

Ministry of Higher Education and Scientific Research

University of Mohammed Seddik Ben Yahia -Jijel

Faculty of Letters and Languages

Department of English



Error Analysis of some Word Choice Errors in Exam Papers

**The Case Study of Second Year Students of English at Mohammed Seddik
Ben Yahia University, Jijel**

Dissertation Submitted in Partial Fulfilments of the Requirements for the Master
Degree in Didactics

Candidates:

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Mohammed Seddik Ben Yahia University, Jijel.

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Dedication

In the Name of Allah, the Most Compassionate, the Most Merciful

We dedicate this modest work

To our beloved families

Acknowledgement

Our gratitude goes to our supervisor *Miss. Amal Boukhedenna* for her sincere commitment and support throughout the accomplishment of this dissertation.

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Abstract

The present study seeks to identify, describe and analyse some of word choice errors in writing committed by second year EFL students at the University of Mouhamed Seddik Ben Yahia, Jijel, and tries to find out reasons behind them. To meet these objectives, an error analysis was conducted on a randomly chosen sample of 50 exam papers of the 'Written Expression' module. The analysis revealed that most of the students commit errors related to word choice in their writing, namely: unneeded word, non-straightforwardness, repeated words, informality and misused words. The analysis demonstrated that the main reasons behind those errors are: lack of reading, negative interference of the mother tongue, lack of writing practice and lack of proof-reading. The aforementioned findings served as a valid starting point to recommend solutions.

Key words: word choice, error analysis

List of Abbreviations

CA: Contrastive Analysis

EA: Error Analysis

SLA: Second Language Acquisition

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General Introduction

Introduction

1. Review of previous research
2. Statement of the problem
3. Aim of the Study
4. Research Questions
5. Research Hypothesis
6. Methodology of Research
7. Structure of the Dissertation

General Introduction

Learning a foreign language apart from one's mother tongue is of vital importance nowadays as it enables us to keep up with the world and communicate with people from different parts of the world speaking those languages. English seems to be the dominant language people seek to learn. Learners of English as a foreign language face great difficulties as they attempt to master the language four skills namely: speaking, listening, reading and writing. The latter is considered as the most difficult one as Richards and Renandya (2002) stated, "there is no doubt that writing is the most difficult skill for a second language learner to master" (p. 303). The writing process requires one's use of a recursive process of inventing, planning, drafting, and editing while staying aware of one's purpose (Flower & Hayen, 1981). Yet, this process itself may be less effective, less recursive as students struggle with choosing the right words that fit their purpose (Williams, 2005). According to Engber (1995), word choice errors are among the most frequent errors found in students' writing and that result in distortion of meaning and lack of comprehension for the reader. Word choice errors, like all errors, are a part of the natural process of second language learning (Rafoth, 2015). They actually reveal the complexities of moving from one language to another to create meaning and help to detect the specific areas of word choice students struggle with the most. This research paper, therefore, analyzes word choice errors committed by EFL Algerian students and provides remedies.

1. Review of Previous Research

Word choice errors, in fact, have not captured the attention of many researchers. Since and Ngadiman (2013) conducted a research with the attempt of exploring the quality of word choice in EFL students' compositions. To meet this objective, 30 final test papers were randomly gathered to be analyzed in order to detect and describe the errors related to word

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choice. The findings showed that most of students still struggle to use specific and appropriate words in their writing and tend to repeat the same words many times. The researcher also proposed the inclusion of vocabulary section in students' syllabus to be treated as equally important as any other element of writing.

Severino and Prim (2015) also explored word choice errors in Chinese Students' English writing. In practical terms, an error analysis was conducted on 40 randomly collected drafts written by 40 different Chinese students. Word choice errors were then identified and classified into categories: translation, wrong context, synform, idiomaticity and register. 200 word choice errors were found in the sample what indicated to the researchers that most of Chinese students tend to make word choice errors in their writing especially errors related to wrong context with a percentage of (38%).

Demir (2018) in his paper aimed at increasing awareness towards the importance of collocations (a word choice aspect). For this purpose, a corpus was composed of 100 randomly selected research articles written in English by native speakers of English. The gathered articles were manually scanned and collocation samples were compiled and categorized. The findings revealed that native writers of English are depended upon the use of collocations which is an unexpected result because a strong positive correlation between competence of collocations and second language proficiency.

2. Statement of the Problem

The study of language learning remains incomplete without a thorough analysis of the errors that may occur. Writing is one of the most important language skills and it surely necessitates the use of this method. Foreign language learners are usually only concerned with particular concepts such as: pattern of organization, thesis statement, or genre requirements. Nevertheless, little attention is actually given to their choice of words or diction. This paper

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based on the error analysis (EA) approach seeks to identify some of word choice errors, and determine the possible reasons behind them and how they can be minimized.

3. Aims of the Study

This paper aims to:

- Identify and describe word choice errors committed by second year EFL students in their papers of written expression module at the University of Mohammed Seddik Ben Yahia.
- Find out the possible causes behind these errors.
- Provide suggestions for a more effective feedback on the use of English lexis in written examination fine tuned to students 'current level.

4. Research Questions

This paper seeks to answer the following set of questions:

- What types of errors related to word choice are produced by 2nd year EFL students in written expression examinations and how can they be classified?
- Why do students make such errors?
- How can these problems be minimized among EFL learners?

5. Methodology of Research

This research is a corpus analysis. It tries to shed light on some of word choice errors that second year EFL students at the University of Mohammed Seddik Benyahia, Jijel had committed in their first semester exam papers of the writing (Written Expression/ Introduction to Academic Writing) module of the current academic year (2019-2020).

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5.1. Population and Sampling

The research sample belongs to 2nd year EFL students at the University of Mohammed Seddik Benyahia, Jijel. It consists of 50 exam papers which were randomly selected. The random sampling guarantees different writing levels, age, intelligence, and cognitive capacities.

5.2. Research Instrument

In order to collect reliable data for this research, a description and an analysis of 50 random written Expression exam papers of second year students were conducted.

6. Structure of the Dissertation

The study at hand embodies two fundamental parts. The first one is the theoretical chapter which is made up of two sections. The first section deals with the concept of EA and the theoretical features that are associated with it (definition of EA, errors Vs mistakes). Then, it addresses the types of errors that students make and discusses the procedures that EA goes through, and draws attention to the sources of errors. At the end, it sheds light on the role of EA in developing students' language competence. The second section addresses word choice. It includes its definition, the issues related to it in terms of controlling wordiness and choosing the precise wording and appropriate language. As for the second chapter, it is made up of two sections, the first section is devoted to the data analysis, sampling and the analytical procedures, and the second section is for the interpretation and discussion of the results. Finally, some possible reasons were provided along with limitations of the study, pedagogical implications and a general conclusion.

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Chapter One: Error Analysis and Word Choice

Section One: Error Analysis

Introduction

The study of errors holds an important place in several fields of study like linguistics, psychology, and teaching. Errors committed by learners play a significant role in the study of second language acquisition (SLA) as they provide feedback about the teaching-learning process. It was for this purpose that EA came to light. The first section of the first chapter is devoted to EA. The section begins with the historical background of EA, its definition, as well as a distinction between errors and mistakes, and the difference between them. Sources and types were also tackled. The section ends with an explanation of steps undertaken in the process of conducting an EA and a discussion of its role.

1.1.1. Historical Background of Error analysis

After World War I, interest in learning languages in USA witnessed a remarkable growth led to extensive studies in the field of applied linguistics. In the late 1950's, contrastive analysis (CA), one of the most influential hypothesis in the field of SLA, was presented by Lado in his book 'Linguistics Across Cultures' (1957). CA is defined as a description and comparison between structures of two distinct languages in order to identify similarities and differences between them as an attempt to predict what difficulties learners encounter during the language learning process. Lado (1957) stated that areas of similarities facilitate learning whereas differences make it difficult. By the early 1970's, CA came under heavy criticism because of its over-predictions and under-predictions i.e. not all the errors predicted were found in students language and not all the errors found in students language were predicted. These shortcomings made CA less credible and eventually paved the road for an alternative approach EA.

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1.1.2. Definition of Error Analysis

Linguistics and academics consider Steven Pit Corder, a British applied linguist, as the founder of EA. The latter, and unlike CA that predict errors, is concerned with analyzing the already made errors and detecting their sources. According to Corder (1974), “ the purpose of EA is to find what the learner knows and does not know... enable the teacher to supply him not just with the information, but also, most importantly with the right sort of information or data for him to form a more adequate concept of a rule in the target language” (p. 170) . In other words, detecting errors and their sources reveals to teachers problematic areas that help him to devise pedagogical measurements.

Corder (1967) viewed errors as a visible proof that the learning process is taking place. He disagreed with structuralists and behaviorists who consider errors as an obstacle to learning. Corder considered errors not only a symptom of learning but also a window into how language is learnt by the learner. In his seminal paper (1967) ‘The Significance of Learner’s Errors’, he stated that, “ a learner’s errors are significant in that they provide to the researcher evidence of how language is learnt or acquired, and what strategies or procedures the learner is employing in the discovery of language” (p. 167).

Several researchers also discussed EA from different perspectives. Lightbown and Spada (2006) for instance defined EA as “a detailed description and analysis of the kind of errors second language learners make” (p. 79).

1.1.3. Errors vs. Mistakes

Linguistically, there is no difference between errors and mistakes since they can be used interchangeably. However, some linguists have tried to distinguish between mistakes made by the native speakers and those made by the learners of foreign languages (Corder, 1978). In that sense, mistakes are random deviations and they are not caused by ignorance of the system

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of the mother tongue. They could be described as lapses, a sort of performance error; it is a failure to make use of an unknown system.

On the other hand, Yule (2010) defined an error as clue to the active learning progress being made by the student rather than something that it. Children acquire their mother tongue and produce certain types of ungrammatical forms at times, just as L2 learner who are expected to produce similar forms at certain stages. The example of *womenes* [instead of *women*] might be seen as a type of overgeneralization, used by the learner in accordance with the most common way of making plural forms in English”

In other words, Corder (1967) stated 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).

1.1.4. Sources of Errors

Ellis and Barkhuizen (2005) assumed that EA is not only about identifying and detecting errors, but also about attempting to explain why they are committed. Errors, made by foreign language learners or second language learners while learning a target language, have several sources. Out of the many studies carried, Richards was one of the scholars that shed light on the main sources of errors. In 1974, Richards classified sources of errors into two categories; inter-lingual errors caused by the mother tongue interference, and intra-lingual and developmental errors caused during the learning process of the second/foreign language.

1.1.4.1. Inter-lingual Errors

This kind of errors is caused by the native language which interferes with the target language learning. Richards (1974) stated that “if the learner of a foreign language makes a mistake in the target language by effect of his mother tongue that is called as inter-lingual” (p.

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173). For example, when learners do not use the verb “is” before an adjective and they simply write “He beautiful”, here the negative interference of the mother tongue affects the target language.

1.1.4.2. Intra-lingual Errors

This type of errors is caused by the target language itself. Richards (1974) stated “intra-lingual interference refers to items produced by learners, which reflect not the structure of the mother tongue, but generalization based on partial exposure of the target language” (p. 6). For example, when a learner uses the regular past tense verb ending with “ed” like “I walked” to produce sentences like “I goed” or “I rided” because he thinks that “ed” rule can be applied to any verb.

1.1.5. Types of Errors

Classifying errors is of crucial importance in the sense that it enables teachers to recognize what areas learners still struggle with. Different linguists came up with different classifications of errors. At the linguistics level, Lee (1990) provided a classification of four categories

1.1.5.1. Grammatical Errors

Grammatical errors are the type of errors that usually get the best part of teachers’ attention. They affect the word structure as well as the sentence structure. Errors made at the level of the word are usually referred to as morphological errors. An example is when a student uses the word ‘fastly’ meaning ‘in a fast way’. It is a grammatical error because the student failed to use the right adverb which is ‘fast’. Errors at the level of the sentence, however, are called syntactic errors. An example is when the students place the subject after the verb in an affirmative sentence (Lee, 1990).

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1.1.5.2. Discourse Errors

Discourse errors are committed by learners with little pragmatic and cultural knowledge about the target language. Learners tend to use inappropriate words or expressions in particular situations that are not used by native speakers (Lee, 1990). According to James (1998), discourse errors are a sign of learner's failure to get the actual communicative message intended by the speaker. An example of discourse errors are usually when native speakers use specific idioms when addressing non-native speakers who are likely to be unfamiliar with.

1.1.5.3. Lexical Errors

Lexical errors are another type which hinders communication and intelligibility. They take place as a result of the learner's inability to select the right words to build up meaningful sentences. That is to say, they are the type that holds an ambiguous meaning as a result of student's failure to use precise correct combination of words (Lee, 1990). As for Lyster (1998), lexical errors are inappropriate and unfaithful choices of lexical items in open classes such as nouns, verbs, adverbs, and adjectives. A good example of a lexical error is the adjective 'serious' which holds the meaning of 'dangerous' in certain sentences but students tend to use a lot and produce sentences like 'bears are serious animals'.

1.1.5.4. Phonological Errors

As the term suggests, phonological errors pertain to errors made at the level of pronunciation or/and intonation. Lyster (1998) defined phonological errors as mispronunciations in reading aloud or spontaneous conversations. A communication breakdown can occur if a phonological error, as mis-producing a vowel, is serious enough to affect intelligibility. Hence, the more students work on adopting an accurate pronunciation, the better they will be understood (Lee, 1990).

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1.1.6. Procedures of Error Analysis

Corder (1974) identified five steps of EA. The first is collecting samples of learners' language. In this phase there are two procedures to be followed by the error analyst: to decide on the size of the sample (how many participants) that would enable him to get enough data, as well as the sample's homogeneity (the age of the participants, their educational background...). To decide on the means by which the samples are to be collected (for example if the data is spoken then interviews or discussions are integrated). The second step is to identify and recognize the errors from the data collected by comparing the sentences produced by the learners with correct standard sentences produced by native speakers. For the third step, the error analyst should describe the collected errors with accordance to their categories. Explaining the causes of each error is the fourth and the most important step. At this level, the analyst seeks to determine the reasons behind making such errors. Last but not least, evaluating and correcting errors is the fifth step. At this stage, the analyst decides how serious the errors are and which ones have to be addressed and requires instructions. According to Corder (1974), the main question to be raised here is whether some errors can be judged to be more problematic than others.

1.1.7. The Role of Error Analysis

Errors are a natural and a constitute way of learning instead of an obstacle to learning (Olsson, 1974). They are no longer as distortion to be looked down upon; but they are rather regarded as important evidence that the learner is in the process of acquiring a TL. The study of errors is considered to be very useful in SLL. Corder (1974) stated that, "The study of errors is part of 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

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picture of the linguistic development of a learner and may give indication as to the learning process” (p. 125).

Richards et al (1992) mentioned that the study of errors is used in order to (1) identify strategies which learners use in language teaching, (2) identify the causes of learners errors, and finally (3) obtain information on common difficulties in language learning as an aid to teaching or in development of teaching materials. EA has many useful pedagogical implications. It is useful in devising remedial measures, achieving a realistic ranking or priorities at different levels, constructing tests that are relevant for different purposes and levels, and producing suitable teaching materials.

Conclusion

In a nutshell, the EA concept was discussed as a set of procedures to identify, describe, and explain learners’ errors (Ellis, 2005). Then a distinction between errors and mistakes was made because they are not the same as many people think. At the end, a discussion of sources of errors and their types were tackled ending with the process of EA and its role.

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Section Two: Word Choice

Introduction

Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that would be clear to the reader (Nunan, 2003). In general, students are expected to write different forms of texts and tasks in their academic writings such as (paragraphs, essays, and dissertations). Bailey (2003) pointed out that good academic English is one of the most demanding tasks students face during the process of writing, and academic writing is the clear and logical feature that works as an ideal reference guide for students to write independently.

When it is time to write, students tend to choose carefully the words they want to use to express their ideas and decide how they would arrange those ideas into sentences. Selecting precise words, or what is known as word choice, is an important part of any type of writing mainly because it helps create a vivid picture in the reader's mind.

This section of the chapter is devoted to issues related to word choice. First, it starts by defining what is academic writing and what is word choice in language; then, it goes through pointing out how to control wordiness in writing in terms of focusing on eliminating repetitive ideas, removing repeated words, in addition to how to choose the precise wording and present an appropriate level of formality by using figurative language instead of writing with slangs and jargons.

1.2.1. Definition of Academic Writing

In this highly competitive information age, writing is not only a mere option but a necessity. The ability to write contributes to academic success (Pablo & Lasaten, 2018). Academic writing refers to a particular style that researchers use to define the intellectual

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boundaries of their disciplines and specific areas of expertise (Hartley, 2008). In this sense, any writing that is accounted for research purposes or produced by college learners is considered to be academic writing. Ivrin (2010) argued that academic writing is always a form of evaluation that asks learners to demonstrate knowledge and show proficiency with certain disciplinary skills of thinking, interpreting and presenting. Many researchers have highlighted that there are some defining characteristics of academic writing that are applicable across all disciplines; these include complexity, formality, precision, structure, objectivity (Hartley, 2008; Nasiri, 2012; Samigullina, 2018). In addition to these characteristics, word choice is another important aspect. The quality of word choice can make a difference between an ineffective, less-than-comprehensible piece of writing and an effective, articulate one (Severino & Prim, 2015).

1.2.2. Definition of Word Choice

Most of the learners tend to choose safe vocabulary or everyday language so that the reader can grasp the idea quickly; however, the content will lack sparkle. Word choice is the power of vocabulary that adds color to writing and the skill of choosing the right words that are more appropriate for what one is intending to relay or transmit to the reader in terms of diction level, specificity, tone, meaning and more specifically denotations (the emotional and imaginative association surrounding a word) and connotations (the exact dictionary meaning of a word). Culham (2003) stated that, “word choice is more than just about the use or misuse of words. It is also about beautiful language, it is about the use of rich, colorful and precise language that communicates not just in a functional way but also in a way that moves and lightens the reader. (p. 142). Good word choice means using specific nouns, strong verbs, and excellent describing words like adjectives and adverbs.

1.2.3. Issues to Consider in Word Choice

Martinez and Alvarez (2019) argued that words are not isolated in text; they are interconnected among other words so as to produce coherent and cohesive discourses. They also claimed that all writers face challenges related to word choice in the sense that learners tend to misuse words when they write in a second language. Schmitz (2012) provided some guidelines to consider in order to achieve a good choice of words:

1.2.3.1. Controlling Wordiness and Writing Concisely

1.2.3.1.1. Eliminating Repetitive Ideas

Repeating ideas is wordy and only weigh down the writing skill. Rohman (2017) claimed that redundancy is the repetition of a phrase that does not add anything to the previous meaning; it just restates what has been already said. Schmitz (2012) also demonstrated that unless students are providing a definition on purpose, stating one idea in two ways within the same sentence is redundant and not necessary. Writers should avoid repeating ideas not only because it distracts and annoys readers but also because it adds unnecessary length to one's writing (Day & Sakaduski, 2011).

Example:

- Redundant: Use a very heavy skillet made of cast iron to bake extra juicy meatloaf (Schmitz, 2012).
- Revised: Use a cast iron skillet to bake a very juicy meatloaf.

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1.2.3.1.2. Removing Repeated Words

Repeating the same word within the same sentence is another form of redundancy (Hamilton, 1997). According to Schmitz (2012), a student should not repeat a word within a sentence; he simply chooses another word or he can actually remove that repeated word.

Example:

- Redundant: The student who won the cooking contest is a very talented and ambitious student (Schmitz, 2012)
- Revised: The student who won the cooking contest is very talented and ambitious.

1.2.3.1.4. Eliminating Unneeded Words

Another form of redundancy is the use of more words than are necessary to express a thought (Dawson, 1992). Schmitz (2012) pointed out that if a sentence has words that are not necessary to carry the meaning, those words are unneeded and can be removed to reduce wordiness.

Example:

- Redundant: Andy has the ability to make the most fabulous twice-baked potatoes (Schmitz, 2012).
- Revised: Andy makes the most fabulous twice-baked potatoes.

1.2.3.2. Using Appropriate Language

1.2.3.2.1. Avoiding Easily Confused Words

Easily confused words are usually referred to as homophones. Shmitz (2012) defined them as words that sound alike but have different spellings and different meanings and suggested

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viewing them as completely separate words by connecting the spellings and the meanings rather than relying totally on the sounds as the best way to handle them. He further emphasised the fact that their incorrect use only damages the writing credibility.

Some homophones have similar sounds that lead to their confusion like: **affect** and **effect**. Other homophones are confused due to similar meanings like: **between** and **among**.

1.2.3.2.2. Avoiding Slangs and Jargons

Slang is an informal language consisting of words and expressions that are not considered to be appropriate whether in writing or in speaking. Dumas and Lighter (1978) pointed out that, “slang cannot be identified by any appeal to form, meaning, and grammar or as a component of any kind of autonomous linguistic system. Rather, slang must be identified by its social consequences and by the effects its use has on the relationship between speaker and audience” (p. 14-16).

Example:

- Her clothes and accessories are on point. (On point is a word often used to describe someone or something that is perfect or outstanding).

Jargons, on the other hand, are defined as special technical vocabulary associated with a particular area of work or interest. In social terms, jargon helps to create and maintain connections among those who see themselves as ‘insiders’ in some way and to exclude ‘outsiders’ (Yule, 2006). Hornby (1995) also stated that jargon consists of technical words or expressions used by a particular profession or group of people and difficult for others to understand. The group here can be a professional or social group.

1.2.3.2.3. Presenting an Appropriate Level of Formality

Formal language, or formality, is an aspect of style in academic writing. Every person makes at least instinctive distinction between formal and informal behavioural and communication (Heylighen & Dewaele, 1999). Meaning that, formal and informal languages can seem two different languages. They also claimed that a formal style is characterized by detachment, accuracy, rigidity and heaviness; an informal style is more flexible, direct, implicit but less informative.

Richards, Platt and Platt (1997) defined “Formal Speech as ‘the type of speech used in situations when the speaker is very careful about pronunciation and choice of words and sentence structure. This type of speech may be used, for example, at official functions and in debates and ceremonies” (p. 144). Therefore, the same applies to writing, a writer should use the kind of language he would adopt when giving an important speech, not the one that he utilizes when speaking to his friends or family members.

Example:

- Informal: I'll hit the library today.
- Formal: I will go to the library today.

1.2.3.2.4. Choosing to be Straightforward

Writing is different from speaking. In speaking, one may use metaphors or clichés to get a point across and long expressions instead of addressing an issue head-on. In academic writing, expressions and follow-up to clarify meaning is not found. Therefore, students in writing must express themselves in the clearest and most direct way possible so readers can understand (Bizzell, 1982). Schmitz (2012) pointed out that some writers choose to control

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meaning with pretentious language, euphemism and double talk which leads to obscure direct communication and must have no place in academic writing.

The following examples set by Schmitz (2012) clarify the three misdirection technique:

Technique	Example	Misdirection Involved	Straightforward Alternatives
Pretentious Language	Your delightful invitation arrived completely out of the blue, and I would absolutely love to attend such a significant and important event, but we already have a commitment.	The speaker seems to be trying very hard to relay serious regrets for having to refuse an invitation. But the overkill makes it sound insincere.	We are really sorry, but we have a prior commitment. I hope you have a great event.
Euphemisms	My father is follicly challenged.	The speaker wants to talk about his or her father's lack of hair without having to use the word "bald."	My father is bald.
Double-talk	I was unavoidably detained from arriving to the evening meeting on	The speaker was busy with a colleague after work and is trying to explain	I'm sorry to be late to the meeting. Work ran later than usual.

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	time because I became preoccupied with one of my colleagues after the close of the work day.	being tardy for an evening meeting.	
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Table1. 1. *Misdirection techniques*

1.2.3.3. Choosing Precise Wording

1.2.3.3.1. Using Figurative Language

Peter (2002) stated that “figurative language is a language which has figurative meaning and incorporates the speakers’ desire to touch the emotions, to cause shock, and to persuade into action” (p. 12). In other words, figurative language is when you use a word or phrase that does not have its normal, everyday literal meaning. It focuses on the use of some figures of speech such as “Metaphor” and “Similes”.

In language, a metaphor is defined as a direct comparison between two or more seemingly unrelated subjects. Peter (2002) stated that a “metaphor is the figurative speech which compares one thing to another directly” (p. 12).

Example:

- You light up my world → someone who brings joy to your life.

As for simile, it is a type of imagery that makes a comparison between two things directly but with the use of “as” or “like”. According to Bredin (1998), “a simile asserts or denies a likeness between two things in such a way that one of them describes the other” (p. 74).

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Example:

- Her skin is white as cotton.

1.2.3.3.2. Avoiding Misused Words

Choosing the right word to match the meaning is an equally challenging task that requires a fair amount of trial and errors. Bamberg (2011) asserted that a word is right when it is used appropriately in context where its intended meaning and provides clarity in writing.

Example:

- False: I **suspect** you will not e able to finish your homework by seven.
- Revised: I **doubt** you will not be able to finish your homework by seven.

1.2.3.3.3. Avoiding Clichés

A cliché expression is a fixed, conventionalized multiword expression which has become overused to the point of losing its original meaning or effect (Cranenburg, 2018). Cook and Hirst (2013) also defined clichés as “a kind of ersatz novelty or creativity that is, unwelcomed or deprecated by the reader” (pp. 52-57). Clichés are not effective in academic writing and should be avoided as Partridge (1942) pointed out that clichés are “phrases that have become so hackneyed that scrupulous speakers and writers shrink from it because they feel that its use is an insult to the intelligence of their auditors or audience, reader or public”(pp. 59-60).

Example:

- As fresh as a daisy.

1.2.3.3.4. Focusing on Denotations and Connotations

In academic writing, it is important to be as clear and precise as possible. Sometimes words which have certain connotation can undermine these goals. Connotations arise as words related to certain characteristics that evoke negative or positive feeling which may or may not be indicated in a dictionary definition (Ahmedin, 1996). According to Nugroho (2007), connotations refer to the collection of feelings association brought together in a word acquired from its setting. Denotation, on the other hand, is to the meaning of the word that primarily refers to the real world and found in the dictionary as Widdarso (1989) stated, “denotations refers to words whose meaning exist exist in the dictionary” (p. 10).

Example:

- The model was **bony** (Schmitz, 2012).
- The model was **slender**

The in bold have the same denotation of ‘skinny’, but the connotation of ‘bony’ implies an unhealthy body while ‘slender’ does not (Schmitz, 2012).

Conclusion

As a conclusion, word choice is one of the most important issues to be considered in academic writing. This section provided an in-depth definition of both word choice and academic writing and how they are interrelated. It points out the steps through which correct word choice is achieved and it is ended by an illustration of why word choice is important.

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Chapter Two: Field Work

Section One: Methodology

Introduction

The present chapter is an investigation of second year students' misuse of word choice in writing. In this research, the aim is to identify, analyze, and describe some of word choice errors committed by second year students in their exam papers of the written expression module. Furthermore, it aims at discovering the main sources of these errors and why second year EFL students commit them. In addition to that, it seeks to propose certain solutions to improve students' choice of words. This chapter will also shed light on the method used to tackle the subject, define the population, the sample and the analytical procedures to be followed. In the end, it will offer extensive discussion of the results.

2.1.1. Research Design and Methodology

2.1.1.1 Choice of Methodology

In order to fulfill the goals of this research, a specific research design must be followed. The objective of this research is to describe and analyze different word choice errors committed by EFL learners, and therefore a descriptive method has been chosen for that sake. Both Burus and Grove (2001) stated that the descriptive design helps to identify problems in current practice with the view to improve outcomes. In this case, the current situation is second year EFL students' word choice errors. Using the descriptive method allows analyzing, as well as, giving further suggestions for notable improvements.

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2.1.1.2 Sampling and Participants

The population of the present study is second year EFL students. Out of 214 Written Expression exam papers in which students were asked to write cohesive paragraphs (a comparison paragraph about working at home and working in an office, or an argumentative paragraph about the use of smart phones at the age of twelve), 50 papers were chosen randomly in the sense that neither their academic achievements nor their academic level were taken into consideration. Random sampling is chosen because it is considered as one of the most reliable methods to obtain a representative sample. The reason behind choosing second year EFL students is due to the fact that they have been exposed to written expression module for three semesters, and they already know the different techniques of writing paragraphs. Another reason is to find out what kind of errors that students' at this level are still struggling with.

2.1.1.3 Analytical Procedures

The analysis involves four main steps. The first step is the data collection of students' written expression exam papers to locate errors. The second step, then, is the identification of students' errors in their choice of words. After that, errors are classified into categories based on their frequency. At the end, an explanation of different types of errors is included.

Section Two: Discussion of the Findings

2.2.1. Presenting Errors Found in the Sample

At this initial step, the errors related to word choice found in the sample are presented after correcting the papers. The next step is to identify the common errors illustrated by examples followed by the correction forms. Table (1) shows the types, frequency number and percentage of errors committed by the participants in their written exam papers. The form

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includes misused words, repeated words, informality, non-straightforward writing and unneeded words. In fact, many copies were corrected using error correction codes for counting types of errors, and it was challenging correcting such papers because of the indecipherable hand writing. Eventually, errors were counted, then, categorized with their frequency and percentage. The following equation: each type of error is divided with the total number of errors multiplied by one hundred.

Types of Errors	Frequency	Percentage
Unneeded Words	34	14%
Informal Writing	67	27%
Repeated Words	30	12%
Non-Straightforward Writing	22	9%
Misused Words	92	38%
The Total Number	245	100%

Table 2. 1. *The Most Frequent Error Produced by Students*

From the table above, it is clear that learners tend to use words that do not fit the context of writing or their intent a lot. This may be due to their ignorance of the correct connotation of the words. Another strong reason is their tendency to make mental translation from Arabic to English. Similarly, informal writing comes next with the percentage of (27%). Lack of formality in students' writings may be the consequence of the little writing assignments they have as well as lack of reading in the target language in addition to their exposure to informal language on a daily basis in songs and movies. After that comes the use of unneeded words. The reasons behind this issue could be attributed to the students' will to reach the required amount of words conditioned for the paragraphs. Repeated words hold a percentage of 12% which indicates the fact that students do not revise their papers after they finish writing. The

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least found problem in students' writing is the non-straightforwardness problem (9%) that could be explained as a result of the little attention given to the organization of ideas.

2.2.2. Reporting Errors Found in Data

The main objective of this research as previously mentioned is to describe and analyze different word choice errors committed by second year university students and the reasons behind their occurrences. The aim also is to find out remedies for the sake of minimizing falling into such kinds of errors.

2.2.2.1 Unneeded Words

Type of Error	The Erroneous Sentences	The Correct Sentence
Unneeded Words	<p>-The child can't concentrate with his studies and will be obsessed by playing games for example or watching cartoons.</p> <p>-Furthermore, smart phones make children addicted and hence keep them away from study.</p> <p>-Most people prefer further work in their offices.</p> <p>-It is directed especially in this young category age.</p> <p>-Some games like fish games</p>	<p>-The child can't concentrate on his studies and will be obsessed with playing games or watching cartoons.</p> <p>-Furthermore, smart phones make children addicted and keep them away from study.</p> <p>-Most people prefer work in their offices.</p> <p>-It is directed especially at this young age.</p> <p>-Some games like fish game</p>

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	<p>take children to suicide and kill themselves.</p> <p>-Finally, phones may cause many healthy problems on their eyes, heads, ears...</p> <p>-Parents should educate their children to read books instead of using smart phones to avoid these diseases problems.</p>	<p>drive children to suicide.</p> <p>-Finally, smart phones are bad for children, because they may expose their health to danger.</p> <p>-Parents should educate their children to read books instead of using smart phones to avoid these problems.</p>
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Table 2. 2. *Unneeded Words Found in the Sample*

The examples in the table clearly illustrate students' problem of using many unneeded words which adds zero contribution to their writing. They simply put words together just to fill the empty space on the papers. This can be solved if teachers of Written Expression module emphasize on the importance of avoiding redundancy and showing them ways to achieve that.

2.2.2.2. Informal Writing

Type of Error	Erroneous Sentences	Correct Sentences
Informal Writing	-Especially the women, she have to work in house cleaning, wash, cooking in outside also if she have a work or an office she should	- Women are known to be multi functional mainly because they manage to do household chores and be able to work outside at the same

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	<p>go and do her job.</p> <p>-According to me having a smart phone in this age is a bad idea, parents should be careful to their children in order to garent their future.</p> <p>-There is no schedule that limits time so you don't have to do a work at a specific hour that also means that you will have more time.</p> <p>-Also, I see that's comes after a lot of reasons. Well, first of all, those children can not resist the light of mobiles harmless eyes and head back.</p> <p>-Secondly, smart phone had two sides, yes they can learn play but also the negative side will affect them by anyway and because they are children they cant separate between the two sides positive and negative.</p>	<p>time.</p> <p>-Owning a smart phone at this very young age requires parental guidance to avoid its misuse.</p> <p>-There is no specific schedule that requires you to do a job at a precise time.</p> <p>-Preventing children from having Smart-phones is due to several reasons. First, it may be harmful for them.</p> <p>-Secondly, children cannot differentiate between what is good and what is bad for them, and that is why smart phones can definitely be a useful tool and a harmful one at the same time.</p>
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Table 2. 3. *Informal Writing Found in the Sample*

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Results clearly indicate that learners tend to use informal casual language rather than the academic one. This only proves that students poorly ever read or they give no importance to the writing task. Under such circumstances teachers should encourage students to read in the TL and plan extra courses to teach them how to achieve formality in writing.

2.2.2.3. Repeated Words

Type of Error	Erroneous Sentences	Correct Sentences
Repeated Words	<p>-Both working in home or office is really hard. In both the place your are responsible for what are you doing and in both the place you are obliged to fix the problems that happen</p> <p>-Of course it helps them in their study but if they use it correctly but it still dangerous.</p> <p>-Smart phones can harm the mental health of children; children will be addicted to those smart phones.</p> <p>-At home you will be free but in the office you can't be free.</p>	<p>- Both working at home or in the office are hard. In both places you are responsible for what you are doing and obliged to fix the problems that happen</p> <p>-Of course it helps them in their study if they use it correctly but is still dangerous.</p> <p>-Smart phones can harm the mental health of children; they will be addicted to it.</p> <p>-At home you will be free, but in the office you can't.</p>

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	<p>-Most of them use their parents' phones, even parents allow them.</p> <p>-Instead of studying or using dictionaries they play video games and wasting a lot of time playing.</p> <p>-All the users of smart phones under the age of twelve can't focus on their studies; we are seeing a lot uses their smartphone.</p>	<p>-Most of children's parents allow them to use their phones</p> <p>-Instead of studying or using dictionaries they play video games and waste their time.</p> <p>-When Children under the age of twelve use smart phones, they easily destructed from their studies.</p>
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Table 2.4 *Repeated Words Found in the Sample*

The data shows that students give no attention to the way they repeat the same word twice within a sentence. One of the reasons behind it is that they do not re-read their sentences thoroughly after completing their task. Teachers are supposed to raise awareness at this point so they avoid repeating the same word that creates wordiness and just simply replacing it with a different one.

2.2.2.4. Non-Straight Forward Language

Type of Error	Erroneous Sentences	Correct Sentences
Non-Straightforward Language	-First of all, children at this age are young so they do not know how to use their phones. In other words the	-First of all, children at this age are too young to be capable of using their phone properly.

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	<p>majority of children use their phone in wrong way.</p> <p>-The life of children now is in danger, many sick and illnesses now are coming from the using of Smartphone for example: eyes, and head aches all of them.</p> <p>-Children raised under certain values and traditions .When a child discovers the existence of the cultures he will want to know more about it and sometimes this could be a bad thing because he could refer to his traditions and doubt his tradition.</p> <p>-The thing that most all we want after graduation is the opportunity to have a job, even in a company, in an office or a dependent job means with your own project.</p>	<p>-Smart phones may threaten children's health. For example, it may damage their sight as a result of overuse.</p> <p>-When surfing the net, children at this age may discover other cultures and get easily influenced by them.</p> <p>-What most of us wish for after graduation is the opportunity to have a job whether working for a company or for oneself.</p>
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	<p>-Finally the child will hate life because he didn't know the value of time and the importance of enjoying and doing other things such as: playing with friends and discussing with the family.</p> <p>-The last and most important thing that have been shown by scientists, they said that people who used to have and use smart phones from an early age, will die before their contemporaries either by suicide or by mental illnesses such as brain cancer.</p> <p>-Children nowadays waste their time usually using their mobile phones and chatting on face book or other social media applications and that will change their interest and priorities; they will become interesting in checking their</p>	<p>-Finally, children will not appreciate the value of enjoying time with friends and family.</p> <p>-Scientists have shown that people with smart phones could experience mental illnesses at a very young age.</p> <p>-Children nowadays spend a lot of time on different social media platforms what distract from their studies.</p>
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	phone more than revising their lesson.	
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Table 2. 4 *Non-Straightforward Language Found in the Sample*

The results reveal students' inattention of the lengthy non-straightforward sentences presented in their paragraphs. The main reason behind that is the lack of extra reading in the TL because it is clear that they translate what they think of from Arabic into English. Therefore, they should focus not only on the writing assignments given to them in class but also read extensively.

2.2.2.5 Misused Words

Types of Error	Erroneous Sentences	Correct Sentences
Misused Words	<p>-Children will forget their study and may get fired.</p> <p>-Moreover, they spend a lot of time listening to music and chatting on face-book, so they fail in their study and maybe stop it.</p> <p>-In addition, working in an office, you will not get to pass enough time with family.</p> <p>-Parents must learn their children for study without</p>	<p>-Children will neglect their studies and may get expelled.</p> <p>-Moreover, they spend a lot of time listening to music and chatting on face-book, so they fail in their studies and quit.</p> <p>-In addition, working in an office, you will not get to spend time with family.</p> <p>-Parents must encourage their children to study and</p>

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	<p>give their any phones that make their life in fear because they still small.</p> <p>-Recently a big judgement occurs between people, this problem is weather a child of twelve years old is allowed to have a hone or not.</p> <p>-If we give a child a smart phone he will enter the social media.</p> <p>-In addition to that it corrupts the child's concentration.</p>	<p>prevent them from using smart phones which may impact their life negatively because they are still young.</p> <p>-Recently, debates on allowing twelve year old children to own smart phone has become a conversional issue.</p> <p>-If we give a child a smart phone he will get access the social media.</p> <p>-In addition to that, it negatively affects the child's concentration.</p>
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Table 2.6 *Misused Words Found in the Sample*

Examples from the table above clearly represent that learners do struggle with using the appropriate word for the appropriate context. Students simply tend to translate from Arabic to English when they fail to recall the correct word in English and that is due to their poor vocabulary. They must learn new vocabulary not individually but in different contexts with different uses.

2.2.3. Possible Reasons behind these Errors

From the above descriptions of the different types of errors made by second year students, it has become rather possible to determine the main reasons that led students to fall into such

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errors. Generally, many reasons hold back students from presenting a correct academic piece of writing which are lack of reading, the negative interference of the mother tongue, lack of writing practice and lack of proof-reading.

2.2.3.1. Lack of Reading

Considering the types of errors found in the samples, anyone can easily assume that students rarely read. Reading is a great tool in any learner's toolbox. Reading enriches learners' vocabulary because while reading they are more likely to get exposed to the same words multiple times and it would help them remember them better. This idea is held by Andrew Raimes (1999) who claimed that "the more our students read, the more they become familiar with the vocabulary, idioms, sentence patterns"(19). Moreover, reading is considered particularly more important as it allows students to learn words in context. Words in a language are not single units of meaning. Every word has layers of meaning. For example knowing the word 'pal' is one thing, but knowing who to call 'pal' requires also knowing the kinds of formal and informal relationships people may have. Moreover, the same word can have a different meaning in different situations. 'So far' can mean that something is very distant (eg: that shop is so far), that something is limited (eg: my knowledge goes so far) or it can also refer to the time up to the present moment (eg: things are going well so far). Reading is beneficial here because it exposes learners to words in many different contexts and together with related words, and it shows what kind of situations the words can be used in and that would decrease their problem of word misuse. Another advantage of reading is also developing students' style of writing and formality. The more students read the more they tend to imitate writers and recognize what is considered as academic and what is not and that would help them get rid of informality in their productions. Thus, teachers must always encourage students to read inside or outside the classroom.

2.2.3.2. The Negative Interference of the Mother Tongue

According to the errors analyzed from the samples, it can be concluded that the negative interference of the mother tongue is one of the main reasons why students commit errors. First language interference or language transfer occurs when a learner's primary language influences his/her progress in the secondary language; likewise, interference most commonly affects grammar, vocabulary, spelling, and in the case of this research, word choice. On that account, students cannot recognize that the two languages (Arabic and English) have two different conventions; meaning, the greater the differences are, the more the effects of the negative interference are likely to be. In this sense, students think in Arabic and after that they translate their ideas and knowledge into English; in other words, it appears to be a deviation in the linguistic structures of the second language. Results of error analysis show that they misuse verbs in different contexts to express different meanings; for example, get "fired from school" instead of "expelled", or 'forget their studies' instead of "neglect". Also, they form lengthy non-straightforward sentences because they think in Arabic in their heads and write it down in English. Eventually, the factors that caused raising this interference is usually the limited vocabulary of the target language mastered by learners and the disloyalty towards it, meaning they do not take into account the differences between languages concerning: style, tone, sound... etc. For that reason, teachers should encourage their students to read more in English and think accordingly.

2.2.3.3. Lack of Writing Practice

Examples from the samples show clearly that students lack greatly in the writing skill. Writing is a complex intellectual task involving many component sub-skills such as grammar, spelling, sentence structure, organizing ideas effectively and most importantly formality in writing. From the results of our analysis it is noticed that students tend to repeat the same

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word in the same sentence frequently. “Most of them use their parents’ phones their parents allow them” is an example of the unnecessary repetition. Sometimes, they include unneeded words. In “smart phones make children addicted hence and keep them away”, it can be obviously noticed that these sentences are not organized which makes writing seem trivial. One of the factors that undermine students’ writing level is the lack of practice. They may not practice writing inside and outside the classroom; meaning, they may not write enough paragraphs and teachers do not give them assignments to improve their writing. Sometimes, they already have other priorities that take their time and attention such as preparing other presentations and memorizing lessons, so they neglect writing. Another factor is motivation. Students give little value to writing well organized paragraphs because they are already unmotivated by the structure and the rules of writing, so they do not improve their performance. For these reasons, teachers should give more attention to making the classroom’s environment supportive to encourage them to write.

2.2.3.4. Lack of Proofreading

The results gained from this study clearly illustrate that some students submit their papers with plenty of mistakes even when they are regarded as good writers. This is mainly because they do not revise their written products to check for accuracy and to search for mistakes. In other words, students do not proof read what they write. Proofreading can be defined as a slow and careful reading of any given piece of writing for the sake of searching for errors or mistakes to correct them. It is mainly concerned with the process of correcting ‘surface mistakes’ that are related to spelling, punctuation, grammar and in this case repeated and unneeded words. For this reason, proofreading must be implemented in learner’s process of writing as a final step. It helps them to produce a clear piece of writing with correct spelling, grammar, punctuation and with no unneeded or repeated words. But clearly, proofreading is

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neglected by many second year students. So, teachers must remind learners of the importance of such a step each time there are assignments to be submitted so they can master this skill.

2.2.4. Pedagogical Implications

Apart from providing descriptions of errors committed by second year students, and aside from coming up with the possible reasons behind these errors, the motivation for conducting this error analysis is to give further recommendations or solutions on how to cover the problematic areas related to word choice and how to decrease these errors. First of all, teachers should encourage their students to write more in the target language using the functions and grammar structures to get rid of the disorganization and confusion of sentences and thoughts that create wordiness and make texts harder to comprehend. Additionally, teachers must expand the number of written assignments and suggest English books to be read inside and outside the classroom in order to help them develop the habit of thinking in English, expand their vocabulary repertoire, improve English fluency and finally learn how to choose words carefully to present a better level of formality. Another solution is that, teachers need to give importance to the classroom environment. Simply put, students learn better when the class is supportive and has a positive atmosphere and they feel more encouraged to work in groups. Sometimes students write like they talk; thus, teachers here must engage them in some tasks and challenges to do together using advanced academic English to stay away from the mother tongue and avoid its negative interference. This way, they cooperate with each other to correct each others' mistakes and share feedback.

Conclusion

To sum up, this chapter was devoted to the fieldwork of this study. As it has been mentioned before, a descriptive method was adopted to carry out this research which aims at identifying, analyzing and describing some of word choice errors made by second year

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students at the department of English at the University of Mohamed Seddik Benyahia, Jijel. The analysis of the data gathered from students' written expression exam papers clearly show that the negative interference of the mother tongue is the main factor behind students' word choice errors especially at the level of informality and misused words. For that reason, teachers must encourage their students to read more outside the classroom and practice and work on their writing skill.

General Conclusion

1. Limitations of the study
2. Suggestions for Future Research

General Conclusion

This research attempts to identify, describe, and categorize different word choice errors committed by second year EFL students in their written expression module. The dissertation is made up of two main chapters. The first one was theoretical in which a section was devoted to the field of EA and another one to word choice issues in academic writing. The second chapter covered the practical part and its detailed procedures. The methodology was mainly a descriptive analysis. The analysis of the data gathered from students' written expression exam papers provide evidence that they commit numerous types of word choice errors. This includes informality, non-straightforwardness, repetition, and the use of unneeded or inaccurate words. After analyzing these errors it has been found that students made such errors due to several reasons including lack of reading, negative interference of the mother tongue, lack of writing practice, and lack of proof-reading. To conclude, these errors can be minimized if teachers try to provide materials that would help students improve their choice of words in academic writing by giving them extra writing assignments for instance and encourage them to read in the target language. This would help them train themselves to refrain from translating from their mother tongue into English. Despite any given limitations, the information that was gathered from this study was used to provide some useful pedagogical implications and suggestions for further research.

1. Limitations of the Study

This research has reached some important results by the end of the study; however, it was confronted by some constraints that affected the success of this work. The first limitation that the researchers faced is the Covid-19 Pandemic. They were obliged to put their thesis aside for a period of time, mostly because they could not get any chance to meet with the supervisor because of the restriction of working by distance.

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The second limitation that the researchers confronted during this study, is that online sources and electronic books concerning the second variable “Word Choice” were hardly found along with the fact that they could not get any access to the library.

Last but not least, they also found difficulties in reading students’ papers due to the incomprehensible hand-writing and the incoherent order of sentences when identifying the errors.

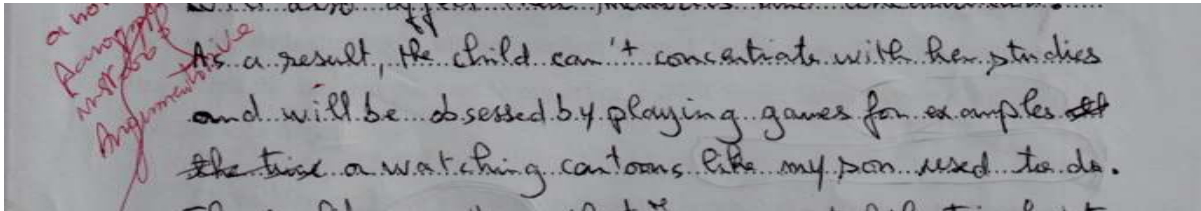
2. Suggestions for Future Research

Future researchers working on the same topic should take into account the limitations that were encountered while carrying this present study. Additionally, other data tools might be used to support the findings such as teachers’ questionnaire.

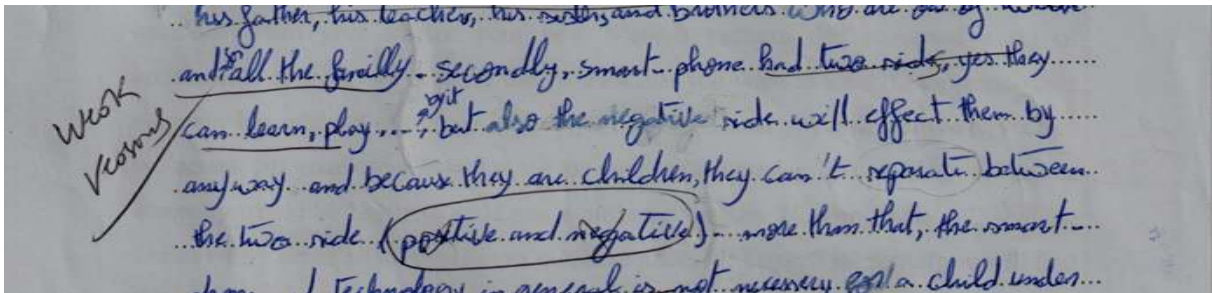
Appendices

Samples of Students' mistakes

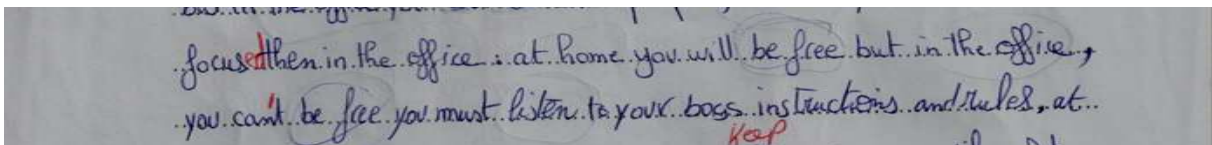
Sample 01: An Error Related to Unneeded Words



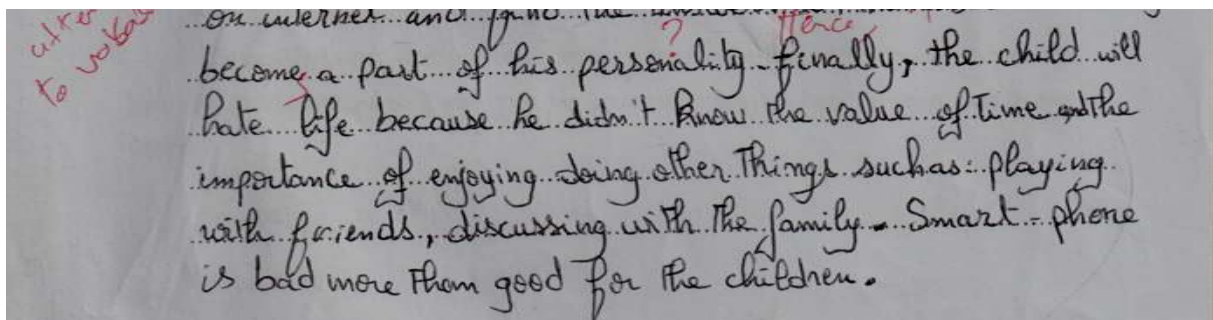
Sample 02: An Error Related to Informal Writing



Sample 03: An Error Related to Repeated Words



Sample 04: An Error Related to Non-Straight forward Language



Sample 05: An Error Related to Misused Words

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him suffer from mental illness. ^{on} the other hand, if we give a little child a smart phone, he will enter to the social media world which will ^{put} him in ~~the~~ danger of ~~to create account~~

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Résumé

La présente étude cherche à identifier, décrire et analyser certaines des erreurs de choix de mots faites dans l'écriture par des étudiants de deuxième année du département d'Anglais de l'Université de Mouhammed Seddik Brn Yahia, Jijel, mais aussi de parvenir à trouver les causes qui sont à l'origine de ses fautes. Pour atteindre ces objectifs, une analyse des erreurs a été réalisée sur un échantillon choisi au hasard de 50 épreuves d'examen du module «Expression écrite». L'analyse a indiqué que la plupart des élèves commettent des erreurs d'écriture liées au choix des mots, à savoir: les mots inutiles, l'informalité des écrits, la répétition des mots, les expressions indirectes et les mots mal employés. L'analyse a montré que les principales raisons de ces erreurs sont: le manque d'intérêt pour la lecture, l'influence négative de la langue maternelle, l'absence de relecture et l'insuffisance de pratique de l'écriture. Les conclusions susmentionnées ont servi de point de départ valable pour recommander des solutions.

Mots clés: choix des mots, analyse des erreurs

ملخص

تسعى الدراسة الحالية إلى تحديد ووصف وتحليل بعض أخطاء اختيار الكلمات الكتابية التي ارتكبها طلاب السنة الثانية بقسم اللغة الإنجليزية بجامعة محمد الصديق بن يحي بجيجل ، وتحاول معرفة الأسباب الكامنة وراءها. لتحقيق هذه الأهداف ، تم الاعتماد على المنهج التحليلي الإجرائي على عينة تم اختيارها عشوائياً تتكون من 50 ورقة اختبار من مقياس "التعبير الكتابي". أوضح التحليل أن معظم الطلاب يرتكبون أخطاء في كتاباتهم تتعلق باختيار الكلمات ، وهي: الكلمات غير الضرورية ، المماثلة في الكتابة ، الكلمات المكررة ، اللغة الغير رسمية ، والكلمات التي يساء استخدامها. أظهر التحليل أن الأسباب الرئيسية وراء هذه الأخطاء هي: قلة القراءة، التدخل السلبي للغة الأم، قلة ممارسة الكتابة، قلة مزاولة القراءة. كانت النتائج المذكورة أعلاه بمثابة نقطة انطلاق للتوصية بالحلول.

الكلمات المفتاحية: اختيار الكلمة ، تحليل الخطأ