

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Tlemcen



Faculty of Letters and Languages
Department of English
Section of English

Investigating the Causes of Errors Made by EFL Learners in Writing
Production: Case of 4th Year Pupils at Chikhi Moussa Middle School, Tlemcen

Dissertation submitted to the department of English as a partial fulfilment of the requirements for Master's degree in Language Studies

Presented by

Ms. Somia MAZOUZI
Ms. Amira MEGUENAI

Supervised by

Prof. Rahmouna ZIDANE

Board of Examiners

Dr. Faiza HADDAM (MCA)	Chairperson (University of Tlemcen)
Prof. Rahmouna ZIDANE (Prof)	Supervisor (University of Tlemcen)
Dr. Wassila BOUKLIKHA (MCA)	Examiner (University of Tlemcen)

2021 - 2022

Dedication 1

**In the Name of Allah, Most Gracious, Most Merciful
All the Praise is due to God Alone, the Sustainer of the Entire World**

I dedicate my work

To my caring father Mohammed and loving mother Horia, whose love constantly boosts my determination.

To my beloved siblings and in-laws for their encouragement and support in pursuing my passion.

To Mohammed, my husband .Thank you so much for your emotional and financial help. Thank you for faith in me, for your support, and for encouraging me to finish my study project.

A special dedication to Amira, my partner in this research, for the time we spent together supporting each other.

To all of my university friends and to all those who prayed for me.

May Allah bless them all

Somia Mazzouzi

Dedication 2

To my beloved mother and my caring father who have always supported me in every step
of my life.

To my brother and sisters. The ones without their help, support, and love this work would
never be brought to light.

To my partner Somia who shared with me the hardest and the fruitful time

To my relatives and my teachers from primary school to university

I dedicate this work to everyone who has been supportive to me even with a simple word.

Amira Meguenai

Acknowledgements

First and foremost, we would like to express our gratitude to our supervisor, Prof. RahmounaZidane, for her patience ,precious comments, encouragement and guidance throughout the preparation of this thesis. We are eternally thankful to her.

We also wish to extend our gratitude to the board of examiners for having accepted to read our thesis and provide constructive feedback on it

We are also grateful to all fourth year middle school pupils and teachers who accepted to participate in this study for their help and collaboration

Special thanks to the administration staff for their participation, and cooperation

Abstract

Learners make numerous errors in their writing. This study is an investigation of the most common writing errors among learners of English as a foreign language (EFL) and their causes. The aim of this study is to explore the most prominent writing errors committed by fourth year pupils at Chikha Moussa Middle school at Tlemcen. 48 writing samples of pupils were analyzed. In addition, an interview was conducted with 2 middle school teachers of English. Based on the overall results obtained, it was found that most frequent errors were in spelling, tenses, punctuation and French interference. Moreover, the results of this research work showed that the main causes that pushed learners to commit these errors are interlingual and intralingual causes.

Table of Contents

Dedication 1.....	I
Dedication 2.....	II
Acknowledgements	III
Abstract.....	IV
Table of Contents.....	V
List of Tables	VII
List of Figures.....	VIII
General Introduction.....	1
Chapter One: Literature Review of Writing and Errors	
1.1 Introduction.....	4
1.2 Writing	4
1.3 Errors	9
1.4 Errors in Writing	11
1.5 Causes of Errors in Writing	14
1.6 Previous Studies Related to Errors.....	18
1.7 Conclusion	19
Chapter Two: Data Collection and Analysis	
2.1 Introduction.....	21
2.2 Fourth Year Middle School Textbook	21
2.3 The Research Design	24
2.4 The instruments	25
2.4.1 Writing Samples	25
2.4.2 Interview	26
2.5 Data Analysis	27
2.5.1 Written Samples Results	27
2.5.2 Interview Results	30
2.6 Discussion	32
2.7 Suggestions and Recommendations	33
2.8 Conclusion	40

General Conclusion.....	41
Bibliography.....	43
Appendices	
Appendix A: Teachers' Interview	
Appendix B: Pupils' Writing Samples	

List of Tables

Table 2.1- Errors Description.....	29
---	-----------

List of Figures

Figure 2.1- Learners' errors28

General Introduction

Writing is a very difficult task for EFL learners, and it is inevitable to identify errors made by this group of learners because they have a restricted opportunity to write in English. Middle school pupils write on a wide range of topics. However, writing difficulties can have a negative impact on students' progress. Because writing is so important to a learner's accomplishment in school, detecting typical writing errors and providing some ways to avoid these errors, is the core of this study. Writing is a language skill that is reinforced at middle school. In reality, various activities are introduced to help pupils enhance their writing skill. Nevertheless, learners produce a large number of errors at many levels. As a result, it is essential to highlight on the most prevalent errors made by middle school pupils as well as the causes behind their occurrence.

In this current research work, the researchers have established both general and specific aims. In general, they want to increase EFL learners' understanding of the relevance of writing. Second, they seek to make the learning process easier for both pupils and teachers. Specifically, they plan to gather and identify the most frequent errors made by learners when producing written compositions and then classify them according to their linguistic categories. Following that, they seek to determine the primary causes of their recurrence and devise solutions to deal with these errors. The participants in this study are fourth-year pupils from Chikhi Moussa Middle School in Oudjida, Tlemcen .

The current study seeks to answer the following question: what are the major causes behind EFL learners' writing errors?

Three secondary questions are addressed in order to answer the main question

- 1- What type of common errors do EFL learners make in their writing?
- 2- Why do these errors occur?
- 3- What can teachers do to help pupils avoid these errors?

In an attempt to answer the above-mentioned questions, the hypotheses on which the current study is built go as follows:

- 1 - The types of errors committed by EFL learners are punctuation, capitalisation , , literal translation and spelling.
- 2 - The errors made by EFL learners are the result of interlingual interference and intralingual interference.
- 3 - Teachers can use the peer correction method as well as address common writing errors on a regular basis.

To test the hypotheses and ensure that they matched the purpose of the current study, the researchers used a mixed approach that included both qualitative and quantitative data gathering methods. The quantitative technique relies on analyzing written samples. The researchers gathered the students' written assignments and detected all of the errors. They used the qualitative technique to conduct interviews with middle school teachers of English. Throughout the interviews, they sought to find out learners' attitudes towards writing and the difficulties EFL learners face when they write. Next, they aimed at emphasizing the methods, tools, and activities that the teacher uses to decrease the number of errors made by pupils.

The present research work is divided into two chapters. On the one hand, the first chapter is theoretical; it introduces writing, discusses linguistic error and examines prior studies on error analysis and the conclusions they provided. The second chapter, on the other hand, is practical; it provides a description of the sample, design and data collection tools. It seeks to determine the findings and interpret them through analysis and discussion. Finally, it concludes up with some recommendations and implications. The purpose of this study is to look at the primary causes of writing errors among middle school pupils. As a consequence, it will add to the existing literature in a variety of ways. First, it will provide insight on EFL intermediate learners' writing errors. Second, it will investigate the causes of their numerous errors. Furthermore, it will focus on the intralingual and interlingual origins of errors. Finally, it will propose some appropriate measures that the teachers might employ to reduce the occurrence of these errors.

Chapter One: Literature Review of Writing and Errors

1.1 Introduction

1.2 Writing

1.3 Errors

1.4 Errors in Writing

1.5 Causes of Errors in Writing

1.6 Previous Studies Related to Errors

1.7 Conclusion

Chapter One: Literature Review of Writing and Errors

1.1 Introduction

This chapter provides a literature review highlighting several key terms related to writing and the concept of error. It goes over the various definitions of writing focusing on several significant terms concerning the writing skill. The classification, causes, significance, and treatment of errors are significant aspects to be addressed. This chapter includes a variety of studies that have been conducted in the field of error.

1.2 Writing

Writing is strongly linked to foreign language learning; when learning a language, it is an essential part of literacy; to improve this talent, thus, it is necessary to identify the essential elements that comprise the writing skill (Zouikri & Terier, 2017, p.13). “Writing is the written expression of thoughts, desires, emotions, and schemes; and this requires skill rather than knowledge” (Öz, 2006, p. 251 as cited in Al Asmari, 2013, p.130). The shift from speech to writing is the basis of formal education; the shift must be viewed as critical to the development and improvement of modern education (Green, 1993 as cited in Zouikri & Terier, 2017, p.14).

Writing is primarily the act of transforming verbal actions into written forms. Also, Saville-Troik (2006) pointed out that writing is a means of testing knowledge in much of the world, including knowledge of the second language itself, even in instructional programs that focus on oral production (as cited in Zouikri & Terier, 2017, p.14).

Writing is important. It allows ideas to be expressed and messages to be conveyed through correct spelling, grammatical structure and vocabulary. It enables students to communicate. It is “a process of communication that uses a conventional graphic system to convey a message to a reader” (Lindemann, 2001, p.10 as cited in Al Asmari, 2013, p.131). It is a way to transfer culture, knowledge and ideas. Writing is an essential skill, and it is the main basis of learning.

Writing should be given significant attention when teaching English as a foreign language. It allows students to gain more thinking time than they do when they engage in responses of participants; opportunities for language processing are created; when students write, their cognitive and mental abilities are utilized in the creation of a final version (Harmer 007 as cited in Zouikri & Terier, 2017, p.15). In this sense, people can easily turn to writing to recall what others have said (Zouikri & Terier, 2017, p.16). Writing is "the ability to adhere to style-guide prescriptions concerning grammar, arrangement and punctuation"(Nunan, 1999, p. 59 as cited in Yi , 2009, p.57), "Learning to write in L1 or L2 is extremely difficult. Even educated native speakers have difficulty, hence the abundance of books on the subject".(Humphreys, 2003 as cited in Al-Gharabally, 2015 , p.44).

Writing is seen as a complicated cognitive activity that needs basic awareness as well as extensive lexical and syntactical knowledge in order to produce a successful piece of writing; academics identified a collection of components associated with writing (Zouikri & Terier, 2017, p.21). "writing is essentially a creative process and good writers must learn to communicate their ideas clearly to an unseen audience" (Davies, 1998, p.25 as cited in Alfaki, 2015, p.47). In order persuade or inform the reader, the piece of writing must include several important components that make it flow logically.

First, content is introduced as the element which constitutes the various ideas... Second, form which is the state in which the content and ideas are coherently Third, grammar...another element refers to mechanics, which is constituted of the implementation of language graphic conventions (Harris, 1969 as cited in Zouikri & Terier, 2017, p.21).

Another component to consider is the audience or reader to whom the written work is intended; the last element is the methods through which the writer obtains ideas, initiates writing, and checks the finished work after completing the final draft;, the writer must examine the key components of writing; learners are required to respect the cohesiveness of ideas in a well-formed composition that is linguistically organized (Zouikri & Terier, 2017, p.22).. "Learning to write well is a difficult, lengthy process, one that induces anxiety and frustration in many learners" (Richards, 1990 as cited in Al-Gharabally, 2015 , p.44).

Several approaches to writing have been devised, including the process-oriented approach, the product-oriented approach, and the genre approach; the choice of the method over the other is determined by students' needs (Zouikri & Terier, 2017, p.16). The product-oriented approach is defined as a method for teaching writing; it is more concerned with the writer's creativity and the development of good writing habits than with the development of good writing habits than mimicking other models (Tribble, 1996 as cited in Zouikri & Terier, 2017, p.16). The process-oriented approach, refers to various stages "providing learners with much more time for pre-writing, editing, redrafting, and lastly publishing their work" (Zouikri & Terier, 2017, p.17).

In writing, the ultimate objective is a product-oriented approach; it is the primary reason why learners go through the process of reviewing, creating, revising, and editing (Brown, 2001 as cited Zouikri & Terier, 2017, p.17). The process method takes precedence over the product approach; it is viewed as a means to an end rather than an end in itself; these phases should be followed by writers in order to produce an excellent piece of writing. The writer must come up with fresh ideas, revise his or her argument, and identify the paragraphs (Zouikri & Terier, 2017, p.17).

The product-oriented approach to writing, in contrast to the process-oriented approach, is concerned with accuracy and the ultimate form of product; It focuses on language skills, grammatical structures, and how they are ordered to generate an understandable and orderly final result; it is a byproduct of the writing process (Zouikri & Terier, 2017, p.18). "A product-oriented approach focuses on the end result of the learning process what it is that a learner is expected to be able to do as a fluent and competent user of the language" (Nunan, 2001, p. 86 as cited in Zouikri & Terier, 2017, p.18-19). The product method to writing consists of four major phases: familiarization, controlled writing, guided writing, and free writing (Pincas, 1982 as cited in Zouikri & Terier, 2017, p.19).

Furthermore, the product-oriented approach is built on classroom activities in which the learner is focusing on emulating, replicating and changing proper language samples (Nunan, 2001 as cited in Zouikri & Terier, 2017, p.19). The major goal of the product approach is the end product of the writing process, not the method or steps that learners might execute when writing; writing progress is the outcome of replicating the teacher's input, which is often in the form of a written text; students using the product method are frequently

requested to produce compositions that imitate a certain pattern provided by the teacher in order to improve their writing (Zouikri & Terier, 2017, p.19).

The genre approach refers to the goals that the writer wishes to achieve depending on the situations in which writing occurs; it provides students with opportunities to learn about various forms of writing; dealing with various text genres enables learners to use the language depending on the genre they encounter; the genre approach (Zouikri & Terier, 2017, p.20-21). Writing in the genre-based approach is regarded as an extension of the product-oriented approach (Flowerdew, 1993 as cited in Zouikri & Terier, 2017, p.20).teaching genre is an effective way for students to learn grammar because it allows them to use grammatical structures in context (Hyland, 2004 as cited in Zouikri & Terier, 2017, p.20).

Much higher standard of language are normally demanded in writing than in speech: more careful construction, more precise and varied vocabulary, and more correctness of expressions in general. Ur further states that writing is a messy business which requires passing through a number of untidy drafts before reaching a final version(Ur ,1996, p. 163 as cited in Alfaki, 2015, p.46-47).

Writing is a difficult and time-consuming skill for EFL students; improving one's writing skill is a difficult task(Zouikri & Terier, 2017, p.16). “The most difficult task to do in language learning is to produce a coherent, fluent, extended piece of writing, which is even more challenging for second language learners” (Nunan, 1999 as cited in Ibnian, 2017, p.198). learners are slow in developing their ideas and they feel that the process of writing is tedious. Writing difficulties are among the problems faced by learners of English as a foreign language.

The first difficulty is that the writer cannot consult the reader, for the audience is not immediately present as in the case with speaking. Second, learners suffer from linguistic difficulty in that language used in speech is not the same as writing. In some cases it is simpler-like a shopping list, in others it is more elaborate and formal like in an academic report . The difficulty is more evident for EFL learners who are unaware of the discourse patterns inherent in particular types of writing. The last difficulty is cognitive, This relates to the ability to organize ideas on the paper (Hadifield , 1992 as cited in Ibnian, 2017 , p.199)

Difficulties in writing may also be due to the negative attitudes towards a target language and a lack of motivation to learn. “ Writing is a complex and multifactorial phenomenon. It is more challenging for learners who write in a language other than their first language ”. (Raoufi et al., 2017, p.192). it requires a level of proficiency, strategies and language knowledge. “As teachers and students together initiate writing activities in school, so too they engage in writing processes, shaping meanings, working towards purposes and creating different texts, or ‘products’”. (Christie, 2016, n.p as cited in Writing process, 2021, Para.4-education.vic.gov,).

In written medium, information has to be transmitted without any aid from sources other than the language itself. It seems to follow from this that more attention is needed to be paid to the language as a code in short to the grammatical and lexical system than is the case with speech" (Norish, 1993, p. 65 as cited in Alfaki, 2015, p.46).

Writing is regarded as a productive skill that requires practise, adequate time, and significant effort to master. It is a creative language skill that students must master in order to properly express themselves. It is an essential part of language learning, whether it is the mother tongue or English as a foreign language, but some reasons hinder writing because it is one of the most complex tasks for language learners.. Therefore, learners need a lot of practice in order to tackle their writing difficulties (Zouikri & Terier, 2017, p.24).

Learning a /foreign language is a vital process in which learners face several challenges; several forms of errors might occur; these errors may provide useful information about how learners learn a language (Zouikri & Terier, 2017, p.24). Writing a correct piece of writing is a challenging task for EFL students. As a result, they tend to commit a great amount of errors. Before giving more details about the subject, the researchers need first of all to define the term «error» and theories underlying it.

1.3 Errors

Learners' errors are not the result of incorrect imitation; they are considered as signs of learners' attempts to maintain consistency in the language they are studying (Selinker & Gass, 2008 as cited in Zouikri & Terier, 2017, p.24). “Errors are the morphological, syntactic, and lexical deviation from norms of the target language” (Ferris, 2011 as cited in Zouikri & Terier, 2017, p.24). It is necessary to distinguish between the terms mistake and error; an error is a considerable deviation from the right form of the speaker's mother tongue; it reflects the learner's true knowledge of the foreign language; mistakes are regarded as a misuse of prior obtained knowledge; they are signs of the learner's level at a certain stage of language acquisition (Zouikri & Terier, 2017, p.31-32). An error is "a linguistic form or combination of forms which in the same context and under similar conditions of production» (Lennon, 1991 as cited in Lemos, 2012, para.1)

Errors occur on a regular basis; they are produced by the absence of a rule and are connected to competence; mistakes, on the other hand, are infrequent and are associated with performance because the learners have already grasped the rule (Zouikri & Terier, 2017, p.32). “A mistake refers to performance error that is either a random guess or a “slip”, in that it is a failure to utilize a known system correctly” ((Brown, 2000, p.217as cited in Zouikri & Terier, 2017, p.32). Mistakes emerge when learners utilize the target language in an incomplete manner. (Gass & Selinker, 1993 as cited in Zouikri & Terier, 2017, p.31). . “An error, a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner” (Brown, 2000, p.217 as cited in Zouikri & Terier, 2017, p.31).

There are two fundamental theories in second language learning, namely contrastive analysis and errors analysis; both are used to detect and analyze learners’ errors when learning a foreign language; contrastive analysis is a systematic comparison of the characteristics of two languages to determine similarities and differences between them; it entails detecting and analyzing learner challenges by comparing the first and second languages to discover similarities and differences; contrastive analysis is a method of comparing and determining the differences and similarities between languages; as a result, difficulties can be foreseen during the language teaching-learning process; according to the contrastive analysis theory, the learner's native language influences second language learning: as a result of the contrasts between the learner's mother tongue and the foreign language, a variety of problems arise(Zouikri & Terier, 2017, p.25-26).

The change in behavior of a foreign language learner may be attributed to variations in the structure and culture of the learner's native language and those of the foreign language (Banathy et al., 1966 as cited in Zouikri & Terier, 2017, p.26). The strong form of the contrastive analysis hypothesis focuses on the barrier to second language learning, which is mostly linked to first language interference (Keshavarz, 2012 as cited in Zouikri & Terier, 2017, p.27). It is based on an a comparison of the first and second languages prior to the occurrence of errors (Zouikri & Terier, 2017, p.27). “The weak version is a model with diagnostic and explanatory as opposed to the predictive claim of the strong version” (Keshavarz, 2012, p. 11 as cited in Zouikri & Terier, 2017, p.28). It has the ability to explain learners' errors after they have occurred (Zouikri & Terier, 2017, p.28).

Error analysis is a methodical examination of errors made by learners; it relates errors to the form of the foreign language itself; rather than comparing first language features with those of the second language, it is concerned with the description of learners' errors; it is a technique used to observe, evaluate, and classify the errors made by learners. Significantly, error analysis is one of the most prominent ideas of second language learning (Zouikri & Terier,2017,p.30-31).“The field of error analysis may be defined as dealing with the differences between the way people learning a language speak and the way adult native speakers of the language use the language”. (Richards ,1971, p.1 as cited in Khansir, 2012, p. 1027). It focuses on the errors that students make. Yang (2010) emphasizes the importance of error analysis in detecting and diagnosing errors.

The study of errors is part of the investigation of the process of language learning. In this respect it resembles methodologically the study of the acquisition of the mother tongue. It provides us with a picture of the linguistic development of a learner and may give us indications as to the learning process (Corder ,1974, p.125 as cited in Khansir, 2012, p. 1029))

Many researchers have emphasized the significance of learners' errors; errors are regarded as a crucial factor of the language learning process; they are indicators that the learning process is underway; they reveal how far the learner has progressed and what he still needs to learn (Zouikri & Terier, 2017, p.39).What is clear is that EFL students do not value

writing as a skill, nor do they understand how to write correct paragraphs and essays in terms of grammar, punctuation, spelling, and capitalization. As a result, students' paragraphs and essays are full of errors.

1.4 Errors in Writing

It is believed that errors contain valuable information on the strategies people use to acquire a language. "Corder (1981) was among the first applied linguists who pointed out that learners' errors are highly significant in three respects" (Al-Sobhi, 2019 ,p.53). Errors contain valuable information on the strategies people use to acquire a language. Therefore, they are important for teachers, researchers, and learners because they reflect the students' development to the teacher; and to the researcher. To put it together, errors are necessary because making errors is viewed as a tool that learners employ in order to learn.

They are significant in three different ways. First, to the teacher in that they tell him ... how far towards the goal the learner has progressed and, consequently, what remains for him to learn. Second, they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in his discovery of the language. Thirdly, they are indispensable to the learner himself because we can regard the making of errors as a device the learner uses in order to learn (Corder, 1981, p.10-11 as cited in The Contrastive Analysis Hypothesis,2020, section 2.3.3-uniassignment. com,,)

There are many types of errors that language learners may produce, Several scholars have produced different classifications of learner errors (Saad, 2020 , p.32). Converting errors into levels allows to determine what level of language the learner was using when he made a mistake (James, 1998 as cited in Saad, 2020, p.32).

We can distinguish four major categories of 'errors' for classroom error correction... The biggest distraction to-date for any language teacher with regard to comprehensive error corrective treatment has been the traditional focus in ELT on the treatment of errors at a grammatical level for both written and spoken language (Lee, 190, p.59).

The errors are classified into four types: grammatical errors, discourse errors, phonological errors and lexical errors (Lee, 1990 as cited in Saad, 2020, p.32). Grammatical (morphosyntactic) Errors are sentence-level errors; they emphasize the importance of grammatical correctness; sentence-level errors frequently reflect performance flaws that do not require immediate correction: errors in discourse are errors that express learners' cultural and pragmatic knowledge; phonological errors manifest as incorrect word stress, vowel length, voiced and voiceless sounds (Saad, 2020 , p.32). "Phonologically-induced errors pertain to errors in pronunciation and/or intonation. Correction of students' phonological errors at an advanced level and particularly with mature learners may risk affront to personal dignity and perhaps even to cultural and national identity "(Lee, 190, p.61).

Lexical errors are linguistic errors that can impede interaction (Saad, 2020 , p.32). "Like morpho-syntactic errors, lexical errors are errors which are habitually corrected by teachers. On the whole it is easy for teachers to correct lexical errors as one only needs to pinpoint the change in meaning and provide the correct word"(Lee, 190, p.62).

Dulay et al. (1982, p.163-173) classified learners' errors into two taxonomies: comparative and communicative effect. The first includes four types of errors namely: interlingual (errors which reflect the linguistic system of L1), developmental (errors similar to those made by children learning English as a first language), ambiguous (errors which are either developmental or interlingual) and unique (those that are neither developmental nor interlingual). Communicative effect taxonomy deals with the errors from the perspective of their effect on the reader and listener (as cited in Al-Sobhi, 2019, p.56).

James (2013 as cited in Al-Sobhi, 2019, p.56) classifies intralingual errors into seven categories: false analogy, misanalysis, incomplete rule application, overgeneralization, exploiting redundancy, ignoring co-occurrence restrictions, and hypercorrection.

Cook (1999) proposes four main types of classification of learner errors: omission, insertion, substitution and transposition...omission: is the absence of an item that must appear in a well-formed utterance, as in nife, clas for knife, class. Insertion takes place when an alphabet is inserted incorrectly, as in carefull, firist instead of careful, first...Substitution occurs when a learner

replaces the right form with an incorrect one, such as skool, bebol for school, peoplz. finally ,transposition is caused by placing letters or words incorrectly as in because, freind instead offriend, because (Al-Sobhi, 2019, p.55).

Errors are psycholinguistic, sociolinguistic, epistemic and discourse-related. psycholinguistic errors deal with the first language system and the challenges learners face, the sociolinguistic errors entails the capacity of learners to adjust with theirnative language to L2 sociocultural settings; errors caused by the learner's limited knowledge are referred to as epistemic; errors caused by a lack of generating coherent writing are called discourse-related (Taylor ,1986) as cited in Al-Sobhi, 2019, p.56).

Two types of errors are caused by language learners' strategies: holistic and analytic. A holistic error occurs when a learner replaces the needed L2 form with another relatively close word, such as horse for animal; whereas an analytic strategy error occurs when a learner uses many words to convey an idea rather than simply stating; this happens when the learner neglects or is unfamiliar with the target word and attempts to explain it in his words (James, 2013as cited in Al-Sobhi, 2019, p.56). Errors in learning occur in both speech and writing at all levels of language including phonetics, and phonology, morphology , syntax , semantics , pragmatics whereas the errors in writing include the morphological , syntactic, semantic and pragmatic errors .

Writing is a difficult task because it necessitates mastery of grammatical devices, and conceptual thinking (Byrne 19881982as cited in Alfaki, 2015, p.46). “Byrne (1988 :4) classifies the writing complexities as psychological, linguistic, and cognitive problems. Grabe and Kalan (1996 : 6) think that writing does not come naturally but rather gained through consistent effort and practise, it becomes a complex skill” (as cited in Alfaki, 2015, p.46). Grammatical, mechanical problems, sentence structure and diction are issues that prevent students from writing effectively in English (Alfaki, 2015, p.44). writing with the right wordsis a challenge (Alfaki, 2015, p.45). “The linking devices have been found to be problematic for English language students ” (Alfaki, 2015, p.45).

Learners face a number of challenges when attempting to write in a second language (Alfaki, 2015, p.45). They face cognitive issues such as punctuation, capitalization, spelling, content, and organization (Alfaki, 2015, p.45). Punctuation is problematic because ithas never

been as standard as spelling (Byrne, 1988, p. 16 as cited in Alfaki, 2015, p.45). There are several reasons why students struggle with capitalization (Alfaki, 2015, p.45). “The rules of capitalization are not universal and classifying nouns as proper and common nouns is difficult for students” (Gowere et al., 1995 as cited in Alfaki, 2015, p.45). English spelling is complex for students (Gowere et al, 1995 as cited in Alfaki, 2015, p.45). “Learners of English as a second or foreign language also face problems of exploring ideas and thoughts to communicate with others” (Clifford, 1987 as cited in Alfaki, 2015, p.46).

Learners struggle with paragraph structuring, topic development in a paragraph and overall discourse structuring (Kharma, 1986 as cited in Alfaki, 2015, p.46). another issue with organisation in student writing is the difficulty of distinguishing between a topic and supporting ideas or details (Raimes, 1983 as cited in Alfaki, 2015, p.46). Learners struggle with writing united paragraphs as a result of their inappropriate use of cohesive devices (Pincas, 1982 as cited in Alfaki, 2015, p.46). Language learners can make a variety of errors, including spelling errors, grammatical errors, lexico-semantic errors. morphological-syntactic along with punctuation errors. These inaccuracies can be attributed to a variety of factors. Scholars in the field of error analysis proposed many causes of errors in this line.

1.5 Causes of Errors in Writing

In order to examine learners' errors, it is necessary to determine the actual causes of these errors; .transfer is the use of L1 features by foreign language learners; it can be either positive or negative; positive transfer can be defined as the presence of counter parts in the foreign language that are similar to those found in the learner's mother tongue; when similarities between first and second languages are considered, the process of foreign language acquisition is facilitated; negative transfer can be described as the learner's mother tongue interference; it refers to the use of a learner's native language knowledge differences between the two languages ; students will apply what they have already learned in their native language; negative transfer may lead to difficulties in understanding second language expressions (Zouikri & Terier, 2017, p.37-38).

Interlingual error (in error analysis) an error which results from language transfer, that is, which is caused by the learner's native language. For example, the incorrect French sentence Elle regarde les (“She sees them”), produced

according to the word order of English, instead of the correct French sentence Elle les regarde (literally, “She them sees” (Richards, & Schmidt, 2002, p.294).

Interlingual transfer is viewed as a primary cause of errors among students; they are caused by interference from the first language; learners' errors are associated with the transfer from L1 to L2 systems. This transfer encompasses phonology, morphology, and syntax (Zouikri & Terier, 2017,p.34)..Richards (1971as cited in Heydari & Bagheri, 2012, p.1584) distinguished three causes of errors: interlingual, intralingual, and developmental. Interlingual errors are caused by the transfer of phonological, morphological, grammatical, lexico-semantic, and stylistic features from the learner's native language to the target language (Keshavarz, 2012 as cited in Zouikri & Terier, 2017, p.34-35).

An intralingual error is one which results from faulty or partial learning of the target language , rather than from language transfer. Intralingual errors may be caused by the influence of one target language item upon another. For example a learner may produce He is comes, based on a blend.of the English structures He is coming, He comes (Richards, &Schmidt, 2002, p.294).

Intralingual transfer is a significant factor that causes second/foreign language learners to make mistakes while learning. it is, the negative influence of the target language ; errors are caused by improper generalization of some rules within the target language, rather than the native language (Zouikri & Terier,2017,p.35). "It is clear that intralingual transfer (within the target language itself) is a major factor in second language learning"(Brown, 2007, p.264 as cited in Zouikri & Terier, 2017, p.35).

Richards (1974 as cited in Zouikri & Terier, 2017, p.36) suggests four types of intralingual error causes: overgeneralization, ignorance of rule restriction, incomplete application of rules, and the building of false concepts or false hypotheses.Overgeneralization occurs when a learner generates an aberrant structure based on his knowledge with other structures in the target language; it refers to the overuse of some second language rules; ignorance of rules restriction occurs when a learner applies rules to contexts where they do not apply; the learner is unable to deal with the constraints of the target language; when a learner fails to acquire more complex structures of the target language, this is referred to as incomplete rule application; it happens when a learner does not use fully-developed

structures to form comprehensible sentences; false hypothesis is defined as defective distinction comprehension by foreign language learners in the target language; they can form incorrect hypotheses about a specific rule(Zouikri & Terier,2017,p.36-37).

Induced errors are one of the causes of learner errors ; they are caused by the classroom environment rather than the students' lack of English grammar competence or first language interference; they are those that occur as a result of a faulty procedure (Zouikri & Terier,2017,p.38). . induced errors are caused by many aspects of the teaching process, including the classroom situation, the materials used, the teacher's language use, and the teaching method. (Corder, 1974 as cited in Zouikri & Terier, 2017, p.38).Learners' errors are not primarily the result of L1 interference, but rather by ineffective strategies (Yang, 2010, p.268)

In students' writing, interlingual and intralingual errors can be detected . Interlingual errors are the “errors caused bythe interference of the learner's mother tongue” (Richards ,1971, p.205 as cited in The Significance of Learners’Errors, 2015, section 3.4.1). they occur in the early stages of learning. “Intralingual errors,which are also called developmental errors, are independent from the learner's mother tongue, which means they do not derive from contrasts with another language, and occur frequently during the learning process”(The Significance of Learners’Errors, 2015, section 3.4.1). Intralingual errors include overgeneralization, transfer and induced errors.

Finally, “learners’ error do not occur haphazardly or due to their laziness or sloppy thinking, but that they occur in a systematic way”(Dulay et al.,1982 as cited in Al-Sobhi, 2019, p.55).Interlingual errors are caused by the learner's mother-tongue interference as the learners transfer from their first language to the target language; intralingual errors are learning errors; hypercorrection is caused by students over-monitoring their Second - language output (James, 2013as cited in Al-Sobhi, 2019, p.56).. “writing is a difficult skill for both native and non-native speakers because writers must balance multiple issues such as content, organisation, purpose, audience, vocabulary, punctuation, spelling, and mechanics”(Abu, 2001as cited in Alfaki, 2015, p.46).

Orthographic errors occur due to the lack of one-to-one correspondence between English phonemes and graphemes, and vice versa. As a result, English

spelling is frequently described as a challenging task for second language learners. For example, the phoneme/k/ can be represented differently as in car, school, kind, account, back, and queen. On the contrary, the grapheme i can have different pronunciations as in bit, bite, machine, and firm... grammatical error occurs due to the learner's ignorance of the L2 system... Lexico-semantic errors occur when the learner fails to select the right word (Al-Sobhi, 2019, p.55).

The final source of errors among students is induced errors caused by the classroom environment. Materials-induced errors, teacher-talk induced errors, exercise-based induced errors, errors induced by pedagogical priorities, and look-up 'dictionary' errors are some of the subcategories of induced errors (James, 2013as cited in Al-Sobhi, 2019, p.57).

Much of writing stems from a number of constraints that must be satisfied and coordinated at various "structural levels," i.e. overall text structure, paragraph structure, sentence structure, and word structure...the attempt to coordinate all of these requirements is a staggering job (Kroll ,1990, p.140 as cited in Alfaki, 2015, p.47).

Writing is a skill that must be acquired through hard work (Grabe and Kalan 1996:6) as cited in Alfaki, 2015, p.47). This requires a great deal of practice (Alfaki, 2015, p.47). "Teacher's feedback can be effective if teachers respond to students' writing as genuine and interested readers"(Zamel, 1985, p. 79 as cited in Alfaki, 2015, p.47).

All in all, Interlingual Errors are errors that occur as a result of interlingual transfer from the learners' mother tongue. These errors include grammatical, prepositional, and lexical interference. These errors are caused by the learners' use of native language components in their written performances of the target language. Intralingual Errors, on the other hand, are the negative transfer of language elements within the target language that occurs during the rule learning phases of language. Intralingual errors are caused by the target language itself. These errors typically arise throughout the language acquisition process when learners have gained limited knowledge. In reality, a lot of studies have been conducted on the same topic. The following literature will identify some clear indicators where previous studies focused on

analyzing prominent writing errors and their causes, which is identical to the objective of the current research work.

1.6 Previous Studies Related to Errors

Many researchers have been interested in the field of error analysis. Even though their studies were conducted in various contexts, their findings are broadly consistent. Therefore, This section represents a variety of studies conducted in the field of errors of EFL learners' writing. Zawahreh (2012) investigated the errors of written products of English essays of tenth grade students in Ajloun, Jordan, in female and male schools. The main concern of this research was to identify the written English errors committed by tenth grade students, then estimate the most common and least common errors, and lastly explain the causes of the written English errors perpetrated by tenth grade students. According to the data, the most common errors were errors of lack of agreement between the subject and the main verb, prepositional insertion problems inside function words, omission errors in the syntax of the main verb, tenses errors in which present was used instead of past and problems of lexical items being utilized incorrectly.

Kaweera (2013) demonstrated the presence of errors of EFL learners' writing based on their causes and attempted to illustrate some common errors of interlingual interference: lexical, syntactic and discourse interference. . The findings revealed that mistakes are mostly driven by interlingual and intralingual factors; writing errors are caused not just by L1 interference but also by insufficient target language acquisition (p.16). Kertous (2013) study attempted to identify syntactic errors as well as the causes of their development. The researcher used a diagnostic test. According to the data, second-year students struggle with three major parts of grammar: verb-form errors, article usage, and the morpheme "s." Furthermore, it is found that the key causes of student mistakes are overgeneralization of rules and ignorance of rule restrictions.

Sawalmeh (2013) studied essays authored by Arabic- Saudi learners at the university of Ha'il. The goal of the study is to look at the most prevalent errors made by these students. The researcher used written essays. The findings suggested that the participants made 10 frequent errors, which are as follows: verb tense, word order, singular/plural form, subject-verb agreement, double negatives, spellings, capitalization, articles, sentence fragments and prepositions. Tan (2007) attempted to investigate EFL learners' errors. 95 second-

yearstudents at Kun. Shan university were asked to answer in 50 words . According to the analysis, the prevalent causes were word choice, verb form, missing subject, and verb tense. The main causes of these errors were a small vocabulary, insufficient grammatical skills, and interference from the first language.

Darus and Subramaniam (2009) evaluated errors in essays produced by 72 Malaysian students. The findings revealed that the errors were connected to verb tense, word choice and word order. Mungungu (2010) studied the errors of Namibian learners studying English as a second language and found that the students made errors in the four most prevalent areas of student writing: tenses, prepositions, articles, and spelling. Spelling errors appear to be the most problematic for pupils due to the infrequent usage of English terminology in ordinary discourse, followed by tense errors, preposition errors and article errors. Ababneh (2017) studied the errors of 50 Saudi students majoring in English. According to the findings, syntax and lexicon were the common types of errors committed by pupils.

From the above-mentioned studies, one may see an emphasis on error analysis. The current study aligns with earlier studies in that it deals with learners' writing errors. In fact, this study analyses the various errors made by middle school pupils and determines the causes of their occurrences. Researchers demonstrated that the majority of errors resulted from intralingual sources and knowledge of the target language. However, there were few error sderived from the interference of the native language. It is noticed that grammatical factors in writing are the most difficult . Learners had problems in using tenses ,articles, punctuation marks, and prepositions.

1.7 Conclusion

The main concern of this chapter was to review the related literature. The first chapter shed light on writing, writing approaches, the different definitions that had been given to the notion of error and what distinguishes it from mistakes. It covered the theories ,the causes and the types of errors. An overview of the area of error analysis was provided. While this chapter provided a literature review, thenext chapter will reveal the research methodology adopted in the collection of data.

Chapter Two: Data Collection and Analysis

2.1 Introduction

2.2 Description of the Writing Activities in Fourth Year Middle School Textbook

2.3 The Research Design

2.4 The instruments

2.4.1 Writing Samples

2.4.2 Interview

2.5 Data Analysis

2.5.1 Written Samples Results

2.5.2 Interview Results

2.6 Discussion

2.7 Suggestions and Recommendations

2.8 Conclusion

Chapter Two: Data Collection and Analysis

2.1 Introduction

The field of research is the focus of this second chapter. This second chapter explores the teaching of writing in the Algerian middle school textbook through the analysis of the sequences as well as writing-related activities. It is devoted to the research methodology. Furthermore, it describes the sample and the research instruments employed in order to collect data. Finally, it presents the overall findings and suggestions recommendations for the reduction of learners' writing errors.

2.2 Fourth Year Middle School Textbook

Teaching English at the Algerian Middle School revolves around the linguistic objectives which include the development of language in order to assist the pupils in completing their learning cycle. The methodological objectives emphasise learning strategies in addition to the strengthening of thinking. The cultural objectives are included to help learners to acquire an open mind to English speaking nations' cultural backgrounds. "The textbook is one of the didactic materials which is an important tool mediating instructional planning and students' learning. It is a teaching means embodying the level, the pedagogy, and translating an educational programme"(Daoud, 2010 , p.59)..

The textbook is a resource that maintains a bond between the teacher and his students (Daoud, 2010 , p.59). "The foreign language textbook is a tool placed at the teacher's and the learner's disposal to help them in their domain, that is to say, to teach how to learn foreign language and properly acquire it"(Besse, 1985 as cited in Daoud, 2010 , p.59).. The fourth year middle school textbook recommends writing tasks. They are intended for learning rhetorical techniques and organization. They encourage pupils to pay attention to the texts that will be generated such as letters, emails, newspaper pieces, reports, diaries, autobiographies and tales. They aim at developing learners' writing skill and competencies. In addition, they serve as a source of support and direction(Daoud, 2010 , p.71).

My Book of English '4MS' is a textbook for students in the fourth year of middle school "The book is designed to include the four major language skills and to develop learners' communicative competence" (Merdassi & Baghzou, 2021, p.258).

.One of its advances is the division between the receptive and the creative phase of the learning process. This implies that the distinction is established between language acquisition and skill enhancement. The textbook is divided into three sequences. Each sequence includes texts that treat several topics. These topics are notably about describing personality, childhood memories, events experienced, famous monuments and landmarks, famous persons in all fields, citizenship, and how to be a good citizen.

Each sequence of the book consists of a good number of lessons which contribute greatly to the development of learners' writing style. In sequence one, learners will learn lexis related to tourism and travel, they will be able to pronounce diphthongs, and write emails, dialogues, bio cards and blogs. They will be also introduced to some grammatical items such as comparative of equality and passive voice. Sequence two centres around dreams, experiences and memories lived by children from different nationalities. Learners will learn how to make a personal profile, interviews, formal letters, journals and reports on important events and life experiences. They will review the present simple, past simple, simple future, past continuous, present perfect tenses along with time markers.

Sequence three sheds lights on ideals and values such as charity, compassion and the love of study, freedom, justice, citizenship and solidarity. Each sequence contains several lessons (I listen and do, I pronounce, My grammar tools, I practise, I read and do, I learn to integrate, I think and write, I play, I enjoy), three term projects and a section which provides a list of English irregular verbs and glossary terms in the last pages of the textbook (Merdassi & Baghzou, 2021, p.258).

The tasks in the textbook are appropriate for constantly practising the four skills, particularly writing. Learners must undertake certain activities and exercises to reinforce what they have learnt. Overall, the activities are found to contain a general content that emphasizes the practice of linguistic knowledge in relation to the theme of each sequence. The sequences include a diverse range of topics and they comprise a relatively high number of tasks. Writing in *My Book of English* textbook is regarded as an integrated learning approach.

Thanks to the writing activities and exercises, by the end of year, the learner will be able to produce written messages and texts of a descriptive , argumentative , narrative and prescriptive type in meaningful situations related to his environments and interests, reinvest previous knowledge for the production of a piece of writing, write coherent paragraphs which respect correct syntax (subject, verb, object) and use tenses effectively, write a layout of a letter, email, biography, write an outline and organise ideas. The following writing exercises are provided.

The writing exercises focus on writing a descriptive report, a narrative text , an argumentative report. Accordingly, this type of activities helps the learners to learn how to write reports, especially descriptive reports, and contributes to generating new vocabulary and ideas. It trains learners to express the feelings and imaginations in their minds through writing, strengthens the personality of the learner by presenting different opinions and arguments to convince readers of their ideas and develop their writing skill. It allows the learner to enhance his ability to argue, by presenting arguments and evidence that contribute in the improvement of the learners' argumentative style. It is necessary to give much more importance to writing for the purpose of encouraging learners to develop their writing skill.

Writing becomes communicative when learners begin to think about what they write in real world writing (e-mails, lists, notes, covering letters, reports, assignments, paragraphs, notes, blogs, forums and websites) All of these writing assignments have a communication function and have a specific audience. Students are provided with topic sentence which they are supposed to flesh out with some cues that are sometimes presented to them. Students of the fourth year middle school studied English for at least 4 years. They usually learn basic English language skills and sub-skills. Essentially, they have already been acquainted to the rules necessary to write a piece of writing. They have learnt the different tenses and the needed vocabulary. Although there are a great number of studies which investigated the causes of errors in students' writing, only few focused on the errors committed by fourth year middle school pupils the researchers sought to provide further solutions to the problem of errors in the English writing of Algerian pupils.

2.3The Research Design

The researchers followed a mixed methodology consisting of quantitative and qualitative methods of data collection. The goal of this study is to discover all of the errors committed by middle school pupils, categorize them, and lastly determine their causes and possible solutions to these errors. The researchers want to increase EFL learners' understanding of the relevance of the writing skill in language learning. They seek to make learners aware of the forms of errors and intend to investigate the obstacles and challenges that middle school students face when producing written compositions. The researchers plan to gather and identify the most frequent errors made by our respondents, classify them according to their linguistic categories, determine the causes of their recurrence and then devise solutions to deal with these errors.

To achieve the objective of the current investigation, the researchers used a case study."A case study... investigates a contemporary phenomenon ... especially when the boundaries between phenomenon and context are not clearly evident." (Yin, 2009, p. 18). This study used a case study approach to achieve the goal of the study, which is improve the fourth year middle school pupils' writing . "the distinctive need for case studies arises out of the desire to understand complex social phenomena. In brief, the case study method allows investigators to retain the holistic and meaningful characteristics of real-life events." (Yin, 2009, p. 4).

The present research work explores fourth year middle school pupils' most common written errors and their causes. This study was carried out at Chikhi Moussa Middle School, Oudjlida , Tlemcen. The population consisted of 144 fourth year middle school pupils. Fourth year middle school pupils were chosen as a case on the reason that they are studying English for 4 years. In general, they normally learned various English skills and subskills and specifically they have an acceptable English writing level.

A sample refers to " any groups of individuals that is selected to represent a population " (Richards & Schmidt, 2002, p, 506). A sample of only 48 participants was chosen at random since dealing with the whole population is difficult. In terms of linguistic and educational background, as well as social context, all participants are homogeneous. English is their second foreign language after French. They are only exposed to English in the educational

context and are not exposed to it outside of the classroom. In addition, the sample contained two middle school teachers.

The researchers used a mixed approach that included a quantitative technique based on written samples from students and a qualitative method based on interviews with middle school teachers. The quantitative approach contributed to the categorization of errors. The qualitative approach was used to collect data on how the teacher responds to learners' writing gaps; this was accomplished through interviews with middle school teachers.

2.4 The instruments

The study used two approaches, quantitative and qualitative, to obtain relevant answers to confirm or reject the hypotheses through the analysis of errors in students' writing samples and points of view, and suggestions from teachers. This research work required the use of writing samples and the interview to discover pupils' written errors and the methods adopted by teachers in teaching writing to fourth year middle school pupils.

2.4.1 Writing Samples

The research instrument that was employed in this study was the writing assignment. On the one hand, it is appropriate for middle school students who may struggle with answering a questionnaire which may be linguistically tough for them.

In practical writing teaching, it is common that Junior middle school students have different language errors in their compositions... Through analyzing students' errors in their compositions, it is helpful for English teachers to take corresponding teaching methods to reduce or even put an end to the recurrence of this type of errors (Chunfang, 2019, p.243)

The writings samples were chosen as a primary data collection tool in order to evaluate the learners strengths and weaknesses in writing, to discover the major difficulties that they are facing when writing and to examine the common errors and their causes.

When analyzing those errors, not only teachers, but also students will have an accurate location for errors. They would realize that mistakes actually play an active role in promoting students' English writing achievements... For students, error Analysis can help them find out which stage of language development they are in, so as to combine with teachers' suggestions to improve their English writing level (Chunfang, 2019, p.243)

48 written samples were gathered from two classes, the 4m1 and 4m2 . The teacher assigned two separate themes to the pupils in each class. The first topic was : what are your plans for this summer holiday? The second topic was : what will you do if you pass your middle school brevet ? The chosen topic was: what are your plans for this summer holiday? It was chosen by the teacher from the textbook in order to allow students to write a paragraph spontaneously and comfortably. The topic was chosen on the basis of the syllabus of fourth year represented in the textbook in "Sequence 2 : Me, my personality and my expectations" which aims at making the learners able to write about their dreams and projects.

2.4.2 Interview

The interview is a research tool that was employed as a supplementary tool in this study. T “interviews are a popular and widely used means of collecting qualitative data” (Burns, 1999, p. 118 as cited in Belalem, 2020, p.24). The interview was chosen as a complementary tool to gather data to permit respondents to raise issues that the interviewer may not have expected, as well as to discover participants' opinions concerning the causes of errors in students' writing. “Interviews are an appropriate method when there is a need to collect in-depth information on people's opinions, thoughts, experiences, and feelings” (Easwaramoorthy, M. & Zarinpoush, 2006, p.1). Also, interviews are useful as follow-up to further analyze students' writing sample.

Theinterviews are conducted with two middle school English teachers. It is supplementary in two ways. On the one hand, it is expected that the conversation with teachers would throw light on what the researcher has previously discovered in the writing samples of participants. On the other hand, the interviews emphasise mainly the qualitative part, which complements and clarifies what is confusing in learners' writing tasks. The researcher learns through the interview the causes for the learners' challenges in writing and the strategies used by the teacher in the writing session.

The interview consisted of six structured questions prepared in advance by the researcher (see Appendix A). Question one required teachers to state whether learners feel driven or bored during the writing session. This question aimed at knowing the attitude of students toward the writing sessions. Question two inquired about the tools and techniques teachers employ when teaching writing. Questions three inquired about the type of errors learners make in their writing. This question aimed at examining the type of the most prevalent challenges in writing. The purpose of question four was to discover the causes behind these errors. Question five asked teachers about whether learners rely on French when writing in English or not. From this question, the researchers sought to know whether the French language interferes in students' writing in English. Question six aimed at discovering the strategies they follow in order to improve their learners' writing.

The interviews were held in two days. All interviews were done in private. However, the interviewees refused to allow any recording device to be used in order to protect their privacy. As a result, the interviews were recorded with a pen and paper, which the researcher afterwards interpreted. The researchers interviewed two middle school teachers of English. During the interviews, they sought to find out learners' attitudes toward writing and the difficulties that EFL learners face when writing.

2.5 Data Analysis

The researchers used the quantitative method for analyzing written samples. They evaluated the writing style of 48 samples from two groups of 4M 1 and 4M 2 fourth year pupils at Chikhi Moussa Middle School and identified all errors according to the level of each sample. As for the qualitative method, the researchers tried to highlight the strategies, materials, and activities that the teacher uses to reduce the amount of learners' errors. This section presents the qualitative and quantitative findings as well as their interpretations.

2.5.1 Written Samples Results

To answer the second research question, which is about the most common writing errors in students' writing samples, 48 copies of fourth year middle school pupils were analyzed. All students' errors that were obtained were classified in accordance to their frequency. sentence structure was obvious and could be seen as the first negative transfer. Regarding the intralingual difficulties, examples are the missing auxiliary. The data from the

students' writing samples are as follows. The total errors detected were 134 that were divided into seven types of errors, namely: 45 errors in spelling (34%), 26 tense errors (19.4%), 19 French interference errors (14%), 14 errors in the use of preposition and articles (10.4%), 6 errors in sentence fragment (6) and 2 errors in pronouns (1.4%). The findings are shown in figure below.

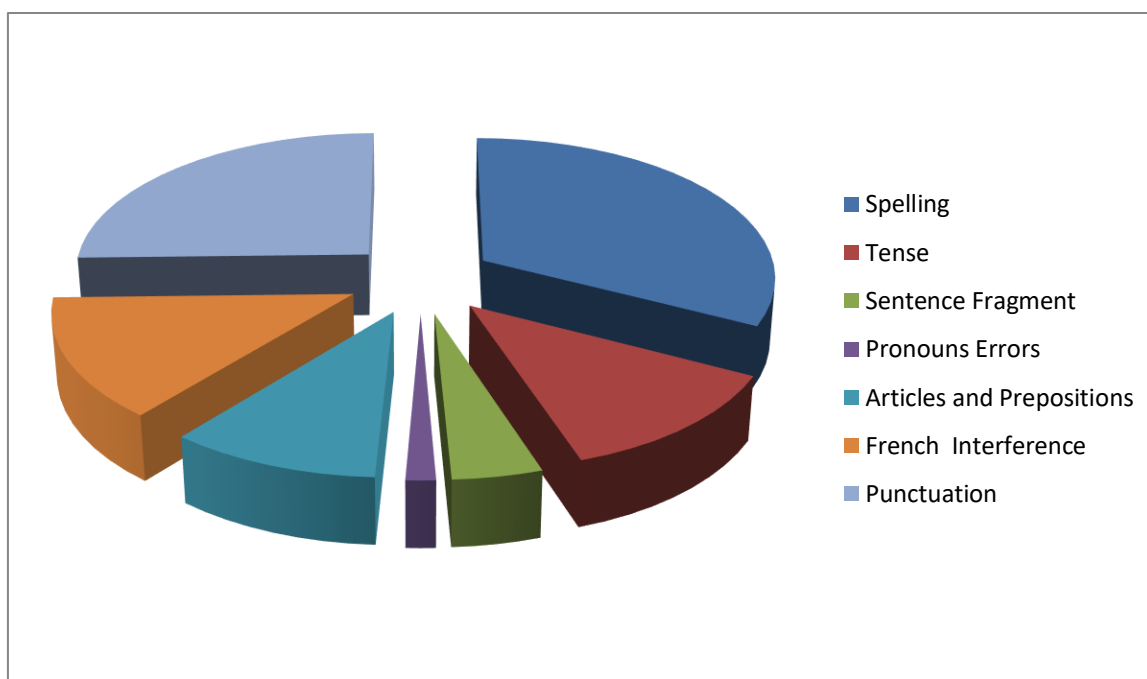


Figure 2.1- Learners' errors

As it can be noticed, the two most common errors committed by the students were spelling. Figure 2.1 revealed that the five types of errors which received the highest percentage in terms of occurrence in pupils' writing samples are spelling, tense, punctuation, and french interference respectively, while three other types namely articles and prepositions, fragment and pronoun errors. The researchers noticed that 115 intralingual errors were related to the lack of English rules knowledge which means that their knowledge of the target language was incomplete. In fact, this kind of errors mainly goes back to the strategy by which the English language is acquired and taught. 19 errors came from interlingual interference of French. They found that 86% of errors are intralingual and only 14% of errors are interlingual. The table illustrates the errors.

Table 2.1- Errors Description

Error Type	Error Identification	Error Correction
1- Spelling	Pint Pleace	painting Place
2-Tenses	I visiting I go/I watch I stay/ I spend	I am going to - I will go / I will watch / I will stay / I will spend
4- Pronouns Errors	He is really the best dream He will be great summer	It is really the best dream. It will be a great summer
Articles	to sea	to the sea
French Interference	La plage Examens Forêt Connecté Historique d'algeria	The beach Exams Forest Connect historic of Algeria
Punctuation	my hobbies such as : cook and pint and, I want to visit	my hobbies, such as cooking and painting. and I want to visit

The table shows that the errors committed by 4MS pupils are in spelling as the first frequently committed errors Punctuation was the most frequently occurring error. Also, in the example 'and, I want to visit' there is an addition of a comma when it is not needed. French interference errors are represented in the use of French words and rules. Articles and prepositions were found to be errors in the fifth rank made by the participants. This can be the

result of the ignorance of English rules. In pupils' samples we found sentences without pronouns as 'is 14 years old' and 'like go / will go'.

From the error analysis of fourth year middle school pupils' writing samples, we estimated that the total number of errors made by 48 students reached 134 errors . There are two causes of these writing errors ; in essence, interlingual and intralingual causes. Students have problems distinguishing between the pronouns and a difficulty in choosing the appropriate tense, articles and punctuation marks. The French language influences pupils' writing in English

2.5.2 Interview Results

As it was previously mentioned, the interviews were conducted with a sample of two instructors of English at Chikhi Moussa Middle School. Teachers consented to be interviewed after assuring that their information would be kept anonymous. To make the data analysis easier, all the teachers were given the same set of questions. As stated earlier, the goal of the interview was to broaden the researchers' awareness of learners' writing challenges and to discover the causes of learners' written errors. Interviews are employed as a supplementary instrument to clarify what is confusing in the pupils' writing samples.

Question One: Do learners feel driven or bored throughout the writing session?

One teacher expressed an optimistic view in regard to learners' attitude toward writing. Teacher A said that learners were enthusiastic and active during the writing sessions. In contrary, according to teacher B, learners were lazy and bored when writing in English. She stated "During written production sessions, pupils feel bored and unmotivated. They show carelessness and unwillingness to learning .Because to them, English is a difficult language. She continued "Only few learners make efforts to produce a good piece of writing"

Question Two: What techniques do you employ when teaching writing?

The materials that are used by teachers in the writing session are the textbook , the board and flashcards.

Question Three: What type of errors do learners make in writing compositions?

Both teachers expressed the fact that learners' writing compositions are full of errors. Spelling, tense errors, punctuation errors French interference are the most common errors.

Question Four: What might be the causes behind these errors?

Both teachers agreed that the primary cause behind learners' errors is the lack of exposure to English inside and outside the classroom. Teacher A stated "the reduced amount of time dedicated to English is a great factor in learners' lack of practice and loss of interest in the language" Teacher B added "Learners are rarely exposed to English in their everyday life and they mostly use Arabic or French to interact with their families or friends .

Question Five: Do learners rely on French when writing in English?

Both teachers argued that sometimes learners use French to write in English. According to Teacher A "Learners use French words in their writing production when they lack the vocabulary in English, because they think that French and English are somehow similar" .For teacher B "This may be due to the high exposure to this language. So they use it to bridge the gap in English".

Question Six: As teachers, what strategies do you use to deal with these errors?

Teacher A deals with learners' errors using collaborative correction .He collects a selection of errors from their writings and writes them on the board and asks students to correct them. Teacher B uses the same strategy in addition to providing learners with more vocabulary and emphasizing on the correct use of verbs in sentences.

Throughout the analysis of the data collected through the interview, the data obtained reveal that some students are enthusiastic during the English writing sessions, and some others consider it a boring hour. Teachers stated that the errors committed by learners are mostly at the level of tense and spelling. They mentioned that they deal with these errors through collaborative correction of errors and the emphasis on grammatical rules, and vocabulary

2.6 Discussion

Based on the analysis of students' writing samples and the teachers' interviews, it is clear that writing for fourth year middle school students is a difficult task. This investigation revealed that pupils who composed paragraphs had difficulty spelling words properly. This prevents learners from generating acceptable writing. Concerning tense errors, learners have issues distinguishing between tenses. Punctuation errors are shown mainly in omitting punctuation marks. Some learners depend on French to bridge the gap in English. As a consequence, these findings are consistent with the review of the literature which affirmed the presence of these issues.

The study, however, demonstrates that teachers give students feedback on their written compositions in two ways: teacher correction and peer correction. Spelling and tense problems are some of the most common issues faced by MS4 pupils. The findings of this research work revealed that the data obtained go in harmony with the research hypotheses. The first hypothesis of this research, which stated that the types of errors made by learners are at the punctuation, capitalization, literal translation and spelling was partially confirmed. Other types of errors were detected namely; tense, word choice and word order.

The second hypothesis was confirmed. Interlingual factors arose due to the similarities between French and English in phonology, morphology and lexis, while intralingual factors are incomplete application of English rules, ignorance of rule restrictions and difficulty of English article. The third hypothesis which stated that teachers rely on the peer correction method and the correction of common writing errors on a regular basis was confirmed since they believe that by applying these strategies, they will achieve the syllabus objectives and help learners to improve their writing skill. Teachers remedy these errors through peer correction and providing learners with the vocabulary and the grammatical rules necessary on a regular basis.

As any other research, the current study confronted several limitations. To begin, dealing with teenagers is not an easy process. When the researchers requested them to compose a paragraph, the majority of the pupils did not take it seriously. Second, identifying student errors is not as simple as it appears. Third, because of the unreadable handwriting, the researchers had issues understanding what the student intended to convey. The purpose of

this study has been to identify those difficulties from an error analysis point of view and identify the causes underlying them. An analysis of 48 pupils' written paragraphs and interviews with 2 middle school teachers of English was thoroughly conducted. .

The types of errors made by the pupils were: spelling errors followed by tense errors, punctuation errors, french interference errors..Interlingual and intralingual transfer was found to be the causes underlying these errors. the researchers infer from the discussion that t the primary causes of he most frequent errors in fourth year pupils' writing are the lack of practice, and students' low Knowlegde of the English language Based on the findings of the study, the researchers give a number of suggestions as viable solutions for writing errors .

2.7 Suggestions and Recommendations

Based on the findings of the current study, it is clear that most students have difficulties in various areas when writing in English. Therefore, the researchers present a number of suggestions intended to both teachers and students to significantly reduce the problem of making errors in writing among Algerian middle school pupils. The researchers noticed that the most frequent errors learners make in their writing are in the use of tenses, subject verb agreement, the use of prepositions, and the use of articles. These errors may be due to the incorrect learning or the lack of understanding. To remedy these types of errors, teachers can provide multiple examples and activities. To minimize problems with French interference in students' English writing, teachers should always stress the areas of differences and similarities between the two languages. There is a lot of confusion when the two languages are similar, which leads to a lot of unique interlingual errors.

Teaching English at middle school level requires significantly more time. That is, language teachers should dedicate more time to composition writing. They can assist their pupils in mastering vocabulary and spellings. They can read words first, and then ask them to repeat and spell the difficult words. Many pupils have illegible handwriting, which can impede the reader's interpretation of the content. Furthermore, poorly constructed words will be seen by the reader as recklessness on the part of the student. In reality, teachers should strengthen pupils' handwriting through specialized training. Furthermore, they must involve students in letter creation practice and give them a written model from which they must duplicate the writing.

Teachers must be prepared to deal with errors; error treatment is a type of feedback given to learners by the teacher on their incorrect use of the target language; a teacher who values students' participation and provides valuable feedback motivates students to contribute in the classroom and will aid in the development of a type of participatory learning environment; one of the most difficult tasks in language teaching is correcting the errors that students make when speaking or writing; teachers have the responsibility of correcting students' errors, but if they allow students to discover their errors, the other peers can assist in the correction of errors (Zouikri & Terier, 2017, p.40-41).

Because writing is one of the fundamental language skills, it should be prioritized. Teachers should supply students with a substantial amount of assignments to do in the classroom and at home with the purpose of extending their ideas, and becoming familiar with the English words. To reduce fossilized errors, teachers should address frequent writing errors repeatedly, either in a whole-class discussion or individually. Correcting errors as they occur has the benefit of not requiring the task to come to a pause; students frequently value immediate correction (Jo, 2008 as cited in Galeano et al., 2020, para.23).

Teachers should encourage students to follow the writing process since brainstorming or reading a book can help pupils (Ibnian, 2017). They should be sensitive to students' errors, focusing on the most common errors students and adapting teaching materials and strategies (Yang, 2010, p.268). Different methods of writing instructions could be developed. Examples of such methods include peer correction, underlined and coded mistakes, search and correct technique, underlining errors as well as self-correction without indicating errors. It is preferable to utilize such errors to anticipate what pupils should work on next. They should also offer them time and chances to fix themselves and be self-sufficient (Abdullah et al., 2021). "One of the most important dimensions to corrective treatment in the classroom has been suggested by Hendrickson (1981) who points out that pedagogy needs to be related to modes of linguistic presentation" (as cited in Lee, 190, p.59).

When considering correction of errors as the stage of more or less free writing, it is a useful and stimulating exercise for the students to check their work in groups or pairs. This saves the teachers' time and encourages communication among the students (Norish, 1983, p.71 as cited in Alfaki, 2015, p.48)

Learners' errors can imply to curriculum designers which components of the foreign language the students struggle with (Dulay et al. 1982as cited in Al-Sobhi, 2019, p.53). More seminars are needed to keep teachers up to date on new approaches and strategies for teaching writing. Instructors can profit from research since there are platforms that offer free guidance and materials to teachers that assist teachers enhance their material and pedagogical knowledge.

English classes are, in reality, interconnected. Students must attend their lectures in order to correct the errors. They should attend their lessons on a regular basis to avoid unbiased acquisition of language rules. Students must study more about English pronouns and practise using the ones they already know. They may use them to form sentences, and paragraphs. They should also study about the purpose of each pronoun in the sentence to familiarize themselves with the function of English pronouns, which differ from Arabic and French pronouns. As they practise more strategies for formulating topic sentences, idea development and organization, grammatical structures, and editing issues, the students will gradually improve.

The best and the most significant solution to overcome those problems is to encourage learners to read in English. Reading will expose learners to the right form of English. They will be more conscious of their linguistic errors and will strive to improve their writing after they have identified their weak areas. Reading promotes mental development by supplying new information. It increases students' creativityand broadens their vocabulary. It also promotes the development of the learner's writing style, which improves concentration, ideas, and general knowledge. It also exposes readers to a variety of writing styles, which allows grammar to be studied in context

Teachers should raise students' awareness of the importance of the English language and its role in improving their lives in the future. They should involve learners in personal writing by including them in real activities such as encouraging learners to keep a diary. Teachers can provide some activities separately, or in groups, or for the whole class as needed to acquire and exchange new ideas and vocabulary in the English language and invest them in writing. They provide directions when learners are writing. After completing the task, they discuss the errors with them. They type their paragraphs and post them in class so that

students can read each other's paragraphs as well as compare and evaluate their own performance. The teacher simply reads them and encourages the students to write.

The writing skill is essential, and in order to improve it, learners must follow some procedures. The most important is regular reading which serves as a starting point for improving writing and helps learners to strengthen their writing skill, expand their vocabulary, and explore new ideas. “ in order to become a good writer, a student needs to write a lot” (Hedge, 1988, p.11 as cited in Alfaki, 2015, p.47). Moreover, engaging in writing-related activities such as crossword puzzles and word games to make writing a hobby or pastime and using technology to expand ideas and learn new vocabulary, are encouraged.

Writing is an important part of language learning; for example, when a learner writes in English, errors are unavoidable, especially if he/she is not a native English speaker. Based on this, the learner should adhere to some guidelines that will assist them in writing in English more effectively and without making common errors. Their writing should be simple and brief, and their sentences should be short and informative. Writing should be about quality rather than quantity. Basic grammar rules should also be taught. Students should avoid common grammatical errors, write clearly, and revise. The learner must also use the draft paper, particularly during exams, to modify written ideas. “For specific instructional activities for subject-verb agreement, Explicit instruction in each linguistic feature should be included in the classroom. Teacher can provide interactive teaching ideas for practising different subjects and verbs usage in different contexts” (Wu & Garza, 2014, p.1261)

There are some exercises and activities that can help improve a learner's writing skills and help him avoid common writing errors, particularly for English language learners, the learners can write sentences on scraps of paper that contain errors from the students' essays; the teacher divides them into groups, with each sheet containing a sentence with a grammatical error, and asks them to identify and correct the error; sticky notes can also be used (Cabal, 2016). This is an excellent activity for getting students interacting with their classmates in order to discuss mistakes and learn how to correct them.

Teachers should use word games to improve new vocabulary and have fun; allocate time to practise writing to improve handwriting and benefit the learner from correcting writing mistakes and use social media as an activity to write comments and participate in

learning groups. “Teachers should encourage students to focus on the messages, ideas, or thoughts they wish to convey rather than grammar, spelling, punctuation, and others ” (Clifford, 1987 as cited in Alfaki, 2015, p.46). Writing is an essentially a social activity; Providing classroom environments has been found to lessen behavior problems and allow students to focus on learning (Dhanya & Alamelu, 2019, p.260).Learners may read each other's paragraphs to see what needs to be modified. Finally, they must master the rules. they may learn to prevent errors by taking online language lessons.

Teachers have the duty of making sure their pupils write English correctly. They should emphasize the distinction between English pronunciation and spelling. They should make children aware of the parallels and differences in the spelling systems of English and French. They should prioritize writing skills by giving all pupils the equal opportunity to master writing. “if we are to be truly readers rather than judges, we should perhaps look not so much at what the learners have failed to achieve but rather at what they have actually succeeded in doing ” (Byrne, 1988, p.29 as cited in Alfaki, 2015, p.47). This may assist student writers in appreciating feedback (Alfaki, 2015, p.47).

Teachers of English should lay emphasis on improving students' communicative competence in writing. This could be done accomplished by exposing students to good samples of writing using process-based approaches such as group discussion, role play, brainstorming, peer editing, and debates in the teaching of writing skills (Nyasimi, 2014, p.85).

Authentic materials can be used in teaching. Teachers must introduce grammar to allow students to discover language by combining writing, listening, speaking, and reading abilities. Writing in a realistic context increases motivation for people of all ages and levels (Pincas, 1982, p.4 as cited in Alfaki, 2015, p.47). Stories can be beneficial to students in terms of pleasure. English professors should take into account using stories to teach students how to write.

The Images always communicate something and they have a lot of visual importance, but only if the words are focused, we will be able to know what the image is about. Trying to understand an image is to impose a language on it; interpreting visual information is communicating in verbal terms; reading images is

equivalent to give meaning to the narrative by applying the understanding of the words . Words and images will always have a connective relationship (Lewis, 2001 as cited in Galeano et al., 2020, para.20).

When dealing with the various stages of the writing process, teachers must devote sufficient time and effort Writing competitions must also be introduced to encourage students to improve their writing skills; to motivate learners, rewards must be provided where necessary (important activity, 2021- coursehero.com). “learners will be encouraged to write if writing tasks motivate them and keep them interested” (Davies, 1998, p.25 as cited in Alfaki, 2015, p.47). The teacher helps to create an educational atmosphere where students are not ashamed of their errors in writing. This motivates the learner not to give up and keep working on the right form. In this way, the efficiency of learning remains the focus, and the constructive way of dealing with errors.

Atmosphere is an important component in language development. The emphasis on writing becomes clear, concise, and exact. The learning exercises would have been enhanced. Teachers must establish an environment that encourages students to cooperate with one another (Dhanya & Alamelu,2019 , p.260). Therefore, the classroom atmosphere is important in language learning. If the classroom environment is supportive and pleasant, students are more likely to enjoy writing .This includes encouraging students' writing efforts.

Writing should be given the same importance as speaking by making students write daily to improve their writing skill. Teachers should select techniques that will both change their students' attitudes toward writing and improve their students' writing skill. One technique they can employ is guided writing. The concept of time must be considered because writing activities, by definition, have different stages that require time. Learners require time to gather ideas, organise their ideas, write, proofread, and rewrite (Hedge, 1988, p.11 as cited in Alfaki, 2015, p.47). Teachers should give additional time to finish writing tasks. They should appreciate hard work.

Students should recognise the invaluable difference that using modern technological tools like Facebook to improve their writing (Ibrahim, 2013) . As a supplement to in-class instruction, an online course, a blog, Facebook, or an online discussion forum where students write paragraphs on any topic of their choice can be used. They may publish short stories and

poems. They can have their own homepage. They respond to classmates' posts, search the internet for information and e-mail classmates and instructors. Because of the Internet and digital technologies such as social networking sites, smart phones, and texting, students can express themselves and become creative.

The digital tools assist students in studying, comprehending, and expressing themselves via writing. Thus, pupils' writing may be improved through technology by increasing their interest, desire, and love of writing. Learners can use technology at home to write and learn new terms. They can write their essays in a clean and an organized way in a writing software which will automatically correct their errors. They are encouraged to write without fear of making errors. Students should view their errors as a source of understanding; they realize valid solution; teachers should make sure that students recognize the cause of the error (9 ways to help students learn through their mistakes, 2022-teachthought.com).

Other techniques should be employed in order to make correction not only part of the lesson but also a more effective learning tool for the students.these techniques include: deferring correction tol the end of an activity... Taking notes on common errors made by many students... correcting only one type of errors...giving students clues to the type of error they are making (in written work)... allowing them to correct the mistakes themselves (Beare, 2019, para 9).

Teachers should not be too attached to their own personal tastes in writing because students' personalities and ways of thinking differ. As a result, teachers should occasionally allow their students to choose a topic to write about. They should share their struggles with difficult topics with their class; students will not be discouraged by their progress if they understand that writing requires effort. Students must discuss current papers in order to formulate their thoughts and generate ideas. Teachers should allow students five or ten minutes to read their writing in small groups or pairs; It is critical for students to hear what their classmates have written;. Teachers should inform their students that they will look at the quality and the content of their writing (Improve Student Writing, , 2022, para.8-13 - edu/learn).

Learners should pay attention to learn the language and become acquainted with the linguistic system. There are numerous books, videos, and worksheets available There are

resources for to see more examples. Students should make writing a daily habit; they should Set daily writing exercises; the exercises do not have to be long;, they can team up with someone else to improve their writing t; they should be brief in their writing, avoid using complicated words and Keep their sentences concise writing (6 Ways to Improve Your Writing, 2019, para.8-13 –miuc.org). The majority of errors result from first-language translation. Students should avoid transforming sentences and meanings from their native languages into English.

English learners should use words they have recently learned to expand their productive vocabulary. When they use a word in your writing, it will be available the next time they write a sentence; they should look up synonyms in a thesaurus and t make sure their text does not have words that do not fit the context (Cicerchia, 2022). Errors in foreign language teaching, particularly in English, are extremely difficult to avoid. Students should also engage in authentic writing practice and finally students are encouraged to read and use writing strategies in order to improve their writing skill.

To reduce the number of students' paragraph writing errors, teachers should make students aware of the similarities and differences in the spelling systems of English and French. They should seek out the best practical strategies for helping students to improve their spelling and punctuation. Errors, when studied thoroughly, can provide a convincing impression of how a language is learned. If language educators are aware of these issues, there is a good chance that English learning will improve.

2.8 Conclusion

This chapter was devoted to the practical part of the research work ; it presented the the research design , the sample , the research instruments ,the description of the results from the pupils' writing sample and the teachers' interview and the discussion of the main findings. The results revealed that the pupils' most frequent errors are spelling, tenses, punctuations , articles and prepositions and French interference. Moreover, the main causes that pushed learners to commit these errors are interlingual and intralingual causes. This chapter has presented the some recommendations for students and teachers.

General Conclusion

In an endeavour to highlight the writing errors of fourth year pupils at Chikhi Moussa Middle School at Tlemcen ,this investigation is conducted relying on a mixed methodology involving both quantitative and qualitative methods of data collection. The current study sought to answer the following question: what are the major causes behind EFL learners' writing errors?

Three secondary questions were addressed in order to answer the main question

- 1- What type of common errors do EFL learners make in their writing?
- 2- Why do these errors occur?
- 3- What can teachers do to help pupils avoid these errors?

In an attempt to answer the above-mentioned questions, the hypotheses on which the current study was built went as follows:

- 1 - The types of errors committed by EFL learners are punctuation, capitalisation, literal translation and spelling.
- 2 - The errors made by EFL learners are the result of interlingual interference and intralingual interference.
- 3 - Teachers can use the peer correction method as well as address common writing errors on a regular basis.

The research work consisted of two chapters. The first chapter presented the theoretical part which was devoted for the review of the literature. Foremost, the first chapter dealt with the writing skill and the various definitions of the notion error, its theories, causes, and types. It presented a range of previous related studies conducted by other researchers. The second chapter was dedicated to the description of the research design, the sample and the research instruments. It was also devoted to the analysis and the discussion of the obtained results and recommendation for learners and teachers to eliminate errors in students' written compositions.

The findings from the examination of learners' written samples and teachers' interviews indicated that the participants made by numerous writing errors at various levels. These errors were categorized as spelling, tense, punctuation, French interference, articles and prepositions. The researchers also hypothesized that the primary causes of middle school

pupils' writing errors are first, intralingual causes with a high percentage, and second, interlingual causes with a low percentage.

The current research findings highlight the significance of learners' errors because they provide evidence of how language is learned and what strategies the learners can use to learn the language. This study, for example, reveals that spelling, tenses and punctuation errors are the most common errors for the group of learners studied. Thus, teachers should train and pupils to use appropriate strategies to become better language users. Despite the fact that numerous studies have been undertaken in the subject, few have been conducted on intermediate learners. As a result, further research is still necessary.

Bibliography

Ababneh, I. (2017). Analysis of Written English: The Case of Female University Students in Saudi Arabia. *International Journal of Social Science Studies*, 4, (5), 1-5.

Abdullah , A., Azmi, M.,Hassan,I. & Atek, E.(2021) . *Investigation into Common Errors in English Writing among Non-Academic Staff at a Malaysian Public University*. Retrieved from <https://osf.io/de63r/download>

Abu Rass, R. (2015). “ Challenges Face Arab Students in Writing Well-Developed Paragraphs”, *English Language Teaching*, Vol. 8, No. 10, 49-59.

Chunfang, L. (2019). The Application of Error Analysis in Writing Based on Automatic Scoring System. *Advances in Social Science, Education and Humanities Research*, 428,243-247.

Al Asmari, A. (2013). Investigation of Writing Strategies, Writing Apprehension, and Writing Achievement among Saudi EFL-Major Students 6(11)

Alfaki, I. M. (2015). University students' English writing problems: Diagnosis and remedy. *International Journal of English Language Teaching*, 3(3), 40-52.

Al Gharabally, M .(2015). The Writing Difficulties Faced by L2 Learners and How to Minimize them. *International Journal of English Language and Linguistics Research* 3(5), 42-49.

Alsamdani, H.A. (2010). The Relationship between Saudi EFL Students" Writing Competence, L1 Writing Proficiency, and Self-regulation. *European Journal of Social Sciences*, 16(1), 53-63.

Al-Sobhi, B. M. S. (2019). The Nitty-gritty of Language Learners' Errors – Contrastive Analysis, Error Analysis and Interlanguage. *International Journal of Education* , 7(2), 49-60.

Belalem , F. (2019) *Learning English in Algeria: Challenges and Perspectives: The Case of Second Year Master Students of Didactics of Foreign Languages at Abdelhamid Ibn Badis University, Mostaganem*. University of Abdelhamid Ibn Badis : Mostaganem.

Burns, A. (1999). *Collaborative Action Research for English Language Teachers*. Cambridge:CUP.

Byrne, D. (1988). *Teaching Writing Skills*. London: Longman Press

Christie, F. (2016). Writing development as a necessary dimension of language and literacy education.

- Cicerchia, M.(2022). How to improve writing skills in English. Retrieved from <https://www.readandspell.com/how-to-improve-writing-skills-in-English>
- Cohen, L., & Manion, L. (1994). *Research Methods in Education*. London Routledge
- Corder, S.P. (1981). *Error Analysis and Interlanguage*. Oxford University Press.
- Corder, S.P. (1974). Error Analysis, In Allen, J.L.P. and Corder, S.P. (1974). *Techniques in Applied Linguistics*. Oxford: Oxford University Press.
- Daoud ,K. (2009). The Algerian Middle School Writing Syllabus and its Implementation: A Case Study of Some Teachers of Tizi l-Ouzou. Tizi-Ouzou : Mouloud Mammeri University.
- Darus, S. & Subramaniam, K. (2009). Error Analysis of the Written English Essays of Secondary School Students in Malaysia: A Case Study. *European Journal of Social Sciences*, 8, (3),483-495.
- Dhanya, M., & Alamelu, C. (2019). Factors influencing the acquisition of writing skills. *International Journal of Innovative Technology and Exploring Engineering*, 8(7C2), 259–263. Retrieved from <https://www.ijitee.org/wp-content/uploads/papers/v8i7c2/G10590587C219.pdf>
- Easwaramoorthy, M. & Zarinpoush, F. (2006).Interviewing for Research. Retrieved from:http://sectorsource.ca/sites/default/files/resources/files/tipsheet6_interviewing_for_research_en_0.pdf
- Efficient Ways to Improve Student Writing. (2022). Retrieved from <https://www.uww.edu/learn/restiptool/improve-student-writing>
- Erdogan, V. (2005). Contribution of Error Analysis to Foreign Language Teaching. *Journal of the Faculty of Education*. 2, 261-270
- Galeano, J. K.F., Fray ,I , Fray ,J, . Llerena, K. (2020) . Analysis of error correction methods to improve the writing skill. National University of Chiamborazo : Ecuador. Retrieved from http://www.scielo.org.bo/scielo.php?script=sci_arttext&pid=S2616-79642020000200003
- Grab, W. and Kalan, R.(1996).*Theory and Practice of Writing*. London: Addison Wesley Longman.
- Hadfield, J.(1992). *Classroom Dynamics*. Oxford: Oxford University Press,.
- Hedge, T. (1988). *Writing*. Oxford: Oxford University Press

Heydari, P., & Bagheri, M. S. (2012). Error Analysis: Sources of L2 Learners' Errors. *Theory & Practice in Language Studies*, 2 (8). 1583-1589.

Hyland, K. (2002). *Teaching and Researching Writing*. London: Longman.

Ibnian, S.S.K. (2017). Writing Difficulties Encountered by Jordanian EFL Students. *Aisan Journal of Humanities and Social Studies*, 5(3), 197-206.
<https://www.ajouronline.com/index.php/AJHSS/article/view/4785/2478>

Jyi-yeon, Y. (2009). Defining writing ability for classroom writing assessment in high schools. *Journal of Pan-Pacific Association of Applied Linguistics*, 13(1), 53-69.

Kaweera, C. (2013). Writing Error: A Review of Interlingual and Intralingual Interference in EFL Context. *English Language Teaching*, 6, 9-18.
<https://doi.org/10.5539/elt.v6n7p9><https://files.eric.ed.gov/fulltext/EJ1077017.pdf>

Kertous, Z. (2013). Investigating the factors behind foreign language learners' grammatical errors in writing skill: The case of second year LMD students of English. (Unpublished Master Thesis in Didactics of English). University of Bejaia, Algeria.

Lee, N., (1990). Notions of "Error" and Appropriate Corrective Treatment. *Hong Kong Papers in Linguistics and Language Teaching*, 13, 55-69.

Leki, I. (1991). The preferences of ESL students for error correction in college-level writing classes. *Foreign Language Annals*, 24, 203-218.

Lemos (2012) Error Correction .Retrieved from <https://itdi.pro/blog/2012/02/13/error-correction-cecilia-lemos/>

Mangal, S. K. (2013). *Research Methodology in behavioural sciences*. New Delhi : PHI learning private limited.

Merdassi ,N. Baghzou ,S. (2021) Cultural Representation in EFL Textbooks: An Analysis of "My Book of English Year Four" for Middle Schools in Algeria. *Universiy Abbas Laghrour : Khenchela*

Mungungu, S. S. (2010). Error analysis: Investigating the writing of ESL Namibian learners. Unpublished Master Thesis, University of South Africa, South Africa.

Norrish, J. (1983). *Language Learners and their Errors*. London. Mac Millan Publishers

Nunan, D. (1989). *Designing Communicative Tasks and Activities*. Oxford: Oxford University Press.

Nyasimi, N.. (2014). Challenges Students Face in Learning Essay Writing Skills in English Language in Secondary Schools in Manga District, Nyamira County,

Kenya. Retrieved from <https://ir-library.ku.ac.ke/bitstream/handle/123456789/11907/Challenges%20Students%20Face%20in%20Learning%20Essay%20Writing%20Skills%20in%20English%20Language%20in%20Secondary%20Schools%20in%20Manga%20District%2C%20Nyamira%20County%2C%20Kenya.pdf?sequence=1&isAllowed=y>

Richards, J.C. (1971). A Non- Contrastive Approach to Error Analysis. *Journal of ELT*. 25, 204-219

Richards .J,C, and Schmidt , R, (2002) . Longman dictionary of Language Teaching and Applied Linguistics (3rd). London: Pearson Education Limited.

Saad ,D. (2019) An Analysis of Middle School Pupils' Grammatical Errors in Written Productions:The Case of Fourth-Year Pupils at “Bahri Djmouaai” Middle School in Biskra . Retrieved from http://archives.univbiskra.dz/bitstream/123456789/16136/1/Saad_Donia.pdf

Selinker, L. (1992). *Rediscovering Interlanguage*. London: Longman

Tamrabet, L.. (2019) *My Book of English Middle School Year Four* .Algiers : Casnah Editions

Tan, H. M. (2007). A study of EFL learners’ writing errors and instructional strategies. *Journal of Kun Shan University*, 4, 113-122.

The Contrastive Analysis Hypothesis English Language Essay (2022)..Retrieved from <https://www.uniassignment.com/essay-samples/english-language/the-contrastive-analysis-hypothesis-english-language-essay.php>

The significance of learners’ errors for English as a foreign language .(2015). Munich, GRIN Verlag, <https://www.grin.com/document/336690>

Ur, P. (1980). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.

6 Ways to Improve Your Writing Skills. (2019). Retrieved from <https://miuc.org/6-ways-to-improve-your-writing-skills/>

Writing Process.(2021). Retrieved from : <https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/writing/Pages/litfocuswritingprocess.aspx>

Yin R.K.(2009). *Case study research, design and method*. London: Sage Publications Ltd.; 2009.

Zamel, V. (1985) "Responding to student writing." *TESOL Quarterly* 19 ,79-101.
Davis, S. (1988). “Creative Writing.” *Forum* V 36, No 4: p.44

Zouikri, I. & Terier, M. (2017) An Investigation of EFL Learners' most Common Grammatical Written Errors and their Causes The Case of Second Year Licence Students at the University of Mohammed Seddik Ben Yahia, Jijel. University of Mohammed Seddik Ben Yahia :Jijel.

Appendices

Appendix A: Teachers' Interview

Dear teacher, this interview aims at gathering the opinions of Algerian Middle School teachers about the causes behind the errors that EFL learners commit when writing. You are kindly invited to answer the questions.

Question One: Do learners feel driven or bored throughout the writing session?

Question Two: What techniques do you employ when teaching writing?

Question Three: What type of errors do learners make in writing compositions?

Question Four: What might be the causes behind these errors?

Question Five: Do learners rely on French when writing in English?

Question Six: As teachers, what strategies do you use to deal with these errors?

Appendix B: Pupils' Writing Samples

Sample 1:

Hello my name is Amel is 14 years old summer holiday I love willo go with famil in travel I love another plans travel our country.

Sample 2:

I about your summer holiday and like go to sea I want bo go in my familys house a want visited family and my friends another plans .

Sample 3:

I like go to summer in holiday with familys because very beutiful an I like my in sea with my brother summer wenderful want go agian.

Sample 4:

In summer holiday I travel in laptage I with my family fateur and mather and bret and sister i will go and visit grand fater and mater and I wach TV and play Ps4.

Sample 5:

In this summer , I have many plans about my holiday , after the examen, I will go to my family in Algerian for visiting my grand fathers and mothers, after that I go to the sea

Sample 6:

The summer is coming so , I prepare to enjoy it to do some plas to it like go to the sea and going to visit my grand mother

Sample 7 :

First , I will go to my grand pernt and my uncle. Second , I will go in the sea . Next , I prefer remember my teachers and I will visit my best friend.

Sample 8 :

In summer holidays . I will do many things me and my friand . First think we are going in the porset kocing barsique, and we are play football after dinner . the secen thinks we are go in the sea and we are camping 15 days then less so this is my activities in my summer holidays.

Sample 9:

In summer holiday I want to go in ouran with my family . I like ouran because please amazing . I have nice time . I never forget this day.

Sample 10 :

In summer holiday I love to go the plage or in the home

Sample 11 :

I plan to study and succeed and I want to get a good grade in my study . I spend my vacation on my phone or help my mom with the house needs thanks you for reading my message.

Sample 12 :

In the summer holiday My plans is to enjoy My time with my family
And friends And learn new activities And visit my grand parents farm
And stay until the new year

Sample 13 :

I will play with my phone - I will visit my family.
In the end , summer is the best years of one life .

Sample 14 :

In this summer ,I have many plans about my holiday, after the examen.

Abstract

Learners make numerous errors in their writing. This study is an investigation of the most common writing errors among learners of English as a foreign language (EFL) and their causes. The aim of this study is to explore the most prominent writing errors committed by fourth year pupils at Chikha Moussa Middle school at Tlemcen. 48 writing samples of pupils were analyzed. In addition, an interview was conducted with 2 middle school teachers of English. Based on the overall results obtained, it was found that most frequent errors were in spelling, tenses, punctuation and French interference. Moreover, the results of this research work showed that the main causes that pushed learners to commit these errors are interlingual and intralingual causes.

Key words: Errors, causes, interlingual, intralingual.

Résumé

Les apprenants font de nombreuses erreurs dans leur écriture. Cette étude est une enquête sur les erreurs d'écriture les plus courantes chez les apprenants de l'anglais langue étrangère (EFL) et leurs causes. Le but de cette étude est d'explorer les erreurs d'écriture les plus courantes commises par les élèves de quatrième année au lycée Chikha Moussa à Tlemcen. 48 échantillons écrits d'élèves ont été analysés. En outre, une interview a été menée avec 2 enseignants d'anglais du lycée. D'après les résultats globaux obtenus, on a constaté que les erreurs les plus fréquentes concernaient l'orthographe, les temps, la ponctuation et le brouillage en français. En outre, les résultats de ces travaux de recherche ont montré que les principales causes qui poussent les apprenants à commettre ces erreurs sont des causes interlingues et intralingues.

Les mots clés: Erreurs, causes, interlingues, intralingues.

ملخص

يرتكب المتعلمون العديد من الأخطاء في كتاباتهم. هذه الدراسة هي تحقيق في أخطاء الكتابة الأكثر شيوعًا بين متعلمي اللغة الإنجليزية كلغة أجنبية (EFL) وأسبابها. الهدف من هذه الدراسة هو استكشاف أبرز أخطاء الكتابة التي ارتكبتها تلاميذ الصف الرابع في متوسطة شيخي موسى المتوسطة في تلمسان. تم تحليل 48 عينة كتابية للتلاميذ. وبالإضافة إلى ذلك، أجريت مقابلة مع 2 معلمي اللغة الإنكليزية. بناءً على النتائج الإجمالية التي تم الحصول عليها، وجد أن معظم الأخطاء المتكررة كانت في التهئية والزمن وعلامات الترقيم والتدخل الفرنسي. علاوة على ذلك، أظهرت نتائج هذا العمل البحثي أن الأسباب الرئيسية التي دفعت المتعلمين إلى ارتكاب هذه الأخطاء هي الأسباب إما بين اللغات أو في اللغة نفسها.

الكلمات المفتاحية : الأخطاء, الأسباب, بين اللغات, اللغة نفسها.