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Analyzing Learners' Errors in Punctuation
The Case of Second Year (LMD) Learners of English
University of Mohammed Essedik Ben Yahia- Jijel

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Dedication

In the Name of Allah, Most Gracious, Most Merciful and the Lord of the Universe

I dedicate this work to:

My parents: *Mohammed* and *Messaouda*

My beloved aunt *Yakouta*

All my brothers and sisters, nieces and nephews

All my teachers and friends especially *Mira, Leila, Aida, Lamia,*

Khadidja, Sabah, Moucha.

My fiancé *Mahdi*

AMINA

Dedication

I dedicate this work to:

My grandfather *Mohammed* and my grandmother *Zubeida*

My uncles, aunts and their children

My uncle *Tahar*

All my family

All my friends especially *Mina, Leila, Mira, Sabah, Asma, Chahinaz*

To my fiancé *Fayssal*

Thank you all

MANAL

Abstract

This study aims to analyze learners' errors in using punctuation in writing. As known, good punctuation is essential in clear and effective writing especially in academic writing. However, there are some learners who face difficulties when punctuating. The present research attempts to analyze the different punctuation errors committed by second year (EFL) learners at Jijel University. To make this research more credible, we made use of Error Analysis (EA); the basic theory applied in the analysis of writing. The study examined punctuation errors in a corpus of (79) essays of the participants. In this study, it has been hypothesized that if learners' errors in punctuation are well identified, their writing skill will greatly improve. The findings of this study revealed that 'punctuation' is a daunting task faced by second year learners of English at Jijel University while writing.

List of Abbreviations and Symbols

CA: Contrastive Analysis.....	P.14
Dr.: Doctor.....	P.6
EA: Error Analysis.....	P.1
EFL: English as a Foreign Language.....	P.4
Etc.: Et Cetera.....	P.13
i.e.: That is to Say.....	P.4
LMD: License Master Doctorate.....	P.52
L1: First Language.....	P.14
L2: Second Language.....	P.14
Mr.: Mister.....	P.6
Ms.: Miss.....	P.6
SLA: Second Language Acquisition.....	P.1
TD: Travaux Dirigés.....	P.22
US: The United States	P.6
%: Percent.....	P.49

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Résumé

ملخص

General Introduction

1. Background of the Study

Language is a system that is used to communicate ideas, whether in speaking or writing. According to Brown (2007), "Language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another". (P.5).

Writing is the skill that is considered to be an obstacle for many L2 learners since it involves a focus attention to several aspects. Westwood (2008) claimed that: "Written language is perhaps the most difficult of all skills to be acquired because its development involves the effective coordination of many different cognitive, linguistic and psychomotor processes." (p.56). Accordingly, many learners find it difficult to compose coherent and acceptable pieces; thus, making errors is an unavoidable part of their productions.

Error Analysis (EA) is the influential errors theory in Second Language Acquisition (SLA), which enables second language teachers to investigate second language learners' errors. Hence, this study will shed light on analyzing learners' errors in punctuation.

2. Statement of the Problem

Punctuation plays a great role in both spoken and written English. As students in Mohammed Essedik Ben Yahya University, we have observed that second year English licence learners have problems in punctuation while writing. They lack accuracy when punctuating their pieces of writing.

3. Research Questions

The present research seeks to answer the following questions:

- 1-What are the common errors made by second year EFL learners at Jijel University?
- 2-How can learners overcome these errors?

4. Aims of the Study

The main objective of the present research work is to investigate second year English learners' errors in punctuation and to suggest remedial measures to overcome these errors.

5. Hypothesis

We hypothesize that:

“If learners are knowledgeable enough, they would make less punctuation errors.”

6. Structure of the study

This dissertation is a whole of two (02) chapters, the theoretical chapter and the practical chapter. The first chapter is devoted for the theoretical background of the topic under study, and the second chapter is devoted to the data analysis and discussion.

The first chapter is divided into two (02) sections; the first section will be about punctuation, while the second section will be about error analysis.

The practical chapter will be about the analysis and the discussion of the data obtained from error analysis and that by analyzing some essays of the population.

7. Data Collection Methodology

In analyzing the data, error analysis theory is the basic tool for this research: the analysis of learners' errors will be based on the analysis and correction of their essays.

Chapter one

Section one: Punctuation

Introduction

'Writing' in its simplest and linguistic form, can be defined as the use of different signs and symbols in order to produce pieces of writing. It is one of the four (04) English language skills that must be acquired by foreign language learners. It is really an effective way to express one's thoughts and ideas. To do so and to avoid ambiguity, the writer needs to structure correctly sentences (A sentence is a group of words expressing a complete thought, starting with a capital letter and ending with a punctuation mark). This latter is considered to be among the most challenging aspects students struggle with. Accordingly, this section will shed light on the different types of punctuation marks in English, in addition to the importance of punctuation as a key aspect in improving students' writing capacities.

1.1. Writing Difficulties

Due to the complex nature of writing as a productive skill, it is worth to mention that a great major of EFL learners consider it as a daunting task that is not easy to be mastered. According to Pleuger (2001), writing requires more complex memorization and attention to details than the other three skills (p. 162). Henceforth, many students struggle to compose coherent and acceptable pieces of writing. So, they make different kinds of errors and mistakes. In the frame of this perspective, Kroll (1990) stated that "Writing is frequently a difficult skill for any language user". (p. 140). He identified the four common areas of difficulties that EFL learners may encounter namely: grammar, vocabulary, organization and mechanics.

In the same context, Perelman et al. (2001) considered punctuation and mechanics among the most ten (10) common writing problems faced by EFL students.

Sadler (2006) in his turn pointed to the written language difficulties claiming that "...poor writers typically exhibit major difficulties at two levels, namely coping with grammar spelling, punctuation and handwriting (lower level), and generating ideas, sequencing the content and revising (higher level)." (cited in Westwood,2008, p. 58)

So, to create good pieces of writing, students should never ignore the importance of punctuation; this key aspect must be greatly mastered in order to be a good writer.

1.1.1. Punctuation

1.1.1.1. Definition

Punctuation is a key skill everyone needs to master in order to be a good writer. Simply, it is the use of different marks or signs for the purpose of creating sense, clarity, rhythm, and stress in sentences. According to Meriam Webster Dictionary, it is the act or practice of inserting standardized marks or signs in written matter to clarify the meaning and separate structural units. The use of punctuation marks in English helps readers interpret sentences easily and determine how a sentence should be read and understood. Thus, punctuation affects the link between writers and readers.

In English, the use of punctuation marks varies from time to time, from place to place, from register to another; however, it all depends on what a writer wants to do with his/her words. According to Kane (1988), "Punctuation is a mixed bag of absolute rules, general conventions, and individual options" (p. 380). In order to punctuate effectively, students have to distinguish rules from conventions and from options too.

1.1.1.2. Types of Punctuation Marks

A complete sentence should include at least a capital letter at the start, a full stop, a question mark or an exclamation mark at the end. Generally, English language has dozens of punctuation marks.

Widjono Hs. (2007) claimed that punctuation marks comprise of period, comma, semicolon, colon, hyphen, question mark, exclamation mark, parenthesis, italics, and apostrophe. However, in *The Oxford Essential Guide to Writing*, punctuation is categorized under two (02) broad categories: the stops and the other marks. The stops as the name implies stands for pauses in speech, they include the period, the question mark, the exclamation mark, the colon, the semicolon, the comma, and the dash. On the other hand, the other marks do not mark pauses; they include the apostrophe, the quotation mark, the hyphen, the parenthesis and bracket, the ellipsis and diacritics, capitalization and underlining.

1.1.2.1. The Stops

A. The Period/Full Stop (.)

The period (U.S.), the full stop (U.K. and commonwealth) is usually used at the end of complete sentences. It indicates that a point has been made and that the writer is about to move on to further points. It is also placed at the end of commands, requests, indirect questions, and imperative sentences.

- It shows smaller numbers than one (01), For example: 1.20
- It is used with abbreviations: Dr., Mr., Ms.
- It is used to separate the hour figure, which shows the minutes and seconds that indicates the time: 05.32.40 AM
- It is used also in the bibliography, with author's name, place of publication, title of papers. Example, Yule, G. (2006). *The study of Language*. Cambridge University Press.

B. The Question Mark (?)

The question mark simply used after direct questions including rhetorical ones. For instance, "How are you today?", and "How and to what purpose?" Indirect questions never be closed by a question mark but with a period as well, for example, "She asked if she is going home."

C. The Exclamation Mark (!)

An exclamation mark usually indicates surprise, disbelief, anger, love, and other strong emotions. For example:

- “Help! fire!”
- “Stop! “
- “Oh! God!”
- “What a beautiful baby!”

D. The Colon (:)

Colons are two (02) dots (:) which appears at the end of a clause and introduce specification, often in the form of a list or series. As stated in The Oxford Essential Guide to Writing, “The colon along with the semicolon, the comma, and the dash is an internal stop. That is, it is used only inside a sentence and never at its end.” (Kane,1989, p.387).For instance,” There are basically four types of sentences: simple, compound, complex, and compound complex.

E. The Semicolon (;)

Semicolons can be used in two (02) ways: to separate independent clauses, and to separate items in a list when those items contain commas. Example, Basketball was invented in the United States (USA); it is now popular all over the world.

F. The Comma (,)

The comma is used frequently more than the other punctuation marks. There are several uses of comma; these are the common:

- Commas are used to separate items in a list.
- Commas are used to separate adjectives.
- Commas are used to separate clauses.
- Commas are used to introduce nonessential information.

- Commas are used to separate items in a list.

G. The Dash (--)

The dash ought to be distinguished from the hyphen. It is a longer mark made up by two hyphens (-- or –). The dash generally has no clear function and rarely used in academic writing. Usually, it marks unnecessary information and show other kinds of break in a sentence where a comma, colon, semicolon would be traditionally used.

- Have a rest—or would you prefer to go home?

1.1.2.2. The Other Marks

A. The Apostrophe (‘)

There are three (03) main cases where apostrophes are used:

- Apostrophes are used to show possession:

John's house (the house is belonging to John)

- Apostrophes are used to show contractions:

He'll (he will)

- Apostrophes are used to show omissions and abbreviations:

goin'to (going to)

B. The Quotation Marks (“ ”)

Quotation marks are a type of punctuation used mainly around a word or a phrase to show that someone else has written it or said it. For example, “Mother, please forgive me”.
little girl said.

C. The Hyphen (-)

Hyphens (-) have several uses:

- The hyphen is used mainly in compound words:

For example, sister-in-law, the week-end

- The hyphen is used to join prefixes to other words:

Example, anti-pollution, non-verbal

- The hyphen is used to spell out numbers: For instance, twenty-two, forty-four.

D. The Parenthesis ()

- The parentheses are used to set off nonessential elements within a sentence: My teacher of grammar, (Mr. BOUMSID), is so funny.
- Parenthesis enclose figures in a sentence, for instance: (1), (2)

E. The Brackets []

Brackets always coming pairs and are used to make a point which is not a part of the main flow of a sentence. There are two main types of brackets; round brackets, and square brackets. Round brackets are used to separate off information of the sentence. However, Square brackets are used to enclose words add to clarify the meaning of a sentence

F. The Ellipsis (...)

An ellipsis is a mark that looks like this (...). It consists of three (03) full stops and used to show that there is more to be said, but the writer stopped at that point. It is also used to indicates that material has been left out of a quotation.

G. Diacritics

A diacritic is a sign or a mark which appear above or below a letter to give it a particular phonetic value. English language has few words with diacritical marks, in fact, most of the words are loanwords from French, Spanish, German, or other languages. Example of diacritics:

- Acute (')
- Double acute (')
- Circumflex (^)

H. Capitalization

Capitalization is writing the first letter of a word in upper case and the remaining letters in lower case. In English, there are more than ten (10) rules of capitalization. Some key rules:

- The first letter in sentences.
- Proper nouns.
- Street names.
- Schools, colleges and universities.
- Countries, cities and towns.
- Titles of books, movies, magazines, newspapers and articles.
- The pronoun I.
- Names of buildings, monuments and bridges.

I. Underlining

To underline is to mark or stress emphatic words with a line or lines underneath, in order to show its importance. In reality, the rules of underlining words and phrases are very few. It is primarily used to:

- Set off titles apart from texts.
- Clarify unfamiliar words.
- Reference letters and numerals out of context.
- Important words and expressions.

Conclusion

Writing is the most sophisticated and complex skill to be mastered by EFL learners due to the focus attention to several aspects that it requires. Through this section, we have dealt with punctuation as an obstacle many learners struggle with concerning the writing skills. In short, we have a look on its definition and its different types.

Section Two: Error Analysis

Introduction

Learning a language involves becoming proficient in all the four skills namely: reading, writing, listening and speaking. In fact, written productions reveal the learners' grammatical knowledge. However, errors are an inevitable part of this process and neither the teacher nor the learner should become fixated on them. Moreover, researchers in language learning have been always motivated to find out the most appropriate way to deal with those errors. This section is to highlight some key areas including what is an error, a mistake, types of errors, sources of errors, the correction of errors and errors in punctuation.

1.2.1.1. Definition of Error

Many researchers give different definitions to the term "error". Corder(2010) defined it as follows: "It refers to the systematic errors of the learner from which we are able to reconstruct knowledge the language to date" (cited in Richard, 1973, p.25). This means that, through errors we can know learners' acquisition of a particular language.

While Brown (2007) defined error as an "idiosyncrasies in the language of the learner that are direct manifestation of a system within which a learner is operating at the time" (P.258).

Moreover, Ellis stated that: "Errors reflect gaps in a learner's knowledge; they occur because the learner does not know what is correct" (1997, p. 17). In other words, errors are due to the lack of comprehending linguistic rules, and those errors cannot be corrected by learners themselves. According to Lennon (1991) an error is: "A linguistic form or combination of forms which, in the same context and under similar conditions of production, would, in all likelihood, not be produced by the native speaker counterparts" (cited in James, 2013, p.64). For Corder (1973, p.283), "Errors are a result of partial knowledge because teaching learning process extends over time".

From the definitions above, we can say that an error is a faulty use of language at the level of competence, they are something usual done by learners while learning English because they do not master it well.

1.2.1.2. Definition of Mistake

A mistake refers to a faulty use of language at the level of performance. It is a failure to use language. According to Brown (2007, 257): "A mistake refers to a performance error that is either a random guess or a 'slip', in that it is a failure to utilize a known system correctly". Richard and Schmidt (2010, p.201) stated that: "A mistake is made by lack of attention fatigue, carelessness, or some other aspects of performance".

Meanwhile, Ellis (1997; 17) stated that: "Mistakes reflect occasional lapses in performance, they occur because, in a particular instance, the learner is unable to perform what he or she knows".

Furthermore, mistakes are due to many factors such as; stress, fatigue, confusion carelessness...etc. Learners can easily correct their mistakes because they already get the concept and comprehend the basic rules.

1.2.1.3. The Difference between Error and Mistake

There is a difference between the terms "error" and "mistake". According to Corder (1981; 10): "Mistakes are of no significant to the process of language learning. However, the problem of determining learner's mistakes is what is learner errors is one of some difficulty and involves a much more sophisticated study and analysis of errors than is usually accord them".

In other words, when making an error, the learner can not correct it because he does not understand or may have not an enough knowledge about a language. Whereas, when making a mistake, the learner can easily correct it because he made it unconsciously.

To sum up, errors are not self corrected, and they may happen more than one time. While, mistakes are self corrected.

1.2.2. Error Analysis

Error analysis states that errors are caused by unconscious transfer of the mother tongue structures to the system of the target language. According to Sharma (1980), error analysis can give a great support and recondition to language teaching; during the teaching process, the success or the failure of the designed program can be shown and discovered. (Cited in Khansir). Moreover, Gass and Selinker (2008; 102) stated that error analysis is a type of linguistic analysis which focused on the errors made by learners. According to James (1980): "Error Analysis is the process of determining the incidence, nature, causes and sequence of successful language".

Furthermore, Khansir pointed out to that "error analysis is a type of linguistic analysis that focus on the errors learners make. It consists of a comparison between the errors made in the target language and that target language itself" (2012, p. 1029).

1.2.3. Contrastive Analysis

Contrastive Analysis is an approach to the study of second language acquisition, which involves predicting and explaining learners' problems based on comparison of first language (L1) and second language (L2) to determine structural similarities and differences between the two languages in an effort to identify the difficulties areas for language learners.

Gast (n. d) stated that "Contrastive analysis investigates the differences between pairs (or small sets) of languages against the background of similarities and with the purpose of providing input to applied disciplines such as foreign language teaching and translation studies".

According to the dictionary of Language Teaching and Applied Linguistics (2010):

"The comparison of the linguistics systems of two languages, for example the sound system or the grammatical system. Contrastive Analysis was

developed and practiced in the 1950s, as an application of structural linguistics to language teaching. It tries to explain the differences between two languages from a semantic, syntactic and phonological view. The differences between two languages determine the difficulty in learning a second language (Lado1957, p.11) “

1.2.4. The Difference between Error Analysis and Contrastive Analysis

The two approaches i.e. (EA) and (CA) are interested in errors, and both of them compare and contrast between L1 and L2. However, contrastive analysis is based on negative transfer, it compares set of languages to find the difficulties of the target language. Whereas, error analysis focuses on mistakes or errors that learners make in their interlanguage.

As Khansir pointed out, contrastive analysis starts with a comparison of systems of two languages and predicts only the areas of difficulty or error for the second language learner. While, error analysis starts with errors in second language learning and studies them in the broader framework of their sources and significance.

To sum up, in order to analyse learners' errors, it is important to know the difference between CA and EA. Also, it is important to identify errors by comparing original utterances with recast utterances.

1.2.5. Types of Errors

When writing, students make various types of errors. Some errors could be made when the learner is tired or stressed. While, others are made because he/she does not know or did not get the correct form or knowledge.

According to Corder, there are two (02) kinds of errors: Overt and Covert (cited in Brown).

1.2.5.1. Overt Error

Overt errors are incorrect sentences committed by learners at the level of structure. Every sentence a learner writes must be grammatically complete, and every complete sentence makes a complete sense on its own.

1.2.5.2. Covert Error

Covert errors are those sentences that are grammatically well formed. They are very confusing sentences; when reading a sentence, there is no reason that we should not be able to accept it, it seems grammatical. Usually, a grammatical sentence is acceptable, and an ungrammatical sentence is unacceptable. But, we surely ask the question: what does the sentence mean? For example: I' m twenty years old. While the question was: Who is there?

1.2.5.3. Global Error

“Global errors are errors that affect the overall sentence ‘organization (wrong word order), They are likely to have a marked effect on comprehension “(Ellis, 2008, p. 964). In other words, a global error makes a sentence much difficult to comprehend.

1.2.5.4. Local Error

“Local errors are errors that affect single elements in a sentence ‘for example errors in the use of inflections or grammatical factors’ “(R, Ellis, 2008, p. 970). Meaning that, local error does not make a difficulty at the level of understanding.

1.2.6. Sources of Errors

Learners make errors because they suppose that the target language and their native language are similar. According to Brown (2007), errors are categorized under four types: interlingual transfer, intralingual process, context of learning and communicative strategies.

1.2.6.1. Interlingual Transfer

Interlingual transfers are caused by the interference of a mother tongue into the target language; in other words, they are errors that caused due to the use of rules from one language

when writing another language. According to Ellis and Barkhuizen: it is “The introduction of L1 from and into the interlanguage system” (2005, p.65).

However, Brown (2000, p. 224) stated that “In these early stages, before the system of the second language is familiar, the native language is the only previous linguistic system upon which the learner can draw”.

1.2.6.2. Intralingual Process

Intralingual processes are errors that happen when a learner incorrectly thinks that a new item behaves like another item that already known to him. According to Brown (2000, p. 224): “As learners progress in the second language, their previous experience and their existing subsumers begin to include structures within the target language itself”.

In other words, those errors happen when a learner does not apply all the rules necessary to apply it in a particular situation. It is the converse of overgeneralization, “Overgeneralization means that whenever learners meet a new pattern or rule applies to all cases without exception” (Brown, 200, p. 124).

1.2.6.3. Context of Learning

Context errors may refer to different factors such as: the classroom or social situation, the setting, the teacher, materials used in the lesson. The teacher may not be able to transfer the exact meaning or content to students, or the materials used are not suitable for students. According to (Brown, 200, p. 226) “the context refers to ‘the classroom with its teachers, and materials in the case of school learning, or the social situation in the case of untutored second language learning”.

1.2.6.4. Communicative Strategies

Communicative strategies are used by learners to get a message across to the listener. They are used to skip an unaware situation about the target language. According to Brown (2000) “Learners obviously use production strategies in order to enhance getting their

messages across, but at times these techniques can themselves become a source of errors". (p. 227).

1.2.7. Error correction

Both Teachers and learners play an important role in language learning and pedagogy. Learners make errors at different stages of their language learning. Sometimes, errors should be corrected, other times should not, depending on the methods used for correction. According to Hendrickson "The local errors usually need not to be corrected since the message is clear and correction might interrupt a learner in the flow of productive communication. Global errors need to be treated since the message remains garbled. "(Cited in Brown, 2000, p. 237).

Teachers should take into consideration how to correct students' errors as one-way may be appropriate for one, but may not be appropriate for another. Another aspect that should be taken into consideration is the students' reaction to the correction of errors, because some of them want to correct it and others do not. Also, which errors should be corrected and which ones should be left uncorrected, depending on the level of learners and their needs.

Most learners have some negative concepts about correction, they may feel confused in front of others. While, others can correct themselves. Therefore, teachers should encourage learners to take risks and make errors if necessary so as to develop their learning steps which is in turn the main goal of language teaching and learning. Hendrickson stated that "Corrections should be used judiciously, focusing on types of errors that inhibit communication, that are repeated frequently and that have highly stigmatizing effect on the listener "

Error's correction should not be ignored, because it is an issue of concern for every EFL teacher. However, teachers need not to correct all the errors made by learners. Brown (2000, p.236) pointed out that teachers have to provide enough 'green lights to encourage continued

communication, but not so many that crucial errors go unnoticed, and providing enough red lights to call attention to those crucial errors, but not so many that the learner is discouraged from attempting to speak'.

Correcting learners errors can reduce the number of errors made, it also may raise the students' motivation of learning the language and encouraging them.

1.2.8. Errors in punctuation

It is commonly known that a great majority of EFL learners make some errors when punctuating. These errors are mainly occur in the use of omission and the misuse of the different punctuation marks. In terms of omission errors, learners generally omit a punctuation mark where necessary. Also, learners sometimes misplaced punctuation. For instance, they use a comma instead of a period or vice versa. Although some punctuation marks like periods and commas are easy to track down, it can still be difficult for many learners to decide when to pause or end a sentence.

Conclusion

To sum up, Error Analysis serves as an important tool for teachers to observe learners' learning process and learning strategies. Also, it helps teachers to get an overall knowledge about learners' errors. So, teachers should learn to tolerate some errors, especially some local errors. Moreover, in order to improve teaching, teachers need to explore the learners' psychological processes in language learning so that to enhance the understanding of their errors.

Introduction

Chapter two is the practical part of this research design. It is an error analysis of some learners' pieces in order to investigate the most punctuation errors committed by second year EFL learners. A classification and a correction of errors will be carried out. The analysis of those mistakes and errors will be illustrated and presented in tables.

2.1. Research Design

To count and investigate the types and the frequency of punctuation errors made by second year EFL learners at Jijel University, quantitative method is the appropriate one.

Quantitative research explains mainly some phenomena by collecting numeral data that are analyzed using mathematically based methods. It is the appropriate method because of its objectivity and generalization to the population under study. Richardt and Cook (1979) stated that "Quantitative research is obtrusive and controlled, objective generalizable, outcome oriented, and assumes the existence of facts which are somehow external to and independent of the observer or researcher." (cited in Nunan, 1992, p.3)

2.2. Context and Subjects

As previously stated, the first objective of this research is to find out the different kinds of punctuation errors made by second year EFL learners at Jijel University. Two (02) groups making a total of seventy-nine (79) subjects were taken as the sample of this study. The two groups (group 07 and group 08) were taught Written Expression module by the same teacher.

Table 2.1

The number and gender of the participants

Group	Male	Female	Total Number
G. 07	04	30	34
G. 08	12	33	45

As shown in table 1, the majority of participants are females (30 out of 34 are females in the first group, 33 out of 45 in the second group). The participants were asked to write about a specific topic in a form of an essay.

2.2.1. Sampling of the Essays

In this study, English written essays are the main instruments used to identify the errors in placing Punctuation made by second year EFL learners at Jijel University. Learners were asked to choose a topic to write about in their TD exam. The most selected topics will be presented by the end of this research paper (see appendix).

2.3. Data Analysis

In analyzing the data, one has to consider what the purpose of the study is and then try to analyze relevant data for the study's aim and research questions that needs to be answered.

Error Analysis is a systematic process in which the data gathered are to be interpreted and analyzed under the issue being studied; Ellis (1997) has identified four (04) crucial steps to comprehend the errors at hand:

- Identification of errors,
- Classification of errors into errors type,
- A statement of errors frequency.

Before analyzing learners' errors, it is so important to read carefully the seventy-nine (79) written essays used in this study for the sake of analyzing the punctuation errors evoked by second year EFL learners.

2.4. Analysis of Errors

The various kinds of errors in placing punctuation made by second year EFL learners at Jijel University in the academic year 2017/2018 are presented as below:

Table 2.2

Various kinds of students' errors (group 07)

Group	Number of student	Wrong sentences	Correct sentences	Kind of errors
07	01	a. well, it is one of the social phenomena or natural one.	Well, it is one of the social phenomena or natural one.	Error of capitalization.
		b. there are also poor people becoming homeless.	b. There are also poor people becoming homeless.	Error of capitalization.
		c. In addition food is very important.	In addition, food is very important.	Error of omission: the student omitted the comma.
		d. government doesn't care at all.	Government doesn't care at all.	Error of capitalization.
	02	a. it means,	It means,	Error of capitalization.

		b. moreover. healthy food is very important.	moreover, healthy food is very important.	Error of punctuation: the student did not use the right punctuation mark i.e. the comma.
		c. for this reason,	For this reason,	Error of capitalization.
		d. Also homelessness caused death.	Also, homelessness caused death.	Error of omission: the student omitted the comma.
	03	a. People can't buy: food and clothes.	People can't buy food and clothes.	Error of punctuation: there is no colon after buy.

		<p>b. People becoming homeless Because of poverty.</p>	<p>People becoming homeless because of poverty.</p>	<p>Error of capitalization.</p>
	04	<p>c. Homelessness:</p>	<p>Homelessness</p>	<p>Error of punctuation: there is no colon in titles.</p>
		<p>a. There is another cause which is: illegal marriage.</p>	<p>There is anothercause which is illegal marriage.</p>	<p>Error of punctuation: there is no colon after the verb to be.</p>
		<p>b. Illegal marriage, is one of the main factors of homelessness.</p>	<p>Illegal marriage is one of the main factors of homelessness.</p>	<p>Error of punctuation: there is no comma after the verb to be.</p>
		<p>c. As a result</p>		<p>Error of</p>

		children grew up with psychological problems.	As a result, children grew up with psychological problems.	omission: the student didn't use the comma after as a result.
	05	a. So they travel just to escape.	So, they travel just to escape.	Error of omission: the student omitted the comma after so.
		b. In this case they lose their rights.	In this case, they lose their rights.	Error of omission: the student omitted the comma.
		c. eg	e.g.	Error of omission.
		d. in conclusion it is too difficult.	In conclusion, it is too difficult.	Error of omission.

	06	a. can, t	can't	Error of punctuation: the student misused the apostrophe.
		b. Accordingly government should help them.	Accordingly, government should help them.	Error of omission: the student didn't use the comma after accordingly.
		c. second, family has the main effect in homelessness.	Second, family has the main effect in homelessness.	Error of capitalization.
	07	a. For example homelessness is a big problem.	For example, homelessness is a big problem.	Error of omission: the student omitted the comma after for example.

		b. first, poverty is the main cause for all these problems.	First, poverty is the main cause for all these problems.	Error of capitalization.
	08	a. Causes of homelessness. b. i.e	Causes of Homelessness. i.e.	Error of capitalization. Error of omission.
		c. To conclude we talk about some reasons.	To conclude, we talk about some reasons.	Error of omission: the student didn't use the comma after to conclude.
	09	a. The major effect of social media; is its negative effects	The major effect of social media is its negative effects on	Error of punctuation: no semicolon

		on family.	family.	before the verb to be.
		b. ...But now there are a lot of family problems.	...but now there are a lot of family problems.	Error of capitalization.
		c. The first effect of social media is to facilitate the way of studying. because it transformed all information.	The first effect of social media is to facilitate the way of studying because it transformed all information.	Error of punctuation: no period before because.
	10	a. Don, t	Don't	The student misused the apostrophe.
		b. So social media make good communication and build new relations.	So, social media make good communication and build new relations.	Error of omission.

		<p>c. Another effect of social media is, making new intelligent children.</p>	<p>Another effect of social media is making new intelligent children.</p>	<p>Error of punctuation: there is no comma before the verb.</p>
		<p>d. Few years ago children can't use phones and computers.</p>	<p>Few years ago, children can't use phones and computers.</p>	<p>Error of omission, the student omitted the comma.</p>
	11	<p>a. Because of poverty people start asking for money.</p>	<p>Because of poverty, people start asking for money.</p>	<p>Error of omission.</p>
		<p>b. On the other side teenagers should be aware of the bad sides of social media.</p>	<p>On the other side, teenagers should be aware of the bad sides of social media.</p>	<p>Error of omission: the student omitted the comma after on the</p>

	12	<p>c. english</p> <p>a. Social media is the big world, used by people nowadays.</p> <p>b. Simply social media has good things and bad things.</p>	<p>English</p> <p>Social media is the big world used by people nowadays.</p> <p>Simply, social media has good things and bad things.</p>	<p>other side.</p> <p>Error of capitalization.</p> <p>Error of punctuation: no comma before the verb used.</p> <p>Error of omission: the student omitted the comma after simply.</p>
	13	<p>a. The effects of Social media</p> <p>b. In short social media, has a lot of</p>	<p>The Effects of Social Media</p> <p>In short, social media has a lot of</p>	<p>Error of capitalization (because it is a title).</p> <p>Error of punctuation,</p>

		bad effects.	bad effects.	the student misplaced the comma.
		c. First, there are several ways for students to improve their language,	First, there are several ways for students to improve their language.	Error of punctuation: the student didn't stop with the period.
	14	a. like syria and mali.	like Syria and Mali.	Error of capitalization.
	15	a. Also writing skill is so important.	Also, writing skill is so important.	Error of omission.
		b. All in all it is clear that writing in English is very beneficial.	All in all, it is clear that writing in English is very beneficial.	Error of omission: the student omitted the comma

				after all in all.
	16	a. Student's can improve their language easily.	Students can improve their language easily.	Error in using the apostrophe.
		b. One of these languages is English. which is the first language in the world.	One of these languages is English, which is the first language in the world.	Error of punctuation: the student used the period instead of using the comma.
		c. to improve our English, we should start with speaking.	To improve our English, we should start with speaking.	Error of capitalization.
		d. Then students can write sentences correctly.	Then, students can write sentences correctly.	Error of omission.

	17	<p>a. Speaking in English, helps students improve their speaking skills and also their pronunciation abilities.</p> <p>b. another example is the spelling mistakes.</p>	<p>Speaking in English helps students improve their speaking skills and also their pronunciation abilities.</p> <p>Another example is the spelling mistakes.</p>	<p>Error of punctuation: there is no comma before the verb to help.</p> <p>Error of capitalization.</p>
	18	<p>a. The other skill that make students improve their English is, writing.</p> <p>b. First students can write essays about different topics to improve their language.</p>	<p>The other skill that make students improve their English is writing.</p> <p>First, students can write essays about different topics to improve their language.</p>	<p>Error of punctuation: there is no comma after the verb to be.</p> <p>Error of omission: the student omitted the comma after first.</p>

		c. Second students can write to describe their emotions.	Second, students can write to describe their emotions.	Error of omission: the student omitted the comma after second.
	19	a. In fact students who read more learn more.	In fact, students who read more learn more.	Error of omission: the student omitted the comma after in fact.
		b. for instance, reading books, magazines, short stories, and novels.	For instance, reading books, magazines, short stories, and novels.	Error of capitalization.
		c. Also writing teach you the	Also, writing teach you the different	Error of omission: the

		different usage of a word.	usage of a word.	student omitted the comma after also.
		d. finally, all these ways of reading can help in developing English language.	Finally, all these ways of reading can help in developing English language.	Error of capitalization.
	20	a. Social media	Social Media	Error of capitalization (because it is a title).
		b. However; social media has a lot of bad effects on teenagers.	However, social media has a lot of bad effects on teenagers.	Error of punctuation: the student didn't use the right punctuation mark i.e. the comma.

		c. don't	Don't	Error of punctuation: the student misused the apostrophe.
	21	a. we can read newspapers and even articles in the web.	We can read newspapers and even articles in the web.	Error of capitalization.
		b. However it makes people more courageous.	However, it makes people more courageous.	Error of omission.
		c. Firstly reading in general is very important.	Firstly, reading in general is very important.	Error of omission: the student omitted the comma after firstly.

	22	a. So the use of social media results in many problems.	So, the use of social media results in many problems.	Error of omission: the student omitted the comma.
		b. Usually English students try to develop their language through several ways.	Usually, English students try to develop their language through several ways.	Error of omission: the student omitted the comma after usually.
		c. reading books is very helpful Because it gives us more knowledge and information.	reading books is very helpful because it gives us more knowledge and information.	Error of capitalization.
	23	a. For example, writing paragraph's and essay's.	For example, writing paragraphs and essays.	Error in using the apostrophe.
		b. If a student like	If a student like to	Error of

		to learn a language, He is able to make that possible.	learn a language, he is able to make that possible.	capitalization.
	24	c. For example: the student can develop his/ her English language by speaking.	For example, the student can develop his/ her English language by speaking.	Error of punctuation: the student misused the right punctuation i.e. the comma after for example.
		a. ...And to learn this language is very important.	...and to learn this language is very important.	Error of capitalization.
		b. Another example reading books in general.	Another example, reading books in general.	Error of omission.
	25	a. First reading	First, reading	Error of

		books is very interesting.	books is very interesting.	omission: the student omitted the comma after first.
		b. The other type in English language is, writing.	The other type in English language is writing.	Error of punctuation: there is no comma after the verb to be.
		c. students may write everything related in English.	Students may write everything related in English.	Error of capitalization.
	26	a. So students have like these problems.	So, students have like these problems.	Error of omission: the student omitted the comma after so.

		b. In addition speaking with foreigners learn students how to think.	In addition, speaking with foreigners learn students how to think.	Error of omission: the student omitted the comma after in addition
		c. there are a lot of technics to improve our language.	There are a lot of technics to improve our language.	Error of capitalization.
	27	a. So we need to improve it.	So, we need to improve it.	Error of omission.
	28	a. To conclude we should identify our weaknesses.	To conclude, we should identify our weaknesses.	Error of omission.
	29	a. There are many causes for people becoming homeless. and this problem make	There are many causes for people becoming homeless, and this problem make	Error of punctuation: the student misused the right

		them dangerous.	them dangerous.	punctuation mark i.e. the comma.
	30	a. as we know, there a lot of problems between parents.	As we know, there are a lot of problems between parents.	Error of capitalization.
	31	a. Although social media is very helpful it has some serious effects. b. of course, c. How To improve English Language?	Although social media is very helpful, it has some serious effects. Of course, How to improve English Language?	Error of omission. Error of capitalization. Error of capitalization: the preposition 'to' never be capitalized in

				titles.
	32	<p>a. The teacher correct the mistake,s students made.</p> <p>b. For example: speaking with other friends using English language.</p>	<p>The teacher correct the mistakes students made.</p> <p>For example, speaking with other friends using English language.</p>	<p>The student misused the apostrophe.</p> <p>Error of punctuation: the student misused the right punctuation i.e. the comma.</p>
	33	<p>a. Because of jobless people are becoming homeless.</p>	<p>Because of jobless, people are becoming homeless.</p>	<p>Error of omission.</p>
	34	<p>a. finally, students must read more.</p>	<p>Finally, students must read more.</p>	<p>Error of capitalization.</p>

		b. For that English students have to listen to native speakers.	For that, English students have to listen to native speakers.	Error of omission.
		c. For instance when you read again you will enrich your vocabulary.	For instance, when you read again you will enrich your vocabulary.	Error of omission.
		d. another example is when communicating.	Another example is when communicating.	Error of capitalization.

Table 2.3.**Various kinds of students' errors (group 8)**

Group	Number of student	Wrong sentences	Correct sentences	Kind of errors
08	01	a. Nowadays. it is almost impossible to find a country.	Nowadays, it is almost impossible to find a country.	Error of punctuation: student did not use the right punctuation that is comma.
		b. There are three main causes for homelessness, family situation, lack of labour and wars.	There are three main causes for homelessness: family situation, lack of labour and wars.	Error of punctuation: student did not use the right punctuation that is colon.
		c. First of all there is the family situation and by that we mean the atmosphere.	First of all, there is the family situation, and by that, we mean the atmosphere.	Error of omission

	02	<p>a. Social media is an important thing that relate each other and simplify the communication with others;</p> <p>b. First of all the internet has many effects.</p> <p>c. ...the daughter with her parents also. the internet is a famous social media.</p> <p>d. As a conclusion, Social media and its effects can be positive and negative.</p>	<p>Social media is an important thing that relate each other and simplify the communication with others.</p> <p>First of all, the internet has many effects.</p> <p>...the daughter with her parents also. The internet is a famous social media.</p> <p>As a conclusion, social media and its effects can be positive and negative</p>	<p>Student did not use the right punctuation that is period.</p> <p>Error of omission</p> <p>Error of capitalization.</p> <p>Error of capitalization.</p>
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	03	<p>a. In the last few years a new phenomenon affect our community.</p> <p>b. The cause of people became homelessness is poor. many people do not have a work.</p> <p>c. a good person who takes care of them, also when your mother is dead...</p>	<p>In the last few years, a new phenomenon affect our community.</p> <p>The cause of people became homelessness is poor. Many people do not have a work.</p> <p>a good person who takes care of them .Also, when your mother is dead</p>	<p>Student did not use the comma.</p> <p>Student did not use capitalization</p> <p>Student did not use the right punctuation that is the period and the comma.</p>
	04	<p>a. The three main causes for people becoming homelessness are poverty, divorce and violence.</p> <p>b. The second cause for people becoming</p>	<p>Three main causes for people becoming homelessness are: poverty, divorce and violence.</p> <p>The second cause for people becoming</p>	<p>Error of omission.</p> <p>Student did not use</p>

		homelessness is divorce. when the relationship between parents ended	homelessness is divorce; when the relationship between parents ended	the right punctuation that is semicolon.
	05	a. The 21 century is characterized by the increasing use of social media _nowadays billions...	The 21 century is characterized by the increasing use of social media. Nowadays, billions...	Student used the wrong punctuation that is dash rather than the period and he did not use the comma.
	06	a. For example. when a country suffer from wars.... b. There is also another cause of homelessness which is the war, Wars has a big role.	For example, when a country suffer from wars.... There is also another cause of homelessness which is the war. Wars has...	Student did not use the right punctuation that is comma. Student did not the right punctuation that is the

		<p>c. There are several family problems which lead to homelessness For instance, divorce.</p> <p>d. nowadays, this factor has a big influence.</p>	<p>There are several family problems which lead to homelessness. For instance, divorce.</p> <p>Nowadays, this factor has a big influence</p>	<p>period</p> <p>Error of omission.</p> <p>Error of capitalization.</p>
	07	<p>a. They face it in every single step of life, Homelessness is a serious problem...</p> <p>b. without any proves that you own that house, for that the house is considered as not yours.</p>	<p>They face it in every single step of life. Homelessness is a serious problem....</p> <p>Without any proves that you own that house, for that, the house is considered as not yours.</p>	<p>Student did not use the right punctuation that is period.</p> <p>Error of capitalization, and student did not use the right punctuation that is</p>

				comma.
	08	<p>a. In man's daily life there were many inventions</p> <p>b. It is a real disaster that destroy families and people themselves</p>	<p>In man's daily life, there were many inventions.</p> <p>It is a real disaster that destroy families and people themselves.</p>	<p>Error of omission</p> <p>Error of omission.</p>
	09	<p>a. In a way communication is very important.</p> <p>b. Also the parents who can not control their acts.</p> <p>c. consequently, social media has a lot of bad effects.</p>	<p>In a way, communication is very important.</p> <p>Also, the parents who can not control their acts.</p> <p>Consequently, social media has a lot of bad effects.</p>	<p>Error of omission</p> <p>Error of omission.</p> <p>Error of capitalization.</p>
	10	<p>a. there are three main reasons</p>	<p>there are three main reasons for getting</p>	<p>Error of omission.</p>

		<p>for getting homeless jobless, family problems and losing one's properties.</p> <p>b. for instance imagine your father is a drunkard.</p>	<p>homeless: jobless, family problems and losing one's properties.</p> <p>For instance, imagine your father is a drunkard.</p>	<p>Error of capitalization and omission.</p>
	11	<p>a. Especially with family members, However, there are several effects.</p> <p>b. there are several effects on family relationship isolation and lack of real connection and corruption.</p>	<p>Especially with family members. However, there are several effects.</p> <p>there are several effects on family relationship: isolation, lack of real connection and corruption</p>	<p>Student did not use the right punctuation that is period.</p> <p>Error of omission and he also did not use the punctuation that is comma.</p>

		c. In conclusion Social media have a lot of bad effects.	In conclusion, social media have a lot of bad effects.	Error of omission and capitalization.
	12	a. everyone has an account on social media. b. In conclusion social media has a lot of effects.	Everyone has an account on social media. In conclusion, social media has a lot of effects.	Error of capitalization. Error of omission.
	13	a. Nowadays homelessness is becoming a big problem. b. Furthermore it makes you nervous and sad.	Nowadays, homelessness is becoming a big problem. Furthermore, it makes you nervous and sad.	Error of omission Error of omission.
	14	a. reading can be helpful for English students.	Reading can be helpful for English students.	Error of capitalization.

		<p>b. writing is very important.</p> <p>c. students may improve their English by reading, speaking.</p> <p>d. To conclude students may improve their English.</p>	<p>Writing is very important.</p> <p>Students may improve their English by reading, speaking.</p> <p>To conclude, students may improve their English</p>	<p>Error of capitalization.</p> <p>Error of capitalization</p> <p>Error of omission</p>
	15	<p>a. How to improve your English</p> <p>b. In fact there are many problems that may face students.</p> <p>c. another example many students are weak in English and cannot read or write anything.</p>	<p>How to improve your English?</p> <p>In fact, there are many problems that may face students.</p> <p>Another example, many students are weak in English and cannot read or write anything.</p>	<p>Error of omission</p> <p>Error of omission</p> <p>Error of capitalization</p>

	16	<p>a. for instance, students have a lot of obstacles.</p> <p>b. a long time with this writing this method develop their style of writing.</p> <p>c. for example students should try to speak.</p> <p>d. also, it helps them to adopt their pronunciation.</p>	<p>For instance, students have a lot of obstacles.</p> <p>a long time with this writing. This method develops their style of writing.</p> <p>For example, students should try to speak</p> <p>Also, it helps them to adopt their pronunciation.</p>	<p>Error of capitalization</p> <p>Error of omission.</p> <p>Error of capitalization, and omission.</p> <p>Error of capitalization</p>
	17	<p>a. however there are many methods.</p> <p>b. it also helps them to understand native speakers.</p>	<p>However, there are many methods.</p> <p>It also helps them to understand native speakers.</p>	<p>Error of capitalization and omission.</p> <p>Error of capitalization</p>

	18	<p>a. in addition to that reading can give them courage.</p> <p>b. Especially with native speakers it helps them to get the right pronunciation</p>	<p>In addition to that, reading can give them courage.</p> <p>Especially with native speakers, it helps them to get the right pronunciation</p>	<p>Error of capitalization and omission.</p> <p>Error of omission</p>
	19	<p>a. through reading speaking and writing.</p> <p>b. to enrich your vocabulary also it improves your reading.</p>	<p>through reading, speaking and writing.</p> <p>to enrich your vocabulary. Also, it improves your reading.</p>	<p>Error of omission</p> <p>Error of omission and capitalization.</p>
	20	<p>a. writing also helps students</p> <p>b. For example if you write everyday....</p>	<p>Writing also helps students</p> <p>For example, if you write everyday...</p>	<p>Error of capitalization.</p> <p>Error of omission</p>

		c. In conclusion all the students use it	In conclusion, all the students use it	Error of omission.
	22	a. For instance reading texts and short stories. b. writing helps students improve their language c. in conclusion, many options are available	For instance, reading texts and short stories. Writing helps students improve their language. In conclusion, many options are available	Error of omission Error of capitalization. Error of capitalization.
	23	a. first, reading can improve your skills. b. How can student improve their English c. for example books and magazines are very interesting.	First, reading can improve your skills. How can students improve their English? for example, books and magazines are very interesting.	Error of capitalization. Error of omission. Error of omission.

		d. Also speaking help the students	Also, speaking help the students	Error of omission.
	24	a. moreover students must write paragraphs b. to conclude, English students must read. c. but it is not easy,	Moreover, students must write paragraphs To conclude, English students must read. But it is not easy,	Error of capitalization and omission. Error of capitalization. Error of capitalization
	25	a. the first technique that helps students ... b. not only that, it cultivates them c. In conclusion learning English is not difficult.	The first technique that helps students... Not only that, it cultivates them In conclusion, learning English is not difficult.	Error of capitalization Error of capitalization Error of omission.
	26	a. So: this is after a short	So, this is after a short	Error of

		time.	time.	punctuation: the student misused the right punctuation mark that is the comma.
		b. Thus. the next three steps will prove that.	Thus, the next three steps will prove that.	Error of punctuation: student did not use the right punctuation that is comma.
		c. writing something in English about yourself	Writing something in English about yourself	Error of capitalization.
	27	a. How can English language be improved	How can English language be improved?	Error of omission
		b. However their English can be improved.	However, their English can be improved.	Error of omission.

		c. the writing process is the most important process.	The writing process is the most important process.	Error of capitalization.
	28	a. most students suffer from their English language. b. In conclusion, Studying is a hard activity. c. So this activity needs a lot of time	Most students suffer from their English language. In conclusion, studying is a hard activity. So, this activity needs a lot of time	Error of capitalization. Error of capitalization. Error of omission.
	29	a. for example, speaking English with your classmates. b. as a conclusion, reading, writing and speaking.	For example, speaking English with your classmates. As a conclusion, reading writing and speaking.	Error of capitalization. Error of capitalization.
	30	a. What are the best	What are the best	Error of

		ways to improve your English b. For that English students have to listen. c. Also it helps students in improving their level.	ways to improve your English? For that, English students have to listen. Also, it helps students in improving their level.	omission. Error of omission. Error of omission.
	31	a. For instance when you read again. b. Writing essay's, and sentence's.	For instance, when you read again. Writing essays, and sentences.	Error of omission: student did not use the comma. Error of apostrophe.
	32	a. Today learning new languages and cultures. b. another example is	Today, learning new languages and cultures. Another example is	Error of omission. Error of

		when making conversation.	when making conversation.	capitalization.
	33	a. first, reading books helps you.	First, reading books helps you.	Error of capitalization.
	34	a. for example, while reading historical texts. b. Secondly speaking is an important step. c. Finally students must read.	For example, while reading historical texts. Secondly, speaking is an important step. Finally, students must read.	Error of capitalization. Error of omission. Error of omission.
	35	a. as highlighting your best quotes. b. In conclusion techniques can be solutions.	As highlighting your best quotes. In conclusion, techniques can be solutions.	Error of capitalization. Error of omission.
	36	a. When starting to write with your own Style.	When starting to write with your own Style.	Error of capitalization.

		<p>b. Actually there are three techniques.</p> <p>c. In addition writing helps those students more.</p>	<p>Actually, there are three techniques.</p> <p>In addition, writing helps those students more.</p>	<p>Error of omission.</p> <p>Error of omission.</p>
	37	<p>a. for that it may be a good guide for your thesis.</p> <p>b. When writing foreign languages we have to take into consideration many techniques.</p>	<p>For that, it may be a good guide for your thesis.</p> <p>When writing foreign languages, we have to take into consideration many techniques.</p>	<p>Error of capitalization and omission.</p> <p>Error of omission.</p>
	38	<p>a. they can watch movies videos and Listening to native speakers</p> <p>b. Also writing is a perfect way.</p> <p>c. in writing, they may avoid doing such</p>	<p>They can watch movies, videos and listen to native speakers.</p> <p>Also, writing is a perfect way.</p> <p>In writing, they may avoid doing such</p>	<p>Error of omission and capitalization.</p> <p>Error of omission.</p> <p>Error of capitalization.</p>

		mistakes.	mistakes.	
	39	<p>a. students have to look for the transcription of each word.</p> <p>b. In learning the English language students face many difficulties.</p> <p>c. for that, both speaking and writing are essential.</p>	<p>Students have to look for the transcription of each word.</p> <p>In learning the English language, students face many difficulties.</p> <p>For that, both speaking and writing are essential.</p>	<p>Error of capitalization.</p> <p>Error of omission.</p> <p>Error of capitalization.</p>
	40	<p>a. also it improves your writing skills.</p> <p>b. How can students improve Their English language</p> <p>c....it enlarges your imagination, In addition</p>	<p>Also, it improves your writing skills.</p> <p>How can students improve their English language?</p> <p>...it enlarges your imagination. In</p>	<p>Error of capitalization and omission.</p> <p>Error of capitalization and omission.</p> <p>Student did not use the</p>

		to that...	addition to that...	right punctuation that is period.
		d. In addition to that it helps you to use the words that you learned before.	In addition to that, it helps you to use the words that you learned before	Error of omission.
		a. also, it helps them to adopt their pronunciation.	Also, it helps them to adopt their pronunciation.	Error of capitalization.
		b. for example students who try to develop their style of writing.	For example, students who try to develop their style of writing.	Error capitalization and omission.
	41	c. many students do not know where to begin.	Many students do not know where to begin.	Error of capitalization.
		d. Actually we may find three techniques.	Actually, we may find three techniques.	Error of omission.
	42	a. Moreover reading	Moreover, reading	Error of

		<p>allows students to understand common expressions.</p> <p>b. however, there are different methods that may help students.</p> <p>c. to conclude, there are many choices.</p>	<p>allows students to understand common expressions.</p> <p>However, there are different methods that may help students.</p> <p>To conclude, there are many choices.</p>	<p>omission.</p> <p>Error of capitalization.</p> <p>Error of capitalization.</p>
	43	<p>a. How can students improve their English through focussing on reading, writing and speaking.</p> <p>b. Furthermore students who give importance to those techniques.</p> <p>a. How can students improve their English</p>	<p>How can students improve their English through focussing on reading, writing and speaking?</p> <p>Furthermore, students who give importance to those techniques.</p> <p>How can students improve their English</p>	<p>Student did not use the right punctuation that is question mark.</p> <p>Error of omission.</p> <p>Error of omission.</p>

		language	language?	
	44	<p>b. In general studying English is not easy.</p> <p>c. As a summary, reading writing and speaking.</p>	<p>In general, studying English is not easy.</p> <p>As a summary, reading, writing and speaking.</p>	<p>Error of omission.</p> <p>Error of omission.</p>
	45	<p>a. Also writing is important for many reasons.</p> <p>b. Secondly speaking is the most important step.</p> <p>c. Therefore students put their interest on learning.</p> <p>d. In addition to that they may face other problems.</p>	<p>Also, writing is very important for many reasons.</p> <p>Secondly, speaking is the most important step.</p> <p>Therefore, students put their interest on learning.</p> <p>In addition to that, they may face other problems.</p>	<p>Error of omission.</p> <p>Error of omission.</p> <p>Error of omission.</p> <p>Error of omission.</p>

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2.5. The Classification of Errors

The errors that learners made are classified based on:

- Punctuation errors:

(Where the learner makes an error in placing the different punctuation marks: the period, the comma, the semicolon, the colon, the apostrophe...etc.)

- Errors of omission:

(Where the student omits a punctuation mark)

To quantify all of the errors, the formula below is used:

$$P = F / N \times 100$$

P = percentage 100%

F = frequency (number of errors)

N = the total number of errors

The results of the quantification are stabilized as follows:

Table 2.4

The classification of errors

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N°	Kind of errors	Frequency F (number of errors)	Percentage P (100%)
1	Omission errors	88	41.31%
2	Capitalization	64	30.04.33%
3	Comma	25	11.73%
4	Period	18	8.45%
5	Colon 8	8	3.75%
6	Apostrophe	7	3.28%
7	Semicolon	3	1.40%
	Total (N)	213	100 %

Hence, there are 213 various kinds of errors found in the writings of the learners. Where the most dominant errors learners made are the omission errors with a total of 88 or 41.31%, in addition to capitalization errors with a total of 64 or 30.04%.

The use of comma, with a total of 25 or 11.73%. Period, with a total of 18 or 8.45%. Colon, with a total of 8 or 3.75%. Apostrophe, with a total of 7 or 3.28%. Semicolon, with a total of 3 or 1.40%.

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2.6. Interpretation of the findings

The participants of this study have been studying Written Expression module for two (02) years. Yet, many learners showed the incompetency in the use of the different punctuation marks.

Based on the findings of the analysis, it is worth mentioning to indicate that the learners have different abilities in placing punctuation marks. First of all, table 2.3. shows that learners made a total of 213 errors. Occasionally, eight (08) kinds of punctuation errors committed by second year EFL learners. In a nutshell, the main reasons that cause the misuse of punctuation marks are: the lack of accuracy, omission or little understanding of using punctuation marks properly.

Conclusion

The use of error analysis allowed the classification and categorization of errors to be noticed. These errors are classified under two (02) main categories: punctuation errors and errors of omission. As it was previously mentioned, the most frequent and dominant errors are the omission errors, in addition to the comma errors. Besides those errors, there are some other kinds of errors like capitalization, apostrophe, colon, period... etc. This chapter is very important because it gives a second dimension to our work. The practical investigation yielded significant results concerning punctuation as a key aspect in enhancing learners writing capacities that have confirmed our hypothesis. This means that knowing about the usage of the different punctuation marks has a positive effect on improving one's writing.

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General conclusion

Punctuation is one of the most important aspects of writing which makes writers aware of their writing. It is a confusing point that foreign language learners are mostly confronted with, since it seems too difficult choosing the appropriate punctuation mark that lead to a professional writing.

The present study has attempted to investigate punctuation errors in the writings of second year EFL learners. Precisely, it seeks to identify and classify these errors. In addition, it attempts to highlight the main reasons behind the commitment of these errors. In order to answer the major questions of this study and to best deal with this topic of investigation and analysis, Error analysis is the useful and the effective method that enable researchers to identify the types and reasons of errors. This has been confirmed by the results obtained from the analysis of the TD exam essays of Written Expression module done by second year EFL learners (group 07 and group 08) at Jijel university.

After conducting a detailed analysis of the participants' essays in the second chapter, the results have provided support for the hypothesis of this study which was stated, "We hypothesized that if students' errors in punctuation are well identified, their writing skill will greatly improve". Moreover, it can be concluded that the errors made by the aforementioned participants when punctuating are caused by the lack of accuracy and misunderstanding of the different punctuation rules. Finally, some suggestions and recommendations concerning pedagogy and future research are indicated.

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Pedagogical Implications

Considering the conclusion above, these suggestions and recommendations are hopefully being useful for teachers, students, and other researchers.

1. For teachers

Teachers must pay attention to their learners when using punctuation because based on the results; it is found that many errors are clearly repeated.

2. For learners

According to the findings, it can be said that learners have difficulties in placing the different punctuation marks. Henceforth, they should pay more attention to punctuation as a key aspect in writing.

3. For future researchers

For the next researchers of the same area, it is highly suggesting to analyze more deeply about punctuation, thus they can find more various kinds of errors in the use of punctuation.

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Limitations of the Study

This study deals only with errors occurring in the TD exam of the Written Expression module made by second year EFL learners. However, the official exam was not taken into consideration. In addition, the participants were only 79, meaning that the results obtained cannot be generalized, they are rather descriptive.

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Appendix

The TD Exam Questions

Develop one essay about one of the following topics:

1. What are the major causes behind homelessness?
2. How can learners improve their English Language?
3. The role of social media nowadays.

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Résumé

Cette étude a examiné les erreurs de la ponctuation de 79 essais des étudiants. Comme on le sait, correcte ponctuation est importante pour une claire et excellente écrite spécialement lors de l'écriture académique. L'objectif de cette étude est d'analyser les différentes erreurs de la ponctuation commises par les étudiants de la deuxième année Anglais à l'Université de Jijel. Pour atteindre ce but, l'analyse des erreurs est la théorie de base qui a été appliqué dans l'analyse des œuvres écrites. Dans cette étude, l'hypothèse qui dit que : Si les erreurs des étudiants lors de la ponctuation ont été bien identifiées, leurs écritures va bien s'améliorer. Après l'étude des données et l'analyse des résultats obtenus, la ponctuation est une étape difficile rencontrée par les étudiants de la deuxième année Anglais (LMD) à l'Université de Jijel.

ملخص

تحقق هذه الدراسة في اخطاء ادوات الترقيم في التعبير الكتابي عند طلاب السنة الثانية لغة انجليزية بجامعة جيجل، و كما هو معروف فان الترقيم الصحيح له اهمية كبيرة في تحسين المستوى الكتابي لدى الطالب خاصة في المجال الأكاديمي. والغرض من هذه الدراسة هو تحليل الاخطاء للمرتكبة من طرف الطلبة. و لتحقيق هذا الغرض قمنا بتطبيق نظرية تحليل الأخطاء لجمع البيانات وتحليلها و عليه فان الفرضية المسطرة و القائمة على انه اذا تم تحديد الأخطاء الترقيمية للطلبة فان مستواهم الكتابي سيتحسن، ومن خلال النتائج المتحصل عليها فقد تم التوصل الى ان عملية الترقيم ليست بالسهلة وتوضح مختلف الصعوبات التي يتلقاها طلبة السنة الثانية قسم اللغة الإنجليزية بجامعة محمد الصديق بن يحي.