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**Ministry of Higher Education & Scientific Research**  
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**An Analysis of Errors of Sudanese  
Learners' English Writings**  
(A case Study of Basic level School Pupils in Atbara Town)

**A Thesis Submitted in Partial Fulfillment of the  
Requirements for the M .A in (ELT)**

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# الاستهلال

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قال تعالى:

﴿ إِنَّا عَرَضْنَا الْأَمَانَةَ عَلَى السَّمَاوَاتِ وَالْأَرْضِ وَالْجِبَالِ فَأَبَيْنَ أَنْ

يَحْمِلْنَهَا وَأَشْفَقْنَ مِنْهَا وَحَمَلَهَا الْإِنْسَانُ إِنَّهُ كَانَ ظَلُومًا جَهُولًا ﴾

صدق الله العظيم

من سورة الأحزاب الآية ٧٢

# Dedication

To the soul of my father , to my lovely mother, to my brothers and sisters, to all who support me and to all English language teachers.

# Acknowledgements

I would like to thank my supervisor Dr. Ibrahim Mohamed Al. Faki for his instruction, his patience, guidance and his even. readiness to discuss any problem through the vicissitudes of writing this study, without his help and support, this study would never have seen the light.

# Abstract

This study examines the mistakes perpetrated by the eighth class pupil in Om Altuer Schools in Atbara Locality including the study of errors ( it's necessary to know the differentiation between the terms |(error) and (mistake) ).

The scientists have developed Corder (1971-1967) and James (1998) stander self-correction. The term (mistake) means that student can be corrected error by himself is directing, while (error) it means what can's be for the student to correct by him, self. This study was conducted between (2010) and (2011) computer programm used in the study to analyze the data and case study. Then collect data through the contract exam including spelling errors- synonyms- semantic errors- mistake uses of composition acts mistake, how to use preposition, and a lot of topics written undergone all the examination requirements and airspace. The researcher has been selected some written texts from the exam, and then selection errors, classified organized some texts written in the exam, and then errors selection and classified, organized by its importance, frequency, and then study found that the errors English started to an avoidable or prevented, but can minimize, student where they made mistake because the incorrect concept or incomplete about English errors language curriculum.

# مستخلص البحث

هذه الدراسة تبحث في الأخطاء التي ترتكب بواسطة تلاميذ الصف الثامن بمدارس أم الطيور في محلية عطبرة وبما أن الدراسة تبحث في الأخطاء فمن الضروري معرفة التفريق بين مصطلحي (Mistake) ، (Error).

فقد وضع العالمان كورد (١٩٦٧-١٩٧١) و جيمس (١٩٩٨) معيار التصحيح الذاتي.

مصطلح (Mistake) يعني أنه يمكن للتلميذ ان يصحح الخطأ بنفسه من غير توجيهه بينما (Error) فهو يعني ما لا يمكن للتلميذ أن يصحح الخطأ بنفسه. وقد أجريت هذه الدراسة بين العام الدراسي (٢٠١٠-٢٠١١).

إستراتيجية البحث المستخدمة في الدراسة هي تحليل البيانات ودراسة الحالة. ثم تجمع البيانات ودراسة الحالة. ثم تجمع البيانات من خلال عقد امتحان يتضمن الأخطاء الإملائية- المترادفات- الأخطاء النظمية- الاختبار الخاطئ للكلمة- أخطاء استخدام الأفعال المركبة، وكيفية استعمال حروف الجر والكثير من المواضيع الكتابية التي خضعت لجميع شروط الامتحان وأجوائه وقد انتقض الباحث بعض المواضيع الكتابية من الامتحان، ثم قسمت الأخطاء وصنفت ونظمت علي حسب أهميتها وتكرارها ومن ثم توصلت الدراسة إلي أن الأخطاء الانجليزية المكتوبة لا يمكن تجنبها أو تفاديها بل يمكن تقليلها حيث أن التلاميذ يرتكبون الأخطاء بسبب المفهوم غير الصحيح أو غير المكتمل عن منهج اللغة الإنجليزية.

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# Chapter one

## Introduction

# **Chapter One**

## **Introduction**

### **1.0 Background**

**The ability to write well is not naturally acquired skill; it is usually learned or culturally transmitted as asset of practices in formal instructional setting or other environments. Writing skill must be practiced and learned through experience. Writing also involves composing, which implies the ability either to tell or retell pieces of information in the form of narratives or description, or transformation into a new text.**

**Error treatment is not of the key issues in second language writings faced by both teachers and researchers. There has been controversy as to whether error feedback helps L2 students to improve the accuracy and overall quality of their writing. It is essential here to make a distinction between mistakes and errors. Errors are systematic likely to occur repeatedly and not recognized by the learner.**

**One needs to familiarize oneself with the type of errors that pupils make in order to determine the sequence and emphasis of instruction. As a language of globalized world, English is needed in**

every aspect of modern society. Accuracy in the use of language guarantees the better

understanding between sender and receiver of message. In teaching writing skill, many pupils were found to perform persistent errors, the same errors are made again and again. There have been many studies done on errors to lessen the problems in teaching. The most frequent errors are syntactic errors, the parallel forms of verbs and the use of infinitive form . The main aim has been to try to find the appropriate ways to design the instructional tools to lessen the persisted errors in writing.

This is yet another study which attempts to investigate basic school pupils writing errors. It endeavours to diagnose pupils , writing errors in English language, analyze them and then suggest ways of helping both teachers and pupils in this regard.

## **1.1 Statement of problem**

As a teacher of English language for a number of years in basic school, the researcher has noticed that the pupils faced many problems in English writing particularly in writing errors. Some of these problems are the following:

**Lack of interest and motivation pupils get difficulties in communicating their messages, when the subject does not motivate them or they do not have interest in it.**

### **Redundancy**

**The fact that basic school pupils background in writing is very weak, because they could not avoid repetition and redundancy in their writing.**

## **1.2 Questions of the research**

- 1. Why do pupils in basic school have problems writing in English in general and specially in writing?**
- 2. What kinds of errors and mistakes are found in the pupils writing?**
- 3. What are the ways of helping both pupils and teachers in developing writing skills?**

## **1.3 Hypotheses**

**1. The ability of pupils in English writing language is affected negatively by some factors such as:**

**Arabicization, weak background , insufficient exercises, lack of supplementary materials lack of self- confidence and status of writing in the school certificate examination.**

**2-2. Solving the problem**

## **1.4 Aims of the Research**

**This study focuses on the difficulties facing the pupils in basic school in writing and tries to devise ways of solving writing errors.**

## **1.5 Significance of the study**

**Writing has a great role as means of communication. It has an influence on both the writer and reader. The research is useful to the planners and designers of English language syllabus to put more emphasis on writing exercises. All the study attempts to imveatigate writing problem and find possible solutions .**

## **1.6 Limits of the Study**

**This study is limited to Ummaltuar Basic School it is conducted in the school year 2010. Moreover, the study is limited to the writing skill in English.**

# **Chapter Two**

## **Literature Review**

# **Chapter Two**

## **Literature Review**

### **2.0 Learning errors**

The field of the learning process of any language learning contains three elements. These three elements can be depicted as the triangle, with each angle of the triangle representing a basic area of the field. The first angle might be termed language learning (language learner). This deal with the quelled what is the nature of the language acquisition and learning process. Who is doing the learning? and what are the factors that influence the learner? The second angle has to do with the subject method we teach what is the nature of the language; culture in the English dealt with in this angle. The third angle includes both language teaching as a process and the role of the language teacher as an agent in the process. It is defined in part by answers to the question passed in the other two angles.

In fact, each of these three angle is indispensable be viewing the process of learning as a whole.

It would be useful at this point to review development considering each of these angles is true.

**- Language learning/language learner**

**The prevailing view of the language learning process in the part was that learning was achieved through habit formation.**

**In dealing with these three angles and the development involving item we can have understanding of how learner make, mistake and the right way to minimize or avoid them it is also sheds light on the any roles of the teach and the syllabus in the field of students error, it helps also to look at errors whether they are calamity a single of fails or are they a healthy phonemes in the process of learning.**

**The native language was seen to be composed of certain habits that a secured-language learner must over come, this as to be accomplished by finding new habit through repetition, pattern drills, and position by it teach. Errors were to be avoided if all possible. A way to expect errors was to make a contrastive analysis, comparing and contrasting the student's refine language with the target language. In this way, basic trouble spots could be identified. If an error was committed, quick correction was desirable in order to prevent the establishment of bad habit. Over learning leading to automaticity early was the goal. "This is the land of method which is skill used in a school today."**



But this characterization of the learning process was challenged by Noam Chomsky (1989) . Chomsky argued that language acquisition could not take place through habit formation because language was far too complicated to be learned in such away, especially, give the brief time available in the classroom. There must be reasoned, some innate capacity that human possessed which predisposed them to look her basic pattern in language. Moreover people could create and comprehend new utterances-utterance, they could not possibly encounter in the language that was spoken to them. This observation- observant of the language crating his own utterances is supported by evidence from children learning English as a native language. Overgeneralization errors such as “eated” and “sleeped” were common in children’s speech. Such error suggested that children were not repealing what was said to them, but rather were attempting to induce rulers for the past tense from the language to which they were exposed. Thus, through this process of detecting pattern, in the input language and foreign hypothesis based on item pattern about how the language worked, testing and revising than hypotheses in the light of contradicting evidence little by little the grammar of the native language would be acquired and errors would be minimize what important to use in that learners acquires a bright or a scored language were found to be committing the same sort of

overgeneralization errors as the children. Furthermore, the foreign language learner does not commit the error randomly but in a systematic way, showing that they may have been following a more or less natural progression in their acquisition of English. Corder (1967) even suggested that learner might naturally adhere to a learner-generated or “built-in” syllabus. The language the learner spoke in termed inter language since it an intermediate between the native language and target language. By the term inter language we can see that it is considered to be a language in its own right, subject is the same constraint as any other natural language.

The differential success question: Why was it, research work that while all children with formal faculties were able to achieve native- speaker status, rarely were foreign language learner able to attain to same level of achievement? In an answer to this question many factors were hypothesized to enhance or Linder inhibit the foreign language acquisition capability of learner. Some of the factor were social or motivational, personalize, instruction able etc. It has also been suggested that successful language learners employ more effective learning strategies than less successful learner, (Rubin 1975). From this suggestion we see that learners are seen to be the bearer of responsibility for how much learning takes place.

Other foreign language researcher such as Schmidt (1983) fact that the role of imitation has been crassly over looked in recent years, while not denying that language acquisition takes place at least in part through rule formation, Schmidt also believes a great deal of acquisition of language is brought by learner having memorized sentence and phrases. “e.g. How are you I beg you pardon’.. “Good morning” the successful employment of their memorized formulates contributions greatfuly to learner fluency, Schmidt feels.

## **2.1 Error Analysis**

Whenever a language is learnt or acquired one is on is faced with the problem of errors. Errors are an inevitable feature of learning. They are not problem to be overcome or an evil to be eradicated. They, in face are parts of the learning and reveal the strategies that learners use to learn language. They provide insight into the language learning process. They help the teacher infer how much the student has learnt.

They also give an indication as to whether they are ready to learn what the teacher wants to teach them next. Thus a lack of fit between the learners need and the items taught could be avoided.

By analyzing learner’s errors one could build up a picture of features of language, which cause the learning problems. Once

learners' problems are understood in the right perspective, remedial measures could be taught of. An important part of the teachers' job is to undertake a systematic analysis of learner's errors.

The word error entails different meaning and usages relative to how it is conceptually applied. The term "error" and mistake are not synonymous! Here a distinction is made between an error and a mistake. Mistakes are akin to slips of the tongue. The speaker who makes a mistake is able to recognize it as a mistake and correct it if necessary.

An error, on the other hand, is systemic. That is, it is likely to occur repeatedly and is not recognized by the learner as an error.

However, a dictionary can provide some conflicting definitions.

## **Error**

The word error entails different meaning and usages relative to how it is conceptually applied. The concrete meaning of the Latin word error is "wandering" or "straying" to the contrary of an illusion, an error or a mistake can sometime be dispelled through knowledge. However some errors can occur even when individuals have the required knowledge to perform a task correctly.

- 1. An act, assertion or belief that unintentionally deviates from what is correct right, or true.**
- 2. The condition of having incorrect right or false knowledge.**
- 3. The act an instance of deviating from an accepted code of behavior.**
- 4. A mistake.**

## **Mistake**

- 1. An error or fault resulting from defective judgment deficient knowledge, or care less ness.**
- 2. A misconception or understanding.**

**We can say that both an error and mistake can be corrected. An error is deviation from accuracy or correctness.**

**A mistake is an error caused by a fault: the fault being misjudgment, carelessness, or forgets fullness. So that the first time it would be an error. The second time it would be a mistake.**

## **2.2 Error Correction**

**Error correction is often done by the teacher providing correction for mistake made by pupils. However it is probably more effective for pupils to correct their own mistakes. In order to do these pupils' and the teachers should have common shorthand for**

correcting mistakes. Error treatment is one of the key issues in second language writing faced by both teachers and researchers. There has been controversy as to whether error feedback helps L2 pupils to improve the accuracy and overall quality of their writing (Kepner, 1991; Truscott, 1999; Ferris, 1999) Truscott (1996, 1999, 2007) hold a strong view against error correction. They argued that all forms of errors correction of L2 pupils writing are not only ineffective but also harmful and should be abandoned.

A number of studies on error correction in L2 writing classes have shown that students receiving error feedback from teachers improve in accuracy overtime (Hyland, 2003, Chandler, 2003). Hyland (2003) observed six ESL writers on a full- time for 14 weeks . English proficiency program course at University. It was found that feedback focusing on a form was used by most of the students in their immediate revisions to their drafts and was highly valued by them. The case studies suggest that some language errors may be “treatable” through feedback.

Focusing error correction can be highly desirable, but problematic; in addition, there are many contradictory findings.

The initial impulse for many teachers when reading L2 student writing is to edit the work, that is, focus on the structural aspects so that the writing closer resembles target language discourse. Teachers

can correct errors, code errors, and indicate the number of errors. To its benefit, attention to errors provides the negative evidence students often need to reject or modify their hypotheses about how the target language is formed or functions (Larsen- freeman, 1991, P. 293). {-13-} However, if this focus on error becomes the totality of the response, then language, discourse and text are equated with structure. It is then assumed that the instructor has the authority to change the student's text and correct it (Rodby, 1992). Feedback is utmost importance to the writing process. Without individual attention and sufficient feedback on errors, improvement will not take place. We must accept the fact that L2 writing contains errors; it our responsibility to help learners to develop strategies for self-correction and regulation.

An individual language user's deviation from standard language norms is grammar, syntax, pronunciation and punctuation are some time refered to as error.

### **2.3 Approaches to errors**

As Jean D'souza (1977) pointed out. In the fifties and early sixties errors were looked upon as evils which had to be eradicated. It was believed that if the teacher taught well and drilled the patterns of the new language efficiently. There was no reason for the learners to

make any errors at all. As more and more studies have been undertaken it has been proved that learner's errors show evidence of a system. The learners try to evolve a language system of their own on the basis of the exposure they receive. They constantly try to bring their system in line with the system of the language they are exposed to. In so doing they formulate and discard hypotheses. According to **Stevens' (1969)** if a regular pattern of errors could be observed and the learners were seen to progress through this pattern. It was a sign of achievement in learning. With this change in attitude the emphasis of error analysis has also changed.

As errors began to be considered as specific indications of the learning process; the emphasis of error analysis changed from the "product" to the "process" behind. That is in the early sixties the main concentration was on the errors themselves.

Later the emphasis shifted to the process or systems behind the errors. It was realized that the learners evolve a system for themselves which is much simpler than the system of language they learnt by them. They seemed to ignore certain redundancies. Revise some rules if necessary and simplify their learning task. But they were also found to change this system as per the increasing exposure to the language they were learning. Hence errors can be looked upon



as developmental phenomena; providing evidence regarding the rules and categories used by the learners at a particular time.

The process is given importance because it throws light on how the language is learnt. The study of errors also helps us to infer what the nature of learner's knowledge is at that point of time in their learning career and what more has to be learn. As Corder (1973). Says "By describing and classifying his errors in linguistic terms , we build up a picture of the features of language which are causing him learning problems".

## **2.4 Stages of error Analysis**

Error Analysis is carried at in three successive stages as mentioned by Corder (1973). Description. and (3) Explanation. There are a number of problems. These are (1) Recognition (2). Which one has to face. In each of these stages; thorough understanding of these problems along with possible measures to overcome them is necessary for a proper analysis of the errors.

### **1. Recognition of Errors**

To recognize an error one should first of all know that is meant by the term "error". Corder uses the term "Erroneous" to mean those utterances, which are either superficially deviant or in appropriate in terms of the target language grammar. He

**distinguishes between mistake, lapses and errors. They correspond to what he call pre- systematic; post- systematic , and systematic errors.**

- 1. Pre- systematic errors are those committed by the learners while he or she is trying to come to grips with anew point.**
- 2. Post - systematic errors occur when one temporarily forgets.**
- 3. Point that has been previously understood.**

**Systematic errors are those which occur when the learner has formed in accurate hypothesis about the target language.**

**As Pit Corder point out, “Recognition of error is thus crucially dependent upon correct interpretation of the learner intentions ”.**

**He talks about two types of utterances: The two types of utterance mentioned by Pit Corder are as follows:**

**1. Overtly erroneous - Superficially deviant.**

**2. Covertly erroneous - Superficially well formed but meaning what the learner intended to mean. To arrive at aknowledge of what the learner intended to say one can ask the learner to explain in his mother tongue what he wanted to say ? An interpretation based on this called authoritative interpretation , then the utterances are reconstructed keeping in mind what the native speaker would have said to convey that message. This is called an authoritative reconstruction.**

## **2. Description of Errors**

**There are problems, which prevent proper description as the researcher needs an extremely good insight into the learner’s mind. Mc. Donough (1981) remarks that it should be supposed that all learners take the same error for different reasons. But Pit Corder**

feels this is irrelevant for “our object in error analysis is to explain errors linguistically and psychologically in order to help the learner to learn”. He suggests that should look for errors that occur repeatedly so that one can observe the rule that the learner may be using and try to describe it. This way only systematic errors are taken into consideration. This is a difficult task because individual learners may be highly inconsistent in their errors. Corder agrees that inconsistency is more characteristic of errors than systematically.

## **Explanation of Errors**

Explanation is still largely speculative because of one’s limited knowledge of the psychological and neurological process physiological process involved in language learning. The same error could be looked at from various points of view.

According to Lott (1983) mother tongue does not actually interfere. Through it does not give any guide to the learner. Nickel (1971) takes a wide view and considers examples as an interference error. But the thanks in such cases one should distinguish between direct and indirect interference.

Dulay and Burt (1974) defined interference as the automatic transfer of the structure of the target language due to habit.

**Corder (1974) refers to three types of errors. These are**

**1. Trans for errors 2. Analogical errors and 3. Teaching induced errors.**

**Slinker (1974) suggests five processes which are more or less similar to that suggested by Pit Corder including strategies of the second language communication to explain the nature of errors Once one has decided to give an explanation from a particular point of view; one can start classifying the errors.**

**In sum, social cognitive theories of writing show how social contexts for writing operate together with the cognitive efforts of the writer just as they do when a person is acquiring anew language. However, the problem with applying L1 theories and subsequent models of interaction to L2 instruction in that L2 writing also involves the cognitively demanding task of generating a meaning full text in a second language. As a result, L2 students generally want more teacher involvement and guidance, especially at the revision stage. Consequently, in order to provide effective pedagogy, L1 writing instructors need to understand the social and cognitive factors involved in the process of second language acquisition and error in writing because these factors have a salient effect on L2 writing development.**

## **2.5 Sources of Errors**

(1972) , Slinkier Cin Richards, (1974.P.37) reported five Sources of errors:

- 1. Language transfer.**
- 2. Transfer of training.**
- 3. Strategies of second language learning.**
- 4. Strategies of second language communication, and.**
- 5. Overgeneralization of TL linguistic material(هنا)**

Corder Cin Allen and Corder, P.( 1974 : 130) Identified three sources of error language transfer, overgeneralization or analogy, methods or materials used in teaching {teaching included error}.

Richards and Simpson wrote ( 1974, they exposing seven sources of errors:

- 1. Language transfer, to which one third of the deviant sentences from second language learners could be attributed. (George, 1971)**
- 2. Intralingual interference: ( 1970 Richards ) described four types and causes for intralingual errors:**

- a. **overgeneralization: it is associated with redundancy reduction. It covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language.**
  - b. **ignorance of rule restriction: applying rules to which they do not apply.**
  - c. **incomplete application of rules.**
  - d. **semantic errors such as building false concepts systems.**
3. **Sociolinguistic situation: motivation and settings for language learning may affect second language learning.**
  4. **Modality: modality of exposure to the TL and modality of production.**
  5. **Age: learning capacities vary with age.**
  6. **Successions of approximate systems: since the circumstances of language learning vary from person to person, so does the acquisition of new lexical, phonological, and syntactic items.**
  7. **Universal hierarchy of difficulty: it is concerned with the inherent difficulty for man of certain phonological, syntactic, or semantic items or structures. James described (1998, P. 178) three main diagnosis-based.**

## **2.6 Categories of error**

**They are three categories of error are :-**

**1. Intralingual: interference happens when “an item or structure in the second language manifests some degree of difference from, and some degree of similarity with the equivalent item or structure in the learner’s first language”.**

**2. Interlingual**

**a. learning strategy- based errors:**

- i. false analogy**
- ii. mis analysis**
- iii. incomplete rule application**
- iv. exploiting redundancy**
- v. over looking cooccurrence restriction**
- vi. hypercorrection**
- vii. overgeneralization or system simplification**

**b. communication strategy- based errors:**

- i. holistic strategies: e.g. approximation, language switch, calques**
- ii. analytic strategies: circumlocution (expressing the concept indirectly, by allusion rather than by direct reference).**



**3. Induced errors: they result more from the classroom situation than from either the students incomplete competence in English grammar (intralingual errors) of first language interference:**

- a. Material induced errors.**
- b. Teacher- talk induced errors**
- c. Exercise- based induced errors**
- d. Errors induced by pedagogical priorities**
- e. Look- up errors**

**According to Dulay and Burt (1974) there are four types of “goofs”**

- 1. interference- like goofs**
- 2. L1 developmental goofs**
- 3. Ambiguous goofs**
- 4. Unique goofs**

**The studies relating to the process of language transfer and overgeneralization received considerable attention in the literature.**

**Swan and Smith (1995, P- ix) are detailed account of errors made by speakers of nineteen different L1 background in relation to their native language.**

Furthermore, Farooq (1998) identified and analyzed two error patterns in writing texts. He focused on both transfer and overgeneralization errors.

All these studies focused on transfer or overgeneralization errors, however, none of them dealt with “ESL” students who have been studying English as a first language.

## **2.7 Inter Language**

Interlanguage studies seek to understand learner language on its own term, as a natural language with its own consistent set of rules. Interlanguage scholars reject, at least for heuristic purposes, the view of learner language as merely an imperfect version of the target language.

Interlanguage is perhaps best viewed as an attitude towards language acquisition, and not a distance discipline. By the some taken, interlanguage work is a vibrant microcosm of linguistics. It is possible to apply an interlanguage perspective to learner’s knowledge of L2 sound systems, and language- use norms found among learners.

By describing the ways in which learner language conforms to universal linguistic norms, inter language research has contributed greatly to people’s understanding of linguistic universals in SLA.

## **2.8 Writing Skill**

**Writing skill obviously, like other language skills- listening speaking, and reading- cannot be deal with in isolation. All these four skills are interrelated forming called inextricable unity. So writing skill is embodied in this texture, which is occasionally over lapping. This nation has been clarified by Monka (1996:38)**

**Writing is intimately related to other language skills. One needs a text to write answers to questions (in reading comprehension activities) or to summarize it. Similarly on usually discusses ideas before writing down, and one listens before writing (as in the case of dictation).**

## **2.9 The Basics of writing**

**The last of four skills is writing. In the same way that we assumed that the skill of reading words has already been learned.**

**There are some writing techniques which are used in any language. There are others which are especially characteristic of English. In addition, English itself has different writing styles according to what are being writers or who is writing.**

**Whatever the style or the language, it is the writer's duty to make sure that the reader understands everything without difficulty, to be brief, to be clear and to explain every new idea in the mark of good English writing.**

## **The Sentence**

**The fundamental unit of writing is the sentence. Sentences are made up of words. A sentence contains one basic idea. Sentences themselves are usually grouped in paragraphs.**

## **The Paragraph**

**A paragraph is a collection of sentence which together form an important part of a description, discussion, or a logical argument. A paragraph can often be complete in itself, and we write paragraphs quite frequently in our everyday life.**

## **Style**

**This is a word which is used in many different ways. We can talk about the difference in style between language, like the French style of writing or the Hausa style of writing. However within the language there are differences of style also. There are many different ways to write.**

**Clearly you not are going to teach all your pupils all these different style. You will teach a simple, modern and straight of word English which is the same as they will see in their English text books.**

**As they do more reading they will gradually learn more about different style.**

**In modern English, sentence are short and every effort is made to endure that the reader does not have difficulty in understanding what the writer means. It is the duty of the writer to make sure the reader can understand; it is the duty of the reader to struggle to understand.**

## **Type of Writing**

**There are also different types of writing that both primary and secondary pupils will have to learn:**

- **Notices and announcements**
- **Letters**
- **Stories**
- **Reports**

## **Creative Writing**

**Much emphasis is placed on creative writing by teacher and others, as though creative writing was the most important reason for writing. The practical purposes for writing are the most important.**

**However, when pupils can handle the mechanical aspects of language and their writing is accurate and clear.**

**The objective of the teaching of writing in a foreign language is to get learners to acquire the abilities and skills they need to produce arrange of different kinds of written texts similar to those an educated person would be expected to be able to produce in their own language.**

**Writing is widely used within foreign language courses as a convenient means for engaging with aspects of language other than the writing itself.**

**Other activities take as their main objectives writing itself; the purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader, so the ideas themselves should arguable be seen as the most important aspect of the writing. On the other hand, the writer needs also to pay some attention to formal aspect: neat hand writing, correct spelling and punctuation, as well as acceptable grammar and careful selection of vocabulary. This is because much higher standard of language are normally demanded in writing than is speech: more careful construction, more precise and varied vocabulary, more correctness of expression in general. One of our problems in teaching writing is to maintain a fair balance**

between content and form when defining our requirements and assessing. What this fair balance depended, of course, to some extent on your own teaching situation and opinion.

## **2.10 Teaching Writing**

The writing (n) according to (Wehmeier, 2000: 1561) (1) the activity of writing, in contrast to reading, speaking; etc. Our son's having problem with his reading and writing (at such). (2) The activity of writing books, articles, etc especially as a job, only later did she discover a talent for writing. He is learning the hand to concentrate on his writing creative, easy, letter writing. (3) Books, articles "feminist" travel writing. (4) writing (p L) a group of writing, especially by a particular person or on a particular subject.

Teaching writing is an ongoing process, which time and learning facilitate in a number of ways. Most people agree that writing skills are important and often not adequately taught, when writing is taught in school, writing instruction often takes a back seat.

In traditional English as a foreign language curriculum, teaching pupils how to write is the least understood and the least researched area.

**For some years writing has been neglected area of English language teaching. It is just recently the research on writing has offered through provoking idea about good writing and ideas, which can assist the teachers and learners in developing writing activities (Alan 1988: 6). Writing is the last and sense of power over the language that none of other skill is likely to produce until he advances in language study.**

**In the writing students write about what they think and what they are interested in. It is connected with desire and interest, dealing with different writing situations provides the students with different skill of writing. For example, filling forms or questionnaires provide student with the opportunity of transforming information from one format to another. The goal of English teachers is to encourage the students and to enable them to produce fluent, accurate, and appropriate written English. Thus the following aspects need to considered:**

- 1. Mechanical problem with the scrip of English.**
- 2. Problems of accuracy of English grammar and lexis.**
- 3. Problems of reading the style of writing to the demands of a particular situation.**
- 4. Problems of developing ease and comfort in expressing what needs to be said.**



**The main aim of writing can be defined as developing appropriate ranges of style coherently and easily used.**

**If students will ever need to write anything in the foreign language, it will probably be a letter, simply because they are one of the most, spread forms of communication. Thus English language teachers have to devote classroom time for teaching letters writing.**

**Teaching letter writing also gives teachers the chance to deal with a variety of forms and function that are an essential part of language mastery. One writes letters to invite apply for jobs, apologize, explain, complain, congratulate, inquire, order, acknowledge and thank. Each of these language function, there are various levels of formality and informality. Letter writing task makes students consider their audience as well as their accuracy.**

**Effective writing is a vital life skill that is important in almost every subject in school as well as in the work world.**

## **2.11 Significance of writing**

**Writing skills seems to be the most important skill, for terrible (1996:24) describes it as “the top of priority”. Moreover Leki admits.**

**Another development in teaching writing in second language has been the emphasis on writing as a means of inventing and exploring ideas and gathering information (1991:9).**

**In fact that the other language skills (listening, speaking, and reading) are dependent on writing. This notion is illustrated by Leki, writing is the out let for the student's reflection on their speaking, listening and writing experiences in their second language. However, writing is considered a difficult skill. This notion is discussed by several investigators such as Norrish (1983: 63:79) Broughton etal (1980:116) and Terrible (1996:119).**

**Writing skill includes learning a new set of cognitive and social relations. Moreover, the skill of writing cannot be readily picked up by exposure.**

### **Some Features of Writing**

**Byrne (1997) out lines some features of writing as follow:**

- i. Slower process.**
- ii. More time for words and forms**
- iii. Avoiding all problems concerning phonology (Pronunciation, stress and intonation patterns).**

**Writing favorable to “those” who do not learn easily through oral practice, feel more secure if they are allowed to read and write. For such students, writing is likely to be aid of retention, if only because they feel at ease and relaxed.**

## **2.12 Language Culture**

**The syllabus design has proven to be very useful to the process of learning and whether it satisfied the needs of the learner and the teacher as well. This also embraces culture and its role in enhancing, visibility the process of communication. As we know the primary purpose of language to communicate- facts, ideas feelings, and increasing, by the purpose of English is to communicate on the international level. So this is where the importance of culture comes in. You need to be able to communicate and understand the other person when he speaks taking into consideration the difference in culture between the two. Sometimes because of culture differences happen and annoyance will be suffered on both sides**

**Example:**

**An American teacher arrives at a classroom:**

**T. Good morning**

**Cs. Good morning. Are you one so pale.**

**Are you sick**

**T. Well- yes. I have had a cold for second days.**

**Cs. Well you should go to the Chinese**

**“The American teacher hesitantly learns for the clinic- page  
29- feeling were all the time”**

**So there culture- based communication problem can be  
disastrous.**

**In the above example the Chinese student’s concern for the  
American teacher is kind and his comment are completely in line  
with Chinese culture and practice.**

**The American teacher, however, not accustomed to such  
gratuitous advice, assumes that he must be sicker than he thought.  
That is why educations are becoming more and more are this  
discounters of the differences is culture. It is now widely, recognized  
that a high level of English. Proficiency does not necessarily  
guarantee the ability to communicate effectively such proficiency,  
must be coupled with knowledge of the difference in cultures.**

**Of the syllabus type, the material used or the order of skill  
presentation, error corrective there is little or no accord. There is no  
single syllabus to use for teaching a language. But certainly there is a  
good syllabus and there is the useful one, For example the structural  
linguist insist on a syllabus a hierarchically, organized strata, each**

**delivers with a different linguistic structure, phonemes, morphemes and syntactic patterns. This is the kind of syllabus which is used in our schools. Syllabus for a language course were organized around linguistic structures, carefully graded in a sequence from simple to complex.**

**So in beginning-level English course, therefore, one would likely, work on sentence pattern, with the B E verb each on (she is a diction) Followed a few session later by yes- no questions (is she a docts): followed by short answers (yes, she in), etc Actually Chomsky did very little to change this despite his revolutionary effect everywhere.**

**Like the structuralists before them the transformational grammarian, focused upon sentence- level syntax. Hyman (1966) a socio linguist- introduced the distinction between linguistic competence and communicative competence. Whenever linguistic competence is understood on the unconscious knowledge of language structure of ideal speaker- listener, communicative competence is the knowledge of how to use language appropriate to given social situation.**

**This new focus had important implication for syllabus design and Wilking (1976) adopted a notional- functional syllabus. A course around the user or functions to which language input; for example**

one might work on requesting information in lesson, apologizing in another and expressing permission in a third. In the same line of argument Krashen and Terrell (1983) advised basing course on topics (e.g. family- clothing- shopping... etc.), that focusing on the meaning or semantic dimension of the language.

The structural, the notional functional and the semantic- based syllabus nicely illustrate the fact that language consist of three interacting dimension: forms, function and meaning. Any course that takes having students achieve communicative as it's good must include all three. Unfortunately, in the enthusiasm to embrace the notion of communication competence it is feared that people have emphasize the function, too much over the form and thus have sacrificed accuracy to fluency (Esky 1983). Wilkins, of course, recognized this when he wrote:

“The grammar is the means through which linguistic creatively is ultimately achieved and an inadequate knowledge of the grammar would lead to a series limitation on the capacity for communication. A notional syllabus, no less than a grammatical syllabus, must seek to ensure that the grammatical system is properly assimilated by the learners.” (1976)

## **2.13 Teaching/Teacher**

**There is no single acceptable way to go about teaching language today. Indeed, the existing approaches to language teaching differ in fundamental ways. The silent way differs completely from the communicative Due to the approach. In the field of psychology two a ways have emerged: suggest opodia and comprehension approach both emphasize the psychological barrier, which affect the performance of the learners- Mainly their fear of failure is one of them?**

**In these two approaches teacher can help learners to overcome these barriers and to fully top their mental powers, be suggesting the learner's self-imposed limitation.**

**This can be done through the teacher's direct and un-direct positive suggestions. In an environment that is relaxing and there for conductive to learning; when learner trust in the authority of the teacher, Los a now asserts, they will reach a state of in fertilization- adopting a child life role. If they feel secure, learner can be more spontaneous and less afraid.**

**But in our schools, none of the above methods has domination language-teaching practice to the same extent as the ALM has. Although the ALM fell the disfavor in many ways due in part to the refutation of the habit-formation theory of language acquisition and in part to the fact that both learner and students often found the required repetition that goes on and on in the classroom boring and un- motivating. Again there is the wide spread observation that patterns mastered in the classroom were not always transferred outside when real communication is involved. More often the phrases and sentences memorized during lessons are totally use less in life real situations, so the language that is presented- by the teacher- to the students should be meaningful and contextualized. English is capsules is not at all useful to a learner; Again students should not be asked to memorize and manipulate forms. Furthermore, the language that is presented by the teacher should be authentic or at least realistic. Students in turn, should learn to use English accurately; however, they should be able also to use the language appropriate to given social context. Students need practice in activating their knowledge of vocabulary, structures and language function. They should also receive practice in negotiating meaning. Only in this way our student's errors be minimized.**



**The direct is methods of teaching today should not be seen as throwing. On the century; it is empowering, in fact, teaching is a combination of science and art. Science helps teachers to be informed in contributing to our understanding of learning and of language, but it is the artistic aspect of teaching that requires. Use to interpret and apply the scientist information in making the choices for any given situation among the different ways that exist (Brown 1960). Thus, teaching in a matter of making informed choices.**

**But only those who are intimately acquainted with the situation, with the students, and with themselves can make the choices they are uniquely suited to make. It is, after all, only the teachers who will be there to assess the outcome of the choices they make. It is only the teacher who are there to make sure that they know why are doing what they are doing.**

**Whereas once teachers could be trained in the one way of language teaching, now they must be educated to choose among the option that exist while having no one correct way it teach English may be confusing, even frustrating, it also allows teachers the freedom to be creative and to continue to grow and develop in their profession. As we grow, we do so with the motivation that we can increasingly, make better choice, informed by own experience as well as by science. The choices, teachers make become better where this**

provide there student with improved access to English and to approach of themselves they would otherwise be denied.

## **2.14 Summary**

**This chapter is a brief survey of the theoretical frame work of this study. It discusses the following notions:**

- Definition of “error” and “mistake” and the difference between the two terms.**
- Identification of Errors, Error analysis and correction of Errors.**
- Approaches to errors, stages of error analysis such as: Recognition of errors, Description of errors and Explanation of errors.**
- Main sources of error such as: strategies of learning language transfer, overgeneralization, translation and simplification.**
- Types and classification of errors.**
- The Basic of writing, types of writing and creative writing.**
- Writing skill, significance of writing and some features of writing.**
- Teaching writing**

All the above survey comprises the “accumulated” literature related to this study. In fact the researcher may not produce something new, but will rather, she makes use of the investigators example in applying their finding on this study.

## **2.15 Previous Studies**

- Sulima Ramadan (2006) conducted a study aimed to teach composition in secondary school.

The study focused on types of writing, on brain storming controlled, guided and free composition and differentiate between writing and speaking while this a study dealt with error analysis in writing.

- This study was conducted by Abdel Basit Hamad El Neel (2010) a study aimed at investigating the error made by third secondary student, it also aimed at identifying classifying and arranging the errors made by the students in their writing according to the frequency of occurrence of the errors, while this a study focused on identifying and classifying the errors made by the student’s in their writing.
- This study was conducted by Karadawi (1991) where an extended account was made related to error analysis, however

**the focus was on the learner academic performance, while this study deal with error analysis process i-e applying the procedure of EA on common errors made by the learners.**

- This study was conducted by Ibrahim (1992), it seems to be closely related to this study; but again no reference was made to the procedure of EA, and learning theories.**
- This study made by Al- Faki (2000), talked several points with reference to the learning process; but the focus was mainly on translation. For this based on the use of Arabic language in learning (MT) language, teaching English as a foreign language. The studies relating to the process of language transfer and overgeneralization received considerable attention in the literature. Swan and Smith (1995, P. ix) gave a detailed account of errors made by speakers of nineteen different L1 backgrounds in relation to their native language.**

**Diab (1996) also conducted a study in order to show through error analysis the interference of the mother tongue, Arabic, in the English writing of EFL students at the American University of Beirut. Okuma (1999) studied the L1 transfer on the EFL writing of Japanese students.**

**Work on over-generalization errors, on the other hand, is reported by Richards (1974, P. 174-188), Jain (in Richards. 1974, P. 208-214)**

and Taulor (1975). Furthermore, Farooq (1998) identified and analyzed two error patterns. In written texts of upper. Basic Japanese, in on EFL context. He focused on both transfer and overgeneralization errors.

Habash (1982) studied common errors in the use of English prepositions in the written work of UNRWA students at the end of the preparatory cycle in the Jerusalem area and found out more errors were attributable to interference from Arabic there to other learning problems.

Finally this chapter sheds light on the writing skill.

Having dealt with the literature review in this chapter, chapter three will tackle the methodology the methodology or the “design of the study”.

# Chapter Three

## Methodology

# **Chapter Three**

## **Methodology**

### **3.0 Introduction**

**This chapter is concerned with the description of the research method. It, first describes the subjects in terms of population and sample. Then the instrument used for data collection is described . finally the procedures followed in the process of data collection are described.**

### **3.1 Subjects**

**The target group of the study was 70 pupils of Basic school. All of them had experienced basic writing skills from their previous study of English language in class five, six and seven. The researcher applied the simple random sampling procedure by drawing the names to get 30 samples.**

### **3.2 Instrument**

**The tool used for data collection in this study was a writing test. The sample was assigned to do nine pieces of writing tasks including two activities: The reason for givis different types of writing tasks is to avoid the variance based on the study and get rid of samples problems of limited vocabulary and sentences structures of lack of ideas on certain topics. Moreover in assigning different**

types of writing tasks, the researcher expected to be able to find different types of possible errors.

A detection of persistent errors was identified after the collection of the writing tasks the table of error categories was developed by the researcher to identify both the individual errors and the group errors investigated and determined to design the instruments tools to be used as pretest and posted instrument for a further Research study.

### **3.3 Procedure**

Each sample produced 9 pieces of writing. The duration was 8 weeks. The allocated time was two hours for all pieces of writing the samples were not allowed to use neither the dictionary nor any references during the writing tasks. The pieces of writing were then marked on persisted syntactic errors. Every single error of each type was numbered and counted for the analysis.

### **3.4 Validity of the Study**

The procedures used in this study and the process of collecting and analyzing of the data and reference used showed the validity and reliability of the study. Also the finding will help researchers to benefit from.



# Chapter Four

## Data Analysis

# **Chapter Four**

## **Data Analysis**

### **4.0 Introduction**

**Analysis of student's performance in order to investigate students errors in writing performance, thirty students were involved, a test has been done and student's answers were analysed according to their performance in: spelling, semantic, syntax, preposition and tenses. The researcher presents the data collected via the writing test. Then the data is collected and discussed. Finally the results are interpreted. Thus this chapter particularly comes to certain conclusions about the reasons and errors of the 8<sup>th</sup> basic school students and offering suggestions and recommendation.**

### **4.1 Analysis of Student's Performance**

**Investigating student's errors involves writing , our first task is to encourage learners to start writing. The focus should be on the message they wish to convey for a particular purpose and audience (the teacher). So what are the implications for teaching? Firstly, the teacher, as stated above, has to encourage learners to write for communication. They should focus on the ideas and meanings they wish to convey rather than on the mechanics of writing, such as spelling hand writing, etc. To do this, the learners need to be**

prepared for writing. They need to be motivated and confident that they have something to communicate. Secondly, learners need to understand that writing is a learning process. You learn to write by writing as one student's puts it- "The problem with writing is that all the skills and writing the techniques you learn after completing the course are needed at the beginning of the course. In fact when learner write they actually, learner how to write by exploring how language purpose and meaning are related. This can be achieved by encouraging the learner to write drafts and to develop editing skills which is one is afraid to say- lacking in our classrooms. This lack of revising has led to compiling a lot of mistakes. Students should be taught to wary-first- about the message. Once they are sure that their drafts, then they move to the next step which is editing. Editing includes revision of spelling, grammar, vocabulary punctuation . etc.

Again these writings can be used both during and after the composition process, to learn more about how spelling, grammar, etc. enable learners to convey meaning. Zamel (1987) makes this point when he says:

"Syntax, vocabulary and rhetoric forms are important features of writing, but they need to be taught not as ends , but as the means with which to better express one's meaning"

This study report the results of a survey designed to discover student's errors. The sample covers about 30 students from different schools in Atbara locally. The school should be stated.

The researcher presents the data collected via a writing test. Then the data is collected and discussed. Finally the results are interpreted.

## 4.2 Data Analysis

The data used for analysis in this study were drawn separately from two types of sources individual and the group as a whole. The frequency of errors occurred in each writing is marked on the set predetermined categories. The amount of mistakes is counted and ranked according to their frequency.

## 4.3 Classification of errors

Types of errors and their frequency- counted in numbers and percentage- are shown in the flowing figure.

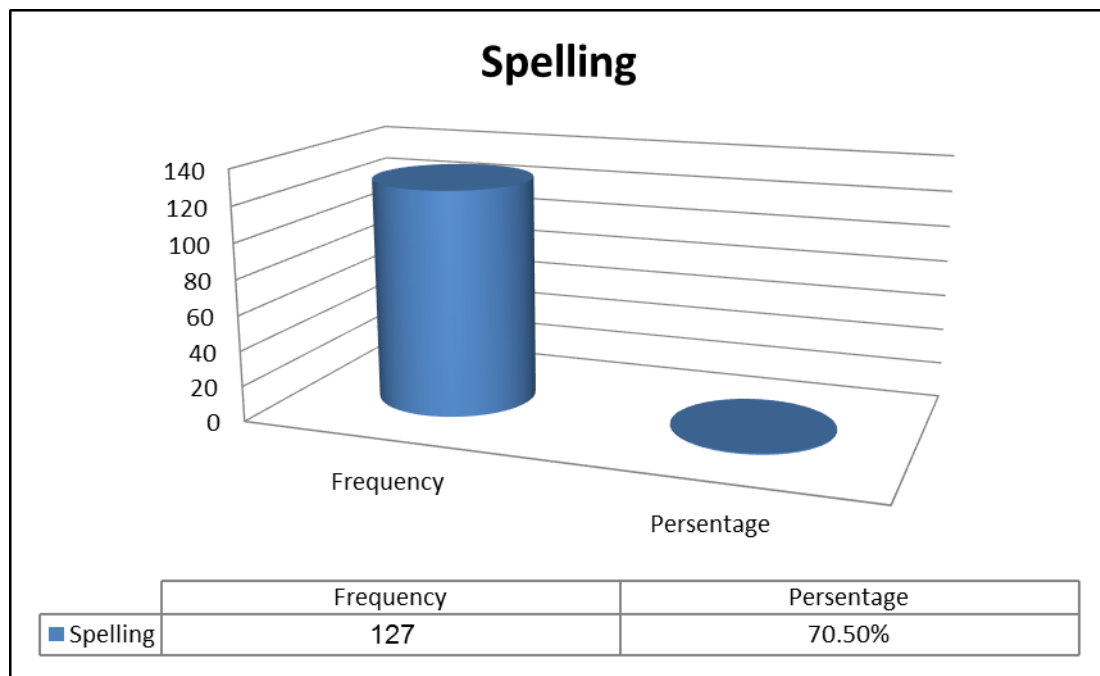
Table (1) :Type of frequency of Errors

<b>Types errors</b>	<b>Frequency</b>	<b>Percentages</b>
<b>Spelling</b>	<b>127</b>	<b>%70.5</b>
<b>Semantic</b>	<b>252</b>	<b>%70</b>
<b>Syntax</b>	<b>170</b>	<b>%56.7</b>
<b>Preposition</b>	<b>93</b>	<b>%5.7</b>
<b>Tenses</b>	<b>185</b>	<b>%51.4</b>

## 4.4 Spelling

From figure (1) we see that spelling mistakes are not few. This goes back to the fact that we stated earlice. This stem directly from the fact that students have no second chance of editing what they have written. Students first should write their massage in a first draft, then characterize of spelling mistake can be respond to a later stage- editing. So we can have less spelling mistake if students are taught to write drafts. And teachers should make the idea of these drafts clear in the student's minds.

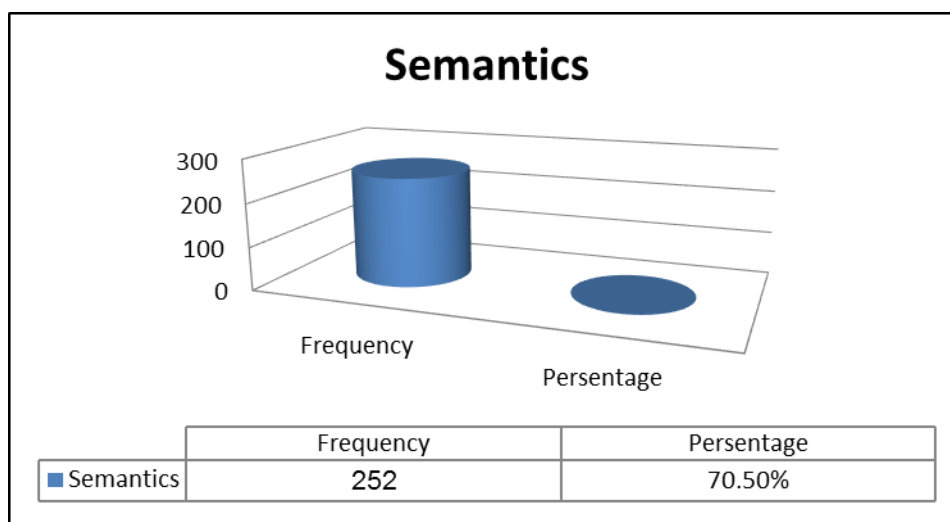
Also teacher can use supplementary exercise to help students to obtain, sore and retrieve correct forms of spelling.



**Figure 1 : Spelling errors**

## 4.5 Semantics

The highest percentage of errors is semantics, as it can be seen from the table above. Most of the mistakes are made in this area. This questions the approach which is taken for teaching in or classroom. This again raises the question of the nature of grammar that should be taught to our students. In other words, when teaching is mainly concerned about teaching grammatical rules, the result we get is similar to that in the students target papers. What teacher should be aware of is that teaching grammar should not be based on structural levels, but rather grammar should be viewed as dependent upon the meaning. The structure is meant to carry, not just the rules. Grammar is a part of a larger interrelated whole which includes ordering of preposition between sentences-discourse- and semantics, which includes collections, lexical properties , cohesion, the process of a achieving linguistic expression through recourse to grammatical rules.



## **4.6 Tenses**

As seen from figure the percentage of tenses is very high more than half.

Beginning and advanced learners usually have a fairly sound grasp of irregular verb forms such as break/see/fly, etc. However, their very security in the mastery of these forms can lead them into trouble for two reasons.

Firstly, they acquired their store of irregular verbs at an early stage in the learning process which means they were given a common core of verbs selected according to frequency requirement. Verbs such as those mentioned above are probably so familiar that students use the simple past and particular forms almost mechanically. But what is actually needed is a comprehensive system of these verbs. Is this part of students work ? research findings ? students grasp of irregular verbs. Actually they should use the irregular verbs they do know as spring boards for generalizations about the others.

**Known**

**Sleep-slept**

**Feed- fed**

**Swing- swang**

**others**

**weep- wept**

**Creep - crept**

**bleed- bled**

**Bind- bound**

**Sting- stung**

**Ching- Chung,etc**

However, care should be taken to point out the verbs which differ in some aspects, for example the set of verbs which have the same form in the past and participle form, like swing above and the set that have two different forms, like, Ring- rang- rung, and the set that revert in the participle to the present form like, run- ran- run. In this way, we can reduce the amount of mistakes made in spelling.

A second source of problems for learners is that the well known irregular verbs are so fixed in their mind in the wrong situation- where a regular form is required. The following pairs of verbs may thus be confusing.

<b>Well known</b>	<b>confused</b>
<b>Irregular verb</b>	<b>regular verbs</b>
<b>Break- broke- broken</b>	<b>brake- braked</b>
<b>Find- found- found</b>	<b>found- founded</b>
<b>See- saw- seen</b>	<b>saw- sawed</b>
<b>Fall- feel- fallen</b>	<b>feel- felled</b>

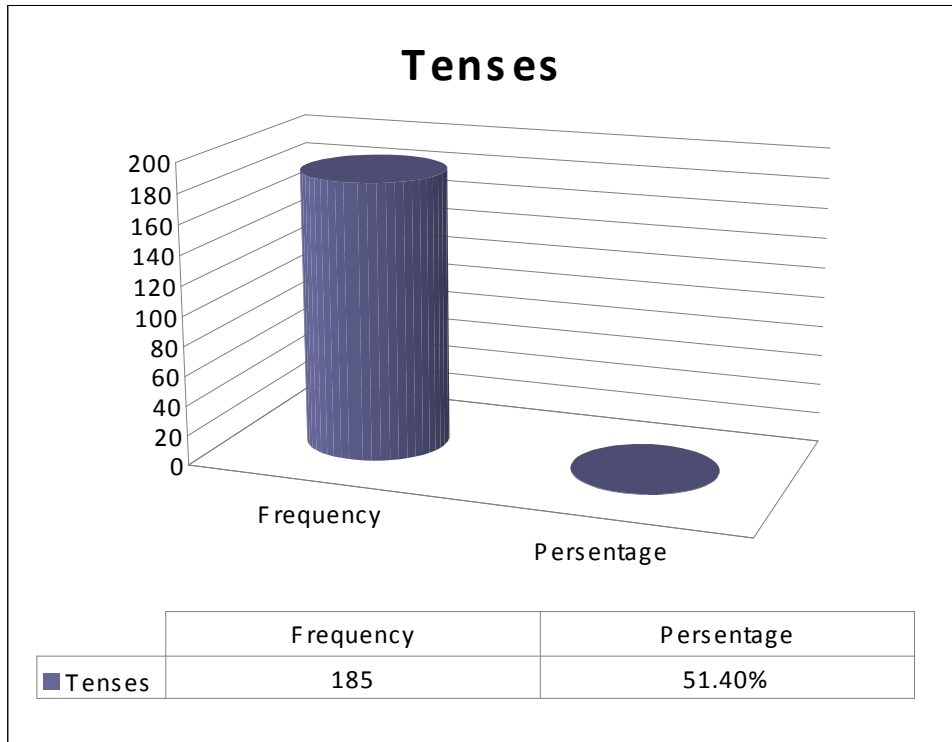
Sometimes regular verbs are confused with other regular verb, as the result of lack of awareness of spelling restrictions, for example

**Hop- hopped/ hop- hoped**

So, in this area, students should have a comprehensive list of irregular verbs. The teacher should also help students to make



deductions from this data about the form and meaning of verbs so that they can form their own personal classification system according to their needs. Again in this area students will be responsible for their own. Learning and should be able to recognize and produce the complex irregular forms that are part of the English language.

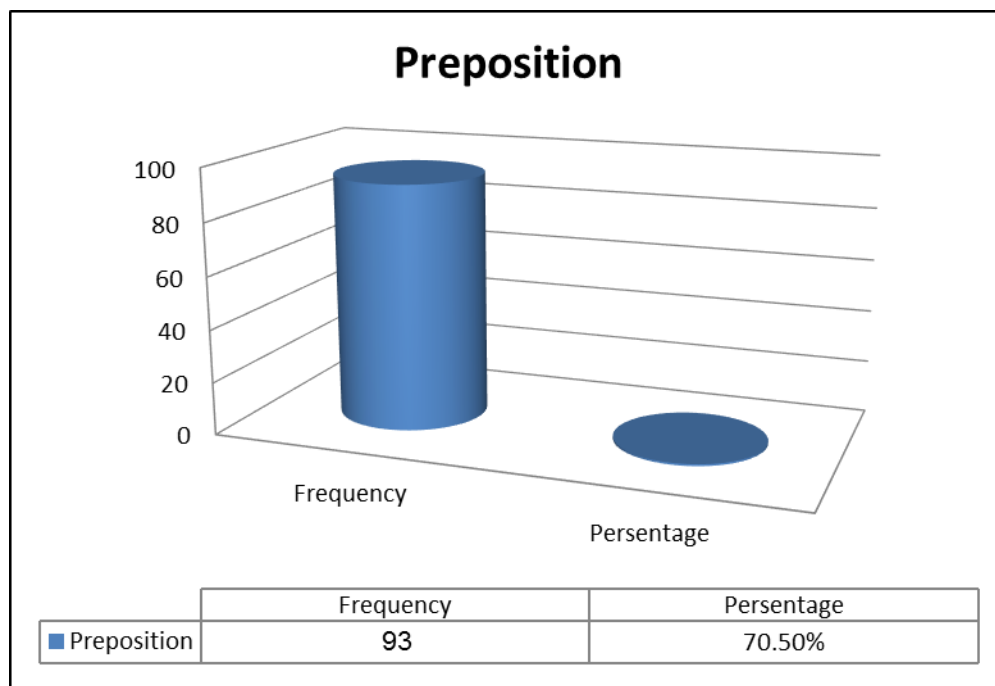


## 4.7 Prepositions

The mistakes in this area are few, Teachers should be able to make clear the difference in meaning between such two example:

- He threw the ball at me
- He threw the ball to me

Teaching preposition through reference to picture is an excellent way to help students see the fundamental regality of their meaning and use.



## **4.8 Syntax**

**Most teachers will agree that one of the fundamental goals in teaching grammar is to have students remember and papers (when it is appropriate within the writing process). So what can teachers do to achieve this stevick argues in Memory, Meaning and Method (1969) that a learner will remember that in which the learner has been involved actively through searching out, discovering as contrasted with rote repetition.**

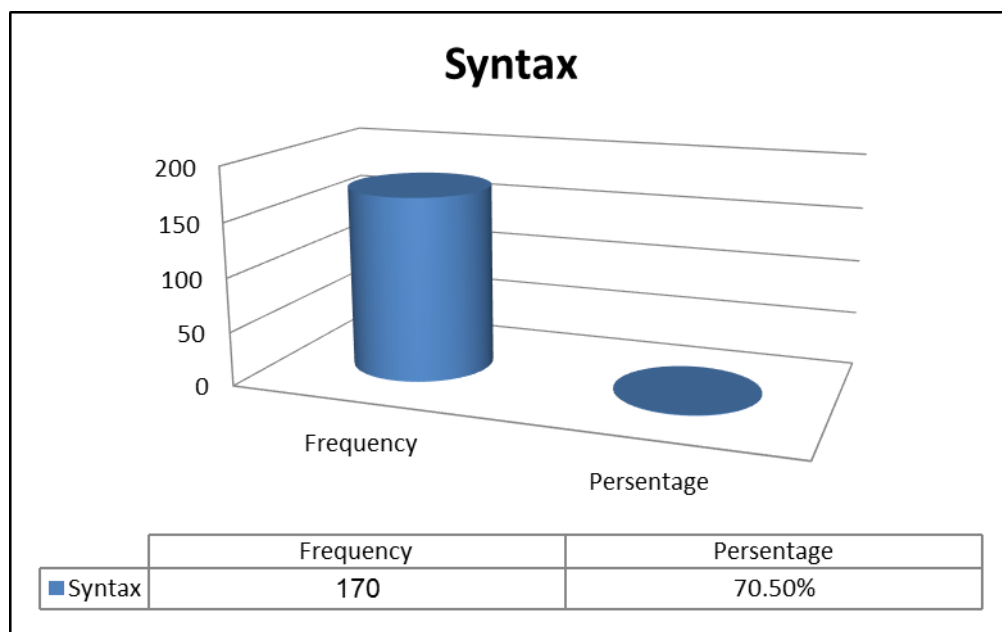
**In fact, this rote repetition adapted in our classes is the main cause of our students making so much mistakes , When they write B. because learning grammar rules irrespective of their context is a waste of time what has been teaching through repetition is soon forgotten after it has served the purpose of the exams and tests.**

**So the approach to grammar should involve our students in grammar by making these analysis and problem solves as they inductively discover rules and generalization, in this way, giving them tools for taking informed decisions about their own papers when they write.**

**Here one cannot fail to viewing language acquisition as a process of rule formation and rote repetition has tremendous implications for the role of the learners. Rather than being seem as**

passive imitators of carefully controlled language input, learners are seen to be active agents involved in a process of creative construction. Errors are not something to be avoided but rather were regarded as welcome signs that learners are actively testing hypotheses.

In summary, the approach to teaching grammar must be a discovery approach. Students discover meaning, rules, and generalization which equip them to make decisions and solve problems as they produce their own pieces of writing.



- **A word on writing**

Writing has come to occupy the prominent role it deserves in foreign- language teaching and learning. Its value is assured by the latest research, which shows the importance of writing as a recycling

**tool in the classroom; the process and act of writing not only reflect our thinking, but also helps to create new thoughts.**

**Thus, in our school every care should be taken to cover this area of learning, because of the following benefits it provides:**

- Writing reinforces grammar, idioms, and vocabulary that teacher and learners have been working with in class.**
- Students have the opportunity to be adventurous with the language to take risks and go beyond what has been taught.**
- The effort to express ideas and use of eye, hand and brain is a unique way of reinforcing learning.**
- When writing, students become involved with the language, with themselves, and with their audience the teacher or their other classmates in the class.**
- Writing helps learners discover what we want to say. The writing process is creative learners sit down to write with a definite idea in mind, but as we write new ideas develop and creativity is reached unconsciously.**

**One of the most important activities- in writing- which- is ignored by teachers is collaborative writing. Collaborative writing generates peer support and discussion that lead the appearance or emergence of ideas. Therefore the teacher should design activities to be done individually and in groups during class time. This activity**

also will have the dual advantage of making marking easier for the teacher and at the same time minimizing errors since the number of paper produced is very small.

Actually in the recent part writing was the most ignored of the language skills. But many changes in attitude have happened about teaching writing in a foreign language.

Traditionally, when students write in a foreign language, the purpose of the writing activity is to catch grammar, spelling and punctuation errors, as the case in our classrooms. Under these circumstances, the only writing students do is to write out grammar exercise. Sometimes those exercises are disguised as composition writing. Those are called guided writing in which students are given a short text and instructed to change it from past to present or change nouns into pronouns or more often key sentence are given and all the together. In this case, students really create the text become it is already there in the form of question, key sentences or muddled paragraphs to be put in order. This has become so because of the philosophy adopted by teachers. The philosophy that says students are not ready to create language. They are only ready to manipulate forms. In such classes students are assigned compositions of this kind and the poor teacher takes home many papers at night and carefully marks all the grammatical and mechanical errors in the writing.

When the papers are returned to the students, often the students are asked to take the papers home and correct all the errors and may be recopy the text onto a clean sheet. It is clear that the focus in these types of writing exercise is primarily on language structure. Students get good marks if they write texts with as few errors as possible. In order to avoid errors, students naturally write very cautiously and conservatively in their foreign language. The result can only be writing that is cramped and very boring both for the teacher who read, all this and for the students who are writing.

However, attitudes have changed about the role of writing in teaching a foreign language. Instead of being the last skill taught and instead of being only a servant to grammar, writing has now become more important in the foreign language curriculum. When students are not focused on grammatical error but writing or trying to write freely they develop confidence and a sense of power over the language that none of the other skills is likely to produce.

So teaching writing no longer means simply having students do grammar exercises in writing. Instead now students are writing about what they are interested in, and know about, what they really want to communicate to someone else, what they really want a reader to know. This desire to communicate something is very important. Because nobody can write anything he is not interested in or does not

**know about, no matter how mastery of the language he possesses for the most part writing is easiest to do when the writer is committed intellectually to express something meaningful through writing.**

**Teacher can easily raise the level of commitment in their learner by asking them question as who they are writing to and why?**

**In other words, the audience and purpose are the most important factors in turning student writing into a success.**



# Chapter Five

## Conclusion

# **Chapter Five**

## **Conclusion**

### **5.0 Introduction**

**This chapter summarizes the whole thesis. It is composed of four sections. The first is a summary of the thesis. Section two provides the researcher findings. The third section offers recommendations based upon the findings. Finally some suggestions for further studies are given.**

### **5.1 Summary**

**Since this study is dealing with errors made by the students in their English, the aim has been to find out by means of errors analysis, what problems these students encounter in the learning of English. When dealing with errors, the learner processes the new data in her mind and comes up with a succession of rules that produce new patterns in the target language.**

**The learner is constantly attempting to solve problems and make sense of the linguistic evidence around him. Therefore, making errors is inevitable it is in fact an integral part of the learning process and developing competence. Students will produce errors because their hypotheses about language are wrong or incomplete. There are**

**a number of factors that affect foreign language learners abilities to learn the new language.**

**When coming to account for particular errors there often appears to be several processes going on such as transfer of adequate knowledge, analogy...etc.**

**The study reveals the following to be the acute problems for the students.**

## **5.2 Findings**

- Making errors is a natural, essential, and unavoidable phenomenon we learn through mistakes .**
- Errors are strongly believed to be the most important source of information about the nature of learner's linguistic knowledge.**
- One of the main results of this study is that it support firmly the fact than an error occasionally, has got more than one source or cause. In other words errors often overlap.**
- The researcher notices that the writing improvement was not distinguished but a very good improvement was achieved in teaching composition.**
- The writing activity was successfully achieved.**
- Writing composition is not saturated for teaching English .**

- **Form analysis** the researcher found that the most frequent errors were in the spelling 70.5% , semantics 70%, sentence form 56%, preposition 51.7%, and Tenses 51.4% so teacher should focus on testing , spelling and not neglecting the tenses .

### **5.3 Recommendations**

- 1. Teachers of English language should be given special and adequate training courses on methods of teaching writing and to carry out errors analysis studies.**
- 2. Grammar should be taught communicatively.**
- 3. To overcome such problems teachers should encourage their students to read a lot of books in the target language in order to enrich their vocabulary and broaden their horizons Such exposure to the target language will help student acquire the vocabulary to promo to their ability in writing.**
- 4. Students should use the new words in context or in meaning full to be sure that they have mastered them and avoid misspelling.**
- 5. Student should know the basic English structures and should be encouraged to write more compositions .**
- 6. To arrange courses , workshops and text books by supervisors and expert teachers from time to time to enlighten teachers with the techniques and new learning materials of teaching English.**

**7. Much and true effort should be given to training teachers.**

## **5.4 Suggestions for Further Research**

- 1. The problems of summary writing in secondary schools.**
- 2. Comparative study of similarities and differences of writing problems in both foreign language and mother tongue.**

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