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***Error Analysis of the English Written Essays
At Bejaia University
The case of third year LMD students***

A Thesis Submitted in Partial Fulfillment of the Requirements of a Master's Degree Applied
Linguistics and English Language Teaching

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Dedication

I would like to dedicate this work to:

My mum, my uncle, my brothers and sister.

My classmates and my friends who provided me with support and understanding.

All teachers who have always encouraged me.

All those who love me

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I thank God for his help and guidance. My sincere thanks are to my family and all the teachers who taught me. I express thanks to all the members of the Department of English. I address my special thanks to Mrs. Saibi Sihem and her students for their understanding and help to accomplish this modest work. And I express my gratitude to my helpful supervisor Mrs. Kaci Fadhila who corrected my work and guided me along the year.

Abstract

The present study is an attempt to analyze the errors in a corpus of 37 English essays written by third year students of the English Department of Bejaia. The 393 total errors analyzed in this study were identified and classified into two main categories, interlingual and intralingual errors. Then, these errors are corrected. After the analysis it has been found that the main source of errors made by third year students are interlingual errors with (79, 13%) which are higher than intralingual errors (20, 87%). The findings of this study indicate that first language interference still plays an important role in the learning process, since a proportion of the errors are due to mother tongue interference. On the basis of these results some pedagogical implications for teachers and students are suggested to reduce future problems regarding writing English essays.

Key words: Essay, Errors Analysis, Interlingual errors, Intralingual errors Writing skill.

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List of Abbreviations:

CA: Contrastive Analysis.

EA: Error Analysis.

EFL: English as a Foreign Language.

ESL: English as a Second Language.

IL: Interlanguage

L1: First Language.

L2: Second Language.

LMD: License, Master and Doctorate.

MT: Mother Tongue.

TL: Target Language.

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GENERAL INTRODUCTION

Introduction

Foreign language learning success and failure has been a subject of considerable amount of research in recent years. Writing, as a productive skill, plays an important role in English (Shan-Ling 2012:1124). It is a crucial activity which presupposes not only knowledge of a language, but also the mastery of its rules. Through the researcher's experience in learning English, it is marked that most of the students being weak in English, especially in their writing skill, commit multiple errors as they have been exposed to learning of Second Language.

Committing errors is a reflection of a cognitive activity of a learner and tells us a great deal about the internalize process of language production. Therefore, error analysis has given a positive dimension to examine errors, as "all language learning is based on continual exposure, hypothesizing and, even with the correct hypothesis, testing and reinforcing the ideas behind them" (Bartholomae, 1980:97).

Error Analysis is type of linguistic study that focuses on the learners' errors. It consists of a comparison between the errors made in the target language and within that target language itself. It was in the article of Corder (1967) entitled "*The Significance of Learner Errors*" that error analysis (EA) took a new turn.

According to Corder (1967), EA has two objects: one theoretical and another applied. The theoretical object is to understand what and how a learner learns when he studies a second language. The applied object is to enable the learner to learn more efficiently by using the knowledge of his dialect for pedagogical purposes. At the same time, the investigation of errors can serve two purposes, diagnostic and prognostic

I- Review of the literature

Error Analysis(EA) is one of the most influential theories of second language acquisition (SLA) which replaced the Contrastive Analysis(CA) theory, whose major concern was "the comparison of two or more languages or subsystems of languages in order to determine both the differences and similarities between them" (Fisiak, 1981, p. 1) in 1970. CA regarded the influence of mother tongue (MT) on all the levels language; phonological, morphological, lexical and syntactic, in second language acquisition. Due to the weaknesses of CA in its pedagogical implications, EA emerged as a more effective tool for. in the study of second language acquisition. According to James, EA

is “the study of linguistic ignorance, the investigation of what people do not know and how they attempt to cope with their ignorance” (James, 2001, p. 62).

The advocates of EA considered it important to draw a distinction between mistake and error, which are “technically two very different phenomena” (Brown, 1994, p. 205). Corder (1967) took notion of Chomsky’s “competence versus performance” distinction relating errors to failures in competence and mistakes to failures in performance. According to this notion a mistake occurs not because of lack of competence but because of processing limitations which indicates learner’s inability in utilizing knowledge of target language. An error results an infringement of the rules of TL language and hence experience deviation in grammaticality of TL. Errors arise because of lack of competence. Native speaker can recognize and correct mistakes, but L2 learners need the linguistic competency in TL to identify errors and correct them accordingly.

Stenson (1974) states three main reasons for errors, namely, (1) incomplete acquisition of the target grammar, (2) exigencies of the learning/teaching situation, and (3) errors due to normal problems of language performance. Error analysis focuses on the errors learners make by drawing a comparison between the errors made in (TL) and that TL itself. Pit Corder in his article, “The significance of Learner Errors” (1967) has given Error Analysis a new dimension by answering to the question of L1 and L2 acquisition process being the same or not.

II-Purpose of the study

The aim of the current study is to identify, classify and correct errors committed by third year LMD students in their essays at University of Bejaia.

III-Statement of the problem

Today, the English language is the most common means of international communication, education and business around the world; it has a status of a foreign language in Algeria. In spite of learning English for nine years, the writing compositions of these students are weak in English. That’s why we decided to shed light on this problem, and explore the kind of errors committed by learners.

IV-Research Questions

The study seeks to answer the following questions:

- 1- What are the common errors made by third year students?
- 2- How many types of errors do third year students in their essays?
- 3-What are the causes and sources of errors?

V-Hypothesis

On the light of the above research questions, we hypothesize the following:

- **Third year LMD students commit errors in their written essays.**

VI-Methodology

This section presents the research methodology used in this study and comprises: the subjects of the study, the research tools used, and data analysis.

VI.1. Subjects

The respondents are third year LMD students, who share the same linguistic background. Besides, they studied English as Foreign Language for at least nine years and essay writing is introduced in their written expression syllabus.

VI.2. Research tools

In order to reach the purpose mentioned earlier, 3rd year LMD student's copies were used as a corpus for the research. In order to help implementing an Error Analysis type of research, 34 copies of 3rd year LMD students of English's department have been taken; it was thought that this corpus served the needs as to represent the different errors made by students.

VI.3. Data Analysis

To explore 3rd year LMD student's errors, we have thought it of significant relevance to use Contrastive Analysis to determine the errors committed by students. So, this research is inspired from Corder's (1967) method on error analysis. This method has three steps:

- (1) Collection of sample errors.
- (2) Identification of errors.
- (3) Description of errors.

VII-population and sample of the study:

VII.1. Population

The population of the study consists of all third years LMD students in Bejaia University. The number of students is (431). (109) students are males and (322) students are females. All of them study in Bejaia University for the academic year 2014/2015 and they are specialized in the didactics of English.

VII.2. Sample

The sample consists of 37 third year students of different ages and gender. To select the participants of the present study, a simple random sampling method was used because it is regarded as one of the most reliable methods to obtain a representative sample. We have chosen third year students because at this level they start to write essays in the module of Writing.

VIII- Significance of the study:

This area holds significant importance to English language teachers for providing students' learning feedback along with the learning complexities that manifest the development process of FL. Moreover, it attempts to help learners and bring their attention to their level in writing skill.

IX- The Organization of the work

The present study is divided into two main chapters. The first chapter is theoretical and the second one is practical. Then, each chapter is divided into two sections.

In chapter one, the first section introduces the Writing Skill and the second section presents an overview of the theories that have contributed to errors analysis.

In chapter two, the first section is devoted to a presentation of the subjects and sampling procedures, methods of identifying, classifying and correcting errors, and how the data has been analyzed and the second section discusses the results and findings of the study .

CHAPTER ONE

Chapter One

Review of the literature

Introduction

This chapter is divided into two sections. The first section introduces the Writing Skill. Writing is one of the four language skills; it is an area in which students commit errors and it is helpful in students learning. One major reason for students' low achievement in writing is possibly the fact that writing is a very complex process due to the many skills involved. The skills involved in writing cover the application of correct grammatical rules, choosing exact diction, using proper punctuations, and organizing ideas into appropriate sentences, paragraphs and passage (Richards, Platt & Platt, 2002). And the second section presents an overview of the theories that have contributed to Error Analysis. Contrastive Analysis in the 1950s, based on the linguistic notion of interference and transfer, was followed by Error Analysis in the 1970s and the 1980s, a philosophy that studied errors in ESL/EFL learners' system. Error Analysis paved the way to the discovery of interlanguage. By doing so, researchers focus on the study of learners' errors since these later provide evidence of how learners' knowledge gradually increases. But these errors are seen from different point of view that is why it emerged so many approaches which aimed to study and analyze L2 acquisition and learners' errors.

This literature review links the current interest in contemporary Foreign Language learning research in FL learners' errors to the history of Contrastive Analysis, Error Analysis and Interlanguage. The definition and the classification of errors, as well as the theoretical description of sources of errors, are included in this section.

I/ Section One: Writing Skill

I.1. Definitions of Writing

Writing is viewed as an extremely complex language activity which requires simultaneously an organized cognitive ability and a good control of its components; it is a language process in which mental activities (such as thinking, organizing and drafting) are involved to achieve a final product. Writing is of a great importance since it helps the learners not only to interact with the language but also to learn.

According to Byrne (1988:1), “the nature of writing is the combination of graphic symbols according to certain conventions”. In other words, Writing is one of the ways to give an idea or message which is form in writing on a piece of paper or the other area. It is an act of making marks on certain surface. Specifically, writing is one kind of expression in language which is created by particular set of symbol, having conventional values for representing the wordings of particular language which is drawn up visually.

Languages are of four Skills. English language is not an exception. It consists of four skills: listening, speaking, reading and writing. Brown (2000) explained that in order to master the English language, learners have to be exposed to all of the four basic skills. When students try to practice the last one which is writing they face many difficulties. In fact, writing is the skill in which students produce sentences which are put in a particular order and linked together in certain ways. But still, essays production is the most difficult tiring task. While writing, a writer engages into the cognitive process of formulating ideas in mother tongue and then translating them into Target Language.

In fact, writing seems to be a very challenging task and “one of the most complex activities that people can accomplish” (Levy & Olive, 2001, cited in Dion, p. 65). This difficulty is due to the writing nature, Byrne (1991) explained that writing is a difficult activity because it is neither natural nor spontaneous.

I.2. The Importance of Writing Skill

Raimes (1983- cited in Zawahreh 2012: 281) explained that writing is an area in which students commit errors and it is helpful in students' learning because of the following reasons: «First, it reinforces the grammatical structures, idioms and vocabulary that have been taught to students. In other words, writing keeps students in touch with grammar and vocabulary by exposing the learning to the language. Second, when students write, they also have a chance to be adventurous with the language. So, it promotes learning. Third, when

they write they necessarily become very involved with the new language, the effect to express ideas, and the constant use of eye. Hand and brain is a unique way to reinforce learning. So, writing has a great importance since it helps the learners not only to interact with the language but it helps them to learn. Over the years, writing was considered as only a support system for learning grammar and vocabulary rather than a skill in its own right. However, trainers and methodologists have looked again at writing in the foreign language classroom and acknowledged the importance of writing as a vital skill for the speakers of a foreign language as much as for everyone using their first language (Harmer, 2004).

According to Byrne (1988), writing is very important because it serves a variety of pedagogical purposes such as fostering learners' grammar and vocabulary, and writing also helps English learners to express their thoughts and feelings about themselves and they can "explore their own thoughts and develop their ideas" by using their penned words or phrases (Nibset & Shucksmith, 1986,p.58).

I.3. Approaches to Writing

In the early 1960's, spoken language was given more importance than writing. Therefore, writing was considered as a neglected skill. After that period writing gained more attention and was considered as an important element in the language learning context. Writing is viewed from different perspectives and approaches. Some consider it from product approach and others regard it from a process approach.

I.3.1. Writing as a product:

Writing in product-based approaches has served to reinforce L2 writing in terms of grammatical and syntactical forms. There are a variety of activities in product-based writing which can raise students' awareness in second language writing. Harmer (2007:325) sustains that the concentration on the product means that "the interest is on the aim of the task and in the end product". That is to say that this approach is concerned with the final result or product of the writing process and students need to focus on what is written down on paper.

I.3.2. Writing as a process:

Process-based writing is viewed as the way writers actually work on their writing tasks from the beginning stage to the end of the written product. O'Brien (2004) defines the concept of this approach as an activity in which teachers encourage learners to see writing not as grammar exercises, but as the discovery of meaning and ideas. During the writing

process, teachers can enable learners to explore their thoughts and develop their own writing (such as thinking, planning, and drafting). According to Harmer (2007:326), writing as a process refers to the different stages that learners follow in their writing compositions, and he states these stages: prewriting phase, editing, redrafting, and a final draft. This means that the main goal is on how to write not on what to write.

Myles (2002) views the writing product as the final stage of the writing process. Basing himself on some modals of language production, he describes the production of a written material as follows:

- a- The construction stage where the writer plans what he/she is going to write by brainstorming, setting an outline...etc.
- b- The transformation stage where the language rules are applied to transform the wanted meanings into the form of the message while the writer is composing or revising.
- c- The execution stage which is the physical aspect to copy down the generated phrases and sentences on papers.

I.4. Elements / Aspects of writing

For a good piece of writing the writer should take in account the different components of writing skill which are: content, word choice, organization, mechanics and grammar.

I.4.1. Content: This element of good writing involves focusing on a clear idea, argument around which to organize your material. So, it depends on the purpose of the message the writer wants to convey to the reader.

I.4.2. Word Choice: It refers to the use of relevant words which help the writer to express what he/she wants to convey. Indeed, choosing the right words is one of the best ways to accurately convey ideas in any writing product (Starkey, 2004).

I.4.3. Organization (Coherence): Writing organization has to do with coherent arrangement of material, if an essay is coherent; all the paragraphs relate to one topic sentence and all the sentences are related. It involves keeping the reader oriented to the central idea. So, good organization is logical and sequential. Besides, Starkey (2004:2) claims that “the organization of ideas lets the writer see how his developing ideas fit within a framework, and clearly maps out any type of essay he/she is required to write”.

I.4.4. Mechanics: deals with spelling, punctuation and capitalization. In the same respect, Kane (1988:15) sustained that “in compositions, mechanics refers to the appearance of words, to how they are spelled and arranged on paper”.

I.4.5. Grammar: is a crucial part of a language in which we combine words and sentences in order to get meaning. It is defined by Harmer (2007: 32) as “knowledge of what words can go where and what form these words should take”. Kane (1988) also defined grammar as the rules which structure our language. That is to say, grammar is the application of the language rules.

I.5. Stages of Writing

A good writer is the one who, before getting his /her final draft, passes through different basic stages, and the one who look at writing as “a nonlinear, recursive, and generative process that involves several steps or stages, which are pre-writing, composing/ writing, and rewriting...steps or stages that complete with each other for the writer’s attention” (Smith, 1982 cited in Oluwadya, 1992: 12). In the following points we will deal with the basic stages in writing.

I.5.1. Pre-writing: is considered as the first step in writing process and the most important step because before you sit down to write something, you need to figure out what you are going to write about. So, you might generate a main idea that you would like to explore, then collecting all information or ideas that are related to that idea by using different techniques like free-writing and brainstorming techniques. According to Chelsa (2006) Crème & Lea (2008), and Galko (2002), free-writing and brainstorming are considered as effective techniques that shape the learner’s thoughts and everything that comes to mind.

I.5.2. Drafting: once the writer has planned out his/her ideas, the next step is to start writing or drafting. As she/he writes, keeps referring back to his/her notes and the plan that he/she determined in the first stage. So, grafting is a stage in which real writing take place, and in which “writers flesh out the skeletal framework they already put” (Maha, 2010:19). Moreover, in this stage the writer does not pay attention to mistakes he/she commits while writing.

I.5.3. Revising: if drafting is for the writer, revising is for the reader. During revision you consider your writing from your audience's point of view. In fact, to revise means to re-see or to re-look at your writing. In this stage you may need to change the order of your information, expand certain sections. Often, you will need to go back to the drafting stage and re-word parts of your paper. Revising is not editing because revising focuses mainly on making your content clear for your reader.

I.5.4. Editing: focuses on making your documents meet the conventions of standard written English. So, during this stage, the writer can change and modify his/her first draft by checking the following: grammar, sentence structure, word choice, punctuation, capitalization and spelling in order to achieve the final draft.

I.5.5. Publishing: writing is communication, if you have written something, you must have intended for someone to read it, even if that person is only yourself. But not all of your writing will be taken through the publishing stage.

I.6. Writing difficulties

The writing skill difficulties are one of the most significant problems that affect not only native English speakers, but also hundreds of students that are learning English as a second or foreign language around the world. Miles (1975) expresses the position that teaching writing is responsibility of each faculty member. He says, "We know that good writing, like good thinking, cannot be taught 'once and for all' it is not a simple skill like swimming; indeed even a swimmer can be coached to get better and better". Thinking is one of the most complex abilities, and writing is an evidence of it. So, students need help with writing at many stages

II. Section two: Theoretical Perspectives to Error Analysis

After introducing the writing skill, it is important to shed light on the theoretical perspectives of the students' errors in writing. Thus, this section presents an overview of the theories that have contributed to Error Analysis.

II.1. Contrastive Analysis

In the 1950s and 1960s the favored paradigm for studying FL/SL learning and organizing its teaching was Contrastive Analysis (James, 1980). The procedure involved first describing comparable features of Mother Tongue and Target Language, and then comparing the forms and resultant meaning across the two languages in order to spot the mismatches that would predictable give rise to interference and error. In this way we could predict or explain, depending on the degree of similarity between MT and TL, up to 30 per cent of the errors that learners would be likely or disposed to make as a result of wrongly transferring L1 system to L2.

CA is a *“systematic comparison of specific linguistic characteristics of two or more languages”* (Van et al, 1984: 36). It claims that the main errors that are made by FL learners are caused by the interference from the mother tongue.

Brown (2000) argues that:

Contrastive Analysis hypothesis claimed that the principal barrier to second language acquisition is the interference of the first language system with the second language system and that scientific structure analysis of the two languages in question would yield a taxonomy of linguistic contrast between them which in turn would enable the linguist to predict the difficulties a learner would encounter (2000: 208).

The idea presented in this statement is that it is possible to contrast the system of L1 grammar, phonology and lexicon with the system of a second language in order to predict those difficulties and kind of errors that can be made by FL learners. According to CA, when learners are not sure in using the right sentence structure or any grammar in the second language, they use their knowledge of their native language to overcome their difficulties. Furthermore, the differences between the first and the second language should

be established. Once the differences are identified, teachers can work on areas that are troublesome for learners.

The method of Contrastive Analysis uses cross-linguistic comparisons to know areas of difficulties for Foreign Language learning in the learning of Target Language.

The Contrastive Analysis framework, seeking the answer to the question of the extent to which FL learning is the result of L1 transfer, has slowly been abandoned because of the three defects. CA looks at only the learners' L1 by comparing and analyzing L1 and FL grammars. The second defect is that teachers have complained about many errors which are not predicted by CA. the third one is that CA provides identification of errors but not methods for dealing with them. Huebner concludes that *'Contrastive Analysis failed because the theoretical foundations upon which it was based crumbled and because it could not account for errors other than interference errors'* (Huebner.1983:11). Furthermore, Chomsky (1959) and his followers criticized contrastive analysis and argue that interference from L1 knowledge is not the real cause of errors, but ignorance. This led to the emergence of what is called Error Analysis.

II.2. Error Analysis

The field of error analysis in SLA was established in the 1970s by Corder. Error Analysis involves objectively describing the learners' TL and the TL itself, followed by a comparison of the two. The claim was made that errors could be fully described in terms of the TL, without the need to refer to the L1 of the learners.

The discovery of the limitations of the Contrastive Analysis approach paved the way to the development of a new approach which was more psychologically oriented toward an explanation of foreign language. So, focusing on errors led many linguists to question the validity of contrastive analysis, as the analysis suggested that only a part of a problem had first language interference.

In this respect, Corder (1973) contends: *'His situation is similar to what of an infant acquiring his mother tongue. He regularly produces utterances which are not those of an adult speaker'* (1973:260). In addition to this, EA was developed as a result of the cognitive learning theories of Chomsky as they pertain to first language acquisition. Especially, this new approach claims that language is more biologically than culturally determined, that language learning is rule governed creativity rather a habit governed

conditioning activity and that hypothesis testing by the learner is more important than role of imitation and reinforcement in the learning process.

It was the late S. Pit Corder who, over a short, four-year period, first revived and then abandoned EA. In his seminal 1967 paper 'The significance of learners' errors', he made five crucial points: (i) we should look for parallels between L1 acquisition and L2 learning, since these are governed by the same underlying mechanisms, procedures and strategies. However, one difference between the two is that L2 learning is probably facilitated by the learner's knowledge of the MT. (ii) Errors are evidence of the learners' in-built syllabus, or of what they have taken in, rather than what teachers think they have put in: intake should not be equated with input. (iii) Errors show that L1 and L2 learners both develop an independent system of language. (iv) Errors should be distinguished from mistakes. (v) Errors are significant in three respects: they tell the teacher what needs to be taught; they tell the researcher how learning proceeds; and they are a means by which way learners test their hypotheses about the L2. This is patently a very positive assessment of EA, announcing a program that might well take several decades and not just the most successful to complete (Corder, 1967).

James (1998:19) also argues that the main objective of Error Analysis is 'to gain a first impression of the learners' capacities and limitations to identify the areas of target language competence where they are most susceptible to error'.

Moreover, Mclaughlin (1987- cited in Mutima and Mariko 2012:219) stated that Error Analysis aims at finding the sources behind errors in order to learn more about interference and development. However, Contrastive Analysis aims at finding the nature of the learners' errors.

II.2.1. The Fundamental Assumption of Error Analysis

According to Chomsky human beings are born with a natural ability to acquire language, activated when introduced to an authentic language environment.

II.2.1.1. The Approximative Systems

This factor concerns the lack of stability of the learner's Approximative system. Such system are usually unstable in given individuals, since there is invariably containing improvement in learning the target language. Because the circumstances for individual language learning are never identical, the acquisition of new lexical, phonological and syntactic items varies from one individual to another. Nemser (1971) describes the learner's language as an 'Approximative system'. It is expected too that the rules characterizing the

Approximative system may cover data which have no source in either native or target language. For example, evidence from earlier studies (Brière, 1968; Nemser, 1971) indicates that many phonological replacements found in the speech of second language learners are unique to the Approximative system. However, due to the development of new elements in the learning process, this system is repeatedly involving and is subject to extreme reformation. Hence, Nemser maintains that it is important to examine the learner's speech on its own terms, not just regard to the source of language and to the target language.

II.2.1.2. The Idiosyncratic Dialects

Error Analysis has to do with the investigation of learners' second language. Corder first introduced the term 'Idiosyncratic dialects' in his paper titled: '*Idiosyncratic Dialects and Error Analysis*' (Corder, 1971a). According to him, in idiosyncratic dialects some of the rules required to account for the dialect are not members of the set of the rules of any social dialect, they are peculiar to the language of that speaker. So, he suggests this based on two considerations:

- a) Any spontaneous speech intended by the speaker to communicate is meaningful in the sense that it is systematic, regular and it can be described in terms of a set of rules.
- b) Since a number of sentences of that language are similar with some of the sentences of his target language and have the same meaning, then some of the rules needed to account for the learner's language will be the same as those required to account for the target language.

According to this, Corder supposes that the learner's language is a dialect in the linguistic sense: 'Two languages which share some rules of grammar are dialects' (Corder, 1974b).

It must be noted that there is a distinction between the dialects attributed to languages of a social group and the dialects which are not attributed to language of social group, referred to as idiosyncratic dialects.

Corder concludes that there are three other idiosyncratic dialects; in addition to this he distinguishes them as the language of the child learning his mother tongue, the language of poetry 'deliberately deviant', and the speech of an aphasic 'pathologically'. But he insists that there is a difference, and this is where EA goes to the gallows. It is legitimate, Corder contends, to compare a poet's or an aphasic's ID to normal dialect of a prose writer and a

neurologically healthy person, using an approach that is essentially that of “error analysis”, *a type of bilingual comparison*’ (Corder, 1971: 150).

It is not deemed legitimate, on the other hand, to compare the child’s or the FL learner’s ID to the dialect of adults or of native speakers of the EL respectively. The reason, Corder argues, is that the poet and the aphasic are – or once were – speakers of the standard dialect, and their deviance from the standard deserves the label because it is deliberate or pathological respectively. On the other hand, the child or the FL learners are neither deliberately nor pathologically deviant in their language, so it would be wrong to refer to their repertoires as erroneous. In the case of the FL learner, use of the label ‘error’ would be particularly inappropriate because it implies willful or inadvertent breach of rules which, in some sense, ought to be known (ibid. 152)

II.2.2. The limitations of Error Analysis

Error analysis study has been criticized by some researchers. Two main categories are listed: weaknesses in methodological procedures, and limitations in scope (Ellis.1994:67). Limitations in scope allude to Error Analysis failure to provide a complete analysis of the learner’s language due to focusing just on the errors which learners produce at a single point in time. It does not take any account of what learners do correctly and of their FL development over time (Ellis, 1994:69-70). Dulay and al have identified several types of methodological weaknesses with Error Analysis: (a) ‘the confusion of error description with error explanation’. (b) ‘The lack of precision specificity in the definition of error categories’ and (c) ‘simplistic categorization of the causes of the learners’ errors ‘’ (Dulay and al, 1982:140).

Error Analysis as generally explained and practiced is based too much on researchers’ subjective interpretations, relies on few examples of error, does not sufficiently take into consideration the complexities of the many rhetorical factors that influence error, and lack a systematic model of how to comprehensibly describe the causes of errors.

As noted already, Error Analysis tends to rely on researchers’ interpretations based on a textual analysis of only some errors. Such interpretation is done through a close examination of sentences containing errors, most often based on the teachers’ intuitions and experiences as teachers, scholars, and users of language. It goes without saying that such inquiry has unquestionable value. What is lacking in Error Analysis is a methodology that reflects the more objective forms of experimental inquiry.

II.3. The distinction between an Error and a Mistake

The terms “error” and “mistake” according to most dictionaries are synonymous, but in error analysis, it is convenient to serve the term “mistake” for something rather different. Thus, according to Ellis (1997:17), “errors reflect gaps in a learner knowledge, they occur because the learner does not know what is correct”

At first sight, it may seem rather odd to focus on what learners get wrong rather than on what they get right. However, there are good reasons for focusing on errors. First, they are noticeable features of learner language, raising the importance questions of ‘why do learners make error? Second, it is useful for teachers to know what errors learners make. Third; paradoxically; it is possible that making errors may actually help learners to learn when they self-correct the errors they make (Rod Ellis 1996:15)

Errors reflect gaps in a learners’ knowledge, they occur because the learner does not know what correct is (Rod Ellis 1996:17) so it reflects the learner’s competence in the language. But “Mistakes” are reflected to as errors of performance (Merabet Lakhdar 1995:41) which means it is occasional lapses in performance (Rod Ellis 1996:17) they occur because the learner is unable to perform what he or she knows.

II.4. Interlanguage

The language system that the learner constructs out of the linguistic input to which he has been exposed has been variously referred to as an idiosyncratic dialect (Corder 1971), an Approximative system (Nemser 1971) and an interlanguage (Selinker 1972). While these three differ somewhat in their emphases, it was actually the term interlanguage which entered common parlance, partly perhaps due to its neutrality of attitude, since the other two terms connote a TL-centred perspective (Sridhar 1980).

The concept of interlanguage might better be understood if it is thought of as a continuum between the L1 and L2 along with all learners traverse. At any point along the continuum, the learner’s language is systematic. According to Selinker, one of the major issues for which any description of IL must account is the phenomenon of fossilization: fossilizable linguistic phenomena are linguistic items, rules and subsystems which speakers of a particular NL will tend to keep in their IL relative to a particular TL, no matter what the age of the learner or amount of explanation and instruction he receives in TL. Thus, it is not always true that a language learner, given continued exposure to the TL, will steadily grow in his or her mastery of the TL. Perhaps it is the case as Corder suggests that once the

language learner's Interlanguage grammar is sufficiently developed to enable the learner to communicate adequately for his or her purposes, the motivation to improve wanes.

Corder (1967) claims that the learner's errors are important for researchers, because they provide evidence of the system of the language that they are using at a particular point in the course.

Interlanguage is considered as being equal with mothers using 'baby talk' and 'foreigner talk' used to communicate by speakers of other languages. The common point between these modified languages is a simplification of the system. This suggests that interlanguage is simple when compared to L1 or FL. However, Corder is cautious to use the term 'simplification'. He explains that if interlanguage is less complex this does not mean that it has simplified forms. Simplification is better identified as a communication strategy used within the interlanguage. By identifying interlanguage as a separate system researchers have shifted to the analysis of its potential contribution to the field of linguistics.

James (1994) confirms that Foreign Language learning can be described in terms of the three systems, the mother tongue, the Foreign Language and interlanguage. The branch of linguistics identified by James as 'interlanguage study' is interested in the emergence of this language rather than in the finished product. He states that interlanguage is an Approximative system found between L1 and the target language. In our study, interlanguage is considered as a normal natural process that all FL learners have to overcome on their way to acquiring the target language. In other words interlanguage is considered as a linguistic grammar bridge constructed by ESL and EFL learners who use L1 knowledge and/or try to use the foreign language rules in order to achieve the FL norm, or who do not use L1 and FL knowledge and construct a system that is different from L1 and the target language.

II.4.1. Interlanguage development

Cognitive learning theory claims that learning is basically a matter of meaningful dynamics in which individuals constantly reconstruct their 'cognitive structures' (Bruner, 1978). Thus, cognitive theorists believe in the concept that knowledge develops when relating new knowledge to an individual's prior knowledge about the world. In other words, learning occurs when the learner relates new information to previously acquired knowledge. This framework of cognitive theorists supports the view that FL learning involves the process of assimilation and accommodation. The process of FL learning consists of restructuring as an L1- dependent process, and recreating as an L1- independent process.

Although reconstructing is predominant at early stages of FL learning, recreating generally takes the place of reconstructing as the dominant learning process. Therefore FL learning is a creative – construction process involving hypothesis testing activity. In this way the learners create their own interlanguage system in which they test their initial hypotheses, and which shows the limitations of their knowledge about the target language. For the first time, FL learners ‘were credited with playing an active role in constructing...grammar’ (Ellis, 1996: 44).

Interlanguage is a continuum between L1 and the target language along which learner’s traverse, so the learner’s language is systematic and common to all learners, any difference being explicable by differences in their learning experiences.

Ellis reports that interlanguage development had three phases:

1. Innovation (acquisition of new forms).
2. Elaboration (complexification that takes place as the learner discovers the contextual uses of a form).
3. Revision (the adjustments that are made to the entire system as a result of innovation and elaboration). (Ellis, 1985: 31).

Along with this line of thinking, many linguists have proposed ‘interlanguage analysis as a comprehensive approach that includes the merits of both Contrastive Analysis theory and Error Analysis theory, and which aims at investigating and uncovering the process of Foreign Language learning.

II.5. Definition of Errors

Error is likewise unique to humans, not only is to err human, but there is none other than human error: animals and artifacts do not commit errors. And if to err and to speak are each uniquely human, then to err at speaking, or to commit language errors, must mark the very pinnacle of human uniqueness.

According to Corder, Errors are every thing that mistakes are not: they are of significance; they do reflect knowledge; they are not self-correctable; and only learners of an L2 make them. He also states that errors are the result of some failure of performance (Corder, 1971: 152).

Errors are, for Hedge (2000), wrong forms that the pupil could not correct even if their wrongness were to be pointed out. Edge's definition of 'error' seems to depend mainly on whether the target structure has been taught or not.

An error refers to any arising non-standard forms of English that appears in the FL learner's production during the learning process when the FL learner constructs interlanguage. (Non-standard refers here to any linguistic deviation from Standard English). Thus errors are those writing problems associated with the mechanics, spelling, usage and grammar of Standard English.

Interlanguage contains some correct FL forms and/or some deviating forms (errors) that may carry some of the following characteristics: (a) similar to L1 norms; (b) similar (but not completely) to FL norms because of simplification (Coulter, 1968), ignorance of rule restrictions, and/or incomplete application of rules (Richards, 1971b); (c) similar to both L1 and FL norms at the same time; or (d) different from L1 and FL norms.

II.5.1. The Rationale for Analyzing Errors

The rationale for analyzing errors has been provided by corder:

1. Errors are 'markers of the learner's transitional competence' (1974b: 25).
2. Errors are 'indicative both of the state of the learner's knowledge, and of the ways in which a Foreign Language is learnt' (1974b: 25).
3. Errors suggest 'the strategies learners employ to work out the rules of the new language and the rules they have developed at given stages in their language development' (1974: 25).
4. Errors provide evidence of the system of the language that Foreign Language learners are using or have learnt at a particular point in the course.
5. Errors are inevitable (interlanguage errors) because learners need to test whether 'the system of the new language are the same or different from those of the language they know' (1974: 25).
6. Errors are significant in three distinct ways: (a) to teachers because they tell them how far toward the goal the learner has progressed and what remains for him to learn; (b) to researchers because they provide the evidence of how language is learnt or acquired and what strategies or procedures the learner is employing in his discovery of the language; and (c) to learners because they are a device that learners

use in order to learn. 'It is a way the learner has of testing his hypothesis about the nature of the language he is learning' (1974: 25).

II.5.2. The Sources of Errors in Error Analysis

Error Analysis is more advantageous than Contrastive Analysis in that for Error Analysis, there are no assumptions regarding the sources of the errors. Many studies have been conducted in language performance on the categorization and classification of the learner's errors. Thus two major sources of errors have been identified. Richards (1974) terms the two suspected sources of errors as 'Interlingual' and 'Intralingual' errors.

The Interlingual errors can be attributed to language transfer, while intralingual errors refer to those errors generated through the structure of the target language exclusively.

II.5.3. Classification of Sources of Errors

The following sources of errors have been analyzed in this study: Interlingual and Intralingual transfer.

II.5.3.1. Interlingual Errors

Interlingual error is a significant source of errors for all foreign language learners. According to Johnson (1987- cited in James 1998: 179), interlanguage errors are 'those errors that happen when an item or a structure in the second language manifests some degree of difference from, and some degree of similarity with the equivalent item or structure in the learners' first language'. These errors are especially due to interference that consists of borrowing words and structures from the mother tongue or from other languages the learner has already learned. Ellis (1994) describes as: " *The process by which the learners' L1 influences the acquisition and use of an L2*" (Ellis 1994: 140).

Interference is observed at the level of morphology, phonology, grammar, lexicon and semantics. Selinker's definition (1992) focuses on the reappearance of L1 patterns in the interlanguage of the learner. The first of these definitions suggests that the best way to identify L1 influence is through a cross-linguistic comparison, while the second compares the learners' L1 and their interlanguage. This study has applied the description of negative transfer earlier proposed by Corder as a working definition for defining interlingual errors: interlingual errors are those that originate under the influence of the L1.

II.5.3.2. Intralingual Errors

Intralingual errors are similar to those produced by the child when acquiring his mother tongue. They are deviations resulted from the process of learning itself. Intralingual errors are caused by the non-assimilation of the rules of the target language. They consist of over generalization, ignorance or incomplete application of the target language rules. So, they are independent from the mother tongue.

According to Richards (1970)” *Intralingual errors are those which reflect the general characteristics of rule learning, such as faulty generalization, incomplete application of rules, and failure to learn conditions under which rules apply*” (1970: 06-07). James (1998) characterises this type of errors as those that ‘cannot be attributed to L1 rule system and thus non-interference’.

This study has partially applied the definition for intralingual errors offered by Richards: intralingual errors are those that originate from ignorance of rule restrictions and incomplete application of FL rules.

Conclusion

In this chapter, we have introduced writing skill by providing different definitions given by different researchers. We have also shown its importance, aspects, stages, and approaches in teaching writing. Then we moved to the literature that is related to foreign language learning dealing with Contrastive Analysis, Error Analysis and Interlanguage. They have been viewed as three evolutionary phases sharing one goal, the goal of understanding and explaining the nature of the target language learners’ performance.

CHAPTER TWO

Chapter two

Research Methods and Discussions of Results

Introduction

This chapter discusses all the errors that have been identified in the corpus. We present and discuss the findings of the study in light of its objectives. First, the errors made by the students are identified with illustrative examples; second, the common errors are classified; and finally, these errors made by the learners are corrected. Tables show the types, numbers and percentages of errors committed by the participants in their written productions. Yet, interlingual errors are classified as such on the basis of the comparison between the target language (English) and the other languages that the learners can speak namely Arabic, Kabyle and French. Intralingual errors are explained on the basis of (a) overgeneralization, (b) simplification and ignorance of rule restrictions and (c) false – concept hypothesizing. The examples used in this chapter have all been taken from the examined corpus.

I. Section One: Materials and Methods

It is assumed that language learners, when speaking or writing a foreign language, will definitely make errors, and that a systematic analysis of errors can help improve the process of language learning. The analysis of errors has proven to have many advantages.

This study is a quantitative study that uses the English copies of third year LMD students to analyze errors committed in the writings of English learners. The present study describes the errors found in the third year LMD students' English essays, and in a general perspective, relates the findings of this research to possible language learning universals. In addition, the listing of the errors found in the students' copies could be used as the data and the methodology used to analyzing them.

This research makes use of the following steps for analyzing errors: (a) collection of a sample of the learners' language, (b) identification of errors, (c) classification of errors, and (d) Correction of errors (interlingual and intralingual).

I.1. Materials:

I.1.1. Source of Data

Three steps have been taken to select the sample for the study: (a) identification of the population, (b) determination of the required sample, and (c) selection of the sample.

The data have been collected from the written essays of third year students. It is assumed that they have all studied English as an academic subject for nine years. These students are native speakers of Kabyle (Berber) or Arabic. Besides this, all of them can speak French, which is introduced at the early stages of primary education.

The main goal of this study is to investigate the different errors made by the third year LMD students, and this is why only the students' written essays are considered to form the corpus of the research. Indeed, the students were asked to write an essay about "**The main causes of pollution and suggestions to cut down this problem**". So, this kind of data gives a great possibility to focus on language rather than the content. It is conducted at Bejaia University on Monday, February 23th, 2015 by asking the teacher of writing expression to distribute the subject for students and gathering this data after one hour of time.

The data consist of 34 copies which were collected at a single point in time. After a selection it has been found that out of 34 students, only 26 of them could include the written

task in their copies. A second category is the category of students who wrote a paragraph instead of an essay. So it can be supposed that those students do not make a difference between essay and paragraph, or they are among the weakest students in the class.

The rationale for taking this data is to find the different types of errors that are made by third year LMD students. In this project the errors are identified, classified into categories and corrected with illustrative examples. This project is not limited to the analysis of some errors but to all the errors found in the students' written productions.

I.1.2. Subjects

The selected participants in this investigation were third year LMD students studying English as a foreign language, the group contains 37 students, but only 34 were present. The first language spoken by all the students sharing in this study is Kabyle or Arabic. However, French is also spoken by the students since it is a foreign language too and it is an academic subject studied at school. Age and gender are not considered in this work, and the students were not informed about the purpose of the study because they will not make a serious work that's why we did not inform them.

We have chosen third year students because unlike first and second year students, at this level they start to write essays in the module of writing.

I.1.3. Data Analysis

The types of errors committed by Algerian students are examined and described on the basis of the students' performance in written English. This has been done using the following steps. (a) identification of errors, (b) classification of errors into linguistic categories and (c) correction of these errors.

The data is analyzed quantitatively. The papers are first numbered and then each paper is examined to find the errors that are committed. After identifying the errors, they are counted and then they are classified into main categories and sub-categories.

Every occurrence of an error is counted. That is to say that if the same error occurs, for example, six times in the same written production, then it is counted as six errors. In addition, some words contain two different kinds of errors if they are considered both at the word and sentence level.

I.2. Methods

I.2.1. Error identification

In this step, the researcher has to realize that errors exist. This is done through making a comparison between the correct forms of sentences with the sentences produced by the learners. Errors are considered as deviant utterances when they do not fit the norms. The norm in this study corresponds to 'Standard English'. Recognizing errors have not been a difficult task since the written production section has been clear. This is why; it has been easy to understand the ideas of the learners in the most cases. The total of (393) deviant utterances are identified and categorized. The learners' initial incorrect sentences are transformed into a form that closely resembles the accepted norms of Standard English, without forgetting to keep the original message of the sentences produced by students. Another aspect which has been taken into consideration in this study is the fact that a great number of errors have been found in each category, but only some examples are included and explained in the next chapter. So, this study focuses on the following language components: Spelling, Syntax, Morphology, and Semantics.

I.2.2. Error Classification

After counting the errors, it has been discovered that (393) errors are committed by the pupils during their writing compositions. These errors are classified into (13) main categories and into (37) sub-categories which are in their turn divided up into interlingual errors and intralingual errors:

Interlingual Errors

1/ Spelling

Spelling means the act or process of writing words by using the letters conventionally accepted for their formation.

2/ Auxiliaries

Absence of 'do' in questions

Absence of 'be' and 'to be'

Use of 'do' instead of 'be'

Use of 'be' instead of 'do'

Use of 'be' instead of 'have'

Use of 'have' instead of 'be'

3/ Articles

Use of the definite article when one is not required.

Use of an indefinite article when one is not required.

Absence of the definite article.

Absence of an indefinite article.

4/ Pronouns

Wrong use of pronouns.

Absence of a pronoun when one is required.

Wrong use of the interrogative pronoun.

Wrong use of the relative pronoun.

5/ Lexical and Semantic Errors

Use of French.

Wrong use of word to express a certain meaning.

6/ Prepositions

Wrong use of prepositions.

Absence of a preposition when one is required.

Use of a preposition when one is not required.

7/ Adjectives

Adjective-noun order.

8/ Capitalization

Capitalization means writing a word with its first letter as a capital letter (upper-case letter) and the remaining letters in small letters (lower-case letters).

9/ Punctuations

Correct punctuation is essential for clear and effective writing.

Multiple punctuation marks

The missing Comma after introductory elements

The missing of Question Mark

The missing of full stop

The missing of Comma

Intralingual Errors

10/ Wrong verb form

Wrong tense

Infinitive not used after some verbs, models, and prepositions.

Ed-deletion

Absence of verb

11/ Nouns

Use of a singular noun instead of a plural noun

Use of s-ending for plural nouns when one is not required.

12/ Auxiliary concord

Wrong form of 'to be'

13/ Subject-verb agreement

Omission of 's/es' marker in the third person present simple.

Use of 's/es' as a marker of plural nouns.

Table 01: *Error type and number of occurrence*

Error Type	Number of occurrence
1/ Spelling	
Spelling errors	152
2/ Auxiliaries	
Absence of 'do' in questions	3
Absence of 'be' and 'to be'	5
Use of 'do' instead of 'be'	2
Use of 'be' instead of 'do'	3
Use of 'be' instead of 'have'	3
Use of 'have' instead of 'be'	3
3/ Articles	
Use of the definite article when one is not required.	11
Use of an indefinite article when one is not required.	7
Absence of the definite article.	2
Absence of an indefinite article.	3
4/ Pronouns	
Wrong use of pronouns.	8
Absence of a pronoun when one is required.	3
Wrong use of the interrogative pronoun.	7
Wrong use of the relative pronoun.	8
5/ Lexical and Semantic Errors	
Use of French.	16
Wrong use of word to express a certain meaning.	12
6/ Prepositions	
Wrong use of prepositions.	8
Absence of a preposition when one is required.	6
Use of a preposition when one is not required.	2
7/ Adjectives	
Adjective-noun order.	6
8/ Capitalization	
Use of capital letters when one is not required	3
Absence of capital letters	8
9/Punctuations	

Multiple punctuation marks	6
The missing Comma after introductory elements	2
The missing of Question Mark	3
The missing of full stop	11
The missing of Comma	8
10/Wrong verb form	
Wrong tense	12
Infinitive not used after some verbs, models, and prepositions.	9
Ed-deletion	6
Absence of verb	5
11/ Nouns	
Use of a singular noun instead of a plural noun.	21
Use of s-ending for plural nouns when one is not required.	5
12/ Auxiliary concord	
Wrong form of 'to be'	18
13/ Subject-verb agreement	
Omission of 's/es' marker in the third person present simple.	4
Use of 's/es' as a marker of plural nouns.	2

I.2.3. Error Correction

This step is concerned with the correction of errors after detecting them. It is a method of obtaining error control in the data. So, these errors are used in the examples taken from the writing productions of third year students.

II. Section Two: Results and Discussions

In this section, the researcher presents and discusses the findings of the study in light of its objectives. First, the errors made by the students are classified into two main categories: interlingual and intralingual error; second, the common errors are identified with illustrative examples; and finally, we corrected these errors. Table 1 shows the types, numbers and percentages of errors committed by the participants in their written productions.

TABLE 02: *Analysis of errors produced by 3rd year EFL learners of Bejaia.*

Type of Errors	Frequency of Errors	Percentages %
Spelling	152	38,70%
Auxiliaries	19	4,83%
Articles	23	5,85%
Pronouns	26	6,61%
Lexical and Semantic Errors	28	7,12%
Prepositions	16	4,07%
Adjectives	6	1,52%
Capitalization	11	2,80%
Punctuation	30	7,63%
Wrong Verb Form	32	8,14%
Nouns	26	6,61%
Auxiliary Concord	18	4,60%
Subject/Verb Agreement	6	1,52%
TOTAL	393	100%

Now, we will present the types of error the students made in their written productions.

II.1. Interlingual Errors

Arabic and Kabyle, as native languages and the English language have many structural differences. It is expected that these differences become sources of difficulty for the learners, leading to interlingual errors. So, interlingual error is found as one of the most important factors affecting deviant problems which result from negative transfer from mother tongue to the target language. According to Bhela (1999), it is obvious that EFL errors result from the word for word translation strategy or thinking in mother tongue language. This is not surprising to the fact confirmed by Brudiprabha (1972) stating, one-third of errors are caused from negative interference of L1.

II.1.1. Spelling

Spelling means the act or process of writing words by using the letters conventionally accepted for their formation. Besides, English spelling is particularly difficult for Algerian learners because most of English words are not written exactly as they are pronounced; and they spell words as they read them, that is why they made errors in spelling. The following table shows the number of spelling errors committed by the learners:

Table 03: Spelling form errors

Error Type	Number of Compositions	Number of Errors
Spelling form errors	34	152

The following are some examples of spelling errors:

1. Pollution is a very dangerous problem that the whole **word** suffers from.
2. in order to **evoid** this problem.
3. The major problem that we face **nawdays** is the pollution.
4. At the beginning of our **paragraphe**.
5. People throw rubbish **everywere**.
6. The **gavernment** should make laws.
7. People **sould** give more importance to the environment.
8. Cigarettes also cause **polution**.
9. **Humain beign** is mainly responsible of this nature.

10. We find many causes like: human being, means of transportation, and ships in the sea.

Error Correction:

1. Pollution is a very dangerous problem that the whole **world** suffers from.
2. In order to **avoid** this problem.
3. The major problem that we face **nowadays** is pollution.
4. At the beginning of our **paragraph**.
5. People throw rubbish **everywhere**.
6. The **government** should make laws.
7. People **should** give more importance to the environment.
8. Cigarettes also cause **pollution**.
9. **Human being** is mainly responsible of this nature.
10. We find many causes like: human being, means of transportation, and ships in the sea.

II.1.2. Auxiliaries

The use of auxiliaries is a major problem for Algerian EFL learners, because they face problems in formulating questions. The errors that we found in this category are: absence of 'do' in questions, absence of 'be' and 'to be', use of 'do' instead of 'be', use of 'be' instead of 'do', use of 'have' instead of 'be' and use of 'be' instead of 'have'.

The table below summarizes these errors.

Table 04: Errors in the use of Auxiliaries:

Error type	Number of compositions	Number of errors
Absence of 'do' in questions	34	03
Absence of 'be' and 'to be'	34	05
Use of 'do' instead of 'be'	34	02
Use of 'be' instead of 'do'	34	03
Use of 'have' instead of 'be'	34	03
Use of 'be' instead of 'have'	34	03
Total	34	19

Absence of 'do' in questions

Error identification:

11. What we do for this problem?
12. Why people throw rubbish everywhere?

Error Correction:

11. What **do** we do for this problem?
12. Why **do** people throw rubbish everywhere?

Absence of 'be' and 'to be'

Error identification:

13. What the solution to cat down this problem?
14. What the diseases caused by the pollution?

Error Correction:

13. What **is** the solution to cat down this problem?
14. What **are** the diseases caused by the pollution?

Use of 'do' instead of 'be'

Error identification:

15. What **did her** name?
16. Which **do** the first step?

Error Correction:

15. What **is its** name?
16. Which **is** the first step?

Use of 'be' instead of 'do'

Error identification:

17. **Are** you agree with creative associations?
18. **Are** you like nature?

Error Correction:

17. **Do** you agree with creative associations?
18. **Do** you like nature?

Use of 'be' instead of 'have'

Error identification:

19. The state **is** its role.

20. Factories **are** contributed to this problem.

Error Correction:

19. The state **has** its role.

20. Factories **have** contributed to this problem.

Use of 'have' instead of 'be'

Error identification:

21. The associations **have a rizon** to make instructions.

22. The pollution **has** a very current phenomenon.

Error Correction:

21. The associations **are right** to make instructions.

22. The pollution **is** a very current phenomenon.

II.1.3. Articles:

Among the problematic aspects the learners of English language face is the notion of definiteness. An article is a word that is used with a noun to indicate the type of the reference being made by the noun. English language has two articles: 'the' and 'a/an'. 'The' is used to refer to specific or particular nouns. 'A/an' is used to modify non-specific or non-particular nouns. 'The' is called the definite article and a/an the indefinite article. In the corpus four categories of errors with articles have been found: use of the definite article when one is not required, use of the indefinite article when one is not required, absence of the definite article, and absence of the indefinite article. So, these errors are shown in the table below:

Table 05: Errors in the use of articles

Error Type	Number of Composition	Number of Errors
use of the definite article when one is not required	34	11
use of the indefinite article when one is not required	34	07
absence of the definite article	34	02
absence of the indefinite article	34	03
Total	34	23

Use of the definite article when one is not required.

Error identification:

23. So, **the** pollution is a very dangerous phenomenon.

24. **The** one of the most and great problems that the human face is pollution.

Error Correction:

23. So, pollution is a very dangerous phenomenon.

24. One of the most and great problems that the human face is pollution.

Use of the indefinite article when one is not required

Error identification:

25. We have factories which are used by **a human**.

26. So, it creates **a problems** which affect the air.

Error Correction:

25. We have factories which are used by **human**.

26. So, it creates **problems** which affect the air.

Absence of the definite article

Error identification:

27. First cause and main one is the gas of vehicles.

28. Responsible of pollution is human being.

Error Correction:

27. **The** first cause and **the** main one is the gas of vehicles.

28. **The** responsible of pollution is human being.

Absence of the indefinite article

Error identification:

29. Pollution is phenomenon.

30. Pollution is damage caused by harmful substances.

Error Correction:

29. Pollution is **a** phenomenon.

30. Pollution is **a** damage caused by harmful substances.

II.1.4. Pronouns

A pronoun is a word that takes place of a noun. We use pronouns to make sentences less cluttering and less repetitive. In the data used for the study, four categories concerning pronoun errors are identified and these are: wrong use of pronouns, absence of a pronoun when one is required, wrong use of the interrogative pronoun and wrong use of the relative pronoun. The table below shows these errors.

Table 06: Errors in the use of pronouns

Error type	Number of compositions	Number of errors
wrong use of pronouns	34	08
absence of a pronoun when one is required	34	03
wrong use of the interrogative pronoun	34	07
wrong use of the relative pronoun	34	08
Total	34	26

Wrong use of pronouns

Error identification:

31. Pollution is mainly caused by the development, **she** destroys the world.
32. **Your** transport oil in the sea.

Error Correction:

31. Pollution is mainly caused by the development, **it** destroys the world.
32. **You** transport oil in the sea.

Absence of a pronoun when one is required

Error identification:

33. Become a common phenomenon in the world.
34. People are not aware about the nature and the environment where live.

Error Correction:

33. **It** becomes a common phenomenon in the world.
34. People are not aware about the nature and the environment where **they** live.

Wrong use of the interrogative pronoun

Error identification:

35. **How** is the name of the association?
36. **When** do you start the organization? "In city"

Error Correction:

35. **What** is the name of the association?
36. **Where did** you start the organization? "In city"

Wrong use of the relative pronoun

Error identification:

37. Pollution in sea caused by ships **who** transport oil.
38. Pollution is the first phenomenon in our planet **who** destroyed the society.

Error Correction:

37. Pollution in sea caused by ships **which** transport oil.
38. Pollution is the first phenomenon in our planet **that** destroyed the society.

II.1.5. Lexical and Semantic Errors

Lexical errors consist of borrowing words from French and use words to express a certain meaning. Thus, errors in this category are selected in the work only with reference to the sentence level. These errors are shown in the table below.

Table 07: Lexical and Semantic Errors:

Error type	Number of compositions	Number of errors
Use of French	34	16
Wrong use of words to express a certain meaning	34	12
Total	34	28

Use of French

Error identification:

39. It causes many **maladies**.

40. The state should make some thing to **sensibilise** people about the importance of keeping the environment clean.

Error Correction:

39. It causes many **diseases**.

40. The state should make some thing to **sensitized** people about the importance of keeping the environment clean.

Wrong use of words to express a certain meaning

Error identification:

41. It **invents** problems which affect the air.

42. They **put or we can say push the things that they do not need out side of their houses**.

Error Correction:

41. It **creates** problems which affect the air.

42. They **throw rubbish every where**.

II.1.6. Preposition

A preposition is a word that shows the relationship between a noun or pronoun and other words in a sentence. This is due to the fact that prepositions in English are many and have different functions. So, they create confusion for learners.

The table below shows the errors in the use of prepositions.

Table 08: Errors in the use of prepositions:

Error type	Number of compositions	Number of errors
Wrong use of prepositions	34	08
Absence of a preposition when one is required	34	06
Use of a preposition when one is not required	34	02
Total	34	16

Wrong use of prepositions

Error identification:

43. We have said **in** the beginning of our paragraph.

44. Many people lived with different illnesses and they suffered **of** them.

Error Correction:

43. We have said **at** the beginning of our paragraph.

44. Many people lived with different illnesses and they suffered **from** them.

Absence of a preposition when one is required

Error identification:

45. The government should make laws and taxes people who do not respect the nature.

46. It is the role citizens.

Error Correction:

45. The government should make laws and taxes **for** people who do not respect the nature.

46. It is the role **of** citizens.

Use of a preposition when one is not required

Error identification:

47. We find them throwing **of** their garbage.

48. We have **of** the garbage that is not gathered in one place.

Error Correction:

47. We find them throwing their garbage.

48. We have the garbage that is throwing every where.

II.1.7. Adjectives

They come to modify a noun. In the corpus we found only six errors concerning adjectives, these errors are shown in the following table.

Table 09: Errors related to the adjectives-noun order.

Error type	Number of compositions	Number of errors
Adjectives- noun order	34	06
Total	34	06

Adjectives- noun order

Error identification:

49. **People educated** do not throw rubbish every where.

50. **In environment clean** there are few diseases.

Error Correction:

49. **Educated people** do not throw rubbish every where.

50. **In clean environment** there are few diseases.

II.1.8. Capitalization: means writing a word with its first letter as a capital letter and the remaining letters in small letters.

The following table shows the number of these errors.

Table 10: errors in the use of capital letter

Error type	Number of compositions	Number of errors
Use of capital letters when one is not required	34	03
Absence of capital letters	34	08
Total	34	11

Use of capital letters when one is not required.

Error identification:

51. The major problem that we face **Nowadays** is pollution.

52. The government should make **Laws** and **Taxes** for people.

Error correction:

51. The major problem that we face **nowadays** is pollution.

52. The government should make **laws** and **taxes** for people.

Absence of capital letters

Error identification:

53. **people** who travel by boat throw their garbage in water.

54. **pollution** is the first phenomenon in our planet.

Error correction:

53. **People** who travel by boat throw their garbage in water.

54. **Pollution** is the first phenomenon in our planet.

II.1.9. Punctuation

Correct punctuation is essential for clear and effective writing. It is another area of trouble for third year students. It is apparent those students have poor knowledge about punctuation. The table below shows these errors.

Table 11: Errors of incorrect punctuation

Error type	Number of composition	Number of errors
Multiple punctuation marks	34	06
The missing comma after introductory elements	34	02
The missing of question mark	34	03
The missing of full stop	34	11
The missing of comma	34	08
Total	34	30

Multiple punctuation marks

Error identification:

55. There are different sources of pollution like: factories, rubbish, vehicles

56. How we can stop this phenomenon!?

Error correction:

55. There are different sources of pollution like: factories, rubbish, vehicles ...

56. How can we stop this phenomenon?

The missing comma after introductory element

Error identification:

57. So pollution is a very dangerous phenomenon.

58. Then people do not care of their lives.

Error correction:

57. So, pollution is a very dangerous phenomenon.

58. Then, people do not care of their lives.

The missing of question marks

Error identification:

- 59. Why should we teach our children.
- 60. What are the causes of this problem.

Error correction:

- 59. Why should we teach our children?
- 60. What are the causes of this problem?

The missing of full stop

Error identification:

- 61. Another factor which is creation of factories
- 62. In our daily life, we suffer from many problems

Error correction:

- 61. Another factor which is creation of factories.
- 62. In our daily life, we suffer from many problems.

The missing of comma

Error identification:

- 63. This phenomenon is caused by the smokes of vehicles factories and the garbage.
- 64. There are different sources of pollution like: factories rubbish vehicles.

Error correction:

- 63. This phenomenon is caused by the smokes of vehicles, factories, and the garbage.
- 64. There are different sources of pollution like: factories, rubbish, and vehicles.

II.2. Intralingual Errors

Intralingual errors are not the result of interference from one language to another. They are those due to the language being learnt. According to Richard (1971): "they are items produced by the learner which reflect not the structure of the mother tongue, but generalization based on partial exposure to the target language".

In this research, the errors are identified in items of the following sources: 1) Overgeneralization which is used by the learner to create a deviant structure which consists in applying a rule which has been learnt. 2) Ignorance of rule restriction which means the application of rules to the contexts where they do not apply; and 3) false concepts hypothesize: are due to the learner's limited knowledge.

The intralingual errors identified in this study are classified into the following categories: wrong verb form, nouns, state verb concord, and subject-verb agreement.

II.2.1. Wrong verb form

The use of correct tenses and correct verb forms is problematic for the third year students. The results of this study reveal that the participants do not know how to apply the correct tense to the verb in the sentences.

Errors committed in this section are classified into the following categories: wrong tense, infinitive not used after some verbs, modals, prepositions, ed-deletion, and absence of verb. These are summarized in the following table.

Table 12. Errors in the wrong verb form

Error type	Number of compositions	Number of errors
Wrong tense	34	12
Infinitive not used after some verbs, modals, and prepositions	34	09
Ed-deletion	34	06
Absence of verb	34	05
Total	34	32

Wrong tense

Error identification:

65. Pollution **was** a very common problem in our daily lives.

66. It **posed** different illnesses to human, animals...etc.

Error correction:

65. Pollution **is** a very common problem in our daily lives.

66. It **causes** different illnesses to human, animals...etc.

Infinitive not used after some verbs, modals and prepositions

Error identification:

67. We need to **found** solution for this phenomenon.

68. To **stopped** this phenomenon all people should participate.

Error correction:

67. We need to **find** solution for this phenomenon.

68. To **stop** this phenomenon all people should participate.

Ed-deletion

Error identification:

69. The planet is very **pollute**.

70. Pollution is **cause** by human being.

Error correction:

69. The planet is **much polluted**.

70. Pollution is **caused** by human being.

Absence of verb

Error identification:

71. We should the environment because it is our lives.

72. People do not about the nature and the environment where they live.

Error correction:

71. We should **protect** the environment because it is our lives.

72. People do not **care** about the nature and the environment where they live.

II.2.2. Nouns

Errors committed in this section are classified as follow: use of a singular noun instead of a plural noun, and use of s-ending for plural nouns when one is not required. These errors are presented in the table below.

Table13: Errors in the use of nouns

Error type	Number of compositions	Number of errors
Use of a singular noun instead of plural noun.	34	21
Use of s-ending for plural nouns when one is not required.	34	05
Total	34	26

Use of a singular noun instead of a plural noun

Error identification:

73. In world, we face many **problem**.

74. There are **cause** of pollution.

Error correction:

73. In world, we face many **problems**.

74. There are **causes** of pollution.

Use of s-ending for plural nouns when one is not required.

Error identification:

75. **Peoples** are not aware about the danger of pollution.

76. Most of people do not have more **informations** to protect the environment.

Error correction:

75. **People** are not aware about the danger of pollution.

76. Most of people do not have more **information** to protect the environment.

II.2.3. Auxiliary concord

In this category we identified the following errors: wrong form of “to be” illustrated in the table below:

Table14: Errors in the use of the state verb “to be”

error type	Number of compositions	Number of errors
wrong form of “to be”	34	18
Total	34	18

Wrong form of “to be”

Error identification:

77. The first cause **are** the means of transport.

78. Men **is** considered as the only cause of this problem.

Error correction:

77. The first cause **is** the means of transport.

78. Men **are** considered as the only cause of this problem.

II.2.4. Subject-verb agreement

Subjects and verbs must agree with one another in number. That is to say, if a subject is singular, its verb must also be singular; if a subject is plural, its verb must be plural. The identified errors in this category are of two kinds: omission of “s/es” marker in third person present simple, and use of “s/es” as a marker for plural nouns.

Table 15: subject-verb agreement errors

Error type	Number of compositions	Number of errors
Omission of "s/es" marker in third person present simple	34	04
Use of "s/es" as a marker for plural nouns	34	02
Total	34	06

Omission of s/es marker in third person present simple

Error identification:

79. The pollution **become** a big problem which **threat** our planet.

80. He **neglect** the consequences of these activities.

Error correction:

79. The pollution **becomes** a big problem which **threats** our planet.

80. He **neglects** the consequences of these activities.

Use of "s/es as a marker for plural nouns

Error identification:

81. People **creates** the associations to protect the environment.

82. Factories also **pollutes** the air.

Error correction:

81. People **create** the associations to protect the environment.

82. Factories also **pollute** the air.

II.2. Intralingual Errors

Intralingual errors are not the result of interference from one language to another. They are those due to the language being learnt. According to Richard (1971): "they are items produced by the learner which reflect not the structure of the mother tongue, but generalization based on partial exposure to the target language".

In this research, the errors are identified in items of the following sources: 1) Overgeneralization which is used by the learner to create a deviant structure which consists in applying a rule which has been learnt. 2) Ignorance of rule restriction which means the application of rules to the contexts where they do not apply; and 3) false concepts hypothesize: are due to the learner's limited knowledge.

The intralingual errors identified in this study are classified into the following categories: wrong verb form, nouns, state verb concord, and subject-verb agreement.

II.2.1. Wrong verb form

The use of correct tenses and correct verb forms is problematic for the third year students. The results of this study reveal that the participants do not know how to apply the correct tense to the verb in the sentences.

Errors committed in this section are classified into the following categories: wrong tense, infinitive not used after some verbs, modals, prepositions, ed-deletion, and absence of verb. These are summarized in the following table.

Table 12. Errors in the wrong verb form

Error type	Number of compositions	Number of errors
Wrong tense	34	12
Infinitive not used after some verbs, modals, and prepositions	34	09
Ed-deletion	34	06
Absence of verb	34	05
Total	34	32

Wrong tense

Error identification:

65. Pollution **was** a very common problem in our daily lives.

66. It **posed** different illnesses to human, animals...etc.

Error correction:

65. Pollution **is** a very common problem in our daily lives.

66. It **causes** different illnesses to human, animals...etc.

Infinitive not used after some verbs, modals and prepositions

Error identification:

67. We need to **found** solution for this phenomenon.

68. To **stopped** this phenomenon all people should participate.

Error correction:

67. We need to **find** solution for this phenomenon.

68. To **stop** this phenomenon all people should participate.

Ed-deletion

Error identification:

69. The planet is very **pollute**.

70. Pollution is **cause** by human being.

Error correction:

69. The planet is **much polluted**.

70. Pollution is **caused** by human being.

Absence of verb

Error identification:

71. We should the environment because it is our lives.

72. People do not about the nature and the environment where they live.

Error correction:

71. We should **protect** the environment because it is our lives.

72. People do not **care** about the nature and the environment where they live.

II.2.2. Nouns

Errors committed in this section are classified as follow: use of a singular noun instead of a plural noun, and use of s-ending for plural nouns when one is not required. These errors are presented in the table below.

Table13: Errors in the use of nouns

Error type	Number of compositions	Number of errors
Use of a singular noun instead of plural noun.	34	21
Use of s-ending for plural nouns when one is not required.	34	05
Total	34	26

Use of a singular noun instead of a plural noun

Error identification:

73. In world, we face many **problem**.

74. There are **cause** of pollution.

Error correction:

73. In world, we face many **problems**.

74. There are **causes** of pollution.

Use of s-ending for plural nouns when one is not required.

Error identification:

75. **Peoples** are not aware about the danger of pollution.

76. Most of people do not have more **informations** to protect the environment.

Error correction:

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76. Most of people do not have more **information** to protect the environment.

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In this category we identified the following errors: wrong form of “to be” illustrated in the table below:

Table14: Errors in the use of the state verb “to be”

error type	Number of compositions	Number of errors
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Total	34	18

Wrong form of “to be”

Error identification:

77. The first cause **are** the means of transport.

78. Men **is** considered as the only cause of this problem.

Error correction:

77. The first cause **is** the means of transport.

78. Men **are** considered as the only cause of this problem.

II.2.4. Subject-verb agreement

Subjects and verbs must agree with one another in number. That is to say, if a subject is singular, its verb must also be singular; if a subject is plural, its verb must be plural. The identified errors in this category are of two kinds: omission of “s/es” marker in third person present simple, and use of “s/es” as a marker for plural nouns.

Table 15: subject-verb agreement errors

Error type	Number of compositions	Number of errors
Omission of "s/es" marker in third person present simple	34	04
Use of "s/es" as a marker for plural nouns	34	02
Total	34	06

Omission of s/es marker in third person present simple

Error identification:

79. The pollution **become** a big problem which **threat** our planet.

80. He **neglect** the consequences of these activities.

Error correction:

79. The pollution **becomes** a big problem which **threats** our planet.

80. He **neglects** the consequences of these activities.

Use of "s/es as a marker for plural nouns

Error identification:

81. People **creates** the associations to protect the environment.

82. Factories also **pollutes** the air.

Error correction:

81. People **create** the associations to protect the environment.

82. Factories also **pollute** the air.

Interpretation of the findings

After analyzing the data, (393) errors have been determined. Then, these errors have been distributed among 13 categories. After the analysis it has been found that the main source of errors made by third year students are interlingual errors with (79, 13%) which are higher than intralingual errors (20, 87%). The errors that have been found in the interlingual errors are in the following areas: spelling (38, 70) of the total errors, followed by punctuation (07, 63%), lexical and semantic errors (07, 12%), and pronouns (06, 61%). We can say that these errors are especially due to interference that consists of borrowing words and structures from the mother tongue of the learner. Ellis (1994) describes as:” *The process by which the learners’ L1 influences the acquisition and use of an L2*” (Ellis 1994: 140).

In the second category, the most common errors that have been found are: wrong verb-form (08, 14%) and nouns (06, 61%). These errors are due to incomplete application of rules and the minority is attributed to overgeneralization and ignorance of rules restrictions. According to Richards (1970) intralingual errors are those that originate from ignorance of rule restrictions and incomplete application of FL rules.

Pedagogical Implications

*“We cannot really teach language, we can only create conditions in which it will develop spontaneously in the mind in its own way”
Von Humboldt (Corder, 1967).*

The current findings of this study reveal that interlingual errors are more frequent errors in the essays of the third year students; the number of errors found in this category is quite big and they are attributed to interference from mother tongue to English language. However, these students have learned English for 09 years. So, normally they should not make a lot of errors in this category.

The present study, like all studies, has a number of recommendations are suggested for the further research. First, it is recommended that further research be undertaken to investigate the errors made by undergraduate students majoring in English. Second, the students need to write in class, at home, in their journals... They need to be given some well defined Essay Writing Rules and some samples of their writings need to be transcribed and distributed to them for correction and analysis. Last but not the least, further investigation into interlingual

and intralingual errors of writer of the language is recommended and students would be learning from their errors.

GENERAL CONCLUSION

Conclusion

“Humans are prone not only to commit language errors themselves but also to err in their judgments of those errors committed by others”

(James, 1998, p. 204).

This study has given an account of the main errors made by a group of EFL learners at university level in their written work. Based on the discussion of the findings and the examples given, it could be concluded that the students in this study committed (13) common errors: Spelling, Auxiliaries, Articles, Pronouns, Lexical and Semantic Errors, Prepositions, Adjectives, Capitalization, Punctuation, Wrong Verb Form, Nouns, Auxiliary Concord, and Subject/Verb Agreement. Error Analysis (EA) provides direction toward a more positive treatment on students' errors in their writings. It brings changes in teachers' attitudes toward errors. Moreover, language teachers are given the opportunity to find ways on how to improve their instruction to address their learners' difficulties and needs. Thus, the purpose of the study has been to identify and to classify the types of errors that are still significant.

To obtain answers to the research questions, Contrastive Analysis and Error Analysis, with the identification, and classification of intralingual and interlingual errors, have been used.

Following Richard's (1974) classification, the errors have been divided into the following: interlingual errors, we call them interference errors, since they result from interference of the mother tongue, and intralingual errors, those produced by the learners without referring to the structures of the mother tongue. Then, Majority of these errors are caused by the learners' poor knowledge of the target language, particularly ignorance of rule restrictions. Others are caused by the learners' carelessness, first language transfer or interference and limited vocabulary in the target language.

The results of the present investigation show that third year students' poor knowledge and lack the mastery of grammar rules of English language which is the researcher's hypothesis. So, we can say that the hypothesis of the study is confirmed.

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Write a short Essay (about 200 words):

The main causes of pollution and suggestions to cut down this problem.

Pollution has been for a long time a ^{wide} big issue to solve, for different health and environmental associations. It is a damage of water, air, and soil caused by harmful substances, vehicle smoke, and human rubbish.

First, harmful substances thrown by the different industrial factories.

Write a short Essay (about 200 words):

The main causes of pollution and suggestions to cut down this problem.

Pollution is ^{environment} an undesirable state of a natural environment being contaminated and polluted with harmful substances, which is ^{are} caused by many factors. ^{substances}

^{Caused} The main responsible of pollution is human being. First, people throw rubbish every where, ^{every where} without paying attention to the consequences ^{Consequences} of what they do. Also, the smoke of manufactures, which is the responsible of the air pollution. Finally, the scientific experiences, that led to destroy the fauna and flora. ^{flora} ^{pollution}

In order to stop this danger fact, [!] it is needed to find solution. ^{should} First people ^{environment} should give more importance to the environment and respect it. Media also should make something ^{sense} to sensibilise people about the importance of keeping the environment clean. Finally, the government should make laws and tax ^{laws} for people who do not respect the nature.

In conclusion, the only responsible of this fact is the human activities.

Write a short Essay (about 200 words):

The main causes of pollution and suggestions to cut down this problem.

Nowadays, Men have accomplished a tremendous progress and evolution in mostly all fields of life, which make of his life a desirable and comfortable one. But unfortunately, ^{they} he didn't think about the environment and how to protect it, because it is ~~the~~ of a major importance in the terrestrial system.

Pollution have become a global phenomenon, on which the Men is considered as the only cause of this misfortune. Men is responsible because of the extension of his science in industry (cars, planes, boats, factories). All these creations are not without an effect on the nature in addition to ~~the~~ deforestation. Knowing well that forests are considered as the lungs of the earth, men is ^{these} have ruined and wrecked all the natural resources which are fundamental for the life system, without forgetting the fauna or the wildlife (forests, parities) with the daily hunting & fishing ^{poor} ~~the~~ beings.

All in all, we can say that Men should make ~~an~~ something to save the earth since he is the only distributor, so he should be the savior of his calastrophe. It is high time for world's ^{saviors} population to put hand on hand to stop and make an end for pollution for the well being of us & of the future generation.

Write a short Essay (about 200 words):

0-9:00

The main causes of pollution and suggestions to cut down this problem.

The major problem that we live ^{for} nowadays is pollution. So we ask ourselves what are its causes. The first cause and the main one is the human being because he is the responsible of polluting the earth by throwing its subjects in each place they found everywhere. Also, they ~~but~~ throw their industry garbage in the seas and oceans; for example oil. Then we can say that pollution is caused by cars, buses etc which pollutes the air by its gases. At last, pollution is caused by the atomic experiments which is the biggest one, because it caused many ~~maladies~~ ^{diseases} and ~~illnesses~~ ^{diseases}. Finally, the major causes of pollution is like we have ^{at} said in the beginning of our ^{interference} paragraph which is the human being.

Write a short Essay (about 200 words):

The main causes of pollution and suggestions to cut down this problem.

Pollution ^{which} is the first ^{more} phenomenon in our planet, who moved to social problem that around us although He it posed ^{poses} different illnesses to humans especially Animals, plants, so one find Human. In practice life we found that humans are the first attracted by the pollution also the first cause of pollution. The human ^{Human} must be careful ^{Careful} about what he uses in general, like chemical products and many factories reject a chemical spoke that is very dangerous to all of us. Pollution in whole gives a great problem in Health that every one seems ^{ill} attracted by bacteria that will be a dangerous problem to all bacteria. phenomenon dangerous. To stop ^{stop} this phenomenon we will be rapidly found a solution that help all of us.

Write a short Essay (about 200 words):

The main causes of pollution and suggestions to cut down this problem.

Pollution is a very important problem that our society suffer from. Not only the humans do that, but also animals and the environment do that. This phenomenon is caused by many things. Factors.

First, humans themselves are the most provokers of pollution because the majority of them do not respect their society and environment. They put, or we can say push the things that they do not need out side of their houses and they do not respect other's rights.

Second, we have the factories which in fact they are used by a human, where machines are used and in this case it caused especially the pollution of the earth. When working in factories they focus just on the quantity of a product not on their environment or the atmosphere around them.

Pollution is a global phenomenon/problem, you find it wherever you go, so people should know that this problem touch all themselves, their environment, their children especially because they are more provoked from this problem to be ill and they will be suffer from different diseases. Each one of us should respect other's rights and should respect laws that guide us to keep up in safety.

Write a short Essay (about 200 words):

The main causes of pollution and suggestions to cut down this problem.

Nowadays pollution ^{is} considered ^{as} the most important problems between all other problems that humanity suffers from, and we can notice some causes that lead our environment to all kinds of pollution (water pollution, air pollution, earth pollution).
First: the smoke of factories, it produces a smoke that is not healthy for us and to the nature also, so the trees, ozone layer, and also the liquid and that many factories throw to the sea.
Second: we have the garbage that is not gathered in one place, we do find the garbage everywhere, there are no places special for the garbage.
Finally, we do notice how much cars are there in the world, the chemical gas that produce all these engines also cause the air pollution.
government So for me I suggest the intervention of government to help to solve this problem it can reduce it by controlling many factories, and we also we must keep our environment clean and protect our planet and our health.

Controlling

Write a short Essay (about 200 words):

The main causes of pollution and suggestions to cut down this problem.

Pollution in the twenty ~~first~~ century is the major ^{Fauna} threat that endangers the population health, ~~fauna~~ and flora, so what are we going to do to cut down this problem and the main causes?

First, the increase of international industry and production can directly affect our environment, water and air which are the essential elements of life, so it threatens our health and comfort by causing different diseases like difficulty in breathing and sicknesses transmitted by water.

Second, polluting energies like oil and uranium used ~~to~~ in our daily life to provide our transportation means and our homes with electricity, it can affect the climate and our resources of nutrition and causes famine and the lack of drinkable water.

~~Then~~ ^{then} it comes the role of citizens, they are ^{responsible} of their acts, we find ~~then~~ throwing their garbage and rubbish everywhere, this pollutes our beaches, forest and make life uncomfortable.

We have to turn our source of energy to the renewable energies, and base on the ~~digital~~ ^{Vegetal} energies.

All the best

Write a short Essay (about 200 words):

The main causes of pollution and suggestions to cut down this problem.

pollution is a ^{large} big problem in our planet.
It is divided in Air pollution, water pollution and Atmosphere.
We can say that pollution is caused by human being who didn't care about environment; they throw the garbage every where. In addition smoking is one reason of pollution.
The means of transport and industries caused the air pollution in cities.
P people who travel by boat or Fish men fishing men caused the water pollution by throwing every thing in the sea. Sea
To conclude, our planet is in danger because of pollution which is a big phenomenon. danger
phenomenon

Interpretation of the findings

After analyzing the data, (393) errors have been determined. Then, these errors have been distributed among 13 categories. After the analysis it has been found that the main source of errors made by third year students are interlingual errors with (79, 13%) which are higher than intralingual errors (20, 87%). The errors that have been found in the interlingual errors are in the following areas: spelling (38, 70) of the total errors, followed by punctuation (07, 63%), lexical and semantic errors (07, 12%), and pronouns (06, 61%). We can say that these errors are especially due to interference that consists of borrowing words and structures from the mother tongue of the learner. Ellis (1994) describes as: " *The process by which the learners' L1 influences the acquisition and use of an L2*" (Ellis 1994: 140).

In the second category, the most common errors that have been found are: wrong verb-form (08, 14%) and nouns (06, 61%). These errors are due to incomplete application of rules and the minority is attributed to overgeneralization and ignorance of rules restrictions. According to Richards (1970) intralingual errors are those that originate from ignorance of rule restrictions and incomplete application of FL rules.

Pedagogical Implications

*"We cannot really teach language, we can only create conditions
in which it will develop spontaneously in the mind in its own way"
Von Humboldt (Corder, 1967).*

The current findings of this study reveal that interlingual errors are more frequent errors in the essays of the third year students; the number of errors found in this category is quite big and they are attributed to interference from mother tongue to English language. However, these students have learned English for 09 years. So, normally they should not make a lot of errors in this category.

The present study, like all studies, has a number of recommendations are suggested for the further research. First, it is recommended that further research be undertaken to investigate the errors made by undergraduate students majoring in English. Second, the students need to write in class, at home, in their journals... They need to be given some well defined Essay Writing Rules and some samples of their writings need to be transcribed and distributed to them for correction and analysis. Last but not the least, further investigation into interlingual and intralingual errors of writer of the language is recommended and students would be learning from their errors.