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**The Use of Error Analysis to Assess EFL Learners' Writing
Performance**

The Case of Third Year Pupils at Abdaoui Middle School (Ain el Hadjel / M'sila)

Dissertation Submitted to the Department of English in Partial fulfillment of the
Requirements for the Degree of Master in Linguistics

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Academic Year: 2021 / 2022

DECLARATION

We hereby solemnly declare that the work we are going to present in this thesis entitled:

The Use of Error Analysis to Assess Algerian EFL Learners' Writing Performance.

The Case of Third Year Pupils at Abdaoui Middle School (Ain el Hadjel / M'sila)

Is our own to the limits of our knowledge, has not been submitted before to any other institution or university or degree, and all sources we have used and quoted from have been indicated by means of complete reference.

This work is to be carried out and completed at university of Mohamed Boudiaf in M'sila, Algeria.

Signature

DJOUADI Djawhara

OUBAH Smahan

DEDICATION

To my thoughtful father and sympathetic mother whose love and prayers always strengthened my will.

To my lovely sisters Djawida and Amira.

To my supporting brothers Abdessamed and Youcef.

To my little lovely nieces Farah and Malek.

To my nephew Ayoub.

To my best friend Hanen Cheriet whose belief in me is always present!

To all the members of my family DJOUADI.

To my life partner; B. M.

To all my friends with whom I shared the university life with its lights and shadows.

To my Allah's gifts at university: Intissar, Ismahane and Racha.

To my High Example and Supervisor: Ms. Imane Cheriet whom I heartily wish to make her deeply proud of me.

To all my teachers at M'sila university.

May Allah bless you all.

DJOUADI Djawhara

DEDICATION

I dedicate this work to my dear parents.

To all my brothers, sisters and all members of my family.

To all my teachers and Master Two classmates class 2021/2022.

To my best friends Intissar and Djawhara.

OUBAH Smahan

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ABSTRACT

Today, Error analysis is gaining popularity in second and foreign language classrooms. Many researchers affirm that the use of error analysis can be profitable in having a deep understanding of language learners' errors especially of their writing ones. Therefore, the present work does not only aim at exploring teachers' perceptions and their current practices of written feedback provision in middle school EFL classes but also to examine whether error analysis can effectively be used by middle school teachers as a tool to assess learners' writing performance. To achieve these objectives, a triangulation of research tools were used. The tools are; an online questionnaire for middle school teachers, a writing test to middle school learners, an evaluation grid for raters based on Corder's model of error analysis and an evaluation model grid for raters to test the usefulness and validity of the suggested model. Hence, thirty written compositions were analyzed by five Algerian middle school teachers using the suggested model. The sample of this study was 35 middle school teachers and 30 middle school pupils. The findings revealed that assessing writing is not an easy task and that teachers are in need to use evaluation techniques that help them to cope with the challenges they face when assessing their pupils' productions. It was also highlighted that error analysis can be a useful tool to identify and examine pupils' errors and thus address them, yet better error analysis-based models can be designed to facilitate teachers writing assessment. This study calls for further research in this area and concludes with a set of pedagogical implications including the importance of feedback and remedial work in writing classes to improve the writing skill among EFL middle school pupils.

LIST OF ABBREVIATIONS AND SYMBOLS

EA: Error Analysis

CA: Contrastive Analysis

EFL: English as a Foreign Language

H: Hypothesis

L2: Second Language

L1: First Language

LL: Language learners'

N: Number

Q: Question

R.Q: Research Question

SLA: Second Language Acquisition

TEFL: Teaching English as a Foreign Language

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GENERAL INTRODUCTION

1. Background

Assessing language learners' errors can be a crucial starting point towards enhancing their writing performance. Error analysis is a type of linguistic analysis that focuses on the errors learners make. It consists of a comparison between the errors made in the Target Language (TL) and that TL itself. According to Corder (1967), Error Analysis (EA) took a new turn and that errors, that used to be “flaws” that needed to be eliminated, are “important in and of themselves”. For learners themselves, errors are essential, since the making of errors can be regarded as a device the learner uses in order to learn.

Gass & Selinker (1994) defined errors as “red flags” that provide evidence of the learner’s knowledge of the second language (SL). Researchers are interested in errors because they are believed to contain valuable information on the strategies that people use to acquire a language (Burt, Dulay & Richards 1974; Taylor 1975). Moreover, according to Richards and Sampson, “At the level of pragmatic classroom experience, error analysis will continue to provide one means by which the teacher assesses learning and teaching and determines priorities for future effort” (1974, p. 15).

According to Corder (1974), error analysis has two objects: one theoretical and another applied. The theoretical object serves to “clarify what and how a learner learns when he studies a SL.” And the applied object serves to enable the learner “to learn” more efficiently by using our knowledge of his dialect for pedagogical purposes.”

Similarly, the investigation of errors can be simultaneously diagnostic and prognostic. It is diagnostic because it can tell us the learner's state of the language at a given point during the learning process and prognostic because it can tell course organizers to reorient language-learning materials on the basis of the learners' current problems (Corder, 1967).

For language learners in general and those of English in particular, writing is considerably the most difficult skill to be mastered. Error correction is one among a variety of methods suggested by EFL teachers to aid students in improving their writing competence and is considered a very effective way to help language learners identify their writing strengths and weaknesses. However, the advantages and constraints of this favorable teaching method are still debatable with a vast array of opinions which raised among scholars, Fries (2003) and Chandler (2003) supported this method by stating that error correction can help improve students writings.

2. Problem Statement

Algerian middle school teachers' roles and responsibilities towards improving their learners' writing performance have been highly stressed. Among the actions that teachers should devote to enhance their pupils writing performance is reconsidering their writing assessment practices since providing feedback is one of the most significant tasks for FL teachers of writing. The type of feedback writing teachers provide unquestionably determine how their students understand the writing process, and revise their writing to improve it (Hedgcock&Lefkowitz, 1996). A significant body of research in this area has focused on many aspects of error correction including its impact, types and how they should go about it. Thus, more research should be devoted to explore other methods of assessment that takes errors as a main object and error analysis as a means to improve writing teaching and learning. Therefore, this study suggests that the use of error analysis as a tool of assessment may enhance learners' writing skills given its usefulness in promoting other language skills development. Through the use of EA, EFL teachers can be aware of their learners' type, nature and causes of errors. Subsequently, they can plan for remedialwork lessons that would most probably help LL to better their writing performance.

3. Research Questions and Hypotheses

The present study asks three main questions:

1. What are EFL middle school teachers' perceptions and practices about writing feedback?
2. Are EFL middle school teachers aware about the use of error analysis?
3. Can error analysis be an effective assessment tool in assessing Algerian middle school learners' writing performance?

4. Aims of the Study

The present research aims at exploring EFL middle school Algerian teachers' perception about assessment of the writing skill and their current practices and possible challenges they encounter while teaching and assessing writing. It seeks also to explore the effectiveness of using error analysis as means to assess middle school pupils' writings.

5. Significance of the study

This study is significant as it tackles one of the crucial areas in FLteaching which is assessing the writing skill. It does not only shed light on writing teaching and assessment perceptions, practices and challenges but also calls for the utilization of new assessment methods that would definitely contribute to the promotion of EFL writing skill among middle school EFL learners. Moreover, this study is important as it suggest a model based on error analysis which is one of the controversial elements on the EFL teaching and learning research. Doing so this study is considered among the first studies that investigate the possibility of stepping away from traditional models of assessing the writing skill in the Algerian context.

6. Methodology

In order to achieve this study's objectives, the descriptive method is used. A triangulation of research tools was adopted through the use of four data collection tools. The first research tool is an online questionnaire that was administered and distributed to 30 middle school teachers in different Facebook Middle School Teachers groups. The second research tool is 30 middle school learners' written productions. The samples were collected from 3rd year Abdaoui middle school pupils in their second trimester, after having a writing session with the researcher. The third research tool is a Teachers Evaluation Grid that has been used by five middle school teachers in order to assess and analyze the samples' written productions according to Corder's Error Analysis model. The fourth and the last research tool is a validity and reliability evaluation grid to the suggested Error Analysis model that has been completed by the same teachers who used the model.

7. Dissertation Structure

The present dissertation consists of two chapters. Chapter one represents the theoretical background of the study. The chapter focuses on its emergence, pioneers, definitions, importance, types, steps, sources of errors and models. The second chapter tackles the field study including data collection and research methods. The second chapter involves two sections; the first one is devoted for describing and analyzing the teachers' evaluation grid and the second chapter is devoted for describing and analyzing the teachers' questionnaire.

**CHAPTER ONE/ THE LITERATURE REVIEW
ON ERROR ANALYSIS**

Introduction

This theoretical chapter presents the collected literature on error analysis as an assessment tool in the EFL context. It provides a brief explanation of the notion of “Error”, the difference between an error and a mistake and the relationship between the writing process and committing errors. Additionally, it tackles Error Analysis as a concept and as a theory. Moreover, this initial chapter sheds light on error analysis as an assessment tool for learners’ writing performance in the EFL context as well as its importance for EFL teachers. Additionally, it demonstrates the distinct sources of errors, their classification, and their significance for EFL learners. Finally, this chapter ends by presenting some models of error analysis and the appropriate ways to correct learners' errors.

1. The Notion of Errors

Describing and analyzing errors provides a significant opportunity for EFL teachers to figure out shortcomings and deficiencies within the teaching and learning process. Additionally, errors help teachers to develop their ideas about the appropriate strategies needed for learning another language. The term “error” has received many definitions by different linguists. Principally, these definitions are approximate in meaning. According to them, errors are systematic; thus, they are unconsciously repeated many times by the same learner in the same context what makes self correction difficult for the learner.

According to Richards Jack and Richard Schmidt (2002) “errors” are those mistakes made by a learner while speaking or writing caused by incomplete learning”. In other words, errors happen due to a shortage in the learning process.

1. The Difference between Mistakes and an Errors

“Error” differs from the term “mistake” as it can be self-corrected. Moreover, learners make mistakes while speaking or writing due to the lack of attention, fatigue and carelessness.

Subsequently, the learners correct their mistakes by themselves when they review what has been performed or when their attention is called. Unlike errors, mistakes cannot be self-corrected.

Additionally, Corder(1981) added that errors are ‘failures in competence’ whereas mistakes are ‘failures in performance’.

2.1 Writing and Errors

Writing is a process of communicating one’s own ideas and thoughts (the writer) with others (the readers). In this sense, Wingersky (1999) pointed out that, writing is a process of thinking in which the writer discovers, organizes and communicates his/her ideas to the reader. It is a way of conveying meaning through the use of words that have been chosen and put together in written or printed form (Farbrain&Whinch, 1996, p 32). In others words, writing refers to the mannerofdeliveringinformation and expressing ideas through written forms.

In EFL context, writing appropriately and correctly inEnglish language is one of the vital skills that have to be acquired for effective communication. However, learning and enhancing this skill could be one of the difficult tasks EFL learners may encounter (Richards, 1990, p. 100). For a good writing performance; learners have to take into considerationthe necessary language aspects that make the writing appropriate, including: grammar, vocabulary, synatx, content and organization (Hartfiel, Hughey, Jqcobs, &Wormuth, 1985, p. 93). In this respect, Harmer has stressed that the writing process should be well organized in order to be understandable for the readers (2004, p 3).

To be able to produce a piece of writing, EFL learners should be able to write a set of connected words and sentences thatare grammatically and logically linked. Rivers (as quoted by Swarbick) describes five stages of development that students need to go through in

acquiring competence in the writing skill including: copying, reproduction, recombination, guided writing, and free writing (1994, p 142).

Effectively, the writing process goes through four procedures which are planning, drafting, editing, and final draft (Harmer, 2004, p 4-6). These steps play a vital role in guiding EFL learners to better written performance. Before writing, learners should be aware of why they are writing then plan for it. Next, they start writing and constructing the first draft. Finally, learners come to final step of producing the final form by editing and reformulating the draft in order to reach a better version of a written production that can better convey their ideas. This final written production is called “the final draft”. However, EFL learners make errors while writing. Those errors, as has been stated earlier, cannot be self-corrected. It is the role of EFL teachers to analyze their errors through the process of error analysis.

1. Error Analysis

Error Analysis is one of the most significant domains of second language acquisition. It is a procedure that attempts to analyze second language data collected from learners’ errors in an attempt to explain reasons behind them and for enhancing the learners’ performance based on Steve Pit Corder's model.

Crystal defines "error analysis" in language teaching and learning, as “a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics” (1999, p. 125) .

Erdogan refers to error analysis as a branch of applied linguistics, which emerged in the sixties as a reaction to Contrastive Analysis (CA) to demonstrate that learner's errors were not only because of learner's native language but they also reflect some universal learning strategies (2005, p. 262). Moreover, Al-Dubib (as cited in Sajid, J et al, 2016), defines EA as “a

branch of applied linguistics that studies and analyzes errors made by second language learners”(2013, p. 10).

EA has been later defined by James (1981) as "the process of determining the incidence, nature, causes and consequences of unsuccessful language. SchaumannandStensonstate"the task of EA is to explain and analyze why one aspect of the target grammar has not been adequately acquired whilst a second is learnt without difficulty"(1976, p. 4). Brown (1994) argues that EA has great value in classroom research. The systematic analysis of errors made by FL/L2 learners makes determining areas that need reinforcement in teaching possible (Corder, 1974).

EA has mainly focused on the actual committed errors by FL/L2 learners and became very popular in the field of applied linguistics. Compared to CA, EA does not only provide a pedagogical orientation but it can also provide a good scientific orientation. It does not make its main focus is on input, practice or inductive learning; it focuses generally on linguistic and cognitive processes. For Richard & Schmidt (2002), error analysis examines errors made by L2 learners or some unacceptable forms produced by someone learning a language, especially a foreign language.

Furthermore, James defines EA as " the study of linguistic ignorance, the investigation of what people do not know and how they attempt to cope with their ignorance" (2001, p. 62). Another definition was by Ellis who presents EA as " an approach which involves a set of procedures for identifying, describing and explaining errors in learner's language" (1994, p. 107).

Further definition was provided by Attiya (1990) who also introduced EA as the study of learners' repeatedand frequent errors by arranging them into different classes, using them as the standing ground for planning instructions and creating materials so as to assist language learners toenhance their performanceand overcome these errors.

Also, Jie believes that EA is a systematic study and analysis of errors made by the learners of a foreign language in an attempt to account for their origins, their regularity, their predictability and variability (2008, p. 38).

2. Theoretical Foundation

Contrastive Analysis is an effective method of comparing between the structures of two languages the “first language” (L1) and “the target language”(TL) in order to identify the similarities and differences between them (Al-khresheh, 2013). FL learners may find it easy to learn similar structures and to master them however different forms could be more difficult to apprehend that will consequently lead to different types of errors.

For a decade EFL teachers were optimistic about the predictive ability of the CA approach, like any other theory, the CA had some theoretical limitations.

Generally, the main criticism was that:

- Not all the similarities between the L1 and the TL were easy to be mastered, nor were all the differences complicated or different (Schachter, 1992).
- Comparing structural differences between L1 and L2 is an inadequate way for describing L2 errors.
- Since interference from L1 is not the only reason for the occurrence of errors in SLA, there was a need to employ another approach in order to clearly describe EFL learners' errors.

Error Analysis can provide good methods for investigating EFL learners' errors because it plays a fundamental role in investigating, analyzing, and categorizing errors made by L2 learners.

In the field of SLA, EA was first established in the late of 1970s by Stephen Pit Corder and a group of researchers and became a very popular approach for describing L2 errors. Their theories appeared as a reaction to the deficiency of CA model and its criticisms.

As it was mentioned earlier in this chapter, EA involves a systematic description and classification of L2 errors contained in a sample of learner's speech or writing. It has challenged the CA on the assumption that FL/L2 learners' errors cannot be only caused by interlingual interference from the L1 however they might also be caused due to intralingual interference from the TL itself. In other words, EA acknowledges interference from L1 as one of the sources of L2 errors, which makes it to some extent related to the CA. According to EA, a great number of errors made by FL learners are similar regardless of their MT. Such errors are caused due to intralingual interference or transfer. James (1998) claims that such a type of interference from the structures of the TL itself is the main cause of intralingual errors. These errors can be created without referring to L1 features.

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i. Error Analysis Objectives

According to Corder (1973), EA objectives are divided into theoretical and applied objectives:

- **The theoretical objective:** checks the validity of the theories such as the theory of transfer. In other words, this objective can help in understanding how and what FL learners learn whilst studying a FL.
- **The applied objective:** enables learners of L2 to learn their TL more efficiently and effectively by using the previous knowledge of their dialects for pedagogical purposes. Once L2 errors are analyzed, the nature of problems and difficulties encountered by language learners will be identified.

Identifying such difficulties can therefore help EFL/ESL teachers pinpoint their students' weaknesses and hence revise their teaching methods and learning materials accordingly (Alkhresheh, 2011).

Table 1: Factors to Consider when Collecting Samples of Learner Language (Ellis, 1994, p. 49).

Factors	Description
A. Language
<i>Medium</i>	Learner production can be oral or written
<i>Genre</i>	Learner production may take the form of a conversation, a lecture, an essay, a letter, etc.
<i>Content</i>	The topic the learner is communicating about
B. Learner
<i>Level</i>	Elementary, intermediate, or advanced
<i>Mother tongue</i>	The learner's L1
<i>Language learning experience</i>	This may be classroom or naturalistic or a mixture of the two

b. Investigation L2 Errors

EA is different from CA in the way it looks, investigates, describes and analyses learners' errors in general. CA explains errors committed by L2 learners by comparing between the two systems of the TL and native language of the learners. Negative interference from learners' L1 is not the only source of errors in SLA. L2 errors cannot be only committed because of the influence of their MT. There are other causes of L2 errors which need to be addressed.

However, such other causes can be clearly explained through the EA approach. According to EA, L2 learners' errors can be attributed to two main different sources:

- 1) Interlingual interference (the effect of the MT on the learner's target language)
- 2) Intralingual interference (the effect of the TL itself).

Exploring different sources of L2 errors is needed for the sake of understanding the nature of the language being learnt. EA can be a good method in exploring, investigating and

analyzing such errors. Lately, this method was reestablished and reinforced by various researchers and with important works in the field of EFL learning and teaching by Kellerman (1986,1995), Lennon (1991), Leki (1991), Selinker (1992), Teh, (1993), Brown (2000), Jiang (2009) and Al-khresheh (2010, 2015) and many others. These researchers have proved the validity of the use of EA in explaining different types of FL learners' errors such as syntactic, grammatical and phonological errors.

c. Steps for Error Analysis

EA is carried out in five sequential stages as stated by Ellis (1994, p. 48). These stages are as:

- (1) Collection of a sample of learner language,
- (2) Identification of errors,
- (3) Description of errors, and
- (4) Explanation of errors.
- (5) Evaluation of errors

i. Collection of a Sample of Learner Language

Data collection methods are not selected the same way by researchers. According to this stage, learners' errors are influenced by a group of important factors. Ellis asserts that these factors are significant in "collecting a well-defined sample of learner language so that clear statements can be made regarding to what kinds of errors the learners produce and under what conditions"(1994, p. 49). The factors are summarized in Table 1 below:

1.8.2. Identification of Errors

a)**Distinguishing between an error and a mistake:** There are certain ways in distinguishing between an error and a mistake.

•**Error:** is associated with checking the consistency of the L2 learner's performance. If he/she always uses it incorrectly, then it is an error.

- **Mistake:** is when a learner sometimes uses the correct form of a certain structure or rule, other times he/she uses the wrong form and can be self-corrected.

b) The second way is associated with asking an L2 learner to correct his/her deviant utterance. In case that he/she is unable to, the deviations are errors, and where he/she is successful, they are definitely mistakes.

Identification of an error is different from explaining what an error is.

c) Corder's model (1981): because identification of an error is different from explaining what an error is, Corder provided a common model for identifying errors in the utterances of L2/FL learners. According to this model "every sentence is to be regarded as idiosyncratic until shown to be otherwise" (p.21). His model provides a good distinction between:

1) Overt errors

2) Covert errors.

If a sentence is ill-formed in terms of TL rules, it has been regarded as "overtly idiosyncratic" whereas if the sentence that is superficially well-formed but does not mean what the learner intends to express it is regarded as "covertly idiosyncratic".

d) Interpretation of learners' utterances: Such an interpretation might reveal the main differences between 'what a learner wants to say' and 'what a learner has said'. Corder's model shows that literal translation can be a probable indicator of the FL learners' errors which might be attributed to interference from their own MT.

1.8.3. Description of Errors

This stage of EA takes place after the identification step. No description can be made without identifying the errors. Such a description of FL learners' errors is a prerequisite for a good explanation of errors. Particularly, description of errors helps in serving three major purposes. These purposes can be summarized as follows:

- First, instinctively expound all that is unstated, so as to substantiate an individual's instinct.

- The second purpose can be an effective tool for counting learners' errors.
- A third purpose is to create categories and subcategories for errors which can help in the process of developing a comprehensive taxonomy of L2 errors.

1.8.4. Types of Errors

Corder (1973) classifies FL learners' errors in terms of the differences between their utterance and the reconstructed version. Based on that, errors are classified into four categories: omission, selection, addition, or misordering of some elements.

Omission appears when a student leaves a required item for an utterance out of a sentence that he/she constructed. For example, there is boy over there. This sentence leaves out the article 'a' which should be added before the word 'boy'.(Ellis, 1997)

- Selection can be done by selecting an incorrect element.
- Addition is by adding unnecessary elements.
- Misordering which can be done by misplacing the item or putting it in the wrong place.

Moreover, Ellis points out that "classifying errors in these ways can help us to diagnose learners' learning problems at any stage of their development and to plot how changes in error patterns occur over time"(1997, p. 23).

1.8.5. Explanation of Errors

The ultimate objective of EA theory is the explanation of errors. Hence, this phase is considered the most important for EA research. In order to reach some effective remedial measures, Sanal (2007) claims that the analyst should be aware of the mechanism that triggers each type of error. Explaining the nature of errors is a fundamental issue in SLA. Ellis and Barkhuizen declare that "explaining errors involves determining their sources in order to account for why they were made"(2005. p, 62).

1.8.5.1. Dimensions of Error Description

The errors can be described in the following three dimensions:

1.8.5.1.1. Types of errors :

a. **Addition** : For example :

- Does can* he go to college?
- He will to go home.

b. **Omission / Deletion** : For example :

- I went to movie. (The)*
- My father is doctor. (a)*

c. **Ordering / Reordering** : For example :

- I to the cinema went. (I went to the cinema).*
- We last night went to the cinema. (We went to the cinema last night).*

d. **Substitution** : For example :

- I lost my road. (Way)*
- I goed home. (Went)*

1.8.5.1.2. Levels of Errors

a. **Phonology (Orthography) Error** : For example :

- I went to skuul. (I went to school.)
- He is happier than Maryam. (He is happier than Maryam.)

b. **Grammar (Syntax) Error** : For example :

- I to the cinema went. (Level : Grammar, type: ordering)

c. **Lexicon (Vocabulary) Error** : For example :

- I lost my road. (Level : Lexicon- type : substitution).

d. **Discourse Error** : it is beyond sentence level, for example

A : How are you ?

B : The crops were destroyed by the rain !(No cohesion and coherence)

1.8.5.1.3. Stages of Errors

a. Pre-systematic Stage

➤ Random Errors

The learner has no definite rule in his mind. He cannot explain his error and automatically cannot correct it. He does not know where he should use the rules and how. He has no system in mind.

- *Hassan cans sing. (Hassan can sing.)
- *Hassan can to sing. (Hassan can sing. Or (Hassan has to sing.))

➤ Emergent Errors

In these kinds of errors, the learner tries to make a rule and internalize a system in his mind. These rules may not be correct but they are legitimate in the mind of the learner. Again, in this stage the learner cannot correct the errors and even after the correction he is not able to understand where and what his errors are.

➤ Avoidance of structures and topics: it can be seen in the following example:

Learner : I go to New York.

Native-Speaker : You are going to New York ?
Learner: (does not understand) what ?

Native-Speaker : You will go to New York ?
Learner: Yes

Native-Speaker : when ?
Learner: 1999

Native-Speaker : Oh, you went to New York in 1999.

Learner : Yes, I go 1999. (Again he does not understand the correction of the Native speaker.)

b. Systematic Errors

In this stage the learner masters more the target language and he has acquired some rules. Although these rules may not be well-formed, the system in his her mind is very near to

the native speaker's. In this stage the learner is able to correct his/her errors whenever a native speaker mentions them. She/he tries to convey his idea through paraphrasing (Changing words to convey the message). For example:

Learner: Many fish are in the lake. These fish are serving in the restaurants near the lake.

Native-Speaker: (laughing) the fish are serving?

Learner: (laughing) Oh, no, the fish are served in the restaurant. Learner: I lost my road.

Native-Speaker:What ?

Learner: I got lost. (Paraphrasing and avoiding the use of structure)

c. Post-systematic Errors : (Stabilization)

In this stage the learner has a few errors but he has mastered the system. The learner is self- controlled on his/ her errors without waiting for feedbacks from someone else.

Learner-*I lost my road; I mean I lost my way.

➤ **Fossilisation**

It refers to the use of certain elements in inappropriate contexts through analogy. If the learner in this stage makes some errors it means his errors have been fossilized. Correcting these kinds of errors will be very difficult and most of them are permanent. For example:

- I think she should remain home and grow up her child.

1.8.5.2. Language - Learning Strategies

It refers to strategies used by the learners in dealing with the target language:

a) Overgeneralization

b) Transfer of rules from the mother tongue

c) Simplification: in this strategy learner tries to simplify the rules of target language form himself:

- I am student English language.
- I begin my work afternoon usually.

1.8.5.3. Communication Strategy

It is used when the learner is forced to express himself with the limited linguistic resources.

a. Paraphrasing

For example :

- The use of the arabicword (/unbuub/أنبوب) for "Pipe"instead of "the water pipe" whivhis(أنبوب الماء /unbuubal-maa/).
- "Air-ball" (which the learner makes it himself) instead of "balloon"

b. Borrowing

For example :

- "Do not be tired" instead of "do not work hard". (The learner translates word for word from the native language.)

c. Appealing for Assistance

For exapmple :

- What is this ?What called ? (The learner asks for the correct term)

d. Miming

For exapmple :

- Clapping his hands instead of applause (Using nonverbal action in place of lexical items)

e. Avoidance

➤ Lexical Avoidance

For exapmple :

- I lostmy road.
- You lostyourroad ?

- Uh...I lost. I lost. I gotlost.

(The learner tries to avoid the lexical item 'road', not being able to come up with the word 'way' at that point)

➤ **Syntactic Avoidance**

For example :

- He finished his homework; he went to bed. (Instead of "Having finished his homework, he went to bed)

f. Prefabricated Patterns

The learner memorizes certain stock phrases or sentences:

For example :

- Where is the toilet ?

1.8.6. Source of Errors

1.8.6.1. Inter-lingual Transfer

Inter-lingual errors result from the transfer of the elements of the learner's mother tongue to the learning of the target language.

➤ **Transfer of Phonological Elements of the Mother Tongue**

* /sukuul / instead of /skuul/

➤ **Transfer of Morphological Elements**

* Three clever student instead of three clever students

➤ **Transfer of Grammatical Elements**

* I am going to university at 8 o'clock every day.

In Arabic: Simple Present Tense = Present Progressive

➤ **Transfer of Lexicosemantic Elements :**

Two different concepts in Arabic are used with the same word which makes interference in English:

- I can not study in the dormitory because some students open their radios loudly.
- He had a quarrel with his woman.
- My father bought a new machine last week.
- He smokes a lot of cigar.
- It was my chance to be in your class.

➤ **Transfer of Stylistic and Cultural Elements :**

* Mr. Hassan are a good teacher. /al-ustaathhasanmudarris-un gayid/

1.8.6.2. Intra-lingual Transfer

The learner applies one rule in the Native Language for other structures in the Target Language inappropriately.

➤ **Overgeneralization**

For example :

- I always try to study.
- We always go to cinema on Saturdays.
- Maryam and Hassan always play the chess-set every night.
- He always try to help me.
- I do not know how did they find my address. (Subject –Verb inversion)

➤ **Ignorance of Rule Restriction**

The Arabic learner does not know the restriction and exceptions of a general rule in English.

- There are many fishes in the lake.
- Teachers always give us good advices.

➤ **False Analogy**

It refers to the use of certain elements in inappropriate contexts through analogy.

For example :

- I think she should remain home and grow up her child.

d. Language Switch

Finally, when all the strategies fail, learners may resort to language switch. That is, they may simply use their native language even if the hearer knows it or not.

1.8.7. Context of Learning

The source of error here is the teacher or text book. For example wrong or unsuitable usage of a rule by the teacher or using dialogues in a text book without mentioning the formality or informality of occurrences may cause some errors for learning.

1.8.8. Nonlinguistic Errors : (Idiosyncratic Errors)

These kinds of errors are specialized to individuals or a small group of learners who had the same teacher, used the same textbook, shared identical learning strategies, but the learners do not have a specific methodology for learning and cannot make a generalization for designing a textbook or give the students a specific learning activity.

1.9. Classification of Errors

All learners could make errors while learning a FL whether in speech or in writing, sometimes even in the mother tongue. Some errors have different effects on intelligibility; they are with little effects in the sense that they do not impede comprehension; others, on the contrary, can bring about serious communication problems.

Errors can be classified according to vocabulary, lexical errors; pronunciation, 'Phonological errors'; grammatical, 'morpho-syntactic errors', misunderstanding of what the speaker's intention or meaning, 'interpretive errors'; or 'Pragmatic errors'.

Researchers in the field of language teaching and didactics have always faced problems to locate particular errors made by learners in speech and in certain written productions. This means that an error cannot always be spotted. Hence, they are still facing the problem of which error to correct and how to correct it.

Errors have been examined from different sides: the source of the learners' errors, the classification of errors, their effect on the learning process and how to treat them. Burt and Kiparsky make a clearcut distinction between '**global errors**', which affect the overall organization of the sentence, i.e. the overall structure of the sentence making a sentence or utterance difficult or impossible to understand, and '**local errors**' that affect a single element of the sentence, i.e., only a particular constituent, thus it does not cause problems of comprehension (1974, p. 73). Global errors include incorrect word combination in a sentence; while local errors involve word inflection and derivation as well as the use of articles, prepositions and auxiliaries.

In this regard, Richards and Schmidt give the following examples on both global errors and local errors (2002, p. 226) as follows :

- **Global Errors :**

"I like take taxi but my friend said so not that we should be late for school." (A complete disorder of words, therefore, it would be marked as erroneous.)

- **Local Errors:**

"If I heard from him I will let you know." (Only 'heard' is unsuitable as a verb tense, yet it does not affect meaning).

1.10. Models for Error Analysis

Corder (1967, 1974) identified a model for error analysis which included five Stages:

1. Collection of a sample of learner language.
2. Identification of errors.
3. Description of errors.
4. Explanation of errors.
5. Evaluation of errors.

Later, Brown (1994) and Ellis (1995) have elaborated this model through their works (1997, p. 20). They provided practical advice and made clear examples of how to identify and analyze learners' errors, (p.141). The initial step requires the selection of a corpus of language followed by the identification of errors. These identified errors are then classified. The next step is giving a grammatical analysis of each error, then providing an explanation of different types of errors. This method could improve learners' ability in writing especially in writing recounted English compositions (Ellis and Hubbard et al., 1996).

1.11 .The Significance of Making Errors in EFL Context

Errors play an important role in the learning process. To language learners, learning is not acquiring a set of constant habits, but rather a process of discovering the underlying rules, categories and systems of choices in the target language through treating data presented to the learner by the teacher (Corder, 1973). In order for this discovery to take place, learners have to go through several stages and procedures. One of the most important factors included in almost all the stages of language learning is error making.

Dulay and Burt (1974) stated that error making is expected and that its appearance is vital to language learning. In fact, it is a clear sign which demonstrates language learner's endeavor to develop and internalize the rules of the language.

It is believed that language errors committed by the learner provide no direct measure of his knowledge of the language however it is probably the most important source of information about the nature of his learning process (Corder, 1981). A learner's errors, therefore, are significant to the teacher so as to better understand LL's learning process, plan for remedial sessions and evaluate the teaching and learning process.

1.13. Error Analysis as an Assessment tool for the Writing Performance

Based on previous literature, the use of EA as an assessment tool to evaluate the writing performance in EFL classrooms could be an effective tool. It could help teachers to determine the level of the learners at any phase of the learning process, to realize how far towards the goal learners have progressed and to discover what they still need to learn.

1.14. How to Correct Errors

Since errors are expected in a language learning process, an EFL teacher has to confront numerous errors in his students' writings, and therefore, the teacher must have on hand an appropriate way to deal with errors. Generally, there are two main ways for correcting LLs' errors which are:

1.14.1. Indirect Methods

One of the teachers' roles in EFL classrooms is detecting and correcting students' errors. The correction is not always addressed directly by the teachers to the learner. Most of the time, the teacher helps them just to identify the error then self-correction. Additionally, peers and groups could provide an effective way to errors' correction too. Such an approach to direct correction might also improve students' ability to recognize errors, and then help them to prevent falling into them. However, using other members of the group to correct errors has to be carefully handled by the teacher. Therefore, it is advisable that sheets to be corrected should be anonymous to avoid any harm to the learner.

1.14.2. Direct Method: Teacher Correction

Often, semantic errors must be corrected in the most direct way possible, because the semantic range of 2 words in 2 languages may have no analogue or only partly match. The procedure of returning papers to students without charting the error types over time had made impossible precise analysis of student problems.

Several researchers recommend that teachers record each student's errors on diagnostic charts in order to reveal the linguistic features that are causing the student's

learning problems. In this regard, Hendrickson (1978) said that error charts are helpful not only for analytical purposes, but also for developing individualized teaching materials, and forestablishing a system of error correction priorities. To insure that a student profits from teacher correction, the teacher may select several errors for each student that must be eliminated from consequent compositions. Instead, the teacher may ask the student to write several sentences based on the corrected sentence patterns or on the corrected grammar points.

1.15. Criticism of EA

Schachter and Celce-Murcia (1977) criticized errors analysis and pointed out that there are three points to consider:

1. EA has focused only on errors.
2. EA has not dealt with avoidance (relative clauses: Chinese and Japanese vs. Spanish and Farsi English passive avoidance by Arabic speakers' phrasal verbs by Hebrew speakers).
3. Error analysis could not provide EFL teachers with strategies or techniques to avoid potential language shortcomings.

Conclusion

All in all, this chapter discussed and defined related concepts to Error analysis in regard to FL learning so as to clarify and well comprehend the essence of error analysis. This later is defined, according to what have been seen earlier in this chapter, as a technique for identifying, classifying, and systematically interpreting the unacceptable form produced by the learner of a foreign language, following a set of principles and procedures provided by S. Pit Corder and other researchers. This chapter has also highlighted the significance of language learners' errors as well as the use of error analysis in determining mainly the causes and the nature of LLs' errors.

**CHAPTER TWO:RESEARCH
METHODOLOGY and DATA
ANALYSISAND DISCUSSION**

1. Methodology and research design

Introduction

Chapter two describes the research design, sampling techniques and procedures the research has gone through, in addition to the data analysis and discussion of results obtained. This chapter includes two sections. The first section provides a full description of the methodology and procedures of the study. Primarily, it supplies the explanation of the overall research design, then, the sample, the setting, the research tools and the procedures of data collection. The second section deals with the analysis of the obtained data and the discussion of the findings in the light of the related literature.

1.1 Method

Since this study is an investigation that is intended to describe the effectiveness of using error analysis to assess and evaluate EFL learners' writing performance, it follows a descriptive research method. Accordingly, for the purpose of this study, an exploratory-descriptive research was used to obtain a picture of the strategies used to assess EFL learners' writing performance and whether using error analysis to assess pupils writing can be effective or not from the view point of the participant teachers.

1.2 Setting and Participants

This study took place at Abdaoui Middle school in AinEl Hadjel city, province of M'sila, during the second term of the academic year 2021/2022. It was conducted during the period from January to June 2022.

Two types of participants contributed to the investigation of this study. They were conveniently selected. The first type of the participants is composed of 35 middle school teachers. Whereas, the second type of participants is composed of 30 middle school learners

who are studying at Abdaoui middle school, in their third year. The average age of the EFL learners ranges between 13 and 15 years old. They studied English for three years. Therefore, they are beginners. The 30 middle school teachers were selected non-randomly, to investigate the current practices of writing feedback provision and the awareness about error analysis. Moreover, a sample of five middle school teachers participated in this study in order to evaluate the use of the suggested Steve Pit Corder's model of Error Analysis in evaluating pupils' writings. The five teachers were conveniently selected.

Table 02:

Participants who contributed in the investigation of the Study

Participants	Teachers' questionnaire	The writing task	Testing the reliability and the validity of Corder's model
Middle school teachers	30	00	05
3 rd year middle school pupils	00	30	00

1.3. Research Tools

In this descriptive study, a triangulation of research tools was used. It mainly used three research tools; an online questionnaire to investigate the current practices of feedback provision on learners' writing performance, as well as teachers' awareness on error analysis as a strategy for assessing EFLs' writing performance. The second research tool is 30 middle school learners' written productions and the third research tool is the teachers' evaluation grid that has been designed by the researcher . The following is a description of each research tools used in this study.

1.3.1 The Online Questionnaire

The current study used an online questionnaire(See **Appendix 01**) that was designed to investigate teachers' current practices about writing feedback provision and their

awareness about error analysis as a technique to assess and evaluate learners' writing errors. The researchers used the related literature to design the test. Accordingly, this questionnaire is divided into three main sections. Section one is devoted for background information. It involves asking teachers about their gender and teaching experience. The second section of the questionnaire tackles feedback practices and perception in general. It involves asking middle school teachers 15 questions. The third section is devoted to explore teachers' awareness about error analysis. It holds 06 questions. The sections of the questionnaire are described in table 2 below:

Table 03:

Description of the questionnaire' sections and items

Section	Title	Number of items
One	Background information	02
Two	Writing feedback practices	15
Three	Awareness about error analysis	06

The online questionnaire was guided by a supervision session with the supervisor, then it was tested by research experts before finally distribute it online on middle school EFL teachers. This supervision session guided the researchers to better select and organize the questionnaire's items and to divide this research tool into three sections (background information, feedback practices and error analysis). Additionally, an expert validates the use of this online questionnaire to answer the research questions. After this phase, the online questionnaire was distributed non-randomly on EFL Algerian teachers through sharing its link in different middle school teachers' Facebook groups.

1.3.2 The writing Task

The second research tool is a paragraph writing task(See Appendix 02). The writing sheets were rated by five teachers using the provided evaluated grid. The test was conducted during a session with thirty 3rd year middle school learners at Abdaoui Middle School (Ain El Hadjel city province of M'sila) to write a paragraph about Algerian lifestyle in the past and now. This session took place after dealing with the second sequence that is entitled " Me and Lifestyles". Learners were firstly provided with a table that demonstrates the levels of change that genuinely changed with time. Table 03 shows how the teacher guided the learners towards is as follows:

Table 04:

The writing guide for 3rd year middle school pupils

Levels of change	Lifestyle in the past	Life now
1. Dwelling	Tents, muddy houses, Farmhouses.	Houses, villas, apartments, flats
2. Schooling	Kottab, mosques	Mosques, schools, universities, colleges
3. Clothes	Large clothes for women as well as El hayek and nikab.Kachabiyabarnous and large clothes for men	Different types of clothes(traditional and modern pieces of clothes) for both men and women
4. Food	Spicy and hand-made food (couscous, sviti, diffeternt soups)and hand-made bread (like kisra)	Traditional and modern dishes Fast food in restaurants and
5. Means of transportation	Mainly, animals like donkeys, horses and camels. Cars and trains	Cars, buses, trains, planes, ..etc.
6. Ways of entertainment	Mainly rag dolls, skipping rope and hopscotch for girls Marbles, football and hide and seek for boys	Different games like rag dolls skipping rope, hopscotch and video games for girls . Video games, football, basketball

		..etc for boys
--	--	----------------

Thereafter, learners were provided with some writing instructions in that they were asked to write a topic sentence, developing sentences and finally a concluding sentence.

1.3.3. Teachers' Evaluation Grid

The researchers have adopted Steve Pit Corder's model (see **Appendix 03**) for analyzing EFL' writing errors. According to Corder(1967) errors are significant of three things. First, to the teacher, to be aware of what has been learnt and what has not been learnt. Second, to the researchers since they provide him with evidence of how language is learnt or acquired. Thirdly, to the learner himself or herself to detect his errors specially when these errors are supplied with feedback. Corder's model for analyzing language learners' errors goes through five steps which are:

1. Collection of learners learningsamples
2. Identification of errors
3. Description of errors
4. Explanation of errors
5. Evaluation

These five steps were well organized and explained in the grid. Those five steps were distributed on 30 learners' writing samples. This third research tool involves a table of the first analysis step which is Selection of Learners' Writing Samples(factors and description) . Additionally, another table has been added to describe the second step for error analysis that is entitled (Identifications of Learners Errors), the third step (Description of Errors) and the forth step that is entitled as (Explanation of Errors). (**See Appendix 03**)

1.3.3 Teachers' Model Evaluation Grid

Since this study aims to investigate the use of error analysis as a tool of assessing and evaluating learners' writing errors, and since the researchers suggested the use of

Corder's model, they also accompanied it with an evaluation test for five middle school teachers to test the effectiveness, the usability, the validity and the reliability of the suggested model of Error Analysis. The test is mainly based on five point Likert scale items. (See Appendix 05)

1.4 Procedures

Several steps were taken to achieve the objectives of this study. First, an Online Questionnaire was distributed to 30 EFL Algerian middle school teachers. The teachers were selected non-randomly from Facebook groups. The Online Questionnaire's link has been posted in different middle school teachers' groups in order to investigate about their current practices of feedback provision and their awareness of error analysis as a concept to assess and evaluate learners' writing performance.

According to the findings of the first research tool, it has been suggested that error analysis can be a useful tool for analyzing and evaluating learners' writing performance, thus, and since the researcher is a middle school teacher, she had asked 3rd year learners at Abdaoui middle school in Ain el Hadjel city to write a paragraph.

Just after the writing task comes Teachers' Evaluation Grid. The Grid was distributed to a non-random sample of 05 middle school teachers that were selected according to their readiness and willing to contribute in the completion of this research work. That Evaluation grid has been examined by expert teachers after being designed with an introduction in which the researchers firstly explained the reason behind designing the grid. Then they explained how the grid works. Actually the grid follows John Pit Corder's model of Error Analysis that is composed of five steps. The steps are:

- 1- Selection of Learners samples.
- 2- Identification of errors.
- 3- Description of errors.

4- Explanation of errors.

5- Evaluation.

In the second stage of the main study that was devoted to explore the extent to which the error analysis model can be effective is assessing middle school pupils writings. The same 05 middle school teachers were additionally asked to complete a Model's Evaluation Grid.

2. Data Analysis and Discussion

The data collected from different stages of the investigation were analyzed qualitatively and quantitatively. Qualitative and quantitative data were gathered from the Online Questionnaire, whereas, the quantitative data were gathered from both the Teachers' Evaluation Grid and the Model Evaluation Grid.

2.1 Online Questionnaire Data Analysis

To explore the current practices of feedback provision and teachers' awareness of Error analysis and whether it is a useful tool for analysing and assessing learners' writing performance, an online Questionnaire was designed and administered to 30 middle school teachers. Analysis of the Online Questionnaire is as follows

2.1.1. Section One: Background Information

Data from the first section of the questionnaire provided information about the participants. Findings from this section are summarized in the following table:

Table05:

Participants' description

Gender		Teaching Experience		
Female	Male	1 to 3 years	4 to 7 years	More than 8
62.1 %	37.9%	34.5 %	10.3%	55.2%,

From the table above, the participants of the study are 19 females and 11 males whose teaching experiences range from 1 to more than 7 years. Among them 55,2% have an experience of more than 7 years, 10,3% have an experience that ranges from 4 to 7 years while 34,5% of hold a teaching experience that range from 1 year to 3 years.

2.1.2. Section Two :Writing feedback Practices

When asked whether teaching writing is an easy task 93.1 % of the participants said yes while 6.9% said no as indicated in figure 1 below.

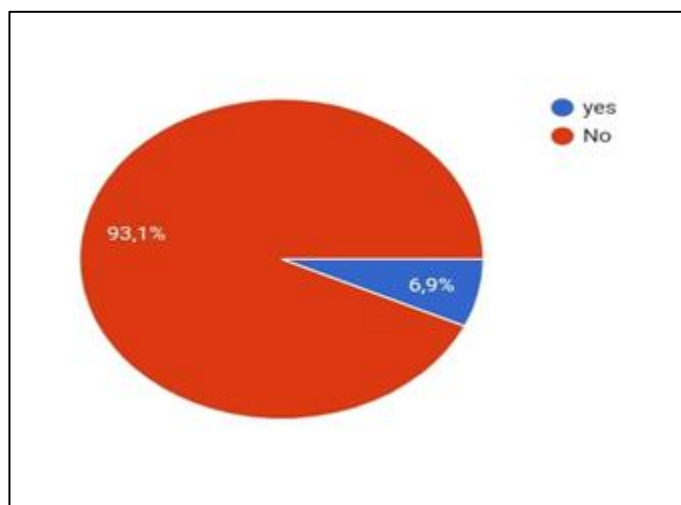


Figure 01: Teaching writing is an easy task

Most of the teachers explained this difficulty claiming that it requires varied sub-skills and personal traits like patience that middle school teachers should be equipped with. Other answers focused on the fact that teaching writing goes through different stages that needs efforts from the part of the both the teacher and the learner. While other respondents focused on the lack of vocabulary, grammar knowledge, spelling rules, coherence and cohesion. Furthermore, since writing is the most difficult skill that EFL learners can learn, it needs much practice and wide range of sub-skills including mechanics, grammar, vocabulary, mastery of spelling and legibility of handwriting. Finally, 93.1 % of the teachers agreed on the fact that teaching writing is a hard task for EFL teachers since it require a number of conditions including teaching small number of learners per class who should preferably be highly motivated towards learning to write.

When teachers were asked on how often do they encourage their students to write, 48.3 % of them said always, 44.8% said no, 3.4 % said sometimes while 3.4 % said rarely. This finding is clearly displayed on figure 2.

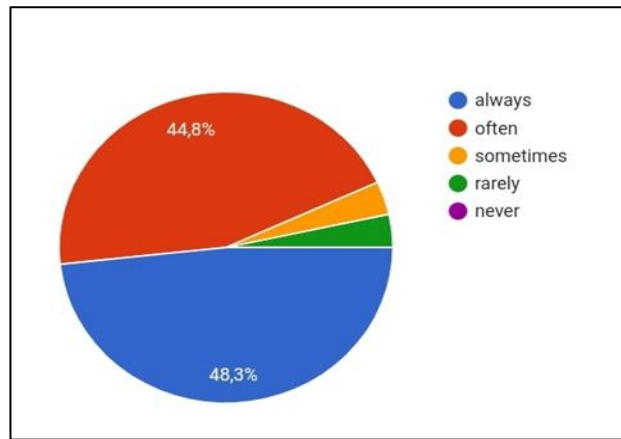


Figure 02: Encouragement of learners to write

Responses to item 3 in the second section asking teachers if they explain the writing task to their learners, the majority of the teachers indicated that they explain the written tasks with clear instruction, while 3.4% do not do so. This finding is clearly displayed in figure 03 below.

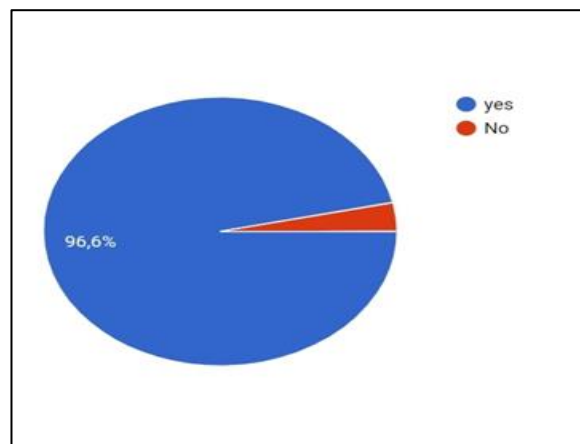


Figure 03: Explanation of the written tasks through clear instructions

Responses to item 4, about feedback provisions are displayed in figure 04. Figure 04 shows that 41.4% of the participants **often** provide writing feedback to their learners, while 31% **always** do. 24.1 % of the teachers sometimes give writing feedback to their pupils whereas 3.4% rarely do.

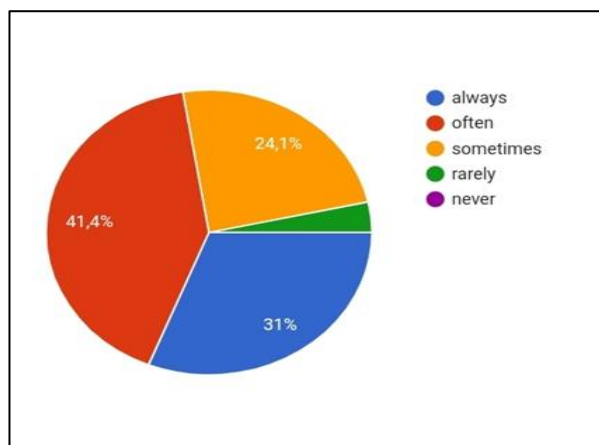


Figure 04: Providing writing feedback to learners written productions

Item 5 explores teachers' use of correction symbols as means of facilitating writing assessment. Responses, as shown in figure 05, revealed that 16 teachers (51.7 %) teach correction symbols to their learners, whereas 14 teachers (48.3 %) do not do so.

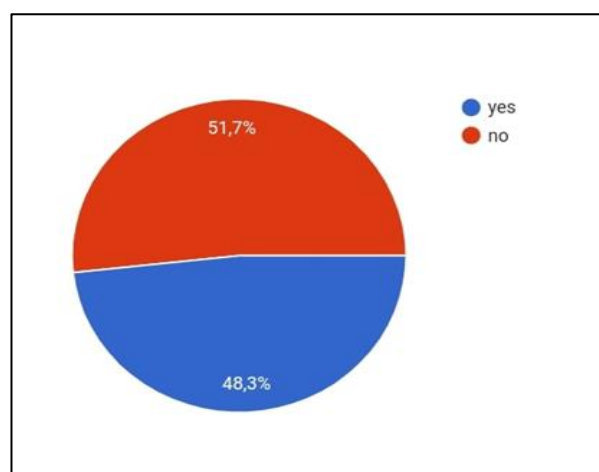


Figure 05: Introducing writing correction symbols before providing pupils with feedback.

Among the respondents, 96.6% of the teachers said that they explain the written tasks through clear instructions while 3.4 % said no. Almost all the teachers explain the writing instructions in order to facilitate the writing task for learners and to guide them to not go out of the topic.

In response to item6, it is found that most of EFL teachers provide feedback on their LLs' written productions to motivate their learners in order to better their writing styles as well as to guide them in order to be aware of their writing mistakes and errors.

From figure 6 below, that displays data from item 7, it is found that 55.2 % of the participants do not give feedback on every writing assignment, yet 31% do, whereas 13.8% do not totally provide their learners with feedback on their written productions.

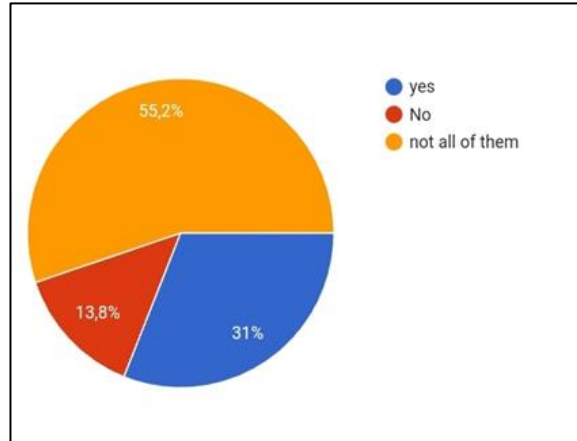


Figure 06: Giving feedback for every writing assignment.

When asked about the type of feedback they use with their learners, in item 8, teachers indicated that they use a variety of feedback provision techniques. Figure 07 represents findings from this item.

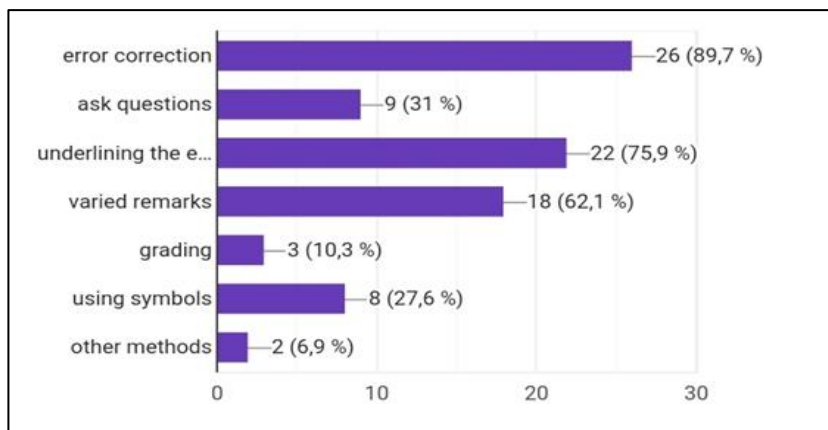


Figure 07 : The type of writing feedback do teachers provide to their pupils.

As illustrated in Figure 07, most of the participants use error correction as a method of providing their learners with feedback with a percentage of 87.7%. On the other hand, 75.9% underline errors. Whereas, 62.5% use varied remarks and 27.6 % use symbols.

Finally, 10.3% grade learners' written productions and 6.9% use other feedback of feedback provision.

Item 09 was an open-ended question asking teachers about their perception of the most helpful and effective feedback provision technique. Most of the teachers agreed on error correction as a technique to provide LLs with writing feedback, because they think it can reduce mistakes and can help them avoid repeating doing the same mistakes over and over.

Figure 08 displays findings from item 10 that is devoted to explore the time teachers spend in providing feedback to their learners' writings.

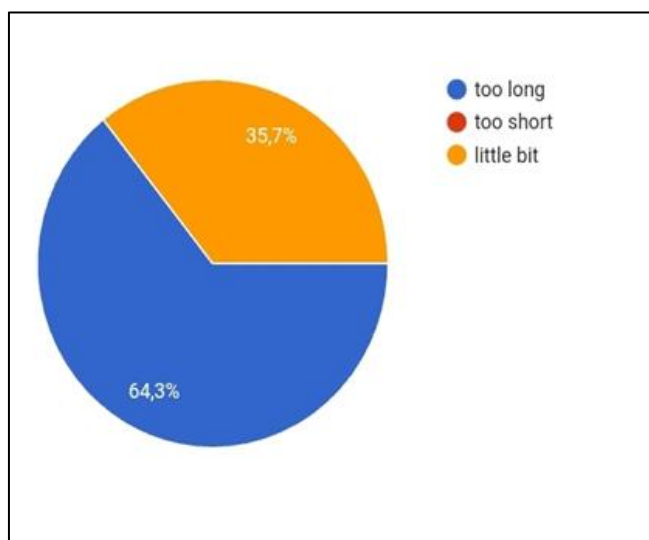


Figure 08: Time consumed while grading students' writing assignments.

As it is shown in figure 8 above, 64.3% of the teachers said that grading learners with feedback on their writing assignments takes a long time, whereas 35.7% said it is not time consuming.

Figure 09, summarizes findings from item 11, exploring teachers' perceptions of the benefits of feedback provision on their learners levels of writing. According to figure 9, 58.6% of the teachers said that students benefit from feedback provision on their writing performance, while 37.9% are not certain that their feedback is helping their learners to enhance their writing performance.

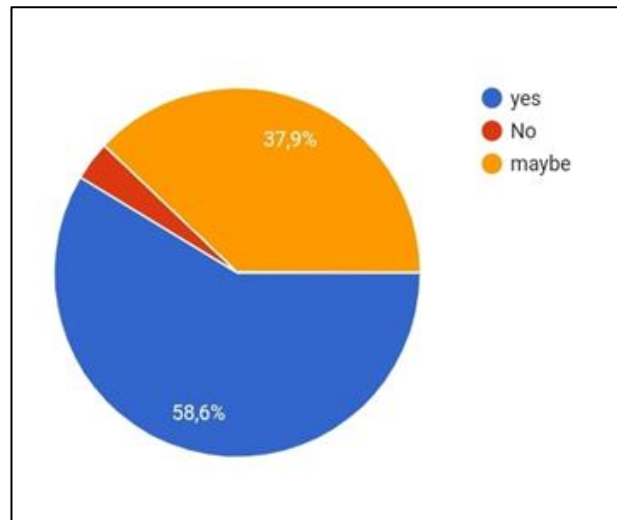


Figure 09: Feedback can improve learners writing performance.

As indicated on figure 10, when asked about the aspects of writing they focus on while providing feedback to their learners' writings, 28 out of 30 of the teachers focus on correcting grammatical errors, whereas 22 of them, highlights punctuation errors, and 23 of them correct his learners' spelling mistakes, and merely 18 teachers concentrates on correcting lexical errors.

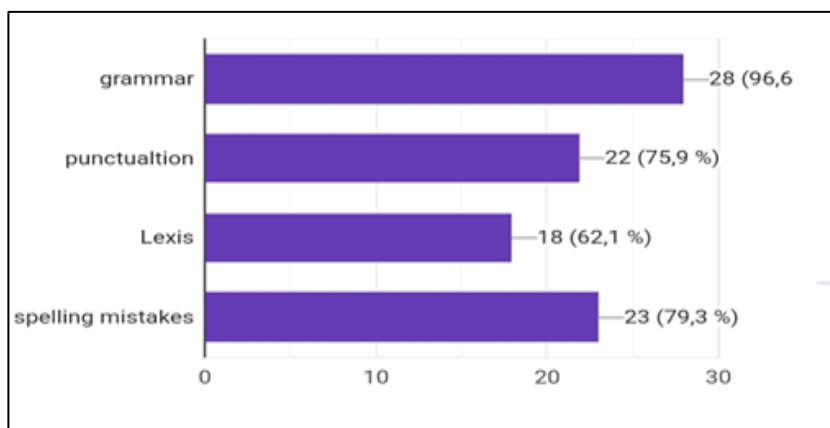


Figure10: Aspects of writing that teachers usually provide feedback on.

Teachers were asked about the follow up and remedial activities they use after providing their feedback to their learners' writings in item 13. Figure 11 below displays findings from item 13.

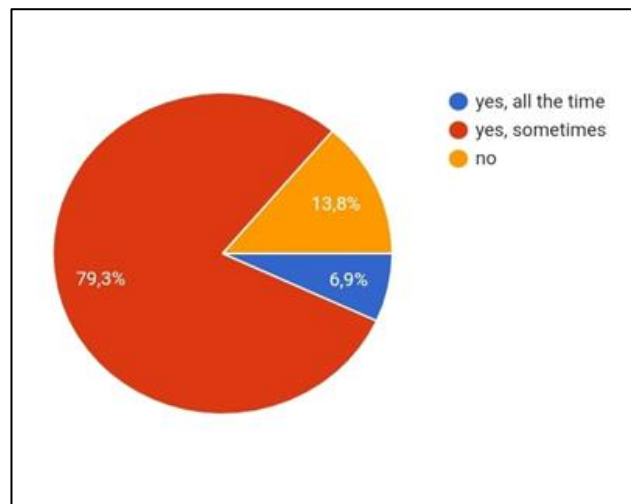


Figure 11: Follow-up activities after providing learners with feedback

The above figure shows that 79.3% of the respondents said that they sometimes administer follow-up activities, 13.8% said that they never do so, whereas 6.9% said that they do so all the time.

Item **14** was an open-ended question devoted to explore teachers encountered challenge when providing students with writing feedback. Most of respondents said that the challenges are due to time management issues, huge number of papers that is due to overcrowded classes, personalization of each feedback, repetition of the same mistakes, lack of interest in feedback, lack of interest in learning English.

To keep with the same focus, teachers were asked about possible actions they take to address these challenges. Responses to this item are summarized in figure 12 below.

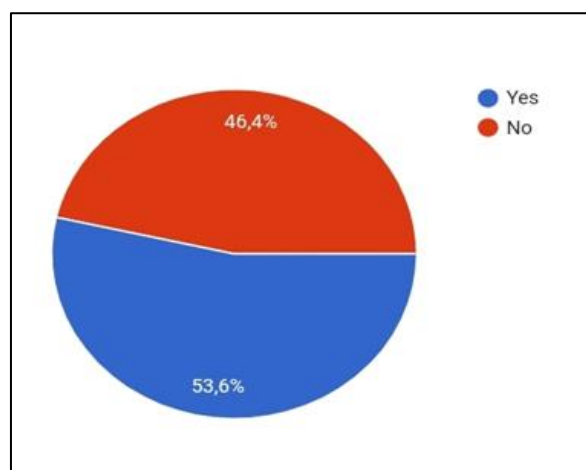


Figure 12: teacher's actions taken to address the challenge of feedback provision

From data displayed on figure 12, not all teachers took serious action to address the challenges they encounter when assessing writing. It was found that 53.6% took action to solve the problem mentioned earlier whereas 46.4% did not take any action.

2.1.3 Section Three: Error Analysis

The third section, as indicated earlier in tools description was devoted to examine teachers' perceptions and attitudes towards the use of error analysis as a tool to assess learners written production. Figure 13 shows the findings from the first item in this section.

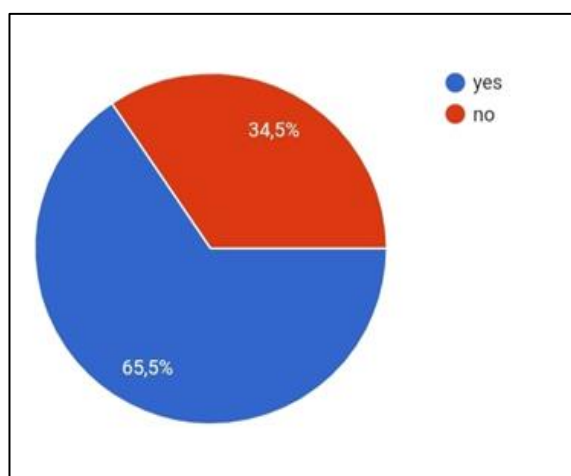


Figure 13: Identification of all learners errors while correcting their writing assignments.

This figure shows that 65.5% of the teachers, while correcting their learners' works, identify all their errors, while 34.5% of them do not do so. Moreover, teachers were asked if they seek explanations to their learners errors. Findings from this question are indicated on the next figure.

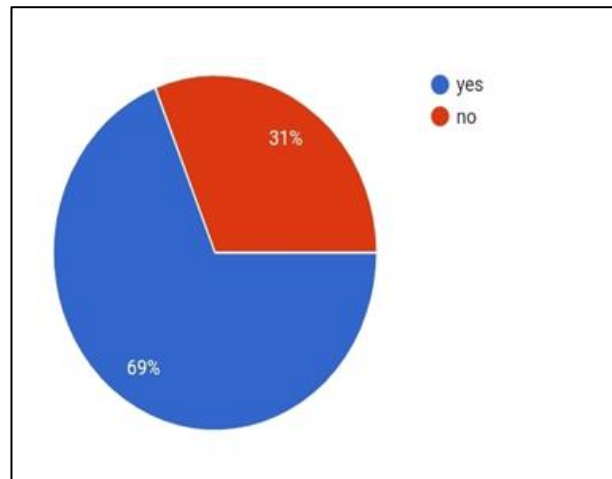


Figure 14: Seeking explanations to learners' errors.

As shown in Figure14 above , 69% of the teachers do seek explanations to their learners detected errors while 31% of them do not do so.

From findings displayed on figure 15 which summarizes the responses to the third item in the third section, it was found that the majority of the participants said that they use learners' errors to detect their weaknesses whereas 6.9% of them do not use errors to understand weaknesses of their learners.

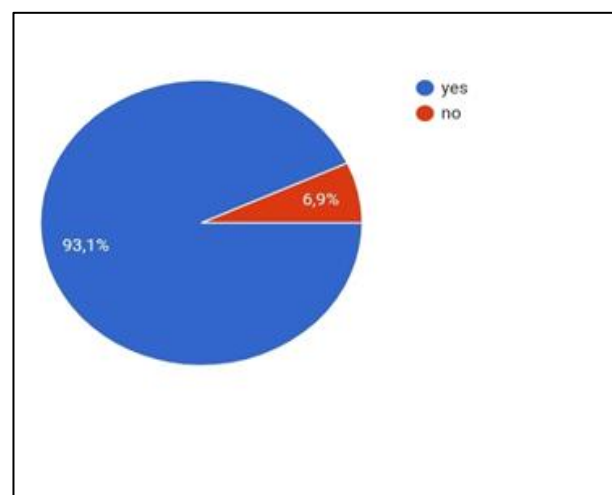


Figure 15: The use of learners' errors to detect their overall weaknesses.

The fourth item in this section, explores teachers awareness of the repeated errors their learners demonstrate during the writing sessions as part of errors detection practices. Figure 16 summarizes the findings from this item.

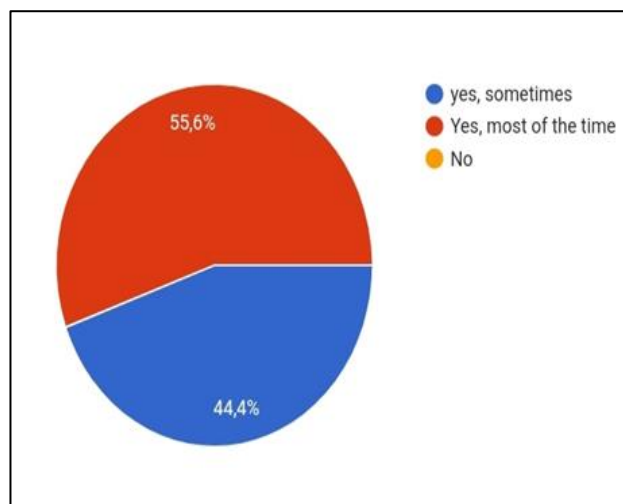


Figure 16: Students' commitment of the same mistakes during the whole semester.

According to the responses to item 4 as indicated on figure 16, 44.4% of the teachers agreed on the fact that pupils sometimes make the same mistakes repeatedly, yet 55.6% of the respondents said « most of the time ».

Findings from the fifth item in this section are displayed on figure 17. It is clearly shown that only 17, 82,8% of the participants are aware of Error Analysis as a concept, whereas 82.8% are unfamiliar with it.

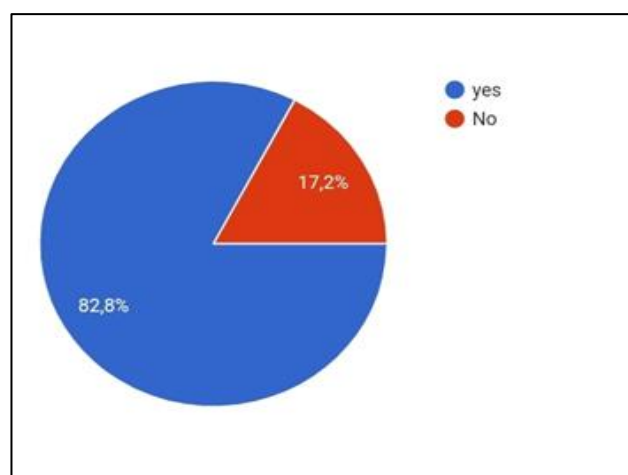


Figure17:Teachers' awareness on Error Analysis

Through the last item in the section, teachers were asked about their perceptions about the importance of error analysis as a means to assess their learners writing productions.

Responses to this item are summarized in figure 18 below.

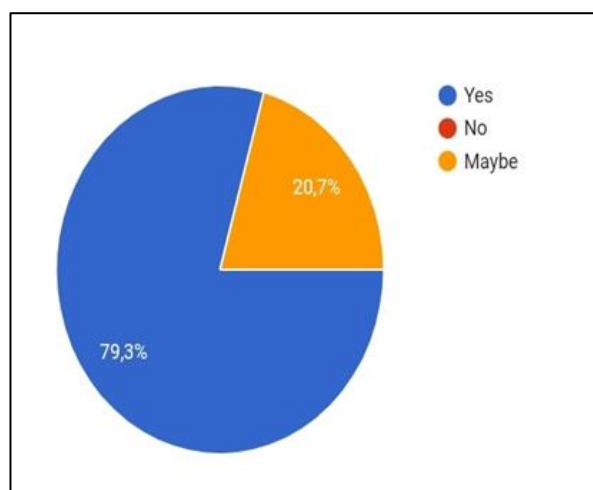


Figure 18: The importance of Error analysis in assessing EFL learners' writing performance.

Figure 18 shows that 79.3% of the teachers stress the importance of error analysis in assessing and evaluating LLs' errors, yet 20.7% doubt the idea.

2.2 Data Analysis for Teachers' Evaluation Grids

Five middle school teachers, who were non-randomly selected to rate 30 EFL learners' written productions according to Corder's Model to Error Analysis(see **appendix 03**).

While analysing the teachers Evaluation Grids, it is noticed that the five teachers detected almost the same learners' writing errors (**see Appendix 04**), yet they provided different explanations to the same errors. Additionally, it has been remarked that there were some errors, which could not be explained by Corder's Model to error analysis, for instance, illegibility of learners' handwriting, miscopying of words from the white board and copying the same written productions from their classmates.

2.3. Data Analysis of the Model Evaluation Grid

Since one of the research's questions is whether Error Analysis can be an effective assessment tool for evaluating learners' writing performance, the teachers who rated pupils'

writings using Corder’s Model were asked to evaluate this model through responding to the Model Evaluation Grid. The results of their evaluation are summarized in table 05 below:

Table 05:

Teachers Evaluation of Corder’s Model of Error Analysis

	Agree	Strongly agree	neutral	Disagree	Strongly disagree
1) Is this assessment tool helpful?	0%	0%	20%	40%	40%
2) Is it time saving?	0%	0%	0%	0%	100%
3) Does it help middle school teachers to organize their assessment work?	40%	0%	40%	0%	20%
4) Do you recommend using this assessment grid for middle school teachers?	0%	0%	0%	40%	60%

From the table above, it can be noticed that the majority of the participants disagree with the fact that Corder’s Model of error analysis can be helpful in analyzing pupils’ writings since 20% were neutral and 80% were between disagreement and strong disagreement. As for time consumed when using the model, 100% of them agreed on the fact that it is time consuming. However, 40% of the teachers agreed on the fact that this model can help teachers organize their assessment process, while the remaining 60% were between neutral and strong disagreement. Item 4 received disagreement revealing that all teachers do not recommend this model for middle school teachers.

2.4. Findings Discussion

From the findings of the online questionnaire that was intended to explore teachers' perceptions and practices vis-à-vis written feedback provision, it was found that almost all the teachers agreed on the fact that teaching writing is a hard job for Algerian EFL instructors, since it goes through different stages and involves many sub-skills and that crowded classes make the mission more complicated, and this what was stressed by Harmer (2004) who confirmed that teaching writing is not just dealing with the mechanics aspects but it is about helping students to communicate real messages in an appropriate manner. Almost half of the participants always encourage their learners to write. They do so by explaining the written tasks through clear instructions in order to facilitate the writing task for their learners. 41.4% of the participants provide writing feedback to their learners written productions in order to motivate and guide them to ameliorate their writing skill. However, 51.7% of the teachers do not introduce writing correction symbols for their learners. Even though most of the teachers confirmed that they assess their learners' error through the use of different techniques such as error correction, underlining the mistakes and providing varied remarks, more than 50% of them said that they do not provide feedback to all their learners' writing assignments. Yet, this might hinder learners' writing improvement as Hyland (2006) stressed by saying that feedback is quite significant in ameliorating learners' writing performance and he divided it into two types. The two types are oral feedback and written feedback. Oral feedback refers to the provision of feedback on errors and weaknesses in content, organization, and language through face-to-face conferencing. This feedback can be done by giving comments in the form of questions, imperatives, praise, and suggestions; providing correct forms or structures in faulty sentences; indicating the location of errors; making recasts; and giving prompts in the forms of elicitation, clarifications requests, and repetition of errors. Meanwhile, written feedback refers to the correction of errors and weaknesses in content, organization, and language through writing.

The participants in this questionnaire suggested that « error correction and asking questions » are useful tools for providing feedback on their learners' writing errors. Even though most teachers agreed on the fact that providing learners' with writing feedback can

ameliorate their writing performance, 64.3% seem to find it difficult to grade their pupils' writing performance since it is a time consuming activity. Teachers also indicated that they provide feedback on the grammatical, punctuation and spelling mistakes. Those assessment actions are rarely followed by remedial work sessions as explained by teachers due to overcrowded classes and lack of allotted time to writing sessions. Lee (2004) divides written feedback into direct and indirect feedback. Indirect feedback refers to teachers indicating errors without correcting them for students, this idea has been found in the analysis of the questionnaire, however direct feedback means that teachers will locate errors directly by underlining or circling the errors. They can also provide students with the correct version of their errors in order to facilitate learning. In fact both teachers and specially students prefer direct feedback as it saves time and facilitates learning from mistakes as Chandler (2003) highlighted.

Finally, when teachers were asked about their biggest challenge they are faced with in providing students with writing feedback, they said that most of the students do not take the feedback given to them seriously, the overcrowded classes that lead to huge number of sheets to correct and that make the correction session very difficult to manage among the participants. 53.6% said that they are taking actions in order to address these challenges. As a fact of matter, challenges faced by EFL teachers who are teaching and assessing their learners' written productions differ from one teacher to another and from one learning environment to another; for example, Sheeba, Sh. (2018) said that there are other challenges faced by EFL writing teachers. For instance: motivation, use of technology, classroom management and different learning styles of students.

As for error analysis use as an assessment tool, 65.5 % of the teachers identify all their learners' errors and seek for explanations to them. 82.8% of the participants are aware of error analysis as a concept to evaluate and assess learners' writing performance, and they

claim that it can be an effective technique to detect all the learners' writing errors as Corder (1981) explained.

Based on the Online Questionnaire findings, an error analysis grid has been suggested in order to answer the first research question. The participants in this research tool showed similar results on the first, second and third steps of the error analysis suggested model (**See Appendix 05**), yet they disagreed on the fourth step that is named as « explanation of learners errors ». Additionally they confirmed that Corder's model based grid could not cover all the learners' writing errors, since there were some errors which could not be identified in Corder's model to error analysis. For example, learners' illegible handwriting and spelling mistakes, miscopying of words from the board, and copying the same written works as their friends.

The validity test to Corder's error analysis model comes as a last research tool to answer the second research question which asks whether Error Analysis can be a useful assessment tool for EFL learners' writing performance. Most of the respondents said that it is an effective tool to detect all the grammatical, spelling and lexical errors that EFL learners commit in their written productions. Moreover, it provides a deep understanding of the reason behind committing the same errors each time learners are asked to write, yet it is time consuming and it could not cover all the learners' errors. Accordingly, these findings suggest that this model to error analysis cannot be a helpful assessment tool to Algerian EFL learners' writing errors, since it is time consuming even though it can help middle school teachers to organize their assessment work and to have a deep understanding of their learners' writing errors, and this what has been highlighted by Corder's Theory to Error Analysis (1971). Yet, most of the participants in the evaluation grid suggest the use of another assessment tool that should be effective and time saving.

GENERAL CONCLUSION

This descriptive study is devoted to exploring one of the important practices among Algerian EFL teachers which is writing feedback provision. According to the participants, this practice is a challenging activity as it requires considerable amounts of time and energy. To achieve these study objectives, a triangulation of research tools was used. The first research tool was an online questionnaire that has been designed for middle school teachers aiming at getting knowledge on how they are currently teaching and assessing the writing skill and their perceptions about error analysis. The participants were 30 Algerian middle school teachers whose findings showed that teaching the writing skill is not an easy task for EFL teachers, and that they use different methods while assessing their learners written productions. The findings about the questionnaire also revealed that more than 60% of the participants have an idea about error analysis and that it is a significant tool for analyzing and evaluating learners' writing errors.

In light of the aforementioned questionnaire findings, the researchers suggested a further step for this exploratory study to test whether the selected model of error analysis can be useful in assessing middle school pupils written productions. The selected model has been designed by Steve Pit Corder. The five raters evaluated 30 written productions written by third year middle school pupils at Abdaoui middle school in Ain El Hadjel city, province of M'sila, using The Error Analysis Grid that goes through five steps which are : selection of learners learning samples, identification of errors, description of errors, explanation of errors and evaluation of errors . The results seemed to meet in the first, second and third step, yet they differed in the fourth (Explanation of learners' errors) and the fifth step (Evaluation of learners errors).

The third practical step in this study is testing the validity of the suggested model to error analysis. The researchers sought to test the validity of Corder's Model to Error analysis through an evaluation grid that has been filled by the five raters after going through the five steps. Most of the respondents said that it is an effective tool to detect all the

grammatical, spelling and lexical errors that EFL learners commit in their written productions. Moreover, it provides a deep understanding of the reason behind coming the same errors each time learners are asked to write, yet it is time consuming and it could not cover all the learners' errors.

Therefore, this study recommends, as a subject for further research in this area, that another assessment tool based on error assessment, which serves teachers in analyzing the learners' nature and cause of the errors they repeatedly commit while completing a written task, can be designed for middle school teachers. The error analysis based assessment tools should take into considerations the shortcomings of the used model in this study and the important insights gained from the findings which include; time allotted for feedback provision, number of students productions, and different types of errors.

In light of the findings revealed from the exploration teachers' practices vis-à-vis written feedback provision, a number of pedagogical implications of this study are listed in the following;

- Teachers should ask their learners to regularly write in English inside and outside the classroom.
- Since feedback is important in ameliorating learners written productions, teachers should make their best to provide their learners with feedback on their written productions.
- Teachers should detect and try to understand the reasons behind their learners errors to address them and put an end to the leading reasons to repeated errors.
- Remedial work after correcting written production is important in correcting learners' errors and strengthening their language skills, teachers are recommended to devote a session to remedial work based on repeated errors they detected.

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Appendices

Appendix 01 : The Teachers' Online Questionnaire

The first research tool for this study is as follows :

Dear teachers,

This questionnaire is an attempt to collect information for the accomplishment of a Master's dissertation about "The *Use of Error Analysis to Assess Algerian EFL Learners Writing Performance*". Hence, you are kindly invited to answer the following questions. Your contribution is of great importance for the success of this research work. Be sure that your responses will be anonymous and will be used for research purposes only.

Section One: Background Information:

1. Gender:

Male Female:

2. Teaching Experience:

1-3 years

4-7 years

more than 8 years

Section Two: Writing Feedback Practices

1. Do you think that teaching writing is an easy task?

Yes

No

If you say No, explain why

.....

2. How often do you encourage your students to write?

Always

Often

Sometimes

Rarely

Never

3. While dealing with writing in class, do you explain the written tasks through clear instructions?

Yes

No

4. How often do you provide writing feedback to your learners written productions ?

Always

Often

Sometimes

Rarely

Never

if you say rarely or never, explain why:

.....

5. Do you introduce writing correction symbols before providing your pupils with your feedback?

Yes

No

if you say yes , say why

.....

6. In your opinion, what is the primary goal of providing feedback on pupils' writings?
.....

7. Do you give feedback for every writing assignment?

Yes

No

Not all of them

8. What type of writing feedback do you provide to your pupils?
(you can select more than one)

error correction

ask questions

underlining the errors

varied remarks

grading

using symbols

other methods

9. Which kind of feedback in question 08 do you think is the most helpful and effective? And why?

.....

If you select other methods please specify :

.....

10. How long does it usually take to finish grading students writing assignments?

Too long

Too short

Little bit

11. in the long run, do you think students benefit from your feedback?

Yes

No

Maybe

12. Which aspect of writing do you usually provide feedback on?

Grammar

Punctuation

Lexis

Spelling mistakes

13. Do you give your students any follow-up activities to improve based on your feedback?

yes, all the time

yes, sometimes

No

14. What is the biggest challenge you are faced with in providing students with writing feedback?

.....

15. Have you taken any actions to address this challenge?

.....

Section Three : Error Analysis

1. while correcting your pupils' writings, do you identify all their errors ?

Yes

No

2. While correcting your pupils' writings, do you seek explanations of their errors ?

Yes

No

3. Do you use your learners errors to detect their overall weakness ?

Yes

No

4. Do students repeatedly make certain mistakes in their writings throughout the semester?

Yes

No

5. do you have any idea about error analysis?

Yes

No

6. According to your opinion, do you think that error analysis is a good strategy for assessing and evaluating learners' writing errors ?

Yes

No

Appendix 02: Some of the pupils' written productions

Life in the past was not life now. People used to live in tents, faem houses or gourd.

Let me tell you about women. Women used to long dresses, hayk and men used to Kaskabia, Bamous, L. a P fa. eat used to cows Kou Kira, M' hajeb, Chakchou.

travel used to by animals like horse, donkey, camels.

Sample Two:

rope. Boys did not use to play Video games like; Fire Fire, Black Zombie... etc but used to play hide and seek, marbles... etc. People they used to travel by some animals like; donkeys, horses or camels.

Now, My city's lifestyle is very different

Sample three

In the past the ~~men~~^{men} were used
barmos end Kachabia, but women
were kara kou haye Q-----,
were kids playing hid. and
they eat cha khchoukha and
zfiti, Cous cous -----.

But now there is a deve lopment
of ~~wear~~ dresses and children
are using Social media unti
eating change.

Appendix 03: Teachers' Evaluation Grid

I. Selection of Learners' Learning Samples:

The samples were collected from Abdaoui middle school 3rd year learners (Ain El Hadjel city province of M'sila)

Factors	Description
1. Language	English as a foreign language
a. Medium	Written productions
a. Genre	A paragraph
b. Content	Algerian lifestyle in the past
1- <u>Learners</u>	03 rd year middle school learners
a. Level	Beginners
b. Mother tongue	Arabic
c. Language learning experience	A classroom experience

I. Identification of errors: Corder suggests two types of errors:

Overt (ill-formed sentences) and **Covert** errors (a gap between what has been said and how is has been said) (the meaning).

II. Description of errors:

Corder (1973) classifies FL learners' errors into

omission, selection, addition, or misordering of some elements.

1. **Omission** appears when a student leaves a required item for an utterance out of a sentence that he/she constructed.

2. **Selection** can be done by selecting an incorrect element.

3. **Addition** is by adding unnecessary elements. For example; she has got a nice wonderful dress.

4. **Misordering** which can be done by misplacing the item or putting it in the wrong place. For example; Housseem is a friend good.

III. **Explanation of errors:**

- a. Inter-lingual Transfer → mother tongue interference
- b. Intra-lingual Transfer → target language interference
 - 1. Overgeneralization.
 - 2. Ignorance of the rule.
 - 3. False analogy.
 - 4. Language switch.

Analyzing Learners' writing errors according to Corder's Model:

Learners' writing samples	Identification of errors	Description of errors	Explanation of errors
Sample 01			
Sample 02			
Sample 03			
Sample 04			
Sample 05			
Sample 06			
Sample 07			
Sample 08			
Sample 09			
Sample 10			
Sample 11			
Sample 12			
Sample 13			
Sample 14			
Sample 15			
Sample 16			
Sample 17			
Sample 18			
Sample 19			

Sample 20			
Sample 21			
Sample 22			
Sample 23			
Sample 24			
Sample 25			
Sample 26			
Sample 27			
Sample 28			
Sample 29			
Sample 30			

IV. **Evaluation of Errors**

.....

.....

.....

.....

.....

.....

.....

.....

.....

Appendix 04: Testing the validity of Corder's Model to Error analysis

Evaluation of the model:

	Agree	Strongly agree	neutral	disagree	Strongly disagree
1) Is this assessment tool helpful?					
2) Is it time saving?					
3) Does it help middle school teachers to organize their assessment work?					
4) Is it time consuming?					
5) Do you recommend using this assessment grid for middle school teachers?					

Appendix 05: Some of the teachers' Evaluation Grids:

Teacher 01:

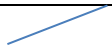
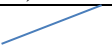


Analyzing Learners' writing errors according to Corder's Model:

Learners' writingsamples	Identification of errors	Description of errors	Explanation of errors
Sample 01	- In the past they ate kisra. -... dolls and hide and seek.	Omission of a comma. Selection	Inter-lingual interference Inter-lingual interference
Sample 02	-Peple -farmhous. -...tents and mudly house -Bys - haide Donchy	Omission. Omission. Omission.	Intra-lingual interference (Ignorance of the spelling rules) Intra-lingual interference (Ignorance of the spelling rules)
Sample 03	-Muday houses -Diches, -halphabet, -to gether. -It was people eating kisra. -They were moving with by some animals	Omission Selection Addition	Intra-lingual interference (Ignorance of the spelling rules) Inter-lingual interference (literal traduction) Inter-lingual interference (Ignorance of the grammatical rule)
Sample 04	-Im -Pepole We eat fastfood is pizza. -Popale used to live tents -errors in punctuation.	Spelling mistakes (in) (people) (fast food) (like pizza) Omission"in" Selction	Intra-lingual interference (Ignorance of the spelling rules) Intra-lingual interference (Ignorance of the spelling rules) Intra-lingual interference (Ignorance of the spelling rules)

			Grammatical rules) (Ignorance of the spelling rules)
Sample 05	-Life style -Punctuation errors. -Pepole -Capitalization mistakes -Now, jans -popaleused to travel by animal(s)	Spelling mistake Omission Omission (now, people put on jeans) (people) Omission of the plural s	inter-lingual interference. Inter and intra lingual interference because of ignorance of the writing mechanics. Intra-lingual interference (Ignorance of the spelling rules) (Intra-lingual and inter-lingual errors) Ignorance of grammatical rules)

Teacher 02:

Sample 06	-Farm house -Womn -Nowedays	Spelling mistakes	Intra-lingual interference (Ignorance of the spelling rules)
Sample 07	In the past life, was simple and difficult. -They used to ride hoses . -peoples live in city.	Selection Omission (horses) Addition	Intra-lingual interference (Ignorance of the punctuation rules) Intra-lingual interference) Ignorance of the spelling rules(Intra-lingual interference (Ignorance of the grammatical rules)
Sample 08	- the men were used barnos. -untill eating change	Omission of a verb Selection	Inter-lingual interference (Ignorance of the grammatical rule) Inter-lingual interference (literal traduction)

Sample 09	-Life in the past was not life now. Wear used to long dress. -men used to kachabia. Eat used to Couscous kisra ... -travel used to by animals.	Omission of a verb. Omission Omission of a verb Misordering	Inter and intra lingual interference Intra-lingual interference (Ignorance of the grammatical rules) Intra-lingual interference (Ignorance of word order rules)
Sample 10	-People used to travel by animals like horses, donkeys camels.	Omission of and	Intra-lingual interference (Ignorance of the grammatical rules)
Sample 11	The learners' handwriting is illegible	Was not described by the model	No explanation has been suggested to this learning issue.
Sample 12	-used to eat couscous. -used to travel by animals.	Omission of the subject	Inter-lingual interference (mother tongue interference)
Sample 13	The same as paper number 10.		
Sample 14	-Lifein -lik life now. -women long dresses. - to eat couscous. - hrses, dorkeyo	Omission(spelling mistakes) Omission of the subject handwriting	Intra-lingual interference (Ignorance of the spelling rules) Intra-lingual interference (Ignorance of the spelling and grammatical rules)
Sample 15	The pupil wrote a similar piece of writing of sample 10.		
Sample 16	-notes. Eased to liv tents -women long dresses -girls used play	Selection Selection Omission Omission	-Inter and intra lingual interference because of ignorance of the writing mechanics. -Intra-lingual interference (Ignorance of the grammatical and the spelling rules)
Sample 17	Different spelling mistakes	Selection	Inter-lingual interference (Ignorance of the spelling rules)
Sample 18	Spelling mistakes.	Selection	Inter-lingual interference (Ignorance of the spelling)

			rules)
Sample 19	-Woumen -peple they used to travel	Addition Omission Addition of a personal pronoun	Intra-lingual interference (Ignorance of the spelling rules) And of the grammatical rules
Sample 20	-donkies	Omission	Inter-lingual interference (Ignorance of thegrammatical rules)
Sample 21	Various spelling mistakes	Omission Addition	Intra-lingual interference (Ignorance of the spelling rules)
Sample 22	Farm houses -donhies Shippling rope -nowedays -easor -Hid and seek	Spelling mistakes	Intra-lingual interference (Ignorance of the spelling rules)

ملخص

تكتسب تقنية تحليل الأخطاء سمعة كبيرة في عالم تعلم اللغة الإنجليزية كمادة أجنبية ثانية. حيث أن العديد من الباحثين أكدوا على أن استعمال تقنية تحليل الأخطاء مفيد إلى حد كبير في الفهم العميق لأخطاء متعلمي اللغة خاصة أخطائهم الكتابية. لذلك، هذا العمل لا يهدف فقط إلى البحث عن مفهوم هاته التقنية عند أستاذة اللغة الإنجليزية كمادة أجنبية وكذلك ممارساتهم الفعلية لتزويد المتعلمين بتقييمات لمنتجاتهم الكتابية، بل يهدف أيضا إلى اختبار إلى أي مدى تستطيع هاته التقنية إلى أن تكون تقنية فعالة لأستاذة التعليم المتوسط لتحليل أخطاء تلاميذهم الكتابية. ومن أجل الوصول إلى أهداف هذا البحث، تم اللجوء إلى استعمال مجموعة من وسائل البحث العلمي والتي كانت عبارة عن؛ استبان لأستاذة اللغة الإنجليزية للطور المتوسط، امتحان كتابي لتلاميذ السنة الثالثة متوسط، نموذج كوردر لتقنية تحليل الأخطاء، و سلم لتقييم النموذج المقترح. المشاركون في هذا البحث هم 35 أستاذ لغة إنجليزية طور متوسط و 30 تلميذ للطور المتوسط. أظهرت النتائج بأن تقييم منتجات التلاميذ الكتابية ليس بالأمر الهين وعلى الأستاذة أن يستعملوا تقنيات لتقييم كتابات تلاميذهم والتي تساعد على التكيف والتحديات التي يواجهونها. وقد تمت الإشارة إلى أن تحليل الأخطاء قد يكون تقنية فعالة من أجل تحديد وتحليل أخطاء المتعلمين وبالتالي توجيهها. ولكن، إنشاء تقنيات أفضل قائمة على تحليل الأخطاء قد تساعد الأستاذ بشكل فعال للقيام بعمله التقييمي لتحليل أخطاء تلاميذه الكتابية. تدعو هاته الدراسة إلى بحوث مستقبلية أخرى في هذا المجال وتختتم بتزويد الأستاذة بتوجيهات وتوصيات بيداغوجية وذلك بالبحث على ضرورة تقييم أعمال التلاميذ وكذلك ضرورة تزويدهم بحصص لتصحيح كتاباتهم من أجل تحسين مستواهم في هاته المهارة الإنتاجية.