis (2008) defined L1 transfer as "the process by which the Learners' L1 influences the acquisition and use of L2" (p.140).Moreover, interlanguage errors are caused by the negative transfer of structure, items or pragmatic features from the first language to the second language (Richards & Schmidt, 2002).

1.2.3.2. Intralingual Errors

Intralingual errors are those that are originated within the structure of the target language itself. In other words, their origins cannot be found in the structure of the learners' first language. Keshavarz (1994) defined intralingual errors as "errors caused by the mutual interference of items in the target language" (p.107).

Additionally, the difficulty of the target language forms and rules causes learning problems for most of learners. In Richards' words (1984), intralingual errors are those "which reflect the general characteristics of rule learning, such as faulty overgeneralization, incomplete application of rules, and failure to learn conditions under which rules apply" (p.174). According to Ellis (2000), this sort of errors is divided into subtypes which are as follows:

a- Overgeneralization Errors: The learner uses only one structure in all contexts that are right or wrong. Furthermore, the learner creates a deviant structure on the basis of other structures in the target language. As in the case of "he can dances" instead of "he can dance" (p.24).

b- Ignorance of Rule Instructions: The use of the rule in an unsuitable context contrary to where it is expected, as in the sentence "the woman who I saw made me to rest" instead of "made me rest" (p.24).

c- Incomplete Application of Rules: The learners' inability to generate a completely correct structure for instance, "I reading" instead of "I am reading" (p.24).

d- False Concepts Hypothesize: Resulted from the learners' incorrect understanding of a distinction in the target language, such as "to be" as a past tense marker, as in "it was happened" instead of "it happened" (p.24).

e- Fossilization: Those are errors that persist last for long periods and are thus difficult to get rid of. Ellis (2000) illustrated that learners' grammar erroneous structures are apt to fossilize when they stop developing their TL competence.

1.2.4. Types of Errors

A number of researchers like Brown (2000) have defined errors as follows:

1. Global Errors: These are errors that cause a violation of language structure and block the understanding of the sentence since some necessary parts of the sentence are absent, such as subject or verb. These, in turn, should be corrected. For instance, Daddy my car will be happy tomorrow. Yet, the sentence is not well-formed. The correct one is, "I am happy because my daddy will buy me a car tomorrow" (p.260).

2. Local Errors: Unlike global errors, local errors involve a minor violation of only one part of the sentence. This type of error does not hinder the meaning from being understood as well as it needs not be corrected. For instance:"If I heard from her, I will let you know" (p.260).

3. Covert Errors: These errors are grammatically correct. However, they are not accepted within the context.

4. Overt Errors: Unlike covert errors, these errors are grammatically incorrect.

For example: A: who are you?

B: I am fine.

Both 'A' and 'B' are grammatically correct, but they are overt because the answer is inappropriate for the question 'A' (p.260).

5. Recognition Errors: They include: Grammar, punctuation, spelling and coherence.

6. Arrangement Errors: They include: capitalization, hand writing and formatting.

Additionally, other types of errors are classified according to Corder (1973) as follows:

1. Errors of Omission: They refer to the exclusion of some language forms that are required at the morphological level. They may occur because of their complexity. For instance, the use of the third person singular "s", the plural marker "s", and the past marker "ed". For instance: "A strange thing happen to me yesterday" (p.264).

2. Errors of Addition: They refer to the incorporation of unnecessary linguistic expressions that result in blunders or the use of the morpheme "s" like, "the childrens are here" (p.264).

3. Selection: In this type, the students make morphological and syntax errors when they choose an inadequate morpheme, structure or vocabulary item. It has subtypes:

> **a- Phonological Errors:** Students substitute familiar phonemes from their native language, like Arabic students who substitute the morpheme "p" with "b" in "broblem" instead of "problem" (p.264).

> **b- Morphological Errors:** The use of "est" instead of "er". For example, "my friend is oldest than me" (p.264).

> **c- Syntactical Errors:** They deal with the incorrect structure. For example, "I want that he comes here" (p.264).

4. Misordering: They are concerned with improper pattern arrangement (Pronunciation, morphology, syntax, and lexis).For example, "she fights all the time her brother"(p.264).

a- Pronunciation: The learner shifts the position of some phonemes. For example, "fignsciant "instead of "significant" (p.264).

b- Syntactical: For instance, "he's a dear to me friend" (some elements are inverted) (p.264).

c- Lexical: The elements of compound nouns are reversed. For example, "a car key" may become "a key car" (p.264).

1.2.5. The Importance of Making Errors in EFL Writing

Many scholars and theorists in the field of applied linguistics have focused on the importance of errors that are made by foreign language learners. They assumed that errors are no longer considered 'bad habits' or a failure of performance, but are rather natural indicators that learning is taking place. As Corder (1967) claimed, errors made by learners are significant in that they give the researcher evidence of how language is taught or acquired. In other words, from the study of their errors researchers can be able to infer the nature of the learners' knowledge and discover what they have learned. On the basis of errors made, language designers can also reorient the teaching syllabus and materials to enhance the learners' performance. Moreover, teachers can gain many benefits from knowing what types of errors are often made by their learners. They can build up a picture of the linguistic and psychological reasons behind their occurrence, and identify the areas that need reinforcement so as to take the necessary measures. In the same line of thought, Corder (1974) stated that learners' errors "enable the teacher to supply him not just with the information that his hypothesis is wrong. But also, importantly with the right sort of information or data to form more adequate concept of a rule in the target language" (p.170).Besides, teachers can also determine a learners' level of mastery of a language through the errors he/she makes. Therefore, errors are said to be as a tool for language evaluation in classes. Similarly, Corder (1967)explained the significance of errors in three ways that can be summed up as the

teachers' understanding and awareness of the learners' progress; the researchers' examinations for techniques and processes the learner is using to learn the language; and finally for the learner himself who makes those errors as a valuable device for his progress and development .Similarly, Raimes (1991) believed that "knowing their errors becomes a necessity to recognize and fix them"(p.55).

In brief, errors are a significant part of the learning process. Hence, they should be analyzed carefully because they provide a deep understanding of the process of second/foreign language learning.

Conclusion

Errors in second/ foreign language learning, especially in English, are unavoidable. This section discussed some of the sources behind their occurrence, which are interlanguage and intralanguage. According to different linguists, these factors have a negative influence on the acquisition of the second/foreign language. As a result, contrastive analysis and error analysis are viewed as suitable means to understand and explain the nature of the learners' performance in the target language. Another important aim of these approaches is to seek appropriate remedial strategies to promote the learning process.

Although these approaches have received criticism by certain analysts, they remain crucial in the study of errors as they provided efficient answers to many problems in language teaching and learning.

Chapter Two: Field Work

Introduction

The present chapter is concerned with the practical part of the study, in order to fulfill the designed aims of the research and check the validity of the initial hypothesis. This part deals with the analysis of common errors in students' written production. It describes the research tool used in this study, research paradigm, population and sampling. Then, data collection procedures are clearly described and the analysis of the data is followed. Finally, the chapter presents a detailed discussion of the findings.

2.1. Research Paradigm

To collect reliable data, this study employs both quantitative and qualitative research methods. Creswell (2014) claimed that "collecting diverse types of data best provides a more complete understanding of a research problem than either quantitative or qualitative data alone" (p. 19).A qualitative method is used since the current study attempts to investigate the most common type of errors in the learners' written texts in terms of their accuracy in language aspects.

Bryman (2012) defined qualitative research as "a research strategy that emphasizes words over quantification" (p.35).The research also adopts a quantitative method to analyze the number and frequency of errors performed by the students. He also defined quantitative research as "a research strategy that emphasizes quantification in the collection and analysis of data" (p.35).

2.2. Population and Sampling

Since it is difficult to conduct the study on the whole population under investigation, which is Master one students at Mohamed Seddik Ben Yahia University, a sample of thirty exam copies were selected randomly .The rationale behind choosing first year Master students

is because they are supposed to be good writers since they have been exposed to academic writing for three years.

2.3. Setting

The current research investigates paragraphing errors at Mohamed Seddik Ben Yahia University, Jijel, exactly Master one students at the department of English language and literature.

2.4. Research Instrument

In order to answer the research questions which are addressed in the present study, a corpus-based study has to be followed .The researcher utilized a collection of exam copies as the basis for analysis to discover information about language. The written corpus consists of 30 written essays belonging to Master one students from the first semester exam of the didactic module (TEFL).

2.5. Data Collection Procedures

The data gathered were analyzed according to Corders' (1974) model which is based on the following steps: collection of a sample of language learners, identification of errors, description and explanation of errors.

2.6. Data Analysis

To seek the purposes of the study, all of the collected errors were analyzed and labeled according to the types of errors to get the frequency and the percentage. In addition, examples of common errors made by Master one students were provided. Furthermore, the data collected were analyzed using the following classification of writing errors:

1) Grammatical errors: this category includes errors in gender and number (singular and plural form), subject verb agreement, verb tense and form, capitalization, punctuation, spelling, word choice, fragment, prepositions, pronouns, and articles.

2) Organizational errors: This category includes no topic sentence stating the main point, lack of supporting ideas, incoherence, no cohesive devices, and no unity.

2.7. Analysis of Students Exams' Papers

This section intends to present the types and frequency of errors that occurred in written paragraphs belonging to Master one students. It aims to give an answer to the research question, i.e. what is the most common type of errors committed by students?

In order to obtain the students' score errors percentage, the following formula used:

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

In which:

P: represents the percentage.

F: represents the frequency.

N: represents the total number of errors.

Table2.1. Frequency of Grammatical Errors committed by Master One Students

Types of errors	Frequency	Percentage	Rank
Capitalization	37	10%	5
Punctuation	48	12,97%	3
Spelling	71	19,19%	1
Subject-verb agreement	54	14,59%	2
Verb tense and form	40	10,81%	4
Singular and plural form	11	2,97%	11
Word choice	21	5.68%	7
Fragment	35	9.46%	6
Prepositions	18	4,86%	9
Articles	14	3,78%	10
Pronouns	21	5.66%	8
The total number	370	100%	

The above table demonstrates the types, frequency, percentage, and rank of errors found in thirty (30) exam copies of Master one students at Mohamed Seddik Ben Yahia University. It also shows the overall total of errors which is 370.

Students made several errors, including incorrect verb tense and form, incorrect subject verb agreement, capitalization, punctuation, fragment, word choice, articles, prepositions, and pronouns.

The most common errors were spelling which appeared 71 times with a percentage of 19.19% and subject-verb agreement which were utilized 54 times with a percentage of 14.59%. Then, they were followed by punctuation which were presented 48 times with a percentage of 12, 97%, verb tense and form with a percentage of 10, 81%.Persued by

capitalization with a percentage of 10% and fragment with a percentage of 9, 46%.The errors

of word choice appeared 21 times with a percentage of 5, 68% followed by pronouns with a

percentage of 5, 66% and prepositions with a percentage of 4, 86%. The table also shows that

students made fewer errors in articles with a percentage of 3, 78%, and singular and plural

forms with a percentage of 2, 97% which had the lowest frequency.

Table2.2. The Most Frequent Errors and Their Examples

Error Classification	Error Identification	Error correction
Spelling	**Throw** communication… Su**fisience** ... **Diccio**nary ...	**Through** communication… Su**fficient**… **Dictio**nary…

Subject-verb agreement	…**teacher speak…**
	
	  …children does not…
		…**teacher speaks** …
		     …**children do not**…

Punctuation	CLT focuses on spoken forms**,** it focuses on meaning… The student Speaks freely asks questions and answers them	CLT focuses on spoken forms**;** it focuses on meaning… The student Speaks freely, asks questions, and answers them
Verb tense and form	He **should be write** the examples … The grammar translation method **independed** on reading and writing ... …**may makes**… It **is focuse**… …the teacher **to presented** and **analyzed**… and then **translated…**	He **should write** the examples… The grammar translation method **depends** on reading and writing... …**may make**… It **focuses**… …the teacher **to present** ,**analyze**… and then **translate**….
Capitalization	**.the** grammar translation method depends on reading and	**.The** grammar translation method depends on reading and

	writing **.this** method ...	writing **.This** method ...
	…how to use grammatical rules in a correct way**. in** the grammar translation…	... How to use grammatical rules in a correct way**. In** the grammar translation…
	,Give examples…	**,give** examples…
Fragment	**It's emphasize on** accuracy… **It based on**....	**its emphasis is on** accuracy…
		it is based on translation…
	The ideas the want the learner	**the ideas that the learner want**
Word choice	there are is no **oral work**	there is no **interaction**
	grammar translation method is considered **as a failure**	grammar translation method is considered **as a useless method**
	grammar translation method **struggles them by prohibiting them to communicate**	grammar translation method **prevents them from communication**
Pronouns	Teacher**s** ………..**He**…	Teacher**s**…….**they**…
	In grammar translation method **they** focus more on writing skill	grammar translation method focuses more on writing skill
Prepositions	There are many method **to** teaching language...	There are many methods **for** teaching language or to teach language…
	, also the immigration of people from both Asia **to** Europe…	, also the immigration of people From both Asia **and** Europe…
	In the other hand,	**On** the other hand,
	The teacher uses the grammar translation **for** express his lesson.	The teacher uses the grammar translation **to** express his lesson.
Articles	While **in weak** version…	While **in the weak** version…
	…**a** new procedur**es**…	… new procedures…
	… **a** foreign languag**es**…	…foreign languages…
Singular and plural form	There are **many method**...	there are **many methods**
	one of **this methods**	one of **these methods**

	foreign **languages**… **Each of** the teacher and students The goals of **any teachers** Different cultures and **knowledges** ...	**foreign languages** **Both of** the teacher and students The goals of **any teacher** Different cultures and **Knowledge**…

1. Spelling

The first rank is limited to spelling which was used 71 times with a percentage of 19, 19%. The majority of spelling errors committed by the students were caused by using incorrect letters, omitting a letter or adding a letter where unnecessary. The following are some examples:

a- "Writting"instead of "writing" (adding a letter).

b- "Therefor" instead of "therefore" (omitting a letter).

2. Subject verb agreement

In the second rank, various errors were recorded in the subject verb agreement category. Among the examples of errors in subject verb agreement that were found were:

  ➤ the omission of the third person singular inflection 's' in the present simple like in the following examples:

a- "The teacher speak" instead of "the teacher speaks".

b- "The student listen" instead of "the student listens".

  ➤ Plural form of verbs for singular subject or vice versa like:

c- "Tasks is done" instead of "tasks are done".

d- "Learners will more intelligent and has a large background" instead of "Learners will be more intelligent and have a large background".

Such kind of previous errors seems to be intralingual since students used only the singular form of verbs (to be /to have) and ignored the plural form (are /have).

3. Punctuation

In this study, errors in punctuation are ranked third after subject-verb agreement. The punctuation marks which were found to be the most problematic were commas and periods. The errors can be divided according to their features of omission or addition. A clear explanation can be seen from the following examples:

a- "…The encouragement of each other and interaction moreover in communicative language teaching…" instead of "…The encouragement of each other and interaction. Moreover, in communicative language teaching…" (Omission of both comma and period).

b- "To conclude, CLT method is always teaching modern languages, based on oral form of languages to prepare students " Instead of " to conclude, CLT method is always teaching modern languages based on oral form of languages to prepare students" (Addition of comma).

4. Verb tense and form

Errors in verb construction, conjugation, and the use of inappropriate tenses were also frequently employed. Like in the following examples:

a-"Many methods have been appeared" instead of "many methods have appeared".

b- "Communicative language teaching was emerged" instead of "has emerged".

c- "He should be write the examples" instead of "he should write the examples".

d- "It should comes ...".This example shows the ignorance of rule instruction; modals are followed by the infinitive (it should come).

5. Capitalization

Capitalization means writing the first letter of the word in the capital form. The remaining letters will be written in a small case. The examples from the learners' written

exam demonstrated clearly that learners gave no attention to capitalization. Thus, aftera complete sentence, they began with no capital letter. As shown in the following examples:

a- "…Putting it in the First place…" instead of "…Putting it in the first place…" (Capitalization in the middle of the sentence).

b- "...because of the excessive use of vocabulary. Also students…" instead of "...because of the excessive use of vocabulary. Also students…" (No capitalization after the period).

c- "french and english …" instead of "French and English …"(No capitalization of proper nouns as languages).

6. Fragment

This type of error occurs when a sentence lacks either a subject or a verb, or when a group of unconnected or incomplete words or items are used. Such type of error creates either confusion or misunderstanding. Findings show that students produced fragments. The following examples provide more details:

a- "Its emphasize on accuracy" instead of "its emphasis is on accuracy".

b- "It based on translating sentences" instead of "it is based on …." (Auxiliary 'to be' is missed).The student was unable to produce a full correct sentence.

7. Word choice

Students committed various errors in word choice. In fact, most of them had a great difficulty in choosing the correct and appropriate words to express their ideas clearly. The sentences in their paragraphs were too difficult to understand, like the following examples:

a- "There is no oral work in..." instead of ""there is no interaction in the class between the teacher and his/her students".

b- "Grammar translation method struggles them by prohibiting them to communicate…" instead of "grammar translation prevents them from communication".

c- "Group work or singular work" instead of "group work or individual work".

8. Pronouns

It is a word that is used instead of a noun or noun phrase in order to avoid repetition. During writing, students made errors when replacing a noun by a pronoun. They replaced a plural noun by a singular pronoun and vice versa. For example, they replaced 'teachers' by the pronoun 'he' instead of 'they'.

They also used pronoun where unnecessary like in the following example:
a- "In grammar translation method they focus more on writing skill" instead of "the grammar translation method focuses more on writing skill".

9. Prepositions

Students made fewer prepositional errors in comparison to other types in their writing essays. This type can be divided into two types: omission of a preposition or inappropriate use, like in the following examples:
a- "There are many methods to teaching language" instead of "there are many methods for teaching language or to teach language" (substitution of 'for' with 'to').
b- "Grammar translation method is effective on language teaching" instead of "grammar translation method is effective in language teaching" (Substitution of 'in' with 'on').

10. Articles

In the present study, only 3, 78% of errors were related to articles. Some of the students had problems with the inappropriate use of articles, the absence of the definite article 'the', and the indefinite ones 'a', 'an' as well as the use of articles where unnecessary. The following are some examples:
a- "Grammar translation method is method used in teaching…." Instead of "grammar translation method is a method used in teaching" (the omission of indefinite article 'a').
b- "A new procedures" instead of "new procedures" (addition of the indefinite article 'a').

c- "While in weak version" instead of "while in the weak version" (the omission of the definite article 'the').

11. Singular/plural form

Such problem, singular/plural form, was also present in the students' essays. Due to the lack of rule restriction, learners tended to ignore the rule that demonstrative 'this' must agree with nouns like in the following:

a- "one of this method" instead of "one of these methods".

Moreover, students added the morpheme 's' to uncountable nouns, as in the words: "Foreigns languages/Different cultures and knowledges". "Every words" instead of "every word", "Each of the teacher and learners" instead of "both teacher and learners".

Table2.3. The Frequency of The Most Organizational Errors Committed by Master One Students

Types of errors	Frequency	Percentage	Rank
No topic sentence stating the main point	9	8,49%	4
Lack of supporting ideas (facts, examples, details)	4	3,77%	5
No concluding sentence	1	0,94%	6
Incoherence	34	32,08%	2
No cohesive devices	45	42,45%	1
No unity	13	12,26%	3
The total number	106	100%	

In addition to the analysis of students' grammatical errors in the preceding table, The above table (3) presents another analysis of types, frequency, percentage, rank as well as the total number of the organizational errors made by students such as the absence of topic sentence , concluding sentence and the lack of supporting ideas.

Findings revealed that the majority of students did not use cohesive devices when connecting their ideas. Then, they were followed by incoherence which is presented 34 times with a percentage of 32, 08% and 13 times to no unity with a percentage of 12, 26%.Persued by no topic sentence with a percentage of 8, 49%, in addition to a lack in supporting details

with a percentage of 3, 77%, and absence of the concluding sentence with a percentage of 0, 94%.

In evaluating the students' written paragraphs, the researchers found that some students did not present reasonable connections and relations between ideas in their paragraphs, which caused incoherent texts, in addition to ineffective unity in which students failed to show a controlling idea that really controls all ideas in a paragraph. Moreover, students did not supply their paragraphs with sufficient and adequate supporting details, including examples, facts, etc... . Lastly, few students failed to develop a clear conclusion that restates the main ideas of their paragraphs or summarizes them.

Table2.4. The Total Frequency of Each Type of Error

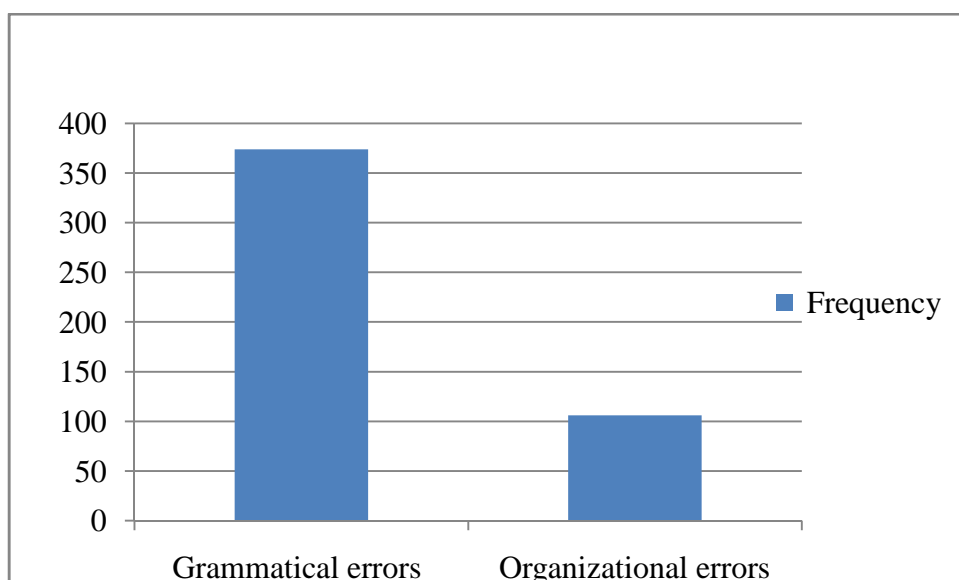| Types of errors	Frequency
Grammatical errors	370
Organizational errors	106

Figure2.1.*The Total Frequency of Each Type of Error*

2.8. Interpretation and Discussion of Overall Results

At this point of discussion, it is worth recalling that the present study aimed to identify the most common type of paragraphing errors that Master one students make in their written compositions.

Master one students at the department of English are not skillful enough to write accurate essays in their examination as they commit numerous errors .In fact, the results obtained from the analysis of the students' copies indicated that there were eleven error categories in their written essays. The most common type of errors was grammatical and were restricted to: spelling, subject verb agreement, punctuation, verb tense and form, fragment, word choice, prepositions, articles, capitalization, singular and plural form, and pronouns .

The results obtained also demonstrated that students were not competent enough to construct organized composition .In fact, they faced problems in presenting and developing the topic sentence into supporting sentences .Besides, they lacked a great deal of knowledge of cohesive devices to connect those sentences and form a coherent paragraph.

Conclusion

The present chapter presented the practical part of the study. It described the research design and the research instrument used to investigate the students' common errors in paragraph writing. The empirical phase of this study explored types and frequency of errors through the analysis of exam copies belonging to Master one students at the department of English in Mohamed Seddik Ben Yahia University, Jijel. Moreover, the data obtained revealed that the overwhelming majority of students made numerous errors that were basically grammatical. This, in turn, goes in the direction of the hypothesis of the present study.

General Conclusion

In addition to the intrinsic significance that writing holds in language learning and teaching, it is deemed to be the most complex skill compared to other language skills. In fact, writing embraces several issues and requires different language aspects, such as grammar, syntax and mechanics. Due to the complexity of this skill, learners find it difficult to master all aspects of writing. Thus, they fail to create meaningful piece of writing.EFL students repeatedly commit several types of errors in their writing. Accordingly, the main concern of this study is to investigate EFL learners' most common written errors.

In this vein, the present study is divided into two chapters. The first chapter is composed of two main sections. The first section is concerned with writing as a language skill, and the writing stages. It also presented some key definitions of paragraph writing and highlighted its organization and characteristics. Moreover, the section discussed some writing problems that language learners encountered while writing. The second section, however, highlighted the differences between errors and mistakes and discussed the importance of making errors in EFL writing. It also focused on errors' theories in second language acquisition. Finally, it shed light on the sources and types of errors. The second chapter outlines the methodology followed in this study and gives a detailed analysis of the data collected. The findings of this study revealed that Master one students committed numerous errors which were basically grammatical. Thus, the hypothesis put forward is confirmed.

Limitations of the Study

The present study encountered various limitations. Some of which are as follows:

- The number of the sample in this study was small. A larger corpus from different levels could provide different results.

- It was impossible to determine precisely what caused a particular error. Thus, the researchers were obliged to make some assumptions in order to draw conclusions.

- This study covered only a partial side of the learners' errors since there are many other types which are problematic for the students, like passive voice, word order, and so on.

- The results of this study cannot be generalized to learners from varied backgrounds.

Recommendations

In the light of the results obtained, the following recommendations are drawn:

- Students should collaborate with their teachers and peers to improve their written output.

- Students should enhance their writing accuracy through regular practice.

- Teachers should regularly assess the progress of learners' errors.

- Teachers should assign activities that involve writing to encourage students to use language patterns.

- Teachers should encourage students to use a variety of authentic sources and materials for developing their writing skills.

- Analysis procedure should be used by both teachers and learners to identify reasons for incorrect performance.

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Appendices

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Grammar translation method is the method that depends on writing and reading tecniques. It is the only method that use those tecniques. from his name we see that it teachs the grammar rules. Some people see that it is an effective method but others see that is ineffective language teaching Method. in my opinion grammar translation method is not an effective method.

first of all, grammar translation method considered the first method and it is an old method. teacher in that use this method will use another language not their native language.

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accuracy is emphasized, moreover reading and writting are the major skills, and taught befor listening, and speaking. Grammar translation method bring new concepts which are translation into language teaching method.

Secondly, Grammar Translation method are effective on language teaching by bringing a new procedure, and materials for teaching. Firstly it focus on PPP method in presenting a lesson which are presented, practice, and production, because of the older way of teaching did not use this way. the teacher presented the grammar rules first, and analysed it, then he move to the practice in which he translated every words in the first language, and he gives a new vocabulary for students, and he should translate it in order to make the learners able to memorize the new vocabulary in the first language (mother tongue language). then he gives the students some activities. Secondly it brings a new materials in teaching method like printed books, vocabulary lists, and dictionaries.

In a conclusion, Although this benefit of grammar translation method, but it has some limitation, because it demotivated students in the teaching process.

There are many method to teaching language. Audio lingual method is one of this method, it is a method of teaching it depends on listening and speaking and also depends on repeting, imitation and practice.

Audio lingual method depends on imitation, repeting and practice. In the class, the teacher when explain a lesson should to repet the lesson more than one to understand. Also, and he is he use the imitation or illustartive. For example, in a dialogue the Teacher is (A) and the student is (b), the teacher speak, and the student listen, then the student speak and the teacher is listen, and this is the practic to explain. Audio lingual method just listen and speak.

To sum up, Audio lingual method is one of the public method in the teaching, it is depends.

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to follow the teacher orders, memorize the lists of vocabulary that are given and doing the translation activities. here we can see no creativity where is the Sound of learner where is creativity, we can see nothing from the learner just following that proves the ineffectivety of this method it also teach the learner to count only on the teacher hiding the abilities of learners aside, Furthermore in a foreign language class the target language is the language used while in grammar translation method the mother tongue is the language of class, the teacher translates everything from the target language to the first language and that's for sure not the right thing to teach a foreign language, reading and writing are the major factors only few attention is given to speaking and listening so it didn't make the balance, well we can have one effective thing in this method up to that time learners were interested in reading and writing litterature not speaking and listening, hence to apply the learners interests GTM took place to satisfy their needs.

To sum it up linguistics tried so hard to find the perfect method in teaching foreign language but the perfect one doesn't exist every method has characteristics so the best thing to do is to adopt from every method the effective things and bring them together to form the perfect method.

Second, The grammar translation have some principles that affect the language teaching. This principles named listening, speaking and writting in the first one teacher speak and the student listen in the second one the student niffiting what that he listen befor and in the third one the student writting and the teacher correcting the mistakes. So this principles are effective method for language teaching.

To conclude, The teaching English as a foreign language and the (process of language teaching), gramma Translation method happen through the role and principles that affects the process of language teaching method

Résumé

Cette étude est une tentative d'enquête sur les types d'erreurs commises lors de la rédaction d'un paragraphe .L'hypothèse posée prévoyait que les étudiants de première année Master à l'université Mohammed Seddik Ben Yahia de Jijel commettent des erreurs dans leurs écritures principalement des fautes grammaticales.

Pour tester cette hypothèse, une étude basée sur le corpus de trente épreuves à première année Master ont été analysées quantitativement et qualitativement pour déterminer les erreurs des apprenants. Ce qui a permis de les classer en onze catégories. Les résultats ont montré que les erreurs grammaticales sont les plus courantes dans leur productions écrites , en particulier , l'orthographe , la congruence des noms et des verbes ,les signes de ponctuations, la conjugaison des verbes , l'écriture de la première lettre du mot en lettre capitale , les phrases incomplètes , le choix des mots, des pronoms , les prépositions , les formes singuliers et pluriels et les articles . Les résultats ont également montré que les étudiants étaient incapables d'élaborer un paragraphe cohérent.

A la lumière des résultats obtenus, un ensemble de recommandations a été proposé aux apprenants de la langue anglaise afin de réduire les erreurs fréquentes commises.

Mots-clés : la rédaction d'un paragraphe, erreurs grammaticales, Les apprenants de la langue anglaise .

ملخص

هذه الدراسة هي محاولة لبحث أنواع الأخطاء المرتكبة في كتابة فقرة. توقعت الفرضية أن طلاب السنة أولى ماستر بجامعة محمد الصديق بن يحيى-جيجل- يقترفون أخطاء في كتاباتهم و التي تعتبر أساسا نحوية. لاختبار هذه الفرضية تم تحليل دراسة مبنية على مجموعة من ثلاثين ورقة اختبار تنتمي للسنة الأولى ماستر من حيث الكمية و النوعية لتحديد أخطاء المتعلمين و التي تم تصنيفها إلى إحدى عشرة فئة. أظهرت النتائج أن الأخطاء النحوية هي الأكثر شيوعا في إنتاجهم الكتابي تحديدا هي التهجئة، توافق الاسم و الفعل، علامات الوقف و الوصل، زمن تصريف الأفعال، كتابة الحرف الأول من الكلمة بحجم كبير الجمل غير المكتملة، اختيار الكلمات، الضمائر، حروف الجر، صيغ المفرد و الجمع . أظهرت النتائج كذلك أن الطلاب لم يتمكنوا من تكوين فقرة متناسقة و منسجمة. على ضوء النتائج المتحصل عليها تم اقتراح مجموعة من التوصيات لمتعلمي اللغة الانجليزية للتقليل من أخطائهم الكتابية.

الكلمات المفتاحية : كتابة فقرة،الأخطاء النحوية ،متعلمي اللغة الانجليزية .