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Raising Student's Awareness about Learning Strategies as Relevant to Writing : A case study of Second Year Students of English at Annaba University

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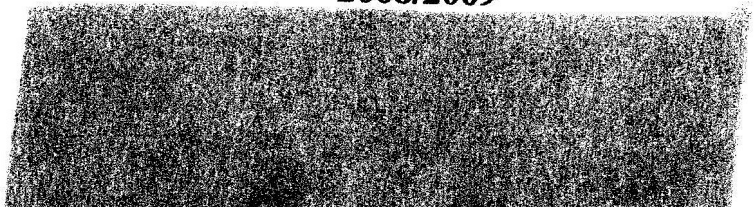

All the flowers of tomorrow are in the seeds of today.

Ancient Chinese Proverb

Dedication

I dedicate this work to the apple of my eyes "my dear parents" for their love, tenderness, and support. I wish them a long healthy life.

To all my sisters and brothers for their comprehension, help, and encouragement

I would like to pay a special tribute to the memory of my grandparents and my friend Hanen

I accentuate my dedication to my dear "Mounir" for whom I am grateful for his moral support, love, patience, and comprehension through out all my study period

I would like to dedicate this work to all my teachers from the primary school to the university, for their efforts, guidance, and advice

To all my friends namely: Meriem, Khadidja, Nadjima, Djamila, Wahida, Naima, Amel. H, Amel. F, Hayet, Hamida

At last, I dedicate it to all those whom I love and who loves me

Abstract

The present study derives from the investigation of the English language learning- teaching situation. It is, then, a descriptive study of the English language teaching writing skill in terms of writing compositions, at the university level.

Accounting for the factor that the English learners' error sources are various and that the English writing course provided at the classes does not –most of the time- meet students' needs in this skill area, we advance the hypotheses that L1 interference is only one source of English students' writing errors but not the major one, and that raising students' awareness towards a conscious language use of the writing system of English; through teaching adequate learning strategies relevant to the writing skill would better answer learners' demands, serve their needs, and effectively help them to step towards the achievement of the intended course objectives in a foreign language teaching/learning context. Additionally, developing reading skills and strategies would better help learners in controlling their writing system and improving its quality; in terms of vocabulary, language expressions, etc.

Therefore, a data analysis is carried out by the means of two questionnaires addressed to both teachers and learners; in addition to, a corpus analysis of students' errors; in which we dealt with the major problems students have in their writings. The analysis of the questionnaires' results confirmed our hypotheses revealing that raising students' awareness and conscious use of the English language writing system through teaching writing strategies is the best way to illuminate and reduce their errors and then generate an effective behaviour concerned with conscious control of their writing capacities.

Given pedagogical implications relate mainly to a set of effective teaching procedures that would raise and sustain the learners' motivation and facilitate the teacher's classroom presentations and teaching tasks are suggested.

List of Abbreviations

S.T: Strategy Training

T.L: Target Language

T.E.S.L: Teaching English as a Second Language

LLS: Language Learning Strategies

L.S: Learning Strategies

F.L: Foreign Language

L.L.S.T: Language Learning Strategy Training

LCA: Learner-Centred Approach

CLTA: Communicative Language Teaching Approach

LSBIA: Learning Strategies-Based Instruction Approach

SBIA: Strategy-Based Instruction Approach

CALLA: Cognitive Academic Language Learning Approach

E.A: Error Analysis

C.A: Contrastive Analysis

CAH: Contrastive Analysis Hypothesis

L1: First Language

E.T.F: English Teaching Forum

TEFL: Teaching English as a Foreign Language

N.L: Native Language

CR: Consciousness Raising

PGH: Pedagogic Grammar Hypothesis

SA: Student Autonomy

GLLS: Good Language Learner Studies

DSM: Descriptive Statistical Method

PPP: Presentation, Practice, Production

PPPEE: Preparation, Presentation, Practice, Evaluation, Expansion,

List of Symbols

N: number of subjects

%: percentage

x: the values

X: the arithmetic mean

$\sum$: the sum of values

*: Erroneous / Ungrammatical Forms

(): Omission of a Language Item

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General Introduction

1. Aim of the Study
2. Statement of the Problem
3. Hypotheses
4. Means of the Research
5. Structure of the Study

General Introduction

Dealing with students' writing errors and learning strategies have always been one area of interest in the research field. As a student and as a teacher, we have noticed that most students have problems in the writing area, because of the question of grammatical rules, word order, coherence, lack of vocabulary, and many other problems learners face when they come to produce a written piece in a foreign language.

So far, to know about how students process their writing tasks, what stages they go through, how they choose and organize their information, how they plan their writing tasks, and many more other interesting questions are always a source of curiosity to deeply analyse and study students' written compositions and their relevant learning strategies. In addition, how teachers introduce, treat, explain, correct, and evaluate their students' use of learning strategies and the resulted errors is another area of interest too.

1- Aim of the study:

This research work investigates the problems students face and the learning strategies they use while writing in English. Furthermore, it intends to shed light on how both students and teachers perceive the teaching and learning of English as a foreign language in order to know about students' basic needs in the writing skill.

Our intended aim, then, is to discover what type of learning strategies students need to learn and practise in order to achieve good writing abilities, and to adequately handle the English writing system. Therefore, the way these problems could be solved is what we look for and aim at through this research work.

2- Statement of the problem:

Students face serious problems when they come to perform in the target language. Hence, this research work tries to look for the real facts and troubles they have in writing. Are learners' errors indicators of learners' cognitive development and learning progress? Are they due to a lack of grammar mastery, lack of comprehension, or a lack of adequate writing strategies?

Should our teaching of writing be based on a learning strategy task-based approach to perform good writers? If we do so, does this teaching of learning strategies really improve their performance, lessen their errors and raise their motivation and conscious use of language? Do teachers draw students' attention towards their errors and help them in recognizing and correcting these errors? Do teachers account for the heterogeneity of their classes in terms of cognitive and affective factors in their teaching procedure and behaviour with students? Do they teach, train, and raise students' attention towards the required writing strategies? On which basis do teachers rely in correcting students' deviances?

3- Hypotheses:

Close observation as well as scope limited investigation in the EFL students' writing performance at the University of Annaba have led us to formulate the following hypotheses:

1- Students' writing errors are of multiple sources.

2- If we base our teaching of writing on learning strategies, then, we expect that students' errors will be reduced, their language use will be conscious, and their learning abilities will be developed.

3- Developing students' reading skills and strategies can positively affect their writing abilities and language quality as an outcome.

4- Means of the Research:

- Population: Second year students of English, University of Annaba.
- Learners' questionnaire
- Teachers' questionnaire
- Corpus analysis of students' writing errors

In order to test the hypotheses stated above we have adopted a teachers' and learners' questionnaires analyses. The former is given to those who teach modules in which students are required to write; while the latter is addressed for second year students of English at the University of Annaba. In addition, we have adopted a corpus analysis procedure of students' errors in written compositions.

5-Structure of the Study:

The dissertation consists of five chapters dealing with a literature review relevant to the topic and the analysis of the teachers' and learners' questionnaires, in addition to a corpus analysis of students' errors in written compositions.

The first two chapters deal with the review of the literature close to the topic. The third chapter is devoted to the treatment of the questionnaires. The fourth chapter provides a corpus analysis of students' writing errors. The fifth chapter discusses the different pedagogical implications we reach through our work.

The first chapter, then, serves as an introduction to the topic. It introduces the language learning strategies, providing different definitions, classifications, distinction between learning strategies and learning styles, and ending with strategy training, teachers' duties and roles in a strategy training classroom, and then the intended goals from a strategy training process.

The second chapter discusses Error Analysis technique. In this chapter, we try to expose the background of this linguistic procedure, by dealing first with a quick overview of Contrastive Analysis, transfer theory, and the shift from Contrastive to Error Analysis. Then, we provide a detailed review of Error Analysis' literature; starting with error causes, sources, and types. We end this chapter by dealing with the different stages of an Error Analysis, teacher's role and how he corrects his students' writing errors.

The third chapter differs in content from the first two chapters since it deals with questionnaires' analysis. We started first analysing learners' questionnaire, and then move to teachers' questionnaire analysis.

The fourth chapter deals with corpus analysis of students' writing errors. We have collected a corpus from students' writing compositions and exam answers; and then treat their errors from different language aspects being morphological, syntactic, semantic, or other types of errors.

The last fifth chapter is devoted to our discussion of the different findings that could be drawn from this study, together with their pedagogical implications. We will also pinpoint the limitations of this study and the possible further research work that may be carried out by other researchers.

Chapter I: Learning Strategies

Introduction

1. Learning Strategies' Overview

1.1. Learning Strategies: Some Definitions

1.2. The Conscious Use of Learning Strategies

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Introduction

The process of education is one of the most important and complex of all human endeavours. Consequently, learners bring their own individual characteristics, personalities, attributions and perceptions of themselves to the learning situation.

Our interest, then, is how learners go about learning something; that is, the skills, processes, and strategies that they use and the processes that they go through in order to make sense of their learning. This chapter, then, states a background of what is meant by language learning strategies ; their nature, use, and classification, together with the notion of strategy training where strategies are used to be taught and students have to be trained to use them for the sake of good language learning achievement.

It is for this reason that we are going to deal with a brief overview of teachers' roles in a strategy training classroom, then oversee the expected goals from it.

1. Learning Strategies' Overview

Research into language learning strategies began in the 1960's, since when a considerable amount of descriptive work has been carried out in the area of cognitive psychology. In1966, Aaron Carton published his study entitled "The Method of Inference in Foreign Language Study", which was the first attempt on learner strategies. After Carton, in 1971, Rubin started doing research focusing on the strategies of successful learners and stated that, once identified; such strategies

could be made available to less successful learners. (M. William and R.L. Burden, 1997:149)

Therefore, in the past few years a growing pressure on both teachers and students to prove, show and certify what they are able to do dominates the psycholinguistic scene in education. Furthermore, a tremendous concern for productivity, for the returns that classroom work can bring in, characterizes most of linguistic as well as psychological and curricula designing studies.

In fact, within the field of education, a gradual but significant shift has taken place. The result of this shift was a move from an emphasis on teachers and teaching to learners and learning. In other words, the emphasis seems to shift more and more towards competence –what you can do- and to performance –showing how you can do it; that is, attention moves away from how learners achieve that competence, to the process they have to go through, and also, towards an interest of what teachers can do to make learning possible and rewarding for all students. (Luciano Mariani, TESOL Journal, 2002)

Research studies, then, are concerned with investigating how individuals go about the task of learning the target language, attempting to discover how this language functions and what are the main helpful stages that pave the way for effective performance in that language (TL), at both levels of speaking and writing. What are the cognitive as well as the personal factors which can affect learners' achievement and comprehensibility of the target language forms and systems. Hence forth, interest in learning strategies appears to have first emerged from a desire to understand the characteristics of "the good language learner" (Naiman et

al, 1978; Rubin1975; in O'Malley and Chamot, 1990: 3), and look about which strategies that learners use are the most effective for the particular tasks at hand.

Consequently, this change in focus and interest has been reflected in notorious works in language education and applied linguistics starting from the Northeast Conference (1990) entitled "Shifting the Instructional Focus to the Learner" and annual "Learners' Conferences" held in conjunction with the TESL Canada convention since1991, to key works on "The Learner-Centred Curriculum" (Nunan, 1988, 1995), and "Learner-Centeredness as Language Education" (Tuder, 1996) (in M.L. Clouston, Internet TESL Journal, 2007).

1.1. Learning Strategies: Some Definitions

First definitions from the educational literature reflect the roots of language strategies in cognitive science (Skehan, 1998); with its essential assumptions that human beings process information and that learning involves such information processing (O'Malley & Chamot, 1990). Therefore, a number of definitions of language learning strategies have been provided and used by key figures in the field of language teaching and curriculum designing.

Early on, learning strategies were defined as "*an attempt to develop linguistic and sociolinguistic competence in the target language- to incorporate these into one's interlanguage competence" (M. L. Clouston (1997) in the Internet TESL Journal, 2007).* Elsewhere, in 1987, Rubin wrote that learning strategies "*are strategies which contribute to the development of the language system which the learner constructs and affects learning directly."(Rubin (1987); in Ibid)* Later on,

Wenden & Rubin (1987) define learning strategies as: *"...any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information"(cited in Mirat Hismanoglu on the Internet TESOL Journal,2007).*

Therefore, learning strategies can be used to mean those special ways of processing information, understanding language system and content which enhance comprehension, learning, or retention of the information. Simply put, Shumaker and Deshler (1992) say:

> *"A learning strategy is an individual's approach to complete a task. More specifically a learning strategy is an individual's way of organizing and using a particular set of skills in order to learn content or accomplish other task more effectively and efficiently in school as well as in non-academic settings".(cited in: Boudah, Daniel J. O'Neill, Kevin J. 1999)*

Weinstein and Mayer(1986) defined learning strategies broadly as *"behaviours and thoughts that a learner engages in during learning which are intended to influence the learner's encoding process"(cited in M.L. Clouston (1997) the Internet TESL Journal, 2007).*

More recently, in their Seminal study, O'Malley and Chamot (1990) refer to learning strategies as: *"the special thoughts or behaviours that individuals use to help them comprehend, learn, or retain new information." (in Ibid)* So far, Oxford (1992, 1993) provides a famous definition of learning strategies in which she says:

> *".....language learning strategies are specific actions, behaviours, steps, or techniques that students (often intentionally) use to improve their progress in developing TL skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies*

are tools for the self-directed involvement necessary for developing communicative ability." (Oxford 1992-1993:18)

It is clear, then, that learning strategies are tactics, skills, means, and tools used by target language learners as they contribute to TL development. In this sense, Luciano Mariani (2002) claims that:

"Any actions a learner may have to take to solve problem in learning; to help him makes the most of his learning process, to speed up and optimize his cognitive, affective or social behaviour"(on the Internet TESOL Journal, 2007).

We can sum up these various definitions by simply saying that learning strategies are techniques used by target language learners for remembering and organizing samples of the target language in different language learning contexts.

1.2. Learning Strategies Vs Learning Styles

As previously defined, learning strategies are the different ways and processes target language learners go through in their learning aiming at understanding, remembering, organizing and producing samples of target language in different learning contexts.

However, a valuable distinction, in the field of cognitive language learning, is made between learners' learning styles and language learning strategies. In fact, learning styles refer more broadly to *a "learner's 'natural, habitual, and preferred way(s)' of absorbing, processing, and retaining new information and skills". (Reid, 1995: viii)*

Therefore, Laurence (1984) claims that the term learning style is used to encompass four aspects of the person:

> *"cognitive style; that is, preferred or habitual patterns of mental functioning; patterns of attitudes and interests that affect what an individual will pay most attention to in a learning situation; a tendency to seek situations compatible with one's own learning patterns; and a tendency to use certain learning strategies and avoid others" (in Oxford,1989: 235)*

According to Cohen learning styles are "learners' general approach to learning."(Cohen, 1994:15) These styles are also viewed as blends of cognitive, affective, and behavioural elements which have a significant influence on students' choice of learning strategies, and that both styles and strategies affect learning outcomes.

Consequently, different dimensions of learning styles have been identified among which the concept of field dependence/ independence is the famous one. Skehan ensures that *"the main application of style to language learning has been through the concept of field dependence/ independence". (Skehan, 1998:237)*
In other words, field independent learners easily separate key details from a complex or confusing background, while their field dependent peers have trouble doing this. Field independent learners show significant advantages over field dependent learners in analytical tasks.

1.3. The Conscious Use of Learning Strategies

Learning strategies, as mentioned above are the often conscious steps or behaviours used by language learners to enhance the storage, retention, recall, and use of new information. (Rigney, 1978; Oxford, 1989; in Oxford Rebecca, 1990) Therefore, the concept of consciousness within language learning strategy use is highly considered and debated. Most of language learning strategy analysts, linguists, and curricula designers claimed that we can't speak about learning strategies' teaching or use if they lack the element of consciousness and used automatically.

As a matter of fact, a distinction has been made between explicit and implicit knowledge and also conscious/ unconscious knowledge. Consequently, explicit teaching about the language is referred to as consciousness raising, defined by Rutherford and Sharwood Smith (1985) as a *"deliberate attempt to draw the learner's attention specifically to the formal properties of the target language". (in Keith and Helen Johnson, 1998:84)* However, the elaboration of consciousness raising activity can be minimal (as in some forms of error correction) or lengthy, with much class time devoted to it. (S.Smith (1991), in ibid) Seliger (1984) focused on the conscious/ unconscious distinction and suggested that:

> *"Consciously deployed techniques are "tactics" (eg: conscious rehearsing of TL patterns); whereas unconscious modes of sorting and organizing TL data are strategies proper (eg. The unconscious over-regularizing of regular past tense forms in cases like: She goed there, I didn't bought it; would be examples of an unconscious strategy at work)". (in ibid : 196)*

For this reason, Rutherford and S. Smith propose a Pedagogic Grammar Hypothesis (PGH); which states that:

> *"instructional strategies which draw the attention of the learner to specifically structural regularities of the language, as a distinct from the message context, will under certain conditions significantly increase the rate of acquisition over and above the rate expected from learners acquiring that language under natural circumstances where attention to form may be minimal or sporadic".(S.Smith, 1985:275)*

Furthermore, Rabinowitz and Chi (1987) suggest that learning strategies must be conscious in order to be "strategic"; for the reason that learning strategies are complex skills, a person attempting to apply an unfamiliar strategy to a demanding task will have difficulties in controlled processing that can be anticipated from performing two complex tasks simultaneously. According to Stern:

> *"The concept of learning strategy is dependent on the assumption that learners consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived intentional directions and learning techniques."(Stern, 1992:261)*

Elsewhere, Cohen (1990) provides a detailed definition speaking about learning strategies as being conscious or unconscious stages learners have to go through in their learning process. He says:

> *"They are learning processes which are consciously selected by the learner, the element of choice is important here, because this is what gives a strategy its special character. These are also moves which the learner is*

at least partially aware of even if full attention is not being given to them." (Cohen, 1994:4)

Cohen, then, claims that the element of consciousness is what distinguishes strategies from those processes that are not strategic. He, therefore, includes the split between language learning and language use strategies, and mentions the specific stage in processing, that is, strategies before, during, or after the performance of some language behaviour. So forth, on the basis of this definition, Cohen defines language learning and language use strategies as being:

"those processes which are consciously selected by a learner and which may result in action taken to enhance the learning or use of a Second or Foreign language, through the storage, retention, recall, and application of information about that language"(in ibid).

In his view, target language learner strategies encompass both language learning and language use strategies. Taken together, they constitute the steps or actions consciously selected by learners either to improve the learning of a target language, the use of it, or both.

What is essential, then, in a learning strategy context is to encourage conscious use of these strategies, that is; teachers have to teach their students how to learn, rather than teaching them specific curriculum content. In other terms, teachers have to raise students' awareness towards the use, function, and application of the target language mechanism; in order to prepare them to become self-reliant students. Schmidt (1990) states that *"when a learner's attention is directed (by whatever*

means) to an item, this will facilitate its acquisition". (in Keith & Helen Johnson,1998:84)

2. Classification of Learning Strategies

Language learning strategies have been classified by many scholars (Wenden and Rubin1987; O'Malley et al.1985; Oxford1990; O'Malley and Chamot1990; Stern1992; Ellis1994; Cohen1994; Williams and Burden1997; etc). However, most of these attempts to classify language learning strategies reflect more or less the same categorizations of them without any radical changes.

Generally speaking, experts of the field; though their various definitions and perspectives toward language learning strategies agree that there are a number of strategies learners usually make use of in relation to different learning tasks or contexts. Wong Fillmore (1985) suggests that strategies include: *"associative skills...analytical skills...pattern recognition, induction, categorization, generalization, inference, and the like." (in O'Malley and Chamot, 1990:11)*

For instance, Joan Rubin (1981) and Oxford (1990) make a useful distinction between strategies that contribute directly or indirectly to learning. Skehan (1989) adds that there are three broad domains covered by learning strategies:

- *Those which determine the learner's personal involvement in the learning process (these are behavioural strategies: seeking learning opportunities, setting aside regular practice times, etc);*

- Those which enable the learner to sort and organize the TL data (these are cognitive strategies: searching for patterns, mentally recalling and rehearsing TL patterns, etc);

- Those which cause the learner to monitor his or her progress (these are meta-cognitive strategies: for example, checking performance against that of native speaker). (in Keith and Helen Johnson, 1998:196)

In addition, O'Malley and Chamot (1990) have divided strategies into three types: cognitive, meta-cognitive, and social/affective strategies. (O'Malley and Chamot, 1990:44-5) Learning strategies, then, have been differentiated depending on the level or type of processing involved. Thus, the language learning strategy repertoire includes cognitive strategies, meta-cognitive strategies, and social/ affective strategies. However, we tend to deal and focus on those strategies which directly contribute to language learning and learners' achievements; that is, cognitive and meta-cognitive strategies; though we don't deny the important role of the socio-affective ones in affecting learners' personalities and their communicative strategies within the classroom.

2.1. Cognitive strategies

Cognitive strategies are seen as mental processes that are concerned with information- processing in order to learn. Therefore, they encompass strategies of identification, grouping, retention and storage of language material as well as the language use strategies of retrieval, rehearsal, and comprehension or production of words, phrases, and other elements of the target language, they are related to the direct activities learners engage in to promote their learning. (Cohen 1994:7) So far,

Skehan considers them as 'what learners actually do to process the material at hand.' (Skehan, 1998:21)

Cognitive strategies, then, are more directly related to individual learning tasks. As a result, cognitive theories gave a descriptive view of language comprehension which indicated that *"comprehension of both oral and written texts is an active, constructive process that progresses from attentional and encoding processes through utilization of the meaning interpreted." (O'Malley and Chamot, 1990:55)* These strategies require such processes as memorization techniques, direct manipulation, inference, or transformation of the learning process or to solve problems in new learning contexts.

2.2. Meta-cognitive strategies

The term 'meta-cognitive' is firstly introduced by John Flavell (1970, 1976, and 1981; in M. Williams and R. L. Burden 1997: 148). It has been used to refer to knowledge about cognition or the regulation of cognition. Knowledge about cognition may include applying thoughts about cognitive operations of one or others, while regulation of cognition includes planning, monitoring, and evaluating learning or problem- solving activity. Thereby, meta-cognitive strategies involve both knowledge about learning (meta-cognitive knowledge) and control or regulation over learning (meta-cognitive strategies) (O'Malley and Chamot; 1990). Quick (1994) views the concept of meta-cognition as:

"A meta-cognitive approach to teaching and learning is in fact a step away from a narrow cognitiivist view of education to a more holistic view which encompasses 'total development' and 'development of the self' as agent". (Quick, 1994:249)

Such strategies contain an awareness of what a learner is doing, strategies that he is employing. They also include an ability to manage and consciously control an appropriate use of learning strategies for different tasks. Cohen claims that areas of meta-cognitive strategy use include the following:

1- a goal- setting component, wherein the respondents identify the tasks and decide what they are going to do;

2- an assessment component, where by the speakers(listeners, readers, writers) determine what is needed, what one has to work with, and how well one has done, and

3-a planning component, where by the respondents decide how to use their knowledge of the topic and their language knowledge. (Cohen, 1994:14)

Furthermore, he adds that they deal with:

"Pre-assessment and pre-planning, on line-planning and evaluation, and post-evaluation of language learning activities and of language use events. Such strategies allow learners to control their own cognition by coordinating the planning, organizing, and evaluating of the learning process." (ibid: 7)

Henceforth, O'Malley and Chamot claim that meta-cognitive strategies involve thinking about the learning process, planning for learning, monitoring of comprehension or production while it is taking place, and self-evaluation after the learning activity has been completed. Therefore, they conclude by saying that

among the processes that would be included as meta-cognitive strategies for receptive or productive language tasks are the following:

> **Selective attention for special aspects of a learning task, as in planning to listen for key words or phrases;*
> **Planning the organization of either written or spoken discourse;*
> **Monitoring or reviewing attention to a task; monitoring production while it is occurring; and*
> **Evaluating or checking comprehension after completion of a receptive language activity or evaluating language production after it has taken place. (O'Malley and Chamot, 1990:44)*

As a result, they assume that *"students without meta-cognitive approaches are essentially learners without direction, and ability to review their progress, accomplishments, and future learning directions" (ibid: 99)*. Skehan (1998) describes these strategies as the tools which learners must have if they are to be ready to assume the autonomy that process syllabuses imply.

3. Strategy Training

Research on how to improve students' learning strategies and achievements of a target language have marked a shift in the focus of language instruction towards the needs of individual learners, which has been resulted in what is called 'strategy training' approach. The process is one of having learners take responsibility for their own. It deals with explicitly teaching students how to apply language learning and language use, can enhance students' efforts to reach language program goals because it encourages students to find their own pathways to success, and thus it

promotes learner autonomy and self-direction.(Cohen,1994:66-7-8) Consequently, learner training is closely related to the theory and practice of Student Autonomy, and self-directed learning as main goals of language learning strategies which themselves developed from Good Language Learner Studies. Dickinson' (1988) claims that learner training has three necessary components:

- Training processes, strategies and activities;
- Instruction designed to heighten awareness of the nature of the target language;
- Instruction in aspects of the theory of language learning, all of which are designed to help learners understand how to learn. (in Keith and Helen Johnson, 1998:193)

As a result of the shift in focus towards learners' needs, the responsibilities of both teachers and students have been raised in foreign language classrooms. Teachers have to help students develop their capacities towards their learning process, tasks, and to be in charge with any new learning tasks; in order to be able to adopt themselves with any surprising or insufficient outcomes. In this context, Rogers assumes that:

"The only man who is educated is the man who has learned how to adapt and change; the man who has realised that no knowledge is secure; that only the process of seeking knowledge gives a basis for security." (Carl Rogers, 1969:104)

Therefore, teachers no longer act as the source of all instruction, controlling every aspect of the learning process. Students, then, are expected to improve their

learning skills as well as their language skills whenever they are provided with the necessary tools to:

1- Self-diagnose their strengths and weaknesses in language learning;

2- Become more aware of what helps them to learn the language they are studying most efficiently;

3- Develop a broad range of problem-solving skills;

4- Experiment with both familiar and unfamiliar learning strategies;

5- Make decisions about how to approach a language task;

6- Monitor and self-evaluate their performance; and

7- Transfer successful strategies to new learning contexts. (Cohen, 1994:66-7)

Simply put, learner training refers to the awareness-raising of an individual's understanding both of language and him or herself as a learner. It focuses on the 'how' more than the 'what' aspect of learning. Therefore, the most important considerations when designing a strategy training program are the students' needs, the available resources (including time, materials, and the availability of teacher trainers). So far, Graham (1997) declares that:

> *"Language learning strategies training needs to be integrated into students' regular classes if they are going to appreciate their relevance for language learning tasks; students need to constantly monitor and evaluate the strategies they develop and use; and they need to be aware of the nature, function and importance of such strategies." (in M. L. Clousten(1997), the Internet TESL Journal, 2007)*

Language learning strategy training, then, leads to the learners to understand the language learning process, the nature of language and communication, what language learning resources are available to them, and what specific language

learning strategies they might use in order to improve their own vocabulary use, grammar knowledge, FL skills in reading, writing, listening and speaking. Thus, language learning strategy training can enhance and complement the FL teaching and learning.

In addition, motivation is a key concern; for both teachers and students, in a language learning strategy training. Teachers, have to take account for learners' motivations, affective factors and learning styles in order to reach the intended goals. Lessard-Clouston (1996-1998) convinces saying:

> *"L2/FL learning seems to be very much influenced by numerous individual factors, and to date it is difficult to account for all individual LLS, let alone relate them to all L2/FL learning/ teaching theories" (in ibid)*

Furthermore, in a LLS training context or classroom, teachers have to take into consideration three fundamental subject matters in order to successfully achieve the LLS training goals. At first, teachers have to study their teaching context, paying special attention to their students, their materials, and their own way of teaching. If teachers are going to train their students in using LLS, then, they have to know something about these individuals, their interests, motivations, learning styles, etc. In fact, this can be possible through classroom observation of their behaviours. For instance, do they ask for clarification, verification, or correction? Do they co-operate with their peers or seem to have much contact outside the classroom?

Canfield and Wells suggest that:

> *"The most important thing a teacher can do to help students emotionally and intellectually is to create an environment of mutual support and care.*

The crucial thing is the safety and encouragement students sense in the classroom....Further, they must recognize that they are valued and will receive affection and support." *(Canfield and Wells (1994) in Jane Arnold, 1999:12)*

Beyond the students, teachers have to consider their teaching materials; which are of crucial importance in LLS and LLS training contexts. Henceforth, by teaching materials we mean the available means, tools, and resources a teacher has to base his LLS training on. For example, these materials can be on the form of textbooks, hand-outs, journals, audio-visual tools; such as videotapes, audiotapes, etc, charts, written texts, and so on.

The third factor, is to study ones own teaching methods and overall classroom style. According to Lessard Clouston the suitable way to do so is to consider ones lesson plans. This means to look if they incorporate various ways that students can learn the language you are modelling, practising or presenting, in order to appeal to a variety of learning styles and strategies? Is the LLS training implicit, explicit, or both? Does your teaching allow learners to approach the task at hand in a variety of ways? Do you allow students to work on their own, learn from one another, and from their own mistakes?

As a matter of fact, such questions are very important to answer; because they provide the teacher with self – assessment and evaluation of his way and methods of teaching, and then, help him regenerate, revise and re-plan his ideas, teaching strategies and styles. Moreover, they help in developing his teaching capacities as well as his students' ones, and be better prepared to achieve LLS training goals and meet students' needs in such context.

3.1. Teacher's Duties in a Strategy Training Classroom

In recent years, under the influence of humanistic and communicative theories, great emphasis has been placed on 'Learner-Centred' teaching that is teaching which makes the learners' needs and experiences central to the educational process. (Jeremy Harmer, 2006)

In fact, the literature on education has traditionally identified a core of generic teaching skills that underlie competence in teaching any type of subject- matter. L.S.Shulman (1987) refers to these as *"instruction":*

> *"[Instruction] involves the observable performance of the variety of teaching acts. It includes many of the most crucial aspects of pedagogy: organizing and managing the classroom: presenting clear explanations and vivid descriptions; assigning and checking work; and interacting effectively with students through questions and probes, answers and reactions, and praise and criticism. It thus includes management, explanation, discussion, and all the observable features of effective direct and heuristic instruction already well-documented in the research literature on effective teaching." (in Jack. C. Richards 1998: 4)*

Teachers, then; as we mentioned above, have to study their teaching context and methods, paying special attention to their students, their materials, and their own way of teaching. In other terms, the successful teacher may not be one who merely provides specific learner training tasks, but rather, one who is aware of the strategy implications of every language learning task that he gives. Therefore, Richards says that a teacher should know about teaching skills; or what Schulman

terms ***'instruction'***, which are considered as teaching dimensions, regardless of the subject to be taught. Teaching, then, involves:

-Selecting learning activities
-Preparing students for new learning
-Presenting learning activities
-Asking questions
-Checking students' understanding
-Providing opportunities for practice of new items
-Monitoring students' learning
-Reviewing and re-teaching when necessary. (Ibid)

Teachers are expected to draw the attention of their learners to the processes they are going through in language learning. Thus, in order to help them develop such awareness, teachers need additional skills to those cited above. These skills are regarded as a part of the basic competency of all teachers. They include:

-Preparation of communicative interaction activities (like group work, games, role plays, simulation).
-Organization and facilitation of communicative interaction.
-Judgment of proper balance between fluency and accuracy.
-Awareness of learners' errors.
-Appropriate treatment of errors. (Ibid: 5)

Furthermore, the teacher has to have adequate knowledge about the students, their goals, motivations, language learning strategies, and their understanding of the course to be taught. So far, the language teacher should, therefore, provide a wide range of learning strategies in order to meet the needs and expectations of his students. It can be stated, then, that the most important teacher role in foreign

language teaching is the '*provision of a range of tasks to match varied learning styles.*' *(Hall, 1997:4)*

First, every learning experience should be viewed within the context of helping students to develop a sense of personal identity and self- responsibility, relating that to the realistic future goals. One important task for the teacher here is to identify and seek to meet the individual learner's needs within a classroom group. Second, in order to become self-actualizing, learners should be helped and encouraged to make choices for themselves in what and how they learn. Third, it is important for teachers to empathise with their learners by getting to know them as individuals and seeking to understand the ways in which they make sense of their learning experience. Therefore, Pin and Boy (1977) claim that: "Effective *teachers create learning atmospheres which enable the learner to become a more adequate and knowledgeable person." (in Keith and Helen Johnson,1998:62)*

3.2. Teacher's Roles in a Strategy Training Context

A teacher within the strategy training classroom has to perform different roles. These roles change from one activity to another or from one stage of an activity to another. In fact, what is really needed from teachers in language learning strategy training is a reorientation of teachers' roles to meet their learners' needs. The following roles are the possible ones a teacher can perform when his objective is to train students for effective learning strategy use.

3.2.1. Teacher as Controller

In fact, when a teacher acts as a controller; he is in charge of the class and of the activities, processes, tasks, and the learning strategies taking place in a way that is totally different from the one where students are working on their own in groups. Cohen identifies this role saying that:

> *"A teacher as a diagnostician is one who identifies the students' current learning strategies and makes the learners more aware of them in order to improve their choice and utilization of these and other strategies." (Cohen, 1994:98)*

A controller, then, has to manage the whole classroom activities, organize drills, control students' behaviour, strategies and reactions towards teachers' explanations, directions, and comments.

3.2.2. Teacher as Learner Trainer

In the learner trainer role, the teacher trains the learners in the use of strategies, whether explicitly or implicitly (Cohen, 1994:100). Thus, empowering language learners by having them develop learning strategies may help them to cope with the demands of class and, indeed, may help them to continue to learn on their own a part from the class. Language teachers should no longer be content to regard their subject-matter simply as language. Instead, learners must learn how to do for themselves what teachers typically do for them in the classroom.

Therefore, teachers' endeavour to help them improve their language skills must be completed by an equally systematic approach to help them develop and refine their learning skills. This is regarded, by other experts in the field, as coaching individual learners to develop their language learning strategies. In this case, teachers are coaching them in areas in which they have already been trained or in areas where coaching alone could enhance either awareness or their efficiency at utilizing these strategies; that is; provide guidance in all areas of concern to the learners.

3.2.3. Teacher as Organizer

One of the most important roles that teachers have to perform, in a strategy training context, is that of organizing students to do various activities. Acting this role, teachers provide students with necessary information, tell them how to deal with a given activity, put them into pairs or groups, and finally close things down when it is time to stop.

Teachers need to perform this role adequately whenever it is required because students can not benefit any thing from classroom strategy training if they do not understand what they are supposed to do, and how they are supposed to accomplish learning tasks at hand. Therefore, if teachers have not spent some time engaging the students' interest and ensuring their participation, the training tasks may be wasted. Henceforth, teachers in this context have to raise students' awareness, especially when they introduce new language structures, strategies, or new learning tasks, express the purpose of them, and at the same time provide the

corresponding learning strategies to be used with these tasks. The aim of this role is to keep students away from routine and monotonous learning. Students, then, instead of just doing what the teacher says; they will be prepared hopefully with some enthusiasm to perform well.

So far, once the students are ready for the activity, the teacher can give any necessary instructions, controlling what students should do first, what they should do next, and when they have to stop. In fact, this role can be summed up as follows:

Engage → instruct (demonstrate) → initiate → organize feedback

(Jeremy Harmer, 2006: 59)

3.2.4. Teacher as Assessor

One of the things that students usually expect from their teachers is an indication of whether or not they are getting their English right. Hence, this is where a teacher has to act as an assessor, offering feedback and correction on students' performance, and grading students in various ways. In this case, teachers have to assess their students' performance in terms of their language errors, fluency, and accuracy in order to know about their progress and what they lack for in their learning. Furthermore, teachers have to assess their students' learning strategies to have an idea about their cognitive capacities and information-processing. Teachers' feedback will be of great help for students' achievement, self-direction, and problem-solving of their learning process.

However, assessor teachers have to show sensitivity to the students' possible reactions. For instance, a bad grade in strategy training causes unfairness and discourage students to go ahead with their classes, but if it is communicated and given with support it will be far more acceptable; so far, students will learn from their errors. Thus, they will be conscious about how they process in their learning and what benefits they gain from their strategy training. Students in this case are expected to consciously use learning strategies, organize, self-direct, and even self-evaluate their learning process.

Assessment can lead teachers to act a further complex role in which they take responsibility to evaluate the study program. Teachers, then, have to act as coordinators. They oversee the learners' individual study program, i.e. supporting changes whenever necessary to meet teaching-learning objectives on the basis of a teacher-learner partnership. Cohen ,in this context, provides examples of homework assignments attempted and completed, the relative success encountered, the amount of time spent in studying the language, the areas not causing problems, and many more other tasks.(Cohen1994: 100) Coordinator teachers can suggest some mid-course corrections so that the students arrive at a study plan that works, that is, one that makes use of the strategies they can utilize most effectively to achieve the maximum benefit, and then reach their goals. (Ibid)

3.2.5. Teacher as Language Learner: Performer

A most helpful role for teachers is that of 'language learner or performer'. This role leads teachers to better empathize with the trials and tribulations of being a

language student in a classroom. Cohen (1994) summarizes this role saying that if teachers are putting themselves in the role of language learner, they most likely will become highly aware of the kinds of challenges and problems confronting the learners, more sensitive to the learners' needs and thus better able to train and/or coach them. Therefore, this role provides teachers with an opportunity to be *'expert language learners'* sharing their learning experiences with their students. (Dickenson (1992) in Cohen, 1994: 101)

In other words, teachers can speak about their own experiences in learning and mastering the target language, the strategies they used during learning process. Thus, teachers can sum up their thinking processes, learning strategies and experiences in such away that the students can see how the strategies work, and what benefits they can get from their use. Furthermore, students will be self confident and consider their teachers' own experiences as a model to be followed.

To sum up; we can assume that by applying these roles, teachers introduce a sort of meta-talk about language learning and using processes. They challenge learners to be more systematic in their use of strategies. Furthermore, strategy training as a process challenges teachers to embrace new roles that ultimately may make their teaching more satisfying and productive.

Generally speaking, the overall goal of any strategy training program is to help learners become more successful in their attempts to learn a foreign language. Therefore, to realize these goals, Cohen suggests that teachers have to choose an instructional model that:

1) - introduces the strategies to the students and raises awareness of their learning preferences;

2) - teaches them to identify, practice, evaluate, and transfer strategies to new learning situations; and

3) - promotes learner autonomy so that students can continue their learning after they leave the classroom. (Cohen, 1994: 96)

3.3. Goals of the Strategy Training process

The main aim of language strategy training is to find means and possible ways to explicitly teach learners the techniques of learning a language, and to raise an awareness of how and when to use strategies to enable them become self-directed. Teachers; therefore, have to look for effective methods and teaching materials to achieve the intended objectives. As Knowels (1976) said: *"One of our aims in education is helping individuals to develop the attitudes that learning is a life long process and to acquire the skills of self-directed learning."(in M. Williams and R. L. Burden, 1997:147)*

Additionally, Wenden and Rubin (1987) claimed that *"One of the leading educational goals of the research on learner strategies is an autonomous language learner." (in Ibid)* This means one who is equipped with the appropriate skills and strategies to learn a language in a self-directed way. Thus, teaching learning strategies- strategy training- helps learners to participate in their learning and in regulating their language system. Furthermore, strategy training aids learners to become more conscious of the strategies they use, and be able to distinguish between appropriate and inappropriate ones.

Therefore, it is expected that language strategy training process results in the ability of students to:

- introduce, justify, and express their strategies and their learning preferences.
- identify, practise, monitor, evaluate the relative effectiveness of their strategy use, transfer strategies to new learning situations; and develop their problem solving skills; and
- achieve learner autonomy as well as linguistic autonomy; so that they can continue their learning after they leave the language classroom and be aware of their capacities, progress, and what they still need to develop and practise.

In other words, the intended goals of strategy training are to help foreign language students become more aware of:

1) - How they learn most effectively;

2) - How they can enhance their own comprehension and production of the target language; and

3) - How they can continue to learn on their own and communicate in the target language out of the language classroom and teacher supervision.

Ellis and Sinclair described this aim as one of providing learners with:

> *"the alternatives from which to make informed choices about what, how, why, when, and where they learn. It focuses learners' attention on the process of learning so that the emphasis is on 'how' to learn rather than 'what' to learn" (Ellis & Sinclair, 1989: 2)*

Simply put, strategy training is a teaching strategy by it self which aims at preparing students to be responsible for their learning, raising their awareness in terms of selection, use, and evaluation of their learning strategies. They will become more aware about their individual learning needs. Oxford supports these hypothetical ideas saying:

> *"The general goals of [strategy] training are to help make language learning more meaningful, to encourage a collaborative spirit between learner and teacher, to learn about options for language learning, and to learn and practise strategies that facilitate self-reliance." (Oxford, 1990: 201)*

Conclusion

Teachers' experience has shown that learning strategies and strategy training are tools through which they can measure their students' grammatical, communicative, and strategic competencies. Classroom observations lead teachers to ensure that learners do use- either consciously or unconsciously- different learning strategies while performing language tasks and processing the new input they have. Learning strategies, then, are good indicators of how learners approach tasks or problems encountered during their learning process; that is, how errors manifest in learners' use of language.

Furthermore, learning strategies give language teachers considerable information about how their students perceive, process, plan, assess the learning tasks, and select appropriate skills; so as to understand, learn, and remember new input presented in the language classroom. Thus, providing students with such strategies is a chance to discover which strategies work well; and then, useful for students to accomplish their learning tasks so as to achieve their goals and satisfy their learning needs.

Chapter II: Error Analysis

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Introduction

Learning a language means learning a system or a code. Therefore, language is a self-contained system in which all parts being interconnected as a system of systems. Furthermore, learning a foreign language is so complicated than acquiring and using a mother language. Consequently, learners are expected to have certain problems in their learning process mainly in writing.

This chapter, then, deals with one of the useful linguistic processes used to analyze students' errors and highlight their learning difficulties. Therefore, the chapter is devoted to a detailed review of the history, nature, and outcomes of Error Analysis as one of the most knowledgeable linguistic techniques in foreign language teaching- learning context.

1- Contrastive Analysis (CA)

Before we deal with Error Analysis as an independent linguistic process, it is worthy to look back for its origins and first comings in the history of contrastive and applied linguistics. Consequently, we have to mention how a shift in the field of language has occurred from *a Contrastive – based Error Analysis to a Non – Contrastive Approach Error Analysis;* though they are both based on the structuralism's concepts of language and language learning derived from the findings of the behaviourist school of psychology. (Fouad K. Hassen et al, 1993:13)

1. 1. Contrastive Analysis Approach

Contrastive studies, as a method of linguistic analysis, have a long tradition dating at least to the end of the nineteenth century. Fisiack claims that:

> *"Contrastive studies in linguistics have a long history. Linguists have compared, for example, various stages in the development of a single language, or different but related languages at a certain stage of development, in order to reconstruct a proto language. These activities have been known as comparative historical linguistics. Linguists have also been comparing languages as they are used today to classify languages into certain groups on the basis of the occurrence of one or more features, this type of activity has been termed Comparative Typological Linguistics" (Fisiack, 1981:1)*

In addition, a third type of contrastive linguistics has been emerged in the 1940's and has been devoted to compare two or more languages to determine their similarities and differences. It is, then, this type which is termed Contrastive Analysis. David Crystal has defined contrastive analysis as:

> *"...a general approach to the investigation of language, particularly as carried out in certain areas of applied linguistics such as foreign language teaching and translation. In a contrastive analysis of two languages, the points of structural difference(s) are identified, and these are studied as areas of potential difficulty in foreign language learning." (D. Crystal, 1980:90)*

Therefore, CA implies a belief in language universals, as in any contrast; if there were no features in common there would be no basis for comparison. As a result,

CA has been used as a beneficial tool in language teaching through what linguists call *'the Contrastive Analysis Hypothesis (CAH)'.*

1.2. Contrastive Analysis Hypothesis

In a broader sense, the conviction that linguistic differences could be used to predict learning difficulty gave rise to contrastive linguistics; which claims that a learner's first language interferes with his/ her acquisition of a target language. In other words, difficulties in language learning derive from the divergences between the new language and the learner's language, that errors in these areas of differences derive from 'first language interference' and that these errors can be predicted and remedied by the use of CA. In this context, Fries stated:

> *"Learning a second language.... constitutes a very different task from learning the first language. The basic problems arise not out of any essential difficulty in the features of the new language themselves but primarily out of the special set created by the language habits." (in Terence Odlen, 1989: 15)*

The contrastive analysis hypothesis, then, held that where L1 structures differed from those in the L2, errors that reflected the structure L1 would be produced, and then influence the L2 production. The value of CAH in the context of target language learning lies in that if trouble spots in the TL could be anticipated, errors might be prevented or at least held to a minimum. Lado summarizes this hypothesis saying:

"We assume that the student who comes in contact with a foreign language will find some features of it quite easy and others extremely difficult. Those elements that are similar to his native language will be simple for him, and those elements that are different will be difficult. The teacher who has made a comparison of the foreign language with the native language of the students will know better what the real learning problems are and can better provide for teaching them." (Robert Lado, 1957: 2)

1.3. The Transfer Theory

In fact, the cornerstone of contrastive analysis is the theory of *"Transfer"*. As a concept, *'transfer'* originates in behaviourist psychology where it is used to refer to a process described as the automatic, uncontrolled, and sub-conscious use of past learned behaviours in the attempt to produce new responses.

Ellis (1965) refers to transfer as:

"Perhaps it is the single most important concept in the theory and practice of education. The hypothesis that the learning of task 'A' will affect the subsequent learning of task 'B' " (in Carl James, 1980:11)

In this sense, transfer may be of two types: negative or positive. The former predicts that *"if a learner is called upon to produce some target language form which he has not learnt, he will tend to produce an erroneous form having its origin in his first language." (ibid: 23)* Therefore, this type of transfer is usually termed *"interference"*; because old habits are expected to interfere with new ones. Lee (1968) notes: *"The prime cause, or even the sole cause, of difficulty and error in foreign language*

learning is interference coming from the learners' native language". (in R. Ellis, 1985:23)

However, the latter –positive transfer- refers to the automatic use of L1 structures in target language performance; when structures in both languages are the same and hence result in correct constructions. Lado explains it this way:

> *"... Individuals tend to transfer the forms and meanings, and the distribution of forms and meanings of their native language and culture to the foreign language and culture- both productively when attempting to speak the language and act in the culture and receptively when attempting to grasp and understand the language and the culture as practised by natives". (Robert Lado, 1957:2)*

Transfer, then, is not simply a consequence of habit formation or MT influence. Psychologists assume that there is never peaceful coexistence between the two language systems of the learner, but rather constant warfare, and that this warfare is not limited to the moment of cognition, but continuous during the period of storing newly learnt items in memory.

1.4. The Shift from CA to EA

The contrastive – based error analysis approach has proved to be useful for linguists and language teachers through its analogies and emphases mainly in the area of phonology and grammar. However, it is proved that CA is unable to discover all difficult and problematic areas for foreign language learners and teachers as well. As a matter of fact, linguistic research shows that learning difficulties do not always

arise from cross-linguistic differences and that difficulties which do arise are not always predicted by CA. Corder (1967) declares:

> *"Teachers have not always been very impressed by this contribution from the linguist for the reason that their practical experience has already shown them when these difficulties lie and they have not felt that the contribution of the linguist has provided them with any significantly new information. They noted, for example, that many of the errors with which they were familiar were not predicted by the linguist any way". (in B. Wallace et al,1983:88)*

In addition, linguists have come to the conclusion that CA endorses a teacher – centred approach rather than a learner – centred approach to foreign language learning and hence can not account for all the errors students make or the difficulties they usually encounter. As a result, a new approach based on the analysis of learners' actual performances has appeared in the field of foreign language learning. The new approach aimed to find and analyze the psycholinguistic causes behind foreign language learners' inadequacies. So far, the new approach focuses on learners' output in terms of errors; that is the main interest is the resulting errors themselves, for this reason it is known as *Error Analysis technique.*

2. Error Analysis Approach

As illustrated above, the necessity to identify and explain errors systematically has led to the emergence of error analysis as a linguistic discipline in its own right. Historically speaking, the interest in EA arose in the late 1960's, and saw its heyday

in the 1970's. Simply put, EA is an approach devoted to understand second and foreign language acquisition, which consists of compiling a corpus of target language learner deviations from the target language norms –errors learners make- classifying these errors by type and hypothesizing possible sources of their occurrence. In other words, the awareness that some of the errors which target language learners make are not the result of negative transfer-CAH- led to researchers focusing on errors themselves, rather than on comparing the source and target languages-CA. Consequently, a change in the history of L2/ FL research has occurred and marked a shift of interest from comparing the learned languages to know about learners' problems and areas of difficulty –CA- to focusing on learners' products and shed light on their errors –EA. Corder (1967) claimed that:

> *"A learner's errors, (then), provide evidence of the system of the language that he is using (has learnt) at a particular point in the course....They are significant in three different ways: "First to the teacher in that they tell him, if he undertakes a systematic analysis, how far towards the goal the learner has progressed, and consequently, what remains for him to learn. Second, they provide to the researcher evidence of how language is learnt or acquired, what strategies or procedures the learner is employing in his discovery of the language. Thirdly, (and in a sense this is their most important aspect) they are indispensable to the learner himself because we can regard the making of errors as a device the learner uses in order to learn." (in Jack C. Richards, 1974: 25)*

Error Analysis, then, is regarded as being the systematic investigation of the types and causes of errors made by speakers and writers in their non-native languages. Error analysis involves discovering the degree to which the learner

expresses his 'message' by means of the categories and rules which the native speaker of the target language uses. So forth, the error analyst is interested in all types of deviances whereas the teacher should be concerned only with those which his students seem to suffer from most.

Thus, Error Analysis movement can be characterized as an attempt to account for learner errors that couldn't be explained or predicted by CA or behaviourist theory, though the main, and linguistically most specific, notions about the learner's language will derive from the two systematic techniques. (S.P. Corder, 1981:62)

2.1. The Concept of Error

A key finding of error analysis has been that many errors are produced by learners making faulty inferences about the rules of the new language. Thus, Error Analysis is the discipline through which teachers can help their students to advance and avoid their deviant forms. Corder referred to *'errors' as "breaches of the code". (Corder, 1973:259)* Errors are also regarded as flawed side of learner speech or writing. *They are those parts of conversation or composition that deviate from some selected norm of mature language performance. (Burt, Dulay, Krashen, 1982, p: 138)* Therefore, an error, in this respect, can be defined as any deviation from the linguistic or semantic accepted norms. Bell proceeds to define the term *'error' as "An error is a sure sign that the learner has not mastered the code of the target language." (in Fouad K. Hassen et al, 1993: 17)*

In addition, these breakdowns (errors) are not just random but systematic and arise from physiological and psychological causes or from imperfect knowledge of

the linguistic norms of some group. In fact, errors' occurrence signs an imperfect knowledge of the code, which means that learners have not yet internalized the formation rules of the target language to refer to those features of the learner's utterances which differ from those of any native speaker. Corder explains it in this way: *"Errors arise because there has not been enough effort on the part of the learner or enough explanation or practice on the part of the teacher." (Corder, 1981: 65)*

Furthermore, Strevens (1968) hypothesized that: *"errors should not be viewed as problems to be overcome, but rather as normal and inevitable features indicating the strategies that learners use." (in J. C. Richards, 1974: 4)*

Nevertheless, learners' deviant forms are not all systematic in their occurrence. Errors are said to be of different forms and types and expected to be at all levels of language system; the phonological, morphological, syntactic, and semantic levels.

2.2. Errors Vs Mistakes

Linguists have applied a valuable distinction between errors of competence and errors of performance in an error analysis context. The former, according to Corder (1971), are seen as:

> "The *result of the application of rules by the target language learner which do not (yet) correspond to the target language norm. However, the latter - errors of performance- are the result of mistakes in language use and manifest themselves as repeats, false analogies, and corrections of the slips of the tongue".(in Theo Van et al,1984:52)*

Johanna Klassen defines the first type of errors as: *"a form or structure that a native speaker deems unacceptable because of its inappropriate use..." (in E.T.F, 1991: 10)*

Whereas, the second type of errors is likely to occur when the speaker or writer suffers from stress, indecision or fatigue, carelessness, social problems, etc. Corder calls this sort of errors *'mistakes' (Corder, 1981:10)* Additionally, Brown provides the following distinction between a mistake and an error saying:

> *"A mistake is a performance error that is either a random guess or a 'slip' in that it is a failure to utilize a known system correctly. However, an 'error', he says, is a "noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner." (H.D. Brown 1994: in William Ancker, E.T.F. 2000:21)*

Elsewhere, Edge offers simpler definitions claiming that:

> *"A 'slip' is what a learner can self-correct, and an 'error' is what a learner can't self-correct. An 'attempt' is a guess or when neither the intended meaning nor the structure is clear to the teacher." (Edge 1994: 9 - 11)*

On the basis of what is said previously, whatever the cause of mistakes, we can classify them according to whether or not the teacher thinks that the student could correct them if given the chance, and they are (mistakes) pointed out. Thus, if the teacher thinks that a student could self-correct a mistake, so, it is called *a slip*. However, if a student cannot self-correct a mistake in his or her own English, but the

teacher thinks that the class is familiar with the correct form, this type of mistakes is called an *'error'*.

To sum up, errors of performance will characteristically be unsystematic, whereas those of competence systematic. It is useful, then, to refer to errors of performance as *mistakes*, reserving the term *errors* to the systematic errors of the learner from which we are able to reconstruct his knowledge of the language to date or his *'transitional competence'.(Corder, 1981: 10)*

3. Error Types

In addition to what is said above, errors are said to be of two natures; intralingual or interlingual ones.

3.1. Intralingual Errors

This type of errors includes Developmental and Intralingual errors; rather than reflecting the learner's inability to separate two languages. These errors reflect the learner's competence at a particular stage, and illustrate some of the general characteristics of language acquisition. Their origins are found within the structure of English itself, and through reference to the strategy by which a second or a foreign language is acquired and taught. (in B.W. Robinett et al, 1983: 198)

In other words, it is possible; through the study and examination of such errors, to see the way toward teaching procedures that take account of the learner's strategy for a target language acquisition. Richards defined this type as follows:

> *"Intralingual errors are those which reflect the general characteristics of rule learning, such as faulty overgeneralization, incomplete application of rules, and failure to learn conditions under which rules apply." (Richards 1974, in H. Dulay et al 1982: 143)*

Another definition provided by Lococo (1976) includes that, *"Intralingual errors occur when L1 does not have a rule which TL has; the learner applies a TL rule, producing an error" (ibid).* Furthermore, developmental errors are, according to Richards, those which *'illustrate the learner attempting to build up hypotheses about the (target) language'* (J.C. Richards1974: 174). In these respects, developmental errors are to be similar to those made by children learning the target language as their first language. For instance, the omission of the article or the past tense marker may be classified as developmental because these are also found in the speech and writing of children learning English as their mother language.

However, such errors cannot be traced back to differences between L1 and TL, but they are related to a specific interpretation of the target language and manifest themselves as universal phenomena, in any language process. Corder stresses that L1 and TL learners have the cognitive capacity for making hypotheses about the language they are learning and that both use many similar procedures or strategies. So far, Richards (1971) found systematic intralingual errors to involve overgeneralization, ignorance of rule restrictions, incomplete application of rules, and semantic errors.

3.2. Interlingual Errors

Interlingual is a term that came to refer to dynamic and evolving linguistic system that the learner constructed from target language input through the use of innate learning strategies and heuristics. Therefore, interlingual problems depend on linguistic differences between L1 and TL and are traditionally interpreted as interference problems. In fact, the term interlingual was introduced by Larry Selinker in 1972; to mean learners' versions of target languages. In general, the target language learner could be treated as having a language of his or her own, not just as a poor user of the target language, and as creating this system for him / herself from his/her knowledge by teachers. Consequently, the target language learner is expected to produce utterances which are ungrammatical or otherwise ill-formed, when judged by the generally accepted rules of the language they are learning.

So far, learners' versions of TL were given different names according to different linguistic contexts. Nemser (1971) speaks about the 'approximative system' which, as a term, stresses the goal directed development of the learner's language towards the target language system. Furthermore, the term 'transitional competence', provided by Corder (1977), borrows the notion of 'competence' from Chomsky and emphasizes that the learner possesses a certain body of knowledge which underlies the utterances he makes. In other contexts, Corder (1971) refers to the interlingual system as *an 'idiosyncratic dialect'*. He describes it as a dynamic goal-oriented language system of increasing complexity (Corder, 1981:67).

Selinker provides the following definition:

> *"If it can be experimentally demonstrated that fossilizable items, rules and subsystems which occurred in interlanguage performance are the result of the native language then we are dealing with the process of language transfer; if these fossilizable items, rules and subsystems are a result of identifiable items in training procedures then we are dealing with transfer of training; if they are a result of an identifiable approach by the learner to the material to be learned, then we are dealing with strategies of language learning; if they are the result of an identifiable approach by the learner to communicate with native speakers of the target language, then we are dealing with strategies of communication; and finally if they are the result of a clear overgeneralization of target language, then we are dealing with the overgeneralization of the linguistic materials." (Selinker (1971) in Richards 1974: 39)*

Therefore, these five processes together constitute the ways in which the learner tries to internalize the target language system.

Consequently, the study of learners' errors, and subsequently of interlingual as a phenomenon, was motivated by a particular hypothesis about the processes of language learning. The hypothesis is that the learner is creating for himself an account of the structural properties of the target language and its grammar, on the basis of his interaction with the data he is exposed to. It appears, then, that the nature of the interlingual grammar a learner creates for himself is to a considerable extent determined by the knowledge of language the learner already possesses and how elaborated that knowledge is. Teachers, thus, have to adopt a more realistic attitude to the language of the learner and by a selective correction of his so called

'errors' attempt to teach only what his interlingual system permits him to learn at any particular moment.

4. Sources of Errors

Language performance was described by Miller (1970) as: *'The psychology processes that go on when people use sentences'; by 'use' in this case we mean receptive and productive skills".* Therefore, making errors in the target language can be explained in terms of different processes or analogies language learners refer to while performing language by using previous and present knowledge they acquire through their learning career. Hence, this knowledge can be either from his/ her mother tongue; or second language, or even from the target language itself.

Moreover, the target language learner when exposed to language and asked to perform and process in this language, he will do so at different levels and use different language skills in regard to language being a system of interconnected subsystems, and a set of sub-skills. As a result, learners' language production will be exposed to certain inadequacies, hence, erroneous and ill-formed sentences. What teachers, then, are concerned with is to look for the basic processes and fundamental operations learners go through in their learning career; to discover which causes lie behind these erroneous and mysterious language forms.

Errors, however, are said to have different causes, as opposed to previous linguistic findings, among which mother tongue interference is the basic cause for learners' errors, if not the sole one. Thus, researchers' foundations prove that learners relied on different theories and strategies while acquiring the target

language; these factors lead them to make errors and thus inappropriate and incorrect language forms or misuses of the language norms. Henceforth, it is necessary, and of great help for teachers and even learners to know about their error causes; either for the former (teachers) to be prepared to deal with them or for the latter (learners) to avoid such harmful instances. We are then going to expose the main error sources that linguists claim to be responsible of learners' errors.

4.1. Overgeneralization

The majority of intralingual errors are instances of the same process of '*Overgeneralization*'. It is a term used by J.C. Richards, whereas, H. V. George term is '*Redundancy*' (in John Norrish 1983:31). Overgeneralization covers instances where the learner creates a deviant structure on the basis of his experience of the structures in the target language. Jakobovits defines it as:

> *"The use of previously available strategies in new situation.....some of these strategies will prove helpful in organizing the facts about the second language but others, perhaps due to superficial similarities will be misleading and inapplicable". (in John W. Oller, JR. J. C. Richards 1973:98-99)*

In this case, learners would produce instances such as: 'He can signs, we are hope, It is occurs', etc. (in B. W. Robinett et al 1983:199) Overgeneralization, then, may be the result of the learner reducing his linguistic burden. In other terms, it is a device used when the items do not carry any obvious contrast for the learner. For example, the "past tense marker '-ed', often carries no meaning in context, since pastness can be indicated lexically (eg. yesterday)" (Ellis, 1985:53). Simply put,

students try to derive the rules behind the data which they have been exposed to, and may develop hypotheses (about the structure) that correspond neither to the mother tongue nor to the target language.

In fact, a considerable amount of difficulty in target language learning is related to selectional restrictions and to surface structure and contextual rules of the language. In other words, previous learning may influence later the actual learning situation. In this respect, the learner searches for patterns and regularity in the target language in an effort to reduce the learning load by formulating rules. But, he may over-generalize his rules and fail to take exceptions into account; because his exposure to the language is limited and he has insufficient data from which he can infer an explanation of such errors and then provide complex rules. Therefore, overgeneralization of target language rules is a phenomenon well-known to language teachers. Selinker stated that:

> *"Many users of various languages could produce sentences such: 'What did he intended to say?' When the past tense morpheme '– ed' is extended to an environment in which, to the learner, it could logically apply; but just does not in fact. Another case where most learners of English quickly learn the English rule of contraction which forms things like 'the concert's' from 'the concert is' , these learners, then, may over generalize this rule to produce such sentences like : 'Max is happier than Sam's these days". (Selinker in J.C. Richards 1974:39)*

So far, generalization and/or overgeneralization are one of the fundamental learning strategies target language learners usually refer to while performing in this language.

4.2. Incomplete Application of Rules

In addition to overgeneralization, most teachers claim that the process of: 'incomplete application of rules' is a serious cause for their students' errors and represents a real problem for their language learning progress. Richards suggests two possible causes here:

> *a)- One is the use of questions in the classroom where the learner is encouraged to repeat the question or part of it in the answer.*
>
> *For example: Teacher: Do you read much?*
> *Student: Yes, I read much.*
>
> *b) - The other possible cause is the fact that the learner may discover that he can communicate perfectly adequately using deviant forms (J.Norrish1983:32-3)*

Thus, the language learner, who is primarily interested in communication, can achieve quite efficient communication without the need for mastering more than the elementary rules of structure usage. For example, a systematic difficulty in the use of questions can be observed. A statement form may be used as a question, one of the transformations in a series may be omitted or a question word may simply be added to the statement form. As a result, the incomplete application of rules involves a failure to learn the more complex types of the structure (statements as questions); because the learner finds that he can achieve effective communication by using relatively simple rules; therefore the correct model has been insufficiently practised.

4.3. Material-Induced Errors

According to this source, learners' errors may be induced by teaching materials. It is characterized by two major operations learners go through while processing target language data:

a)- False concept

b) - Ignorance of rule restrictions.

Therefore, by dealing with this source of errors we are going to speak about errors that are resulted from the teaching materials used by teachers.

The first kind of errors under this major type is what is called *'false concepts hypothesized'*. It is a class of developmental errors which derives from faulty comprehension of distinctions in the target language. An example, which will be familiar to many teachers of English, is the use of the *'present continuous tense'* in the wrong situation or the form *'was'*, for instance, may be interpreted as a marker of the past tense: *'Giving one day it was happened'* (in J.W. Oller, J.C. Richards,1973:103) However, in particular instance errors of these sorts are traced to classroom presentation, and to presentation which is based on Contrastive Analysis of English and another language or on contrast within English itself. As Ritchie predicts:

> *"A course that concentrates too much on the main trouble spots' without due attention to the structure of the foreign language as a whole, will leave the learner with a patchwork of unfruitful, partial generalization..." (Ritchie (1967) in B. Wallace et al, 1983:204)*

Broadly claimed, false concepts hypothesized refer to errors derived from faulty understanding of target language distinction. For instance, *'is'* may be treated as a general marker of the present tense as *in 'He is speaks French' (in ibid: 203).* Perhaps the most ambitious attempt is to explain target language by analyzing the psycholinguistic origins of errors. It is argued that errors of this type derive from the learner's need to exploit the redundancy of language by omitting elements that are non-essential for communication of meaning.

The second sub-cause of errors under the major one of material-induced errors is what is known as *'ignorance of rule restrictions'*. Thus, closely related to the generalization of deviant structure is failure to observe the restriction of existing structures, that is, the application of rules to contexts where they do not apply. For example, *'That's the man who I saw him'* violates the limitation on subjects in structures with *'who'*. (Cited in Keith and Helen Johnson 1998: 111)

Henceforth, it is probably more difficult to avoid errors arising from ignorance of rule restriction than it is to avoid false conceptualization. Some rule restriction errors may be accounted for in terms of analogy; other instances may result from the rote learning of rules. To sum up this factor, we can say that errors resulted from 'ignorance of rule restriction' occur when rules are extended to contexts where in target language usage they do not apply. In this sense Brook gives four causes for learners' errors:

> *1) - The learner does not know the structural pattern and so makes a random response.*
> *2) - The correct model has been insufficiently practised.*
> *3) - Distortion may be induced by the first language.*
> *4) – The student may follow a general rule which is not applicable in a particular instance. The issue was not,*

therefore, whether interference could count for all errors but whether it could account for most. (in Ellis 1985:28- 29)

5. Error Analysis Technique

Error Analysis is an experimental technique for validating the theory of transfer. The first step in carrying on an error analysis is to collect the raw material to work on; in this case, it is a corpus formed of students' errors either in their speech or in their writings. Data Collection is formed of different erroneous utterances / sentences from the target language produced by learners.

Therefore, the steps of an error analysis process can be summarized as follows:

1) – *Structures containing errors were extracted from the learner's production (speech / writing).*

2) – *The grammatical version of each of the extracted utterances and its corresponding native language equivalent was supplied.*

3) – *Structures that did not contain opportunities for the commission of both interlingual and developmental errors were eliminated.*

4) – *Each error was provisionally classified into the developmental, interlingual, and other categories without considering the ambiguous classification.*

5) - *All errors classified as both developmental and interlingual were subsequently removed from those categories and reclassified as ambiguous.*

6) – The errors in each category were counted and percentages were determined.

5.1. Recognition / Identification of Errors

In fact, we can't speak or describe something until we are aware of its existence. *Recognition* of an error depends on interpretation; that is, on what you know (or assume) the student meant. This will vary according to circumstances and will take into account factors such as the standard being aimed at; the amount of time available, the stage in the course, the age, ability, motivation, and realistic assessment of the possibilities of improving performance in that time. However, what is noticeable in this area is the difficulty to decide about a language norm of students as being erroneous or not.

The identification of errors presupposes a clear idea of what an error is, against which the utterance can be judged, and thus brings up the whole vast problem of acceptability in language. The question '*To whom and in what context is a particular expression erroneous?"* can be given a number of different answers, illustrating how vague, subjective and artificial the term *'error'* really is. As long as the corpus analyzed has been produced by students, few serious identification problems arise, since the language learner shows clear differences from any adult native speaker usage. In other way, there is no clear–cut answer to the problem of when an error ceases to be an error and becomes an acceptable 'variation', but teachers need to be flexible and sensitive to the development of standard forms. So far, it is often the linguistic context which helps to determine whether an error has been made or not.

As a result, the error analyst needs a large corpus to work with, and sufficient attention must be paid to comparisons of error frequencies. Hence, the process of describing errors is in some respect complementary for error identification or recognition. Teachers or error analysts have to describe the deviant forms of students' language because this will help later in building up a picture of the features of language which are causing them learning problems. The assumption, then, underlying the description of errors is that they are evidence of a system, not the system of the target language, but one of some 'other' language (interlingual system of the learner). Consequently, error description gives an account of what has to be explained later.

5.2. Interpretation of Errors

The second major step in the process of error analysis technique is *'the interpretation' of the learners'* deviant forms. Interpretation, in fact, is central to the whole process, because our interpretation of what the student meant may determine whether we recognize an error at all, and will certainly determine our reconstruction. At this level, the teacher or the analyst, after his identification and description of the learner erroneous sentences, has to compare what the learner actually said with what he ought to have said to express what he intended to express. In other words, he compares the learners' erroneous sentences with what the native speaker would have said to express the required meaning. Therefore, whole success of our description of errors hinges upon the correctness of our interpretation of the

learner's intentions or meaning. However, in order to reach the correct interpretation of the desired meaning, we have to go through two situations.

The first situation or case depends upon whether the teacher and the analyst have access to the learner or not. If he is present the analyst can ask him to say what he intended in his mother tongue, or another language he performs in well. Then, the teacher helps him to clarify and simplify his construction, after translating it into the target language. This is what Corder calls *'the authoritative interpretation'*; which is going to provide us later with an authoritative reconstruction of his original utterance. (Corder, 1981: 42)

The second case, however, is when the learner is not present, is not available for consultation, the analyst, then, has to attempt an interpretation of his utterance on the basis of its 'form' and its linguistic and situational context. Nevertheless, this operation represents a problem for teachers because there will be a remaining doubt about the correctness of the interpretation; that is, the analyst can never be absolutely sure about his interpretation of students' errors. So forth, the interpretation made only on the basis of the form and context of the learner's utterance on the basis of what teachers know about him and his knowledge of the language. Corder calls it *'plausible interpretation'* and the corresponding reconstruction *'plausible reconstruct'* (ibid). As we mentioned above; a successful interpretation leads to a success in students' erroneous utterances reconstruction.

5.3. Reconstruction of Error

Reconstruction of learners' erroneous constructions is not mostly the version at which the student was aiming. It is necessary, then, to consider whether what the learner was aiming at was actually appropriate in the context or not. In other words, we must not be so preoccupied with matters of spelling; pronunciation and syntax that we forget to consider the possibility of *wider 'communicative' error.* So far, analysts are often tempted to assume that the best reconstruction is the one which involves the least alteration, that is, he must also be careful that the language item one imagines the student is also a factor in error analysis. For instance, *'we felt asleep'* reconstructed as: *'We felt sleepy'* .With the explanation that the student is confused between *'asleep' and 'sleepy'*. In fact, it was unlikely that these students knew the word *'sleepy'*. They have heard *'felt tired' and 'feel asleep' and confused 'fell' and 'felt'*. The context also indicated that the students were aiming at 'fell asleep'. (D. Mackeating in A. Gerry et al, 1981: 219)

To sum up this stage, we can say that error reconstruction is of major difficulty mainly when the target language learner is not present, and is not able to explain his intended meaning. Therefore, it is for the teacher or analyst to act as a learner in order to intend what he was trying to say and, then, to reconstruct.

5.4. Classification of Errors

After *identifying, interpreting, and reconstructing* learners' erroneous sentences or deviant forms, the analyst has to *subgroup* them into categories, and *classifies* them

into types or labelling subgroups within a corpus.

Furthermore, students' errors can be grouped into different classes according to the language levels they occurred at. Thus, *the linguistic classification* of an error will depend largely on how the stretch of language in which it occurs has already been interpreted and reconstructed. However, some linguists and analysts seem to omit the stage of linguistic classification altogether and classify errors immediately in terms of their assumed causes, e.g. errors of hypercorrection, omission, false analogy and so on. In this context, Corder assumes that errors fall into four main categories: *"omission of some required element; addition of some unnecessary or incorrect element; selection of an incorrect element; and misordering of elements." (Corder, 1973:277)*

Therefore, *errors of omission* are regularly present in learners' production. For example, learners in most cases omit morphological items such as third person singular morpheme *'–s'*, the plural marker *'–s'*, and the past tense inflection *'–ed'*. In syntax, learners may omit certain elements which are necessary for the construction to be complete. Examples of syntactic omissions are likely to be omission of articles, pronouns, prepositions, etc.

The second type or class of errors is known as *'addition errors'*. As opposed to omission errors, this type is characterized by the presence of an item which must not appear in well formed utterances. Addition errors usually occur in the later stages of target language learning, when the learner has already acquired some target language rules.

Moreover, addition errors are said to be of three types. The first type is *'Double Markings'*. In such cases, the learner marked the same feature twice a time in his

language performance and produces constructions as: *'They did not went to visit London last week.'* The second type of addition errors is termed as *'regularization'*. These errors are those in which a marker that is typically added to exceptional items of the given class that do not take a marker. For example, some elements of the language class are exceptions to the rule; like the *verb 'eat'* which is never used as *'eated'*, but *'ate'*; the *noun 'sheep'* is always used as *'sheep'* in the plural and not *'sheeps'*. The last type of errors, in addition to those listed above, is known as *'misformation errors'*. *Misformation errors* are characterized by the use of the wrong form of the morpheme or structure. The learner supplies something, although it is incorrect as in this sentence: *'The dog eated the chicken';* where a past tense marker was supplied but not adequately applied. This category of errors is also known as *errors of selection*. For example, in instances such as: *'my friend is oldest than me'*; the learner committed an error by selecting the wrong morpheme in which he uses the *suffix '-est'* instead of *'-er'* for the comparative form.

The fourth category of errors is what Corder and many other linguists refer to as *'misordering'*. As the label suggests, misordering errors are resulted from the incorrect placement of a morpheme or a group of morphemes in an utterance like in: *'He is all the time late'*; in which the expression *'all the time'* is misordered. However, misordering errors occur systematically for both the target language and the first language learners in construction that have already been acquired.

These are four major classes; usually analysts rely on in their classification of learners' errors. However, learners' errors can be classified in different categories depending on the basic principles or concepts under which linguists, researchers or teachers rely on when dealing with them.

Furthermore, a linguistic classification of errors also involves assigning them to various levels of linguistic description, that is, *phonological* (both speaking and listening), *orthographic* (spelling and punctuation), *syntactic* (grammatical), *lexico-semantic* (choice of vocabulary, which in turn affects meaning), *situational or socio-linguistic* (appropriacy). However, alternative ways of classifying an error may be possible depending on its interpretation and reconstruction.

As a result, error classification step requires conscious treatment and deep analysis of the deviated structures by the analyst as well as by the teacher; because if we specify which category or type of errors students commit; we can provide serious and positive feedback to learners' proficiency of their learning task of the target language. However, it is not enough to count how many omissions, additions, and so on are there, but we have to go into more details to look for their origins.

5.5. Explanation of Errors

Explanation of errors requires explanation of their causes. Generally speaking, error analyses usually have assigned errors to one of two mutually exclusive causes: Overgeneralization and transfer; because one of the theoretical objectives in error analysis is the explanation of how errors come about. Therefore, a psychological explanation in terms of '*the learner's strategies and the process of learning*' is going to take place. But, in fact, a linguistic explanation is a necessary condition of the psychological one.

Therefore, it is of great interest to ask questions as the following: *why the learner makes such errors? On what strategy he relies during his performance?*

Because such questions and others attempt to get valuable explanations as part of psycholinguistic data and of the theory of language learning as a whole. Moreover, errors are said to be, on the one hand, the result of the nature of the samples, their classification and presentation or, on the other hand, may arise from the actual activity of data processing and here teaching is concerned with the data and its mode of presentation. Thus, teachers may organize and present the data in less than the optimal fashion which leads to the increasing of the learner's difficulties. The learning process, then, may also be less than optimally efficient in terms of that learners are not all being equally endowed with intelligence, do not all remember equally well, are not all equally motivated; they may be unwell, tired, or emotionally upset or inattentive (which are in fact basic causes of students' errors.). However, some of these factors lie outside any one's control.

To sum up, we can say that at this stage (explanation), errors are categorized into those which are normal to the learning and teaching processes and those which are redundant, caused by faulty materials, faulty teaching and faulty learning. Therefore, many errors are explained as signs of the influence of the mother tongue or other language possessed by the learner, others said to be the result of an unconscious use of learning strategies. Moreover, learners' errors are also explained in terms of an incomplete exposure to the target language or an incomplete application of the rules.

5.6. Correction of Errors

The *technique of correction* is not one of simply presenting the data again and going through the same drills and exercises to produce the state of *'over learning'*. It requires, on the contrary, that the teacher understands the sources of errors so that he can provide the appropriate data and other information, sometimes comparative, which will resolve the learner's problems and allow him to discover the relevant rules. Therefore, skill in correction seems to lie in determining, in any particular instance, what the appropriate data to present to the learner are and what statements descriptive or comparative, to make about them. Correction implies the provision of more data in such a form that the available choices can be readily perceived by the learner. In other terms, skill in errors' correction, then, lies in the direction of exploiting the incorrect forms produced by the learner in a controlled manner.

Teachers have to pass their judgments as to which statement is acceptable on the basis of the language variety to be taught. However, when dealing with learners' errors, the analyst or the teacher has to separate those instances which are ascribed to slips of the pen; because students are immediately aware of such errors, and can correct them with more or less assurance because these are unsystematic and resulted from chance circumstances. Therefore, they have not been subjected to teachers' correction. What teachers should concentrate on are systematic errors; that is, errors of competence.

The real question, then, is *what, how and when to correct?* Experienced E.F.L teachers claimed that it is almost impossible to correct every error a student makes.

The teacher has to set priorities according to his / her assessment of error gravity judged against the course objectives and point of focus. Burt and Kiparsky (1974), maintain that: "*Comprehensibility is the criterion for identifying what needs to be corrected.*" They suggest that learner's errors are hierarchical; in other words, some errors make a sentence more difficult to understand than others.

Therefore, making a learner try to discover and test the right form could often be of great effect and help, and it is more constructive since it means more active learning on the student's part. Moreover, self-acquired knowledge is more effective and better retainable in memory. Another significant advantage is that the learners' discovery and then correction of their own mistakes provide them with the satisfaction of self achievement or self-correction is easier to remember, because someone has put something right in his or her own head. The more students are involved in correction, the more they have to think about the language used in the classroom.

Correction, then, means helping students to become accurate in their use of language; that is when teachers do decide to correct, they have to be sure that they are using correction positively to support learning and remind students of the forms of Standard English. This is why it is most important for the teacher to keep in his mind the possibility of not correcting every deviation his students make; because in order to bring about fluency in language use, encouragement is more important than correction. However, if a lot of students make the same error, the teacher knows that there is general difficulty and that something has to be taught again in a different way. So, teachers have to be sure and deceitful about which error to correct, how to

correct it, and when to interfere in the learning process to give a hand for their students.

6. Evaluation of Error Analysis

Language learning is not so much a question of acquiring a set of automatic habits; but rather, a process of discovering the underlying rules, categories and systems of choice in the language by some sort of data processing by the learner of the language presented to him by the teacher. Errors, then, are *"evidence about the nature of the process and the rules and categories used by the learner at a certain stage in the course". (Corder (1967) in J.C. Richards, 1985: 63)* Elsewhere, J. Verschueren supports Corder's view saying: *"The study of learner errors should primarily be taken as evidence not of failure to L2 usage but of success and achievement in the course of the learning process."(J. Verschueren et al, 1995: 582)*

However, in the behaviourist accounts, students' errors were considered as undesirable factors; and thus evidence of the failure to overcome proactive inhibition. Some language teaching theorists even suggested that there was a danger of errors becoming habits in their own right if they were tolerated. Brooks (1960), for instance, wrote: *'Like sin, error is to be avoided and its influence overcome...' (in E. Tarone & G. Yule ,1999:148)* Elsewhere, Corder says that it is believed that *'errors were the result of interference in the learning of a target language.' (Corder, 1981:5)* So far, one of the principle reasons for studying the learner's language is precisely to discover why it is as it is; that is, to explain it.

Furthermore, analyzing students' errors is of two principal objectives. The first objective is to elucidate what and how a learner learns when he studies a target language. The second one is to enable the learner to learn more efficiently by exploiting our knowledge of his dialect for pedagogical purposes. Moreover presence of errors indicates that the learning task was not yet complete. (ibid: 24)

In addition, teachers necessarily rely on the intuitive analysis of the students' knowledge to show them where the main learning problems lie, and also to guide their informal in-course remedial work. This most often takes the form of '*re-teaching*' that particular bit of the language which has proved to be a problem. In other words, it is not sufficient merely to classify students' errors in the same superficial way, that is, into errors of omission, wrong sequence, and wrong selection, but it requires a deeper analysis of the error, leading to an understanding or explanation of the cause of the error. Thus, it is only when teachers know *'why'* an error has been produced that they can set about correcting it in a systematic way. If, on the other hand, the errors were a natural result of the learning process, such as analogical errors, or of the nature of the learner's mother tongue- transfer errors- then only a deeper understanding of the learning process on the one hand, or a linguistic comparison of the mother tongue and the target language on the other yield explanation. Consequently, target language learners are expected to make different types of errors and mistakes through their learning process; since they appreciate a new language with new linguistic system and grammatical rules. *"A learner must make errors as an avoidable and necessary part of the learning process."(Geoffrey Broughton, et al, 1980:135)*

Evaluation of error analysis leads teachers and analysts to reach the following conclusion: a language learner is engaged in the task of discovering the system or code of the target language. He does this by making for himself, usually subconsciously, a set of hypotheses about how the language works on the basis of the language which is available to him. The learner, then, makes use, in constructing these hypotheses, of 'whatever information or explanation may be given to him by the teacher or the textbook, including any information from the context or from translation about how these examples of the language are to be understood or interpreted'.(Corder 1973, 1989; Richards 1974; Burt, Dulay, Krashen 1982) Teachers claim that; since we must teach the target language code, any technique which enables us to describe the learner's code at any particular point in his career will give us information of a detailed sort on which to base our remedial teaching.

So far, an assessment of the learner's code by means of 'error analysis' tells teachers the nature of the difference between the learner's code and that of the situation, and provides them with the information on which they may base a systematic remedial course.

7. Teacher's Role in Error Analysis Context

Errors are regarded as a necessary part of learning a language. Thus, deviations provide useful information for the teacher, helping him to plot the learning activity as it takes place. Therefore, in deciding what should be the linguist input to language teaching materials; teachers should certainly examine and seek an explanation for the errors that are typically made by different groups of learners.

The expert teacher will already have learned from experience where the problems are, and for him the information will prove less useful. The teacher may be able to use techniques suggested by the analysis. In these respects, teachers are relieved to find more realistic attitude towards errors because errors are no longer a reflection on their teaching methods, but are, rather, indicators that learning is taking place. So forth, teachers' analysis of their students' deviation sources has a great value, since this will lead at least to a greater understanding of the difficulties that learners face, and will perhaps assist in the development of pedagogic strategies.

In addition, teachers in their correction and analysis of their students' errors have to consider given factors mainly in selecting problem areas for attention: First, frequency of error in the performance of individuals and in the group as a whole is much easier to assess in written work than it is in speech. So far, teachers should also consider errors which may not be particularly frequent in the sample analyzed but which may affect later performance considerably. The second factor is the overall effect on performance. Some errors affect more than one linguistic level or more than one system, so that to remedy them is likely to improve several aspects of performance at once. Third point is the effect on intelligibility. This is often considered to be crucial in trying to assess the relative 'seriousness' of errors. The fourth factor is about chances of success in eliminating an error. Most errors could be eliminated if sufficient time were spent on them and if the learners were sufficiently motivated to co-operate. The fifth factor is dealing with the question of genuine error or frequent lapse? The problem of deciding whether an error is one of ignorance or of forgetfulness should be of a clear cut by teachers; for the fact that, the information teachers get from the study of errors is in part used for constructing

appropriate syllabuses and teaching materials. (D. Mckeating in A. Gerry et al, 1981: 239/ 40/ 41)

Practically speaking, teachers need to have a clear idea of their students' errors or language problems so as to be able to help them to eliminate the errors and overcome the problems. It is worth noting here that errors discussion in the classroom helps students to learn from others' errors; in terms of teachers' public correction or under guided peer correction. The teacher, then, has a very significant role to play. He is the one who can find out about the learner's intentions and can detect the piquancy in the first place. It is the teacher who has to decide which errors require immediate attention, and which ones will look after themselves such as *the transitional or developmental errors*; whereas, for the error analyst, semantic deviances are to be dealt with irrespective of their contribution to the sentence *clarity, appropriateness or acceptability* (Corder 1981, Richards 1974). In other terms, the error analyst is interested in all types of deviancies whereas the teacher should be concerned only with those which his students seem to suffer from. The teacher needs to familiarize him or herself with the different types of errors so as to be able to detect and deal with the deviances the moment he/she comes across them. Diagnosing, then, is the first step towards remedy.

Consequently, we can say that bringing the students' errors into light can be somewhat exhaustive but this does not by all means entail dealing with them all in the classroom. It is up to the teacher to select the most important ones and to prioritize them according to his / her students' needs and levels of proficiency in the target language.

Conclusion

To conclude this chapter, we claim that it is helpful to know more about how a foreign language learner perceives the foreign language, that is, to know about the different stages through which he processes new data and the various learning strategies he relies on to perform in the foreign language.

Consequently, dealing with foreign language learners' errors is more than describing, classifying, or even correcting them; it is a matter of detecting, discovering, and deeply understanding what strategies lay behind them, how these strategies manifest in their learning process, and what significance a teacher can have from error analysis.

Chapter III: Analysis and Evaluation of Data

Introduction

1. The Descriptive Statistical Method

2. Learners' Questionnaire

2.1. Description of the Questionnaire

2.2. Analysis of the Results

2.3. General Summary of the Questionnaire's Results

3. Teachers' Questionnaire

3.1. Description of the Questionnaire

3.2. Analysis of the Results

3.3. General Summary of the Questionnaire's Results

Conclusion

(Chart pies) when it comes to the rest of close-ended questions. Of course, the open-ended questions will be followed by comments summarizing the respondents' propositions and opinions.

Whenever necessary we proceed to the calculation of the means; we use the arithmetic mean that is calculated as follows:

$$\text{The arithmetic mean} = \frac{\text{Sum of values}}{\text{Number of subjects}}$$

$$X\,(\%) = \frac{fi}{N} \times 100$$ (read X bar equals sigma x over n)

(X) is the mean, (fi) is the sum of values, and (N) is the number of items.

2. The Learners' Questionnaire

2.1. Description of the questionnaire

At the English department, students are usually required to perform in a written form, either in classroom activities, or in exams, and tests. Therefore, teachers' evaluation of their students' output is usually based on their language errors, ideas organization, and coherence. Consequently, the learners' questionnaire is handed to the second year students of English at the University of Annaba. Our choice is based on the assumption that second year students of English are at least familiar

with the nature and type of the writing course and the learning tasks they are required to apply.

In addition, second year students still have a module of written expression; in which they have a session devoted to this module twice a week; for three hours (each session 1h.30 mn).

	Number	Percentage (%)
Questionnaires handed	**80**	**100%**
Questionnaires returned	**80**	**100%**
No answer	**00**	**00%**
Total	**80**	**100%**

Table n° 1: The representation of the learners' questionnaire

As shown in Table (1) our questionnaire is answered by (100%) of our study sample (second year students) at the University of Annaba for the academic year 2007/2008. This population is going to constitute our target group case study. It seems worth reminding that the whole population numbered four hundred (400) learners and then the sample of study constituted of eighty students; they all of them, answered and returned the handed questionnaire.

The questionnaire (Appendix I) is made up of four sections structured as follows:

Section I: The Learners' Profile

This introductory section is meant to draw the portraits of learners; who are required to give personal information concerning them. (Q1) is about their sex.

(Q2) aims to know how many languages the respondents are able to speak and write.

Section II: Background in English Learning

This section contains five questions aims to establish the learners' previous experience knowledge in English to determine which background they have. (Q3) aims to know why they have chosen to study English at the university and not any other language. (Q4) aims to know about which language system represents a difficulty for learners' language mastery. (Q5) deals with learners' judgment and justification of their level of English mastery, and finally learners' need for language use improvement.

Section III: Learners' Writing Errors

This section is formed of nine questions. Thus, it tries to illustrate what the learners think of learning English. Therefore, the students are required to mention on which area of language performance they make more errors(Q6), which language skill the respondents consider as helpful for the writing skill(Q7), on which procedure they rely when they come to write(Q8), whether or not they can correct their errors(Q9) and if they can do so, what type of errors they can not correct(Q10), what error causes students think to act behind their errors(Q11), how do teachers correct their students' errors(Q12), on which language performance area they would like teachers' feedback to be on (13), and finally, what do learners need to improve their writing skills (Q14).

Section IV: Writing Strategies

This section aims at knowing about the writing strategies learners are normally expected to follow when they correspond to any writing task. Moreover, it enquires about how learners prepare for different writing tasks (Q15). How do they plan for their writing (Q16). Do they edit or not their writing (Q17). Do teachers draw students' attention to these writing techniques or not(Q18), what type of classroom writing activities help them to develop their own writing capacities (Q19) & (Q20), and finally, do they agree or disagree that if they are trained to use these strategies they will consciously use and control their writing skills and hence will perform more adequately.(Q21)

2.2. Analysis of the Results:

The questionnaire that is answered by eighty students evoked the following results:

Section I: The Learners' Profiles

1. Sex

	N	%
Female	**57**	**71%**
Male	**21**	**26%**
Unanswered	**2**	**3%**
Total	**80**	**100%**

Table n°2: Learner's Distribution according to Sex

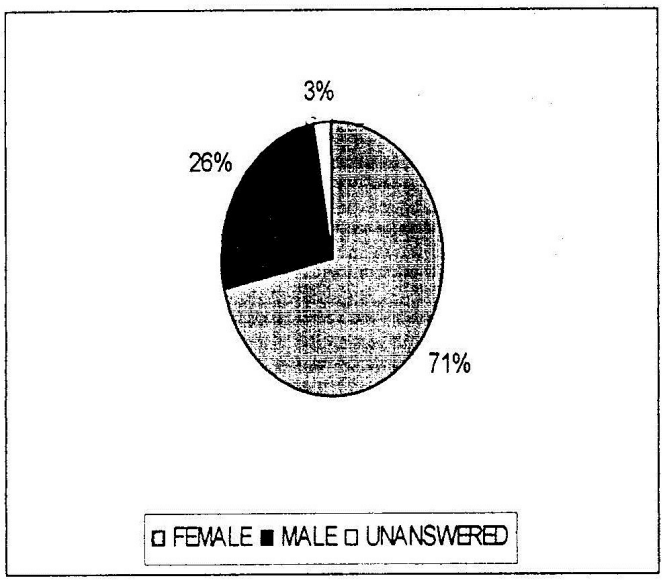

Figure1: Learners' Distribution according to Sex

With regards to the sample under investigation, the female students outnumber males. We have recorded just (26%) male subjects, whereas the rest are of a female sex (71%), and only (3%) unanswered.

2. Languages which you speak or learn in addition to English

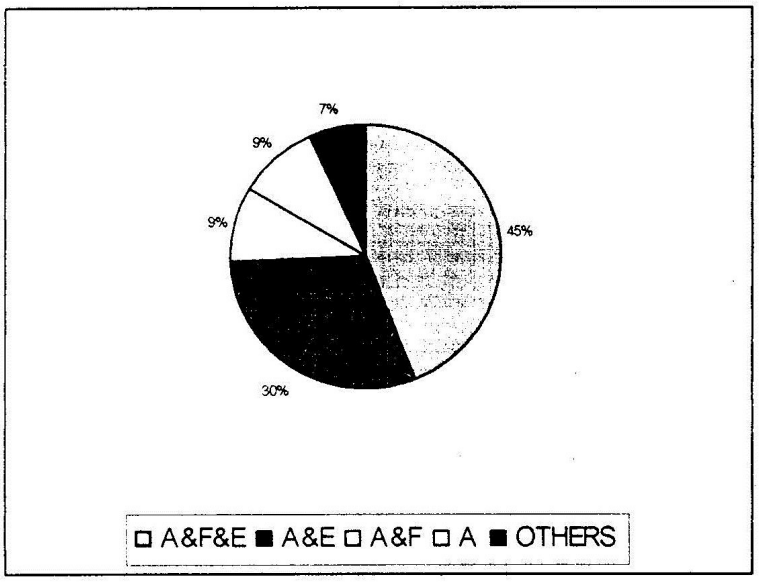

Figure 2: Learners' additional learnt/ spoken languages

The learners are multilingual speakers of more than one language; even if they don't perfectly master all of them. It is worth to note that (7.5%) of the sample speak other additional foreign languages to English among which we have (German, Italian, Spanish), and only one student proved that he masters Dutch and Norwegian languages too.

Thus, the majority of the sample (47.50%) is able to speak the three languages; the mother language (Arabic), the second language (French), and the foreign language (English) to a varied level. (32.50%) of them proved to speak Arabic and English, (10%) of the respondents speak Arabic and French, the same percentage presents those who speak only Arabic.

Section II: Background in English Learning

3. For how many years have you studied English?

	Number	%
7 years	**45**	**56.25%**
8 y ears	**18**	**22.5%**
9 years	**6**	**7.5%**
10 years	**1**	**1.25%**
11 years	**4**	**5%**
12 years	**4**	**5%**
13 years	**1**	**1.25%**
14 years	**1**	**1.25%**

Table n°3: Learners' Background in English

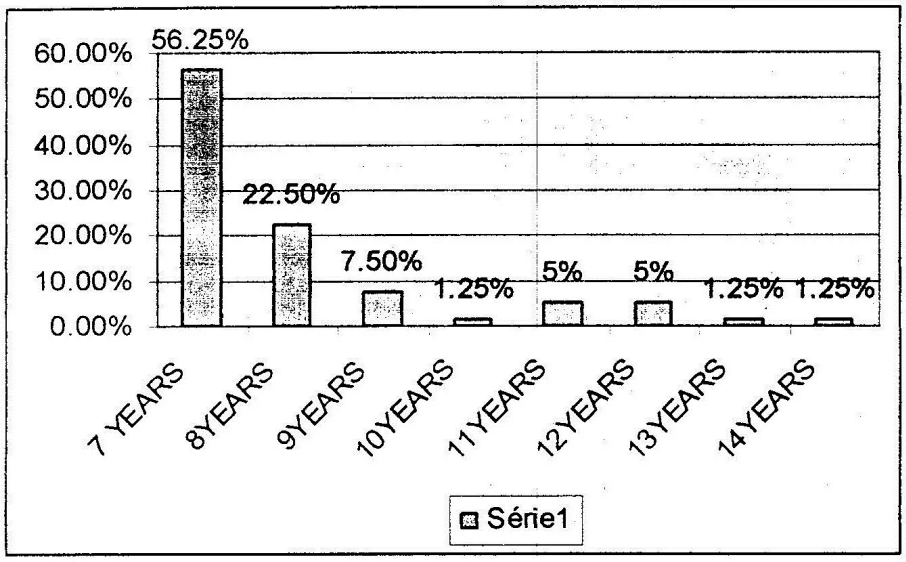

Figure3: Learners' Background in English

The learners, as shown in figure three, prove to have different backgrounds in English.

$$X = \frac{\Sigma fx}{\Sigma F} = \frac{642}{80} = 8 \text{ years}$$

The learners' mean background of English study period equals: 8 years. Therefore, we can declare that our respondents have a certain (acceptable) structural knowledge and are familiar –to a given extent- with the English language which they are purposefully chose to study and acquire at the University.

4. Why have you chosen English to study?

a- To communicate through this language, i.e. to speak it

b- To be able to read and write in it

c- To get a job(in/out side the country)

d- To use new technologies like: Internet

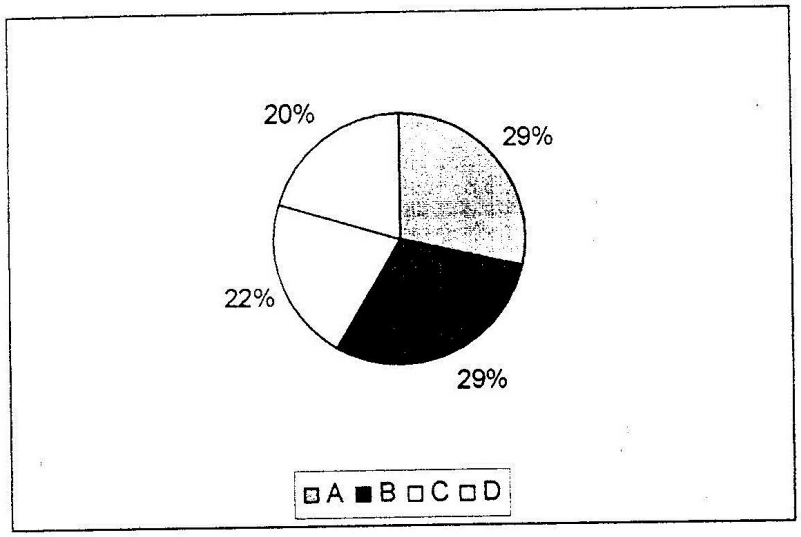

Figure4: Learners' purposes for English Learning

Through their answers to this question, the respondents provide different reasons for their choice of English; among which being able to communicate through it (29%) and to read and write (29%) are the major ones. 22% of the learners declare that they chose to study English for professional purposes; i.e. to get a job in/out side the country. However,(20%) of them demonstrate that the real reasons acting behind their choice are to be able to use new technologies; mainly the Internet, to chat with native speakers, and even to inscribe at foreign universities in order to carry on further studies. In fact, these answers interpret learners' needs in English classrooms.

Henceforth, the majority of learners' answers affirm that English is the International language, and then, it is the means which vehicles science and technology; it is the language of civilization. Therefore, we can note that the majority of the respondents independently chose to study English at the university level, for

one reason or another, and not forcedly oriented to it. Consequently, we can assume that they are motivated and hold positive attitudes towards learning it.

5. Which one of the following language systems you find difficult to handle and master?

a- The sound system

b- The morphological system: word-formation

c- The syntactic system: grammar & vocabulary

d- The semantic system

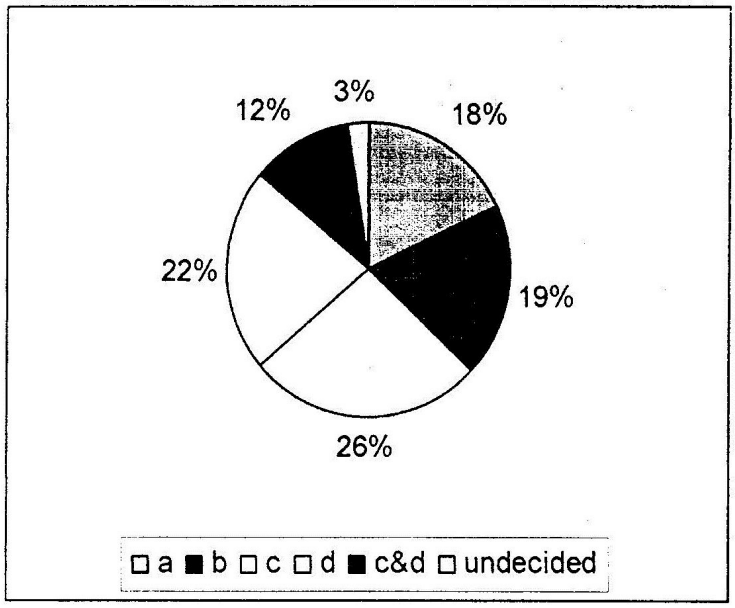

Figure5: Learners' Language System Difficulties

As shown in figure (05), students, in fact, declare to have difficulties in the different sub-systems. The majority of the respondents (26%) have a serious difficulty with the syntactic system of English in terms of its grammar and vocabulary. 22% of the learners has a difficulty to infer meaning from the context and then

understand the required message. 19% has a difficulty in the morphological system, (18%) has a difficulty with the sound system of English; in terms of its pronunciation, (12%) of the sample has a difficulty in both the syntactic and semantic systems of English, whereas (3%) remains undecided.

6. How do you judge your level and mastery of English language?

a- Very good

b- Good

c- Acceptable

d- Poor

e- Unable to learn it

Justify your judgment

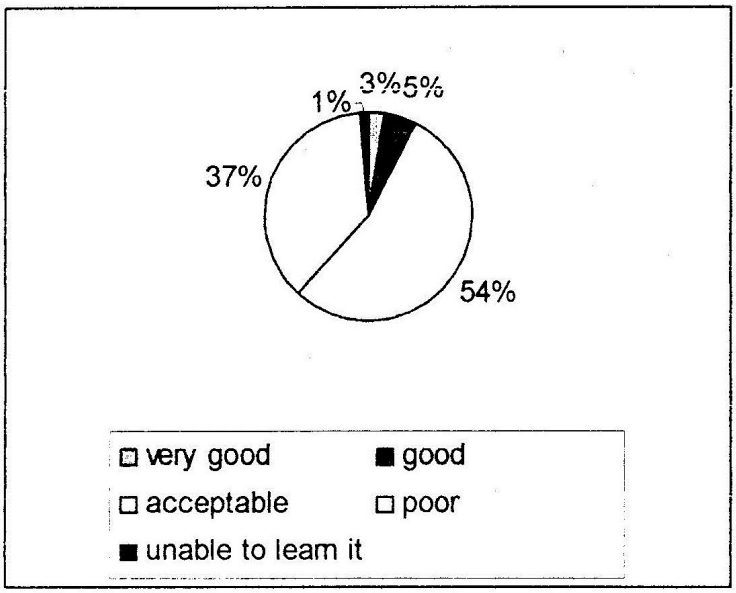

Figure 6: Learners' Judgment of their English Language Mastery

As illustrated in figure (06), the majority of the respondents (54%) judge their level of English language mastery as being acceptable. 37% confess that they have

a poor level concerning English mastery, (5%) declared to be good learners, (3%) are very good learners, and only (1%) are unable to learn it.

The majority of the students justify their judgments in terms of their exam marks, understanding of teachers' explanations, and ability to read and write –to some extent- adequately in English. However, those who declared to have a poor level due to their failure to guess meaning in context, to understand teachers' speech, and to their bad marks too.

7. What do you need to improve your English use?

   a. Use English out side the classroom

   b. Read materials written in English

   c. Use dictionaries to look for meaning

   d. Practise the language through writing

   e. Others specify them

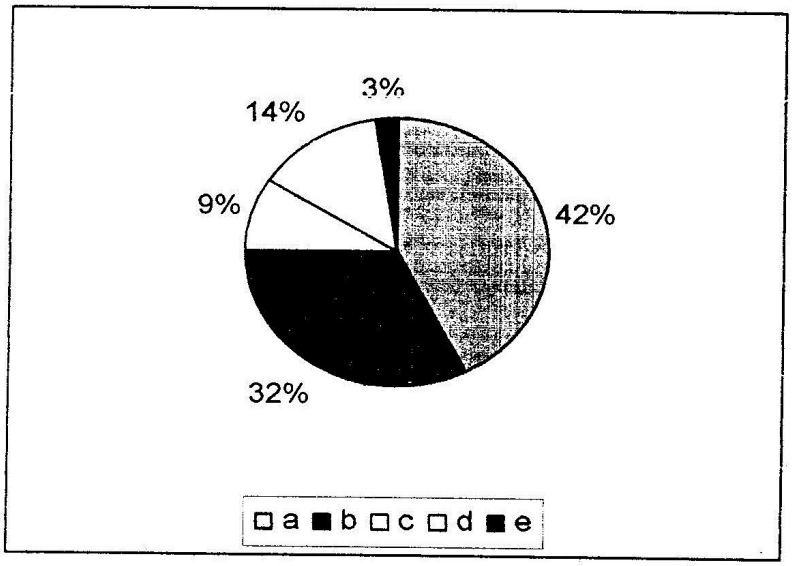

Figure 7: Learners' Needs for Language Improvement

By analyzing these answers, we find out that the major need of students is to practise the English language outside the classroom setting; (42%) declare that they need to speak the language, (32%) declare that they need to develop their reading skills in order to understand meaning, memorize vocabularies, and train their tongue on appropriate English pronunciation. 14% of the students said that they need to write pieces of compositions, using new vocabularies, applying grammatical rules, and train themselves on the different writing strategies and skills they are taught.
9% prefer to use dictionaries and get the habit to check them for new words with new meanings or to confirm words' pronunciation. In addition, (3%) of the respondents provide other needs for their language development; among which using Internet and scientific electronic documents are the major ones.

To sum up all the results evoked in this section, we can say that the majority of the learners (29%) have chosen to study English independently in order to be able to communicate, read, and write adequately through this language.
Yet (26%) of the learners declare having difficulty in handling the syntactic system of English. The majority of the respondents (54%) confess having an acceptable level of English mastery. Moreover, (42%) of the students affirm that they need a lot of practice outside the classroom settings in order to achieve their communicative needs in English.

Section III: Learners' Writing Errors

8. Which language skill you find helpful for developing the writing one?

a- Reading **b-** Speaking **c-** Listening

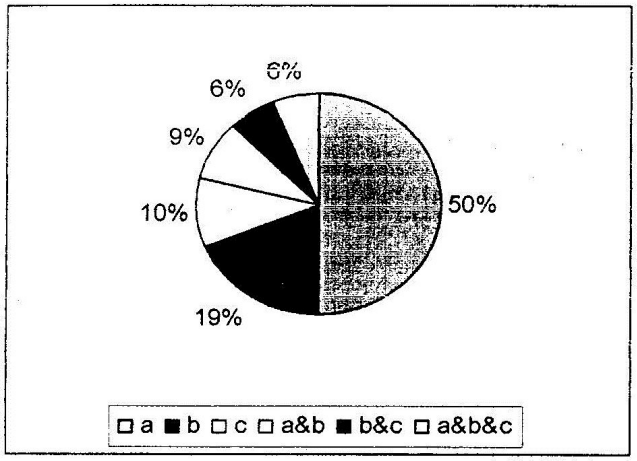

Figure 8: Helpful Language Skills for Writing Development

According to the results shown above in this figure, half of the respondents (50%) claim that reading is the major helpful and facilitative language skill which helps them in developing the writing one (an answer which proves our third hypothesis). 19% of the respondents declare that speaking English is more helpful in developing their writing abilities. 10% say that listening is the useful language skill to establish a basis for the writing skill. 9% of the sample demonstrate that both reading and speaking are the required skills which lead to the writing skill's development. 6% represent those who affirm that listening and speaking are the needed language skills for a good writing one. Finally, (6%) refers to those students who believe that the three language skills are equally important and together contribute to develop and improve the writing capacities.

9. Can you correct your writing errors when you recognize them?

	Number	%
Usually Yes	**30**	**37.5%**
Only given types of errors	**40**	**50%**
Usually No	**10**	**12.5%**
Total	**80**	**100%**

Table n°4: Learners' Ability of Error Correction

As explained in this table, the majority of our sample (50%) declares that they are only able to correct given types of errors they commit while writing, (37.5%) of them claim that they usually can correct all the errors they recognize in their writings. However, (12.5%) of the students declare being unable to correct their errors at all.

10. What type of errors you find difficult to recognize and then to correct?

a- Spelling

b- Grammar

c- Semantics

d- Punctuation & ideas organization (coherence)

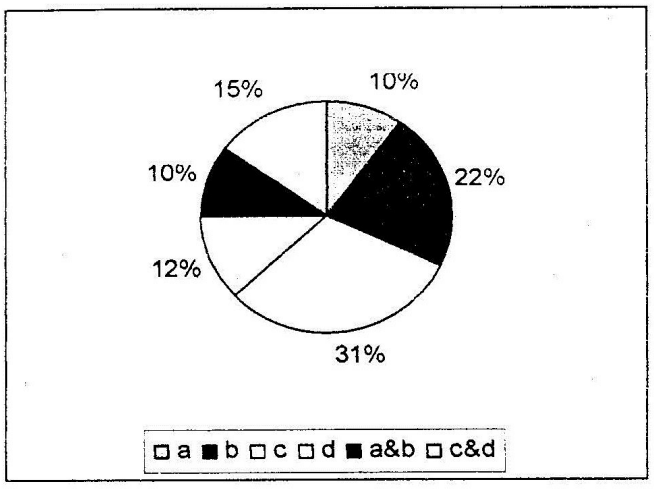

Figure 9: Students' Difficulties in Error Correction

As figure (09) highlights, the semantic errors (31%) represent the main type of deviations students have a difficulty to recognize and consequently to correct. Grammatical errors in their part received (22%) of students answers and are considered as the second main type of errors which they fail to detect and correct. 15% refers to students' difficulty in designing and correcting errors of semantics and coherence. 12% shows those who have difficulties in dealing with errors of coherence; in terms of punctuation and general organization of the written piece. 10% demonstrates those who have a difficulty to recognize and correct spelling errors and the same percentage goes for those who are unable to discover and correct both spelling and grammatical errors in their writings.

So far, these results demonstrate that both semantic (31%) and grammatical (22%) errors are the major types of students' writing inadequacies.

Moreover, errors of coherence received an undeniable percentage of students' difficulties in writing.

As a result, these out comes shed light on students' areas of difficulty and lack in their language learning (specifically in writing). Therefore, teachers have to count for these results in their choice of course content and teaching tasks; in order to meet students' needs and achieve program objectives.

11. What are the acting causes behind your writing errors, i.e. why you make errors when you come to write?

Because of:

a- NL/ SL interference

b- Lack of vocabulary and poor reading skills

c- Poor mastery of the grammatical system

d- Lack of practice / training of the writing skills

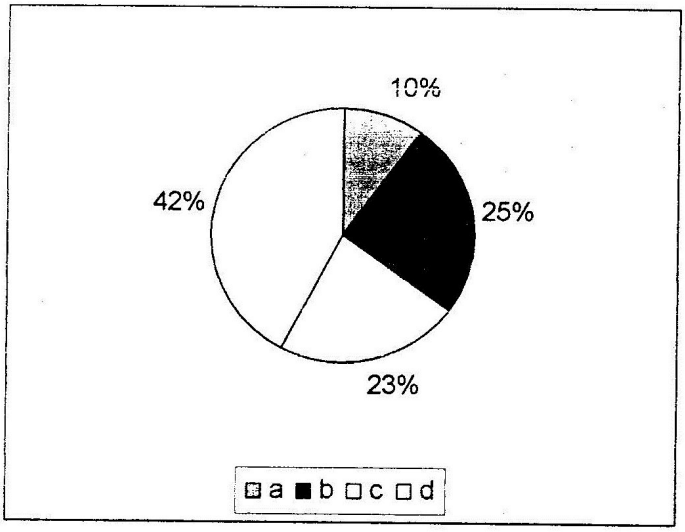

Figure10: Learners' Error Causes in Writing

The results shown in figure (10) above reveal that (42%) of the respondents ensure that the main cause behind their writing errors is the lack of practice of the writing skills. In fact, the respondents demonstrate that they need to be trained on

different writing techniques and strategies to develop and improve their writing abilities and performances. Moreover, they pointed out that the insufficient time devoted to the writing session doesn't allow them to practise the theoretical notions they are taught. In addition, the respondents claim that most of the teachers give them a lot of theoretical instruction without any controlled training on how to apply them in actual writing tasks. 25% of the learners declare that they make errors because they have a poor vocabulary register in English. Therefore, they try to express their intended meanings and ideas either by translating from their mother tongue or recalling similar ones in the second language which have, in most cases, a totally different meaning. Furthermore, the students show a need for developing the reading skills; which they are totally absent in the teaching / learning programme because they will help them in vocabulary enriching, memorizing, and meaning inference. 23% of the respondents assure that they make errors while they write due to a lack of grammar mastery; in terms of rule restriction and application. 10% of the students judge their errors as being the result of mother tongue and / or second language interference.

As far as these results show, the students are aware of their error causes. They all of them agree that they need more time, practice, and guidance in their courses in order to reinforce their capacities and diminish the number of errors; thus, they can achieve the intended objectives for good and correct writing. Furthermore, they declare a serious need for motivational learning conditions, teaching methods and materials, and teachers' ways of course presentation; in order to be motivated, interested, and conscious information processors (to be good and effective writers).

12. How do your teachers correct your writing errors?

a- Verbal correction within the classroom

b- Signalization of errors on the papers

c- Giving back your papers and asking you to detect the errors and self-correct them

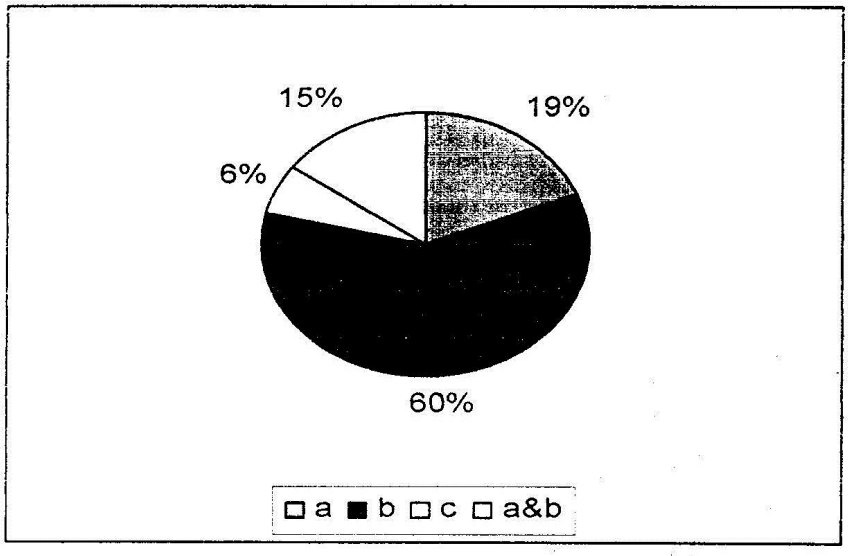

Figure11: Teachers' Correction of Students' Writing Errors

According to the above figure (11), the overwhelming majority of the students (60%) declare that teachers rely on the signalization of students' erroneous forms on their papers without any specific corrections. 19% of the teachers refer to verbal correction of students' errors within the classroom. 15% of them base their correction on both signalization of students' errors on their papers, and then providing a verbal correction within the classroom. 6% of the teachers give back students' papers and then ask them to detect their errors and self-correct the errors under teachers' help and guidance.

13. In which of the following areas would you most like the teachers' evaluation of your writing tasks to be on?

a- Spelling

b- Language use: grammar

c- Coherence & cohesion

d- Meaning expression

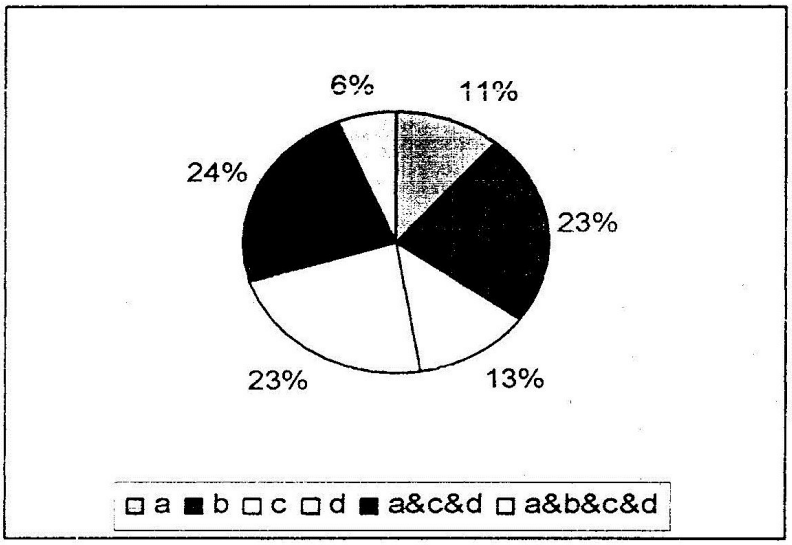

Figure12: Learners' Preferences towards Teachers' Evaluation

Through their answers, students show a need for teachers' evaluation of their writings, though they vary in their preferences of which type of errors requires immediate correction. 24% of the respondents prefer teachers' correction to be on spelling, coherence and cohesion, and meaning expression. 23% of the students need teachers' feedback to be on grammatical errors. The same percentage (23%) presents those who prefer their teachers' correction to be focused on meaning. 13% need to be corrected in terms of general development and organization of the whole writing task. (11%) of the students need teachers' correction to be on spelling errors, and (6%) prefer to be evaluated; in their writing, on all language aspects.

To sum up the results revealed by this section, we can say that:

- The majority of the students (50%) declare that reading is the most helpful language skill in developing and improving their writing abilities and quality.

- Most of the learners (50%) demonstrate that they can recognize and correct only some types of errors.

- Our respondents affirm that the difficult type of errors they fail to detect and correct is that of semantics (31%). So far, grammatical errors present (22%) of learners' difficulty.

- The majority of the learners (42%) appoint that lack of practice and poor training on the writing techniques are the main causes behind their errors. Whereas (25%) of them due their errors to a poor English register.

- The overwhelming majority of the teachers correct students' writing errors in terms of simple signalization of the erroneous forms without providing any accompanied correction; as declared by (60%) of the students. Therefore, students can't benefit any thing from such a correction.

- In relation to the previous results above, (24%) of the respondents prefer teachers' correction to be focused on spelling, coherence and cohesion, and meaning expression. While (23%) of them prefer to be corrected in their grammar, and the same (23%) for those who prefer teachers' correction to be based on semantic errors.

Section IV: Writing Strategies

14. When you come to write, do you:

a- Translate from your mother tongue

b- Transfer from L2

c- Using uniquely English

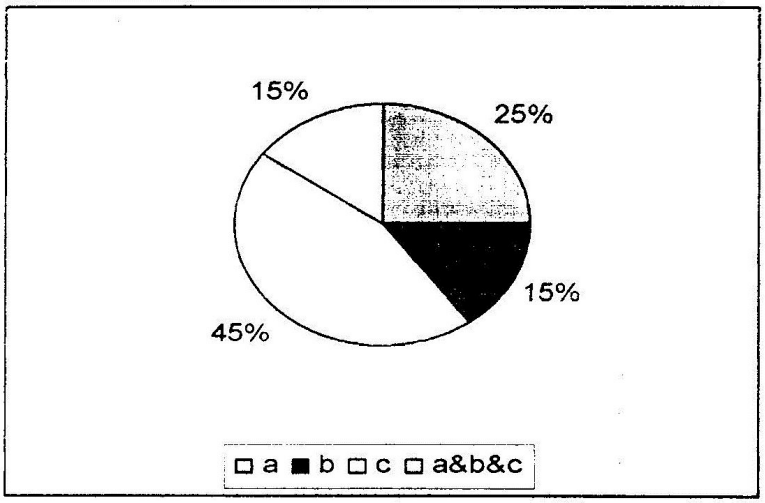

Figure 13: learners' Language Use

The learners' answers to this question indicate that they rely on different strategies when they come to write. Hence, the majority of them (45%) confirm that they use only English; they think and perform in English even if they make errors. 25% declare that they translate from their mother tongue. 15% transfer from the second language; which is French in our sample's case. Likewise, (15%) announce that when they write they use a mixture of the three languages depending on the task needs; mainly in exams where they are under time pressure.

Furthermore, an oral contact with the students about this point leads us to the fact that they don't care about the language itself (English) but in spite they focus on using any strategy among the above ones in order to express their messages and fit their meanings.

15. How do you prepare for your writing tasks (home works, classroom activities, tests, exams, etc)

a- Summing up lessons

b- Memorising general meanings and parts of lessons

c- Revising grammatical rules

d- Reading a lot about the topic

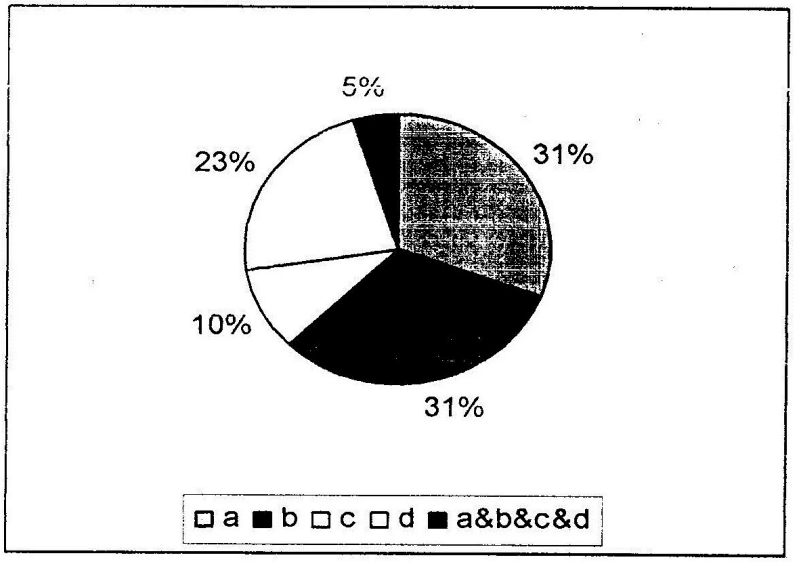

Figure 14: Learners' Preparation Strategies

As figure (14) above indicates, it is clear that a considerable percentage of the respondents rely on classroom instruction, either by summing up lessons (31%), or memorizing general meanings and parts of lessons (31%). However, (23%) of the respondents affirm that they read a lot about the topics they are taught; either electronic reading in terms of Internet or by reading related books. What is noticeable here is that (10%) of the students revise the English grammar before engaging in any writing task. Finally, (5%) of the sample refer to all these preparatory strategies.

16. How do you plan for your writing tasks?

a- Writing down main ideas

b- Planning the task ahead stage by stage

c- Writing a general draft then edit it as the final one

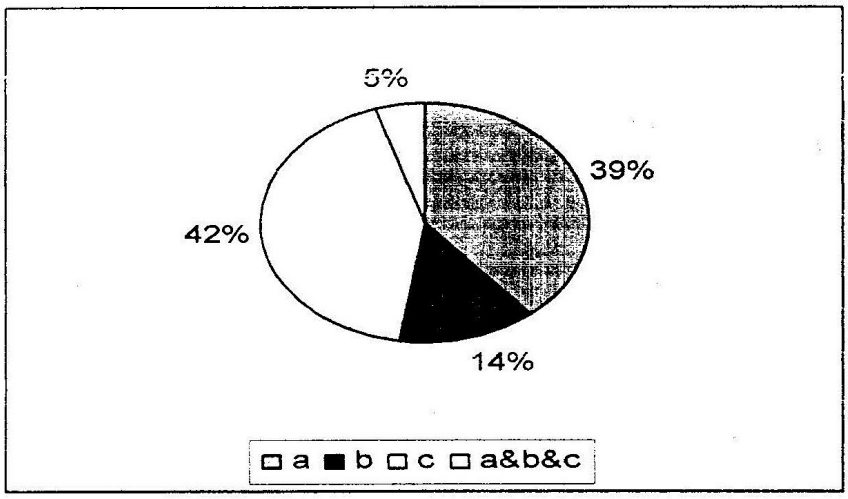

Figure 15: Learners' Planning Strategies

This figure (15%) demonstrates that the overwhelming majority (42%) of the learners plans their writings by first writing down a first draft then edits it. 39% of the students write down main ideas, (14%) ensure that they plan their tasks ahead stage by stage before producing the final form; and only (5%) of them rely on all the provided planning strategies. These results ensure that our students do use different strategies in achieving their writing tasks though they are not, most of the time, conscious about them.

17. When you edit your writing tasks, do you:

a- Spell – check your writing task?

b- Grammar – check your work?

c- Never check your writing piece?

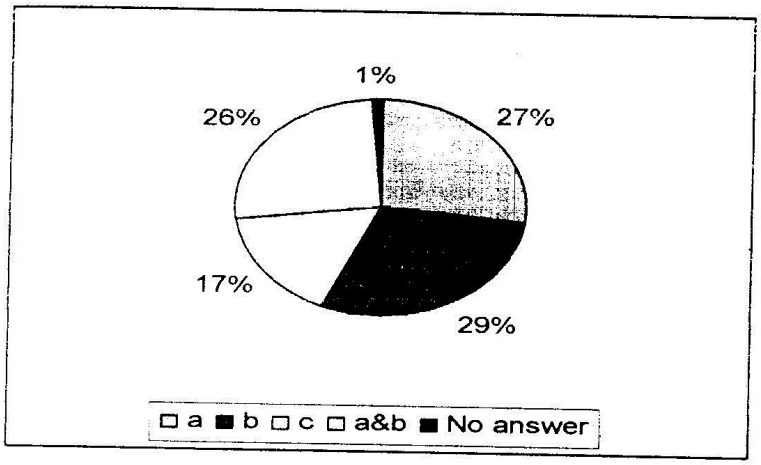

Figure 16: Learners' Edition Strategies

Figure (16) above illustrates the edition strategies. As the results, then, clearly show (29%) of the learners edits their writings only in terms of grammatical errors. 27% of the respondents declare that they revise only the spelling errors; that is, to correct the orthography forms. 26% of the students demonstrate that they edit both grammatical and spelling errors. However, what is really worth to mention here and even surprising, is that (17%) of the students honestly declare that they never check what they write. In addition, a minority (1%) of the respondents doesn't answer this question.

18. Do teachers draw your attention to these writing strategies

	Number	%
Yes	**38**	**47.5%**
No	**42**	**52.5%**
Total	**80**	**100%**

Table5: Teachers' Role in Raising Students' Awareness Towards Strategy Use

Students' answers demonstrate that the majority (52.5%) of them are not aware of these strategies and that teachers don't draw their attention towards strategy use and development. However, (47.5%) of the learners affirm that teachers draw their attention to these strategies but don't provide them with relevant samples and adequate activities.

In fact, what is deducible from these results is that teachers base their teaching on giving instruction more than working them out, or raising students' awareness towards how to apply these strategies at different levels of the writing process.

19. What type of classroom writing activities help you to develop your own writing capacities?

	Number	%
Individual activities	**32**	**40%**
Pair work activities	**18**	**22.5**
Group work activities	**30**	**37.5%**
Total	**80**	**100%**

Table 6: Learners' Preferences of Classroom Writing Activities

The respondents are required to say whether they prefer group writing, pair writing, or individual writing activities. It is our attention that opting for one task in preference to another may give us useful indications about students' motivation, learning strategies, personalities, and even about their command of English language system.

40% of the respondents indicate that they prefer individual writings, (37.5%) opted for working in groups, and (22.5%) prefer to work in pairs.

Therefore, those who prefer to handle the tasks individually are said to be introverted students, which make them feel secure from others' comments about their errors and lack in English language. Whereas those who prefer to work in pairs (22.5%), or in groups (37.5%) are usually students with an extroverted personality, able to express themselves and their ideas clearly and directly.

Moreover, they are able to accept others' points of view and hence to exchange information, ideas and establish a conscious cooperative language learning atmosphere.

20. Which of these processes you need to go through to develop and improve your writing skills?

a- More training on the writing strategies both in / outside the classroom.

b- More reading to enrich the vocabulary repertoire.

c- More practice of grammar rules

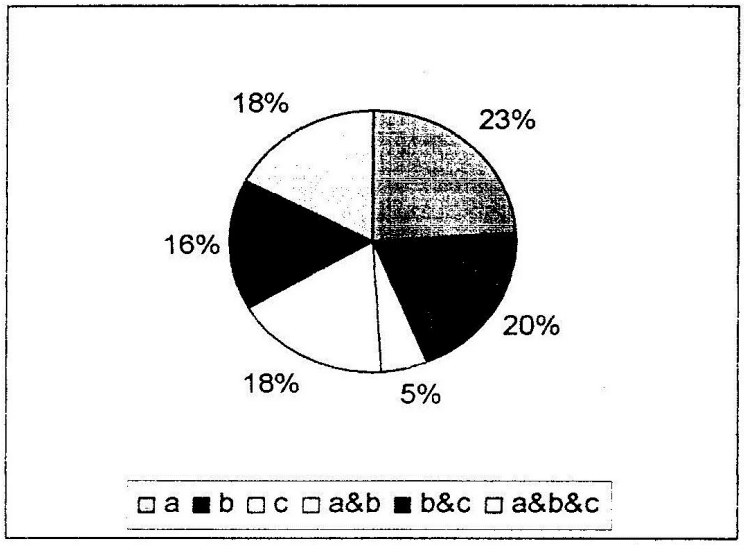

Figure 17: Learners' Needs for Writing Skill's Development

Figure (17) shows that (23%) of the students declare that they need an exhaustive practice of different writing skills, and to be trained on the use of them under teachers' control and guidance.20% of the sample affirms that they need to develop the reading skills because they are closely related to the writing ones. Thus, reading helps them enriching their vocabulary, understanding meaning, applying correct punctuation signs, using correct spelling forms, and logically organizing and developing their writing pieces. 18% of the students believe that in order to be able to write adequately they need to develop both the reading and writing skills; because they are in a complementary relationship. Likewise, (18%) indicates that they need to deal with and develop all the three processes together in order to improve their writing abilities and reduce errors number. 16% of the respondents announce that they need to be trained on reading and grammatical skills in order to improve their writing capacities. Finally, only a minority of the learners (5%) shows a need for exhaustive practice of grammatical rules to keep control of their English use while writing.

21. Do you agree that 'if you are going to be taught and adequately trained to use these strategies you will consciously control your language use when writing'?

	Number	%
Yes	**76**	**95%**
No	**2**	**2.5%**
No answer	**2**	**2.5%**
Total	**80**	**100%**

Table 7: Learners' Views towards Strategy Training

According to Table (07) above, the overwhelming majority of the learners (95%) agrees with the given proposition stated above; and then confirms our second hypothesis. In fact, this result implies that the respondents display a quality of self-awareness; which permits them to do so. Thus, we feel that the students have a strong desire to improve their writing capacities and be good writers. However, (2.5%) of them disagree with the provided claim; whereas (2.5%) remain neutral and don't answer the question.

To conclude this section, we reported the following revealed results:

- The majority of the respondents (45%) assure that they think and write only in English even if they don't perfectly master it; whereas (25%) prove to translate from their native language.

-Concerning students' writing preparatory strategies; (31%) announce to base their preparation on summing up lessons; while (31%) rely on memorizing general meanings and vocabularies.

- 42% of the respondents affirm that they plan for their writing tasks by writing a general draft then edit it. In addition, (39%) of them record down main ideas then develop them into paragraphs.

- 29% of the students declare that they grammar – check their writings before producing the final form; (27%) spell – check their writings; and (26%) of them prove to apply both strategies.

- In fact, (47%) of the respondents ensure that their teachers draw their attention towards these strategies; however, the majority (52.5%) confirm that teachers don't do so; therefore, they are unconscious about how to apply and benefit from them in their writings. Consequently, (23%) of the students declare that they need to be trained on these techniques to consciously apply them in their writing performances. 20% affirm that they need to develop the reading skills; because, according to them, they are the most useful ones for writing skill's improvement.

- The majority of the sample (40%) proves to prefer individual classroom writing activities, while (37.5%) prefer group work activities.

- As a result, (95%) agree that if their teaching of writing is going to be based on the relevant learning strategies they can raise their consciousness towards language use, and hence reduce learners' burden and errors.

2.3. General Summary of the Questionnaire's Results

The most important and major facts revealed by the analysis of the learners' questionnaire are summarised in the following points:

- The group under investigation is constituted by adult second year students of English at the University of Annaba for the academic year 2007-2008; in which (71%) are females and (26%) are males.
- All the respondents prove to have a certain proficiency in English since their learning experience equals eight years as a mean.
- The reported results show that learners are multilingual speakers of more than one language; even though not perfectly master them. The majority (45%) are used to speak the native language, the second language and one foreign language; which are respectively Arabic, French, and English. What is interesting to be noticed is that (7%) of the respondents are proficient in more than one foreign language among which Italian and Germany are the main ones.
- All the participants prove to display very positive attitude towards English which they purposefully chose to study at the university. They appreciate it as being the most world wide language; a language of science and technology, and to get a job or to carry further studies abroad.
- The respondents, through their answers, show a sort of awareness and responsibility towards their learning context in terms of their learning areas of difficulties, error types and causes, writing lacks and needs for their improvement.
- The students prove to apply specific learning strategies during their writing tasks' achievement, even if they are not consciously used. Consequently, they endeavour

to enhance their writing capacities and eager to be trained on these strategies to correctly govern and control their language use.

3. Teachers' Questionnaire

3.1. Description of the Questionnaire

The teachers' questionnaire is handed to thirty (30) teachers of the English language staff of the English department at the University of Annaba, for the academic year 2007 / 2008. It is headed by a small introduction explaining to the teachers that the questionnaire is part of a research work and that its aim is to collect some pieces of information related to the writing skill and to investigate learning strategies, mainly the writing ones, and students' writing errors in order to shed light on learners' needs and lacks in this language skill.

The teachers are kindly requested to answer the various questions either by ticking off the appropriate providing box (es), rating order, expressing agreement or disagreement, or by providing a full statement whenever necessary. The questionnaire, then, is made up of thirty three (33) questions of different types; that are close-ended and open-ended questions. These questions are arranged into five sections as follows:

Section I: Teachers' Qualifications

This opening section is designed to provide some general information concerning the teaching staff's sex (Q1), what are their qualifications (Q2), their specializations (Q3), and what teaching experience they have (Q4).

Section II: Attitudes towards English Language Teaching

This section contains five questions. It aims at handling the teachers' attitudes towards English language teaching / learning situation. Thus, the questions seek to enlighten how the teachers qualify the teaching and learning of a foreign language (Q5) and (Q6); on what language skill they focus more in their teaching (Q7); how they judge students' progress in their writings (Q8); and how they treat their students' failure to learn and use a given previously taught pattern (Q9).

Section III: Attitudes towards Students' Errors

This third section is devoted to investigate the teachers' conceptions of and attitudes towards students' errors. It contains eleven questions in the form of statements. It should be noted that it is the largest section of the questionnaire due to its importance. The asked questions; meant to show whether or not the teachers agree about the given statements, related to teachers' opinions towards conducting an Error analysis of the classroom output (Q10); Errors Analysis' value (Q11); sources of students writing errors (Q12) and (Q13); learners' L1 strategies role (Q14); students' errors and their relation to teaching procedures (Q15), teachers' remedy(Q16), (Q17), (Q18), teachers' explanation (Q19), and learners' motivation (Q20). Through this section, the teachers are asked to tick only the number of the column which best describes their opinions according to a five points scale.

Section IV: Teaching Details

Section four consists of six additional questions, closely related to the previous ones. Indeed, it aims to investigate and shed light on what really takes place within

the present writing courses and students' writing problems. Henceforth, the asked questions seek more details such as: students' problematic areas in writing (Q21), the extent to which the written product exhibits different levels of proficiency in other skill areas (Q22), what type of teachers' feedback leads to students' writing improvements (Q23), to what extent a speaking approach is effective for good writing abilities (Q24), teachers' correction strategies (Q25), and finally, teachers' views towards peer-checking strategy (Q26).

Section V: Learning Strategies

This section is submitted to show if teachers are aware about their students' learning strategies' use or not.

Accordingly, it opens by a logical question about what are learning strategies(Q27)? The following question is about the impact of cognitive differences among learners on their strategies (Q28), and what insights can teachers gain from knowing about them (Q29). The next question deals with the extent to which knowing about students' learning strategies is helpful for teachers to understand their students' errors (Q30). Question (Q31) highlights teachers' views towards teaching learning strategies; and requires them to justify their opinions and explain how they think they will realize it.

The two last questions (Q32) and (Q33) are respectively devoted to illustrate how teachers can train their students for writing strategy use, and to demonstrate what relationship is between students' writing errors and their learning strategy use.

3.2. Analysis of the Results:

After having collected the data and preceded the completed questionnaires we expose now the presentation and analysis of the results.

	Number	%
Questionnaires handed	**30**	**100%**
Questionnaires returned	**20**	**66.66%**
No answer	**10**	**33.33%**
Total	**30**	**100%**

Table n° 8: The representation of the teachers' questionnaire

As table (08) above demonstrates, our questionnaire was answered by only twenty teachers over thirty ones handed.

Section I: Teachers' Qualifications

1. Teachers' Sex

	Number	%
Male	**6**	**30%**
Female	**14**	**70%**
Total	**20**	**100%**

Table n° 9: Teachers' Distribution according to Sex

According to table (09) above, the overwhelming majority of the respondents (70%) are females.

2. Teachers' Grade

BA ☐ L ☐ MA ☐ Doct ☐ PH.D ☐

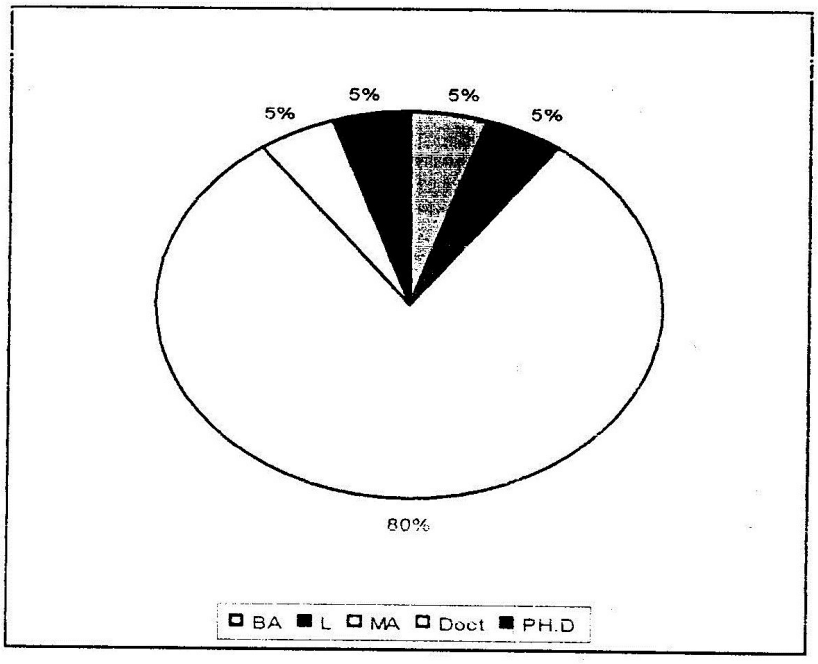

Figure 18: Teachers' Qualification

As figure (18) illustrates the overwhelming majority of the teachers (80%) have a Magister degree in English language studies.

3. Teaching Experience:

a- At the University level

b- Pre-University level

c- In the Arab world

d- In foreign countries

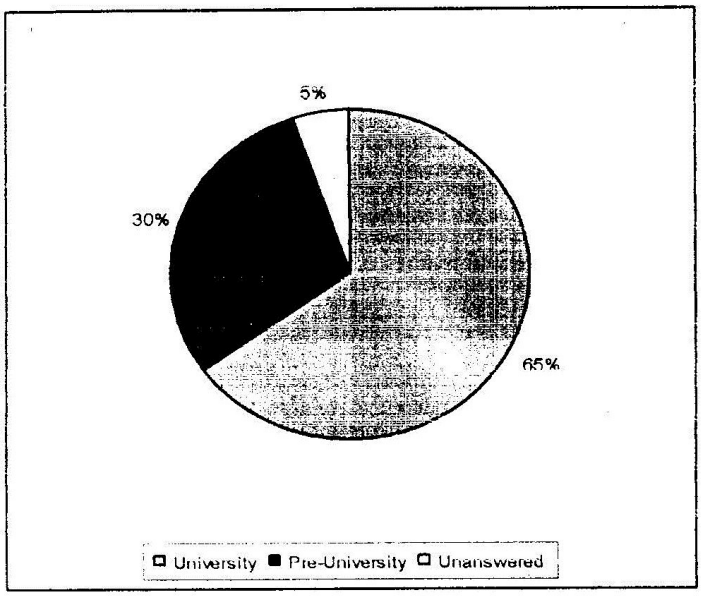

Figure19: Teachers' teaching experience

As it is shown in this figure, all the teachers prove to be experienced in teaching English at the university level. Their teaching experience varies between 2 years to 31 years. However, six teachers; over the twenty ones, demonstrate that they have taught English at both the university and pre-university levels. Their teaching experience at the pre-university level varies from 11 to 30 years.

4. Teachers' Specialization

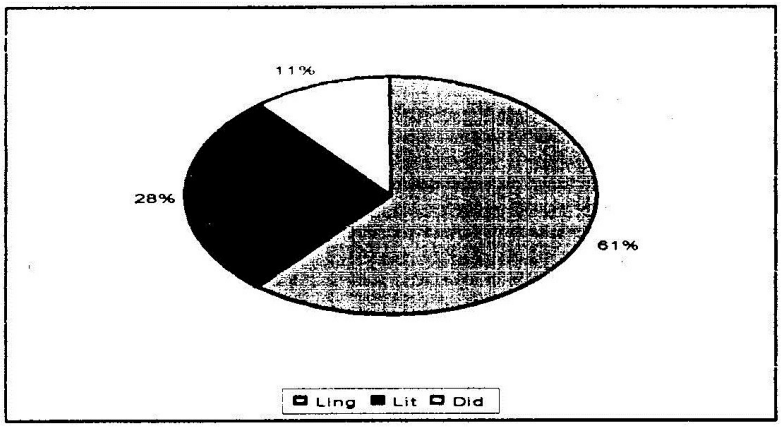

Figure 20: Teachers' Specialization

According to figure (20), the majority of the respondents (61%) are specialized in linguistics, (28%) are proficient in literature, and (11%) in didactics.

To summarize the results reported by this section, we can say that the majority of the teachers (70%) are females. Most of the teachers (60%) are experienced in teaching English at the university level. (80%) of the teachers have a Magister degree, and more than (50%) of them are specialized in linguistics.

Section II: Attitudes towards English Language Teaching

5. What does teaching a foreign language mean to you?

a- Teaching its pronunciation

b- Teaching its grammar

c- Teaching its vocabulary

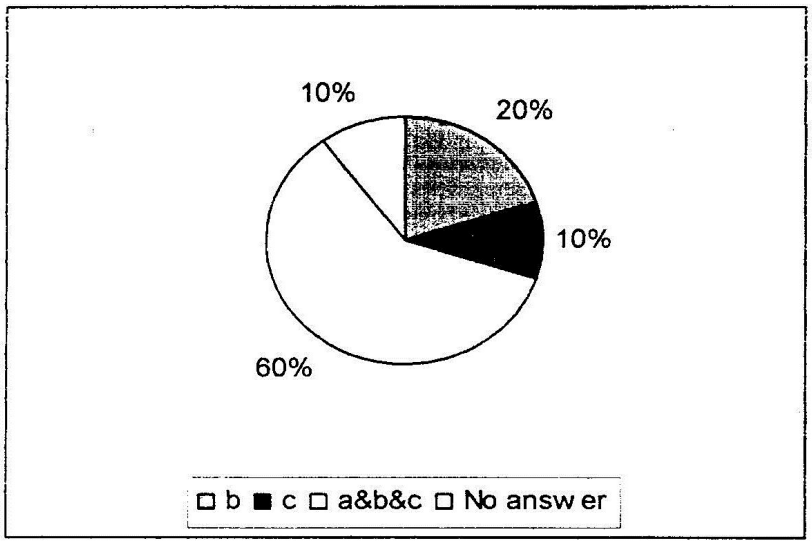

Figure 21: Teachers' attitudes towards foreign language teaching

As highlighted in figure (21) above,(60%) of the teachers declare that teaching a foreign language means to them teaching all the suggested aspects, (20%) indicate that teaching a foreign language requires teaching its grammar, (10%) of them affirm that foreign language teaching should be based on vocabulary teaching. However, (10%) of the respondents remain undecided.

6. How can you define the foreign language learning process?

a. As a grammatical competence

b. As a communicative competence

c. As a combination of the two

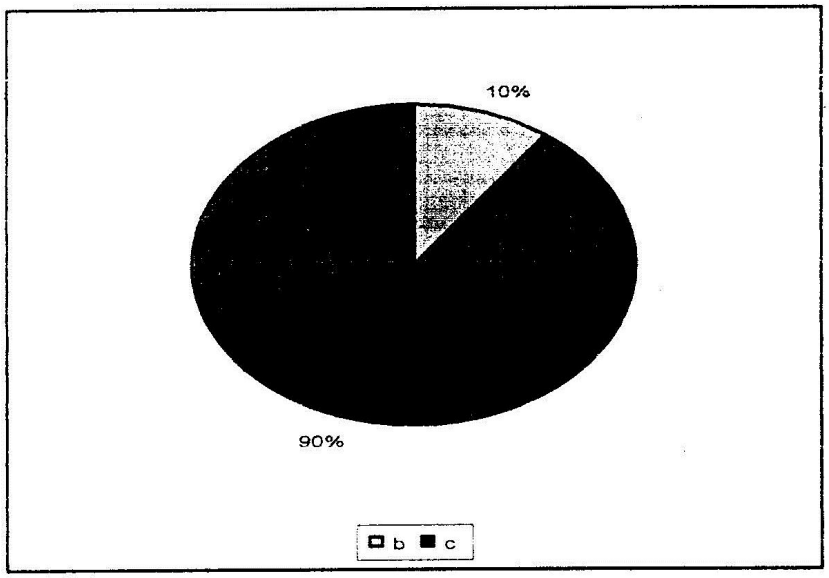

Figure 22: Teachers' attitudes towards foreign language learning

The results revealed by this figure demonstrate that the overwhelming majority (90%) of the teachers confirm that learning a foreign language is a matter of maintaining both grammatical and communicative competencies. Therefore, the interpretation we can make from this result is that teaching English as a foreign

language requires teaching its grammar and communicative skills in order to provide the students with the opportunity of being good language users and speakers.

7- Do you think that in foreign language teaching the main emphasis should be on:

a- The receptive skills (listening and reading)

b- The productive skills (speaking and writing)

Please justify your answer

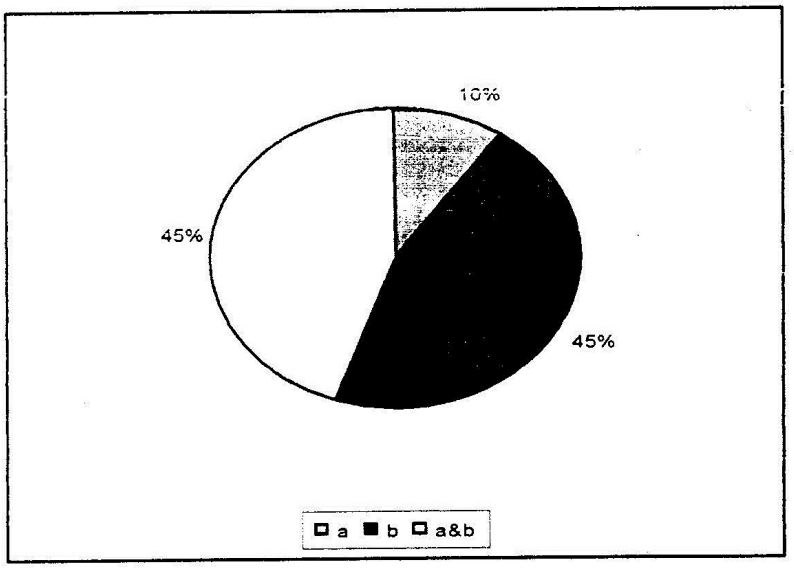

Figure 23: Language skills' importance

The teachers hold divergent views as far as the importance of the four skills is concerned. Therefore, as shown in figure (23) above, (45%) of the teachers assure the importance of the productive skills and that teachers should focus on them in their language teaching tasks and course design. The same percentage (45%) represents those who supplied a parallel attitude towards both types of skills and say that teachers' emphasis should be on the four skills; because a good and complete

foreign language teaching and learning needs an integration of all these skills. Whereas a minority of the teachers (10%) affirms that teachers' attention should be devoted to teaching receptive skills.

The reasons advanced by the teachers to justify their preference; for the teaching of the four language skills, deal for most with the fact that a good and full language teaching / learning of a foreign language requires all the skills and their relevant strategies and sub-skills. Additionally, teachers ensure that emphasis should be first on the receptive skills; because they are the basis for the productive ones. One respondent provides the following answer: "To me, both are capital and indispensable, because the efficient production is tributary to the correct and effective receptive process."

From another point, teachers who supplied negative answers towards receptive skills, justify their preference by saying that productive skills reflect the receptive ones. Accordingly, they claim that as a means of communication foreign language learning needs of the learner to be competent in these two skills. One teacher comes to say that: "It is only these two that can show whether the learner has assimilated what he acquired from the receptive ones or not." Moreover, another one states that: "Language performance is a productive task".

8- How will you judge or measure your students' progress in writing compositions?

Through: a- Their mastery of grammatical rules

b- Their errors' and mistakes' types

c- Their styles' and ideas development

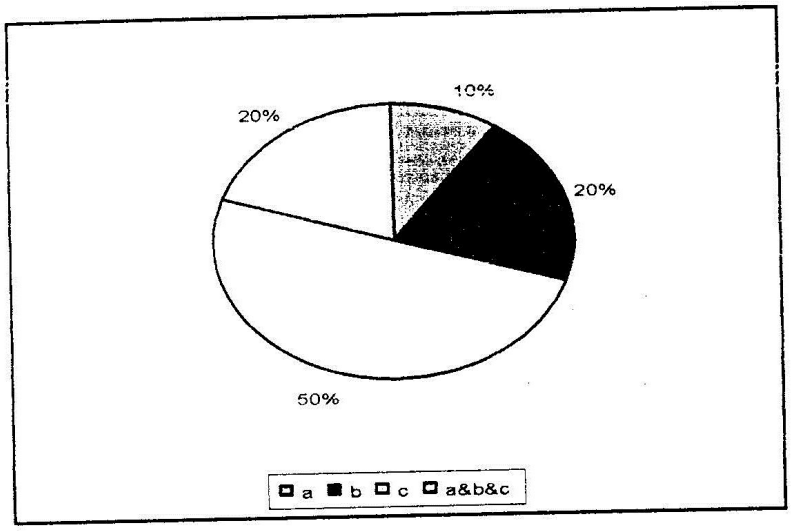

Figure 24: Teachers' judgment of students' progress in writing

According to the illustrated results in the figure (24) above, the majority (50%) of the teachers proves to judge their students' progress in their writings through their styles' improvement and ideas' organization. 20% of them declare that they measure students' writing progress by accounting for all the provided aspects. Likewise; (20%) indicate that they judge students' progress in terms of their errors' and mistakes' types. In addition, only a minority of the teachers affirm that they rely on students' mastery of grammatical rules; when they evaluate their writing performances.

9- How do you treat your students' failure to learn and use a previously taught language pattern?

a. by re-teaching this pattern

b. by additional practice

c. by re-explaining only common and complex points

d. by asking students to detect their errors and the relevant causes acting behind them

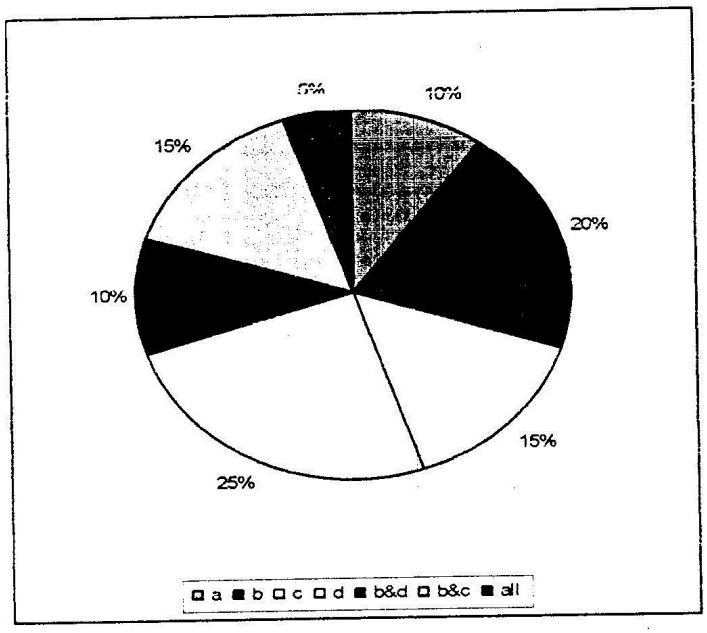

Figure 25: Teachers' techniques for treating students' failure

So far, these results clearly show teachers' attitudes towards students' failure to learn any language pattern they are taught before. Hence, (25%) of the teachers affirm that; in such a case, they ask students to detect their errors and the acting causes behind this failure. 20% of the respondents rely on additional practice on students' areas of difficulty or failure. 15% of the teachers demonstrate that they try to provide extra explanations of the common complexities and then apply additional practice. 10% of them assure referring to additional practice and each time asking their students to self-detect the occurring errors, and then explain why they fail to achieve the task successfully. 5% is the percentage which represents those teachers who base their treatments, of students' failure, on re-teaching these patterns, or by only explaining common points of difficulty (5%), or by applying all these techniques according to the tasks' nature and students' failure (5%).

What is, then, deduced from these results is that teachers hold various reactions towards students' failure to learn a given language pattern they taught them previously. In fact; this highlights that teachers opt for different teaching strategies in treating students' outcomes.

To sum up this section, we report the following revealed results:

- Most of the teachers (50%) consider the teaching of a foreign language as a matter of teaching all its sub-systems (pronunciation, grammar, and vocabulary).
- The second point is related to how teachers define foreign language learning. For the overwhelming majority of teachers (90%) learning a foreign language requires of the learner to maintain both its grammatical and communicative competencies.
- The third point discussed in this section deals with how teachers qualify language skills. Therefore, (45%) of the teachers confirm that all the four language skills are equally important, and hence should be similarly emphasized. However, the same percentage (45%) represents those who believe that emphasis should be on the productive skills because they are fundamental in a foreign language teaching / learning context.
- The fourth and fifth points are related to teachers' behaviour towards students' learning capacities. Therefore, while the former deals with how teachers judge their students' progress in writing performances, the latter sheds light on teachers' attitudes towards students' failure. As a result, (45%) of the teachers measure students' progress in writing through their styles' improvement and ideas' organization; whereas (25%) of them treat students' failure by asking them to detect their errors by themselves and look for the acting causes behind them.

Section III: Attitudes towards Students' Writing Errors

Please indicate agreement or disagreement by ticking the number of column which best describes your opinions according to the following five points scale:

1- Strongly agree

2- Agree

3- Slightly agree

4- Disagree

5- Undecided

Teachers through this section, as mentioned in the description of the questionnaire, are asked to express their points of view about eleven statements related to Error Analysis, students' errors and their sources, and other related aspects.

10- Statement 1: "Error Analysis is not the responsibility of the classroom teacher."

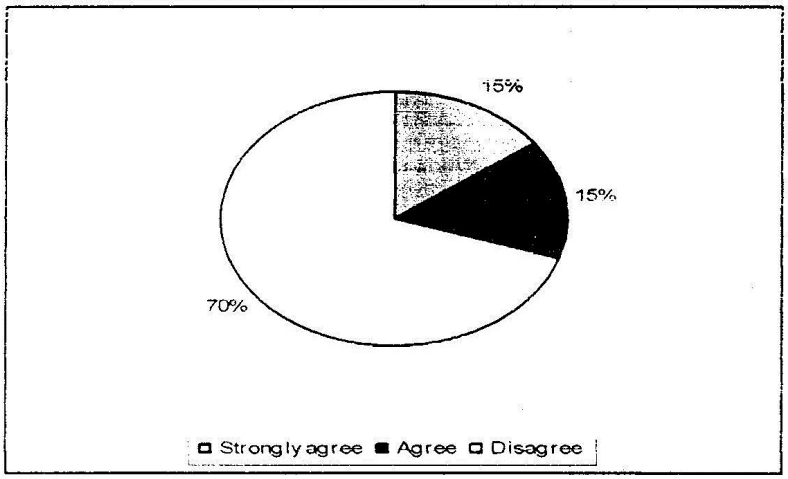

Figure 26: Teachers' attitude towards Error Analysis

The answers generated by this question illustrate that the overwhelming majority of the teachers (70%) disagree with the provided statement; which reveals that conducting an Error Analysis of students' performances is a prime responsibility of the classroom teacher. However, (15%) of the respondents strongly agree with this statement and claim that teachers are free from an Error Analysis responsibility, and the same percentage(15%) expresses the views of those who agree with the statement.

11- Statement 2: "Analysis of the students' performance errors is not pedagogically fruitful".

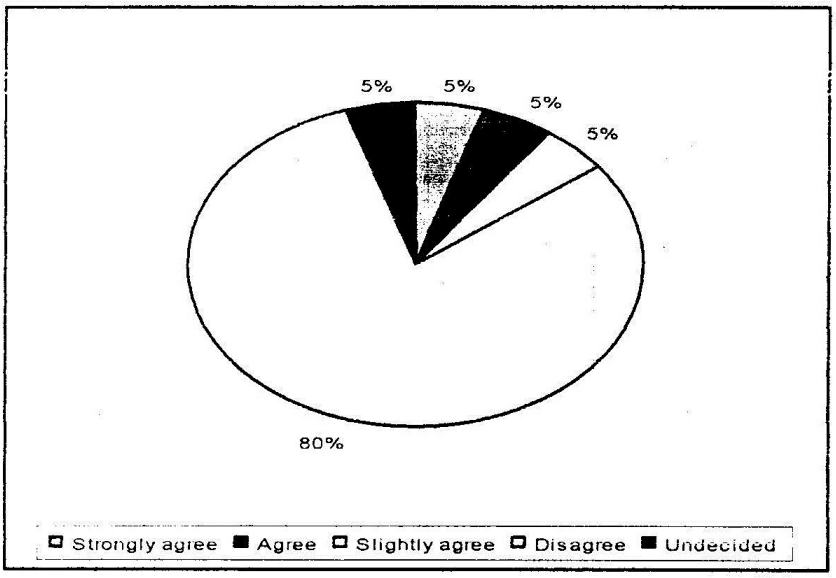

Figure 27: Error Analysis' value

The teachers' responses reveal that the majority of the respondents (80%) disagree with the above statement; which indicates that teachers believe in Error Analysis' importance in course design and teaching materials. 5% respectively represents those who strongly agree, agree, and slightly agree; or undecided.

12- Statement 3: "L1 interference is the major source and the prime cause of students' writing errors".

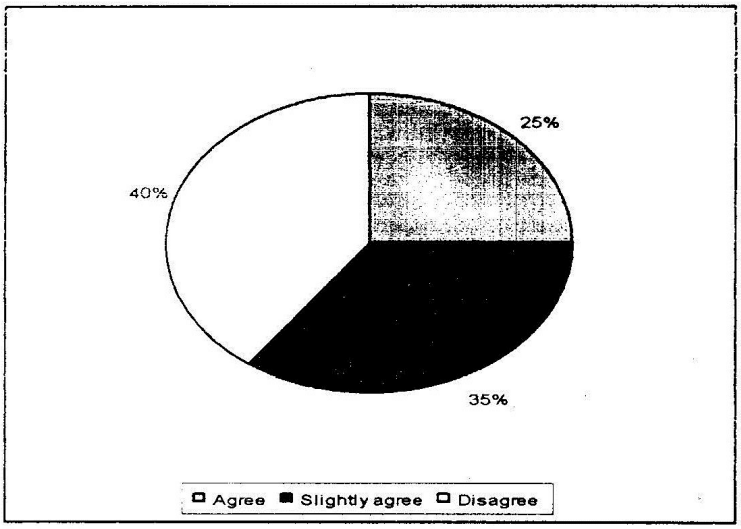

Figure 28: L1 interference and students' errors

It is patent that the rating provided by our respondents is different. The majority of the teachers (40%) totally disagree with the above statement. This indicates that teachers do believe that students' writing errors are not resulted only from their mother tongue interference (a result which proves our first hypothesis). 35% of the teachers slightly agree with the statement; and (25%) of them agree with the statement and affirm that L1 interference is the prime cause and major source of students' performance errors.

13-Statement 4: "An important and major source of students' errors in writing is lack of competence and imperfect training in the use of the writing skills and the related strategies".

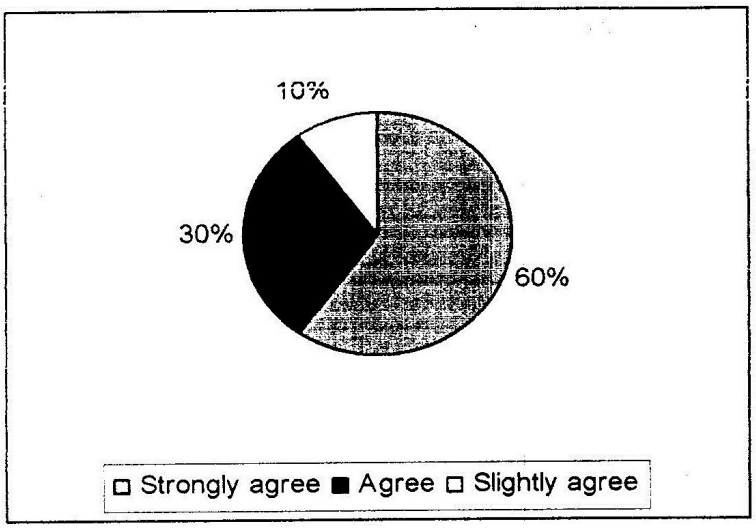

Figure 29: Students' major error sources

Therefore, the answers gathered by this question acknowledge that all the teachers agree with the provided statement though their agreement varies from one degree to another. Thus, the overwhelming majority of the respondents (60%) strongly agree, (30%) agree, and (10%) slightly agree.

Accordingly, what is deduced from these results is that teachers confirm that students err due to their lack of competence and poor training of the target language writing skills.

14-Statement 5: "Students' L1 based writing strategies to learn English are not a facilitating factor in positive transfer".

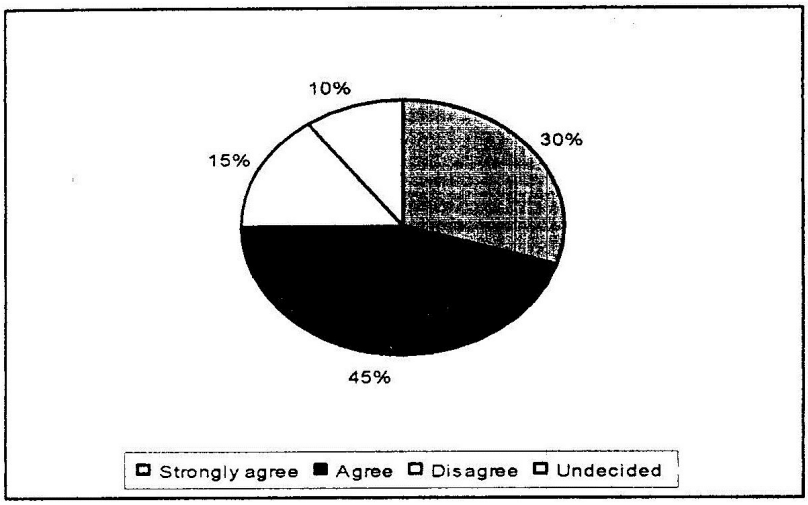

Figure 30: Students' L1 based writing strategies

Even though, (10%) of the teachers remain undecided towards this statement, (45%) of them prove to agree with it and confirm that students' L1 based writing strategies are not helping factors in English learning context. 30% of the teachers strongly agree with our statement and show a great affirmation towards the negative impact of students' L1 writing habits in English writing skill. 15% of the respondents disagree and show an affirmative attitude towards L1 strategies' role in English learning; convincing that, since translation is one of the students' main strategies in learning a foreign language; then, students' transfer of L1 habits under teachers' control may have a positive effect on their writings.

15-Statement 6: "Errors' occurrence is a reflection or a sign of the inadequacy of teaching techniques".

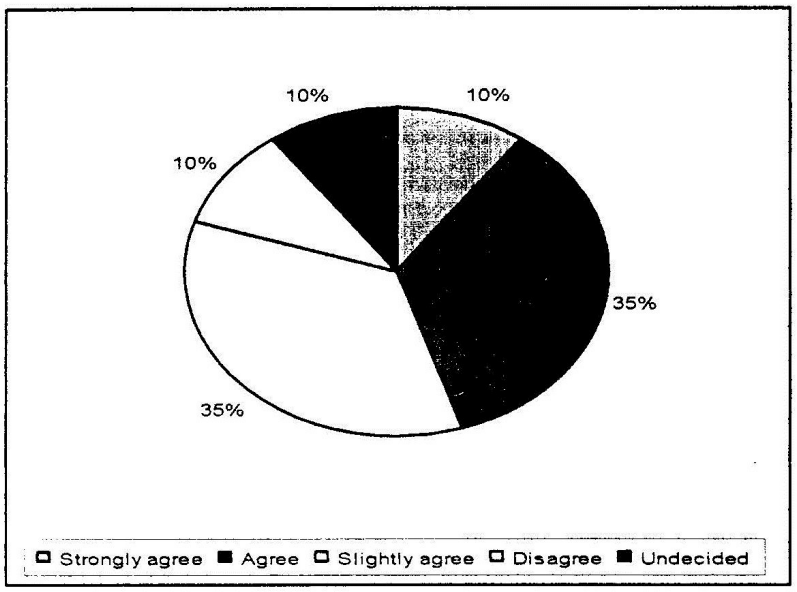

Figure 31: Teaching techniques and students' errors

We should remark at first that (10%) of the respondents hold a negative attitude and remain undecided. In fact, the results clearly express teachers' perspectives towards their teaching ways and techniques. Therefore, (35%) of them agree with the provided claim. The same percentage (35%) refers to those who slightly agree with the statement. The reported results also demonstrate that (10%) of the teachers strongly agree; and likewise (10%) for those who disagree with the statement and declare that students' errors can never be a result of teaching inadequacies. Consequently, these results reveal that teachers are; to some extent, aware about their duties towards learners and objectively respond to this question.

16-Statement 7: "For the remedial to be effective, it should be based on error analysis' outcomes".

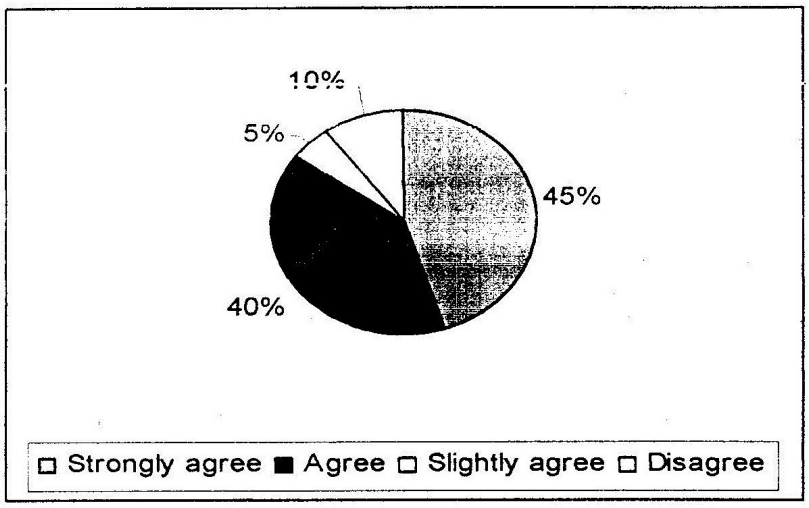

Figure 32: Error analysis and teachers' remedy

The gathered results show that nearly half of the teachers (45%) strongly agree with our claim; whereas (40%) agree with it. 5% slightly agree and only (10%) disagree.

Therefore, these answers give us; at least, an idea about teachers' correction / feedback strategies, and that they account for their students' errors when providing their remedial. Moreover, the teachers declare that error analysis' outcomes help them recognize what is learnt and what remains for their students.

17-Statement 8: "Time limitation would not allow students as well as teachers for effective remedy of the written work".

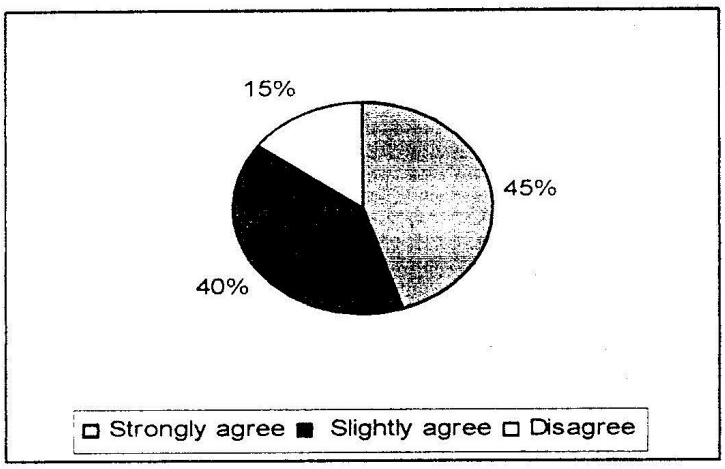

Figure 33: Time limitation's effect on teaching writing

The exposed results on figure (33) reveal that (15%) of the teachers disagree with the sited statement; which leads us to anticipate that they have enough time to correct, discuss and evaluate students' writing outcomes and difficulties within the class. By contrast, the majority of the respondents (45%) strongly agrees and indicates that the time amount devoted to teaching writing is not sufficient to put into practice all the taught instructions. 40% represents those teachers who slightly agree with the statement and comment that writing course's duration can be considered as one constraint teachers as well as students are faced with in their attempts to perfectly practise the writing skills and strategies.

18- Statement 9: "Teachers' public correction of students' errors in the classroom is a hindrance for their progress".

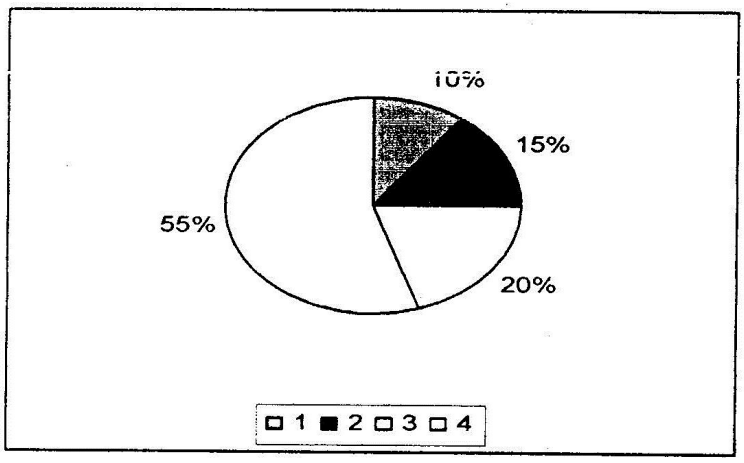

Figure 34: Teachers' correction of students' errors

The reported results reveal that the majority of the respondents (55%) disagree with the above claim, and most of them provide a short remark saying that: "since correction is anonymous no problem is there in a public correction of the students' errors". 20% of the teachers slightly agree, (15%) agree, and only (10%) strongly agree. The latter; as contrasted to those who disagree, note that: "public correction can affect negatively those students who have a low self-esteem, and introverted personality mainly if it is acknowledged."

19- Statement 10: "Teachers' use of more than the target language in the classroom affects negatively the learners' understanding, memorizing, and recalling of the language meaning and vocabulary whenever required for writing; and then generates this habit for the students".

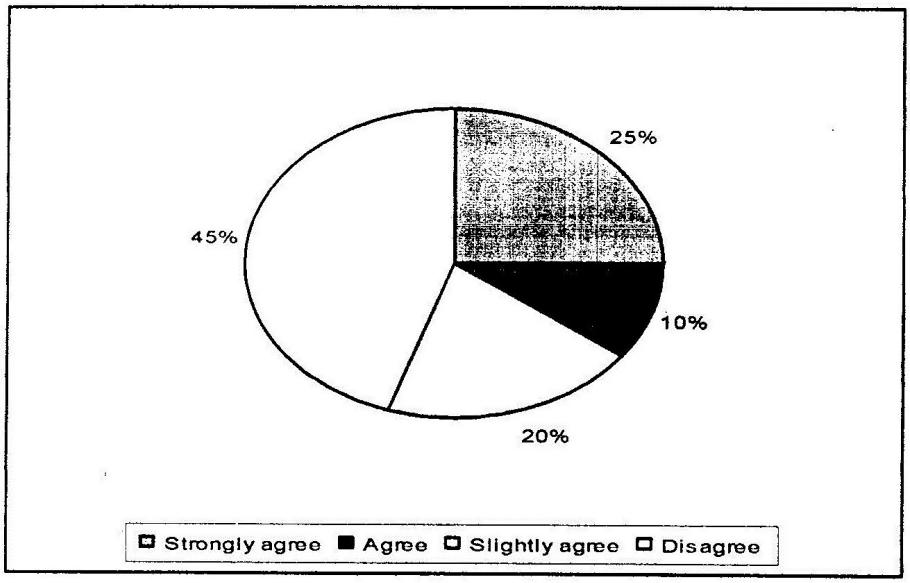

Figure 35: Teachers' language use

The majority of the teachers (45%) disagree with this statement; which leads us to interpret that English language teachers do use more than English in their classroom explanation and course presentation. 25% declare to be strongly agree with the above claim, (10%) agree, and (20%) of them slightly agree.

Consequently, teachers show distinct attitudes towards using additional languages as a means of course presentation, classroom discussion and explanation.

20. **Statement 11:** "Over learning becomes a self-defeating factor in learning a foreign language; mainly in maintaining its writing skill".

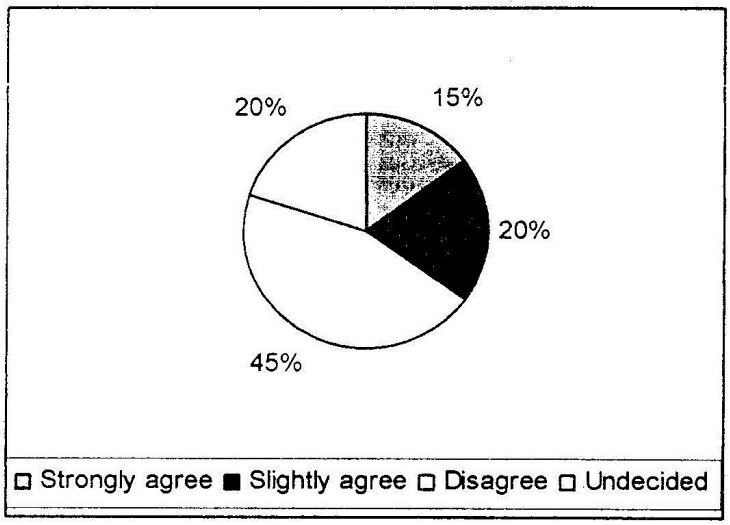

Figure 36: Students' over learning

A noticeable thing to be mentioned here is that a considerable percentage (20%) of the teachers is undecided. So far, (45%) of the teachers disagree with this view, (20%) slightly agree, and (15%) strongly agree and notice that over-motivation and high self-esteem can be a two edged sward, thus, they can function negatively in students' achievement mainly in writing.

To conclude this section, we can say that through our analysis of teachers' views; we demonstrate that teachers confirm that students' errors are due to different factors.

- First, the overwhelming majority (70%) of the respondents consider Error Analysis as one major responsibility of the classroom teacher. Moreover, (80%) of them supply a highly positive view towards the pedagogical value of error analysis, and affirm that Error Analysis is of great importance for the teacher to know about students' needs.

- Second, all of the respondents confirm that students' writing errors are caused by various factors. Henceforth; (40%) of the teachers slightly agree that L1 interference

is the major source of their students' writing errors; whereas (35%) totally disagree with this claim. Additionally, (45%) of the respondents do affirm that even in positive transfer L1 based writing habits are not facilitative factors. So far, for (60%) of the teachers, the main sources of students' errors are lack of competence in the writing skill and poor training of the related strategies. In addition, (35%) of them objectively agree that error occurrence is, to a given extent, a reflection of teaching techniques' inadequacies.

- Third, concerning error evaluation and correction, (45%) of the teachers declare that they strongly agree that an effective remedial is one which is based on error analysis' outcomes. Closely related, (45%) of them strongly agree that time limitation doesn't allow teachers as well as students for sufficient practice and effective remedy of writing tasks. In another context, (55%) of the teachers disagree that public correction is a hindrance for students' progress. They affirm resorting to anonymous public correction.

Moreover, the majority of the teachers (45%) disagree that teachers' use of more than English affects their students writing output.

- The last point in this section deals with students' over learning. In fact, (15%) of the teachers strongly agree with the statement, whereas (20%) of them slightly agree affirming that over learning can negatively affect students' learning process mainly for the classroom atmosphere.

Section IV: Students' Writing Problems

21-Please rank order from 1 to 6 of these writing problems your students usually commit in their writing compositions.

Rank	Writing problem
1	Incoherent writing in terms of: a- Poor development of the written work. b- No logical sequence of ideas. c- Misuse and/or omission of logical connectors and punctuation.
2	Inappropriate application of grammatical rules.
3	Students' emphasis is on giving information rather than on language use; (language, organization and meaning of the written task).
4	Syntactic and semantic errors (spelling errors, incomplete sentences, and ambiguous meanings).
5	Inadequate understanding of the subject (being out of context).
6	Use of a mixture of linguistic structures from other languages; mainly from French.

Table 10: Teachers' rank of students' major writing problems

As table (10) above indicates; the overwhelming majority of teachers (80%) confirm that coherence is the first main problem English students are confronted with in their writings. In fact, incoherence is exemplified in terms of different types of errors; such as: poor organization of ideas, structures and the general writing techniques; as how to start a paragraph, how to use appropriate connectors, how to apply correct punctuation, etc. The second major problem, ordered by (75%) of the

teachers, is that of inappropriate application of grammatical rules. Indeed, students' writing performances are full of grammatical errors; which confirm that English students have a serious problem in dealing with its grammar, and hence fail to govern their language use. The thirdly ordered writing problem, by (55%) of our respondents, is related to students' emphasis in writing; which is usually based on giving more information rather than using adequate language forms. The fourth problem, ranked by (50%) of the teachers, is that of syntactic and semantic errors. The teachers mention that students are thoughtful but, in most cases, they lack the appropriate vocabulary to adequately express their ideas. In addition, inadequate understanding of the subject or topic to write about is the fifth problem (40%) students have; consequently, they will be out of context and, then, make plenty of errors. The last writing problem, ranked by (35%) of the teachers, is students' use of other learnt languages; in which use of French vocabulary is the major one.

The above results support the previous ones of the last question of section three. The majority of the teachers (80%) clearly confirm that students' main writing problems are poor training of the writing techniques and strategies, in addition to a lack of competence and motivation for learning.

22. To what extent the written products exhibit different levels of proficiency in other skill areas?

In their answers, all the teachers affirm that since writing is the final stage of the learning process normally other language skills such as listening and reading contribute to a great extent to good written activities. One teacher provides:

"Pronunciation, lexis and grammar mastery are visible in a piece of writing, for the accuracy in these will be a token of the learner's competence." What is noticeable, in the teachers' answers, is that they all affirm the close relation between reading and writing skills.

Therefore, they assure that the written products exhibit other levels of proficiency to a very large extent, because a good writing requires good reading and good knowledge of grammar. One of the respondents declares: "In written products the learner shows his/her proficiency in grammar, spelling, sentence structure, coherence and so on; which prove his/her successfulness". Moreover, another teacher adds: "When the student writes correctly, this highlights that he masters well the grammatical rules and structural patterns of the target language. Likewise, the writing skill is linked with the other skills mainly the reading comprehension." Consequently, the more the student writes the better is his writing at the level of organization and fluency. Accordingly, by reading students' written products, teachers can determine what was acquired correctly and what remains to be part of the remedial work. So far, teachers confirm that writing is a very important language skill; it is a fetish in which both teachers and learners invest their efforts to achieve the intended writing objectives.

23. What type of written feedback leads to students' improvement of future writing tasks?

The answers gathered by this question demonstrate that all the teachers opt for the same feedback so as to motivate and encourage at best their students, and at

the same time to pinpoint their errors, lacks and needs. In fact, the provided answers range from helping the learners to come close to their errors, raising their critical spirit to be able to judge their writing abilities, and self-evaluate their level of proficiency in the target language.

As a result, the only effective feedback which leads to students' improvement of future writing tasks is that of immediate and relevant correction; confirm teachers. For instance, one teacher provides:

"The only written feedback that leads to future improvement is the one which includes correction of the structure, spelling, ideas, and punctuation. In addition, choosing a student to read his/her essay in front of the classroom and creating a discussion including the form and content leads students to reflect on their own mistakes and how to improve their writing skill."

What is remarkable in all teachers' answers is that they emphasize that a good effective feedback is the one which is based on more practice, and exhaustive training on all writing strategies. Thus, our respondents assure that more guided practice, intelligent correction, and taking the writing as part of each lesson (as a daily exercise) are what teachers should do and provide for students. For this reason; one teacher confirms that: "Training is a pre-requisite. Learning to write is nothing, if it is not followed by practice. The student learns to write only by writing".

Moreover, the respondents convince their answers providing a set of suggested instructions teachers should follow in their teaching of writing. The teachers speak about the necessity of showing students how to respect the writing of English and avoid referring to their mother tongue. The provided suggestions, then, are as follows:

- First of all; the teacher has to draw his learners' attention to the most recurrent mistakes in the context and how this damages their text and blurs the meaning; then providing them with a model correction.

- Writing different drafts that are gradually improved through re-writing and self-correction.

- Peer-correction under the supervision of the teacher.

- Guided writing tasks based on already given reading tasks.

- Try harder and you will be at the required level. Mind your English grammar and spelling. Plan your work carefully before being engaged in the writing process.

As a conclusion, the respondents prove to be conscious about their role in helping students develop their abilities ahead stage by stage, and the positive impact of their feedback and guidance in raising students' consciousness and self-confidence towards their capacities and areas of lack; which we sincerely hope to be realized in their actual teaching writing classes.

24. Do you believe that adopting an approach through speaking, when desiring only a writing knowledge, is economical of time, effort, and facilitates the learners' writing ability? How?

	Number	%
Yes	**7**	**35%**
No	**12**	**60%**
No answer	**1**	**5%**
Total	**20**	**100%**

Table 11: Teachers' views towards the teaching medium

As table (11) above shows the majority of the teachers (60%) disagrees with the provided claim and justifies their answers saying that each skill is different and has its specificity, and then, must be taught separately. The teachers add that such an approach saves time, but it does not, in any way, save the student and can't lead to good writing abilities. So, to achieve writing goals, speaking is never enough. For these reasons one teacher declares that: "Although both skills are receptive, speaking can't be a means to teach writing, students need to write and re-write, and as English is a foreign language, written tasks enable both teachers and students to detect each time new areas of ambiguity. May be, reading practices are the skills which help more in memorizing writing forms."

Moreover, the respondents totally agree that adopting an oral approach doesn't help the students to avoid errors and mistakes when they write. The perfect way or method is to ask the students to write in order to put into practice and internalize all the grammatical, structural and organizational patterns that they learnt. One respondent provides: "Because we can't learn something only by doing it; failing the first time and then, failure leads to success. Teach writing through writing."

By contrast, those who agree with the given statement convince their views saying that this approach can be interactive allowing a question / answer process with immediate feed-back and correction; it can also avoid ambiguous interpretations. One explanation provided by a teacher is that "this can be realized by discussing the subject first orally, then, elaborating an outline. Finally, asking students to use the notes collected in the speaking phase and, then, write".

25-Please only tick the corresponding answer.

Which of these techniques you use when correcting students' written compositions?

a- Using a code of signs such as: S (syntax), A (agreement), Sp (spelling), Art.Om (article's omission), etc.

b- Underlying and/or circling their erroneous sentences or passages, then providing a correction under them.

c- Giving back their written pieces and asking them to correct each other's papers.

d- Collecting the serious erroneous forms common in students' papers and then correct them in the blackboard with students' participation.

e- Just signalling deviant forms using question marks or red signs without any written feedback.

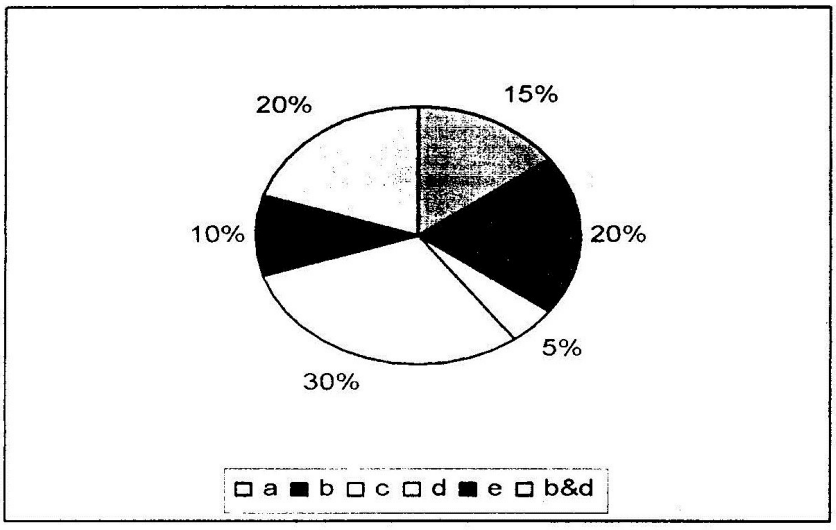

Figure 37: Teachers' correction techniques

According to figure (37), the majority of the respondents (30%) demonstrate that they correct their students' written products by collecting the serious erroneous forms common in students' papers and then correct them in the blackboard with students' participation. 20% of them rely on underlying and / or circling their erroneous sentences or passages, then providing a correction under them. The same percentage (20%) represents those who correct their students' writings relying on correcting errors on students' papers then collecting the serious ones to be publicly corrected in the classroom with students' participation in the task. 15% of the teachers prefer to correct students' writing products using a code of signs such as: S (syntax), Sp (spelling), etc. 10% prove to just signal deviant forms using question marks, or red signs without any written feedback. However, only (5%) of the respondents supply a peer-checking strategy where they give back students' papers, and then ask them to read, detect, and correct each others' errors ;under teachers' supervision and guidance.

26-Do you agree or disagree with the following statement: "Peer-checking can save teachers' time and develop a new channel of conscious use of the writing system for students". Please justify your answer.

	Number	%
Agree	**15**	**75%**
Disagree	**4**	**20%**
No answer	**1**	**5%**
Total	**20**	**100%**

Table n°12: Teachers' views towards 'peer-checking' strategy

These results highlight that the overwhelming majority of the respondents (75%) agree that applying a guided peer-checking strategy, to raise students' awareness towards their errors and develop a new channel of conscious use of the written system, is one of the most fruitful strategies teachers have to go through in their classes; mainly for teaching written expression and grammar. One of our respondents provides the following answer: "I strongly agree with this statement, but I also underscore the intervention and the role of the teacher in helping the students to detect their errors and mistakes. Peer-checking helps the students to be self reliant and therefore the learner-centred method will be the effective teaching and learning one."

Henceforth, all the teachers who agree with the statement confirm that peer-checking offers the students the opportunity to discuss deeply the error without constraint and can prove somehow beneficial mainly with timid learners; for the reason that, students communicate easily with their peers and that correcting someone else's paper is not stressing and reduces the level of anxiety, which makes them more critical, but the teacher should control, guide, and whenever necessary intervene in the task to confirm. Consequently, students will be self-confident; act as both students and teachers at the same time, and even like the activity and be motivated. One teacher summarizes all these points saying that: "I agree, but with real reservations. The teacher should first start by raising the learners' awareness to the real goal of this "type of correction"; to erase the possible inhibitions and to avoid being blocked by psychological hindrances that may emerge as a result of being corrected by a peer." Another teacher provides the following: "Deux avis valent mieux qu'un".

However, those who disagree with the statement clarify their answers saying that this strategy is time consuming and that each needs the teachers' correction but not his classmate's one. Therefore, one teacher conditioned his agreement saying: "I agree only in one condition, if the students have the same level, which is not our case. So, I prefer that not peer-checking, whole class – correction or discussion of written work after being corrected by the teacher can be very fruitful".

To summarize the revealed results of this section, we would provide the following conclusions:

- According to (80%) of the teachers, the first major writing problem students have is incoherent writing in terms of poor organization of the whole written tasks. Whereas, for (75%) of the respondents lack of grammatical competence is the second main problem noticed in students' writings.

- The second point we reach through this section is that: for the majority of teachers the writing product exhibits to a large extent other levels of proficiency in another language skill; for the reason that writing moulds students' progress, and reflects their level of target language mastery; but at the same time, demonstrates their lacks and indicates their needs.

- The third outcome of the results' analysis reveals that teachers do believe that the effective feedback they can provide to their students; to improve future writing abilities, is one which is based on practice and exhaustive training on all writing techniques and strategies, followed by relevant and immediate correction of students' errors.

- The fourth point deals with teachers' views about the effective medium to teach writing. In fact, the majority (60%) of the respondents disagree with the claim that

said "adopting an approach through speaking to achieve writing goals is the adequate one." Consequently, they convince declaring that each skill has its specificity and we can achieve the intended objectives in writing only through writing.

- The fifth outcome is that teachers, in fact, demonstrate adopting distinct correcting strategies. 30% of them rely on collecting the common serious errors and correct them in the classroom involving students' participation.

- The last result is about the validity of peer-checking strategy in raising students' awareness towards the writing system. 75% of the teachers strongly agree with the given statement and objectively justify more confident when they communicate to each others, and hence, act both as teachers and learners at the same time, which leads to a high cooperation in the learning tasks. "Students are 'good teachers' for each others", as one teacher said. However, this should be under teachers' guidance and control.

Section V: Learning Strategies

27-According to you, what are learning strategies?

In fact, we open this section by this logical question to see if teachers are aware of what is meant by learning strategies or not. Something to note is that (10%) of the teachers don't answer this question and just provide a question mark; which means that they don't know what is meant by learning strategies as a linguistic, and an educational concept in a language teaching/learning context!

The question, then, is answered by (90%) of the teachers, who provide distinct definitions among which we select the most interesting ones to provide here:

1- Learning strategies are learning by doing. Learners need to get fully involved in the writing process. Information planning and processing are the major learning strategies in writing for E.F.L. purposes.

2- They are the learners mental strategies based on their expectancies of what to learn and what not to learn. Their personal contribution in the task of learning.

3- Learning strategies are the procedures that the learner follows so as to get a new knowledge. They should be sustained by the teaching strategies in order to facilitate the process.

4- Learning strategies are first relative and very often personal, differing in their application from one learner to the other and vary in the effectiveness and their results, because they are simple behavioural and procedural tools that facilitate and fructify the acquisition of knowledge.

5- Learning strategies are personal methods to acquire, memorize, and retrieve information. Techniques learners have at their disposal to solve 'learning problems'. They are:

   a- Appropriate use of grammar rules.

   b- Appropriate organization of ideas.

   c- Use of vocabulary.

28- How do cognitive differences (intelligence, memory, information-processing....) among learners affect their use of learning strategies and teaching procedure?

Remark: two teachers don't answer this question (10%).

The other remaining respondents (90%) confirm that cognitive differences do affect learners' use of strategies. Therefore, we have selected some of their responses:

1- "Of course, the more intelligent is the learner, the more he is able to catch implications, the more he can memorize, the more he is able to be make references, inferences, comparisons and contrasts between ideas and information".

2- Sure, the more intelligence, memory, and information-processing ability, the more effective learning will be. They can affect "the time management skills" or "time-planning", what to learn, when to learn, how to learn, and how to be better."

3- Certainly, cognitive and social differences play a conspicuous role in the learning process. A student who grasps rapidly and memorizes easily will learn adequately and effectively a foreign language than a student who needs enough time to memorize and more explanation and practice to understand.

Thereby, the majority of teachers affirm that cognitive differences affect students' use of learning strategies and teaching procedure in the way that the time and efforts will be either increased or reduced. Simply put, slow learners need more time, more practice and reinforcement than the quick ones; which is important for a teacher to detect and consider in his/her class.

29-What insights can teachers gain from knowing about that?

Through their answers, teachers prove that knowing about these cognitive differences among their learners help them in devising the best teaching strategies, designing course content, managing time, classroom activities, and providing effective and relevant feedback and remedial tasks. Consequently, this will help them to meet the intellectual needs of their students and to discover their lack and in what area.

30-How does knowing about students' learning strategies help teachers understand their writing errors and discover problematic areas in the writing skill?

The generated answers show that all the teachers agree that knowing about learning strategies is of a great help. They supply that knowing about these strategies leads directly to the root causes of their errors, and hence facilitates remedial work. In other words, this knowledge allows the teacher to adopt his own strategies for teaching writing skill, and to understand whether students' writing errors and problems derive from lack of learning strategies or misuse of them.

One teacher argued that "understanding the process helps in tracing back the source of the problem, to what extent teachers can intervene and to what degree teachers have to respect the learner's rhythm". Therefore, knowing about students' strategies provides teachers with an opportunity to discover about students' personalities and then can focus on every student and his/her problems; that are, to anticipate the error and provide the right feedback.

In this context, one respondent convinces his ideas saying that: "the more the teacher is aware of the students' learning strategies, the more he will be able to detect the problems that they confront when they write. As a case in point, when the teacher knows that a particular student focuses on enriching his linguistic language than on internalizing grammatical rules and structural patterns, he will try to correct the grammatical aspect of the written composition closing his eye on the selected words and expressions."

Another one stresses that: "Actually false strategies lead naturally to error making, thus understanding learning strategies is a 'Must': this should be followed by studying why the strategies didn't work and provide the appropriate corrections".

31-Do you agree that "if we base our teaching of the writing skill on first: teaching the related learning strategies, then train students to use them through practice; we will help them to keep control of their language and hence be aware of the learning process".

	Number	%
Agree	**14**	**70%**
Disagree	**6**	**30%**
Total	**20**	**100%**

Table n° 13: Teachers' opinions towards teaching learning strategies

As table (13) above highlights, the majority of the teachers hold a positive attitude towards learning strategies and their role in effective learning. In fact, (70%) of the respondents do believe that a strategy task-based approach is the most appropriate one to meet learners' needs, raise their conscious use of target language system, and achieve the intended course objectives.

A- If you agree, what are the effective writing learning strategies to teach?

The teachers provide the following suggestions:

- Understand the subject is very important, make a plan and follow it, remember the teachers' notes, remarks, write correctly, read again.
- The meta-cognitive strategies are essential in this case.
- I think using the brainstorming strategies will help a lot to get adequate written compositions.
- Learners should go through a chain of activities ranging from listening and reading to speaking and writing. The activities preceding writing, pave the way for good writing.

Moreover, one of the respondents provides a full answer dealing with the required strategies for adequate writing compositions; here are they:

1- Reading about the subject.

2- Set a time scale for writing in and outside the classroom.

3- Ask them to write all what comes to their minds.

4- Ask them to use the dictionary and to come back to what they have written, then correct it and reorganize ideas.

5- Correct its grammar and punctuation.

6- Write the final draft after revision.

However, those who disagree (30%) with the provided proposal, state that strategies are only tools which conduct the teacher to adjust his method of teaching. But in fact, even though they disagree, their suggestions are in fact a set of learning strategies. For instance, one teacher suggests: "Give reading tasks to memorize vocabularies and expressions and even writing rules and styles". Additionally, another teacher speaks about "Guided writing".

B- Whatever your answer will be, how do you think the above given proposition can be realized?

Through their answers, our respondents insist on the fact that raising students' awareness through practice and training them to use these strategies is the only way to reach objectives and realize a learning strategy task- based course; because taking into account learners' strategies will facilitate the teachers' task in selecting their teaching materials, strategies, and ordering the level of difficulty of the task to accommodate the level of the learners. So far, one respondent declares that the teaching of learning strategies can be realized by making the student aware about the distinction between mother tongue writing strategies and target language writing strategies. In other words, it can be realized by making the student aware of the

specificity of each language and helping him to distinguish between the writing techniques in his mother tongue and the target language. The teacher should, in this case, be somehow smart and at least bilingual.

Another teacher assumes that the realization of a learning strategy-based approach for teaching writing needs to be based on error analysis outcomes. He confirms saying that "this could be realized especially by designing an encompassing and insightful system of error analysis to have a good and full picture of learners' problems and tendencies, and then make your diagnosis as a starting point for the concoction of efficient learning strategies."

As a result, all the respondents agree that the designation of a learning strategy-based approach or course, mainly in teaching writing, is a crucial need in our classrooms. They highlight that students need not theory because now books, computers, and Internet are available. The only problem is how to put into practice the acquired theoretical knowledge. For instance, one respondent designs that "the only problem is how to make the students acquire curiosity and love of reading and writing." The classroom demand, then, is to raise students' awareness through explicit practice, question/ answer tasks, retro observation of their production, and guided peer and group correction of the written task.

To sum up this point we would like to provide the following answer given by one teacher: "Enabling students to produce acceptable written compositions is 'an obligation'. In order to reach it, we should first be aware ourselves, then provide the right materials, adopt the adequate method(s), and have enough time to teach that."

32-How can teachers train their students on a conscious strategy use for writing purposes?

The reported answers of this question reveal that the majority of the respondents think that the best way and efficient method to train students on using these strategies is through:

- First, teach them the required strategies which should be relevant to the task at hand to reach the intended objectives.
- Second, let them to learn and work these strategies.
- Third, give them (students) uniting practices in the class and help them know their strategies better.
- Fourth, give them something to write at home, and mainly short paragraphs. Get them corrected in the classroom. Carry on doing so, ask the students to add new vocabulary they have learnt in class, and then equip them with new types of exercises that escort their future use of these strategies.

In this context one teacher provides the following answer: "Practising to first install these strategies, test them, generalize them, trying to always improve them with what is necessary or relevant that could occur unexpectedly." So far, another teacher insists that "this could be attained by a close follow-up of students' writing activities, all in trying to focus on the origins of the errors in order to address them in a meticulous manner but always in their context; that is, in a purposeful writing activity".

Therefore, the results clearly show that the teachers agree about one method through which they start training students by providing writing tasks, which are gradually complicated, beginning by sentence-writing, paragraph-writing, and then

essay-writing as a final step with the relevant strategies of each task. In addition, another teacher proposes the following steps:

- Teaching them the elementary writing skills in relation to the relevant strategies.
- Training them to different types of writing (starting by a short paragraph, then long essays).
- Making sure that they have acquired the basic rules for writing and helping them doing rather than giving them only theories.

One teacher goes further and claims: "if one strategy is to translate propose pieces of writing to translate."

33-According to your teaching experience, what relationship is there between learners' writing errors and their application of learning strategies?

Even though one teacher confirms that there is no relationship between students' errors and their use of writing strategies; the majority of the respondents (nineteen out of twenty) confirm that the relation between them is so close. In fact, errors are a part of learning strategies. Thus, if learners have misused the learning strategies this will result in errors. In other terms, errors are the means through which teachers can measure the efficacy or inadequacy of their learners' strategy use. One respondent explains this relationship saying that "there is a tight relationship between learners' writing errors and their learning strategies in the sense that a student who does not have effective learning strategies, will inevitably fail to learn the target language and will eventually commit errors and mistakes. In contrast, a student who has good learning strategies will be able to internalize the

basic oral and writing rules of the target language and will opt to avoid erroneous sentences."

Consequently, the teachers suggest that equipping the learners with sound and efficient learning strategies would automatically minimize their future errors and maximize the positive results of the learning process; therefore, when learners do not adopt the relevant learning strategies, they cannot correct their errors. So, they will commit the same errors and mistakes.

As a summary to this section, we provide the following insights; deduced from teachers' answers:

- The opening question of this section deals with learning strategies' definition. Teachers, then, are asked to define learning strategies. As a result, they provide distinct definitions through which they all agree that these strategies are personal and directly contribute to the learning process.
- The second point discussed in this section, deals with cognitive differences among learners and their impact on students' and teachers' strategy use. Our respondents supplied positive answers through which they confirm that these differences do affect deeply the learning/teaching process. Knowing about students' cognitive differences helps in course content selection, time schedule, and inspection of students' problematic areas.
- The third result is that the majority of the teachers affirm that knowing about students' learning strategies is of great help in understanding their errors, and discovering the main problematic areas which need to be highlighted and elaborated.

-Consequently, the overwhelming majority of the teachers does agree and believe that adopting a strategy task-based approach would be crucial and elevate students' capacities in language use.

- Additionally, applying such an approach is considered by the respondents as a real need, if not a 'must'; as one teacher declares.

- The other debateful points in the section deal with what type of strategies our students need to improve their writing capacities. How we would teach them using these strategies, and what relationship is there between students' errors and their use of learning strategies. Reasonably, the majority of the respondents declare that the most appropriate method for teaching learning strategies for writing purposes is through raising students' awareness towards these strategies; this can be attained by first specifying and introducing the required strategies on the basis of task's nature and course objectives. Then, providing a lot of exercises of different types and aims through which students practise the learnt strategies. Teachers, at this level, have to control, diagnose, correct, and evaluate students' use and mastery of these strategies. So far, training will be the heart of the strategy task-based approach. Consequently, teachers have to train their students on strategy use by moving ahead step by step in their courses and tasks' selection; starting by simple ones then gradually move to other levels.

- Errors are considered by teachers as an unavoidable aspect in students' writing, and hence, they reflect the inadequacy or misuse of learners' strategies. Teachers assert that the relationship between these two is so close, because when learners do not adopt the appropriate learning strategies, they will commit errors and even cannot correct them.

3.3. General Summary of the Questionnaire Results

The main results generated by the teachers' questionnaire are summarized in the following statements:

- The respondents are English language teachers at the University of Annaba. The sum of them is composed of (30%) males and (70%) females. Their teaching experience varies from 2 to 31 years, and (55%) are specialized in linguistics.
- 60% of the teachers consider the teaching of a foreign language as a matter of teaching its pronunciation, grammar, and vocabulary. Additionally, (90%) of them perceive the learning of a foreign language as the acquisition of its grammatical and communicative competencies. Henceforth, (45%) assure that foreign language teaching requires teaching the four skills equally.
- 70% of the teachers judge their students' progress through their style's improvement in written performances.
- As far as teachers' views about students' errors is concerned; (70%) of them hold positive attitudes towards Error Analysis technique, which they perceive as an interesting task teachers have to go through, in order to know about their students' main difficulties and hence base their teaching on error analysis out comes, to meet students' needs and overcome their difficulties.
- 60% of the respondents confirm that the students' main error sources, in writing, are an imperfect mastery of the target language and poor training on its writing skills and strategies. So far, mother tongue interference is considered by only (25%) of the respondents as being the major source of students' errors.

- 80% of the teachers declare that the major writing problem their students suffer from while writing is incoherent writing compositions; which are exemplified by illogical sequence of ideas, poor organization of language structures, misuse and/or omission of logical connectors and punctuation signs, and even a poor unreadable handwriting.

- All the teachers confirm that the writing products exhibit, to a large extent, other levels of students' proficiency, mainly the listening and reading skills. However, adopting an approach through speaking does not facilitate the students' writing ability, most of the teachers confirm.

- 75% of the respondents believe that peer-checking is an effective strategy which saves teachers' time, and develop a new channel of conscious use of the writing system.

- The majority of the teachers ensure that knowing about students' learning strategies is of a great help in understanding their writing errors and discovering the problematic areas in this skill. Furthermore, (70%) of the teachers agree that teaching learning strategies is a necessity, especially for writing purposes. Therefore, they affirm that the best way to do so is to adopt a learning strategy task-based approach and then train the students to maintain the strategy use through extensive practice.

Conclusion

The carried questionnaires' analyses confirm our advanced hypotheses. The English language learners – second year as a sample- prove to hold positive attitudes towards the English language they have deliberately chosen to study. Besides, they are highly motivated to engage in the task. More important than that, they are shown to display specific needs which consist in a desire to adequately communicate via this language; a need to develop their reading skills so as to benefit from them in improving the writing ones, and an endeavour to be able to write adequately. They totally agree that teaching them the appropriate learning strategies will help them developing their writing capacities and raise their conscious use of English language systems.

These needs are almost shared by the teachers who display a great interest with the topic and clearly express the need for a strategy-based approach to be adopted in the educational syllabus mainly in designing the writing one; because it is the mean by which the learners are evaluated in all the modules.

CHAPTER IV : CORPUS ANALYSIS

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Introduction

The present chapter is devoted to the analysis of students' major types of errors. Therefore, we have collected our corpus from second year students' written compositions. In fact, the study participants (nearly 80 students) were given two writing tasks, in addition to their and other students' exam compositions; in linguistics, written expression, and grammar modules, to elicit their errors in vocabulary, grammar, spelling, and continuous writing.

Our chapter, then, aims at analysing their errors and tries to show out the acting causes behind them. Moreover, we attempt to provide some explanations and discuss them in order to provide some insights and facts about students' errors and their writing capacities.

I. Vocabulary Errors

1. Morphology: Spelling Errors

1.1. Errors in vowel use

One of the main problematic areas where phonological knowledge can play a crucial part is the 'vowel' spelling which most of the subjects of this study found difficult to handle in writing.

1.1.1. Vowel Confusion: students usually confuse the graphic forms with the corresponding sounds. The following words present different examples of such errors.

/e/ for /i/:

* *enorder*: in order

* *enteresting* place: interesting place

**mergene*: margin

/e/ for /a/:

The **delegete*: delegate

**dey*: day:

**then*: than

**to prepere*: prepare

I raise my **hed* to see the sky: I raise my head to see the sky.

/a/ for /e/:

The Algerian **sociaty*: The Algerian society.

**than*: then

**succade*: succeed

/o/ for /u /:

To write **flowently*: To write fluently

**moslemse*: Muslims

/a/ for /o/:

The **gavernment*: government

**thaught*: thought

1.1.2. Vowel Omission: One of the most common errors, we realized in students' writings, is omission of one vowel letter or more particularly the final /e/ which, for most of the students, seems to be redundant; even with the most familiar words like (before). These omissions, then, seem to reflect a common strategy adopted by the learners when dealing with words that contain a weak syllable. In most cases students are unable to detect the weak vowel and recognize the constituent; hence, many of them make the following errors which provide evidence as to the association between pronunciation and orthography.

Examples:

* *belifs*: beliefs

**moduls*: modules

**betwen*: between

**befor*: before

**wher*: where

**sens*: sense

**to divid*: divide

1.1.3. Vowel addition: Contrary to the above type of error, some students tend to use additional vowels for no obvious reason. A probable reason is the adoption of the overgeneralization strategy for final /e/ and phonic spelling for the other.

1.1.3.1. Overgeneralization of final /e/:

The place is **fare*: far

**eate*: eat

**cleare*: clear

**to stope*: to stop

**visite*: visit

I must **passe*: pass

1.1.3.2. Phonic Spelling:

** proceedors*: procedures

**humain*: human

**approvement*: improvement

**inadiquanceis*: inadequacies

**thequnique*: technique

**beatiful*: beautiful

**moove*: move

**toolk*: talk

1.2. Errors in consonant use

Students' consonant errors constitute only a part of all the spelling errors. Therefore, a persistent error that seems to be the outcome of the wrong strategy based on the firm correspondence between the letter and the sound is the omission of what seems to them to be a redundant or functionless letters. Examples of such errors are as follows:

1.2.1. Omission of [c] in words like: **sience, *aquire*

The same applies to final consonant doubling when suffixes are added as in:

**swiming*: swimming

**stoped*: stopped

**writen*: written

**aded*: added

Or in words like:

**inteligence*: intelligence

**excelent*: excellent

**smel*: smell

**sumer*: summer

**sumary*: summary

**adition*: addition

1.2.2. Confusion of bilabial plosives: /b – p/: the following errors exemplify the problem:

**broblem*: problem

**opstacle*: obstacle

**to descripe*: to describe

We **compain* sounds: we combine sounds

**apout*: about

**battern*: pattern

1.2.3. Confusion of /c/ and /k/:

* *semantik:* semantic

* *karacteristik*: characteristic

**kapacities*: capacities

1.2.4. Confusion of /t/ and /d/:

The **secont* reason: the second reason

**tynamic*: dynamic

1.2.5. Confusion of /s/ and /c/

** capasities*: capacities

**consepts*: concepts

**pease*: peace

1.2.6. Confusion of /c/ and /g/:

**greated*: created

To sum up, we claim that the subjects of our study seem to have serious spelling problems and difficulties. The majority of the study population has ascribed their unfavourable attitude towards the learning of English to their inability to learn and write words and sentences correctly. Consequently, students need more functional phonetic instruction in relation with orthography; in order to develop their listening as far as their writing capacities. Teachers, have to highlight these errors or problematic areas and provide students with excessive tasks and practices in order to help them learn and memorize words correctly, and develop the spelling skill.

2. Semantic Errors

2.1. Malapropism: (incorrect choice of lexical words)

One of the fatal problems our students (EFL students) suffer from in writing is how to select the appropriate vocabulary; which vocabulary should be used and in which context?

In fact, the majority of the students declare that they find difficulty in selecting the lexical words that can convey their intended meanings. Consequently, they produce redundant and incoherent pieces of writing with poor vocabulary.

According to our study of samples' compositions, we collected the following examples:

1) - Before I **moved* to the University. (Instead of using: go)

2) - I changed my **mind*. (Instead of using: plan or opinion)

3) - I **bring* the life in the campus very difficult. (Instead of saying: I realized that life on campus is very difficult.)

4) - Since the exam is **approaching*, I started revising my lessons. (Instead of: I started revising my lessons to be prepared for the exams which are going to start very soon.)

5) – I must **to use* the plane, because it is so far from my town. (Instead of saying: I have to travel by plane because it is so far from my town.)

6) - The immorality **appeared* in our society. (Instead of: The immorality spreads in our society.)

7) - I will **take* a trip to our capital city. (Instead of saying: I will organize/ plan a trip to our capital city or I will go for a trip to our capital city.)

8) - I could **break* the stress. (Instead of saying: I could be distressed, or I can be calm.)

9) - They can't **get in *touch* with you. (Instead of: They can't be in contact with you.)

10) - We have **tried* on them for this problem. (For: We have relied on them for this problem.)

2.2. Semantic rambling

This type of errors is so common in students' writings. It differs from the preceding one (malapropism); in that it occurs because students have a sort of mental lexicon relevant to the semantic content they want to express. Students believe that the chosen words are valuable and serve the meaning, but actually these don't fit in the contexts. The following examples include such type of errors.

1) - The **big* problem was the irresponsibility of the delegate. (For: The serious problem was the irresponsibility of the delegate.)

2) - The old generation was more **solide*. (Instead of saying: The old generation was strong/ resistant/ or powerful.)

3) - The solution is to provide a **suitable *atmosphere* in order **to kill* this phenomenon. (Instead of: The solution is to provide the necessary conditions to diminish this phenomenon.)

4) - Every night I **clean* my teeth. (For: Every night I brush my teeth.)

5) - I speak **few* English. (For: I speak little English.)

6) - I **shut* my mobile and I **close* my mobile. (For: I switch off or put off my mobile.)

7) - It is a **replacement* of ICA. (For: It is a substitution of ICA.

2.3. Prepositional errors

Prepositions represent a serious problem for students; because of their diversity and multifunction in different contexts that they can't be dealt with holistically. Prepositional errors are various in terms of their omission, addition, inappropriate use, or misordering and wrong placement. Therefore, we deal with each type of error separately.

2.3.1. Missing Prepositions: (Omission of the preposition):

1) - It refers () the structure of sentence. (Instead of: It refers to the structure of the sentence.)

2) - It allowed detailed analysis () sentence. (For saying: It allowed detailed analysis of the sentence.)

3) - He refers () language. (For: He refers to language.)

2.3.2. Inappropriate use of prepositions:

Most of the students failed to use the appropriate preposition in their writings; either because of L1 interference, L2 transfer, or poor training of English language

and use; mainly in cases of prepositional verbs, idioms and collocation or prepositions of place and time, etc.

Examples:

1) - Many people usually like to spend their holidays **by* the forests. (Instead of: Many people usually like to spend their holidays in the forests.)

2) - He gives an example **by* children. (Instead of: He gives an example of children.)

3) - He illustrates the way **which* cutting down or subdividing sentences. (Instead of: He illustrates the way of cutting down or subdividing sentences.)

4) - It analyses human language according **through* its various aspects. (Instead of: It analyses human language according to its various aspects.)

5) - We have which is derived **on* the basis of phrase structure rules. (Instead of: We have which is derived from the basis of phrase structure rules.)

6) - I am interesting **with* writing my lessons. (Instead of: I am interested in writing my lessons.)

7) - It divides sentences **on* two parts. (It divides sentences into two parts.)

The majority of students' errors occur in expressions such as: **in* other hand, **in* other side, **in* the same time, **in* the university, **in* both levels, etc.

2.4. Confusion of phonetically similar words:

In fact, many students make errors in writing the correct word and confuse it with another one that is phonetically similar. Therefore, such errors can be very

misleading and affect the general meaning of the context. The following examples clearly show such type of errors:

1) - The same **liner* order. (Instead of saying: The same linear order.)
2) – The **deap* structure. (Instead of saying: The deep structure.)
3) – The **roal* of the human mind. (The role of the human mind.)
4) – After we will come, we will go to the **see*. (Instead of performing: After we will come, we will go to the sea.)
5) – After a long **reason* of hard work. (Instead of: After a long season of hard work.)
6) – It must used **mantel* capacities. (Instead of: It must use mental capacities.)
7) – We live in **bed* conditions. (Instead of: We live in bad conditions.)
8) – The gain is **cheep*. (Instead of: The gain is cheap.)
9) – Anyone can intuitively feel **weather* this word belong to the construction or not. (Instead of saying: Anyone can intuitively feel whether this word belong to the construction or not.)
10) - Like a child when he **heart* his mother. (Instead of: Like a child when he heard his mother.)
11)– It tells **as* about language constituents. (Instead of: It tells us about language constituents.)
12)– The **world* level, in which we deal with *world class. (Instead of saying: The word level, at which we deal with word class.)

13)– He **tought* that the mind of human being had a previous knowledge of the language. (Instead of: He thought that the mind of a human being had previous knowledge of the language.)

14)– **Bout* of them have the same meaning. (For: Both of them have the same meaning.)

15)– I **watch* my car every morning. (I wash my car every morning.)

16)– I **wash* T.V. (For: I watch T.V.)

17)– Her **sun* is very intelligent. (Her son is very intelligent.)

18)– The **son* rises at 6 o'clock in the morning. (Instead of saying: The sun rises at 6 o'clock in the morning.)

19)– He is **write* in his suggestion. (Instead of: He is right in his suggestion.)

20)– You have to turn **rite*. (Instead of: You have to turn right.)

21)– She wears a **weight* dress. (Instead of saying: She wears a white dress.)

22)– It is about 80kg **white*. (For: It is about 80kg weight.)

23)– We are going to **meat* next **weak*. (Instead of: We are going to meet next week.)

2.5. Semantic gapping :(being unable to use semantic constituents coherently):

It is obvious that our study samples haven't got the ability to produce full semantic continuous contexts. Therefore, one of the serious problems that consequently affect the general meaning is a semantic structure which, on the surface, may be grammatically correct but which is semantically wrong. Students'

writings are full of semantic gapping, or incoherent sentences and full passages of writing.

1) - His family chosen a girl for him to marry, the first time that he run away from home to chose his wife for his own once he made his way to the city.

2) - This year, I found the study difficult because it is needed more efforts and the hard work.

3) - We are now near to the end of the year and we have an exam in all moduls of our study.

4) - I decided to spend the holiday to do a small picnic in the holy city in order to prepere for my exam.

5) - I do some minding exercices in order to reject some of desadventages and made changes in my mind and feeling.

6) – Because the second semester is finished and coming of the exam became near.

7) - There is many parent doesn't not care with thei children. They left their free.

8) - It only creat it also and it is present to the meaningless sentences and the most important thing is it failed to find the imbiguity sentences.

Usually, semantic gapping errors are difficult to recognize and even to reconstruct or correct. Additionally, some cases require a total and fundamental reconstruction or re-building of sentences and passages.

II. Grammatical Errors

1. The verb use:

The results of our corpus analysis revealed that the English verb area represents the most difficult grammatical area for our students. Consequently, this failure of grasping the concepts of verb aspects and forms can be retraced to lack of adequate understanding and training of English tenses and verb forms.

Therefore, irregular past verb forms represent one of the major difficulties encountered by our students when they deal with the English verb. Another sort of errors is the use of modals. Students most of the time conjugate the verb after a modal verb. So far, we are going to deal with these problems in details providing students' actual cases in which they commit more than one error at different levels.

1.1. Inflectional verb forms: most of the students produce sentences such as:

1) - Eventhough the government **do* it's job. (Instead of: Even though the government does its job.)

2) - No one **encourage* me. (For: No one encourages me.)

3) - When my dad **were* spoke to my mum. (When my dad was speaking to my mum....)

4) - There **is* many parents **does* not care with their children. (Instead of: There are many parents who don't care for their children.)

5) - The word **have* different meanings. (Instead of: The word has different meanings.)

6) - Deep structures **deals* with meaning. (Instead of: Deep structures deal with meaning.)

7) - These rules **contains* different forms. (Instead of: These rules contain different forms.)

8) - Since **I'm live* in the University's city. (Instead of: I'm living at the University's city.)

9) - The room **contain* 3 girls. (Instead of: The room contains 3 girls.)

10) - The person **do* whatever he **want* and **go* whenever he **want*. (Instead of: The person does whatever he wants and goes whenever he wants.)

11) - **I'm spend* too much time at revising my lessons. (Instead of: I'm spending too much time at revising my lessons.)

12) - It **don't takes* care of the meaning. (Instead of: It doesn't take care of the meaning.)

1.2. **Tenses confusion:** The majority of our sample students face a serious problem in choosing and deciding about the correct tense to put the verb in, and how to form its structure. Consequently, they produce such erroneous forms:

1) - One day I **dream* that I was in a big house. (Instead of: One day I dreamt that I was in a big house.)

2) – I set in a good place and I **commend* a cup of cofe and I **start* reading my perfect book. (Instead of: I sat in a good place, ordered a cup of coffee, and started reading my perfect book.)

In fact, this sentence contains different types of errors such as the redundant subject 'I' which is repeated through out the sentence. In addition to, the misuse of the conjunction 'and' which reflects mother tongue influence in the form of 'و'.

3) - I **start* to think about what I **going* to write about. (Instead of: I started thinking about what I am going to write about.)

4) – It **is remains* incomplete. (For: It remains incomplete.)

1.3. Addition of –ed to past already formed:

1) - He **camed* last time. (Instead of: He came last time.)

2) - They **founded* that the intelligent students are good students. (Instead of: They found that the intelligent students are good students.)

1.4. Addition of –ed to the infinitive:

1) - Every one want to **cooked* the lunch. (Instead of: Every one wants to cook the lunch.)

2) - In order to **contuned* her voyage home. (Instead of: In order to continue her travel home.)

3) - To **presented* any form of difficulty. (Instead of: To present any form of difficulty.)

1.5. Verb conjugation after modals:

1) - We can **replaced* it, we can *devided it in the same way. (Instead of: We can replace it, we can divide it in the same way.)

2) - We must **found* the solution. (Instead of: We must find the solution.)

3) - We can't **considered* as all people equal. (Instead of: We can't consider all people equal.)

4) - It can **allows* detailed on the form of language. (Instead of: It can allow details on the form of language.)

1.6. Omission of auxiliary verb [to be]: Students omit the auxiliary verb in complex tenses and usually use the past or present participle as a verb. As a result, they produce erroneous sentences as the following ones:

1) - It () also based on Chomsky's theory. (Instead of: It is also based on Chomsky's theory.)

2) - Which () used for the analysis of sentences. (Instead of: Which is used for the analysis of sentences.)

3) – Which () derived from the deep structure. (Instead of: Which is derived from the deep structure.)

4) – We () divided into groups. (Instead of: We are divided into groups.)

5) – I () facing difficulties in writing. (Instead of: I am facing difficulties in writing.)

6) – Which can () fined in some structure's. (Instead of: Which can be found in some structures).

1.7. Overgeneralization of the Copula: Students' in this type of errors rely on a strategy in which they over use the copula in forming the verb structure. Therefore, as opposed to the previous type of errors,

students' in this case used to add the copula verb everywhere in their writings. We can then claim that students believe that verbs of movement should be used with the copula. The following examples contain such errors:

1) - It **is* needed more efforts. (Instead of: It needs more efforts.)

2) – It **is* introduce a sentences. (It introduces sentences.)

3) - It **is* represented the semantic relation in sentences. (Instead of: It represents the semantic relation in sentences.)

4) - It **is* doesn't refer to meaning. (Instead of: It doesn't refer to meaning.)

5) - A technic which **is* make the structure more concrete. (Instead of: A technique which makes the structure more concrete.)

6) - It'**s* also neglect the meaning. (Instead of: It also neglects the meaning.)

7) - It **is* must used mantei capacities. (Instead of: It must use mentai capacities.)

1.8. Misuse of the auxiliary: It becomes obvious; throughout the analysis of students' corpus, that students really have serious problems in using or choosing appropriately the correct auxiliary. The following examples evidently show that:

1) - It **don't* takes care of the meaning. (Instead of: It doesn't take care of meaning.)

2) – We **don't* concerned on labelling. (Instead of: We are not concerned with labelling.)

1.9. Misuse of the past and present participles: Another type of errors in the area of verbs is the misuse of the participle being the past or the present one.

Examples:

1) – I'm **spend* too much time at revising. (Instead of: I'm spending too much time revising my lessons.)
2) – Surface structure is **conserning* with the form of sentences. (Instead of: Surface structure is concerned with the form of sentences.)
3) – They didn't **naming* the constituents. (Instead of: They didn't name the constituents.)
4) - We are **concerning* with labelling. (Instead of: We are concerned with labelling.)

1.10. Addition of "to" to conjugated verbs:

1) - It **to* explain and **to* develop language. (Instead of: It explains and develops language.)
2) - It seems that **to* presented a form. (Instead of: It seems that it presented a form.)

1.11. Omission of the main verb: Furthermore, we have recognized another sort of verb errors where students omit the main verb of the sentence. Hence; even though this type of errors is less frequent to occur, we mentioned it due to its importance.

1) - It **()** type of analysis. (Instead of: It is a type of analysis.)

2) - He **()** at an international company. (Instead of: He works at an international company.)

3) - The campus it **()** small. (For: The campus is small.)

To sum up these types of verbal errors (verb area), we declare that the English verb; as a grammatical aspect with different forms and concepts, represent the most difficult and complex grammatical item. Students usually confuse between verb forms and the language context they have to put the verb in; in terms of tenses and meaning for modals. As a result, they err in using the correct verb tenses, and the grammatical exceptions or restrictions of rules' application mainly in dealing with irregular verbs and modals.

1.12. Subject / Verb agreement: What is remarkable for this type of errors is that many students fail to maintain an agreement between the subject and the verb. Here are some of students' deviances:

1) - He ******believe* in human capacity. (For: He believes in human capacity.)

2) – God ******give* it to us. (For: God gives it to us. Or, God provides us with it.)

3) – These rules **contains* different forms. (For: These rules contain different forms.)

4) – The theory of Chomsky **are* called "Transformational Generative Grammar". (For: The theory of Chomsky is known as "Transformational Generative Grammar.")

5) – The mechanistic view of language which **are* I.C.A. (For: The mechanistic view of language which is I.C.A.)

6) – The deep structures **deals* with meaning. (For: The deep structures deal with meaning.)

7) – The operation **take* place in the human mind. (For: The operation takes place in the human mind.)

8) – It **neglect* meaning. (For: It neglects meaning.)

9) – The surface structures which **is* marked by the syntactic presentation of English sentences. (Instead of: The surface structures are marked by the syntactic presentation of English sentences.)

10)– To find which sentences **is* possible. (Instead of: To find which sentences are possible.)

2. The article use:

On the basis of our analysis of the raw data, we can interpret that most of the errors related to the use of articles can be ascribed to defective or inadequate training. The sample students have not been given enough training in the use of the definite versus the indefinite articles, or in the restrictions of their use.

2.1. Omission of the article:

1) - () detailed analysis. (For: a detailed analysis.)

2) - It is () great feeling. (For: It is a great feeling.)

3) - It allowed () detailed description of sentences. (For: It allowed a detailed description of sentences.)

4) - Both have () same deep structure. (For: Both have the same deep structure.)

5) - He considers language as () set of infinite number of sentences.) (For: He considers language as a set of an infinite number of sentences.)

2.2. Overgeneralization of the article: It is obvious and quite evident that many students find it easier to use the indefinite article with all nouns no matter what the plural/ singular case may be. Therefore, they produce sentences such as:

1) - There are *a lot of social problems. (Instead of: There are lots of social problems.)

2) – There are *a few opportunities. (Instead of: There are few opportunities.)

3) – Showing these data by using *a symbols. (Instead of: Showing these data by using symbols.)

4) – They are important factors which denote the possibility to perform and create *a units of meaning. (Instead of: They are important factors that denote the possibility to perform and create units of meaning.)

5) – They found **an* ambiguities in the I.C.A. (Instead of: They found ambiguities in the I.C.A.)

6) – The man was born with **a* high mental capacities. (Instead of: The man was born with high mental capacities.)

7) – Both of them are *a categories. (For: Both of them are categories.)

8) - **A* linguists should be concerned with speaker competence. (Instead of: Linguists should be concerned with speaker's competence.)

9) – It revealed **a* mentalistic details. (Instead of: It revealed mental details.)

10) - I hope **the* God help me in my exam. (Instead of: I hope God will help me in my exam.)

11) - it still has **a* bad effects. (instead of: it still has bad effects.)

12) - He continuous providing us by **a* full rules, **a* finite rules which allow us to analyse a sentence. (instead of: He continuous providing us with full and finite rules which allow us to analyse a sentence.)

2.3. Analogy: This type of errors is related to a sort of analogy between articles' use in students' L1 which is "ال "and that of English (as a foreign language). So far, students misuse the articles.

1) - Chomsky in his theory deals with **the* grammatical structures of *the sentences. (Instead of: Chomsky, in his theory, deals with grammatical structures of sentences.)

2) – He concentrates on how to deal with **the* utterances that are never heard before. (Instead of: He concentrates on how to deal with utterances that are never heard before.)

3) – I find **the* life very difficult. (For: I find life very difficult.)

4) - **The* language in his point of view must be mentalistic. (For: In his point of view, language must be a mental capacity.)

5) – Chomsky is a researcher in **the* linguistics. (Instead of saying: Chomsky is a researcher in linguistics, or Chomsky is a linguist.)

6) – He also talks about **the* Generative Grammar. (Instead of: He also talks about Generative Grammar.)

7) – He was teaching **the* foreign languages. (Instead of: He was teaching foreign languages.)

As it is shown in the above exampies, students' use of articies is widely influenced by their L1 interference.

3. Noun / Adjective use:

According to our analysis of students' deviances, we discover that most of them have a problem in dealing with nouns and adjectives. They have a difficulty in deciding which one to use. So far, such confusions occur more particularly with derivatives, where students misuse and confuse which one to use in their sentences.

3.1. Adjectives used for Nouns:

1) - He gave more **important* to syntactic structures. (Instead of: He gave more importance to syntactic structures.)

2) - There is no **different* between them. (For: There is no difference between them.)

3) – The **related* between the surface and deep structures. (Instead of: The relation between the surface and deep structures.)

4) - He speaks without any interest for the **meaningful*. (Instead of: He speaks without any interest for meaning.)

5) - The **difficult* of choice. (Instead of: The difficulty of choice.)

6) - The obviose **different* is that Tree diagram does not describe the elements of the construction. (Instead of: The obvious difference is that the Tree diagram does not describe the elements of the construction.)

7) - ....without giving **important* to meaning. (Instead of: ...without giving importance to meaning.)

8) - P.S.R. is not a **continuous* for it. (For: P.S.R. is not a continuity of it.)

9) - He made a **distinct* between competence and performance. (Instead of: He made a distinction between competence and performance.)

10) - It is the **divided* of sentences on two parts. (For: It is the division of sentences into two parts.)

3.2. Nouns used for Adjectives:

1) - He use the **grammar* categories. (Instead of: He uses the grammatical categories.)

2) - It can provide a **structure* description to the sentences. (Instead of: It can provide a structural description to the sentences.)

3) - The country is more **nature*. (Instead of: The country is more natural.)

4) - To create something **value*. (Instead of: To create something valuable.)

5) - It is a **unit* form. (For: It is a unique form.)

6) - It failed to find the **ambiguity* sentences. (For: It failed to find the ambiguous sentences.)

7) - He considered it as **technics* analysis of language. (For: He considered it as a technical analysis of language.)

8) - I.C.A. is a **technics* procedure. (For: I.C.A. is a technical procedure.)

9) - It allows the **details* analysis of language. (Instead of: It allows a detailed analysis of language.)

10) - It is a **syntax* structure. (For: It is a syntactic structure.)

As a matter of fact, we can't claim that our students are operating in terms of mother tongue equivalents in the above sentences. First, because the case of adjective's placement or occurrence is totally different in both languages. An adjective, in Arabic, occur after the words they describe and not before, as it is the case for English. Second, the word - formation process in English is totally different from that of Arabic. The other evidence is that students put these adjectives in the

appropriate position in the sentence; which means, they are consciously use them without L1 interference.

As a result, we can explain these errors in terms of students' defective training and poor practice of the language grammatical elements.

3.3. Adjective / Noun agreement: Students most of the time misuse adjectives with the nouns they describe. Thus, they produce sentences where adjectives disagree with their nouns.

1) - This is for **several reason*. (For: This is for several reasons.)

2) - He generates **a new concepts*. (For: He generates new concepts.)

3) - Some words have **two category*. (For: Some words have two categories.)

4) - The word has **different meaning*. (For: The word has different meanings.)

5) - We have **two phrase*. (For: We have two phrases.)

6) - There are **many surprise*. (For: There are many surprises.)

7) - There are **much of difference*. (For: There are many differences.)

8) - There are **few opportunity* for work. (For: There are few opportunities for work.)

9) - It discusses **two main subject*. (For: I t discusses two main subjects.)

10) - its **two different element*. (For: its two different elements.)

11) - There are **a lot of problem* in our society. (For: There are lots of problems in our society.)

12) - It can occur in **many way*. (For: It can occur in many ways.)

13) - it had **several disadvantage*. (For: it had several disadvantages.)

14) - My plan includes **many regular activity*. (For: My plan includes many regular activities.)

15) - In these **two sentence* there are the same words. (For: There are the same words in these two sentences.)

3.4. Omission of the subject: One of the crucial kinds of errors which deeply affect the sentence form and meaning is the omission of the subject or what we call in grammar: the doer of the action.

1) - ...but () is incomplete. (Instead of: ... but it is incomplete.)

2) - () is a deep analysis. (For: It is a deep analysis.)

3) - () can provide details about the form of language. (For: It can provide details about the form of language.)

3.5. Repetition of the subject: Unlike the above case, this type of errors is related to the redundant use of the subject in the same sentence.

1) - The phrase marker **it* consist of grammatical functions. (Instead of: The phrase marker consists of analysing grammatical functions.)

2) – According to him language **it* developed, **it* created sentences. (Instead of: According to him, language develops and generates sentences.)

3) – This story **it* early happened in the winter days last year. (For: This story happened last year in the winter days.)

4) – The campus *it small. (For: The campus is small.)

4. The pronoun use:

Students most of the time misuse pronouns in their language performances. Consequently, they produce sentences such as:

1) - Transformational rules are relational rules. *it relate the deep structure to the surface one. (Instead of: Transformational rules are relational rules. They relate the deep structures.)
2) – Phrase Marker is a visual representation of a sentence as in *their name indicate. (For: The phrase marker is a visual representation of a sentence as in its name indicates.)
3) – Because I had many lessons to revise, I had summaries *it. (Instead of: Because I had many lessons to revise, I had summarised them.)
4) – They can't satisfy their children's needs because of the gain *who is cheep. (Instead of: They can't satisfy their children's needs because of the gain which is cheap.)
5) – These problems can be serious if we give not solutions for *it. (Instead of: These problems can become serious if we don't find solutions for them.)
6) - Chomsky's structural rules are generative, *it is based on competence and performance. (Instead of: Chomsky's structural rules are generative, they are based on competence and performance.)

5. The Possessive case:

5.1. Omission of 's:

1) - It is used to explain the **structure* ambiguities. (Instead of: It is used to explain the structure's ambiguities.)

2) – In **Bloomfield* book "Language". (Instead of: In Bloomfield's book "Language".)

3) – He have taken part in **student* strike. (Instead of: He has taken part in student's strike.)

5.2. Addition of 's:

1) - It is **unit's* form. (For: It is a unique form.)

2) – Which can be fined in some **structure's*. (For: Which can be foundd in some structures.)

3) – Chomsky as shows in his **book's*, turned the language to the mind. (For: As he expresses in his book, Chomsky refers the language to the mind.)

4) – It is concerned with the form of sentences and **it's* structures. (Instead of: It is concerned with the form of sentences and their structures.)

5) – The crying of **children's* sign that is the most natural. (Instead of: The crying of children is the most natural sign.)

To sum up what is said before, we can ensure that most of students' grammatical errors are not resulted from L1 interference. The analysis of the collected data proves that L1 interference is just one source of errors among many other serious ones.

6. L2 transfer errors:

One of these sources is L2 transfer. Students make use of L2 language; thinking that it is the same word with the same meaning in English. Thus, they produce deviant structures with ambiguous meanings. Therefore, we can refer to this sort of errors as *'false concepts hypothesized'.* The following examples clearly show such case:

1) - **Humain* language is object of **deplacement.* (For: Human language is subject to change.)
2) –**L' inguistically *speçific words.* (For: ...linguistically specific words.)
3) – It had a strong effect on the **changement* of surface and the form attitude to a deeper one. (Instead of: It had a strong effect on the *transformation of the deep structure into a surface one.)*
4) – *It* *gratuite day by day. (For: It increased day by day.)
5) – The **explication* is.... (For: the explanation is...)
6) – *Categorie, *methodologie, *psychologie, *individuals, etc. (For: category, methodology, psychology, individuals.)

Conclusion

As a conclusion, the results revealed by our analysis of students' errors prove that *L1 interference* is one of error sources but not the major one. Therefore, the outcomes of corpus analysis strengthen our hypotheses that students do apply different strategies when they come to write such as *generalization, over-generalization;* as in these sentences: "He c***amed*** last night." where the student has over-generalized the use of the past marker *'– ed'*, "It ***is needed*** more efforts" *(Over-generalization of the 'copula').* This, then, may be described as 'over-learning' of a structure.

Closely related to over-generalization is *'ignorance of rule restrictions'*. This leads to failure to recognize the restrictions of existing structures, that is, the application of rules to contexts where they don't apply. For instance, students perform sentences like: "We ***doesn't considered*** it as important aspect." In fact, such errors prove that our sample students are either unaware of the rule or they fail to internalize it.

So far, whatever the source of error may be, most of our students' errors are grammatical in nature in terms of morpho-syntactic errors; which result in a lower and poor quality of their performances. Furthermore, lack of vocabulary use is another major factor that hinders students' writings and leads them to produce poor structures full of repetitions, and semantic ambiguities. In addition, lack or even total absence of punctuation in students' writings is another aspect that results in a poor organization of their outputs; in most cases students ignore those signs and provide one block writing with a capital letter at the beginning and a full stop at the end

without dividing the written piece into paragraphs or even into sentences. Consequently, we claim that our students really need a lot of practice of the writing skill but in a conscious motivational way.

Chapter V: Pedagogical Implications

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Introduction

Raising students' awareness towards strategy use is a necessity; in language learning in general and in language writing in particular. Organizing a writing-strategy based course, then, needs to be based on developing both cognitive and meta-cognitive strategies. Therefore, such course requires from both the teachers and learners different abilities and responsibilities; as writing is the mirror that reflects students' capacities and their learning achievement levels in other language skills. Teaching this skill, thus, needs an integration of all other skills, through excessive practice of various types of writings including a diversity of strategies. Consequently, teachers and learners are equally invited to become critically reflective on their teaching / learning process and of the best ways to realize their full potential.

Furthermore, raising students' awareness through strategy training is not just a matter of permitting choice in writing situations, or making students dealing with a variety of writing activities, but of leading them to be responsible of their writing, understanding its aim, realizing how to apply the different strategies they have been taught, and being able to consciously self-evaluate and correct their writings. In fact, our main concern is to suggest some guidelines and recommendations; we think are helpful, to improve a writing-strategy based course outcomes, to foster learner autonomy, and to achieve a fluent student writer.

1. Course design:

Our starting point in describing this language writing course consists in establishing and investigating the effective related approaches.

1.1. The Learner- Centred Approach (LCA):

One of the major principles of the communicative language teaching approach (CLTA) is the idea of implementing a learner-centred approach in EFLT classrooms. Therefore, we suggest that; within a general communicative language teaching / learning approach and syllabus, a teacher-directed learner-centred approach is the most suitable one to answer our students' writing demands. In fact, we proceed and support this approach according to the following reasons: first; it focuses more on the learning process itself. Second, it takes into account the learners and their needs at various stages in different language skill areas. Third, it helps the learners step towards independent learning under teachers' guidance and control; making of them more autonomous, creative and capable of being responsible of their learning.

1.1.1. A Learner- Centred Writing Classroom:

A learner-centred writing classroom is an environment that creates and fosters independent students who are aware of their learning process and who, through this awareness, are able to take risk and control their language use and production. Therefore, learners are given the opportunity to make sense of their learning and themselves as active and creative participants in the process of learning to write.

Moreover, the focus, in such a context, is on making students able to express their ideas, thoughts, process-information using cognitive capacities, and to apply their learning strategies in a way that describes and highlights their needs and level of learning progress.

Furthermore, in a learner-centred writing classroom attempts are to be made to develop class writing activities that stimulate the learning conditions of real communication. As a result, teachers who base their teaching of writing on this approach have to bear in mind that successful writing learners need to master a variety of writing activities and techniques. Each activity or technique, in fact, has its specific nature in terms of type of information, language structure, objective, and language strategies to apply through its accomplishment.

Henceforth, the teaching/ learning responsibilities, in such a classroom, are shared by both teachers and students. The teacher has to take the role of informant, facilitator, controller, model, and even need analyst and evaluator of his students' writing outcomes. Teachers have to provide students with the necessary writing techniques and learning strategies that would direct their language use and production; through a co-operative practice of related tasks, activities and instructions, that would further promote their autonomy and raise their awareness toward conscious use of language writing system.

On the other hand, students will increase their role as active, self-reliant, and reflective participants ultimately responsible for their own learning. Students, then, need a clear understanding of a writing classroom expectations; in order for the learner-centred writing classroom to be successful, enhances their motivation, and heightens their achievement.

1.2. Learning Strategies Based Instruction Approach (LSBIA)

Strategies-based instruction approach (SBIA) is an extension of a learner–centred approach to teaching that extends classroom strategy training to include both explicit and implicit integration of strategies into the course content. In fact, the SBI approach is one of the principle components of a general learner-centred approach referred to as the Cognitive Academic Language Learning Approach (CALLA); which is an instructional model; introduced by Chamot et al. in "The Learning Strategies Handbook", in (1999). Therefore, this approach aims to assist learners become more responsible of their efforts, abilities, duties, and needs in target language learning and use; since it allows them to individualize their language learning experience through self and peer-assessment.

As a result, in preparing for a learning strategy-based instruction classroom, teachers have to encourage students to reflect on the components involved in language acquisition; so to realize what they need to do to learn the writing skill, and to give them the opportunity to establish their own goals, in addition to those set by the instructional programme, which in turn will lead to increased motivation. Simply put, students will rely on their cognitive capacities and be critical thinkers about what strategies worked and did not work. Consequently, they will develop a problem-solving strategy and attribute their success to their own abilities, efforts, strategies, and recognize that errors are part of their progress in target language production in particular, and learning process in general.

1. 2.1. Students'/ Teachers' beliefs in (SBIA)

1.2.1.1. Students' beliefs:

As a matter of fact, learning strategies-based instruction is based on the belief that students can be more effective when they are aware and take control of their own learning; mainly in writing. Thus, for strategies instruction to have an impact, students must first be convinced and believe that they are capable of becoming more independent from their teachers. Students also must be convinced that what causes their success or failure is the use of effective or ineffective strategies, not luck or innate abilities alone. Therefore, they have to be willing, active, critical and reflective writers. Finally, they have to engage in the learning process by taking risks and be responsible of their outcomes.

1.2.1.2. Teachers' beliefs:

First of all, a learning strategy-based instruction teacher must believe that effective strategy use can determine students' success. Teachers, then, have to believe that their students are no more passive receivers or producers of knowledge and language, but active participants able to exchange them with teachers. In addition, if teachers think that successful learning is the result of ability alone, it follows that low-achieving students are powerless to change. Strategies, from another part, are not innate and can be taught. Furthermore, encouraging students to talk about their processes, and ways of thinking help make them more aware of

the strategies they are using and the way through which they apply them. By allowing students to do so; teachers provide them with a support to develop their intrinsic motivation and self esteem, and be free from internal influences which in turn lead to self-confidence and creativity. In fact, encouragement has a magical impact on students; mainly in a strategy-based instruction writing classroom.

From another side, teachers have to believe that learning strategies are not just classroom activities for a particular writing task or any other language tasks, but are means; which if adequately developed, can help students become effective learners with a variety of tools to aid them in all types of target language learning and understanding. Consequently, teachers have to explicitly discuss, with their students, why and how each strategy can improve their abilities, comprehension, production, and learning in general; as discussion and interaction are the best policy to develop learners' cognitive, meta-cognitive, and socio-affective strategies. Moreover, teachers should remind students that good writing learners plan, monitor, problem solve, and evaluate recursively during a given task, and that different strategies can be applicable for the same task. However, teachers have to set themselves as a model of the strategy-based instruction user; because we can't expect learners to be autonomous and strategic in their language use if they are not guided to it and provided with actual concrete instances.

2. A proposed writing strategy-based course

Owing to the very nature of our group case study and its particular needs we are likely to trust and ready to adopt a course that would provide enough opportunities

for the students to develop their communicative and meta–cognitive abilities, let them come closer to their needs and be active participants in the course. This might be, in fact, implemented through the adoption of a variety of teaching materials and strategies; since our students are adult learners with a certain degree of cognitive capacities; it might be interesting to provide them with some cognitive, meta-cognitive strategies, grammatical notions, and strengthen their linguistic knowledge, enrich their language vocabulary repertoire, and to let them afford a better accuracy in their writing performances; for we strongly belief that any effective communicative writing needs to be sustained by the integration of all language aspects.

What is; however, required is to afford a securing environment that would let these learners feel confident of their capacities and quite independent so as to be active participants. Here it is perhaps worth reminding that strategy-based instruction course displays the characteristics of being learner -centred in orientation with a various range of tasks and activities the learners will perform by themselves.

2.1. The audience:

The students for whom this course is designed are adult learners who have made their own decision to study English. They present many characteristics in the fact that they have distinct levels as regards their cognitive and linguistic abilities, in addition to their background of English language learning. Nevertheless, the data analysis revealed many common points shared by the whole, or at least by the majority of these learners. It is these common points that we are going to consider

as our starting points in devising a course able to meet and satisfy the largest possible amount of the learners advanced needs.

The most shared characteristic displayed by these learners, then, is their high motivation and owed desire to be good English language writers. More to the point, they express an acute need to be free from errors' pressure and to handle effective writing techniques, strategies and skills to be able to communicate via this language skill. Furthermore, they seem eager to be taught and trained on using the learning strategies relevant to the task.

2.2. The course objectives:

The present course, as stated above, is based on the students' needs and requirements in the writing area, as perceived by them and revealed by the data analysis. However, other considerations; such as the availability of teaching materials and the teachers' experience and training, are to be taken into account. Thus, the chief objectives this course will try to attain and intend to reach are as follows:

a- Perfecting the learners' writing proficiency.

b- Raising students' awareness towards their language use (errors); through teaching and training them to use learning strategies, mainly their meta-cognitive strategies of planning, monitoring, problem-solving, and evaluating their writing performances.

c- Improving and developing the learners' reading skills and abilities.

d- Increasing learners' self-confidence, intrinsic motivation, peers and group language exchange during classroom activities, so as to develop their socio-affective strategies and lead them to be extraverted learners.

To achieve these objectives; it is necessary to work for the enhancement of the following required language items, skills, and strategies; which are, in fact, micro ones derived from the macro language skills.

2.2.1. Vocabulary skills:

1. Vocabulary teaching should be provided and included in a writing course.
2. Students have to check and make use of their acquired English lexicon with help of up-to-date semantic awareness or knowledge. In addition to dictionary use strategies.
3. Types of lexical items which are seldom used by the learners should not be ignored but dealt with as problematic.
4. Teachers, then, have to check students' progress in vocabulary use and see if vocabulary problems still exist with the same or different magnitude.
5. Words should be presented into meaningful communicative contexts. Decontextualized words are subject to forgetfulness and not easy to retain. Therefore, they will be meaningless and without any significance.
6. Variation in vocabulary items through vocabulary or writing exercises is important; as it serves to break monotony, improve their writing quality, activate memorization strategies, and reinforce their learning to write.

7. Moreover, vocabulary is one of the major problems confronting learners when they write and lead them to produce poor language forms, as they can not express their ideas and thoughts as clearly as they would like to, can not grasp or infer the ideas and meanings transmitted to them, and more serious they commit plenty of redundant errors.
8. Teachers have to believe and convince their students that vocabulary constituted the vital core of any writing course. Therefore, they have to confront students' avoidance strategies impact on their writing; because students when they fail to use a lexical item correctly they avoid it, and hence their writing is virtually defective. In this case, practice of such items is the required solution.

Teachers, in dealing with vocabulary skills, may find out other strategies which require attention and treatment. First, students confuse in writing between words that seem to be homophonic as well as those which are homographic (one outcome of our sample corpus analysis). Second, students overuse some lexical words sacrificing semantic accuracy and find difficulty in recognizing and using other related lexical items. Third strategy used by students is that they seem to rely heavily on word sound recognition when they encounter unfamiliar words. Hence, for them words like: see, sea, hear, here, are confusing. Consequently, they seem to use phonic spelling. A fourth strategy is that students do not have the ability to perceive differences within the printed symbols that are necessary for word recognition. Teachers are advised to examine their students' learning strategies which may be conducive to erroneous use of words.

2.2.2. Grammar skills:

Students need change over course of several weeks, and the teacher; despite his teaching methods, should be sensitive to these changes and take them into consideration while going through the following activities.

1. Selecting and preparing materials and classroom activities.
2. Identifying and analysing which students' errors to concentrate on at a given time. Hence, teachers have to set priorities in students' error correction.
3. Teachers, in accordance, have to select and sequence the grammatical forms to be emphasized with each type of writing activities. In other words, teachers have to prepare appropriate exercises and activities for rule presentation, application, restriction, and error correction.

We would like to recommend the following guidelines for the teaching of grammar in a teaching writing context.

1-Lead students to realize that grammar is not a set of rules but is a description of how language functions.

2- Help students to become aware of the fact that the learning of grammar is not an end in itself but a means of learning the language effectively.

3- Do not teach decontextualized grammatical points. Context is very crucial for effective use of language. For instance, each time the teacher introduces a new type of paragraphs or texts; he can expose to his students the different grammatical aspects and uses specific to each kind and explain why they differ from one context to another.

4- Avoid recitation and / or rule rote learning. Address the students' cognitive ability and mind; to make them deeply understand the taught rules, their way of application, and recognize their restrictions.

5- Encourage students to discover the system of language underlying linguistic structure. This type of auto-learning is more conducive to understanding and retention of rules. For example, the teacher can give students a variety of exercises through which he provides them with instances of how language rules have a role in changing meaning, or determining the type of writing (the case of tenses use).

6- Guided, self and peer correction can be more fruitful than teaching correction as far as grammatical errors are concerned.

7- Make students aware of the differences between the two language systems (L1/FL). Recognition of such differences can help students avoid interference errors from similarities and/or dissimilarities between the two language systems when they come to write.

8- Teachers' selection, sequencing, and gradation of grammatical items in writing should be based on the following principles:

a- Frequency of occurrence in writing communicative contexts.

b- Learners' needs and area of lacks.

c- Functionality of the items in the writing tasks.

9- Teachers' decision on teaching priorities should be based on the outcomes of students' error analysis and writing problems. This, in fact, will provide them with a better profile of their students' needs. Students believe and feel that grammar stands as an obstacle in their way of

attempting to reach their main goal" mastery" of the target language writing system; a fact our sample group correctly confess and corpus analysis confirm. As a result, teachers have to convince their students about the usefulness of grammar for effective language writing and learning.

2.2.3. Semantic skills:

Students have not got the ability to produce full semantic continuous contexts. One of the serious problems that consequently ensue is a semantic surface structure which can be grammatically correct, but which yields in embedded incoherent meaning resulting in ambiguous meanings and misleading interpretations on the part of the reader. In fact, this semantic problem can be ascribed to a semantic gap; which in turn can be created by a misuse of the verb, the noun, word-order, etc.

Therefore, teachers are asked to explain to and convince their students that a word can give different meanings in different contexts, a fact which most of the students ignore. Another required semantic skill, in the writing context, is convincing students that each word has its specific meaning, and that when it is added to other words in a language structure can change the whole meaning. Thus, students' awareness has to be raised towards such factors. in other words, semantic and / or phonetical contiguity strategies should be confronted; in the former case, students use one iexicai item instead of a number of items that beiong to the same semantic family (eg. O'clock for hour, watch), in the latter case, they use an inappropriate

lexical item which is phonetically similar or identical to other items (eg. Using sea for see, hear for here, etc).

In addition, data and corpus analyses of our sample students confirm the above instances and clearly show that the major problem students have in writing is dealing with meaning expression and semantic clarity as far as vocabulary choice and language structure form are concerned. Moreover, what really makes students' writings ambiguous and odd is their ungrammaticality; which seriously hinders the general form and meaning of the written performances.

2.2.4. Writing skills:

Writing is an instrument of both communication and self-expression. Therefore, it requires an integration of all other language skills. Thus, when teaching writing, teachers have to follow initial guiding principles such as:

a) - Writing should be as close as possible to genuine functional use of language.

b) - It is important for the students to read as widely as possible to become familiar with different varieties of writing, that is, those who do not read much can not write well.

c) - Good writing depends on a set of specific writing skills. It does not follow automatically from good grammar and adequate vocabulary.

The writing teacher has to deal with the main writing skills which integrate all the above language skills. These skills –the writing ones- include:

a)- communicative skills

b) - organizational skills

c) - stylistic skills

Furthermore, the teaching of writing skills requires specific techniques to be implemented. These techniques are regarded as strategies which state the ground for effective writing lessons;

a) - teachers have to start their course by familiarizing the learner with the kind of writing to be practised.

b) - Move gradually and carefully from fairly controlled, to semi-guided, to fairly free writing.

c) – The writing exercises have to be focused on specific writing conventions and skills such as essay layout, special descriptions and linking words.

d) - Give students a clear convincing purpose for every writing activity.

e)- Collective writing in a cooperative group work setting tenders and class writing activity interesting and is conducive to better writing and richer ideas.

In dealing with the writing tasks, students need to deal with and consider the following language aspects: grammar, syntax, context, mechanics, the audience, purpose, word choice, organization, and the writing process in general.

It should be noted, then, that teaching students to write in a language other than theirs, is not an easy task to quickly accomplish. Teachers have to develop students' autonomy and accountability for writing strategies concerning: editing, correcting, and proof-reading their own writings leading to students more involvement in the process of written work's correction. Teachers have to try to prevent the target language learner from errors; at the expense of allowing him natural communicative opportunities in which his hypothesis-testing strategies about the writing system are given free rein. Moreover, teachers have to count for

students' personal differences, and factors related to attitudes and motivation in their strategy and task selection or choice. Consequently, an awareness of these personal factors may be useful to the teacher in helping the student to make the most of his abilities. Teachers, then, need to give more valuable attention to the materials which expose the learner to the language and which exploit his motivation more than methods.

Another writing skill teachers have to account for is students' error correction. In fact, teachers have to believe that correcting every error a student makes is impossible. Therefore, they have to set priorities according to their first assessment of the error gravity judged against the course objectives and point of focus; since students' errors are hierarchical. Writing, in fact, is filtering information as well as language forms and structures. Teachers have to tell students that writing relies on thinking about what to write and how to represent it. When students edit their writing, they go through further filter. Furthermore, as students filter their writing, they compose; that is, to consider how to present what they want to communicate, with what purpose, for which reader(s), and in what order. Teachers have to raise students' awareness towards these principles.

Therefore, writing is an activity made up of several processes which require from both the teacher and the learner an application of given strategies. For instance, thinking about what to write and the order to put it in. These processes or activities are suggested to be:

- deciding what to say.

-thinking about starting points.

- thinking who you are writing for.

- thinking about your aim in writing this particular piece.

- thinking about the way it should be set out on the page.

- deciding on the order in which you put your ideas.

- deciding on paraphrasing, and sub-headings.

- giving a title, necessary.

- making sure you have the script right.

- deciding where to put capitals, underlining, quotation marks, and other punctuation marks.

As a result, accounting for all these skills in devising a writing course is what we really need in actual writing classes; because these are key factors teachers should not ignore or forget about.

Consequently, we do not provide a specific sample lesson to not impose one model; mainly because, in second year written expression program, students are expected to deal with different paragraph, as well as, essay types and forms. For that reason, we have accounted only for the key aspects of a good writing course, leaving the content for the teachers.

3. The writing process:

The teachers of written module need to revisit their way of marking students' writings and change their responding behaviour so that students can understand their comments. They have to substitute their arbitrary comments with writing-specific strategies and recommendations. Therefore, instead of keeping an ideal standard, they have to adopt a flexible standard that takes into account students'

level and ability. So far, after explaining to students the importance of writing multiple drafts, they have to make them understand that writing revision is to be taken as re-seeing it.

Consequently, teachers have to teach the writing skill as a three stages one. First, teachers have to introduce this skill for their students as a learning task through which they have to go via three processes or stages, and each one contains different strategies and techniques. Therefore, they have to start by the ***"Pre-writing stage"***, at which students generate content and organize it. It is, then, formed of:

1) - *Brainstorming strategy:* students have to generate or write down as many words, phrases, ideas, and expressions as they can think of about the topic or subject to write about. For example, tell a story
2) – *Paragraph analysis:* students have to model a paragraph, and organize it in terms of topic sentences, and content sentences.
3) – *Organizational practice:* students have to deal with expository skills, that is, how to organize their compositions.

The second stage in a writing process is ***"the writing process";*** it represents students' involvement in the heart of the general process of writing, where they organize and write their first draft. This stage includes model and assignment strategies, where students analyse a model and are expected to receive teachers' instructions to write their own compositions.

The third stage in achieving a written composition is what is known as ***"the post-writing"*** step. This final stage comes after the writing assignment and it deals with:

1) - Editing: students have to check what they have performed in terms of correcting grammatical, spelling, and organizational errors.

2) – Giving feedback: students have to be encouraged to exchange their compositions and are guided towards peer-assessment under teachers' supervision or control so that they review and provide feedback for each others' papers.

3) – Option: almost a separate unit in itself, the optional writing activity helps students transfer their newly learnt strategies and skills to future and real communicative writing tasks.

Teachers of the writing module, in fact, need to provide a writing framework which tries to capture the recursive, not linear, nature of writing. Activities to generate ideas (*brainstorming)* help writers tap their long-term memory and answer the question: 'what can i say on this topic?' *Focusing* (for example, fast writing) deals with 'what is my overall purpose in writing this?' *Structuring* is organizing and reorganizing text to answer the question: 'how can i present these ideas in a way that is acceptable to my reader?'

As a result, writing is a set of different types of activities; each is devised for a specific purpose. *Drafting* is the transition from writer-based thought into reader-based text. Multiple drafts are produced, each influenced by feed-back from teacher and/or peers. Activities such as *'Reformulation'* and the use of checklists in guiding feedback develop essential evaluating skills. *Feedback* focuses initially on content and organization. When these are satisfactory, comment on language is given on pen-ultimate drafts for final amendment. *'Re-viewing'* is standing back from the text and looking at it with fresh eyes, asking 'Is it right?' The over-all aim is to create

meaningful, purposeful writing tasks that develop the writer's skills over several drafts. Collaboration between learners and with teachers is essential. This results in changes in teacher and learner roles and has implications for teacher and learner training. Teachers, then, have to convince their students that writing is viewed as a 'problem-solving cognitive activity, involving strategies of goal-setting, idea generation, organization, drafting, revising, and editing.

4. A proposed model process for teaching writing:

According to what is said above; about the nature and stages of the writing process, we suggest that the ***PPP*** model process can be suitable for teaching strategy-based writing. Following this model, teachers have to present the material or language item and introduce it to students ***(stage1: Presentation),*** then give students the opportunity to practise the presented material to be more familiar with and experienced it ***(stage2: Practice),*** and finally students are asked to produce their own material; in which they have to apply what they learnt ***(stage3: Production)***.

Henceforth, in such contexts, students are expected to apply different strategies and skills in dealing with the PPP stages. So far, risk-taking skills are brought into play, and teachers are left free to make any necessary changes within the order of the PPP stages according to their students' level and classroom outcomes for the sake of meeting and satisfying their needs and achieving course objectives. Thus, a sort of *'discovery learning'* will occur at each stage of the ***PPP*** process.

In addition, teachers are expected to play different roles and take distinct responsibilities at each stage. At the presentation stage; the teacher has the role of informant; at the practice stage that of conductor; in addition to the role of error corrector, diagnostician, and controller. At the stage of production stage; the teacher acts as a guide and advisor, and feedback assessor. In other words, writing teachers at this stage have to encourage learners to think about their audience and rhetorical norms of target language text.

A further proposed teaching model of writing strategy-based course is what is called the ***PPPEE*** process, which is formed up of five stages. These are accordingly, preparation, presentation, practice, evaluation, and expansion. At the preparation level, teachers have to implement strategies instruction requires planning, and preparation of the task to be written by teachers and students. The preparation phase is the time to lay the foundation or ground work for creating a learner-centred classroom that is then ready for strategies instruction. At this phase, the teacher may need to create a classroom discussion with students about the strategies they find useful for specific tasks; in order to prepare them for the presentation of new strategies.

After the preparation phase; in which students' prior knowledge about and use of learning strategies have been discovered and discussed, the teacher is expected to be ready to move into the presentation stage. Presentation of learning strategies for writing can be most effective when it is explicit, that is, when strategies taught are given names and students are told the reasons for using the strategies. Before asking students to practise a strategy, the teacher should demonstrate how the strategy is used by modelling it on a similar writing task. Knowing the strategy

names is necessary for the times when students are asked to evaluate their strategies use and to discuss which strategy is appropriate for a task. In fact, this explicit training leads to more conscious understanding of strategies that, in turn, contributes to the learner's meta-cognitive knowledge and control over strategies use. Therefore, learning strategies can be presented as part of the introduction of a new lesson topic or on their own –strategies- when the teacher perceives that students are experiencing difficulties with a certain type of task.

Practice is the third phase of this process, which involves strategies instruction placing students' thinking in the spotlight and encourages effective strategies use while students work on classroom tasks. As a result, teachers have to explicitly guide their students to practise new strategies through providing them with related tasks. Teachers, then, should continue to give students feedback whenever they use strategies, praising them for being strategic and pointing out when a particular strategy is successful. One of the easiest and best ways to encourage strategic thinking is to put less emphasis on 'correct content' or language production and put more emphasis on the thinking that leads to students' responses. In addition, any type of cooperative learning or group activity can become a vehicle for practising learning strategies. Writing strategies such as using prior knowledge, organizational planning, note-taking, outlining, and questioning for clarification are too helpful for students at this stage.

The fourth phase is concerned with evaluation of strategy use. First, teachers need to evaluate how their students are applying the learning strategies that have been taught, so that they can adopt their instruction to students' needs. Second, teachers need to evaluate instruction. Teachers can find ways to improve any area

of their instruction that is not meeting their students' needs. Teachers need to acknowledge their students' beliefs and values while encouraging them to reflect deeply on their own learning. By making students aware of their responsibility for selecting appropriate strategies for future tasks, teachers provide students with an important tool for autonomous learning. Students should be encouraged to write their journals and diaries in the target language because of the language practice involved. The goal is for students to reflect on their own learning strategies. In general, students will incorporate more and more of the target language and become more proficient in the language through these activities.

The last phase is expansion of the learning strategies. Students' meta-cognitive awareness of the learning strategies they know, when, and how to use them is essential for the strategies transfer. As a result, task-knowledge together with strategy-knowledge are key to successful transfer of learning strategies. Students, then, need a clear understanding of the requirements of the new task and its similarities as well as differences, to the task with which they are currently using the strategy.

5. Sample activities:

All the above discussed notions and strategies are applicable, and can be made a part of writing courses successively. So far, we have selected some of them, as examples and not fixed obligatory ones all writing teachers should apply in their course content or classroom activities.

5.1. Workshops:

Moving from how errors should be corrected, teachers have to consider who should correct them. Generally, it is said "the teacher of course!" However, in a strategy-based instruction context, teachers should not dominate the correction procedure. Peer correction would help students recognize both grammatical and lexical errors as well as problems with content, organization, development of ideas, and clarity of writing. Research supports the fact that self-correction is probably more effective with grammatical rather than lexical errors. Therefore, in workshop activities students alternate between individual and collaborative work and strategies; as they plan their writing tasks (for instance, Writing a story or essay), develop drafts, revise them, and eventually share their final drafts in an accurate form.

A workshop activity consists of dividing students into groups of three or four and exchange drafts for comments and suggestions from their peer editors, it is quite promising since the learner will receive feedback from the teacher and three or four colleagues on his ideas, and language use when he submits his first draft and prepares for the second. In 15-20 minutes each group has ample time to discuss the weaknesses as well as the strengths of their drafts and make recommendations. Teachers have to control and guide their students through all the stages of writing, drafting, revising, and editing the final form. Hence, the amount of help that they can give to their editors is dependent upon their –students- comprehension of the revising and editing tasks, their readiness to approach them, and the effectiveness with which these tasks are carried out. The students can make their first evaluation

collaboratively in groups during class time while the teacher around answering questions and giving assistance. In this way, the teacher gives the students the chance to do the work by themselves; there by, facilitating their learning rather than spoon-feeding them.

5.2. Focus on grammar:

Exercise n° 1: Four of the following sentences are not correct. Underline them and make the necessary corrections:

1- He teaches at King's College

2- She speaks well Arabic.

3- What means this word?

4- I do not remember the way.

5- It poured with rain all night.

6- Manchester United won the Cup Final last year.

7- The manager rung the police when he discovered the break-in.

Exercise n°2: Spot the error: each sentence below contains at least one mistake. Make any necessary corrections.

1- He does not spend enough time to study for his exam.

2- I enjoy very much listening folk music.

3- She goes once a week to college for study computing.

4- Little more than quarter of university students have part-time jobs.

5- Electricity cost exactly the same amount of money than gas.

Exercise n°3: Tenses: We use the present perfect when there is a strong link between the past and the present. Complete these sentences using: just, already, never, yet and suitable verb in the present perfect tense.

1- I'm not hungry. I.....

2- I'm afraid I can't tell you anything about New York. I.....

3- My brother is having a big celebration tomorrow. He .....

4- 'Did you pass the exam?' 'I don't know. I.....'

5- It's too late to board the plane. The check-in desk.....

Exercise n°4: Write true sentences about your self, using the present perfect and including the words: never, since, for many years, recently.

5.3. Focus on vocabulary:

Exercise n°1: Much words from list A and B to make common work expressions.

A: self-, job, work, white-collar, sick, working, assembly, pay

B: pay, rise, conditions, line, employed, satisfaction, worker

Exercise n° 2: Noun suffixes: write a noun ending in '–ation' to match each definition below.

1- Showing how something works

2- Exchanging ideas or information by writing or speaking

3- Picture in a book or magazine

4- The act of making laws

5- Taking part in an activity

Exercise n° 3: Word partners: in each sentence **one** of the words in brackets cannot be used. Cross out the incorrect word in each group.

1- A (big / high / large) proportion of people voted in the election.

2- It is (fairly / clearly / perfectly) obvious that we need to make changes.

3- The (great / vast / big) majority of people know little about science.

4- The graph (covers / lasts / represents) a period of five years.

5- it needs a brave person to (perform / undertake / make) such dangerous task.

Exercise n°4: Spelling: seven of the words below are spelt wrongly. Underline the mistakes and correct them.

Achievement, aproximately, arguement, behaviour, dissappear, spectater, imoral, extinct, responsible, goverment, height, intertament.

Exercise n°5: Right / wrong word: Choose the correct word form each pair to complete the sentences. Check the meanings of any words you don't know in a dictionary.

1-He didn't (speak / talk) very good English when he arrived.

2- The only radio programme I (hear / listen to) is the morning news.

3- Cats can (see / look) better in the dark than humans.

4- Few people think that politicians always (say / tell) the truth.

5- A knee injury (avoided / prevented) the horse from racing.

5.4. Focus on reading: The text provided below is to be read aloud.

Note: The text, in fact, summarises the different sorts of learning strategies a student is expected to follow at each stage in his tasks' achievement; this is why we choose it in this context.

'The Mountain Climber Story'

Meet sachiko. Sachico is a very good thinker. She ***uses her mind to help her do all the things she wants to do.***

Sachiko wants to climb Mt. Kumo. Mt. Kumo is very big. It will be a very long trip. Sachiko will have to think hard to climb the mountain. But Sachiko is a very good thinker. She knows that before she can start to climb Mt. Kumo, she has to ***Plan*** for thetrip. Before her trip, Sachiko has to decide how high she wants to climb. She ***sets a goal:*** "I want to climb all the way to the top of Mt. Kumo!"

Sachiko ***knows a lot about*** Mt. Kumo. Before her trip, she asks herself," ***What do I remember about*** Mt. Kumo?" She ***studies her map of trails to help her remember all the things she knows about*** Mt. Kumo.

Before her trip, Sachiko has ***to think about what she needs*** to pack in her backpack. She ***predicts what will happen*** on her long trip so she knows what to pack. She ***asks***, ***"What might happen?*** I might get hungry; I'll pack some rice crackers. I might get thirsty, I'll pack some water. I might get cold; I'll pack a coat. I might get tired; I'll pack a blanket."

Sachiko decides ***to pay attention to hard parts*** of the climb. She asks, "***What do I need to watch out for?*** I know there are some streams that I have to cross. I will watch out for them. I'll pack a rope to be ready for them."

Now Sachiko is ***ready to start*** climbing. Sachiko is a very good thinker. As she climbs, ***she needs to check how well she is doing***. She ***needs to help herself so she can keep climbing.***

Sachiko looks at the signs to see how far she has climbed. She ***looks at her map to make sure she is on the right trail***. Sachiko ***asks herself questions to see if everything is OK***. She asks, ***"How am I doing?"*** "Am I thirsty?"

When she is climbing, Sachiko ***remembers what she knows about this mountain***. She ***thinks*** about ***what she does to help her climb other mountains***. Sachiko ***sees a picture*** of Mt. Kumo ***in her mind*** and ***thinks about what she has to do***. She looks up to see how far she has to climb. ***"Am I almost there?"***

When ***she gets scared***, Sachiko ***tells herself, "I can do it."*** Sometimes Sachiko ***meets other climbers***. They ***share climbing stories***. They ***help each other***.

Sometimes climbing ***gets difficult***. There are streams to cross. There are big cliffs. There are strong winds. But Sachiko ***is a very good thinker***. She ***can solve her problems.***

When Sachiko ***comes to the stream***, she ***needs to choose how to solve her problem***. What could Sachiko do? She ***could use the map to find another trail***. She ***could ask another climber to help her*** walk across. She ***could think about how she crosses other streams***. Sachiko will use her rope to get across the big stream.

Because Sachiko ***is a very good thinker***, she ***thinks about how well she did***. After she crosses the stream, Sachiko asks herself, ***"Was my rope a good tool to cross the stream? Should I use a rope next time I cross the stream?"***

Sachiko ***thinks and climbs***, thinks and climbs. ***Finally,*** she ***reaches the top*** of Mt. Kumo! Sachiko is very happy. She ***looks around and thinks about her climb.*** She ***thinks about everything she did to help her climb*** Mt. Kumo.

She ***asks herself***, ***"How well I do?"*** "I packed enough water, but I would have liked more rice crackers. ***I will remember next time. I used good tools to cross the stream***. I learned about how to climb a new mountain. And ***most important, "I met my goal."*** Sachiko is a very good thinker. She climbed all the way to the top of Mt. Kumo.

(The text is extracted from: Addison Wesley, Longman (1999), in Chamot et al 1999:90-1)

Exercise n°1: After having students read the text aloud for several times; ask them to:

1- Pick up the new words from the text; then check their meaning using the dictionary.

2- Have a quick look through the text to skim its general idea (skimming strategies).

3- Divide the text into parts on the basis of strategy groups (scanning strategies).

4- Summarize the text above using order expressions and frequency adverbs to order Sachiko's actions.

5- Write your own story, in which you have faced problems and need to think for solutions to reach your goal.

6- Exchange your paper with your peer and try to correct each others errors, and general organization of the written task.

7- What sort of things do you think the readers will be checking for?

5. 5. Students' learning strategies questionnaires:

Teachers can permanently evaluate their students' use of learning strategies through their tasks' achievement. One way or method to do so is to give them a short relevant questionnaire to respond to; and then analyse it to see if they – students- progress in their strategy use, and then in their writing, or not. The following is a sample questionnaire useful for the task above.

Writing strategies: After reading the story about Sachiko, you have to write your own story. Think about how you wrote your story. Answer the questions about the strategies you used. And don't forget – there is no right or wrong answers!

1- Before starting to write I brainstormed ideas for my story.

No, I didn't do this. I did this a little. I did this a lot.

2- I planned my story by thinking about (or making notes about) the characters, plot, and where the story would happen.

No, I didn't do this. I did this a little. I did this a lot.

3- I didn't need to brainstorm or plan before writing; I just started writing.

No, I didn't do this. I did this a little. I did this a lot.

4- While I was writing, I thought about the people who would read my story.

No, I didn't do this. I did this a little. I did this a lot.

5- While I was writing, I tried to remember what I already know about the parts of a story.

No, I didn't do this. I did this a little I did this a lot.

6- When I couldn't think of a word I wanted, I look in the dictionary.

No, I didn't do this. I did this a little. I did this a lot.

7- When I couldn't remember a word I wanted, I just used a different word.

No, I didn't do this. I do this a little. I did this a lot.

8- When I finished my first draft, I asked a classmate to read it and make suggestions.

No, I didn't do this. I did this a little. I did this a lot.

9- I revised my story to make it better.

No, I didn't do this. I did this a lot. I did this a lot.

10-I made the changes needed for my final draft.

No, I didn't do this. I did this a little. I did this a lot.

11- What other strategies did you use to write your own story?

6. Suggested Resources

The following list of books is suggested to be a source of strategy-based materials from which relevant model lessons, texts, activities, and further suggestions could be extracted and helpful for teachers; mainly those who lack instruction about teaching and learning strategies in a teaching / learning writing context.

-Arthur Brookes and Peter Grundy (1991): Beginning *to Write*; Writing activities for elementary and intermediate learners. Cambridge University Press

-Arthur Brookes and Peter Grundy (1990): Writing for Study Purposes; A teacher's guide to developing individual writing skills. Cambridge University Press

-Barbara Kroll (1990): Second Language Writing; Research insights for the classroom. Cambridge University Press

-Bill Kirton and Kathleen McMillan (2007): Just Write; An easy-to-use guide to writing at university. Routledge Study Guides

-Carole Turkenik (1998): CHOICES; Writing Projects for Students of ESL. Cambridge University Press

-Curtis Kelly and Arlen Gargagliano (2001): Writing from Within. Cambridge University Press

- Donn Byrne (1991): Teaching Writing Skills. 4th edition; Longman

-Liz Hamp-Lyons and Ben Heasly (2006): Study Writing; A course in writing skills for academic purposes. Cambridge University Press

-Sue O'Connell (2006): Focus on IELTS Foundation. Pearson Longman

-Trudy Smoke (1998): A Writer's Workbook: An Interactive Writing Text. Cambridge University Press

Conclusion

The concern of this chapter is to provide an alternative course based on the carried data and corpus analyses. The suggested course has been designed following the learner-centred strategy-based instruction approach. It consolidates this course by some related suggestions meant to apply to the writing context. Raising students' awareness towards strategy use of language is not one-off process; rather it goes through gradual steps along teaching/ learning path so that to make this ambitious attempt comes true. Therefore, teaching/learning responsibilities are shred in a strategy-based instruction writing classroom. Teachers have to act as facilitators for their learners, providing them with a lot of opportunities to reflect on their learning, and strategies use. Teachers, can be sure that any granted responsibility is welcomed by the learner if it has certain degree of challenge, creativity, and personal significance. Our crucial needs in teaching/learning of foreign language are to form self-reliant students, who are responsible for their learning and learn from their errors, and this is what pedagogy for fluent strategic writers is about.

General Conclusion

The present study is concerned with the influence of learners' awareness–raising; through strategy-based teaching, in their writing compositions and their ability of error recognition and correction. Therefore, this study reflects our attempt and ambitious contribution to the improvement of the writing teaching / learning situation of English at the university level; through the investigation and development of a strategy-based instruction approach to the second year students; who are taken as sample case study. The latter –SBI approach- is chosen to answer the demands and meet the students' needs in this language learning area.

Henceforth, our study is established on the actual outcomes of teaching writing at the university; which does not rely on a specific syllabus or teaching approach, and it does not refer to any designed strategy-based textbooks. Consequently, the task of elaborating and selecting teaching materials is allowed to the teachers; who by themselves lack knowledge on the (SBIA), a fact we reach and they confirm through our questionnaire analysis, and are without any kind of specialized preparation or strategy-training instruction in applying such type of courses in their classes.

Considering this situation at the university level, our starting hypotheses are that learners hold positive attitudes towards learning English and are motivated to handle good writing strategies. Besides, those learners clearly declare, through questionnaire answers, their specific needs in the writing skill area and confess that the provided writing course does not help achieve their objectives, fulfil their needs, and acquire the skills and strategies they most require to be free from those enemies

called *'errors'*. Furthermore, the carried data analyses confirm our hypotheses revealing that our respondents share specific needs for strategy-training and conscious self-reliant learning; this is what justifies our choice of the learner-centred strategy-based instruction approach in designing and selecting the teaching items relevant to that language skill; writing.

In addition, teachers and the obtained corpus analysis results confirm our hypothesis concerning that students' L1 interference is not the major source of their writing errors, but is one source among many other serious ones; which is another reason of our (SBIA) based-course choice, which both emphasize a conscious, autonomous, and highly motivated learners, who are aware of their errors and strategic in their use of language writing skill.

Moreover, to reach a writing strategy-based instruction and strategy training objectives, teachers have to act as facilitators, controllers, and models that aim at developing themselves as reflective teachers, and seek to develop their learners as critical, co-operative thinkers, responsible for their own learning. Simply put, raising students' awareness towards strategy use depends mainly on accounting for learners' individual differences, needs, and areas of luck in language writing skill.

As a result, effective teaching procedures would respect students' primary needs and set hierarchies in covering, fulfilling, and responding to them (needs); through accurate and relevant selection of teaching materials, course content, and writing activities and tasks with the integration of relevant strategies specific to each type; in addition to a clear explanation for strategy choice and the intended goals behind using them.

Therefore, if learners are to realize their weaknesses and full potential, course designers and teachers are invited to consider the significance and usefulness of a writing strategy-based instruction and strategy training as an approach that lead to conscious users of language; able of taking risks and being responsible of their outcomes; in terms of error recognition and correction. Thus, to achieve this aim, it would be advisable to encourage teachers' and students' reflection, to share classroom responsibilities, and to develop learners' meta-cognitive strategies. Therefore, learner training, reading skills fostering, co-operative learning, peer and self-assessment strategies, and many other means can be implemented as effective ways to reach fluent and effective writing learners.

To conclude with, strategy teaching and training is an aim that has a lot of benefits in creating conscious, active, creative, and critical writing learners, although it requires a lot of responsibilities from both teachers and learners to be free from routine and monotonous teaching / learning classrooms. Hence, it is achievable and can become a concrete fruitful reality, if all the members of the teaching / learning setting cooperate and strongly believe in its possible implication and hold positive attitude towards its results.

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Appendices

Appendix I

LEARNERS' QUESTIONNAIRE

Dear student,

This questionnaire is part of a research work for a Magister degree. Its aim is to gather some pieces of information about your learning process, in terms of the main problematic areas you are faced with and the learning strategies you refer when you come to write in English as a foreign language.

You are, then, kindly requested to answer the questions either by ticking or ranking the appropriate answer, or by making a full statement whenever necessary.

May I thank you in advance for your collaboration.

Thank you

SECTION ONE: The Learners' Profiles

1. Sex: Male ☐ Female ☐

2. Languages which you speak: Arabic ☐

French ☐

English ☐

Others, name them:.....

SECTION TWO: Background in English Learning

3. For how many years have you studied English?

.....

4. Why have you chosen English to study?

.....

5. Which one of the following language systems you find difficult to handle and master?

a- The sound system. ☐

b- The morphological system: word formation. ☐

c- The syntactic system: grammar and vocabulary. ☐

d- The semantic system. ☐

6. How do you judge your level and mastery of English language?

a- Very good ☐

b- Good ☐

SECTION ONE: The Learners' Profiles

1. Sex: Male ☐ Female ☐

2. Languages which you speak: Arabic ☐

French ☐

English ☐

Others, name them:..... .....

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a- The sound system. ☐

b- The morphological system: word formation. ☐

c- The syntactic system: grammar and vocabulary. ☐

d- The semantic system. ☐

6. How do you judge your level and mastery of English language?

a- Very good ☐

b- Good ☐

c- Acceptable ☐

d- Poor ☐

e- Unable to learn it ☐

Justify your judgment

.....

7. What do you need to improve your English use?

a- Use English out side the classroom. ☐

b- Read materials written in English. ☐

c- Use dictionaries to look for meaning. ☐

d- Practise the language through writing. ☐

e- Others, Specify them.

.....

SECTION THREE: Learners' Writing Errors

8 - Which language skill you find helpful for the writing skill?

a- Reading ☐

b- Speaking ☐

c- Listening ☐

9 - Can you correct your written errors when you recognize them?

a- Usually Yes ☐

b- Only given types of errors ☐

c- Usually No ☐

10 - What type of errors you find difficult to recognize and then to correct? You can tick more than one.

a- Spelling errors. ☐

b- Grammatical errors. ☐

c- Semantic errors (those of meaning). ☐

d- Punctuation and ideas' organization errors (coherence). ☐

11 – What are the acting causes behind your writing errors, that is, why you make errors when you come to write?

a- Mother tongue and/ or L2 interference. ☐

b- Lack of vocabulary and poor reading skills. ☐

c- Poor mastery of the grammatical system. ☐

d- Lack of practice / Poor training of the writing techniques. ☐

12- How do your teachers correct your writing errors?

a- Verbal correction within the classroom. ☐

b- Signalization of errors on the papers. ☐

c- Giving back your papers and asking you to detect the errors and self-correct them. ☐

13 - In which of the following areas would you most like teachers' evaluation of your writing tasks to be on?

a- Spelling ☐

b- Language use: grammar ☐

c- Coherence and cohesion ☐

d- Meaning expression ☐

SECTION FOUR: Writing Strategies

14- When you come to write, do you:

a- Translate from your mother tongue. ☐

b- Transfer from L2. ☐

c- Using uniquely English. ☐

15 – How do you prepare for your writing tasks (home works, classroom activities, tests, exams, etc)? ☐

a - Summing up lessons ☐

b- Memorizing general meanings and parts of lessons ☐

c- Revising grammatical rules ☐

d- Reading a lot about the topic ☐

16- How do you plan for your writing tasks?

a- Writing down main ideas. ☐

b- Planning the task ahead stage by stage. ☐

c- Writing a general first draft then edit it. ☐

17 – When you edit your writing task do you:

a- Spell- checks your writing task? ☐

b- Grammar- checks your work? ☐

c- Never check your writing piece? ☐

18 - Do teachers' draw your attention to these writing strategies?

Yes ☐ No ☐

19 – What type of classroom writing activities help you to develop your own writing capacities?

a- individual writing activities ☐

b- pair- writing activities ☐

c- group- writing activities ☐

20 – Which of these processes you need to go through to develop and improve your writing skills?

a- More training on the writing strategies both in / outside the classroom

b- More reading to enrich the vocabulary repertoire

c- More practice of grammar rules

21- Do you agree that "if you will be taught and adequately trained to use these strategies you will consciously control your language use when writing"?

Yes ☐ No ☐

Thank you a lot

Appendix II

TEACHERS' QUESTIONNAIRE :

Dear colleague :

I am including an investigation of the performance errors in written compositions made by second year students of English as a foreign language at the University of Annaba. Therefore, I am conducting an Error Analysis – as a part of a research work - in relation to the learning strategies used by these students through their writing process.

Thereby, you are kindly requested to voluntarily complete this questionnaire. Your points of view which are the fruit of your teaching experience will be of great help to the research; which aims to serve the teaching and learning of English as a foreign language at the University level.

Your cooperation is deeply appreciated. Thank you very much for your time, anticipation, and willingness to help us to accomplish this task.

Miss: Chekkat Ilhem
Post graduate student
Department of Foreign languages
Section of English
University Center of Larbi Ben M'hidi
Oum El Bouaghi

Thank you a lot

SECTION I: Teachers' Qualifications

1. Sex: Male ☐ Female ☐

2. Grade: B.A ☐ L ☐ MA ☐ DOC ☐ PH.D ☐

3. Teaching Experience:

   a- at University level ☐

   b- Pre-University level ☐

   c- In the Arab World ☐

   d- In foreign countries ☐

4. Teachers' Specialization

   a- Lit. ☐ b- Ling. ☐ c- Civ. ☐

SECTION II: Teaching Background

Please, only tick the chosen answer.

5. What does teaching a foreign language mean to you?

   a- teaching its pronunciation ☐

   b- teaching its grammar ☐

   c- teaching its vocabulary ☐

6. How can you define the learning of a foreign language?

a- As a grammatical competence ☐

b- As a communicative competence ☐

c- As a combination of the two. ☐

7. Do you think that in foreign language teaching the main emphasis should be on:

a. The receptive skills (listening& reading) ☐

b. The productive skills (speaking & writing) ☐

Please justify your answer

.....

8. How will you judge or measure your students' progress in their writing compositions? ☐

Through: **a-** Their mastery of grammatical rules.

b- Their style's improvement. ☐

c- Their errors' and mistakes' types. ☐

d- Their ideas' organization and development. ☐

9. How do you treat your students' failure to learn and use a given pattern you teach them before?

a- by re-teaching this pattern. ☐

b- by additional practice. ☐

c- by re-explaining only common and complex points. ☐

d- by asking students' to detect their errors and the relevant causes acting behind them . ☐

SECTION III: Attitudes towards Errors

Please indicate agreement and / or disagreement by ticking the number of the column which best describes your opinions according to the following five points scale:

1- Strongly agreed
2- Agreed
3- Slightly agreed
4- Disagreed
5- Undecided

C.N	STATEMENT	SCALE				
		1	2	3	4	5
10	Error Analysis is not the responsibility of the classroom teacher.					
11	Analysis of the students' performance errors is not pedagogically fruitful.					
12	L1 interference is the major source and the prime cause of students' writing errors.					
13	An important and major source of students' errors in writing is lack of competence and imperfect training of the use of the writing skills and the related strategies.					
14	Students' L1 based strategies to learn English are not a facilitating factor in positive transfer.					
15	Errors' occurrence is a reflection or a sign of the inadequacy of teaching techniques.					

16	For the remedial to be effective, it should be based on error analysis.					
17	Time limitation would not allow students as well as teachers for effective remedy of the written work.					
18	Teachers' public correction of students' errors in the classroom is a hindrance of their students' progress.					
19	Teachers' use of more than the target language in the classroom affects negatively the learners' understanding, memorizing, and recalling of the language material whenever it is required in writing performance.					
20	Over learning becomes a self-defeating factor in learning a foreign language; mainly in maintaining its writing skill.					

SECTION IV: Teachers' Correction of Written Errors

21. Please rank order from 1 to 6 of these writing problems your students are faced with while they write their compositions (of course in English language).

Rank	Writing problem
1	Incoherent writing in terms of: a-Poor development of the written work. b- No logical sequence of ideas. c-Misuse and / or omission of logical connectors and punctuation.

2	Inappropriate application of grammatical rules.
3	Students' emphasis is on giving information rather than on language use (language, organization and meaning of the written task.)
4	Syntactic and semantic errors (spelling errors, incomplete sentences, and ambiguous meanings).
5	Inadequate understanding of the subject (being out of context).
6	Use of a mixture of other languages' structures; mainly from French.

22. To what extent the written products exhibit different levels of proficiency in other skill areas?

.....

.....

23. What type of written feedback leads to students' improvement of future writing tasks?

.....

.....

24. Do you believe that adopting an approach through speaking; when desiring only a writing knowledge, is economical of time, effort, and facilitates the learners' writing ability? How?

Yes ☐ No ☐

.....

.....

25. Please, only tick the corresponding answer.

Which of these techniques you use when correcting students' written compositions?

a- using a code of signs such as: S (syntax), A (agreement),

Sp (spelling), Art.Om (article omission), etc ☐

b- Underlying and/or circling their erroneous sentences or passages, then providing a correction under them. ☐

c- Giving back their written pieces and asking them to correct each other's papers. ☐

d- Collecting the serious erroneous forms common in students' papers and then correct them in the blackboard with students' participation. ☐

e- Just signaling deviant forms using question marks or red signs without any written feedback. ☐

26. Do you agree or disagree with the following statement: "Peer-checking can save teachers' time and develop a new channel of conscious use of the written system for students".

Agree ☐ Disagree ☐

SECTION V: Learning Strategies

27. According to you what are learning strategies?

.....

.....

28. How do cognitive differences (intelligence, memory, information-processing...) among learners affect their use of learning strategies and teaching procedure?

.....

.....

29. What insights can teachers gain from knowing about that?

.....

.....

30. How does knowing about students' learning strategies help teachers understand their writing errors and discover the problematic areas in the writing skill?

.....

.....

31. Do you agree that "if we base our teaching of the writing skill on: first teaching the related learning strategies, then train students to use them through practice; we will help them to keep control of their language and hence be aware of the learning process"?

Agree ☐ disagree ☐

A- If you agree, what are the effective writing learning strategies to teach?

.....

.....

B- Whatever your answer will be, how do you think the above given proposition can be realized?

.....

.....

.....

32. How can teachers train their students on a conscious strategy use for writing purposes?

.....

.....

.....

33. According to your teaching experience, what relationship is their between learners' writing errors and their learning strategies?

.....

.....

.....

Thank you for your patience

Appendix III

Students' Written Compositions
(Sources of the Corpus Data)

One of the most important problems of Algeria Student's is the conditions of Campus life - It is noisy all the time that the person can not rest and relax, girls put the music in loud voice and even if you ask them to reduce the volume they rejected and became badly - In addition, There is few food which cooked in very dirty place and sometimes I find myself obliged to buy mineral water to wash my face and to drinks because the water has been cut off. Moreover, when I want to study I can't find calm and the mood for it. It is very disturbing. In conclusion, I can say that when I finish my study I'll never come back to it.

Each one of us has its own hobby which has been discoured and developped. As for me, I never knew what it is ~~my hobby~~. I thought that, I do not have one since I haven't figuere it out till now. But I was wrong, it is getting clearer for me nowdays. I have a desire for writting. Sometimes I get an idea and I start to write about it. the problem was that I never finish what I start. because I face many problems in writing like the lack of vocabulary, grammar rules then I get mad and dispair and I stop. I have thought that I'm too late to write since I riched my ~~tewnties~~ tewnties' until I discoured that the great English writer "Charles Dikens" started to write at the age of ~~20~~ Tewnty when I read his "Christmas Carol". ~~Now~~ From that day, I'm sure that it will come a day when I'm going to be more strong powerful and able to write flowently. Age will not matter for me.

Drain brain imegration is widspreed Nowadayes because the intelectules are mergenized whereas they have good prospect oversea. More over Many graduated people are jobless. If you have give corruption you may have a jobe in the contrary it is easy to get jobe overe sea.

most of the important and complicable problem that threaten our society is the theft which is a social phenomenon that it is [illegible] many sociologists and [illegible] it is caused by many problem [illegible] left some consequences that the person ~~is~~ in all the cases is the victime.

[illegible] of the [illegible] in the [illegible] problem such as [illegible] divorce. Second, the drugs which the most proplen the destroy [illegible] of the thieft. Third, the pauvreity which is, when the person does not find the enough condition to life in all the field [illegible] went to thieft. (they) to provide money to achieve this (no) what he need. The theft consider, there is many parent does not care with their children. [illegible] left to their free, to do any thing without any respect, but the thieft ~~doesnot~~ considered that the theft is the best solution for life [illegible] the thieft does not succeeded in all the case because it may come [illegible] that the police take him to the prison and he left his [illegible].

[illegible] I think that the theft ~~[illegible]~~ is influenced by psychological [illegible] and economical reasons.

When the Spring vacation came, I went to Algues to rest a few days because I was very tired. I enjoyed there a lot; Although, the water was cold. I visited my cousins because I didn't see them since the last year. I also visited some wonderful places which I didn't ~~see~~ visited them last time. I had passed memorable ~~[illegible]~~ although there was not enough time.

drugs are phenemenon in society
The category who often took it
are adolecent. They ~~believe~~
believe when took drugs. They are escaping
from their problems to live in
other unreal life in addition They
feel relax and satisfaction
The studies show that the
addict person who suffer from
many factors; First unemployment
lack of money. They classify
in economic factor. Further more,
psychological cause we find
the persons the parents are
disorve. he is weak personality
in addition lack of communication
with his family. second
~~I they~~ a He is suffer a school
failure it means he is dismissed
from school at early age.
the solution is always provide
a suitable atmosphere in order

Nelson Mandela was born in south Africa in 1918. His father who helped him alot died while he was in high school, so long as he decided to live with his cousin. In 1940 before he was able to graduate, Nelson was told to leave college because he have taken part in student strike. His family chosen a girl for him to marry, the first time that he runaway from home to chose his wife for his own once he made his way to the city. After that he got a job as a policeman, whenever he studied two university degrees to become a lawyer who join the African National Congress. In 1952, he and his friend opened the first black law field in the country, even if it was for white people only and in case that he was sent to prison for opposing policy to government's toward black South African as soon as he became the worst most famous prisoner. In 1964, a court found him guilty of trying to cause a revolution against government, until in the 9th of February 1990, Mandela was the first black to be elected of South Africa after he was released from prison which he passed in 26 years.

many causes led to delequency for a big probleme and dangerouse
[illegible] in our society.
[illegible] many causes of this probleme.
[illegible] first reason: is in housing problem; the divorce between parents.
[illegible] no good relationship between parents and her teenagers.
[illegible] second is a social problem: the pouverety and bed education
[illegible] third reason is an economic problem: no job, poor.
[illegible] this causes we must find out a solution
[illegible] suppose her parents improve good relation between teenagers
and to be educate.
to make more entertainment eg: theatre, sinema. --
to practice sports.
to provide opportunity of [illegible]

Algeria had conducted many years of terrorisme and civil war which called "dark years"

The Algerian people passed this years in scream and fear, everyday many victims had killed by the outlaws organization which have a wrong idea and bad aspects about the life in Algeria, they Rilled the innocent and burn and destroied all what concern the govemament. the people was shocked everyday, and become more complesced

Since the school year is going to finish and the program will finish, we are no facing the difficult step in the whole year which is the second escam. I personally want to profit this time which is between the end of the program and the escam in revision even though it is a short period for revision. I must to be courage to challenge this shortpiriod in case I fell weak and fail.

My Childhood.

Before I went to school, I spent my time playing with my friends and my brother. When the weather was cold or too hot, my mother obliged me to stay at home and used to try to teach me to read and write the alphabet. When I was six years old, I started my primary education. I lived near the school, I used to go home when I finished my studies for lunch. After I had finished lunch, I run quickly back to school. Before the afternoon classes finished, we used to sing "Karaman". Even though my mother obliged me to revise my lessons, I want to play with my brothers and my cousins. At night, I went to sleep until the day and so on.

Days of the exam.

Last thursday I was very stressed and I had many difficulties in my life. So I decided to spend the holy day to do a small picnic in the holy city in order to prepare for my exam. study

At 8 o'clock I holed my perfect book "don't be sad" and I take the bus to the city. When I arrived the time is very early, I went to the public garden, It was very quiet, there is a few people some of them read the newspaper others play chess, some of them saw the I set in a good place and I command a cup of cofe and I start reading my perfect book but some times I rise my head to see the sky and the birds, I spend there a lot of time, when the public was crowded I left it to the sea where I do some minding exercices in order to reject some of desadvantages and made changes in my mand and feeling, when It started raining

Capital Punishment

Capital punishment still the question of nowerdays, whether we should abolish or keep it.

A part of people are ~~total~~ ~~for~~ in favour to such kind of punishment, when anyone knows that he will be punished like this, he will stop thinking because a crime as, we can ensure the security. Also, any murderer is deserved to be punished as what he has done

whereas, the other part of people are completly against and they also called to stop it because they consider it as a violent and unhuman behaviour. Although, anyone was fault by causing a crime, we should not correct such mistake with the same one.

Life in the campus

By the time I make an opinion about the life in the campus, it is very bad because of several reasons:

The first, and the simple one is that, I always miss my family.

The second, the campus it small, and the room cont ain 3 girls, since that we can not moove freely in it.

The third, is that I can't live with persons who have a very bad behaviour like this, and with who always do disrespectful things, such as the very loud music especially at the period of exams. In addition they provoque a storm of controversy without any reason for instance in the time of the cantine when someone touch another they began with insertan speech and they finish with great conflict. Although the que of the cantine is very long, sometimes we oblige to waite for longtime till we eate.

a Syber café, but it is far from the university, whenever we want to exct or to do pdfcopies we go to Sidi Achour or any place to do that.

The third reason and the most important, in El Bani we had not library that is necessary for every college in case we had a research we go to Sidi Achour's library to do our home works.

Every year we suffer from many problem in the classroom, and the big problem was the irresponsability of the delegete.
The deleget causes to many disorder in the class, he don't do anything to serve the student, and he never make report to the administration, he let the class in the bad situation, and with his irresponsability put the class in the lower every year.
That's why the student decieded to make rapport to change him to another class.

Since we finish the exams of the first semester. we spent our spring holiday most of the time with my friend. even though the weather was cold, we went to play football. Every time we met with them in the publice places and every one talked about different stories. when friday the weather was very hot, we walked to the forest. After we divide into groups. after that, those who went to fish and those who went to hunt. we gathered on other time than every one want to cooked the lunch. After that we took the lunch than we took a rest on the grace. At night, I lost most of the time in watching the since fiction movies.

After tests, I think I will have a good summer just when I'll passto. third year. First of all, I will camp with my friends to an isolated beach or a forest to have some calm until the end of the vacation. If it will be good, I think I'll repeat it another time., because this kind of relaxation is good for ~~self-person~~ health. Usually, even if I don't camp, I certainly go to visit other places or pass it ~~with~~ in work. By the time, what will be better is that my friends ~~in~~ the university pass to the next year.

When my brother came from France, my mother was very happy because he was studied and he said in coming. There were ~~two~~ years passed and my brother ~~was~~ in France. ~~After~~ After he finished seven years in faculty of medicines, he wanted to travel near my brother in Paris he was a doctor, the first time the idea of studing in France was very difficult but by the time he could accept this idea because my father wanted to change my brother changed other field of medicine.

One of The most beautiful cities zwant go visit "Maca".

for go it, z must to use the plane, because it is so far from my town, So zwish to see "ElKABA" which was built by "Ebrahim ALKhalil", next z go to pray in the big mosque as: Mohamed Mosque, and z go to read "Coran" in the best liberary which found in "Madina". even though The place is fare, zwent visit here. but z can't, now that z am study. The picture of "Maca" rest in my mind, because it is a nice place in the all of world, z hope were all people go here. Since old time the people like it, we haven't the important value of "Maca". especially in the moment time, when the immorality appeard in our Soceity.

finally, the visit of "Maca" rest my only dream.

1. Dream can be Truth One day.

All people think that dreams are an other world we live it in the night, where everything can happen to you, but at the same time we know that these dreams are impossible to occur especially the dreams of children and young people, which about ~~house of~~ for example, house of chocolet or fly cat ect. For me this was is not true because one day I dream that I ~~was~~ in a big house of chocolet and that happened, when I visited Tunsia I saw a house of a chalet and everything in et made with chocolet the people ~~which~~ not real people the furniture were the windows ect so Dreams can be truth one day is it or not.

a

Last saturday I went to the dentist. When I arrived I found a lot of people in the waiting room whose made noise. Because I was so tired I go out for few time. after one hour, I entered to examin my teeth. Even though I was afraid, I could Break the shoes and fear factor. Before I left, the dentist wrote, gave me a medical ~~inscription~~ prescription. Because the fact that I have not enough money. I didn't buy a medicine yet. While I was comeing from the dentist, I met my friend Hiba who I did not see her since 3 years. It was a happy surprise for me. We stayed for a long time together and we remembered our souvenirs.

Although exams period is a tiring one for all students, it seems very useful and important for me. I think that the time you spend revising your lessons should be well organized. Even if it is difficult for you to understand immediately, you shouldn't fed up of trying. Besides, because your revision will not be enough, you must practice many exercises. The first time that you start practice, you may not be enthusiastic, but your target should encourage you. The last time that you revise, you you should be sure that you are able to answer the minimum of questions the day of the exam. Finally, because you would have been done your work, you will not blame yourself after the results.

9:50

The Exam's period

In this time, I revising my lessons for the last escam, and I so worry about it, Now that here are many lessons to revise them and specially British literature, American civilization and linguistic. In addition, I faced, this yeas many difficulties with some modules such as: written expression and linguistics, because in written I facing difficulties to write a good essay, and in linguistics there are some points in some lessons which are ambigious Moreover, since I'm live in the University's city I facing (problems) difficulties to revise my lessons because the distubution of some students there, but even though all these difficulties, I should prepare myself for the escam by well revising and I must passe to the 3rd year strongly.

Islam and christianity are two of the major religions of the world. They seemingly diffrent but the two faiths share several beliefs and practices.

Both have the same deity whom the Muslems saw Allah and the christians term God, for knowledge of their religion and for strength their faith and inspiration, the Muslems have a holly book "the Koran" that guides this prayers and gives meaning to their life. The christians also turn to this holly book "The Bible" all Muslems subscribe to EL Hadith and the five pillors of faith for guidance, The ten Commandments and the sermon on the mount provide the ethics for lives of all christians. with these similarties we can illustrate that there is a shared heritage between Islam and christianity

I started to revise my lessons, I'm Spend too much time at revising, but I have many difficulties in my life in the compus. I can't revise with the others there is a lot of noise especially in this year I found The study very difficult because (it is needed many) it is needed more efforts and the hard work. I can't -Consentrat with this bad situations but Although this difficulties I try to study hardly for realies my wishes of succesful in my studies. I wish I succeded in my exam For me and for my family.

Violence :

Now a days societies suffred about what we call Violence. This phenomena is spread widly because of many reasons like wars, delequency and specially with youths ~~and~~ even in schools, homes or society. we can not forget women, this weak part of society which shape the half of it, they suffred of violence too from man in the house or out side in the society because every day we hear or we read in the news paper about the violence of a girl, a baby or women, eventhough of the security wich is everywhere.

This problem can not stop only if we educate our self correctly, our children, sisters, boys and girls because our religion ordred us to be kind together and to help each other.

When I live in the campus, I bring This life very difficult for several reasons.

The first reason, That I lived far from my familly and I missed them very much.
The second reason That, the bad conditions for example the bad food, also we lived far from the city, untill the call for prayer we don't hear.
The Third reason, That we have not any form of entertainement such as, Cyber coffee, library ... etc although the other campus.

Finally, life in the campus eventhough life at home, whereas the only thing to be patient this life my studies.

It is very a apprehensive emotion when I woke up in the morning and I find myself in the compus. Although I have my roomate and my friend whom I passed with her my favorite and happy time but after that I miss my family and my sisters. Our life on the compus is a very ~~exchaus~~ exchausting because of several reasons.

The first reason is that the restaurant ~~dose not~~ do not cook a good food so we are obliged to cook ourselves and in the same time we have our lessons and exercises.

The second reason is that the rooms where we live, are very noisy and there is no respect to ~~ex~~ each other. Even to revise the lessons we can't because they put loud music until the mid-night.

Since the escam is approaching, I have started revisioning my lessons. Because I have many lessons to revise, I have summeried it. Now that I am preparing to do it, them I am going to show the best of me and prove to the others whose do not believe in my capacity that I am a smart girl not so stupied. Even though I ~~will~~ tired, I will succeed before the ~~synthesis~~ escam

Now that the school year is over, I am going to get holiday, then I will begin to prepare to next year which is very difficult. I will read some novels especially those of Shakespear's such as "Hamlet", and since the 3rd year is more interested in research, I need to develop my level in the Internet, I will have lessons about it to get more ideas to use it easily, and if I finish this whole program I will take a trip to our capital city which is "Alges" to ~~feel~~ good before I start my difficult year

Life in the Campus.

Life in the Campus is Compeletly different from the house because there are many problems. Which let me dislike to live thein. The first problems is that the water is cut because The chanïel ~~are~~ are broken So, it obligate to buy it, or to bimy it from outsid. For escample Last Friday, when there water is cut, I went to bimy them from the police station. The second problem is that the clinic That is to say

My mother's birthday was the last week. I have bought a nice ring for her, because she enjoyed her 45 years old. I didn't bought anything else to her since the last mother's day. Although she was very happy, I wasn't satisfied a lot. There was just me who prepared the party, whereas my two brothers didn't do anything. I think that they have no idea of what they can bought to her as a gift since they were not present. If they were her, they can even take an idea of what she need or what is missed in the party.

I hope that the next birthday will be better than this one, of corse only if my two brothers will be there.

Poetry writing is a good way to express. The feeling of person who ~~can~~ get a teste of act, especially for the romantics poets. The writer can speak with the nature.

Even though the nature is silent, the writer can speak with its ~~and~~ elements (trees, flowers ...)

In this literary movement ie Romanticism since the poet is dreamer and not realist, he imagine several figures of his lover or of his wife. Although, the world which lives ~~Although~~ those romantics poets full ~~of~~ to extraordinary things and ~~ordinary life and~~ beautiful life, it still ~~was~~ false and unreal world. Because the Ranticisim literary movement, it ~~critics by~~ critiseze by the critics.

When the summer holidays comes, I have suggested to do many things.

My plan includes many regular activities. First of all, when I will get at the first day, I will visit my entersting place which is the place of Roman remains, Even though it's dangerous to reach it, I will get there. The day coming, I will gather my friend and go to Tunisia, After we come, we will go to the see. Since I'm a cook, I will prepare the lunch. The next days, I may get occupied with a job. Even though I hate ~~jobs~~ work, I will ~~work~~ get in a job.

After few years ago, The World witnessed a great devalopment. Because of the progressing of several kinds of reaserch. Every time we heard about some thing new. When ever we expected that some thing will change to better it will be more complicated. even if the small things for example what is hapen in Iraque all through, this progressing suport technology it still have a bad effects. Since the starting of developed. tutching all of the world wile it's bad effects arounded only for poor contry wheath wars, poverty, troubles, even illnesses. How ever the good things for developed contries.

N

In University life, there are many surprise, and I have difficult life because I was stading hardly, but, if I was stading good, I will find a good mark. Now that ~~the university is over~~ over the semestra is over, I am going to rest few days, when I succede, I visite many places After that the university give every one chonce to live good life, even though the University was best, I stadied a lot.

M

Many people usually like to spend their holidays by the Forests, after a long season of hard work. They escape the polluted environement in the cities. Because of the Fresh, healthy, air Nature provide them with a new energy. Even if they are deprived from all the useful means in cities, they feel returning to their source. when you're between all this beauty you find a great rest for your body and your mind.

Even it gives us all this benefits, man represents a menace to nature. The industrial is increasing whereas Nature is disappearing.

Before I moved to the university, I thought that studying in it is ~~ver~~ easy with a lot of free times and not very difficult but when I moved to it, I changed my mind. It isn't easy as I expected. It is very difficult with bad conditions and there are not enough free times. Although I knew a lot of friends, I still feel myself alone because I am away from my family. Life in the campus which I live in is not easy at all. Everything there is not interesting. Even though I hate it, I must bear just for my study.

Mosquitoes have became a major problem in the campus of Sidi Achour. Because I am a resident there, we are suffering from them for many reasons. The first reason is that mosquitoes are everywhere, we find them even on the food. Since mosquitoes carry diseases, we may get sick from the food we eat. The second reason is that mosquitoes didn't let us sleep quietly. Nothing can kill them. Even though the chemical powders and sprays we have tryied on them, they are always back. Finally Till now that mosquitoes are covered everything in our room even our clothes and things there is a feeling of horror.

This story it ~~last~~ happened in the winter days last year. In the ~~morning~~ early all of my family ~~wacked~~ had up, Because we decided to visit our grandparents in the country side, and accepted their invitation. first we had our breakfast, then we organized the package in my father car's. it was rainy, cold, cloudy. although that facts we started. In the ~~red~~ road the sight degree was not properly and my father drove very fast. ~~our~~ while my dad were spoke to my mum, another car in the opposite position came to us. Otherwise my father changed the direction quickly it ~~was~~ going to be a big disaster. Every time, when I remember this accident, I retrieve bad almost of the bad memories. Although the terrifying I will never forget it. ~~Not~~ even by my family too.

Before ulysses left circe's island to continued her voyage home. She give him some advices: Although the sirens are beautiful, you must be carfull when you go past on the island. they are beautiful birds with girl's faces. and because their voices are so sweet, every one is forced to see who singing and he will be killed. you must put wax in your man ears. but if you want to hear there beautiful song, ask your man to tie you to the mast of the ship. tell them they must listen to you if you ask them to untie you. when they reached the island, he heard very beautiful song that ulysses ordered them to untie him. They didn't listen to him and they refused to untie him, until they left the island. and it is the first time that ulysses was able to hear the song of the sirens. ~~without dying on the rocks.~~

Several problem faced the Algerian society. the drugs for exampal. is one of most hard problems. evenghaugh the gaverment do it's job, the drugs keep spereding in the Algerian sociaty. because the smugglers. followed a divelish ticnics, they seal it everywhere, in the universsity streets. but the problem is faced the people it self. because they don't know what the drugs do, they bought it. and they after day they found thier selves. cherish it and they can't stoped. since they enter this door, they lose every thing. the money, health and thier families. so they should keeped thier minds. cleans and don't knocked this door. All of this is by help thier brothers to stopes it, and to participate in special Activities that forbead the drugs.

The second Exam

Because the second semester is finished and coming of the exam became near, I feel that I am confusing about the revision. I cannot understand how or from what I must start, because the lessons are in a gethering. Really, I do not know if I can order my time, but I will try to exploit the rest time without any dopt on my competance first, I must order my free time and put a plan for all moduls. Then, try to revise them seriously without worring. After that, I will keep them in my mind and revise them to avoid forget them.

Life in the Campus

Life in the Campus need a lot of patience because it is so hard, and this is for the several reason

First, there are no respect when we want to have a reste, it is impossible to achive it.

On the other hand the Condition of life are so hard, noise, bad food etc even if we are ill no way to get medicalse why? No one can answer!

How can I bear, support all this Conditions of life every time. it is unacceptable but it is the reality

Unemployment

Among several problems that face the Algerian society is unemployment. Although the mayority of people have diplomas in different fields, they don't find a suitable job. This phenomena has some of bad results on the society. The jobless people don't accept this reality, maybe they are going to suicide or to leave the state in the other countries.

Above all, government don't do any interesting things in order to solve them, every time they decide, they are going to focus their efforts to find a suitable solution and we find nothing best Unfortunately, the numbers of jobless persons are increasing and government isn't yes find the acceptable solution.

At the end, Government should lessen this phenomena even if gradually.

we should forbid sheep fighting for many reasons.

The first reason is that this kind of entertainment is inconsistent with moslemse rules because our religion says that we should treat the animals kindly.

The secont reason is that when the sheep fight, they may hurt each other and in this case the sacrifies is not acceptable this means that if your animal is injured you have buy another sheep for sacrefied.

The third reason is that violence make children became violent with other children according to this bad reason. I hope that all people relized that this kind of entertainment can be causes harm to animals.

to Ben or Not to be.

- In my country we had never see good things, or even hear it.

when you look at "Boutef serie" the TV information at 8:00 o'clock, you don't see except mediatique corruption, midiancing and ... "long life for the King Boutef the first".

All this is good

~~disastre is when you read at~~

Because the T.V is being a private prosperity of Boutef st ⊛, But the disastre is when you read in news paper that 1000s of algerian youth ~~had~~ died at spain or Italy cost or, had eaten by fish in mid-mediterranean sea.

what's the solution?, what we hand to do? realy I'm not optimiste! why? Because our generation is dominated first, by the System second, our mind are controlled by west rediculs ideas, so we are on the way of not to Be.

My cousin Hamid is going to marry my best friend Nadia who is my best roomate in the campus. Hamid saw Nadia when she visited me last summer. Even though she is 21 years old and he is 40 years old, they fall in love. She always tells me that she loves him very much. Whenever I speak about him and tell that he is too old than her, she becomes angry and tells that I don't know anything. Because it is a fact that Hamid is an unemployed, her family refused at the beginning but at the end they accepted and agreed. Their wedding is this week and since it is my exams period, I can not be there. It is something which makes me very sad but what I can do, my study is before every things. But because Nadia is my best friend in this life and because Hamid loves her very much they decided to make their wedding after I have my vacation and this really makes me very happy.

In university and elementary school courses, the test and the essay exam are two contrasting methods of evolution commonly used to measure a student's grasp of subject matter.

The test usually consists of a large number of questions that require the student to demonstrate more details. The questions on the test are presented in true, false form so that the student may be encouraged to guess answers for which he has no accurate knowledge.

However, the essay exam usually consists of a few stated questions require the student to organize his responses in essay form. In the essay exam, such question force the student to ~~give proof of his ability~~. This type of exam also relies on informations, there is a greater necessity for the student to demonstrate analytical and compositional skills.

Although the test and the essay exam have similar aims and they are important, the assessment of a student achievement are very often the results of exam differ significantly.

Résumé

La présente étude de travail découle de l'enquête d'une situation d'apprentissage et d'enseignement de la langue anglaise. Elle est, donc, une étude descriptive de l'enseignement de l'habileté de l'anglais écrit en termes de compétences de la rédaction de compositions, au niveau universitaire.

En supposant que les sources d'erreur des apprenants de l'Anglais sont divers et en s'appuyant sur le fait que l'anglais écrit, fournit bien en classe ne répond pas, dans la plupart du temps, aux besoins des étudiants dans ce domaine de compétence, on avance l'hypothèse que l'interférence du L1 est seulement une source d'erreur de l'écrit des étudiants de l'anglais, mais pas la plus importante ; et que l'accroissement de sensibiliser les étudiants vers une utilisation consciente du système d'écriture de l'écrit de la langue anglaise à travers l'enseignement de stratégies d'apprentissage à l'écriture de compétence permettrait de mieux répondre aux demandes des apprenants, servir leurs besoins, et de manière efficace de les aider vers la réalisation des objectifs du cours destiné à l'enseignement / apprentissage d'une langue étrangère.

Nous avons donc porté une analyse des données par le biais de deux questionnaires adressé à la fois aux enseignants et aux apprenant, a fin de souligner leurs besoins et de savoir leurs manque, en plus de l'analyse de corpus, des erreurs des apprenants, dans laquelle nous traitants les problèmes majeurs et les plus graves erreurs dans l'écrit des apprenants.

L'analyse des questionnaires, les résultats a confirmé nos hypothèses, révélant que la majorité des apprenants et des enseignants sont d'accord au sujet de nos hypothèses. En outre, ils ont confirmé que l'accroissement de sensibiliser les étudiants et l'utilisation consciente d'un système de l'écrit de l'Anglais par l'enseignement de stratégies de production écrite est le meilleur moyen d'éclairer et de réduire les erreurs et ensuite de générer un comportement à la maîtrise consciente de leurs capacités et de l'écrit destiné à produire.

Le cours divisé suit l'apprentissage à l'approche axée sur la conception du cours et est soutenue par un programme de la mission multi-types très complète dans le choix de l'enseignement. Ce programme met l'accent sur les compétences de lecture sans pour autant négliger les autres compétences linguistiques. En outre, il fournit suffisamment d'opportunités sur les apprenants à pratique la stratégie d'apprentissage axée sur les activités, l'autonomie et l'apprentissage entre pairs ou de correction des erreurs en les faisant entrer dans le centre du processus d'enseignement / apprentissage.

Pour bien accomplir le projet de cours, nous avons avancé certaines des recommandations et implications pédagogiques. Il s'agit principalement d'un ensemble de méthodes efficace d'enseignement de procédures qui soulèvent et de soutenir les apprenants et de faciliter la motivation de l'enseignant en class, de présentations, et les tâches d'enseignement.

ملخص

تتدرج الدراسة الحالية ضمن الأبحاث المتعلقة بوضعية تدريس و تعلم اللغة الإنجليزية، و لذلك فهي تعتبر دراسة وصفية لتدريس ملكة الكتابة لطلبة الإنجليزية على المستوى الجامعي.

انطلاقا من حقيقة أن أخطاء الطلبة متنوعة و ترجع لعدة أسباب، و اعتمادا على حقيقة أن درس التعبير الكتابي في أقسام الإنجليزية لا يستجيب -في أغلب الأحيان- لاحتياجات الطلبة في المجال الكتابي، قمنا بافتراض أن تداخل اللغة الأم مع اللغة الإنجليزية أثناء الكتابة هو أحد الأسباب المؤدية إلى الوقوع في الأخطاء اللغوية لدى الطلبة، و لكنه ليس الأهم على الإطلاق؛ وافتراض أن رفع درجة الوعي عند الطلبة أثناء الكتابة، عن طريق تدريس إستراتيجيات التعلم المتعلقة بهذه الملكة بإمكانه أن يستجيب و بشكل أفضل لاحتياجاتهم و من ثم مساعدتهم على الإدراك الواعي لأخطائهم و رفع قدراتهم الفكرية و اللغوية على تصحيحها، و حتى على تجنبها مستقبلا؛ و بالتالي يمكنهم من التحكم السليم في النسق اللغوي و الكتابي للغة الإنجليزية كلغة أجنبية .

ولأجل البرهنة على هذه الفرضيات، قمنا بالاعتماد على تحليل المعلومات التي تحصلنا عليها من خلال استبيانين وزعناهما على كل من الأساتذة و الطلبة لمعرفة احتياجاتهم و مواضع الضعف لديهم، إضافة إلى تحليل مدونة أخطاء الطلبة التي جمعناها من خلال فقرات و مقالات الطلبة التي درسناها و من خلالها قمنا بتحليل أهم أنواع الأخطاء الكتابية التي يقعون فيها؛ بمختلف أنواعها وعلى مختلف مستوياتها.

و قد جاءت نتائج تحليل الاستبيانين مؤكدة و مثبتة لما تقدمنا بافتراضه في بداية هذه الدراسة، مظهرة أن أغلبية الأساتذة و الطلبة قيد الدراسة يتوافقون مع طرحنا، بل و أبعد من ذلك؛ مؤكدين على أن رفع مستوى الإدراك و التعلم الواعي للطلبة في مجال ملكة الكتابة، وذلك بتدريسهم إستراتيجيات التعلم المتعلقة بهذه الملكة (ملكة الكتابة) ، بإمكانه الحد أو على الأقل التقليص من الأخطاء الكتابية و الاستعمال غير السوي للغة الإنجليزية.

و من هذا المنطلق، قمنا باقتراح منهج تعليمي يعتمد على التركيز على المتعلم و يعتبره محور عملية التدريس / التعلم. و يهدف إلى إنشاء و تكوين طلبة معتمدين على أنفسهم في اكتساب ملكة الكتابة و التحكم فيها؛ و قد خصصنا بالذكر التركيز على ملكة القراءة- دون تجاهل دور باقي الملكات في تكوين طالب متمرس في الكتابة-، تدريب المتعلم على كيفية التطبيق السليم لهذه الإستراتيجيات من خلال مجموعة من النشاطات و التمارين اللغوية التي تجمع بين مختلف الملكات اللغوية للإنجليزية كلغة أجنبية، و مزودين الأساتذة ببعض المراجع التي تمكنهم من التدريس و التطبيق السليم لمختلف الإستراتيجيات المطلوبة في مقياس التعبير الكتابي.