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INVESTIGATING LEARNERS' LEXICAL ERRORS IN WRITING SKILL

The Case Study of Second Year Students at the University of 8 Mai 1945, Guelma

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A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfillment of the Requirements for the Degree of Master in Anglophone Language, Literature, and Civilization.

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Dedication

In the Name of Allah, the Most Gracious, the Most Merciful.

All the Praise is Due to Allah alone, the Sustainer of all the world.

I dedicate this work to:

My sympathetic father Abd-Elkrim *and thoughtful mother* Fatima *whose love always strengthens my will, may Allah bless them.*

My kindest brothers Mohamed, Rabah, Ali, Moussa, Kamel, *and lovely sisters* Souad, Wahiba, Semsouma *for their support and encouragement to pursue my interests.*

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Abstract

The present research aims at analyzing English foreign language students' written productions for the purpose of understanding the sources of the most frequent lexical errors. Writing in a foreign language is one of the most challenging and complex tasks for language learners. It is a difficult skill that requires considerable effort and practice on the learners' part to reach an acceptable level of writing. Thus, we opted for the quantitative descriptive method to explore lexical errors committed in a composition task written by second year students. Firstly, two questionnaires were administered to both teachers and students to find out the main reasons that underlie lexical errors. Data driven from the questionnaires revealed that EFL students commit lexical errors because of (1) lack of vocabulary knowledge, (2) translation from Arabic to English, (3) lack of grammatical rules, (4) lack of practice, and (5) insufficient teacher corrective feedback. Then, to confirm that students had limited knowledge of English lexis and they made lexical errors, we relied on a written test. The results drawn from the data reveals that misformation and confusion of sense relations errors are the most recurrent ones. Thus, the findings obtained from this study confirmed successfully the research hypothesis. On the basis of these results, some recommendations and suggestions are proposed to improve students' levels of writing.

List of Abbreviation

EFL: English as a Foreign Language

FL: Foreign Language

E.g: for example

Etc.: and other similar things/and so forth

L1: first language

L2: second language

TL: target language

FM: Formal misselection

CSR: confusion of sense relations

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CHAPTER ONE

Lexical Errors

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GENERAL INTRODUCTION

Learning any foreign language has always been a challenge for EFL learners. Most specifically, when learners produce English in oral or written form, they stand helpless facing of the absence of appropriate language to use. Generally speaking, one's mastery of the foreign language is often determined by his/her ability to communicate using the language. Hence, the only possible way one can get proficient in the target language is by acquiring the necessary vocabulary. However, when a learner lacks the appropriate vocabulary knowledge, this would pave the way for the learners' native language to interfere consequently errors will be committed. Subsequently, these lexical errors will affect students' mastery of the writing skills and block the way of effective communication.

Researchers and teachers of foreign languages realize that the errors made by the learner must be analysed carefully while building a system of new language. Moreover, advocates of Error Anaysis regard errors as good and positive; they are signs of learners' acquisition of the second language. The primary objective of EA is to find out how errors are made when producing a foreign language. Error Analysts stated that errors come from different sources and they introduce two main sources. The first one is due to the interference of the first language which are defined as intra-lingual errors, the second source resulted from language transfer; this type of errors is called inter-lingual errors.

1. Statement of the problem

The majority of students at the English department of Geulma University face many difficulties in learning a second language. In this respect, writing is considered as a complex process for them because it is more complicated to write in a foreign language than to speak it. Hence, the committed errors are due to various factors that may inhibit learning process. Particularly, students' lack of the vocabulary needed in many real life situations, insufficient practice and ineffective ways of learning vocabulary leads to the commitment of errors

whenever they are asked to write. Unlike grammar, vocabulary seems to be the greatest challenge for students.

1.1 Research Questions

The undertaken research project is designed to address the following main question:

To which extent learners' lexical errors affect their writing skills?

2. Aims of the Study

This study aims at shedding the light on written lexical errors and how these deviations affect learners' mastery of the second language particularly writing. Also, the reason behind conducting this research is to highlight the importance of Error Analysis as an attempt to identify the source of these mistakes and how teachers can deal with them in terms of pedagogical implications and problem-solving.

3. Research hypothesis

The present study is conducted with the aim of checking the hypothesis validity; we suggest that: if students' lexical errors would not be minimized, their writing skills will be significantly affected**.**

4. Research Method and Design

4.1 Research Methods

Our research would be conducted through the quantitative descriptive method. We choose two questionnaires as a way of investigating first, the role of teachers in correcting errors, especially the lexical ones, and the most common errors that students commit. The questionnaire will be addressed to teachers of English to gather information about their attitudes towards these errors and their feedback. Second a questionnaire was administered to second year students, which has provided us with quantitative data about learners' different views concerning the difficulties that affect their writing skill. Finally, a test was given to the

same population in order to gain more insights into the various types of lexical errors and their frequency.

4.2 Population of the Study

The two questionnaires are distributed first to ten (10) written expression teachers of second year. The main reason behind choosing teachers as informants to the questionnaire lies in our belief that they are reliable sources to provide us with their opinions and attitudes towards lexical errors and their effects on students' writing skills. Second, to fifty-five second year students selected randomly at the Department of English, University of 8 May 1945, Guelma.

4.3 Data Gathering Tools

To reach the research goals in this study, two questionnaires and test will be used. The reason behind our choice of these means instead of any others is that they would be better to help us getting clear and reliable answers. In addition to the questionnaire, a test will be distributed to second year students to measure their ability to use English vocabulary, and in order to help us to classify the type of committed errors.

5. Structure of the Dissertation

The present study is divided into two parts; a theoretical part which is divided into two chapters. The first is devoted to talking about learners' lexical errors in writing. And the second chapter is a presentation of the importance of the writing skills, and how vocabulary is crucial to its mastery. The practical part includes an analysis of learners' test, and a discussion of the results obtained from the two questionnaires addressed to both students and teachers at Guelma University. Finally, we conclude up with some pedagogical implications and recommendations as well as research perspectives and limitationns

Introduction

Empirical evidence suggests that lexical errors are the most frequently occurring category of errors in writing English. They significantly affect the quality of academic writing and native speakers consider them the most irritating. The study came out of the need to investigate the reason why learners of English produce written language which is full of errors which seem to be permanent. Therefore, in this chapter we will present the reader with errors in general, including the different definitions of errors, the difference between errors and mistakes, the significance of making errors in EFL context, and the causes and sources of errors. Also, we will explore the procedures that are used to investigate learners' errors, and error correction. Then, we will tackle the issue of lexical errors with different definitions, taxonomies as well, some lexical errors that are made by learners in their output.

1.1 Errors

1.1.1 Definition of Error

Ellis (1994, p. 180) has argued that an error is a deviation in learner language which results from lack of knowledge of the correct rules. He has added, further, that an error can be overt or covert. By the overt error, Ellis means that the deviation is clearly seen in the surface form of the learner performance. However, in the covert error, the deviation is obvious unless the intended meaning is taken into account. An error has defined by Richards and Smith (2002, p. 184) as "the use of a linguistic item (e.g. a word, a grammatical item, a speech act, etc.) in a way which a fluent or native speakers of the language regards as showing faulty or incomplete learning". This means that error is what implies the learner's wrong or insufficient knowledge of the language rules.

Gass & Selinker (2004) have defined errors as "red flags" that provide evidence of the learner's knowledge of the second language. That is to say, errors should not be viewed as problems to overcome them but rather as normal and inevitable. Furthermore, Piske and

Young-Scholten (2009) have argued that an error is "a non-target form which represents a systematic stage of development" (p. 261). In addition, Lennon (1991, as cited in Ellis and Barkhuizen, 2005) has defined an error as "linguistic form or combination of forms which in the same context and under similar conditions of production, would in all likelihood not be produced by the speakers' native speaker counterparts." (p. 182)

In contrast to earlier views in the field of SLA, errors became a legitimate object of inquiry in 1967 inspired by Corder's positive stance towards errors as cited in Piske and Young-Scholten, (2009, p. 11). Sanz (2005) has pointed out that errors now are seen as a natural and necessary stage in the learners' intermediate language because they provided a window onto this intermediate language. In addition, learners' errors that have been observed are taken as a source of information about how learners are improving their learning and what are the entailed skills and rules that should receive much importance than another. Corder (1981) has considered language errors a natural by-product of learning. He among other researchers, such as Hildreth (1962) and Brown (2000) have viewed these errors as an important indicator of the progress of learning. Hence, he has encouraged systematic analysis of learners' errors in order to know their needs and, in turn, design curricula, teaching methods and remedial plans. In other words, learners' errors are not all bad since they can show the teacher that the learner is progressing normally toward mastery of the whole language system. The definition of errors is regarded as having a bit of ambiguity because the notion of error is often confused with mistakes. Thus, it is important to give briefly a distinction between mistakes and errors.

1.1.2 Errors versus Mistakes

Error and mistake have often been taken as two technically distinct phenomena (Brown, 2000; Corder, 1967; Ellis, 1997; Richards & Schmidth, 2002). Corder (1967) has talked about the opposition between errors of competence which reflect a deficiency in the learner's

underlying knowledge of the target language, and errors of performance which are slips of the tongue or pen, occurring due to one's physical or psychological states such as stress and fatigue. In addition, Corder has maintained that errors are systematic as they occur repeatedly and they are likely to provide evidence about the linguistic system used by the learner in a given stage of language learning. On the contrary, mistakes cannot be systematic since they are random slips.

In this respect, Ellis (1997) has distinguished between the two concepts, as he has put it,

Errors reflect gaps in a learner's knowledge; they occur because the learner does

not know what is correct. Mistakes reflect occasional lapses in performance; they

occur because, in a particular instance, the learner is unable to perform what he

or she knows.   (p. 17).

Ellis goes further by suggesting two ways of distinguishing between errors and mistakes. First, checking the consistency of learner's performance; if he always repeats the incorrect form, it is an error; however, if he sometimes uses that form correctly and sometimes incorrectly, then, it is a mistake. Second, asking the learner to correct the wrong utterance he produced, in case he could, it is just a mistake and where he could not, it should be an error.

In other words, a mistake is a random slip in linguistic performance (whether oral or written) that the learner makes because of anxiety, lack of attention, excitement, hesitation, tiredness, and other conditions, however, when attention is driven to them, mistakes can be self-corrected. Errors, in contrast, are what the learner cannot self-correct since s/he lacks the necessary knowledge either fully or partially. Therefore, an error is a repetitive deviant utterance which implies how imperfect the learner's competence is.

1.1.3 The Significance of Making Errors in EFL Context

Many educators and theorists in the field of error analysis have focused on the importance of second language learners' errors. Corder (1967) has indicated that:

Errors are significant in three different ways. First to the teachers, in that they
tell them how far towards the goal the learners have advanced and consequently,
what remains for them to learn. Second, they provide to the researchers evidence
of how language is learnt or acquired, what strategies or procedures the learners
are employing in their discovery of the language. Thirdly, they are indispensable
to the learners themselves, because we can regard the making of errors as a
device the learners use in order to learn.

Coder means that learner's errors are significant in three ways. Firstly, the teacher's
analysis of his student's errors would give him information about the stages the student has
reached in his/her language learning and what is still left to be learned. Secondly, errors are
helpful for researchers to figure out the strategies used by the learner in learning the language.
Thirdly, and most importantly, errors are powerful signs that one is actively engaged in
learning, in that they are used by the learner as a way of testing his/her hypotheses about the
rules of the language s/he is learning.

Similarly, Ellis (1997) places much emphasis on the importance of learners' errors, he
has claimed that they are worth considering and even scrutinizing, despite the fact they are
faulty usages of the language, and the reason is threefold. First, these errors yield a clear image
about the language of the learner in the sense that they can be means of knowing why and how
s/he commit such an error. Second, it is extremely important for teachers to know and be
familiar with the kinds of errors their students make as this enables them to design successful
teaching materials. Third, learners are likely to learn from their own errors, especially when
attention is drawn to them.

Essentially, it can rather be considered unreasonable to analyze errors committed by
second and foreign language learners. While doing so is, in fact, useful to great extent in the
sense that focusing on what students get wrong can offer valuable clues for improving the field

of language teaching and learning in general and teaching English as a foreign language in particular.

According to EA, there are two major types of errors in foreign language learning. These types are classified as follows:

1.1.4.1 Inter-lingual Errors

Inter-lingual errors, as the name indicates, are attributable to interference from another language. In foreign language learning, they result from the influence of the learner's native language system on his/ her target language. When s/he uses the target language in speaking or writing the learner tends to refer unintentionally to some rules and linguistic items related to his/her mother tongue. Based on that, the produced utterance seems not to fit purely the target language structure, but rather it would be an erroneous one, where the error is traced to interference from the learner's L1. For instance, an EFL French speaking student may commit inter-lingual errors, such as saying ' I have twenty years old' instead of 'I am twenty years old', where this can be due to French interference because, as it is known, in the French language age is expressed using the verb 'avoir', the equivalent of ' to have' in English. Thus, students' native language can influence their target language use negatively, which would prevent learning from taking place.

1.1.4.2 Intra-lingual Errors

The so-called intra-lingual errors are attributed to the system of the target language itself, regardless of the learner's L1. Richards (1971) has explained this as follows: "Rather than reflecting the learner's inability to separate two languages, intra-lingual and developmental errors reflect the learner's competence at a particular stage, and illustrate some of the general characteristics of language acquisition." (p. 173); i.e. this kind of errors occur because the learner is not yet really familiar with the target language, so s/he adopts a number of strategies to learn it, which would ultimately lead to the production of wrong utterances. An

example of intra-lingual transfer is found in the sentence 'I wonder where is the market' which reveals that the speaker, when producing an indirect question, s/he seems to be influenced by the structure of direct questions where an inversion of the subject and verb is necessary. But, the rule that s/he has not yet internalized is that in the case of indirect questions the order has to remain normal for the utterance to be correct.

Basically, identifying learners' inter-lingual and intra-lingual errors would be useful for second language teachers to make their teaching more effective. Yet, in most of the cases, it is not an easy task to determine whether the source of an error is traced to inter-lingual or intra-lingual transfer.

1.1.5 Procedures of Error Analysis

In conducting the techniques of EA, the investigators should follow a specific set of procedures. First, the researcher should collect a sample of learner language with which the analysis of errors will be carried out. Then, when the sample has been gathered, the next step is identifying the errors that are produced by learners in it. After that, the errors identified have to be described in terms of their classification. Finally, the researcher has to explain the causes of the committed errors and quantify their frequent occurrence.

1.1.5.1 Collecting a Sample of Learner Language

Collecting a sample of learner language is regarded as a necessary first step in engaging in a research of EA. The latter entails a base data with which error analysts will rely on in acquiring their intended outcomes. The data that are concerned, in this case, are typically written, although oral data can be used (Grass & Selinker, 2008). In addition, the required data are provided by collecting samples of learner language because they provide insights into how EFL learners use TL in production. Moreover, Ellis (1997) has asserted that collecting and analyzing samples of learner language help researchers to achieve the two essential aims in L2 learning. The important goals mentioned by Ellis are represented in describing the linguistic

system that is constructed by learners' different stage of development, as well as, explaining the processes and factors influencing L2/ FL learning.

1.1.5.2 Identification of Errors

Identification of errors is the next point in EA after the gathering of the necessary data from learners. Identifying and recognizing errors that have been done in the samples include a comparison between what the learner has produced and the standard norm of TL. In other words, an error can be identified if the rules used by learners are not compatible with those used by native speakers of TL or they are not appropriate in a specific context.

1.1.5.3 Description of Errors

The subsequent point in EA after the identification of errors is describing them. That is to say, error analysts have to describe the recognized errors in terms of how learners produce TL differently from its native speakers. Throughout the history of EA, two different taxonomies are designed for the description of errors; a linguistic taxonomy and a surface stricter taxonomy.

A linguistic taxonomy is perhaps the simplest type of descriptive taxonomy. It is based on the linguistic categories of TL. As an illustration, these categories include passive sentence, the auxiliary system, relative clauses, prepositional phrases, coordinate and subordinate construction. Such taxonomy may concern more general categories: morphology, vocabulary and syntax.

As far as the surface structure taxonomy is concerned, four types have been suggested by Dulay, Burt and Krashen (1982, as cited in Ellis, 1994) in which learners modify TL forms. To illustrate, the omission of morphological or syntactical features such as omitting "ed" of a regular verb in the past or deleting an auxiliary from an utterance. The second type is addition i.e., the presence of other forms that do not appear in the utterance produced by a native

speaker. In describing errors, Dulay, Burt and Krashen (1982, as cited in Ellis, 1994) have argued that learners may use the wrong form of the morpheme or structure; misinformation. The latter can be noticed as regularization when the learner uses "me" as a subject and object pronoun as well. It can, also, be seen as an alternating form such as the use of (do not + verb) and (no+ verb). The other type concerning the description of errors is misordering. That is to say, learners place a morpheme or a set of morphemes incorrectly in an utterance. Besides the four types mentioned above, James (1998) has added a fifth one which he has called bends. This kind of errors reflects the doubt of learners in which form is required to be used.

Furthermore, quantifying errors is another task of error analyst involved in the description of errors. This process requires the recording of error frequency. In other words, calculating how much each type of errors occurs in the sample.

1.1.5.4 Explanation of Errors

Explaining errors is another step of carrying out an EA. It is regarded as the most important stage. Explaining errors accounting for why such errors have been made likewise determining their sources.

Different scholars such as Taylor (1986, as cited in Ellis, 1994), Rampton (1987, as cited in Ellis & Barkhuizen, 2005), have pointed out that errors committed by learners are derived from many sources. Sources of errors may be psycholinguistic, sociolinguistic, epistemic or as they may be found in the discourse structure. Psycholinguistic sources are related to the nature of the TL knowledge system and the difficulties learners faced when processing it. However, sociolinguistics sources of errors concern the ability of learners to adapt the FL/L2 in relation to social context. Epistemic source refers to learners' absence of word knowledge. Whereas, the discourse source includes problems of organizing information coherently.

Although these sources are distinguished, EA concentrate only on the psycholinguistic one, i.e., EA has already tried to provide psychological explanation of errors. As has been

indicated by Ellis (1994), errors originated from psycholinguistic sources are of two kinds: competence errors and performance mistakes. In fact, the distinction between errors and mistakes is already explained before. He has organized two types of performance mistakes: processing problems and communication strategies in which learners try to compensate their lack of knowledge of the target forms. Furthermore, error analysts are concerned with competence errors Rather than performance mistakes. The latter includes inter-lingual (interference), intra-lingual or unique errors that are neither inter-lingual nor intra-lingual errors. In other divisions of source of errors, intra-lingual is used interchangeably with developmental errors.

1.1.5.5 Evaluation of Errors

Since the study of learner errors has a practical significance to language pedagogy, error analysts and teacher as well need to evaluate errors with a view to decide which ones should receive instruction. According to Ellis and Barkhuizen (2005), error evaluation has involved determining the gravity of different errors because some errors can be considered more serious than others because they are more likely to violate the legibility of learners' production. Ellis (1997, p. 20) has pointed out that errors are evaluated as being either "global errors" or "local errors". The former means the most serious errors; however, the latter is concerned with the less serious ones. Thus, teachers can take a decision about which errors that have to be addressed.

In fact, there are different criteria on which the errors are to be judged. The most commonly used criterion is "gravity" i.e. "seriousness", but others can also be used: "intelligibility" or "irritability" (Ellis and Barkhuizen, 2005, p. 67).

1.1.6 Error Correction

Correction is a form of feedback given to learners about their use of the language. All teachers would agree that correcting the errors that the students make when they speak or write

is one of the most difficult tasks in language teaching. There are so many issues the teacher has to consider: whether it is an error or a mistake, at what stage the teacher should correct, how much correction should be made, how the student can be corrected without being de-motivated. That is why the teacher's have point out when something has become wrong and discover whether the student can correct himself, then, to recover out if what the student say or write is simply a mistake, or it is global or local.

However, the technique of correction is not simply presenting the data repeatedly and going through the same set of drills and exercises to produce the state of over learning. On the contrary, it requires that the teacher understands the source of the errors so that he can provide appropriate feedback, which will resolve the learners' problems and allow him to discover the relevant rules. Thus, the source of the error is an important clue for the teacher to decide about the sort of treatment. Harmer (1998) has suggested three steps to be followed by the teacher when errors occur. The teacher first listens to the students, then identifies the problem, and puts it right in the most efficient way.

Since no teacher has time to deal with all the errors of the students, a system of correction should be established to correct errors according to their nature and significance. In such a system, priority should be given to errors which may affect communication and cause misunderstanding. Accordingly, if a teacher knows about all these items, he can direct himself. For example, Brown (2000) suggests that local errors, as in the following example, usually need not be corrected as the message is clear and correction might interrupt a learner in the flow of productive communication:

* I gave **she** a present.

On the other hand, global errors need to be treated in some way since the message is not comprehended clearly:

* Daddy my car happy tomorrow buy.

Errors in pluralization, use of articles, tenses, etc. are less important than errors regarding word order, the choice of placement and appropriate connectors in terms of the clarity of the sentence. Therefore, it is implied that priority in error correction should be given to global errors in order to develop the students' communication skills. The knowledge of error analysis enables the teacher to monitor the students' errors in this frame and take appropriate measures where needed

1.1.7 Error Correction Debate

1.1.7.1 Negative Perspective of Error Correction

Error correction is never the appropriate way for improving second language performance because it leads the student to focus much more on the form at the expense of meaning (Krashen, 1982). Such a negative effect can be aggravated when written corrective feedback is overused. Therefore, Krashen has preferred an entire elimination of written error correction for the sole purpose that the acquisition will take place successfully. Instead, he has believed in the effective role of comprehensible input which results in the internalization of foreign language rules in a more natural way. In other words, when the learner is taught what s/he can understand, then, learning will eventually take place; one does not need to be corrected to learn. Additionally, Truscott (1996) has maintained that telling students repeatedly they are wrong is discouraging and demotivating to a great extent, estimating that the overwhelming majority of learners do not like to see red ink on their papers.

1.1.7.2 Positive Perspective of Error Correction

Truscott's view that error correction does not promote second language learning. It has been rejected by many researchers who have defended considerably the place that written error correction enjoys. Hyland (2003) has believed that teachers' feedback plays an important role in the development of students' writing, adding that "many students see their teacher's feedback as crucial to their improvement as writers" (p. 178). In the same vein, Bitchener

(2008) has studied the efficacy of written corrective feedback vis-à-vis students' writing accuracy. The results concluded that error correction has a significant effect on improving second language writing accuracy.

1.1.8 How to Correct Errors?

Since errors are expected in a language learning process, an English composition teacher has to confront numerous errors in his students' writings, and therefore, the teacher must have a way to deal with errors.

1.1.8.1 Indirect Methods

Language teachers usually have the responsibility of correcting students' errors. It is not necessary or advisable that all the correction should come from the teacher. Language teachers should not control the entire correction. If the teacher has students who discover the error on their own, a lot of hard work would be avoided.

Correction should, also, come from other sources than the student himself and the teacher; the other members of the group can help to correct errors. Such an approach might improve students' ability to recognize errors, and then help them to prevent errors in some way. But, using other members of the group to correct errors has to be carefully handled by the teacher so that no member of the group would pass some errors. Otherwise, this approach can be very harmful to the student whose composition is being discussed.

1.1.8.2 Direct Method: Teacher Correction

Whenever the student cannot understand indirect corrections, direct method should be used. Often, semantic errors must be corrected directly, because the semantic range of two words in two languages may have no analogue or only partly match. The procedure of returning papers to students without charting the error types over time had made an impossible precise analysis of student problems.

Several researchers recommend that teachers record each student's error on diagnostic charts in order to reveal the linguistic features that are causing the student's learning problems. Carter (1998) has stated that error charts are helpful not only for analytical purposes, but also for developing individualized teaching materials, and for establishing a system of error correction priorities. To insure that a student profits from teacher correction, the teacher may select several errors for each student that must be eliminated from consequent compositions. Instead, the teacher may ask the student to write several sentences based on the corrected sentence patterns or on the corrected grammar points.

As the present study is about lexical errors, it is necessary to tackle some different definitions and discuss some different taxonomies which are relevant to this area and to choose the appropriate one to analyze the data collected.

1.2 Lexical Errors

1.2.1 Definition of lexical errors

Identifying and isolating lexical errors is not always an easy task. Lexical competence refers not only to semantic knowledge, but also to morphological, syntactic and pragmatic knowledge. Thus, 'knowing a word' means knowing how to use it appropriately in context, in combination with other words (collocation) and in particular communicative situations and texts i.e. Style and pragmatic force (Ambroso, 2000, p. 58 as cited in Llach, 2005, p. 72). According to Llach (2005), lexical errors represent a hint into vocabulary acquisition in a second language given the fact that they may demonstrate a lack of lexical knowledge, possible communication strategies used by the learners, the organization of the mental lexicon, and/or the development of lexical competence. Moreover, Webber (1993) has stated that the most common causes of errors in non-native English speakers are lexical in nature, due to mother tongue interference. Furthermore, underlining the importance of lexicon, more recent studies suggest that lexis but also grammar structures are the most difficult aspects to correctly

reproduce in a second language in the different stages of language acquisition (AlJarf, 2000; Carrió & Seiz, 2000; Levinson, Lessard & Walter, 2000; Carrió, 2004; Carrió, 2009; Carrió & Mestre, 2010 as cited in Carrio, 2014). As well as acknowledging that the study of lexical errors is particularly prolific in the analysis of second language acquisition. These studies agree that errors should no longer be regarded negatively, but rather as an opportunity for improvement (Carrió, 2004).

Moreover, Carter (1998, p. 185) has suggested that 'mistakes in lexical selection may be less generously tolerated outside classrooms than mistakes in syntax'. This is probably because lexical selection consists mainly of content words, which convey the intended message. When inappropriate lexical choices are made (lexical errors), this can lead directly to misunderstanding of the message, or at least to an increase in the burden of interpreting the text. In addition, Vahallen and Schoonen (1989) have confirmed the importance of lexical knowledge in learning and communication in a foreign language. They even state that lexical knowledge is one of the most important factors in academic success.

In fact, many researchers allude to 'lexical error' as a superordinate term that serves as a heading for several other classes of errors, such as word formation (spelling in writing and malapropisms in speech), field errors, collocation, confusion due to formal or semantic similarity, and relatedness, equivalence or wrong word choice. Llach(2011, p.73). Thus, the term 'lexical error' involves various subcategories that classify lexical errors according to different criteria which can be descriptive, etiologic and also semantic, epistemic (lack of knowledge), or psycholinguistic or process-oriented. This understanding of the term necessarily implies the design of taxonomies of lexical errors.

In sum, Berkoff (1981, p. 10 as cited in Llach, 2011, p. 75) has concluded that a 'lexical error' is a deviation in form and/or meaning of a target-language lexical word. Form deviations include orthographic or phonological deviations within the limits of single words, and also the

ignorance of syntactical restrictions which result in false collocations, for example. Meaning deviations appear when lexical items are used in contexts where they are attributed to another meaning or where they violate semantic restrictions; when there is the 'incorrect choice of lexical items', or also when some semantic feature is not considered.

Accordingly, lexical error is the wrong word use of a lexical item in a particular context in comparison with what a native speaker of similar characteristics as the L2 learner (age, educational level, professional and social status) would have produced in the same circumstances. Lexical errors, can also be defined as a breach in a lexical norm of the language, which is normally observed by native speakers. Llach (2005, p. 16).

Eventually, lexical errors are quite widespread. Dealing with such a problematic area first requires that teachers become aware of the source and nature of these errors as this will help them understand the cognitive processes leading to these errors. Such awareness would in turn help teachers in addressing these problems in class. An understanding of the nature of lexical errors calls for the employment of a well-founded and comprehensive taxonomy, which acknowledges the highly complex nature of the process of EFL learners' selection of words when writing.

1.2.2 Taxonomies of lexical errors

As far as lexical errors are concerned, there are many distinct descriptive error taxonomies which have been designed in an EFL context. They are developed in order to find out what are the most common areas learners have difficulties when producing the TL in writing. In describing learners' language, researchers can adopt one of the descriptive taxonomies: the linguistic taxonomy or the surface structure taxonomy as they can use the combination of the two different types also.

Lexical error taxonomies are not alike, according to the analyst's perspective. In fact, there are various kinds of taxonomies which have been used to analyze written compositions produced by learners learning the English language as a FL. Yang and Xu (2001, p. 54), for instance, have categorized lexical errors committed by Chinese learners when writing English from the semantic perspective. They have classified lexical errors into three groups; 1) selection of inappropriate items according to the intended meaning, 2) errors of transitivity/ intransitivity and 3) errors of collocation. Another model of classifying lexical errors was used by Ferris (2005, as cited in Hale; Pekhaim, & Carlson, 2008, p. 101). She has categorized lexical errors into five types: 1) word choice, 2) word form, 3) informal usage, 4) idiom error and 5) pronoun errors. In addition, Llach, Fontecha and Espinosa (2006, p. 3) Have explored lexical errors from two distinct features. They have considered lexical errors as being either spelling errors or word choice errors.

While James (1998), has classified lexical errors into two major categories. His description of learners' lexical errors is seen from two different perspectives: formal and semantic features. As a matter of fact, James' taxonomy of EFL learners' lexical errors is compiled from various sources of previous studies. His distinction between formal and semantic errors of lexis, for instance, is based on the classic word knowledge framework which was suggested by Richards (1976, as cited in James, 1998, p. 144). Richards has claimed that there are seven types of knowledge necessary to know a word; 1) its morphology which includes its spelling and punctuation, 2) its syntactic behavior, 3) its functional and situational restriction, 4) its semantic values or denotations, 5) its secondary meaning and connotations, 5) what other words it is associated with and 7) its frequency use.

The two main classes of lexical errors developed by James (1998) are divided into further subgroups. Formal of lexis, on the one hand, includes three types of errors: Formal miselection (FM), misformation and distortions. On the other hand, semantic errors of lexis, according to

James, are subcategorized into two categories: confusion of sense relations (CSR) and collocational errors. Besides, each subgroup incorporates certain types of errors. FM errors, for instance, include errors of malapropism types; confusion between pairs of words that look and sound similar. That is, words which are different only in suffix (e.g. considerable/considerate, competition/ competitiveness), prefix (e.g. reserve/preserve, consumption/resumption/assumption), and vowel (seat/set, manual/menial) or consonant (save/safe, three/tree). As they can be made for learners know the target word, but do not know its derivation, though, they may use a verb rather than a noun for they are similar in form such as (speak and speech). Laufer, (1992, as cited in James, 1998, p. 145) has preferred to call these errors synforms. Whereas misformation errors are resulted in the production of non-existent words in the FL, they are originated either in learners' MT or created from TL itself. According to James, FM and misformation errors can be inter-lingual or intra-lingual errors. James has classified misformation errors into three types: Borrowing (L1 words are used in the TL without change, e.g., I shoot him with gun in kopf in German kopf = **head**). Coinage (i.e. inventing a word from L1 e.g., Smoking can be very nocive to health in Portuguese nocivo = **harmful**). Calque (i.e. translation of a word or a phrase from L1 words e.g., We have to find a car to bring us go to instead of **bring us to** the hospital).). However, distortions are only intra-lingual errors which are concerned with misapplication of one of these operations; omission (e.g., (intresting instead of i**nteresting**), over inclusion (e.g., (dinning room instead of **dining** room), miss ordering or blending i.e., using more than one at the same time (e.g., travell instead of **travel**), and miss-selection (e.g., delitous instead of **delicious**). Regarding CSR errors, they occur for the substitution of the appropriate words to express the intended meaning such as choosing a false near synonym or general term where a more specific one is needed (e.g., We have modern equipment instead of **appliances** in our house). They include, also, miss matching of words that fail to function semantically in the context as expected. Collocational

errors are made when learners' misuse words normally should keep company with other particular ones (e.g., the city is grown instead of **developed**). Table (3.1) shows an inconsistency in the number of features of the different lexical error taxonomies discussed above.

Source	Classification
James (1998)	**1) Formal errors** a) FM errors 1. Suffix type 2. Prefix type 3. Vowel-based type 4. Consonant-based type b) Misformation errors 1. Borrowing 2.Coinage 3.Calque c) Distortions 1.Omission 2.Over inclusion 3. Miss ordering 4..Miselection

	2) **Semantic errors**
	a) CSR errors
	b) Collocatioanl
Yang & Xu (2001)	1) Selection of inappropriate items according to the intended meaning.
	2) Errors of transitivity/ intransitivity.
	3) Errors of collocation
Ferris (2005)	1) Word choice
	2) Word form
	3) Informal usage
	4) Idiom error
	5) Pronoun error
Llach, Fontecha and Espinosa (2006)	1) Spelling error
	2) Word choice errors

Table1: Lexical Error taxonomies from (Book) P. X by James, 1998

One of the main distinctive features of the taxonomies stated in Table 1 is that James taxonomy is viewed from formal and semantic standpoint unlike Yang and Xu (2001) taxonomy which is approached to semantic direction only. Although the other taxonomies are concerned with word forms, they are not clearly differentiated. In contrast, James has

obviously distinguished the different subgroups of formal errors. His taxonomy is seen to be more appropriate to scrutinize learners' lexical errors. Furthermore, recent studies are based on this classification such as Hemchua and Schmitt (2006), Cao and Nishina (2007), Yang (2010) among others.

1.2.3 Lexical errors in writing

Many research studies have investigated the interaction between an essay score and error production. Hence, these studies show a strong negative correlation between quality writing and linguistic errors in general and lexical errors in particular. (Grant and Ginther (2000, p. 142 have stated that "the better essays had fewer lexical errors summarizes the results of studies examining the relationship between errors and essay score.

Therefore, two major problems can be identified when using errors to judge writing quality. First, the difficulty lies when defining what constitutes an error. Researchers working with error measures must provide a definition of error (Polio, 1997, p. 113-114). The second main problem is the question of classifying errors and deciding to which particular category an error belongs. Distinguishing between certain error types may be difficult on some occasions (Hawkey & Barker, 2004, p. 147-148; Polio, 1997, p. 120).

Martin (1984) has explicitly argued that there is not always a linear relationship between proficiency and the number of errors. Sometimes the greater fluency of advanced learners seems to lead to an increased number of lexical errors in their productive use   (as cited in Hemchua, 2011, p. 4). That is to say, in this case even advanced learners at university level seem to have considerable problems with lexical errors in their written product.

Among the most common lexical error categories identified are word choice errors, omissions, unusual word forms, word order, borrowings, lexical creations and spelling. The individual categories do not predict quality to the same extent. Thus, researchers have found

word choice errors to be the most problematic in that they mostly affect essay quality (Grant & Ginther, 2000; Hawkey & Barker, 2004).

In summary, lexis plays a very important role in carrying a meaning of a written text as long as it is used correctly. On the contrary, misusing it caused a salient distortion of the meaning of the sentence and sometimes ruins it completely. Along with errors in other language aspects, lexical ones which are committed frequently by EFL learners are likely to influence negatively their English writing skill.

Conclusion

As a conclusion, we notice that lexis is a basis of problem for EFL learners because it is a frequent source of errors. For that reason, lexical items are very often misused even at an advanced stage of the learner learning process. Although learners become quite familiar with the target language rules, they fail in some instances in applying it appropriately which results in errors. Hence, lexis which is generally given a considerable attention tend to be among the areas in EFL learning that is most commonly prone to errors. Consequently, EFL learners have to recognize the differences between English and their L1 lexical words in order to master the correct use of English words (vocabulary). Also, students have to be aware of the use of the English words in each context of their use and that can be improved by distinguishing each one with its correct use. Furthermore, vocabulary is very crucial and as one cannot exclude it from his/her writing Thus, one way to achieve the purpose of writing is to look at writing as a skill that contains important elements rather than a product that only involves stages and processes.

CHAPTER TWO

The Writing Skill

Content

Introduction

Writing is considered as a crucial skill that is used for different purposes is a difficult process even in the first language. Writing is a fundamental skill in language learning; it is also a difficult skill that requires considerable effort and practice on the learner's part to reach an acceptable level of writing. What makes writing a very troublesome task for EFL learners is the fact that it requires some criteria of acceptability relative to different aspects of writing which include content, organization, vocabulary, language use, spelling, punctuation and accurate capitalization and paragraphing. In this chapter, we will present the reader with the writing skill in general, including the different definitions, the criteria that make for producing an effective piece of writing, the relationship between writing and other language skills. Then, we will cast some light on the approaches of teaching writing and assessment of the writing skill.

2.1 Definition of writing

In its simplest form, writing may be just using graphic symbols or reproducing in written form something which has been heard or read. Writing becomes more complicated when it involves producing meaningful segments to carry a message in the language. So, writing is not as simple as it seems to be. "But writing is clearly much than the production of graphic symbols, just as speech is more than the production of sounds" (Byrne, 1979, p. 1). This means that the graphic symbols have to be arranged in certain ways and conventions to form words, and the latter is arranged to form sentences. We produce a sequence of sentences arranged in a particular order and linked together in certain manners. Collins and Gentner have claimed that:

> The learner/writer should consider the four structural levels in writing starting with the word structure, sentence structure, paragraph structure, and overall text structure Coordinating all these aspects is a staggering job that is definitely more than a simple activity of putting symbols together. (1980, p. 62).

This means that writing is a process requiring a high level of concentration and accuracy.

In addition, Byrne (1991, p. 4) explains that writing is a difficult activity because it is neither a natural nor a spontaneous activity, but it requires conscious mental effort and that "the problems related to writing are usually grouped under three headings which overlap to some extent: psychological, linguistic and cognitive." It means that psychological, linguistic and cognitive related issues interfere to make writing a complex activity for both native speakers and language learners.

Moreover, Lado (1961, p. 248) has viewed writing in a foreign language in terms of the power of manipulating structures, vocabulary and their "conventional representations. He has put it as follows: "We mean by writing in a foreign language the ability to use structures, the lexical items, and their conventional representation in ordinary matter of fact writing". Besides, White and Arndt have argued that "Writing is far from being a simple matter of transcribing

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Language into written symbols: it is a thinking process in its own right. It demands conscious intellectual effort which usually has to be sustained over a considerable effort of time" (1991, p. 3). Therefore, the research of White and Arndt (1991) into writing is based on the assumption that requires a high level of abstraction and actually demands conscious work.

According to Tribble (1996, p. 12), to be deprived of the opportunity to learn how to write is "to be excluded from a wide range of social roles, including those which the majority of people in industrialized societies associate with power and prestige." He has emphasized that learning to write is not just a question of developing a set of mechanical 'orthographic' skills but it also involves learning a new set of cognitive and social relations.

Furthermore, it has been declared by Harmer that writing is a central element in the language teaching setting because students need to write down notes and to take written exams. Yet, over the years, it has seemed that writing has been seen 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 speakers of a foreign language as much as for everyone using their first language (Harmer, 2004, p. 4).

So, the idea we draw from the previous definitions is that writing is the activity of being able to communicate with language through a graphic representation of ideas. It is, also, a difficult, sophisticated, and prestigious social activity of communication and an important skill for both language learners and native speakers.

2.2 Aims of teaching writing

Almost all human beings grow up speaking their first language (and sometimes second or third) as a matter of fact. Spoken language, for a child/learner, is acquired naturally because of being exposed to it, whereas the ability to write has to be consciously learned.

Harmer (2004, p. 3) Has agreed that writing should be learned because it could not be naturally acquired like speaking, despite the fact that, he provides more reasons to teach writing for EFL learners which include reinforcement, language development, learning style, and most importantly, writing as a skill in its own right. Harmer (1998, p. 79) illustrates the reasons for teaching writing as follows:

• Reinforcement: Some learners acquire languages in a purely oral way, but most of them benefit greatly from seeing the language written down.

• Language development: The mental activity learners go through in order to construct

proper written texts is all part of the ongoing learning experience.

• Learning style: For many learners, producing language in a slower way is something they appreciate. Writing provides time and ease for learners more than face-to-face communication does.

• Writing as a skill: Learners need to know how to write essays, how to put written reports together and how the writing system operates (for example, in terms of conventions such as punctuation, paragraph construction) just as they need to know how to pronounce language appropriately**.**

2.3 Elements of Effective Writing

Writing in English within an academic context requires some criteria of acceptability relative to different aspects of writing, which include organization, vocabulary, language use, punctuation, accurate capitalization and paragraphing. According to Starkey (2004), an effective piece of writing is the one that is organized, clear, and coherent, with accurate language and effective word choice.

2.3.1 Mechanic

In composition, 'mechanics' refers to the appearance of words, to how they are spelled or arranged on paper. The fact that the first word of a paragraph is usually indented, for example, is a matter of mechanics (Kane, 2000, p. 15). The conventions of writing require that a sentence begins with a capital letter and ends with full-stop punctuation (period, question mark, or exclamation point). These types of conventions or mechanics are very significant in putting together a good quality piece of writing because no matter how original is the learner's ideas if he cannot express them in a clear and accurate manner. Starkey (2004) addressed writing mechanics in terms of grammar, spelling, punctuation and capitalization.

Grammar is a key element not only in writing, but in language as a system of communication in general. Having a good knowledge of the parts of speech, the structures of the language and its rhetorical devices and knowing how to manipulate them in order to write comprehensively is what writing requires. Brooks and Penn (1970, p. 20) have stated that: "…For one thing, in writing, we must understand the structure of the language, what the parts of speech do, how the words relate to one another, what individual words mean, the rules of grammar and punctuation".

Furthermore, Hartwell (1985, p. 109) has seen that grammar is "the branch of linguistic science which is concerned with the description, analysis, and formulization of formal language patterns." It means that grammar is about forming words and making sentences that are grammatically correct. Also, Harmer (2000, p. 13) has defined grammar as the rules that arrange or organize our language. He has explained that grammatical rules are the way people speak and write. However, the rules will change whenever people start to speak and write differently.

Capitalization and punctuation marks are integral parts of written English. According to Murray and Hughes (2008, p. 185), among other things, "they Indicate pauses and sentence boundaries and also eliminate ambiguity. A well punctuated and capitalized piece of writing should make your work easier to read and understand and will therefore help it make a more favorable impression on your readers." Harmer (2007, p. 325) has said that as there are well-established customs for punctuation, accordingly, violation of this makes a piece of writing look awkward.

Similarly, spelling is one of the factors which need to be taken into account by students when dealing with writing because it is an aspect many teachers in an EFL context focus on when evaluating students' work. Correct spelling gives one's work credibility. Not only the reader will know that one is educated, but also that he is careful about his work. Correct spelling is very important for a good piece of writing. Harmer (2007, p. 325) has stated that although incorrect spelling does not often prevent the understanding of a written message, it can adversely affect the reader's judgment. Sometimes, bad spelling is perceived as a lack of education or care. Thus, we can say that in order to make students improve their spelling is to motivate them to read a lot.

2.3.2 Vocabulary

Vocabulary is viewed as an integral part of language teaching and learning, especially in learning a foreign language. Yet, we think that vocabulary knowledge plays a significant role in writing.

The best way for the learner to accurately convey his ideas in writing is to choose the right words. Doing so ensures that the reader understands what the writer is really written. According to Starkey, there are two aspects the learner should consider while choosing the words to be used: denotation and connotation. The former is considered as the basic or literal

meaning of a word. Learners should make sure of the correctness of their words because sometimes some confusions may stem from words that sound or look similar but have very different meaning, but in fact are not considered standard English, or words that are misused and often their usage is thought to be correct. Whereas, the latter can be defined as "a word's implied meaning which involves emotions, cultural assumptions, and suggestions." The learner should confirm that each used word denotes exactly what he intends for it. Connotation requires the learner thinking beyond the dictionary, that is to say to what might be implied or inferred by his writing (2004, p. 21).

2.3.3 Organization

Starkey (2004, p. 2) has stated that "by following [an organized method of writing], you will guide your reader from your first to last sentence. He or she will be able to see how the various points you make in your [piece of writing] work together and how they support your thesis".

We can say that in the process of writing, information should be presented to readers in a structured format; even short pieces of writing have regular, predictable patterns of organization. The striking advantage of the organization is to help the reader to believe what you are saying, and to willingly follow your lead.

As a matter of fact, organization is usually decided upon through certain techniques that precede the actual act of writing. In other words, the writer decides about the organization of his written work before engaging into the act of writing through some prewriting techniques including mainly free writing and brainstorming.

2.3.4 Clarity

According to Starkey (2004, p. 11), the learner's goal when writing in an academic context is to convey information, including the fact that he can write well. Therefore, clarity is an essential element of writing the learner should become skilled at in order to make his writing readable, and guarantee that those who read it understand exactly what he means to say.

In order to achieve clarity in writing, according to Starkey (2004, pp. 12-9), the learner should:

• Eliminate ambiguity by avoiding words or phrases that have more than one possible interpretation. The learner should focus on what he means and keep away from any language structure that could mislead the reader.

• Use powerful, precise adjectives and adverbs. One way to accomplish clarity is to use powerful and specific adjectives and adverbs. The right modifiers (adjectives and adverbs) help the learner to convey his message across in fewer, more accurate words. For example, Chihuahua can take the place of little dog; exhausted can take the place of really tired; and late can take the place of somewhat behind schedule.

• Be concise, this means getting right to the point without unnecessary spinning around, worthless repetition or wordiness.

2.3.5 Cohesion and Coherence

Halliday and Hasan (1976), whose major concern is to investigate how sentences are linked in a text, introduced the concept of cohesion. For them, the various parts of a paragraph are connected together by cohesive ties. They have stated that:

A text has texture, and this is what distinguishes it from something that is not

a text, …if a passage of English, containing more than one sentence is perceive

as a text, there will be certain linguistic features present in that passage which

can identified as contributing to its total unity and giving it texture (p. 2).

They, also, claim that cohesion is a factor that indicates whether a text is well connected or merely a group of unrelated sentences. It should, however, be noted that though involved with meaning between sentences, cohesion does not deal with the content of a text. In addition, Halliday and Hasan (1976, p. 9) Have argued the opinion that cohesive devices create coherence in texts. Even more, they have believed that "cohesion is the only source of texture".

Coherence is an important element in any kind of writing. It is particularly crucial in academic writing whereby success or failure may depend upon how clearly the learner has managed to communicate his ideas and points of argument to his reader. In addition, Murray and Hughes (2008, p. 45) have noticed that a good writer is the one "who sticks his ideas together as links in a chain, each link connecting the one before it with the one after. If any links are missing, the connections become unclear and the argument structure breaks down."

2.4 Writing and Other Language Skills

The ability to master the four components of the language skills is a difficult task to attain. Writing as a productive skill, in addition to speaking, requires some conditions of accuracy, wealthy information, and critical thought. Nevertheless, these conditions cannot be accomplished without such link with other receptive skills which are reading and listening. According to Johnson (2008), language skills enhance each other; i.e. the development of individual language skills improves the development of others. For example, listening and hearing other people use language enhances one's ability to speak. Reading helps students become better writers, and writing helps in developing phonic knowledge and enhances reading fluency.

2.4.1 Writing and Speaking

On the basic of these two productive skills which are quietly important in the language learning, the common belief that draws their vital role is that both writing and speaking are complementary skills. Kress has seen that speaking and writing are complementary skills and emphasizes that "the person who commands both the forms of writing and of speech is therefore constructed in a fundamentally different way from the person who commands the form of speech alone." (Kress, 1989 as cited in Tribble, 1996, p. 12). However, many factors and reasons may interfere to make these two output skills very different. Thus, such factors as time, distance, participants, performance, process, orthography, vocabulary, organization, complexity and formality as well may differentiate writing from speaking skills.

What follows is a summary of some differences between writing and speaking as seen by Brown (1994):

• Performance: oral language is transitory and must be processed in real time, while written language is permanent and can be read and re-read as often as one likes.

• Production time: writers generally have more time to plan, review and revise their words before they are finalized, while speakers have a little or no time to do this.

• Distance between the writer and the reader in both time and space eliminates much of the shared context that is present between speaker and listener in face-to-face contact and this necessitates greater explicitness from the part of the writer.

• Orthography in writing carries a limited amount of information compared to the richness of devices available to speakers to enhance a message (for example: stress, intonation, pitch, volume, pressing).

• Complexity: written language tends to be characterized by longer clauses and more subordinators, while spoken language tends to have shorter clauses connected by coordinators, as well as more redundancy (repetition of nouns and verbs).

• Formality: because of the social and cultural uses of which writing is ordinarily put, writing tends to be more formal than speaking.

• Vocabulary: Written texts tend to contain a wider variety of words, and lower frequency words, than oral speech.

Another view is held by Harmer (2004, pp. 7-10) who has made the difference between writing and speaking in terms of time and space of communication, participants, process, organization, language, signs, symbols, and product. However, he sees that in some contexts, these differences between writing and speaking fade away. For example, the use of written language in text messaging and internet chatting seems to be more like speech than written discourse where speakers seem to be speaking while using written words. Another example, is the degree to which a formal speech follows the rules of writing in terms of structure, organization, and use of language; such types of speech seem to be more writing rather than speaking.

According to Weigle (2002, p. 17), writing and oral skills are equally important, but differ in a certain criteria such as: textual features, socio-cultural norms, and the cognitive processes involved in the production and the understanding of the text. Thus, the long established view that writing functions mainly to support and reinforce patterns of spoken language "is being supplanted by the notion that writing in a second language is a worthwhile project in and of it". Whatever what those linguists claim, and whatever the differences that may exist between writing and speaking, whatever the level that the student may reach in any

skill. Even though, they are different in many characteristics, but both of them provide a crucial role in the development of language teaching.

2.4.2 Writing and Reading

As writing and speaking have a variety of features, reading as another receptive skill, has its reflected quality that stressed its function in language learning. In the field of education and from different perspectives, reading is widely recognized as a primary skill through which writing is developed. In fact, writing and reading are two distinct skills, i.e. the former is productive, whereas the latter is receptive. But, they are interrelated since they lead to the same objective: learning writing involves the encoding of a message of some kind; this means we translate our thoughts into language. Hence, reading has to do with the decoding or the interpretation of this message. Both of them are linked with language and communication of ideas. Hyland (2003, p. 53) has argued that "writing together with reading, is a central aspect of literacy". Thus, to be a literate person is to be able to read and to write as well.

As it has been seen by Johnson (2008, p. 7), the apparent relationship between the preceding skills is that reading helps students become better writers. Through reading, students have incidental contact with the rules of grammar, so they develop a sense of the structure of the language and grammar and increase their vocabulary. Therefore, Reading in the writing classroom is understood as the appropriate input for acquisition of writing skills because it is generally assumed "that reading passages will somehow function as primary models from which writing skills can be learned, or at least inferred" Eisterhold (1990, p. 88). So, reading has an effective position in progressing learners' writing abilities to write a cohesive, valuable paragraph.

In the same way, White (1981, p. 48) has pointed out the ability of writing is limited to reading. Thus, writers at each point, they should think about their audience (readers) and their

interpretation of the written passage or paragraphs. So, White relates the issue with reading by saying "any communicative writing course must contain a large component of reading comprehension of practice that writer for reader". The idea that draws this saying is that learners cannot master the writing skill unless they possess well the reading skill; learners should develop their receptive skills that enable them to be more productive and successful in the language learning.

Furthermore, there are many other connections between reading and writing, some are simple and others are complex. For instance, readers use writing to help them process what they read. And as writers, we are always reading. In addition to reading what others have written, we also read our own work. Over and over, for correction. In this respect, Harris (1993, pp. 81-86) has suggested five interesting relationships which seem more significant to teachers:

• Reading and writing are personal and social activities that are used in order to communicate. Writers need a response to what they write; readers need to respond to what they read and get responses to their analysis of the text.

• Reading and writing are reciprocal. Writers can learn much about writing by reading; readers can learn much about reading by writing.

• Reading and writing are interdependent. Readers cannot read if writers do not write. Likewise, writers cannot write if readers do not read.

• Reading and writing are parallel. Both have purpose depend on background knowledge, and focus on the construction of meaning.

• Reading and writing help to discover the world around us. As writers write, they need to read. And as readers read, they often need to write.

From another perspective, reading is an important tool to evaluate the written production. In this type of reading, the writer reads his text critically, so that he detects his problems in grammar, vocabulary choices, and structures and so on. In his model of the process approach Hayes (1996) has proposed three essential types of reading in the composing process. One of these types is reading to evaluate, this type is a crucial stage in the composing processing that it enables the writer to produce a good written production, since it helps detect the different problems in his writing. Weigle (2002, p. 27) has argued that reading for evaluation purposes is the first type of the Hayes reading types, in which the writer read his text critically to discover his mistakes and improve his language. Reading for evaluation needs concentration and expertise in the reading skill so that the writer can revise and evaluate errors of content, organization, relevance… etc. and not only concentrated on detecting surface errors. So, the writer here needs to be skilled in reading.

2.5 Approaches to Teaching Writing

The teaching of writing, in the last decades, has been a central element and principal means of education. This interest in writing as a skill leads to the emergence of different conflicting views of the best way to teach writing. The teaching of writing from the 1940s to 1960s was based on the notion of controlled or guided composition. In the 1960s, teachers and researchers in the field began to doubt about the effectiveness of controlled composition. The result of this doubt was the birth of „rhetorical function "where the focus shifted from the sentence level to the discourse level. When focusing on the discourse level, the main interest is the type of development of the discourse such as narration, argumentation, expository and so on. Later, in the 1970s", the process approach which has the greatest effect on the teaching of writing in both L1 and L2 has emerged. After the process approach, the field of writing has received a newcomer, which is the genre approach.

2.5.1 The Product Approach

Generally speaking, the product approach to writing focuses on the end product. Hence, the product approach encourages analyzing students' product at the end of the writing process, so that the teacher can recognize their weaknesses and strengths. This orientation has its origins in the tradition of rhetoric and emphasizes the study of model text to make students aware of text features.

The model text is always taken as the starting point. It is studied and analyzed from all points of view: structures of grammar, content, sentences, organization, and rhetorical patterns. After manipulating these features, students are given a new topic and invited for a parallel writing task. In short, both texts are final drafts, but the model comes at the beginning and the product comes at the end. White has put it this way:

Not only does the model come first in the teaching sequence, it also shows a finished text. In other words, the focus right from the start is on the product, which is, of course, someone else' writing. What the model does not demonstrate is how the original writer arrived at that particular product. In other words, it gives no indication of process. (1988, p. 7)

Another description of the product approach has been proposed by Richards (2003, pp. 3-4) who has argued that since the focus is on the study of model text in order to make students aware of text features, the first stage in teaching writing using this approach is familiarization.

1. Familiarization: Learners are taught certain grammar and vocabulary usually through a text.

2. Controlled writing: Learners manipulate fixed patterns, often from substitution tables.

3. Guided writing: Learners imitate model texts.

4. Free writing: Learners use the patterns they have developed to write an essay, letter, and so forth.

In sum, the main objective of the product approach is accuracy in writing rather than communication, which means neglecting students' own freedom to write or communicate.

2.5.2 The Process Approach

This approach shifted the attention from the traditional view of looking at writing purely as a product to emphasize the process of writing. It focuses on the stages of writing and not on the final product. Students need to realize that what is first written down on paper is not the final product, it is only the beginning. The process approach depends on giving students time to work on what they want to write, going from pre-writing activities to the final draft. Moreover, Brown (2001, p. 336) has argued that writing is a thinking process; a writer produces a final written product based on his thinking after he goes through the thinking process.

The process approach emphasized that writing is an activity that is composed of a variety of activities, and that these different activities are typically recursive. The teacher in the process approach becomes a facilitator. He guides and helps his students at each stage of their composing process. That is why, according to many scholars, the process approach may include identified stages of the writing process such as pre-writing, writing and rewriting, and shed the light on the importance of making students aware that these stages are integral to writing.

In order to highlight the importance of the process approach and reinforce the given definitions, we will quote Murray (1992, p. 16)

The process-oriented approach refers to a teaching approach that focuses on the process a writer engages in when constructing meaning. This teaching approach

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concludes with editing as a final stage in text creation, rather than an initial one as a product-oriented approach. The process-oriented approach may include identified stages of the writing process such as: pre-writing, writing and re-writing. Once the rough draft has been created, it is polished into subsequent drafts with the assistance of peer and teacher conferencing.

2.5.3 The Genre Approach

The genre approach to teaching writing is mainly concerned, as the name indicates, with teaching particular genres that students need control of in order to succeed in particular situations. This approach attempts to get learners aware of the different elements of writing: the topic, conventions, and style of the genre and the context in which their writing will be read and by whom.

In addition, Swales (1990, p. 29) has seen that the genre approach starting point is the concept of discourse community and identifies a range of academic contexts. Swales has described six characteristics for identifying a group of writers and readers as discourse community: "common goals, participatory mechanisms, information exchange, community specific genres, a highly specialized terminology and a high general level of expertise." It means that both readers and writers have to identify their objectives, follow a given plan, reporting of new language knowledge, specify the type of the text, choose the exact words, and be skillful.

Additionally, the genre approach is supported by the functional model of language which discusses the association between discourse and the context in which language is used. Richards (2003, p. 18) has argued that the importance of genre is that it includes discourse and contextual aspects of language use. The genre approach involves the direct teaching of a range

of genres through a cycle that includes modeling, joint constructed by the teacher and finally, the students independently construct a text.

Consequently, writing is then perceived as a form of production rather than as a creative act. In the first stage, learners might be asked to imitate to enforce adherence to strict genre rules. Later, at an advanced stage, they might be free to decide what to do with the data they have collected.

2.5.4 The Process-Genre Approach

Among the researchers who advocate the use of this approach, Badger and White

(2000) who called for the use of the process-genre approach in teaching writing. They analyzed the strengths and weaknesses of the product approach, the process approach and the genre approach and argued that the three approaches are complementary and identified an integrated approach which consists of the combination of the three approaches. Lee *et. al*. (2009) also suggested the process-genre approach to teaching writing. They aim at helping students cope with writing in an academic setting through the use of this approach. According to them, students will learn how to plan, organize, research and produce different genres through a variety of relevant and challenging tasks.

Furthermore, Hyland (2004, p. 20) has claimed that the genre approach and the process approach "can usefully be seen as supplementing and rounding each other out". He has explained this claim by saying that "Writing is a socio-cognitive activity that involves skills in planning and drafting, as well as knowledge of language, contexts and audiences." (2004, p. 20). Simply put, the two approaches complete each other for better academic achievement.

2.5.5 The Communicative Approach

In this approach, writing is seen as a communicative act thus the main concerns of this approach when producing a piece of writing are its purpose and audience. Therefore, students are encouraged to ask themselves two main questions; Why am I writing this? And who will read it? So, the purpose, i.e. the communicative function of the text can be grouped according to whether it is intended to entertain, inform, instruct, persuade, explain, argue a case, and so on (Harris, 1993, p. 18). That is to say, students are encouraged to behave like writers in real life, which means that teachers must plan and formulate situations that allow them to write purposefully.

According to Brown (1994, p. 77), the primary goal of communicative language teaching (CLT) is to develop communicative competence, to move "beyond grammatical and discourse elements in communication" and probe the "nature of social, cultural, and pragmatic features of language." In this respect, learners are highly expected to produce many correct sentences or to be accurate, but to be able to communicate and be fluent.

2.6 Teachers' Assessment and Feedback in Writing

Assessment is regarded as the act of collecting information about learners and their learning. That is to say, it is about knowing the students and the quality of their learning. Assessment is a step in which teachers draw on judging whether learners have learned what they have been taught or not and what are their learning needs. In the same sense, Brown has asserted that assessment entails any judgment vis-à-vis the students' performance, be it little or much. Such assessment can be carried out by the teacher or the students in case of self and peer assessments. Moreover, Brown (2003, p. 4) insists that assessment always goes hand in hand with teaching. In other words, teaching and assessment are interrelated. Furthermore, assessment can be either incidental, that is to say not scheduled by the teacher or intended that

is to say planned and scheduled by the teacher. In brief, assessment is the gathering of information about the students' ability to perform learning tasks.

In fact, there are two forms of assessment: *summative assessment* which is referred to as assessment of learning. It is a kind of evaluating and ranking students' learning, and it is generally done at the end of a project or a semester as clarified by Brown (2003, p. 6) "… Aims to measure or summarize what a student has grasped and typically occurs at the end of a course or a unit of instruction". In addition to, *formative assessment* that is generally defined as an ongoing process that takes place during the teaching/learning situation. "It intends to help students identify their strengths and weaknesses and guide students toward the achievement of learning goals during the learning process." (Prins et al., 2005, p. 419.) Thus, the former is generally prepared in advance and intended to give time for students to be ready for the assessment while the latter aims at promoting the learning process and improving students' learning.

Accordingly, formative assessment is described as "any task that creates feedback or (feed forward) to students about their learning" (Irons, 2008, p. 7). So, summative assessment provides information and knowledge about the students' achievement. However, formative assessment provides feedback to students on how well they are progressing and learning. Consequently, formative assessment is used to inform both teachers and students about the successfulness of teaching and learning processes.

It is an established fact that within any teaching context, assessment should be present. This assessment is best expressed through feedback. . Dulay et al. (1982, p. 34) have stated that Feedback refers to the information that is given to the learners about their performance. This definition sees feedback as any written or oral comment that teachers deliver to the students

about their work. In other words, the teacher tells the students how well or bad they performed. Additionally, Hyland has stated that:

> A great deal of research, however, has questioned the effectiveness of teacher written feedback as a way of improving students' writing. Research on first language writing suggests that much written feedback is of poor quality and frequently misunderstood, by students, being too vague and inconsistent (2003, p. 178).

We can say that each student's wants varies from one to another. Some students favor some kind of feedback related to the content of their writings, while other students are interested in receiving comments on both grammar and content.

In a way or another, the application of corrective feedback or any other kind of

Feedback has a great impact on the language learning in general and on the writing skill in particular. Thus, both teachers and students may benefit from the use of feedback with its different kinds; due to its major roles and considerable functions that may serve in making successful learning and the acquisition of language. In addition, providing students with feedback may help them in one way to get rid of their weaknesses and be aware of their strength. Also, it paths the way for them to develop their skills.

2.7 Self-assessment in Writing

Self-assessment allows students to judge their learning progress and reflect on the quality of their work. Self-assessment is done on drafts of works in progress in order to inform revision and improvement and stimulate the students' learning and performance (Andraide, 2010, p. 90). Moreover, Harris (1997, p. 12) has stated that self-assessment is a "key learning strategy for autonomous language learning enabling students to monitor their progress and relate learning to individual needs." We can say that self-assessment as a tool for learning has

considerable impact on students' learning and development into reflective and independent learners and what is mainly important is that it encourages critical thinking.

Accordingly, Self-assessment is a technique or an activity that is not done in isolation but with the help of peers and teachers to ensure success (Boud, 1988, p. 15). Self-assessment is beneficial in the sense that it motivates students and encourages them to handle their own learning and be autonomous. It, also, develops students' critical thinking as they step back and see what they wrote, they specify their mistakes and they try to find the appropriate solutions and makes the class more learners –centered.

Sambell & MacDowel (1998, p. 39) have provided us with strengths in using self-assessment that are:

1. It can foster students' feeling of ownership for their own learning,

2. Can motivate students and encourage their active involvement in learning,

3. Makes assessment a shared activity rather than alone (i.e. more objective),

4. promotes a genuine interchange of ideas,

5. Leads to more directed and effective learning,

6. Encourages students to become more autonomous in learning;

7. Signals to students that their experiences are valued and their judgments are respected,

8. develops transferable personal skills,

9. Produces a community of learning in which students feel that they have influence and involvement,

10. reduces the teacher's workload,

11.And makes students think more deeply, see how others tackle problems, pick up points and learn to criticize constructively.

From this list of strengths, we conclude that this kind of assessment as a tool for learning has considerable impact on students' learning and development into reflective and independent learners and what is important is that it encourages critical thinking as it is supported by Sambell and MacDowel.

Conclusion

From what has been said before, we conclude that writing is a difficult skill that requires drawing attention of both learners and teachers to have some necessary knowledge and information that would reinforce and make the teaching/learning of the writing skill easier and important. So, the teaching of this skill should be reconsidered and given further importance for its finite and unavoidable significance in learning English. Furthermore, developing the writing skill remains one of the most outstanding difficulties that EFL learners encountered mainly because English constitutes an entirely different linguistic system for them.

CHAPTER THREE

Field Investigation

Content

Introduction

The present study aims at investigating students' lexical errors in writing. First, this chapter is devoted to the analysis of students' written test and then students' questionnaire analysis. The researcher uses students' written compositions to determine to what extent lexical errors are committed by students as well as the types of such errors. In addition, the questionnaire was used to shed light on the students' knowledge about the writing skill, their awareness of its importance, and the impact of the committed lexical errors on the writing skill. So, there would be different comments and suggestions that will help students get a better achievement in their writing process. Moreover, a questionnaire was administered to written expression teachers in order to find out what are the reasons behind the students' lexical errors.

3.1 Students' Written Compositions

3.1.1 Population of the Study

According to Richards and Smith (2002), a sample refers to "any group of individuals that is selected to represent a population." (p.465). The present study investigates lexical errors committed by a sample of fifty-five randomly-selected second year students at the Department of English, University of 8 May 1945, Guelma. Second year students have been chosen for the present case study because they reached a level of proficiency to some extent in English. Therefore, they are expected to master the basic aspects of the English language including lexis.

3.1.2 Description of Students' Written Test (see appendix III)

The test was distributed to fifty five (55) second year students at the department of English, University of 8 May 1945 Guelma. The topic of the test is about students' likes and dislikes. Students were asked to write paragraphs about anything they like or dislike. As it has already been mentioned, this study is an attempt to gain more insights into the various types of

second year students' lexical errors and their frequency. In order to sort out the students' lexical deviations, the compositions were read more than twice. In this study, lexical deviations are taken as the deviations from the lexical norm. That is to say, they are regarded as the wrong form or use of vocabulary items in any way, i.e., at the orthographic, morphological, syntactical, semantic and pragmatic level. The lexical deviations are scrutinized from different levels for the purpose to understand at which level second year students have difficulties in using English vocabulary. Also, lexical deviations are categorized according to James' Taxonomies (1998), and all different types are taken into consideration.

3.1.3 Analysis of Students' Compositions

The fifty-five (55) compositions written by a sample of second year students totaled up to 680 lexical deviations. As a matter of fact, the lexical error types are approximately common to all participants. The 680 deviations include two types of lexical errors: formal errors and semantic errors. The subject of the sample made 375 formal errors and 305 semantic errors as have been shown in the following table.

Table 2

Distribution of Lexical Deviations

	Number	Percentage
Formal errors	375	55.14%
Semantic errors	305	44.85%
Total	680	100%
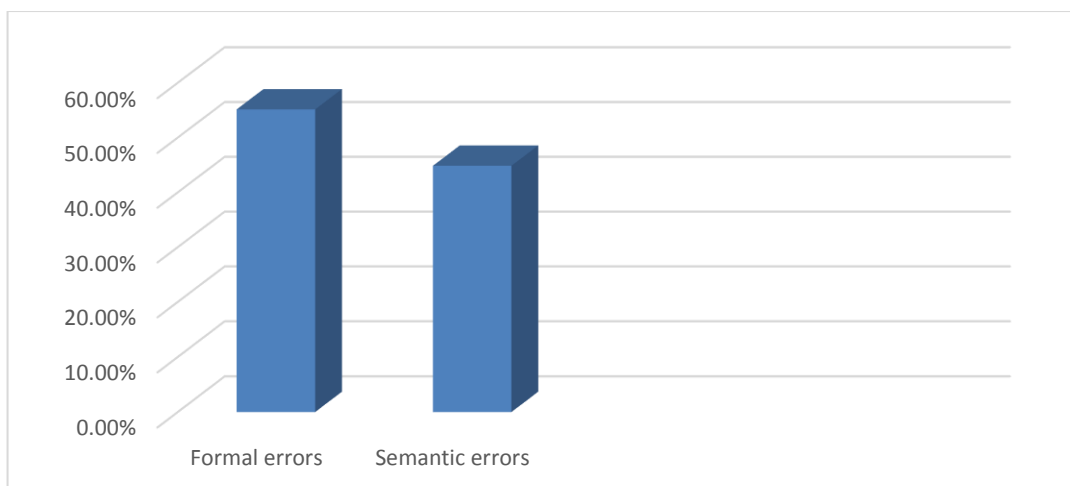
Figure 1 Distribution of Lexical Deviations

A/ Formal Errors

As far as formal errors are concerned, they represent 55.14% of all errors. That is to say, they are the most problematic error category in the data. The students committed all the error types of formal errors as indicated in the following table

Table 3

Frequency of Formal Errors

	Number	Percentage
Formal miselection errors	101	26.93%
Misformation errors	214	57.06%
Distortion errors	60	16%
Total	375	100%
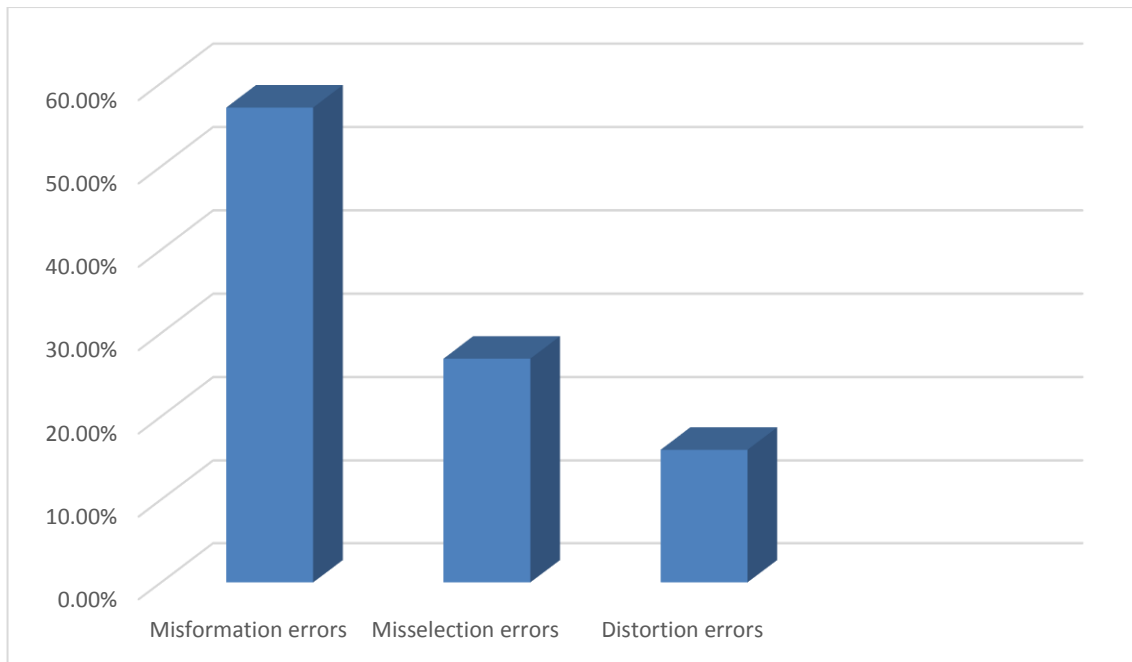
Figure 2 Frequency of Formal Errors

As shown in the previous table, miss-formation errors represent the overwhelming majority, most of the participants committed 314 misformation errors among 375 formal errors. Moreover, miss-formation errors, displays 46.17%. This indicates that students used words which do not exist in English, also because of the lack of English lexical knowledge, therefore they create ill-formed words by themselves or they can be influenced by what they have learned and acquired in other languages. As examples, Instead of writing "example" they wrote "exemple", "descover" instead of "discover" and "deslike" instead of "dislike". Moreover, as it is shown, formal misselection errors are followed miss-formation errors with a percentage of 29.55%. This mainly is because of the similarity in form between noun and adjective or noun and verb. The findings indicate that the students were still unable to distinguish between parts of speech or they did not know the right placement of the parts of speech in the sentence. As an illustration, some students could not differentiate, for example, between the noun "importance" and the adjective "important", and between "education" and "educational". Concerning the last subcategory of formal errors, distortion errors represent

24.26%, which implies that the students' lexical knowledge of the TL is not developed enough. Also, the students had problems of writing correct English words. This problem may be due to the concentration on finding the right words not on how they are spelt, such as words like "tilivision" instead of "television", "blieve" instead of "believe" and "wel" instead of "well".

B/ Semantic Errors

The number of semantic errors equals 305 errors. The number represents 44.85% of all lexical deviations detected from the data. They encompass the two subcategories of semantic errors: confusion of sense relations (CSR) errors and collocational errors. The following table presents the obtained results.

Table 4

Frequencies of Semantic Errors

	Number	Percentage
Confusion of sense relation CSR error	211	69.18%
Collocational errors	94	30.81%
Total	305	100%
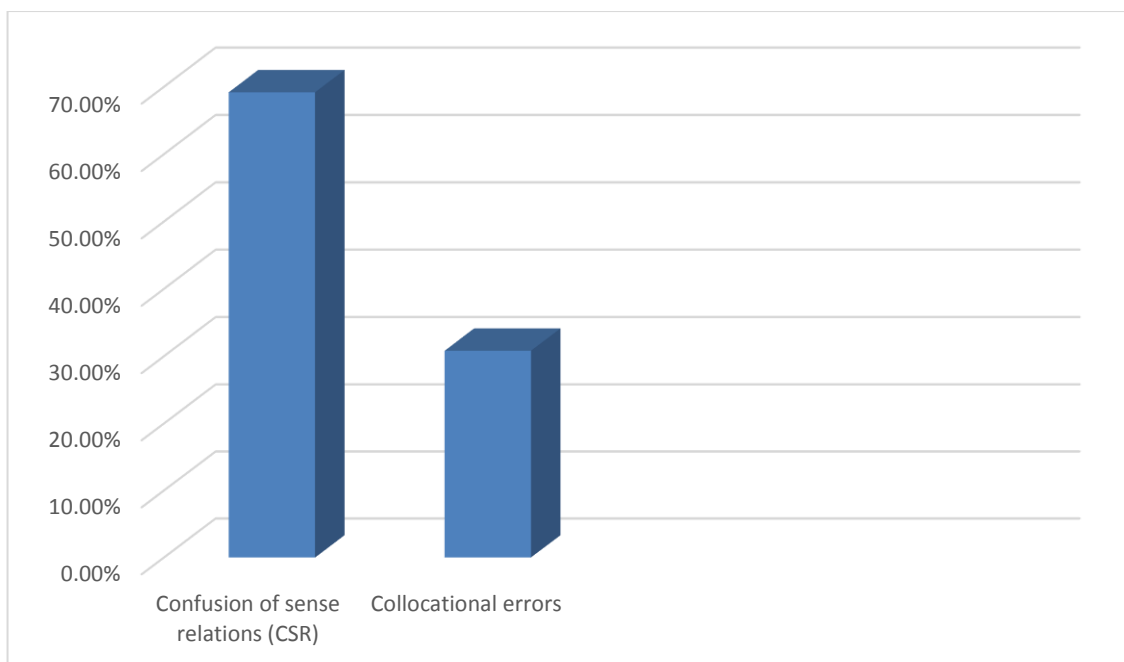
Figure 3 Frequencies of Semantic Errors

From the obtained results, the students had a serious problem of confusion of sense relations in their writings. CSR errors are the most frequent ones, they represent 69.18% of semantic errors. This implies that the students are not able to produce simple sentences to convey the intended meaning. They have constructed sentences neither grammatical nor meaningful, which means that students do not extend their linguistic background in English well. As an illustration, instead of writing "the latter" they wrote "that last", and "about this one" to refer to "about it". Also, the selection of near synonym like "obligation" where "necessary" is more appropriate. However, collocational errors represent 30.81% of semantic errors. This indicates that the students produce these errors as a result of a lack of lexical knowledge because they do not know how English words are normally combined. As an illustration among the numerous examples of collocational errors which have been detected from the data, "information in the dislikes", "information" and "in" cannot be combined together, it is better to say "information about the dislikes", "in another hand" instead of "on

the other hand", "composed to" instead of "composed of", "everyone has like" instead of "everyone have likes" and "many problem" instead of " more problem".

The distribution of all lexical deviation is summarized in the following table.

Table 5

Percentages of the Different Subgroups of Lexical Deviations

	Number	Percentage
Formal misselection errors	101	26.93%
Misformation errors	214	57.06%
Distortion errors	60	16%
CSR errors	211	69.18%
Collocational errors	94	30.81%
Total	680	100%
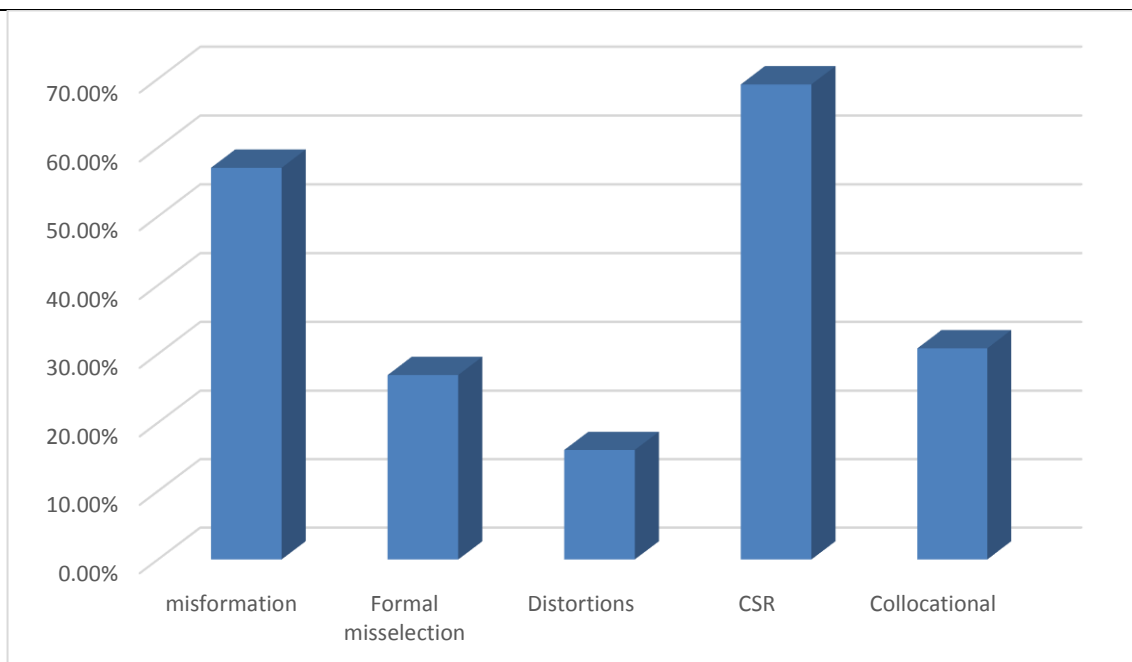
Figure 4 Percentages of the Different Subgroups of Lexical Deviations

3.1.4 Summary of Results and Findings from Students' Test

The obtained results reveal that students' lexical errors, misformation and confusion of sense relations (CSR) are the most recurrent errors. They represent 57.06% and 69.18% respectively of the total number of lexical deviations. The results show that the major cause of these errors is the students' lack of English vocabulary knowledge. Furthermore, the findings show they cannot transmit their message through writing, which implies that they are not proficient in English. Also, this problem may be due to neglecting the importance of lexis in learning a foreign language or they are not trained how to use strategies to cover the lack of knowledge in certain situation.

3.2 Students' Questionnaire

3.2.1 Administration of the Questionnaire

The questionnaire was given to second year students at the Department of English, University of 8 May 1945, Guelma, and accomplished during one day. The students answered the questionnaire in the classrooms. The administered questionnaire discusses an issue that is shared by almost all students; because the majority of second year students face the same difficulties in writing since this is the year that they start to write compositions.

3.2.2 The Pilot Study

Five students and two teachers, accordingly, had taken part in the piloting of the two questionnaires. Hence, through these students and these teachers' feedback the researcher has added new questions and modified ambiguous wording.

3.2.3 Description of Students' Questionnaire (see appendix I)

This questionnaire is largely based on the review described in the theoretical part of the present research. It consists of twenty-two (22) questions in three major sections. The questions are of different answer types, most of them are closed-ended, in which respondents are asked to choose from the pre-determined options. In addition to this type, we have used follow-up questions in the form of clarification, such as "please specify". This type of questions helps obtaining clear and complete responses to open questions, so that the number of ambiguous responses is reduced. The questionnaire is composed of three sections.

The first section (General Information) consists of three questions which represent background information about the informants. Section two (from Q4 to Q11) aims at exploring how students deal with writing taking into account the different aspects involved in the writing skill. Section three (from Q12 to Q22) is composed of questions that aim at measuring the subjects' knowledge of English vocabulary. Also, it is concerned with the use of lexis and is intended to identify the possible reasons behind the problem of making lexical errors.

3.2.4 Analysis of the Questionnaire

Section One: General Information

Question One: How long have you been studying English?

Table 6

Students' Experience in Learning English

	Number	Percentage

	Number	Percentage
9 years	53	96.36%
10 years	2	3.63%
11 years	0	0%
Total	55	100%

Concerning students' years of studying English, nine years were the answer of the majority of the informants (96.36%). This indicates that they are serious in their studies. Whereas, the remaining answers were ten years with a percentage of (3.63%). This means that these students faced academic one-year failure.

Question Two: How could you describe your level in English?

Table 7

Students' Appreciation of their Level in English

	Number	Percentage
Very good	0	0%
Good	34	61.81%
Average	20	36.36.%
Bad	0	0%
Very bad	1	1.81%
Total	55	100%

Concerning the students' level of writing, the majority of students (61, 81%) said that their level is good. This indicates that they have acquired a good knowledge about the basic principles of this language. 36, 36% of students opted for average. This implies that some learners need extra work, time, and efforts in order to enhance their level. One student (1, 81%) chose very bad. So, s/he lacks knowledge about the English language, and s/he does not master the rules and principles of this language at all.

Question Three: Do you think that learning English as a foreign language is necessary?

Table 8

Necessity to Learn English as a Foreign Language

	Number	Percentage
Yes	53	96,36%
No	2	3.63%
Total	100	100%

According to the results obtained, the majority of students (96, 63%) answered "yes". So, learners acknowledged the importance of learning English as a foreign language. Only two students claimed that it is not important. This implies that they are not aware of foreign language learning benefits.

Section Two: The Writing Skill

Question Four: Writing is considered as one of the four language skills (listening/speaking/reading/writing), how is your writing skill level of English language?

Table 9

Students' Level in Writing

	Number	Percentage
Very good	0	0%
Good	22	40%
Average	32	58,18%
Bad	0	0%

	Number	Percentage
Very bad	1	1.81%
Total	55	100%

Concerning the students' level in writing, the majority of students (58, 18%) have opted for average. This implies that students are still facing difficulties that hinder them in their writing process. Twenty-two students (40%) have chosen good. So, they master the basic elements, rules, and principles of the writing skill. Only one student said that his level is very bad. This indicates that s/he faces a lot of barriers in his/her writing process due to the lack of the basic knowledge of this skill.

Question Five: Which one (more) of the following choices affects your English writing level?

Table 10

The Elements That Affect Writing Level

	Number	Percentage
Spelling	8	14,54%
Punctuation	6	10,90%
Vocabulary	31	56,36%
Grammar	18	32.72%
Cohesion and coherence	7	12.72%
Misunderstanding of the topic	16	29.09%

As shown in the previous table. The majority of students (56, 36%) opted for vocabulary. This implies that learners are not aware of the use of appropriate words together, hence, vocabulary should be taught explicitly. So, teachers should vary their methods and techniques while teaching. 32, 72% of students said that grammar is the obstacle for them in writing. This indicates that learners are not aware of the rules and principles that organize their

language. Sixteen students (29, 09%) opted for misunderstanding of the topic. This implies that learners lack knowledge of different topics. Only eight students (14, 54%) said that spelling is the problem for them in writing. This indicates that learners neglect the importance of reading and writing at home in order to improve their spelling. 12, 72% of students opted for cohesion and coherence. So, students still ignore how making the unity of a piece of writing, and maintain the logical order of ideas, thoughts and so on. Six students (10, 90 % of students chosen punctuation. So, giving learners theoretical lessons about punctuation is not enough. They need to practice a lot of activities about punctuation. One student opted for "other". He has said the type of the topic does not give me inspiration to write.

Question Six: When you write, you encounter difficulties because of

A/ Learners

Table 11

Difficulties in Writing on the Learners Side

	Number	Percentage
Lack of practice	30	54,54%
Lack of your motivation of writing	10	18,18%
Lack of your vocabulary	15	27,27%
Total	55	100%
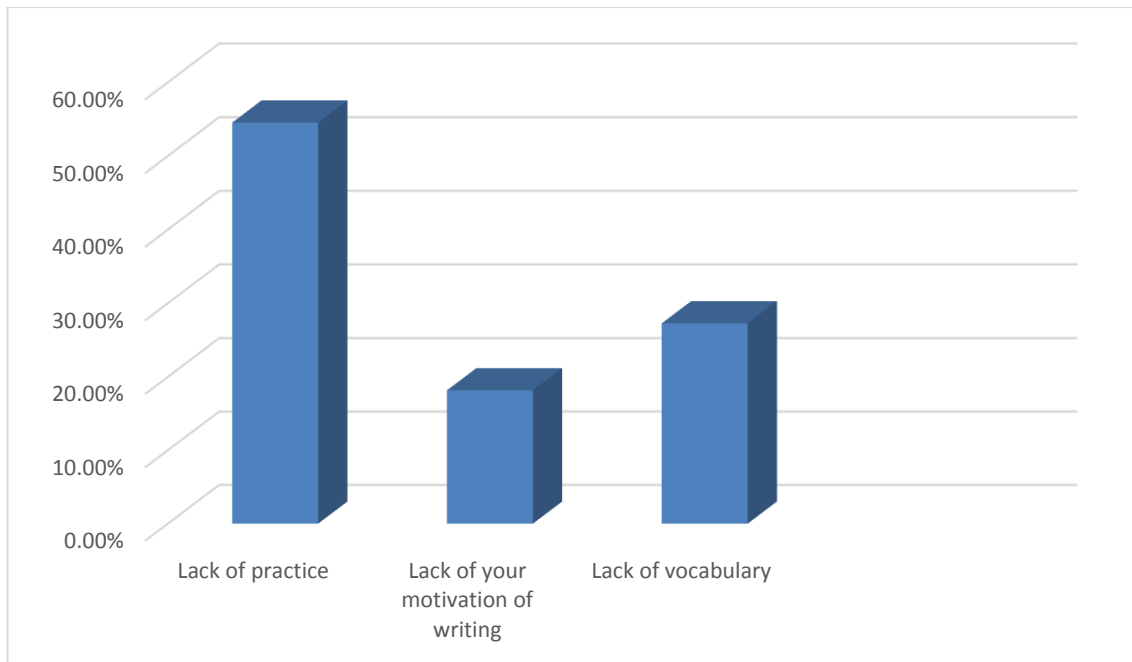
Figure 5 Difficulties in Writing on The Learners Side

As indicated in the previous table, most of the students have said that the main difficult in writing is lack of practice. This implies that learners need to do a lot of exercises. So, practice for them is a good way of helping students to write in an effective way. 27, 27% of students have opted for lack of vocabulary. This shows that teachers should teach vocabulary and make emphasis on it in order to enrich students' background. Ten students have chosen lack of motivation. This implies that students ignore the role of motivation in their writings.

B/ Teachers

Table 12

Difficulties in Writing on the Teachers Side

	Number	Percentage
Teachers' lack of motivation of teaching writing	20	36,36%
Lack of good approach	32	58,18%
Other	3	5.45%
Total	55	100%
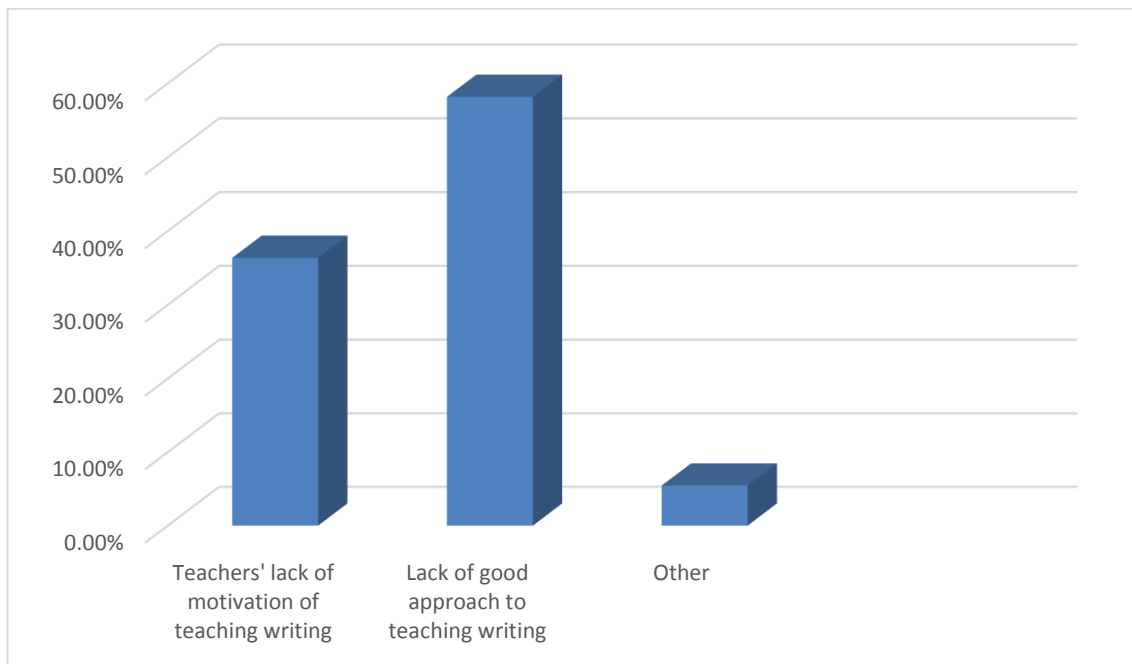
Figure 6 Difficulties in Writing on the Teachers Side

Concerning the difficulties in students' writing, the majority of them (58, 18%) opted for lack of good approach of teaching. This implies that teachers should vary their methods and techniques while teaching and use more than one approach in explaining the lesson. 36.36% of students chose teachers' lack of motivation of teaching writing. This indicates that students are aware of the importance of motivation in teaching. So teachers have to be motivated first then they have to motivate their students. Three students have opted for "other". They have added, bad level of written expression teachers.

Question Seven: Are your writing products assessed by?

Table 13

Kind of Assessment in Writing

	Number	Percentage
You	16	29,09%
Teacher	29	52.72%
Both	10	18,18%

	Number	Percentage
Total	55	100%

When students asked about kinds of assessment in writing, the majority of students (52, 72%) opted for teacher assessment. So, teachers are aware of the importance of their judgment about learners' performance and its role in improving their students' level. 29, 09% of students chosen self-assessment. This implies that learners are aware of their own responsibility in monitoring their language learning activities. 18, 18% of students said that both teacher assessment and self-assessment are used in writing. This indicates that both forms are essential to raise learners' awareness towards writing skill.

Question Eight: If your writing product assessed by the teacher, how often does s/he assess your English writing products?

Table 14

Frequency of Teacher Assessment in Writing

	Number	Percentage
Always	0	0%
Usually	0	0%
Sometimes	34	61,81%
Often	13	23,63%
Rarely	5	9,09%
Never	3	5,45%

According to the results obtained, the majority of students (61, 81%) declared that their teachers sometimes make assessment in the classroom. So, teachers do not really contribute to the improvement of students' level. Since, they should always assess their

learners, 23, 63% of students opted for often. So, some teachers encourage their students and try to motivate them to make further efforts through assessment. 9, 09 % and 5, 45 % of students chosen rarely and never respectively. This indicates that teachers neglect the importance of assessment in the classroom, and they are responsible for the degradation of students' level.

Question Nine: Which of the following methods do you prefer to be used when the teacher assess you?

Table 15

Types of Assessment

	Number	Percentage
Summative assessment	9	16,36%
Formative assessment	46	83,63%
Total	55	100%
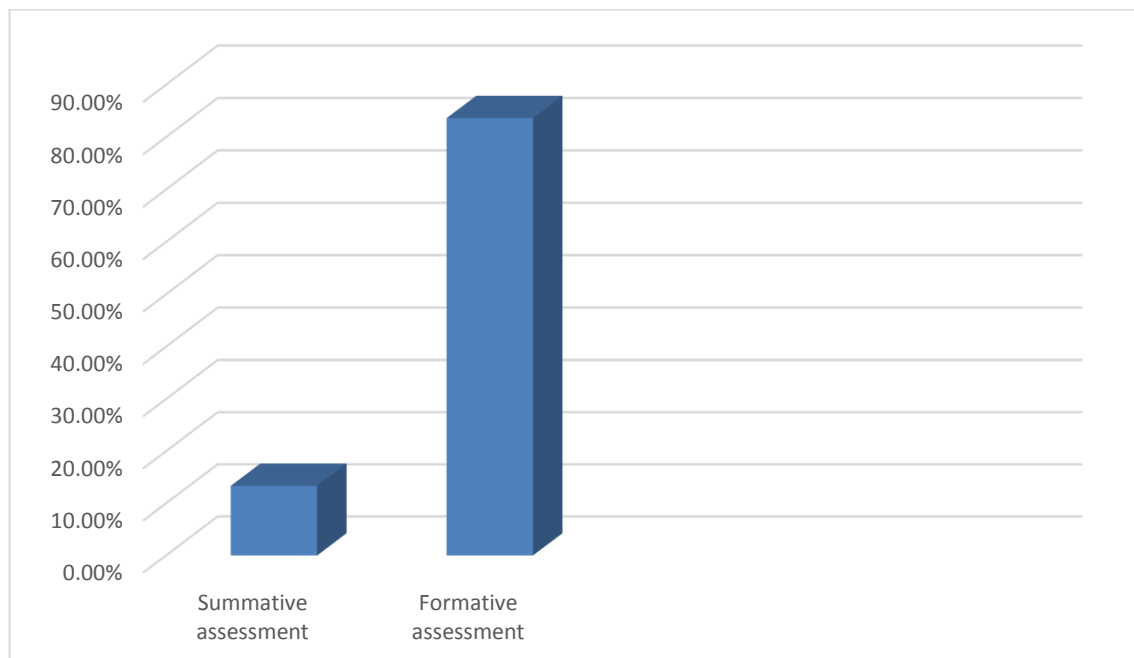
Figure 7 Types of Assessment

As indicated in the previous table. There are two types of assessment that teachers use when assessing their students. The majority of students opted for formative assessment. This

implies that students believe that it helps them to know the errors they do when writing. So, being tested several times during the semester makes them ready for the final test. Nine students chosen summative assessment. This indicates that students are not ready to be assessed during the semester and that they do not want to be put in a stressful situation several times.

Question Ten: If your writing product is self-assessed how often do you do it?

Table 16

Frequency of Making Self-assessment in Writing

	Number	Percentage
Always	2	3,63%
Usually	8	14.54%
Sometimes	20	36,36%
Often	14	25,45%
Rarely	9	16,36%
Never	2	3,63%
Total	55	100%

Concerning table 16, twenty students stated that they *sometimes* assess themselves. Whereas, fourteen students (25, 45%) said that they *often* make self-assessment, this implies that they do not give much interest to self-assessment in writing. Moreover, nine students (16, 36%) claimed that they *rarely* assess themselves. This is showing that they are not aware of the benefits of self-assessment in writing. Eight students reported that they *usually* assess

themselves, which demonstrates their interest in assessing themselves to check their progress in writing. Finally, two students (3, 63%) asserted that they always do that; consequently, they appreciate the importance of self-assessment and its benefits. The same proportion (3, 63%) declared that they never assess themselves. This implies that they are used to be assessed by others.

Question Eleven: What are the ways of self-assessment which you follow in writing?

Table 17

Ways of Self-assessment in Writing

		Percentage
Self-quizzes on the Internet	30	54,54 %
Activities in workbooks with keys	16	29,09 %
Free writing with self-correction using a rubric (a checklist for improvement)	9	16,36%
Total	55	100 %

Concerning students' ways of self-assessment in writing, thirty students (30%) opted for using self-quizzes on the internet, which means that they like using the Net while testing themselves. Moreover, sixteen students (29, 09%) chosen using activities in workbooks with keys; may be they find it easier to assess their writing. Whereas, nine students (16, 36%) chosen free writing with self-correction using a rubric (a checklist for improvement). This indicates that students prefer to be self-corrected with ways that improve their writing and show their growth gradually.

Section Two: Lexical Errors in Writing

Question Twelve: Are errors important for learning English as a foreign language?

Table 18

The Importance of Errors in Relation to the Learning Process

	Number	Percentage
yes	54	
No	1	98,18%
Total	55	1,81%
		100%

According to the results obtained, the majority of students (98, 18%) answered "yes". So, learners acknowledge the importance of errors for learning English as a foreign language. Only one student claimed that it is not important. This implies that s/he is not aware of the benefits of errors in learning English.

Question Thirteen: According to you, why do EFL learners commit errors?

As this question is an open-ended one, different answers were provided. Thus, only thirty-three students (58, 18%) answered this question. The reason behind EFL learners' commitment of errors are presented in table 19.

Table 19

The Reason behind EFL learners' Commitment of Errors

Reasons	Frequency
Lack of grammatical rules	25
Lack of vocabulary knowledge	17
Lack of practice	13
Interference and translation from Arabic to English	8
Lack of teachers correction	5
Bad level and pronunciation of most of teachers	2

As the numbers indicate, the lack of grammatical rules is the most frequent cause of errors among students' answers as have been mentioned twenty-five times. Then, according to seventeen students, lack of vocabulary knowledge is regarded as a major reason behind commitment of errors as well. Indeed, some words can be misleading since they can express more than one sense. The third most frequent mentioned reason (thirteen times) was lack of practice. Eight informants considered the interference and translation from Arabic to English as a cause of errors. Besides, other five students believe that one of the chief reasons behind errors commitment is lack of teachers' correction. Another reason, which was stated by two students, lies in the bad level and pronunciation of most teachers

Question Fourteen: What do errors in writing mean to you?

Table 20

The Meaning of Error

	Number	Percentage
Progress	45	
Fail	9	81.81%
		16.36%
Other	1	1.81%
Total	55	100%

Concerning what do errors in writing mean, the majority of students 45 (81.81%) insisted that they mean progress; whereas, 9 students (16.36%) claimed the opposite (failure), which means that they do not acknowledge the importance of errors in writing. The first category acknowledges the importance of making errors, which implies that their writing skill is in progress. Errors thus, can be a progressive signal for good writing. However, one student stated that errors for him do not mean neither progress nor failure, which indicates that the two suggestions are not relevant for him.

Question Fifteen: When you are writing and you have identified errors, what do you do?

Table 21

Errors Correction

	Number	Percentage
Correct it	53	96.36%
Avoid it	2	3.63%
Total	55	100%

As indicated in Table 21, students are asked when they find errors whether they correct or avoid them. The majority of students (96.36%) said that they correct them. This implies that students are self-reliable and able to control their own learning. 3.63% of students chosen avoid correction of errors. This indicates that students neglect the role of correction in ameliorating their level.

Question Sixteen: Do you think errors correction is useful to learn the English language?

Table 22

Students' view about the Usefulness of Errors Correction

	Number	Percentage
Yes	51	92.72%
No	4	7.27%
Total	55	100%

Concerning the students' view about the usefulness of errors correction in learning English language, most of students (92.72%) answered "yes". So, learners acknowledge the importance of error correction in learning the English. Only four students claimed that it is not useful. This implies that they are not aware of the benefits of errors correction in learning English language.

Question Seventeen: Do your teachers correct your errors?

Table 23

Students' Perception of Teachers' Correction of Errors

	Number	Percentage
Yes	53	96.36%
No	1	1.81%
Total	55	100%

As it is shown in Table 23, most of the students answered with "Yes". This implies that teachers provide their students with correction of errors in more or less limited way. So, teachers acknowledge the importance of correction in improving their students writing skill. Surprisingly, one student opted for "No". This indicates that teachers ignore the importance of correction, which would lead to errors to be permanent.

Question Eighteen: What are the types of errors that are corrected?

Table 24

Types of Corrected Errors

	Number	Percentage
Spelling	5	9.09%
Punctuation	5	9.09%
Vocabulary	12	21.81%
Grammar	13	23.63%
Cohesion and coherence	20	36.36%
Total	55	100%
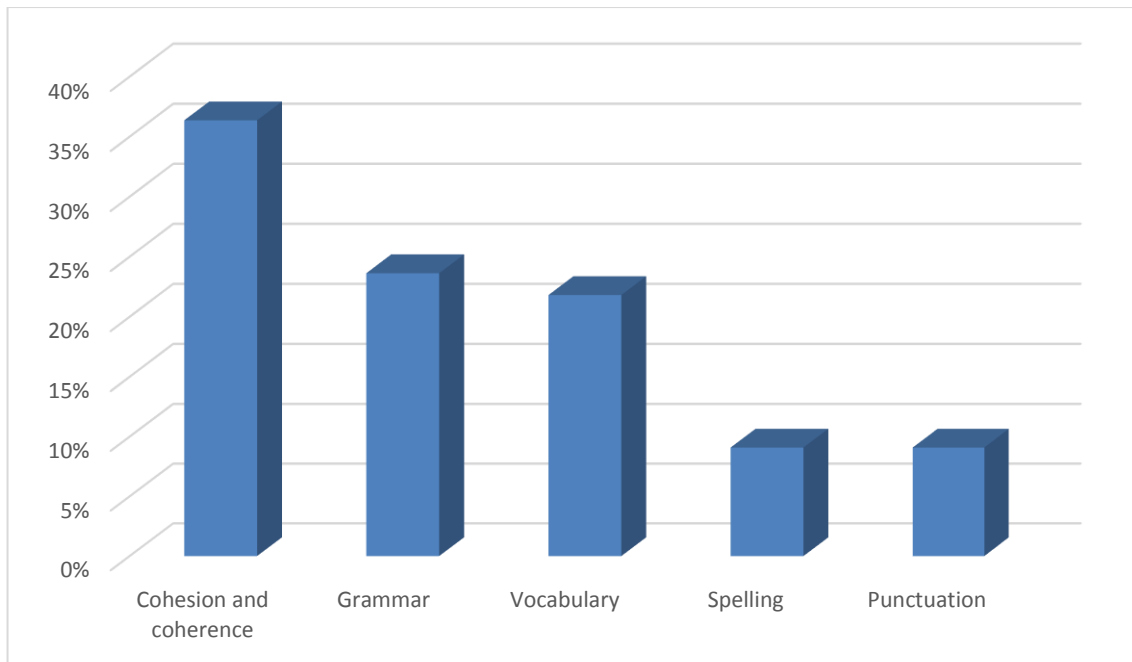
Figure 8 Types of Corrected Errors

According to the results obtained, the majority of students said that cohesion and coherence are the most ones corrected. This implies teachers confirm that a unified text needs the appropriate use of cohesive devices and linking words between ideas and thoughts. So, the results go along with modern teachers concern with content rather than form, use rather than usage. 23.63% of students opted for grammar, and 21.81% opted for vocabulary. This implies that learners need to do a lot of exercises dealing with the different aspects of language with a focus on grammar, vocabulary. So, teachers put emphasis on raising their students' awareness towards writing skill. 9.09% of students chosen spelling and punctuation. This indicates that few teachers pay attention to the importance of making correct spelling and punctuation in a piece of writing.

Question Nineteen: Among these errors, do you think lexical errors are?

Table 25

Students' View about Lexical Errors

	Number	Percentage

	Number	Percentage
Mostly neglected in the feedback	25	45.45%
Highly corrected in the feedback	30	54.54%
Total	55	100%

Concerning students' views about whether lexical errors are mostly neglected or highly corrected in the feedback, 45.45% of students opted for mostly neglected. This indicates that insufficient feedback may have a negative impact on students' use of words (vocabulary) because leaving errors uncorrected would make the student think s/he is using words perfectly, and therefore they write incorrectly. So, teachers should put more emphasis on lexical error correction. 54.54% of students chosen highly corrected. This implies that teachers do not neglect the correction of such important element in writing. Hence, students' deficiencies at the level of their linguistic competence will certainly decrease.

Question Twenty: Do you think lexis is more difficult to be used in writing, how far it is problematic to EFL students?

Table 26

The Degree of Difficulty of Lexis

	Number	Percentage
Highly problematic	7	12.72%
Problematic	44	80%
Not at all	4	7.27%
Total	55	100%
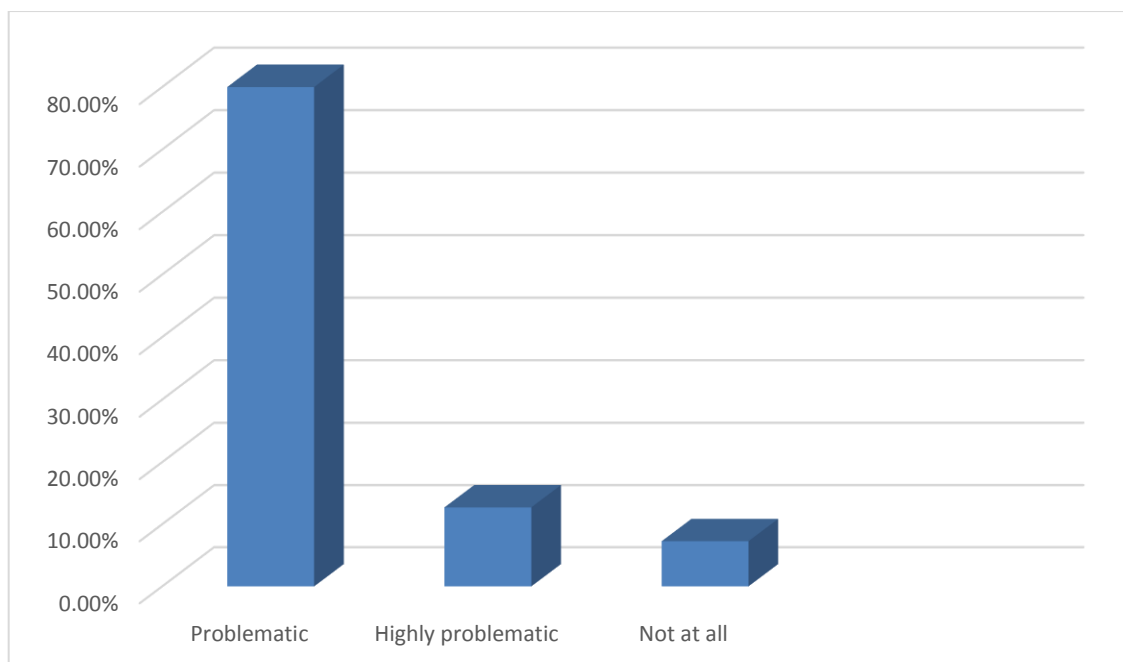
Figure 9 Degree of Difficulty of lexis

As shown in the previous table, the majority of students (80%) opted for problematic. This implies that lexis is a common source of troubles for students, that is may be due to the different meanings lexis conveys in each context it is used. However, seven students considered lexis as highly problematic. This mainly because lexis has a tricky aspect and it seems to constitute a terrible source of difficulty. Finally and most importantly, only four students (12.72 %) acknowledged that lexis is not problematic at all for them.

Question Twenty-one: Which one from the below -stated strategies is followed to

correct your writing errors?

Table 27

Teachers' Followed Strategies in Correcting Lexical Errors.

	Number	Percentage

Brief correction	30	54.54%
Board writing	17	30.09%
Using first and second language models (translation)	8	14.54.%
Total	55	100%
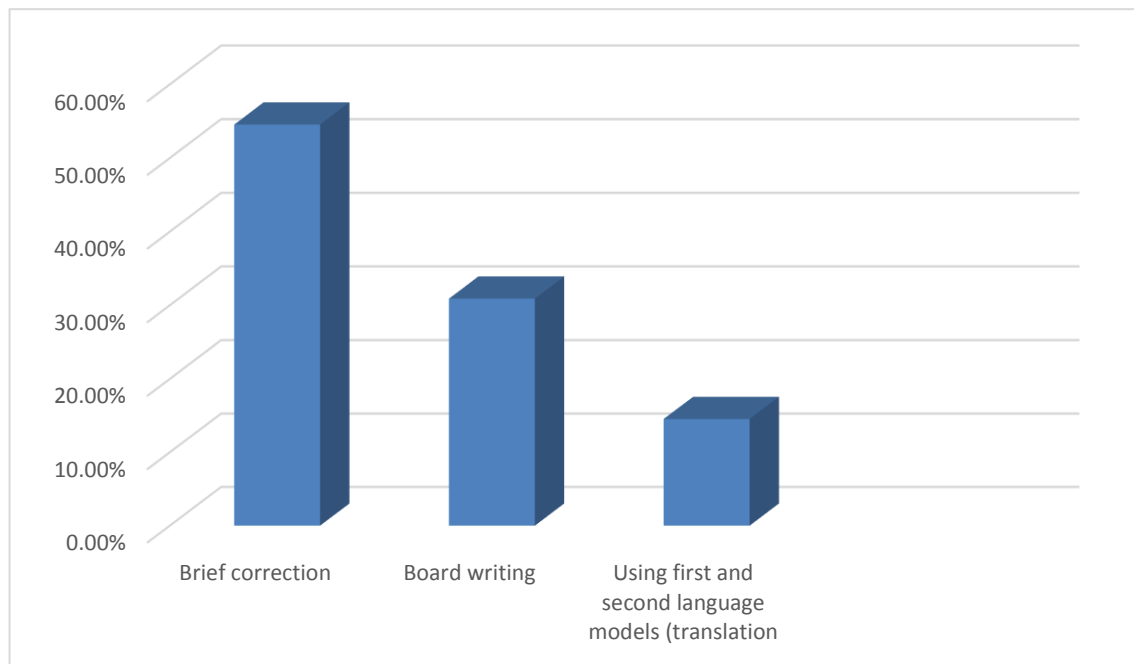
Figure 10 Teachers' Followed Strategies in Correcting Lexical Errors.

Concerning the strategies that teachers follow in correcting lexical errors, the majority of students (54.54%) opted for brief correction. The reason behind this choice is that teachers consider it less time consuming. Moreover, seventeen of the students chosen board writing. This indicates that teachers prefer this strategy in order to make their students able to memorize the correct form through board writing. Finally, only eight students stated that using translation as a strategy, which indicates that teachers follow such strategy when students are enable to grasp the exact meaning of the word.

Question Twenty-two: If you have any further suggestion concerning the topic, please

write them below.

This question is an open one; it is about further information concerning the impact of lexical errors on the writing skills. Only 25 out of 55 students (45.45%) have added suggestions. The students' suggestions can be summed up as follows.

- If there is anything that I would suggest, I will surely wish to make use of technology more creatively in relation to language learning.

- In order to develop our writing skills and become proficient writers, we should read more books and listen to native speakers.

- Self-assessment, teachers' assessment and practicing writing all lead to better acquirement of the language.

- I guess it would be amazing if we had the chance to write more in the module of written expression, like stories novels, and expressing feeling as an important point.

- Checking dictionaries to enrich the vocabulary and grammar of the students.

- Syllabus designers should include a detailed course of lexis fundamentals in the very first semester.

- Even if lexis is not given importance in the syllabus, teachers should design tasks about them.

As a general comment, we observe that students are aware of the importance of developing their level in writing through paying attention to lexical errors they committed and through enriching their vocabulary mainly practice.

3.2.5 Summary of Results and Findings from Students' Questionnaire

The general information section shows that almost all students find that learning English as a foreign language is beneficial. Such finding is very encouraging. Since students are motivated and interested in. This section, also, demonstrates that the majority of students

have a considerable level in English. This indicates that learners are aware of the importance of learning a foreign language.

When speaking about the writing skill, the very vast majority said that writing is difficult to be learned. So, they are aware that it is a demanding activity which needs a conscious work. Based on the analysis of students' responses about the writing section, we can see that vocabulary and grammar are the obstacles for them in writing. Also, vocabulary and grammar are the most important elements for them to reach an effective writing. However, students can overcome this difficulty if they bear in mind that whenever they write they can enhance their level. In addition, this section reveals that the majority of students are aware of the importance of practicing writing. So, they believe that practice would help them to achieve a better writing ability. However, the majority of students have seen that teacher assessment is the most useful for them to have a better learning. Hence, they neglected self-assessment.

Concerning section three, the majority of students find that errors are important to learn English as a foreign language. Such finding is very encouraging. Since students are aware of the benefits of errors. For the reasons of errors commitment, the majority of students have confessed that the lack of grammatical rules and the lack of vocabulary are the major reasons. The results confirm that the students are not aware of the use of appropriate words together. Also, they are not aware of the rules and principles that organize their language. From the analysis of students' responses, the majority of them acknowledge the importance of correcting errors because it may help them to enhance their writing skill. Accordingly, they agree that errors are signs of progress; this mainly indicates that their writing skill is in progress. The majority of students have affirmed that their teachers correct them when they make an error. This implies that the teacher has a great role and an impact on his student's performance in the classroom as well as in writing. From the previous answers of the students, they confirm that lexis is problematic for them. This implies that lexis is a common source of troubles for

students, that is may be due to the different meanings it conveys in each context it is used. Also, this section reveals that brief correction is among the strategies used to correct errors. May be teachers consider it less time consuming.

3.3 Teachers Questionnaire

3.3.1 Administration of the Questionnaire

The questionnaire was given to teachers of "Written Expression" at the Department of English, University of 8 May 1945, Guelma. The teachers have the adequate experience that makes their suggestions and observations valuable for the aim of this research.

3.3.2 Population of the Study

The questionnaire was distributed to 10 teachers of "Written Expression" at the department of English at University of 8 May 1945, Guelma. Some of these teachers taught written expression early in their career, while others are still teaching it.

3.3.3 Description of Teachers Questionnaire (see appendix II)

This questionnaire consists of twenty (20) questions, organized in three major sections. The questions are of different answer types, most of them are closed-ended, in which respondents are asked to choose from the pre-determined options. In addition to this type, we have used follow-up questions in the form of clarification, such as "please specify". This type of questions helps obtaining clear and complete responses to open questions, so that the number of ambiguous responses is reduced.

The first section (General Information) consists of three questions which represent background information about the informants. Section two (from Q4 to Q12) It deals with the writing skill. It seeks to understand which approach do teachers adopt in teaching writing. Also, it attempts to find out the learners' difficulties in relation to different aspects involved in the writing skill. Section three (from Q13 to Q20) is composed of questions which are concerned with the learners' use of lexis from the teachers' perspective and aims at identifying possible reasons behind the problem of lexical errors commitment.

3.3.4 Analysis of the Questionnaire

Section One: General Information

Question one: You work at the department of English as:

Table 28

Teachers' Teaching Status

	Number	Percentage
Full time-teacher	10	100%
Part time-teacher	0	0%
Total	10	100%

Concerning teachers' teaching status, all the teachers have opted for the first choice which is full time-teacher. This indicates that all the teachers devoted their time only to teaching English in general and to teaching writing skills in particular

Question Two: How long have you been teaching English?

Table 29

Teachers' teaching experience

	Number	Percentage
5 years	1	10%
6 years	1	10%

	Number	Percentage
7 years	5	50%
8 years	1	10%
9years	2	20%
Total	10	100%

Based on the obtained results, the majority of teachers (50%) taught English for seven years. 20% of teachers opted for nine years. Moreover, 10% of teachers taught English for eight years, the same proportion for six and five years. This implies that teachers' experience is to some extent reliable in the analysis of this questionnaire.

Question Three: How long have you been teaching ""Written Expression""?

Table 30

Years of Teaching "Written Expression"

	Number	Percentage
1 year	3	30%
2 years	1	10%
4 years	4	40%
5 years	2	20%
Total	10	100%

As indicated in the previous table, 40% of teachers opted for four years of teaching written expression. 30% of teachers chosen one year. Furthermore, two teachers opted for five years. Only one teacher chosen two years. This implies that teachers should acquire more experience in teaching writing, so they could teach efficiently and let their students take advantage of such experience to improve their writing.

Section Two: The Writing Skills

Question Four: Do you think the "Written Expression" program you are teaching is enough to improve students writing skills?

Table 31

"Written Expression" Program Sufficiency in Improving Writing

	Number	Percentage
Yes	8	80%
No	2	20%
Total	10	100%

Concerning "Written Expression" program sufficiency in improving writing, most of the teachers (80%) confirmed the fact of written expression program sufficiency in improving writing. This indicates that teachers believe that the "Written Expression" program they are teaching is enough to improve the students' level in writing. Only two teachers opted for "No". This implies that the program is not enough because of the lack of time given to this module whereby a lot of content is presented and a little of writing is practiced.

Question Five: As a teacher, you make your students aware of their writing skills through the teaching of:

Table 32

Teaching Aspects that Make Students Aware of their Writing Skills

	Number	Percentage
Grammar	0	0%
Vocabulary	0	0%
Both	10	100%
Total	10	100%

According to the obtained results, all the teachers opted for both grammar and vocabulary. This clearly indicates that teachers know that teaching writing is a difficult and highly demanding task since it requires teachers to deal with too many problems in order to help learners develop adequate composition skills.

Question Six: According to your experience, how could you describe the writing level of second year students?

Table 33

Teachers' Appreciation of Second Year students Level in Writing

	Number	Percentage
Very good	0	0%
Good	2	20%
Average	6	60%
Bad	2	20%
Very bad	0	0%
Total	10	100%
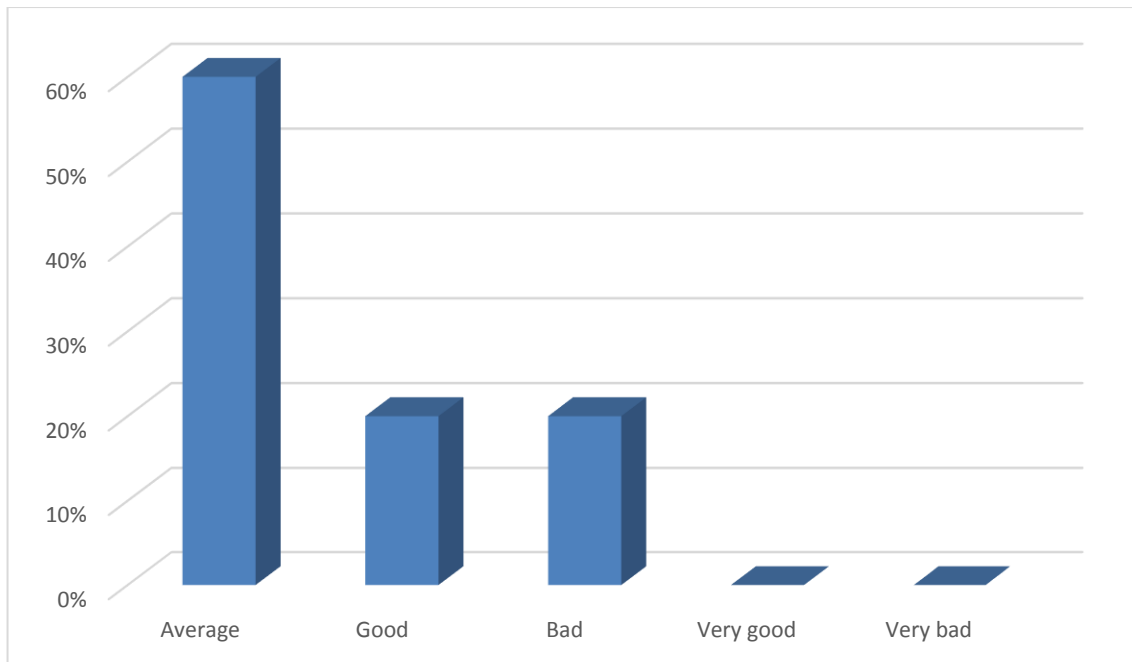
Figure 11 Teachers' Appreciation of Second Year students Level in Writing

As shown in the previous table, the majority of teachers (60%) reported that the students' level in writing is average. This implies that learners need extra work, time, and efforts in order to enhance their writing level. 20% of the teachers opted for good, this indicates that students have acquired a good knowledge about the basic principles of the writing skill. Similarly, an identical proportion was selected for bad, which reveals that students have inadequacies in writing and they do not master the rules and principles of the writing skill at all.

Question Seven: What type of approach (s) do you follow when teaching the writing skill?

Table 34

Approaches to Teaching Writing

	Number	Percentage
The product approach	5	50%
The process approach	8	80%
The genre approach	2	20%
The process-genre approach	0	0%
		20%

The communicative approach	2	
Other	0	0%

Concerning approaches followed to teach writing, teachers have to choose one/more answers from the six choices. They could select "other" if they think of other approaches that are not mentioned. The majority of teachers (80%) mentioned the process approach. This indicates they view writing as an exploratory and recursive process that involves moving forward and backward respecting the different stages of writing. Also, the first choice attracted 50% of the teachers. This implies that teachers emphasize the final draft that the student writer produces in order to achieve accuracy and avoid errors. 20% of teachers said that the communicative approach is the appropriate approach to teaching. This indicates that teachers know that the purpose behind writing is to achieve a goal in a society and to focus on communication. Only two teachers opted for the genre approach. This demonstrates that teachers focus more on the purpose of the text being written by their students. No teacher opted for "other" So, teachers do not think of other approaches to teach writing.

Question Eight: Why do you think that the selected approach(s) is more effective for writing?

Teachers provided us with the following reasons for their choice of the different Approaches:

a- The Product Approach

-The teacher plays the role of facilitator and controller, so choosing the right approach is important to get required results.

-Because, through producing essays and paragraphs and correcting mistakes on the board. Students will enhance their writing proficiency.

b- The Process Approach

-As this process approach includes a variety of steps (activities for brainstorming ideas, organizing ideas and then editing for proper grammar etc.), it minimizes their writing problems.

- Because it helps students to gradually, construct a given piece of writing.

-It allows me to provide instant feedback.

c- The Product and the Process approach

-The product approach necessitates students to produce writings. For the process one, they move from different steps in improving their writings.

- All the mentioned approaches contribute in one way or another in enhancing students' writing skill that is why the teacher should be flexible and eclectic in choosing the approaches that meet the writing needs of his students.

Question Nine: What are the most common writing difficulties encountered by your Students?

Table 35

Students' Common Writing Difficulties

	Number	Percentage
Spelling	4	40%
		70%
Punctuation	7	
Vocabulary	6	60%
		80%
Grammar	8	
Cohesion and coherence	9	90%
		20%

	Number	
Other	2	

Concerning the difficulties in students' writing, The majority of teachers (90%) opted for cohesion and coherence. So, students still ignore how making the unity of a piece of writing, and maintain the logical order of ideas, thoughts and so on.   80% of teachers said that grammar is the obstacle for their students in writing. This indicates that learners are not aware of the rules and principles that organize their language. 70% of teachers said that punctuation is among the common students' writing difficulties. This means that giving learners theoretical lessons about punctuation is not enough. They need to practice a lot of activities about punctuation. Six teachers (60%) opted for vocabulary. This implies that vocabulary should be taught implicitly. So, teachers should vary their methods and techniques while teaching. Only four teachers (40%%) said that spelling is the problematic concept for their students in writing. This indicates that learners neglect the importance of reading and writing at home in order to improve their spelling. Only two teachers added "other" in which they claimed that thinking in Arabic and translating ideas into English is an obstacle for students' writings. Besides, they have added that writing introduction and conclusion considered as a major difficulty for students.

Question Ten: When correcting students' writings, are you interested more in correcting?

Table 36

Teachers' Interests in Correcting Students' Errors

Number	Percentage

	Number	Percentage
Grammatical errors	0	0%
Lexical errors	0	0%
Both	10	100%
Total	10	100%
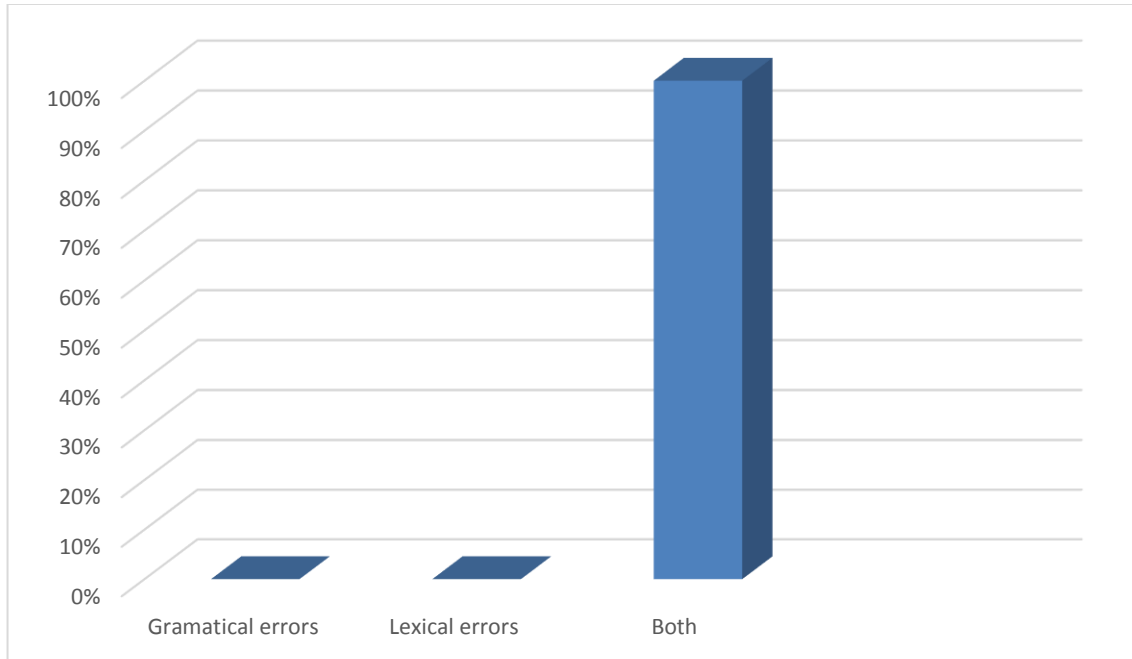
Figure 12 Teachers' Interests in Correcting Students' Errors

As shown in the previous table, all the teachers opted for correcting both grammatical and lexical errors. This mainly indicates that teachers acknowledge the importance of correcting students' errors in improving students writing skills.

Question Eleven: Errors made by learners are major elements in the feedback system of the process of language teaching and learning

Table 37

Errors Are Major Element in the Teaching-Learning Process

Number	Percentage

Totally agree	6		60%
			40%
Partially agree	4		
Agree	0		0%
			0%
Partially disagree	0		
Disagree	0		0%
Totally disagree	0		0%
			0%
Neither agree nor disagree	0		100%
Total	10		
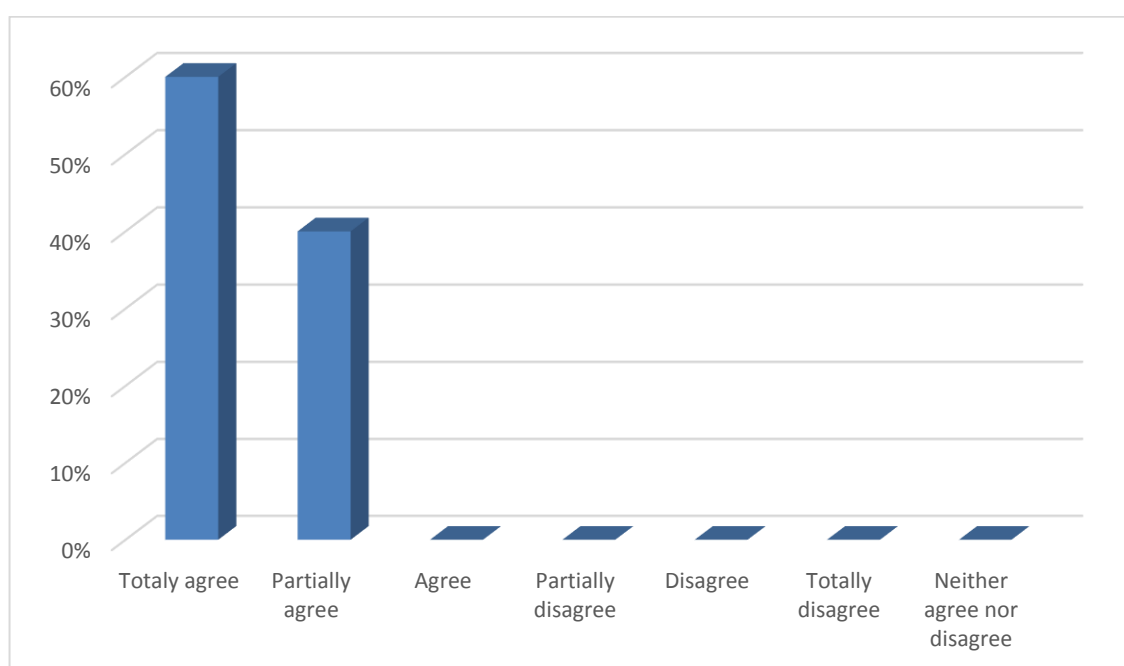
Figure 13 Errors Are Major Element in the Teaching-Learning Process

We can notice from the results that (60%) of the teachers believe that errors are a cornerstone in the teaching- learning process. This indicates that teachers view giving feedback to students as an essential part in teaching. The remaining percentage of teachers (40%) said partially agree. This may be due to the fact that they often correct their students' errors.

Question Twelve: How often do you provide your students with written feedback?

Table 38

Teachers' Feedback Frequency

	Number	Percentage
Always	4	40%
Usually	4	40%
Sometimes	1	10%
Often	1	10%
Rarely	0	0%
Never	0	0%
Total	10	100%

As indicates in the previous table, for the majority (40%) the frequency of feedback is an integral part of their everyday classroom teaching and learning; whereas according to one teacher, it is similarly sometimes and often (10%) allocated. This is often related to the overcrowded classes where feedback cannot be possible for each individual. Therefore, teachers tend to correct only those mistakes that are common to all learners.

Section Three: Lexical Errors and Writing skills

Question Thirteen: Do students' errors affect their writing and hinder their progress?

Table 39

Level of Errors' Influence on Students' Performance

	Number	Percentage
Always	4	40%
Usually	4	40%
Sometimes	2	20%
Often	0	0%
Rarely	0	0%
		0%

	Number		Percentage
Never	0		
Total	10		100%

Concerning the level of errors' effect on students' performance, the majority of teachers have opted for always and usually. While 20% of them answered sometimes, do impose a little effect on students' learning. With regard to the answers, we can say that errors remain as a source of problems that affects students' writing progress.

Question Fourteen: Among these errors, to what extent lexis is difficult to be grasped by students?

Table 40

Degrees of Difficulties when Learning Lexis

	Number	Percentage
Very large	7	70%
Large	3	30%
Some	0	0%
Small	0	0%
Total	10	100%

Concerning table 40, five teachers stated that lexis is a constant source of problems for learners. While, 30% of teachers said that lexis has a remarkable degree of difficulty. From these results, we can notice that lexis is indeed difficult to be grasped by almost all the students.

Question Fifteen: When students write they make lexical errors because of:

Table 41

Reasons of Students' Lexical Errors Commitment

	Number	Percentage
Confusion	2	20%
Lack of knowledge	3	30%
Lack of needed lexis	8	80%
Miss- use of lexis	8	80%
Other	0	0%

Concerning the reasons of students' lexical errors commitment, teachers have to choose one or more answers from the four choices. They could select "other" if they think of other ways which are not mentioned. Most of the teachers chosen lack of needed lexis. Also, the same proportion for misuse of lexis, which indicates that careful attention must be given to the selection of the specific aspects of lexis that teachers need to focus on. Moreover, 30% of teachers declared that lack of knowledge is considered as a reason behind students' lexical errors commitment. This implies that students' knowledge of basic lexical aspects is quite limited, which leads one to foresee and expect a lot of errors in their linguistic output. Whereas, only two teachers opted for confusion, which implies that students, mix things together so they have to learn how to cope with the combination of words. No teacher has opted for "other" which implies that teachers do not think of other reasons of students' lexical errors commitment.

Question Sixteen: What type(s) of lexical errors do your students commit?

Table 42

Types of Lexical Errors

A/ Formal errors

	Number	Percentage

	Number	Percentage
Formal miselection (FM) errors	7	70%
Misformation errors	6	60%
Distortions errors	4	40%

As far as the current study is concerned, the majority of teachers (70%) considered misselection as the major type committed by students, which implies that students do not have enough knowledge of word family, also, they confuse between words which are similar in pronunciation or spelling. Moreover, six teachers chosen misformation errors. This means that students still poor at vocabulary, so they lack the English lexical knowledge. 40% of teachers claimed that distortion errors are frequent in students' production. This implies that this problem may be due to the concentration on finding the right words not on how they are spelt.

Table 43

B/ Semantic errors

	Number	Percentage
Confusion of sense relations (CSR) errors	8	80%
Collocational errors	5	50%

Table 43 represents students' lexical errors types. CSR errors are the most frequent type representing 80% of the semantic errors. This means that the students are not able to produce simple sentences to convey the intended meaning. So, they do not extend their linguistic background in English well enough. Concerning collocational errors, half of the teachers agreed on, which demonstrates that students do not know how to combine words that should keep company with others.

Question Seventeen: Which of the following strategy (ies) you prefer to use when correcting lexical errors?

Table 44

Teachers' followed Strategies in Correcting Lexical Errors

	Number	Percentage
Brief oral correction	5	50%
Board writing	4	40%
Using first and second language models (translation)	1	10%
Total	10	100%
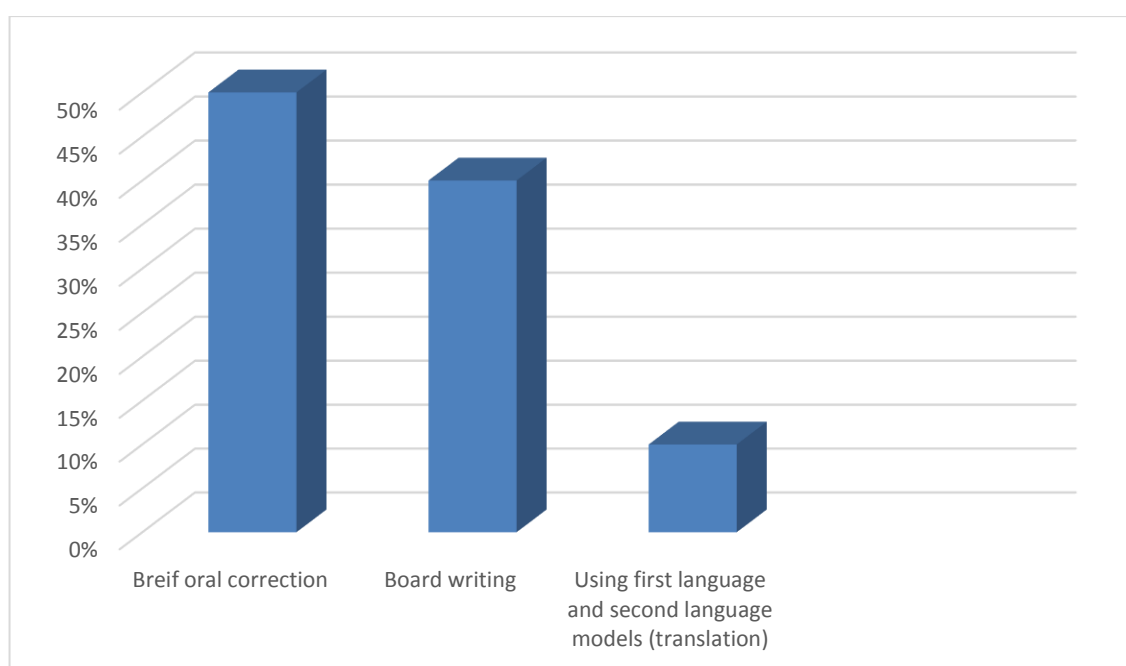
Figure 14 Teachers' followed Strategies in Correcting Lexical Errors

Concerning the strategies that teachers follow in correcting lexical errors, the majority of teachers (54.54%) opted for the first strategy which is brief oral correction. The reason behind this choice is that teachers consider it less time consuming. Also, the second choice attracted all the teachers. So they prefer this strategy in order to make their students able to memorize the correct form through board writing. Finally, only one teacher reported that using translation as a strategy. This indicates that teacher followed such strategy when students are unable to grasp the exact meaning of the word.

Question eighteen: Are lexical errors minimized after providing students with the appropriate feedback?

Table 45

Providing Students with Feedback to Minimize Errors

	Number	Percentage
Always	2	20%
Usually	3	30%
Sometimes	3	30%
Often	1	10%
Rarely	1	10%
Never	0	0%
Total	10	100%
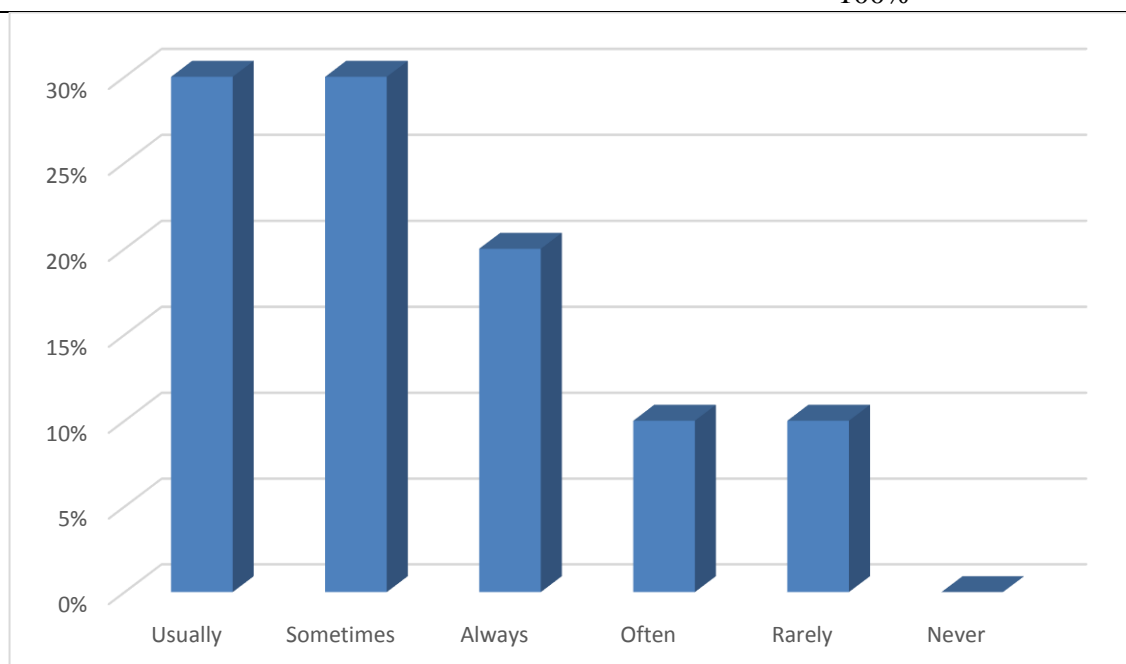
Figure 15 Providing Students with Feedback to Minimize Errors.

According to the results obtained, the majority of the teachers (30%) stated that their students' errors minimized after they receive teachers' corrective feedback. The same proportion of 30% the teachers stated that students' errors are sometimes minimized. While,

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20% of the teachers have declared that the feedback they give helps them always. Other teachers (10%) pointed out that students often and rarely react to the feedback they are provided with and errors are unlikely to be reduced. This shows that it is not possible to minimize all students' errors and it is not possible to teach them the right use of lexis successfully. Thus, reducing errors is a significant task which calls for intensive efforts.

Question Nineteen: Do you think that lexical errors affect the quality of students' writings? And why?

As this question is an open-ended one, different answers were provided. Thus teachers' views about lexical errors that affect the quality of students' writings are presented as the following:

-As much students make lexical errors their writings will not be seen as appropriate, then their messages will not be well transmitted.

-Of course, any type of errors can badly affect the quality of students writings especially lexical errors because they are related to meaning if this latter is not understood then the written piece cannot be understood too.

-Yes, because avoiding lexical errors is very important in conveying the message and ideas.

-Since the tone of writing is conveyed by the use of correct vocabulary along with syntax, lexical errors contribute to improving or hindering the writing skills.

- Yes, mainly when the students lack the appropriate knowledge of lexis or miss-use them as it would affect the effectiveness of his writings in detecting his own ideas and thoughts.

Question Twenty: If you have any further suggestion concerning the topic, please write them below

This question is an open one; it is about further information concerning the impact of lexical errors on writing skills. Only two teachers out of 10 (20%) have added suggestions. The teachers' suggestions can be summed up as follows.

-Doing errors is a very important subject to concentrate on especially lexical ones, hope to suggest some ideas on your thesis on how better students and teachers could avoid such problem.

-For a good piece of writing and to achieve writing proficiency students should be aware of the errors they make and must avoid, and they must self-correct their writings.

3.2.5 Summary of Results and Findings from Teachers' Questionnaire

The section about general information shows that all teachers work at the department of English as full-time teachers. Such finding indicates that all the teachers have devoted their time only to teaching English. Besides, teachers' experience is to some extent reliable in the analysis of this questionnaire.

The findings of the second section show that the majority of teachers sees that the "Written Expression" program they are teaching is enough to improve learners' proficiency in writing, and this is something encouraging. From the analysis of teachers' responses about the writing section, we can see that the students' level is average, which implies that learners need extra work, time, and efforts in order to enhance their writing level. In addition, this section reveals that the majority of teachers follows the process approach. So, they view writing as an exploratory and recursive process that involves moving forward and backward respecting the different stages of writing. Besides, teachers' interest in correcting students' writings they have opted for both lexical and grammatical ones because teachers acknowledge the importance of correcting students' errors in improving students writing skills. Finally, we can notice from the results that teachers have stated that giving feedback to students is the essential part in teaching.

According to section three, teachers' perception about the reason behind the students' lexical errors commitment, the majority of them have agreed on lack of needed lexis and misuse of it. This implies that careful attention must be given to the selection of the specific aspects of lexis that teachers need to focus on. Based on the findings of the teachers' answers about lexical errors production by students, miselection and CSR errors are the most frequent ones. This indicates that students do not have enough knowledge of word family, as well as they confuse between words which are similar in pronunciation or spelling. In addition, students are not able to produce simple sentences to convey the intended meaning. Concerning the strategies followed in correcting lexical errors, brief oral correction attracted the majority of teachers, because they view that learners will remember the correct use of lexis and therefore, they seem unlikely to fail in their use again.

Conclusion

This chapter presents the results collected by the three research tools used in the current study. The analysis of students' compositions reveals that the participants of the sample made the two types of lexical errors: formal and semantic errors. In addition, counting errors of each subgroup demonstrates that misformation and CSR errors occurred very often in the students' compositions. This shows that the incomplete knowledge of English vocabulary affects negatively students' writings. Furthermore, the analysis of students' questionnaire shows that students` positive attitudes towards the necessity of developing the writing skill as well as their positive preferences of teachers' errors correction during the writing course. Besides, students know about errors commitment, they consider that promoting it can have a positive impact on students writing level. It primarily gives the opportunity to receive comprehensible and correct input and feedback. So, through a regular interaction with teachers of written expression, learners can try a new hypothesis about how English vocabulary works and then increase their English writing level. The analysis of teachers' questionnaire in its turn shows that the writing

skill is a complex activity that requires much time and practice from the learner's part and a lot of experience and guidance from the teacher's part. Because students have difficulties in dealing with the different aspects of writing like cohesion and coherence, grammar, vocabulary, punctuation, and spelling, a focus should be put on the students' lexical errors. Teachers should use various techniques and materials to teach vocabulary. Hence, learners have to read outside classrooms and use dictionaries in order to learn vocabulary and avoid errors as much as possible.

GENERAL CONCLUSION

1. Concluding Remarks

Enhancing the writing skill of EFL learners is a difficult task. It requires some experience and regular practice to produce the language accurately and encode the intended messages of other writers. The best way to do that according to many teachers is to encourage the learners who make errors inside the classroom, since learners do not use L2 frequently outside the classroom.

The major goal of undertaking such research is that learning a target vocabulary and mastering writing skill is a difficult task for EFL learners. These assignments require communicative competence, i.e. the ability to use the language correctly and appropriately. Thus, EFL learners should be communicative when writing compositions. As a matter of fact, lexical errors are important assessment criteria and signs of proficiency since they are more serious than other types of errors. Accordingly, providing remedies to lexical errors, improve learners' writing quality.

Regarding the practical part of this research, it is concerned with collecting samples of learner language specifically students' compositions, describing and analyzing them. To explore errors committed in the data, James (1998) error taxonomy is followed. This taxonomy is developed from two perspectives: formal and semantic errors. Formal errors include FM, misformation and distortions. While semantic errors encompass CSR and collocations.

The analysis of the students' compositions demonstrates that misformation and CSR errors represent the overwhelming majority of lexical errors committed by the students.

The findings obtained from the analysis indicate that students lack the English lexical knowledge.

Based on the findings of the study, vocabulary should be explicitly taught to students. Also, a variety of material and techniques have to be used to help learners learn effectively, store and retrieve the target vocabulary. Moreover, learners ought to be trained using suitable strategies to facilitate learning and avoid their lack of knowledge. Learners need to be provided with instructions that guide them in writing to promote their writing skill.

2. Pedagogical Implications

One has to bear in mind that any goal of the teaching-learning process is to be achieved progressively. In light of the findings of the present study, the researcher suggests a number of instructional strategies that can be useful in improving students' use of lexis and reducing the amount of lexical errors they commit.

Both teachers and learners should not neglect vocabulary in favor of grammar, while learning or teaching English. Also, curriculum designers have to increase vocabulary lessons and activities in textbooks. Furthermore, vocabulary should be taught explicitly, especially when a new item is needed. Thus, teachers have to discuss with their students the word family when introducing unfamiliar words, raise students' awareness towards multi-word meaning and words that may affect the spelling or meaning of the newly-learned words. Reading, in its turn, has been extensively regarded as a primary source of learning vocabulary. Thus, English teachers should encourage their students to read outside classrooms and use dictionaries.

Another important point to be taken into consideration is that EFL teachers should ask students to put into practice some tasks to improve their vocabulary knowledge as well as their writing skills, such as reading a story, summarize it or write using their own words. This activity provides a powerful opportunity to learn new words and thus to promote their writing level.

Moreover, students must be forced to correct their errors in order to master the art of writing which is difficult. Learners who keep always shy and fear of making errors in the classroom will feel lost for using correct words when they find themselves in future writing situations.

Teachers should give enough time to written tasks and give students guidelines about how to construct a composition because the more students are guided to write, the better they write. Also, they encourage them to think in English while writing to avoid lexical errors. Teachers have to make their students aware of their errors and to pay attention to the correct spelling.

3. Research Perspectives and Limitations

The current study has limitations. First, detecting students' errors is not an easy task as it seems to be. Additionally, the researcher has sometimes faced difficulties in depicting what the student wants to say because of the illegible handwriting. Second, teachers of written expression do not hand back their questionnaire in time. Third, the selected sample comprises fifty-five second year students which is a small number. Though, the present study has reached its objective and has provided answers to the previously set questions, the findings need to be confirmed by further studies which can be conducted through other research methods. Apart from that, our findings could not be generalized unless this study is replicated to reach validity.

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APPENDICES

Appendix I

<div align="center">

Students' Questionnaire

</div>

Dear students,

    This questionnaire aims at finding out students' views about the writing skill and the impact of lexical error on learners' writing skill. We would appreciate your collaboration if you could answer this questionnaire.

Please, tick (×) the appropriate answer or make a full statement when necessary. May we thank you in advance for your cooperation.

<div align="right">

Arb-Chaaba Razika

Department of English

University of 8 Mai 1945, Guelma

</div>

Section One: General Information

1. How long have you been studying English?

09 years	
10 years	
11 years	

2. How could you describe your level in English?

Very bad	
Good	
Average	
Bad	
Very bad	

3. Do you think that learning English as a foreign language is necessary?

yes	
No	

Section Two: The Writing Skill

4. Writing is considered as one of the four language skills (listening/speaking/reading/writing), how is your writing skill level of English language?

Very bad	
Good	
Average	
Bad	
Very bad	

5. Which one (more) of the following choices affects your English writing level skill?

Spelling	
Punctuation	
Vocabulary	
Grammar	
Cohesion	
Coherence	
Misunderstanding of the topic	

-if other, specify

……………………………………………………

6. When you write you encounter difficulties because of:
A/ Learners

Lack of practice	
Lack of your motivation of writing	
Lack of your vocabulary	

B/ Teachers

Teachers' lack of motivation of teaching writing	
Lack of good approach to teaching writing	

-if other, please add any obstacle that hinder you from writing correctly.
………………………………………………………………………………..

7. Are your writing products assessed by?

You	
Teachers	
Both	

8. If your writing product assessed by the teacher, how often does s/he assess your English writing products?

Always	
Usually	
Sometimes	
Often	
Rarely	
Never	

9. Which of the following methods do you prefer to be used when the teacher assesses you?

Summative assessment (done at the end of the project or semester)	
Formative assessment (takes place during the teaching/learning situation)	

10. If your writing product is self-assessed how often do you do it?

Always	
Usually	
Sometimes	
Often	
Rarely	

Never	

11. what are the ways of self-assessment which you follow in writing?

Self-quizzes in the Internet	
Activities in workbooks with keys	
Free writing with self-correction using a rubric (a checklist for improvement)	

Section Three: Lexical Errors in Writing

12. Are errors important for learning English as a foreign language?

yes	
No	

13. According to you, why do EFL learners commit errors?
……………………………………………………………………………………………………

14. What do errors in writing mean to you?

Progress	
Fail	

15. When you are writing and you have identified errors, what do you do?

Correct it	
Avoid it	

16. Do you think errors correction is useful to learn the English language?

yes	
No	

17. Do your teachers correct your errors?

Yes	
No	

18. What are the types of errors that are corrected?

Spelling	
Punctuation	
Vocabulary	
Grammar	

Cohesion	
Coherence	

19. Among these errors do you think lexical errors are?

Mostly neglected in the feedback	
Highly corrected in the feedback	

20. Do you think lexis is more difficult to be used in writing, how far it is problematic to EFL students?

Highly problematic	
Problematic	
Not at all	

21. Which one from the below -stated strategies is followed to correct your writing errors?

Brief correction	
Board writing	
Using first and second language models (translation)	

22. If you have any further suggestion concerning the topic, please write them below

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

Thank you for your collaboration

Appendix II

Teachers' Questionnaire

Dear teachers,

This questionnaire aims at finding out teachers' views about the writing skill and the impact of lexical errors on learners' writing skill. We would appreciate your collaboration if you could answer this questionnaire.

Please, tick (×) the appropriate answer or make a full statement when necessary. May we thank you in advance for your cooperation.

Arb-Chaaba Razika

Department of English

University of 8 Mai 1945, Guelma

Section One: General Information

1. You work at the department of English as:

Full-time teacher	
Part-time teacher	

2. How long have you been teaching English?

…..	Year(s)

3. How long have you been teaching ""Written Expression""?

…..	Year(s)

Section Two: The Writing Skills

4. Do you think the "Written Expression" program you are teaching is enough to improve students writing skill?

yes	
No	

5. As a teacher, you make your students aware of their writing skills through the teaching of**:**

Grammar	
Vocabulary	
Both	

6. According to your experience, how could you describe the writing level of second year students?

very good	
Good	
Average	
Bad	
very bad	

7. What type of approach (s) do you follow when teaching the writing skill?

The product approach	
The process approach	
The genre approach	
The process-genre approach	
The communicative approach	

-if other, specify

……………………………………………………

 8. Why do you think that the selected approach(s) is more effective for writing?

……………………………………………………………………………......

....

9. What are the most common writing difficulties encountered by your students?

Spelling	
Punctuation	
Vocabulary	
Grammar	
Cohesion	
Coherence	

-if other, specify

……………………………………………

10. When correcting students' writings, are you interested more in correcting?

Grammatical errors	
Lexical errors	
Both of them	

11.Errors made by learners are major elements in the feedback system of the process of language teaching and learning

totally agree	
partially agree	
Agree	
Partially disagree	
Disagree	
Totally disagree	
neither agree nor disagree	

12. How often do you provide your students with written feedback?

Always	
Usually	
Often	
Sometimes	
Rarely	
Never	

Section Three: Lexical Errors and Writing skills

13. Do students' errors affect their writing and hinder their progress?

Always	
Usually	
Sometimes	
Often	
Rarely	
Never	

14**.** Among these errors, to what extent lexis is difficult to be grasped by students?

Very large	
Large	
Some	
Small	

15.When students write they make lexical errors because of:

Confusion	
Lack of knowledge	
Lack of needed lexis	
Misuse of lexis	

-if other, specify

…………………………………………………

16. What type(s) of lexical errors do your students commit?

A/ Formal errors

Formal Miselection (FM) errors	
Misformation errors	
Distortions errors	

B/ Semantic errors

Confusion of sense relations (CSR) errors	
Collocational errors	

17**.** Which of the following strategy (ies) you prefer to use when correcting lexical errors?

Brief oral correction	
Board-writing	
Using first language and second language models (translation)	

18. Are lexical errors minimized after providing students with the appropriate feedback?

Always	
Usually	
Sometimes	
Often	
Rarely	
Never	

19**.** Do you think that lexical errors affect the quality of students' writings? And why?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

20. If you have any further suggestion concerning the topic, please write them below

…………………………………………………….………………………………………………..

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……………………………………………………………………………………………………..

……………………………………………………………………………………………………

Thank you for your collaboration

Appendix III

Examples of Students' Lexical Deviations committed in Their Compositions

1/ Formal Errors of Lexis

Lexical Deviation	Type	Correction

Exemple	Misformation	Example
Tilivision	Misformation	Television
Deslike	Misformation	Dislike
He give	FM	He gives
Importance	FM	Important
Having	FM	To have
Education	FM	Educational
Descover	Misformation	Discover
Thise	Misformation	These
The person's who	FM	The person
Bleive	Distortions	Believe
Finaly	Distortions	Finally
Wel	Distortions	Well
Verry	Distortions	Very
Favorit	FM	Favourite
Fantastique	Misformation	Fantastic
In Algerian	Misformation	Algeria
Fabelous	Misformation	Fabulous
Help	FM	Helps
Confidence	FM	Confident
Internt	Distortions	Internet

2/ Semantic Errors of Lexis

Lexical Deviation	Type	Correction
On life	Collocational	In life
He give famous	CSR	It is interesting
The cause	CSR	The reason
For Live	CSR	To live
Live in good	CSR	Live better
This years	Collocatioanl	This year
A contrast	Collocational	In contrast
Not believe	CSR	Not think
Biggest	CSR	Largeness
In other example	CSR	In other words
Important to many	Collocational	Important for many
More problem	Collocational	Many problem
First name	Collocational	The first name
Everyone have likes	Collocational	Everyone has
We like discover	Collocational	We like to discover
Men	CSR	Man
In this time	CSR	In the present time
That last	CSR	The latter
About this one	CSR	About it
Obligation	CSR	Necessary
Composed to	Collocational	Compose of
Information in dislikes	Collocational	Information about dislikes

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Résumé

La présente recherche vise à analyser les productions écrites des élèves EFL dans le but de comprendre les sources des erreurs lexicales les plus fréquentes. L'écriture dans une langue étrangère est l'une des tâches les plus difficiles et complexes pour ceux qui étudient cette la langue. C'est une compétence difficile qui nécessite des efforts et des pratiques considérables pour atteindre un niveau acceptable d'écriture. Ainsi, nous avons opté pour la méthode descriptive quantitative pour explorer les erreurs lexicales commises dans une tâche de composition écrite par les élèves de deuxième année. Tout d'abord, deux questionnaires ont été administrés aux enseignants et aux étudiants pour connaître les principales raisons qui sous-tendent les erreurs lexicales. Les données tirées des questionnaires ont révélé que les étudiants EFL commettent des erreurs lexicales en raison de (1) le manque de connaissances de vocabulaire, (2) la traduction de l'arabe vers l'anglais, (3) le manque de règles grammaticales, (4) le manque de pratique et (5) Insuffisance des commentaires correctifs des enseignants. Ensuite, pour confirmer que les étudiants avaient une connaissance limitée du lexis anglais et ils ont fait des erreurs lexicales, nous nous sommes appuyés sur un test écrit. Les résultats tirés des données révèlent que les erreurs de confusion et de confusion des erreurs de relation de sens (CSR) sont les plus récurrentes. Ainsi, les résultats obtenus à partir de cette étude ont confirmé l'hypothèse de recherche avec succès. Sur la base de ces résultats, des recommandations et des suggestions sont proposées pour améliorer les niveaux d'écriture des élèves.

ملخص

يهدف البحث الحالي إلى تحليل مخرجات طلاب اللغة الإنجليزية كلغة أجنبية (إفل) بغرض فهم مصادر الأخطاء المعجمية الأكثر شيوعا. الكتابة باللغة الأجنبية هي واحدة من المهام الأكثر تحديا ومعقدة لمتعلمي اللغة. إنها مهارة صعبة تتطلب جهدا كبيرا وممارسة كبيرة للوصول إلى مستوى مقبول. وهكذا، اخترنا الأسلوب الوصفي الكمي لاستكشاف الأخطاء المعجمية التي ارتكبت في مهمة تكوين طلاب السنة الثانية. أولا، تم توجيه استبيانين إلى المعلمين والطلاب على حد سواء لمعرفة الأسباب الرئيسية التي تكمن وراء الأخطاء المعجمية. كشفت البيانات المستمدة من الاستبيانات أن الطلاب في اللغة الإنجليزية كلغة أجنبية (إفل) يرتكبون أخطاء معجمية بسبب (1) عدم معرفة المفردات، (2) الترجمة من العربية إلى الإنجليزية، (3) عدم وجود قواعد نحوية، (4) عدم الممارسة، عدم كفاية ردود الفعل التصحيحية. وبعد ذلك، للتأكد من أن الطلاب لديهم معرفة محدودة بالقاموس الإنجليزي، اعتمدنا على اختبار مكتوب. وتظهر النتائج المستمدة من البيانات أن تشكيل الأخطاء والارتباك بين أخطاء العلاقات الحساسية هي الأكثر تكرارا. وهكذا، فإن النتائج التي تم الحصول عليها من هذه الدراسة أكدت بنجاح فرضية البحث. واستنادا إلى هذه النتائج، تقترح بعض التوصيات والمقترحات لتحسين مستويات الكتابة لدى الطلاب