

Error Analysis of English Expository Paragraphs Written by Third Year Scientific Stream Students at Badi Mekki High School, Biskra

تحليل الأخطاء في الفقرات المكتوبة بالانجليزية من قبل طلاب الثالثة ثانوي شعبة علوم بثانوية بادي مكي،

بسكرة

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Received 3/01/2019 Accepted 26/03/2021 Published:01/06/2021

Abstract

This study was conducted to analyze the errors in 28 expository paragraphs written by third year scientific stream students of Badi Mekki high school, Biskra. The main objective of this work is to identify, describe and explain the types and the causes of errors committed by 17 female and 11 male students. The results revealed that the participants made lots of errors in terms of: spelling, punctuation, verb forms and tenses, prepositions, subject-verb agreement, articles, word order, demonstratives, French interference, sentence fragment and singular / plural form. The findings also provided useful guidelines to teachers that would enable them prepare and choose the best strategies and materials for teaching paragraph writing.

Keywords: Error Analysis; Expository Paragraphs in English; Grammatical Errors; Writing Strategies.

ملخص

تقوم الدراسة الحالية بتحليل الأخطاء في 28 فقرة كتبها تلاميذ السنة الثالثة شعبة علوم بثانوية بادي مكي، زربية الوادي، بسكرة. إن الهدف الرئيسي لهذه الدراسة هو تحديد، وصف وشرح أنواع وأسباب الأخطاء المرتكبة من طرف 17 تلميذة و 11 تلميذ الذين يدرسون اللغة الإنجليزية كلغة أجنبية. لقد كشفت النتائج التي تم الحصول عليها أن تلاميذ ثانوية بادي مكي ارتكبوا العديد من الأخطاء من حيث: الإملاء، علامات الترقيم، أشكال الفعل والأزمنة، حروف الجر، اتفاق الاسم مع الفعل، أدوات التعريف، ترتيب الكلمات، أسماء الإشارة، التداخل مع الفرنسية، الجمل الناقصة وأشكال المفرد والجمع. وأيضاً سلطت النتائج الضوء على مشاكل الكتابة الشائعة في سياق اللغة الإنجليزية كلغة أجنبية، كما قدمت إرشادات مفيدة للأساتذة لتمكينهم من إعداد و اختيار أفضل الطرق والاستراتيجيات لتدريس كيفية كتابة فقرة.

الكلمات المفتاحية: تحليل الأخطاء؛ الفقرات العرضية باللغة الإنجليزية؛ الأخطاء النحوية؛ استراتيجيات الكتابة.

1.Introduction:

Teaching writing has an important part all over the world educational systems as it determines learners' success in their academic life. In spite of its paramount role in learning a second language, it remains a difficult subject that many teachers are uncomfortable in teaching and students are disinterested in doing. Due to the complex nature of writing that requires a lot of conventions and sub-skills than any other educational activity, students make numerous and countless errors in their exams, homework assignments and projects papers. Within this context, the present study tends to test the following hypothesis: Third year scientific stream students at Badi Mekki high school, Zeribet El-Oued, Biskra, Algeria do not master the conventions of academic written English, so they make errors in their paragraphs.

This paper aims at identifying the types and the causes of writing errors made by third year scientific stream students while writing expository paragraphs in English. The study adopts both qualitative and quantitative approaches in order to achieve these objectives. It attempts to answer the following questions:

- ✓ What are the different types of writing errors used by Badi Mekki high school students while writing expository paragraphs?
- ✓ What are the causes behind those errors?

2. Literature Review

No one can deny that English has become the world's widely used language due to its significant position in many contexts throughout life. According to Harmer (2007), this language rests on four basic skills, which are divided into two types. Productive skills: speaking and writing, where students need to produce a message or an output. Receptive skills: listening and reading, are the abilities that students use to receive and understand the language ⁽¹⁾. Writing as one of the four skills has a complicated nature which makes it the most difficult skill to be mastered. In this sense, Davies points out: "Writing a coherent text longer than a sentence is one of the hardest of all the skills schools set out to teach" (2007, p. 98) ⁽²⁾. It is evident that constructing a good piece of writing is not an easy act as it requires a great study and practice on the part of the writer so as to be competent in this skill (Oshima & Hogue, 1998) ⁽³⁾.

As writing has always a great deal of importance in English language teaching curriculum, it is important to look for the problems that encounter EFL learners while composing their pieces of writing. By 1950s, Contrastive Analysis (CA) rose as a predominant field in applied linguistic research studying the problem of second language learning .It compared the mother tongue to the target language so as to predict the learners' errors (Corder, 1981) ⁽⁴⁾. The late 1960s was marked by the emergence of a new paradigm "Error Analysis"(EA) as a reaction against the behaviorists views of Contrastive Analysis. Thus, the novelty of EA, which makes it different from CA, is that errors could be explained in relation to the target language without going back to the learners' mother tongue. More precisely, the field of Error Analysis involves describing and comparing the learners' errors committed in the target language (TL) and the target language itself in order to find out mismatches (James, 1998) ⁽⁵⁾.

⁽¹⁾ Harmer, J.(2007).The practice of English language teaching (4th ed.). Pearson Education Limited.

⁽²⁾ Davies, A.(2007).An introduction to applied linguistics: From practice to theory (2nd ed.).Edinburg University Press.

⁽³⁾ Oshima, A., & Hogue, A. (1998). Writing academic English (3rd ed.). Addison Wesley Longman.

⁽⁴⁾ Corder, S. P. (1981). Error Analysis and Interlanguage. Oxford University Press

⁽⁵⁾ James, C. (1998). Error in language learning and use: Exploring error analysis. Malaysia: Addison Wesley Longman.

Error analysis as a branch of applied linguistics has two functions: one theoretical and another is practical. The theoretical function is concerned with how and what a learner learns when he studies the target language. This indicates that the theoretical aspect of error analysis deals with the state of the language and how this language is learned at a specific moment. The practical function tells us about the remedial action that must be taken to correct the problems (Corder, 1981).

As far as error analysis is concerned, it has been discussed widely by many researchers. Corder (1981) proposed that there are two justifications for studying learners' errors. The pedagogical justification claims that the understanding of errors is important before a systematic means of getting rid of them, and the theoretical justification which suggests that the study of errors is useful for better understanding the second language learning process. In addition, he demonstrated the significance behind studying the learners' errors in his article "The Significance of Learner's Errors". He noted that "errors provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in his discovery of the language" (1967, p. 167) ⁽⁶⁾. In 1974, Corder identified a model for error analysis which contained different steps as: collection of a sample of learner language, identification of errors, description of errors, explanation of errors and evaluation of errors (as cited in Ellis, 1994) ⁽⁷⁾.

Making errors is considered a natural part of human learning process by many researchers and scholars. Actually, there are several types of errors either in spoken or written form of second language acquisition. Brown points out that errors arise from many sources: "interlingual errors of interference from the native language, intralingual errors within the target language, the sociolinguistic context of communication . . . and no doubt countless affective variables" (2000, p.218) ⁽⁸⁾. In a similar vein, Richards (1970) categorized errors according to their sources of occurrence into three types:

1-Interlingual errors: are those which reflect the interference and the transfer from the native language ⁽⁹⁾. In this context, Richards and Schmidt define the interlingual error as: "an error which results from language transfer, that is, which is caused by the learner's native language" (2010, p. 294) ⁽¹⁰⁾.

2- Intralingual errors: In this case, the learner produces items which are not related to the mother tongue, but they are generalizations of the target language rules (Richards, 1974) ⁽¹¹⁾. However, this type of errors in itself has four types: over-generalization, ignorance of rule restrictions, incomplete application of rules and false hypothesized concepts (Richards, 1970).

3- Developmental errors: Because of the difficulty of the target language, the learner tends to construct hypotheses about this new language from what has been learnt previously in the classroom or via text-book (Richards, 1970).

All the previous studies that addressed the writing error analysis with both native and non-native learners reached that they are suffering a lot in writing and that makes their papers full of several types of errors. In fact, there are a number of studies that dealt with the same area

⁽⁶⁾ Corder, S. P. (1967). The significance of learner's errors. *International Review of Applied Linguistics*, 5 (4), 161-170.

⁽⁷⁾ Ellis. R. (1994). *The study of second language acquisition*. Oxford University Press.

⁽⁸⁾ Brown, H.D. (2000). *Principles of language learning and teaching* (4th ed.). Addison Wesley Longman.

⁽⁹⁾ Richards, J.C. (1970). A non-contrastive approach to error analysis. Paper presented at the TESOL convention, San Francisco.

⁽¹⁰⁾ Richards, J. C. , & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics* (4th ed.). Pearson Education Limited.

⁽¹¹⁾ Richards, J.C. (1974). *Error analysis. Perspectives on second language acquisition*. London: Longman.

of research as (Abisamra, 2003; Adway, 2013; Al- Bayati, 2013; Al-Khatib, 2013; and others)

Al-Khasawneh (2014) analyzed 26 English paragraphs produced by students of Ajloun National University, Jordan. They were 16 female and 10 male students. The researcher collected the students' written paragraphs, checked and classified the errors into different types: wrong use of articles 13.3%, wrong use of prepositions 12.4%, subject-verb agreement 12.3%, word order 10.3%, verb tense 10%, singular and plural forms 9.4%, spelling 8.9%, capitalization 7.2%, fragment 6.4%, demonstratives 5.6% and irregular verbs 4.2%. Based on the obtained results, teachers should know the students' writing errors and prepare effective materials to reduce these errors (¹³).

Mammeri (2015) investigated the morph syntactic errors performed by Algerian EFL students while writing in English. The purpose of this work was to identify, categorize and provide reasonable explanation for those errors. To achieve the above aim, the researcher collected and analyzed a corpus of 120 written compositions produced by second year LMD students of English at Bejaia University, Algeria. The findings revealed eight morph syntactic errors: word order, subject-verb agreement, verb structure, noun/adjective/adverb structure, word/morpheme addition, word/morpheme omission, short forms/abbreviations, and conversational informal words. However, adopting the teaching procedure of Presentation, Practice, and Production (PPP), promoting a sense of collaboration between teachers of morph syntax and written expression modules since they are interrelated, and encouraging extensive reading are some of the pedagogical implications for both teachers and students to overcome the fore stated problem (¹⁴).

Ghezzou and Mammeri (2016) examined the intralingual and interlingual writing errors made by Algerian middle school students. The aim of this study was to identify the types and sources of those errors and provide some solutions to the current problem. To obtain the needed data, researchers collected and analyzed 62 written compositions of fourth year students of Youcef Ben Berkane Middle School, Akbou, Bejaia, Algeria. The results showed that all the students committed errors at the level of spelling, tense, punctuation, subject-verb agreement, sentence fragment, articles, prepositions, and French interference. They also revealed that the main sources for those errors were intralingual and interlingual transfer. Based on these findings, researchers suggested some pedagogical implications as: raising students' awareness of the difference between English words spelling and pronunciation, engaging them in handwriting and devoting much time to this skill so as to reduce these errors (¹⁵).

Muhsin (2016) conducted a study under the title, "Analyzing the Students' Errors in Using Simple Present". The sample was 17 eighth grade students of Makassar Junior High School. The purpose of this research was to identify and classify the errors of using present simple tense in the students' descriptive texts. The findings showed that the committed errors classified into four types: 75.18% errors in missed formation, 16.79% errors in omission, 5.11% errors in addition, and 2.92% errors in improper ordering. The researcher suggested

(¹³) Al-Khasawneh, F.M.S. (2014), Error analysis of written English paragraphs by Jordanian undergraduate students: A case study. *International Journal of English Language, Literature and Humanities*, India, 2(8).

(¹⁴) Mammeri, S. (2015), A morphosyntactic study of EFL students' written compositions: A corpus based analysis, *International Conference on Innovations in Teaching and Learning English: New Methods & Approaches*, Bejaia University, May 14th, Algeria.

(¹⁵) Ghezzou, N., & Mammeri, S. (2016), Investigating intralingual and interlingual errors of Algerian middle school EFL learners in their written compositions: A case study, *The Buckingham Journal of Language and Linguistics*, England, Vol. 9.

that the more students train and practice grammatical rules of simple present tense, the more they minimize the errors and maximize the mastery of these rules (¹⁶).

Almahameed and Al-Shaikhli (2017) studied the syntactic and semantic errors in the Jordanian learners' writing compositions. The main objective was to investigate the syntactic and semantic errors performed by 30 Jordanian EFL students at The Hashemite University. After collecting and analyzing the students' written productions, the researcher found that they made eleven types of syntactic errors which are verb-tense, agreement, auxiliary, conjunctions, word order, resumptive pronouns, null-subject, double-subject, superlative / comparative forms and possessive pronouns. They also committed two types of semantic errors: errors at sentence level and errors at word level. The simple conclusion that one can draw is that Jordanian EFL learners encountered various syntactic and semantic errors, so an urgent solution was needed as soon as possible (¹⁷).

In the current study, the researcher tends to identify the types and causes of errors committed by third year scientific stream students of Badi Mekki high school, Biskra while writing expository paragraphs. This type of paragraph is chosen on purpose as third year scientific stream classes writing curriculum is based on this genre. Students are also familiar with writing topics that tend to tell facts and provide information about the discussed subject.

3. Research Problem

As an English teacher at Badi Mekki high school for 5 years, the researcher has noticed that third year scientific stream classes commit a lot of errors during the writing sessions. Despite the fact that they have been studying English for more than seven years, their paragraphs are full of errors. Consequently, this study is conducted so as to identify, describe and explain the students' errors made in their expository paragraphs. It also investigates the causes behind those errors.

4. Research Objectives

The present study aims at achieving the following objectives:

- To identify and describe the writing errors committed by third year scientific stream students at Badi Mekki high school , Zeribet El-Oued , Biskra.
- To seek the causes that stand beyond these writing problems.

5. Research Methodology

This part of the study was devoted to the research method to be used, the participants who took part in the investigation, sampling technique and the data collection tools.

5.1. Research Method

This study attempted to identify, describe and explain the writing errors committed by third year scientific stream students of Badi Mekki high school while writing expository paragraphs. The researcher used both qualitative and quantitative methods to attain the underlined objectives.

5.2. Participants

The participants of this study were 28 third year scientific stream students of Badi Mekki high school, Zeribet El-Oued, Biskra. They were 11 male and 17 female students selected randomly during 2017-2018 school year. All the participants are studying English as a foreign language and they have spent the same number of years of education at middle and high schools. All of them come from a non- English speaking environment and hardly communicate in English outside the classroom.

(¹⁶) Muhsin, M.A. (2016), Analysing the students' errors in using simple present: A case study at Junior High School in Makassar, Pacific Science Review B: Humanities and Social Sciences, Holland, 2(3).

(¹⁷)Almahameed,Y.S, & Al-Shaikhli,M. (2017), Understanding syntactic and semantic errors in the composition writing of Jordanian EFL learners, International Journal of Applied Linguistics & English Literature, Australia, 6 (6).

5.3. Procedure

The researcher chose a topic from the third year syllabus so as to make students feel at ease. This topic was selected from unit one: “Ethics in Business: Fighting Fraud and Corruption” to allow all the students express what they think of the causes and effects of child labour as a dangerous social phenomenon. The topic was as follows:

In some countries like China and India, many kids have to work to help their poor parents. On this ground, write a paragraph in which you clarify the causes and effects of child labour. Use the following notes:

Causes: Poor families / orphan children / jobless parents / failure at school/ poverty/ hard living conditions.....

Effects: Illiteracy / working at an early age/ exploitation/ violence/ broken dreams/ physical and psychological problems

5.4. Data Analysis

The data gathered were analyzed according to Coder (1974) model which is based on the following steps: collection of a sample of learner language, identification of errors, description and explanation of errors. The classification of writing errors includes the following items: spelling, punctuation, verb forms and tenses, prepositions, subject-verb agreement, articles, word order, demonstratives, French interference, sentence fragment and singular / plural form.

6. Results and Discussion

6.1.Errors Identification and Classification

The classification of errors in this study adapted from Runkati (2013) categorization which included two types of errors. Errors at the sentential level such as: punctuation, verb forms and tenses, subject-verb agreement, sentence fragment, word order, French interference, and singular / plural form. Errors at the word level which were spelling, prepositions, articles, and demonstratives (as cited in Sermsook, Liamnimitr & Pochakorn, 2017) ⁽¹⁸⁾. The following table showed the types of errors, number and percentage of those errors.

Table 1: Identification and Classification of Errors

Item	Type of Error	Number of Errors	Percentage (%)
Errors at the sentential level			
1	Punctuation	106	21.81
2	Verb Forms and Tenses	41	8.43
3	Subject –Verb Agreement	29	5.96
4	Sentence Fragment	8	1.64
5	Word Order	20	4.11
6	French Interference	12	2.46
7	Singular / Plural Form	6	1.23
Errors at the word level			
8	Spelling	183	37.65
9	Prepositions	37	7.61
10	Articles	25	5.14
11	Demonstratives	16	3.29
Total		486	100

As it can be seen, the two most common errors committed by the students were spelling (37.65%) and punctuation (21.81%). Then, they were followed by verb forms and tenses (8.43%), prepositions (7.61%), subject –verb agreement (5.96%), articles (5.14%) and

⁽¹⁸⁾ Sermsook et al (2017). An analysis of errors in written English sentences: A case study of Thai EFL students, English Language Teaching; 10 (3).

word order (4.11%). It was also marked that demonstratives (3.29 %), French interference (2.46%), sentence fragment (1.64%) and singular/ plural form (1.23%) were the least performed ones.

6.2. Errors Description and Explanation

a- Errors at the sentential level

Table 2: Description and Explanation of Errors at the Sentential Level

Error Classification	Error Identification	Error Correction	Error Explanation
1. Punctuation	1. Child labour has many causes for instance poverty and big families 2. In our world there are many social problems 3. Finally we must protect our kids 4. They face bad treatment, from their bosses	1. Child labour has many causes; for instance , poverty and big families. 2. In our world, there are many social problems. Finally, we must protect our kids. 4. They face bad treatment from their bosses.	- There is : - No punctuation marks at all. - A misuse of punctuation marks. - No full stops at the end of the sentences.
2. Verb Forms and Tenses	1. This awful problem will lead to terrible effects. 2. It has caused dangerous diseases. 3. This problem must fought .	1. This awful problem can lead to terrible effects. 2. It causes dangerous diseases. 3. This problem must be fought .	-A difficulty in using the appropriate modal. - A difficulty in choosing the appropriate tense. -Misuse of passive voice. - Overgeneralization of the past simple rule of regular verbs (ed).
3. Subject-Verb Agreement	1. Working in big factories lead to exploitation. 2. There is many children who look for jobs to get money. 3. Their parents oblige them to work.	1. Working in big factories leads to exploitation. 2. There are many children who look for jobs to get money. 3. Their parents oblige them to work.	-Wrong combination of subject and verb. - Plural form of verbs for singular subjects and vice versa. -Adding "s" to all the verbs in the present simple tense.
4. Sentence Fragment	1. Illiteracy of parents x the main reason for child labour. 2. After leaving school, children find themselves in the roads.	1. Illiteracy of parents is the main reason for child labour. 2. After school failure, children find themselves challenging the hardships of life.	-Some sentences miss either a subject or a verb. - Incomplete long sentences.
5. Word Order	1. also those hard works can cause psychological issues. 2. It makes damage physical and psychological . 3. Child labour is a catastrophic phenomenon in our world modern .	1. Those hard works can also cause psychological issues. 2. It makes a physical and psychological damage. 3. Child labour is a catastrophic phenomenon in our modern world .	- Students have a problem in the way words are arranged in a sentence. -Adjectives are improperly separated from nouns. - Misplaced adjectives are the result of the negative transfer from French language.
6. French Interference	1. It is an unethical phenomenon that menaces our société . 2. Child labour is illegal et dangerous phénomène . 3. They leave schools at 15 ans . 4. The majority of poor famillies send their children to work.	1. It is an unethical phenomenon that menaces our society . 2. Child labour is illegal and dangerous phenomenon 3. They leave schools at 15. 4. The majority of poor families send their children to work.	-A lexical interference with French language words. (Full French words). -Orthographic interference (Partial French spelling)
7. Singular / Plural Form	1. There are many dangerous phenomenons . 2. It is a result of many cause . 3. Some kid get a job to help their families.	1. There are many dangerous phenomena . 2. It is a result of many causes . 3. Some kids get a job to help their families.	- Students still have a problem with singular and plural. - Wrongly forming the plural of nouns.

b- Errors at the word level

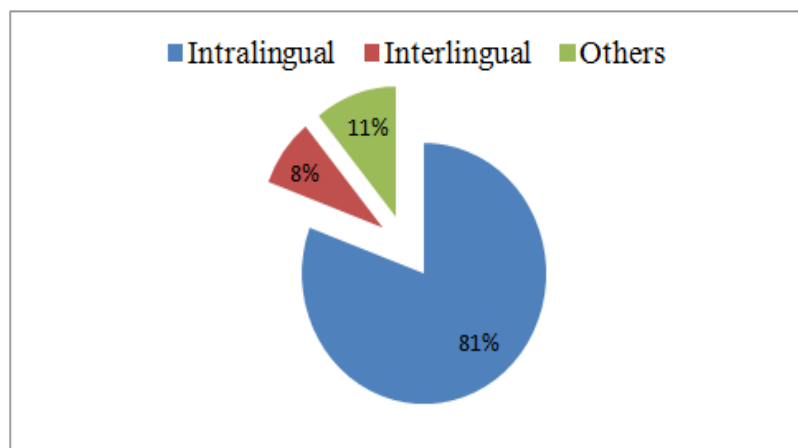
Table 3: Description and Explanation of Errors at the Word Level

Error Classification	Error Identification	Error Correction	Error Explanation
1. Spelling	1. Child labour is the employment of children in <u>andestry</u> or business. 2. The main cause of this <u>phenomen</u> is poverty. 3. It means to <u>explote</u> the child in hard works. 4. Child labour is a big problem in our <u>society</u> .	1. Child labour is the employment of children in <u>industry</u> or business. 2. The main cause of this <u>phenomenon</u> is poverty. 3. It means to <u>exploit</u> the child in hard works. 4. Child labour is a big problem in our <u>society</u> .	- Spelling errors are due to the pronunciation system of English. Though there is a great difference between English words spelling and pronunciation, most students write what they hear.
2. Prepositions	1. Nowadays, a lot <u>x</u> kids are facing child labour. 2. We should put our hands together <u>x</u> reduce of child labour. 3. Working <u>to</u> kids is a phenomenon <u>of</u> our society. 4. There are many factors contribute <u>of</u> the spread of this phenomenon.	1. Nowadays, a lot <u>of</u> kids are facing child labour. 2. We should put our hands together <u>to</u> reduce child labour. 3. Working <u>of</u> kids is a phenomenon <u>in</u> our society. 4. There are many factors contribute <u>to</u> the spread of this phenomenon.	- Omission of prepositions. - Inappropriate use of prepositions.
3. Articles	1. <u>The</u> child labour is a result of many causes. 2. Working at <u>x</u> early age doesn't not come from <u>nothing</u> . 3. There are <u>a</u> many causes for this problem. 4. Child labour is <u>x</u> big problem. 5- It is <u>a</u> international crime against children.	1. Child labour is a result of many causes. 2. Working at <u>an</u> early age doesn't not come from nothing. 3. There are many causes for this problem. 4- Child labour is <u>a</u> big problem. 5- It is <u>an</u> international crime against children.	-Redundant use of the article "the". - Omission of articles. - Inappropriate use of articles. -The absence of indefinite article "a". -Misuse of the article "a" before words with vowel sounds.
4. Demonstratives	1. Farmers tend to exploit <u>this</u> kids. 2. <u>These</u> is called child labour.	1. Farmers tend to exploit <u>these</u> kids. 2. <u>This</u> is called child labour.	There is a misuse of some demonstratives as this and these.

6.3. Sources of Errors

The following graph presented the causes or the sources of students' errors based on Richards (1970) classification of errors which included intralingual, interlingual and others.

Graph 1: Sources of Errors



After having a general look at all the learners' errors, the researcher noticed that 81% of the intralingual errors were related to the lack of English rules knowledge which means

that their knowledge of the target language was incomplete. In fact, this kind of errors mainly goes back to the strategy by which English language is acquired and taught. The following sentences are different examples of intralingual errors:

- "He can works" instead of "he can work" or "he works". The learner over generalized the rule of the present simple with the third personal pronoun and created a new structure in English.

- "Working at early age harmful to children" in place of "working at early age is harmful to children". In this example, there is an incomplete use of English rules (auxiliary 'to be' is missed). The learner was unable to produce a full sentence.

- "The need of money made them go to work" instead of "the need of money leads them to work". The learner did not know the rule restrictions and he/ she created new rule that is not used in English.

However, 8% of errors came from interlingual interference or what is called the negative transfer from the learners' mother tongue. In other words, this sort of errors occurs because of the large differences between the linguistic system of Arabic and English. For instance, a student writes: "children go out from the school" instead of "children drop out of the school". Besides, 14% of errors are related to other sources, such as limited knowledge of English grammar and vocabulary as well as learners' carelessness.

7. Conclusion and Pedagogical Implications

The obtained results confirmed the suggested hypothesis that Badi Mekki high school scientific stream students do not master the basics of English writing skill which make them commit a lot of errors. They also showed that the most committed errors were spelling (37.65 %) and punctuation (21.81%), whereas the other aspects of language varied between 8.43% and 1.23%. In addition, the findings revealed that the most common causes behind making those errors were either the lack of English language knowledge (intralingual errors 81% or the negative transfer from the mother tongue or what is called "interlingual errors"(8%). Therefore, making errors is an accumulated weakness resulting from previous years. Lack of vocabulary and writing activities and the effect of mother tongue are some of the most common reasons.

The conclusion that one can draw from this research is that Error Analysis is a so useful tool because it provides valuable feedback to areas that need reinforcement in teaching, information about the nature of language learning process, solutions to learners' common errors and the strategies or procedures learners follow to acquire the linguistic rules of English language. In sum, we can say that making errors is something natural in the teaching and learning process, but analyzing and looking into the causes of those errors is something beneficial for teachers, learners and researchers.

In order to reduce the number of students' paragraph writing errors, a set of pedagogical implications should be addressed to both teachers and learners; especially, in terms of spelling and punctuation problems. Firstly, teachers should signal the difference between English pronunciation and spelling. Secondly, they should raise the students' awareness of the similarities and differences between English and French language system of spelling. Thirdly, teachers should look for the best practical strategies that can help students improve their spelling and punctuation because teaching strategies are considered the chief responsible for students' writing weaknesses. Fourthly, they should give a great deal of importance to the writing skill by adding extra sessions and providing all the students the same chance to learn writing. Finally, the best and the most significant solution to overcome those problems is to encourage learners read in English.

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