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Examining Algerian morphological errors in English writing

CASE OF STUDY: FIRST YEAR UNIVERSITY STUDENTS

A Dissertation Submitted to the Department of English in Partial Fulfillment of the Requirements for the master's degree in Didactics

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Dedication

My special appreciation to my mother SOUAD who supported me duringmy life both emotionally and financially

All thanks go to my father ABDERAHMANE for his support and encouragement

To my younger sister LYDIA

To my dearest young cousin BOUZEROUDA LINA

To my dearest friend BOUCHRA

To my friends ILYES and SOLTANE for their unconditional support

To all my family members.

Razika Lilia

In the memory of my grandfather CHAALAL MOHAMED

To my beloved parents

To my sister Amina who has always been my biggest supporter

To my brothers Omar and Hamani for their constant

encouragement

To my lovely nephews Riad, Yanis, Djawed, and Amira

To my cousins

To all my friends

***Fadhila**

Acknowledgments

List of Tables:

List of figures:

LISTOFABBREVIATIONSANDACRONYMS

A: Adjective

AA: Algerian Arabic

CCCC: Conference on College Composition and Communication

EFL: English as Foreign Language

ESL: English as Second Language

L1: First Language

L2: Second /ForeignLanguage

N: Noun

NP: Noun Phrase

NSSE: National Survey of Student Engagement

S: Subject

SLA: Second Language Acquisition

SVO: Subject verb objective

TESL: Teaching English as a Second Language

V: Verb

VP: Verb Phrase

Abstract

The present study investigates an issue related to word morphology. It is to identify and analyze the morphological errors students make in their writing. The study is based on the contrastive error analysis procedure. The research method used includes an evaluation test in the form of composition, a questionnaire administered to 36 students, and a checklist answered by teachers. The questionnaire contains questions related to students' writing experiences, their use of English, and their perceptions of their own writing abilities. The data collected from the three methods are analyzed to identify the types and frequency of morphological errors made by the students. The findings of the study reveal that Algerian students make a significant number of morphological errors in their writing, which can negatively impact their writing production. The most frequent errors made are those related to the inflection and derivation of words, the use of articles, and prepositions. These errors are mostly related to students' ignorance of the English rules restrictions and thus need to be deeply investigated by an important means namely error analysis. The study contributes to the body of knowledge on second language acquisition and provides a foundation for future research in the area of morphological errors in second language writing.

Key words: morphological errors, second language acquisition, contrastive error analysis, writing production.

General

Introduction

Topic:

In learning English, there are four skills: listening, speaking, reading, and writing. From these skills, students mostly have difficulties in writing skill.

The main objective of the research is examining Algerians university students' morphological errors. In other words, the present research aims at finding out the wrong form of the morpheme of structure and its influence on English language writing.

The need to use English effectively and with some sophistication is obviously very important to students. They must complete certain writing styles such as essays, compositions, summaries, and research papers. However, the task may not be so simple because several barriers confront the students who wish to achieve those goals. Students' writing errors obviously indicate their inability to write freely in a language that is not their own. Researchers revealed a large majority of them failed to create correct sentences and cannot arrange them to become organized texts, the main reason of this issue is the lack of knowledge of the morphological rules.

Motivation:

The inspiration for this study emerges from our curiosity and desire to explain and predict students' morphological errors and writing habits. This will be attempted through meticulous identification of the morphology rules. This identification can be accomplished by analyzing their writing and determining whether or not they make morphological errors. It has been observed that students make morphological errors in their English writing activities. As in the case of IBN KHALDOUN University, where first-year University English students make morphological errors.

Theme:

The use of English has generated the curiosity of learners in different fields. Because of its widespread use, this language has clearly become an important tool for transferring and exchanging knowledge and skills.

Yet, the poor performance of most Algerian students in English, particularly in writing, has been identified as a key reason of academic failure in Algerian universities. Their lack of necessary vocabulary, combined with grammar issues, causes them to fail to deliver accurate written messages.

The current study intends to identify the main sources of morphological errors. These errors may have a negative impact on their production. As a result, it is critical to conduct study to determine what causes students to make morphological errors while writing. Furthermore, it is critical to understand the primary types of morphological errors that learners make in their writing.

Examining and analyzing typical writing errors of students is essential to comprehending student weaknesses.

Research questions:

The theoretical and empirical investigation of issues concerning students' English writing errors aims to provide a clear picture of common writing strategies used by students as well as the source of their errors.

To begin a coherent study of the stated phenomenon, two main research questions are asked:

1.What are the morphological errors found in English writing of first year University students?

2. Which errors are more dominant?

3. What are the possible reasons behind these errors?

These questions are asked to examine the main reasons behind making morphological errors in writing committed by first-year University students at IbnKhaldoun University in Tiaret.

Identify, describe, and classify the common morphological errors that learners make in their writing and possible solutions to overcome students' shortfalls in writing. For this purpose, the following hypothesis is suggested as a temporary answer to the above issues.

Hypothesis:

1. Morphological errors are the source of student writing issues. The most common errors are those related to the inflections, namely tenses and plurality; and derivations which are related to their word-roots and affixes. Thus, students tend to make incorrect omissions, additions, mis-formation, disordering, etc. And the dominant one is word misspelling.

2. Errors which are mostly seen as more dominant are those related to tenses and plurality.

3. The possible reasons behind students' morphological errors are their ignorance of the rules restrictions of English morphology. i.e., those related to the formation of the English words.

Methodology:

So as to confirm or reject the above study hypotheses, a method of investigation is set. It includes a questionnaire administered to 36 first-year University students at Tiaret University to see their attitudes about the errors they make. The second method of investigation is a sort of evaluation test in the form of a written composition given to 36 1st year students. The aim behind it is to gather a number of errors made by these tested students and analyse them as corpus linguistics. The third

method of investigation is a checklist administered to 10 teachers from the same department. It is to get their views about the phenomenon of students' morphological writing.

Process:

The research work includes a general introduction and three chapters:

The general introduction: is devoted to the aims of the research and to a brief discussion of the subject.

•**Chapter one:** is a theoretical review that focuses on explaining concepts related to the notion of "error" in language learning. The chapter explores error analysis as important approach for describing and identifying students' errors. The chapter discusses the scope of error analysis in language writing and sheds light on student behavior in the writing process. Examples of students' errors are presented along with their possible causal factors to better understand the phenomenon.

•**Chapter two:** it is about context in foreign language learning, in general, and writing in particular. It deals with points like the nature of writing, writing approaches and students' attitude toward writing. This is to answer the research question number two about the most dominant errors that first year students make.

•**Chapter three:** studies the outcomes and analyses the collected data of the examined topic. It is concerned with the practical aspect of the data gathered from the questionnaire, the evaluation test and the teachers' checklist. All these are followed by the data interpretation.

This research work concludes with the general conclusion some concluding remarks and recommendations. Some of the work main limitations are also set out.

Chapter one

Chapter One: Theoretical review

Chapter One: Theoretical review

Introduction

Teaching and learning a foreign language are regarded as the most difficult task for both teachers and learners. To achieve competency and proficiency in a target language, learners need to have knowledge of the different strategies that can be used todevelop their language skills.

However, in learning a foreign language, learners find it difficult to learn and apply the rules of some aspects of the language, especially those that are related to the grammatical and morphological aspects. These difficulties are presented in a number of grammatical errors, which mainly occur in their writing. Morphological errors are especially common among second language learners, according to research. The complexity of the target language's morphological system, as well as the learners' limited experience with the target language, can also be blamed for these blunders.

The first chapter seeks to provide a theoretical review of "error" in terms of its origin and influence on the L2 learning process. It investigates the breadth of error analysis in target language acquisition and gives information on learner behavior. To further comprehend the phenomenon, several examples of learners' blunders are presented, together with their possible cause variables.

Chapter One: Theoretical review

1.1   Errors as a Natural Phenomenon:

The term "error" has numerous definitions. Knowledge, according to Corder (1967) (cited in Troike, 2006, p. 39). Ellis (1997, p. 17) defined errors as systematic gaps in knowledge caused by learners' lack of second language knowledge. He assumed that they occur because the learner does not know what is correct and wrote, "Errors are a result of partial knowledge because the teacher is teaching what is correct." Corder (1973, p. 283) discusses "Introducing Applied Linguistics" in his book.

This definition implies that the learner cannot process all of the information at once because the learning process takes too long. Furthermore, teachers could not provide all the necessary information to their students in a limited number of sessions.

Corder (1981, p. 10) provides another definition of error, stating that errors are systematic and allow teachers or researchers to assess learners' knowledge of the language at a given point during the learning process. Errors, according to Norish (1987, p. 7), are "a systematic deviation when a learner has not learned something and consistently gets it wrong" (quoted in Ridha, 2010, p. 25). Errors are "red flags" that show the learner's knowledge of the foreign language, according to Gass and Selinker (1994) (Al-Hassan, 2013, p. 258).

1.2   Description of Errors:

According to Troike (2006, p. 39) and Ellis (1997, p. 18), after identifying all errors made by learners, the next step is to describe and categorize them. Errors can be classified as belonging to language levels (phonology, morphology, and syntax), general linguistic categories (passive sentences, negative constructions, word order, and so on), or specific linguistic elements (articles, verbs, propositions, and so on). Ellis (1994, p. 54) assumed that "describing errors is analogous to identifying them by comparing learners' utterances with reconstructions of those utterances in the target language responsible for L2 acquisition." the notion "error" is used in psycholinguistics and is of two types:

1.2.1   Speaker's errors:

These are either conscious or unconscious deviations from the intended form of the statement. They are errors that can result in the addition, deletion, or substitution of sounds and morphemes known as "slips of the tongue" or "slips of the brain" (Corder, 1973: 257); they occur in false starts, pauses, and non-fluencies of speech. As a result of the learners' ignorance of the rules of L2, they might occur at the syntactic, morphological, lexical, and phonological levels. Furthermore, speakers frequently produce speech blunders when they are scared, weary, or anxious. Hocket elaborates: "Whenever a

speaker feels some anxiety about possible lapse, he will be led to focus attention more than normally on what has just been said and on what he is just about to say." (1973: 97)

1.2.2 Hearer's errors:

Errors made by the hearer are noticeable during the acquisition process, especially when the hearer misunderstands the speaker's utterance.Ellis (2000: 51–52) demonstrates how learners' errors are described, detected, and analyzed. The first stage is to choose the corpus of language from which errors are discovered after distinguishing between errors and mistakes. Overt and covert errors are then classified (Corder, 1971a, in Ellis (ibid: 52). An obvious fault is immediately seen and identified since the learner's divergence in form is quite obvious, as when one says, "I seen a film yesterday" instead of "I saw a film yesterday." A covert error occurs in utterances where they are regarded as outwardly accurate, but in fact they are not what the learner wishes to say. An example of such is the utterance "I was stopped" instead of "I stopped." In the same procedure (Brown, 2000: 220), Brown highlights a key distinction between 'overt' and 'covert' errors. For him, overtly erroneous utterances are utterly ungrammatical at the sentence level, while covertly erroneous utterances are grammatically well-formed at the sentence level, yet they are not interpretable within the context.

1.3 Psycholinguistic Aspect of Interlanguage:

Studies on interlanguage acquisition emphasize the linguistic and psychological components of L2 acquisition. The idea of 'interlanguage' is predicated upon the assumption that an L2 learner employs a language system that is neither L1 nor L2, and hence, the rules employed in the learning process are not found in both languages. This new approach, which gives an image of the learner's strategies, may include linguistic interference, avoidance, and misuse.

1.4 Significance of learners' errors:

Error analysis is a sort of linguistic analysis that focuses on a learner's poor language acquisition. It is the process of determining the occurrence, type, causes, and effects of error with a specific goal in mind. It seeks appropriate and effective teaching as well as any necessary corrective actions to improve foreign language learning. In general, it is centered on analyzing learner errors to gain a better understanding of the second language acquisition (SLA) process. Corder insists that: "A learner's errors…are significant in that they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language."(Corder, 1967: 167, cited in Brown, 2000: 217) Researchers realized that the mistakes a learner makes when developing a new language system must be thoroughly investigated and diagnosed since they may hold the key to understanding the process of FL acquisition. This means that they can infer the nature of the learner's knowledge and discover what he needs to learn by

studying his errors. The most significant characteristic of errors is that they are required for a learner to learn. Corder (1967: 168–169) explains the significance of errors in three ways in his article "The Significance of Learners' Errors," which can be summarized in the teacher's awareness of the learner's progress.

1.5   Error and Mistake:

It is critical to differentiate between the terms error and mistake. Many scholars have defined the term mistake in various ways, but all definitions have the same meaning. A mistake, according to Corder (1967), is a performance error that could be a random guess or a slip. It is regarded as a failure to apply what has been learned correctly (cited in Ridha, 2010, p. 25). Another definition of mistake is given in The Dictionary of Language Teaching and Applied Linguistics (1992), which states that a learner makes mistakes when writing or speaking due to a variety of factors such as lack of attention, tiredness, carelessness, and so on. As a result, when attention is called, learners can correct their own mistakes (cited in Ridha, 2010, p. 25). Similarly, James (1998) defined a mistake as something that can be self-corrected, whereas an error cannot (Al-Hassan, 2013, p. 256). According to Ellis (1997, p. 17), mistakes are related to a learner's performance; they occur when the learner is unable to perform a known system.

According to Ellis (1997, p. 17), there are two ways to distinguish between learner errors and learner mistakes. The first method is to examine the consistency of the learner's performance. It is a mistake if he alternates between using the correct and incorrect forms. On the other hand, if he consistently uses the incorrect form, this is an error. The second method is to ask the learner to attempt to correct his own deviant utterances. When the learner is unable to do so, the deviations are considered errors. When he is capable and successful, however, his deviant utterances are mistakes. Whereas, according to Corder (1981, p.10), the task of determining what is a learner's mistake and what is a learner's error is very difficult. It needs a much more sophisticated study and analysis to be realized.

1.6   Positive and Negative Opinions about "Error":

There are two different opinions concerning an error. Some researchers and theories view errors negatively, while others view them positively. According to Maicusi et al. (2000, p. 168), error has always been regarded as something negative that must be avoided in the second language teaching and learning process. They also stated that an error was regarded as an indication of the inadequacy of the teaching techniques. It has long been assumed that an error indicates failure and impedes the learning process. This idea has primarily been supported by behaviorism. According to

Chapter One: Theoretical review

Maicusi et al. (ibid., p. 169), behaviorists saw errors as a barrier to language learning. They also saw it as a sign of ineffective teaching.

In contrast to the behavioristic approach, the mentalist approach asserts that errors are critical and that there can be no progress without them. These ideas are based on Chomesky's thoughts, in which he confirmed that a human being does not learn mechanically but rather through trial and error.

There are also a number of scholars who consider errors as something positive for the learning process. As Jain (in Richard, 1974, p.189) who stated that second language learners' errors are significant for the acquisition of a second language. He also maintained that knowing learners' errors helps in the planning of courses and syllabuses. Furthermore, errors, according to Corder, provide information about the strategies and procedures a learner is using in his second language development. He also believed that making errors is part of the learning process itself (cited in Troike 2006, p. 38-39). The same idea was provided by Ellis (1997, p.15) in that he claimed that "it is possible that making errors may actually help learners to learn when they self- correct the errors they make." Moreover, Corder (1973, p.293) assumed that "errors are evidence about the nature of the process and of the rules and categories used by the learner at a certain stage in the course". He also proposed in his book "Error Analysis and Interlanguage" (1981, p.11), three ways in which learners' errors are significant. First, they are significant to the teacher because they tell him how far his learners have progressed and what they still need to learn. Second, they provide to the researcher evidence of how second language learners learn or acquire that language. Thirdly, they are important for the learner himself because making errors is considered as a way used by the learner to test his hypothesis about the language he is learning. He also claimed that errors are a strategy employed by both children acquiring their mother tongue and by adults learning a second language.

1.7   Approaches to the Study of Errors:

Along the years, studies in L2 acquisition have focused on the nature and sources of errors. Research show that error sources might be psychological, cognitive, or sociolinguistic. For that reason, two different linguistic approaches have emerged for the description and identification of learners' problems.

1.7.1   Contrastive Analysis Approach:

Contrastive analysis is an approach related to second language acquisition studies. It appeared during the 1940's and 1960's, and it was influenced by structuralism and behaviourism. Contrastive analysis approach was firstly introduced by Charles Fries and then by Robert Lado. These two scholars are considered the pioneers in the field of language transfer which is based on contrastive

analysis studies. This approach involves prediction and explanation of learners' problems based on comparing the similarities and the differences between the mother tongue and the target language (troike, 2006, p.34). According to Richard and Sampson (1974, p.6) and Ellis (1994, p. 47), contrastive analysis predicts learners' errors by comparing the linguistic systems of both the mother tongue and the target language. The main goal of contrastive analysis as it was stated by troike (ibid) is to "increase efficiency in L2 teaching and testing". Furthermore, comparing two languages could be efficient for L2 teaching materials as AI-Sibai (2004, p. 2) who claimed that "when similarities and differences between an L1 and an L2 were taken into account, pedagogy could be more effective and useful".

Contrastive analysis focuses on interlingual errors. Contrastive analysis hypothesis states that errors occur when learners transfer first language habits into second language ones. It also maintains that interference takes place whenever there is a difference between native language and target language (Maicusi et al., 2000, p.169). That is why they defined contrastive analysis as the knowledge of difficulties resulting from the difference between first language structures and target language ones which permits the development of efficient strategies to face error (ibid, p.170).

As it was mentioned before, similarities and differences between the native language and the foreign language are the concern of contrastive analysis as Lado (1957) who explained that the task of learning a second language can be very successful when the two languages (L1 and L2) are similar however, it can be difficult or unsuccessful if they are different (cited in Al-Sibai, 2004, p. 3). Moreover, Lado (1957) stated that "elements that are similar to learner's native language will be simpler for him and those elements that are different will be difficult" (quoted in Alam-Khan, 2011, p. 107). Concerning the issue of similarity and difference among languages, Odlin (1989) provided an example that Arab learners would omit the form of the verb "be" when they speak in English because it is unavailable in Arabic. However, Spanish learners do not omit it because Spanish has similar grammatical structure.

Many researchers have proposed similar approaches to contrastive analysis, such as Lock (1996), who introduced four levels of language analysis: phonology, lexis, grammar, and semantics. Grammar is also divided into word order, word structure, and parts of speech (Al-Hassan, 2013, 258). Troike (2006, p. 35) proposed a similar idea to Lock's, but he noted that lexis and discourse should receive little attention. James (1998) proposed another framework for contrastive analysis in which he divided contrastive analysis into three phases: (1) Language is divided into three smaller units: phonology, lexis, and grammar. (2) The application of linguistic descriptive categories such as usage,

structure, class, and system. (3) A contrastive analysis uses description arrived at the same model of language (Cited in Al-Hassan, 2013, p. 257).

1.7.2   Error Analysis Approach:

Error analysis became popular in the 1960s and 1970s. It is most closely associated with S. Pit Corder (1967) ("second language acquisition,",n.d.). It eventually supplanted the contrastive analysis approach. Corder (1973, p. 275) defines error analysis as a comparative process in which utterances in the learner's mother tongue are compared to those in the target language. As a result, it is regarded as a specific case of contrastive analysis. Another definition of error analysis is provided by Troike (2006, p. 37), who states that error analysis is an approach to the study of second language acquisition that focuses on learners' creative ability to construct language. Its main focus is also on the errors of second language learners. Brown (1980, p. 160) defined error analysis as "the process of observing, analyzing, and classifying deviations from second language rules in order to reveal the systems operated by a learner" (quoted in Ridha, 2010, p. 26).

Error analysis is concerned with error treatment in language teaching, and it focuses solely on the learner's productive skills (speaking and writing) rather than the learner's receptive skills (listening and reading) ("Second Language Acquisition," n.d.). It can also be defined as a type of linguistic analysis that focuses on the errors made in the target language by L2 learners, as claimed by Corder (1974) (cited in Alam Khan, 2011, p. 105). Corder (1981, p. 14) also stated that error analysis is related to the investigation of second language learners' languages.

1.8   Procedures of error analysis:

According to Ellis (1994, 1997), the procedures for analyzing learners' errors include many steps, such as identification, description, explanation, and evaluation.

1.8.1   Identification:

The first step in analyzing learners' errors, according to Ellis (1997, p. 15), is to identify them. To identify errors, learners' sentences must be compared to the correct forms in the target language. However, identifying the precise errors that students make is regarded as a difficult step. In error identification, there should be a distinction between learners' errors and learners' mistakes as it was clarified before.

1.8.2   Evaluation of Errors:

According to Ellis (1997, p. 19), because the goal of error analysis is to help learners learn a foreign language, errors must be evaluated. Some mistakes are considered more serious than others because they can completely change what someone says. When evaluating errors, teachers should

pay more attention to those that appear to be serious and have an impact on communication and less attention to those that have little impact on learners' learning. L2.

1.8.3   Error Correction:

Error analysis is concerned with how teachers handle student errors and the importance of error correction among both teachers and students. According to Maicusi et al. (2000, p. 172), when a teacher discovers an error, he tends to correct it automatically and interprets the students' hesitation as a request for assistance. However, if the teacher's correction is delayed, students will have the opportunity to self-correct.

1.9   Sources of errors:

It is necessary to determine the sources or reasons for learners' errors in an error analysis study. According to Brown (2000: 224), errors are caused by two factors: "interligual errors of interference from the native language, intralingual errors within the target language, context of learning, and communication strategies."

1.9   Intralingual Errors:

Intralingual refers to language within language. Intralingual errors, also known as developmental errors, are caused by insufficient learning or overgeneralization of target language rules (Troike, 2006, p. 39). According to Richard and Sampson (1974, p. 6), "intralingual interference refers to items produced by the learner that reflect generalization based on partial exposure to the target language rather than the structure of the mother tongue." He went on to say that developmental errors represent the learner's attempts to construct hypotheses about the foreign language he is learning based on his limited experience with it. Similarly, Ellis (1997, p. 19) stated that "some errors appear to be universal, reflecting learners' efforts to simplify the task of learning and using the L2.".Furthermore. Richard (1974, p. 174) explained that intralingual errors involve many types and causes which are:

1.9.1   Overgeneralization:

Overgeneralization refers to the instances where the learner creates a deviant structure of his knowledge of other structures in the target language. It may occur when the learner tries to reduce the difficulties, he faces in applying the rules of the foreign language. Ellis (1997, p.19) claimed that learners over generalize forms that they find easy to learn and process for example, the use of "ed" in past tense forms even for irregular verb such as "eated" instead of "ate".

1.9.2   Ignorance of Rule Restrictions:

It represents a failure to consider the constraints that govern an existing structure. In other words, applying rules in inappropriate situations (Richard, 1974, p. 175).

1.9.3   Incomplete Application of Rules:

Richard (1974, p. 177) defines incomplete rule application as "the occurrence of structures whose deviancy represents the degree of development of the rules required to produce acceptable utterances."

1.9.4   False Concepts Hypothesized:

Some developmental errors are caused by a misunderstanding of the target language's rules. This type of error occurs as a result of poor teaching item selection and gradation (Richard, 1974, p. 178). Contrastive analysis is concerned with distinguishing between interlingual and intralingual errors because it necessitates comparative knowledge of first and second languages (Troike, 2006, p. 39). However, Ellis (1994, p. 59) asserted that distinguishing transfer errors from developmental errors is a difficult task, and distinguishing the various types of developmental errors is even more difficult.

1.10   Interlingual (interference) Errors:

These errors are referred to as "interlingual" because they are caused by language interference. Interlingual refers to language communication. Interlingual transfer is regarded as the primary cause of errors in second language learners. The Language Teaching Dictionary.

1.11   Classification of Errors:

Error analysts have classified errors differently. According to Corder (1973, p.277), errors can be classified into four main categories: omission of some required element; addition of some unnecessary or incorrect element; selection of an incorrect element, and disordering of elements. He also added that within each category the linguistic levels are considered: orthographical, phonological, syntactical, and lexico- semantic. There are also some errors which can be classified according to the degree to which they interfere with communication. These errors as stated by Ellis (1997, p.20), are termed "global" and "local" errors. Global errors make the receiver (hearer or reader) unable to understand the message because the whole structure of the sentence is wrong. On the other hand, local errors affect only a single element in the sentence therefore, they do not prevent the message to be understood.

Furthermore, errors can be divided into "overt" and "covert" errors, as defined by Corder (1971). Overt errors are visible even when not in context, whereas covert errors are only visible when in context (cited in Maicusi et al., 2000, p. 170). Another classification, closely related to the previous one, has "domain" and "extent" as the two groups of errors.

Chapter One: Theoretical review

"Domain refers to the breadth of the context that the analyst must examine; however, extent refers to the breadth of the utterance that must be changed to correct the error." (n.d, "second language acquisition").

Based on the explanation above, types of errors can be divided into:

1.11.1 Omission:

A learner of an L2 may omit certain linguistic forms if he discovers that producing them is extremely difficult. For example, if a learner says, "I've been here since three o'clock," he not only chooses the incorrect grammatical item but also demonstrates that he has not learned the function of the auxiliary system in English.

Auxiliary + perfective + tense + since + point-of-time noun i.e., the verb is in the perfective form when collocated with the prepositional phrase of time: since + point-of-time. (Corder 1973: 278-279) a learner very often makes omissions, as the case for the third person singular morpheme -s as in "he speak" English well, the plural marker _s as in "he has three brother." And the past tense inflection -ed is left out, as in "He help me yesterday." In syntax, learners may omit essential elements, such as "must go there?" instead of "Must we go there?" and the definite article 'the' as in "I went to movies"

1.11.2 Addition:

Learners frequently include redundant elements. A common phenomenon in phonetics and phonology is referred to as "epenthesis" by Crystal (1992:123), and it consists of the insertion of an additional vowel. This epenthetic vowel pattern from the first language can then be applied to foreign words. This type of intrusive vowel, for example, has a vowel harmony in the learners' mother tongue and completely affects the accent of the target language for many learners of French and English. Algerian learners, for example, tend to add the semi-vowel /w/and/j/inwordslike'bought' /bɔːt/and'energy'/enədʒi/whicharepronouncedas[bɔwt]and[ejnədʒi]. Learners also frequently fail to distinguish between short and long vowels, as in 'leave' and 'live'; theyusuallypronouncebothofthemas/liːv/,andmispronouncecertainvowelssuchas [u] for/ə/ asin 'the']ðu]for/ðə/. In morphology, learners tend to add the morpheme {s} of the third personsingulartothefirstpersonsingularasin"I thinks"insteadof"I think",andthemorpheme {s} of plurality to the singular noun as in "The books is on the table" insteadof"Thebookis on the table."

At the syntactic level, learners very often make erroneous combinations. One example is the usage of the article with a name, such as "The London Big Bang" rather than "London Big Ben." In English, an auxiliary could be used in the scenario of "does he can sing?"

Chapter One: Theoretical review

Atthelexicallevel,learnersmayaddunnecessarywordsas in "Iremainedthere duringtwomonths." insteadof"Iremainedtherefortwomonths."

1.11.3 Selection:

Learners make mistakes in pronunciation, morphology, grammar, and vocabulary as a result of selecting the incorrect phoneme, morpheme, structure, or vocabulary item.Learners frequently substitute a familiar phoneme from their mother spoken language for a target phoneme that is utterly different and difficult to pronounce at the phonological level. SomeAlgerianlearners,forinstance,pronounce/t/for/θ/.Onemaysay]tɜːd[/ instead of /θɜːd/ (third),or]d[for /ð/, as in]dəuz[instead of /ðəuz/ (those),because they are used to

pronounce /t/ instead of /θ/ and /d/ instead of /ð/ in theirordinary speech in the AA variety. This is referred to as "interlingual transfer" Ellis(2000:51).

In morphology, learners choose incorrect morphemes. For example, in comparatives, they might use {est} instead of {er}, resulting in a statement like "He is oldest than me." instead of "He is older than me," or they may substitute {er} by {more} in the case of short adjectives, asin "morequick"instead of "quicker".

In syntax, learners may choose a wrong structure. One may say "I want that he comes here." Instead of "I want him to come here."This type of error could also be caused by their negative transfer. At the lexical level, learners may choose words that do not express their intended meanings. Onemaysay"Ifthesenseofthiswordisnotclear,askadictionary." Instead of "If thesenseof this word isnotclear, consult a dictionary."

1.11.4 Ordering:

Learners may make mistakes when pronouncing particular words by altering the position of specific phonemes (constitution)/kənstitjuːʃən/as /kəntistjuːʃən/,and(facilitate)/fəˈsiliteit/as/fəˈsitileit/.

At the morphological level, there are generally errors of misordering bound morphemes, such as "She's get upping now." instead of "She's getting up now." The inflection "ing" is linked to the particle of the two-word verb "get up" by the learner.Other types of misordering faults exist. "I believe he is a man wise" rather than "I believe he is a wise man." Or "He's a dear to me friend " instead of "He's a dear friend to me." This signifies that a single noun phrase's constituents are separated.Learners may reverse words at the lexical level. A good example is the compound term "greenhouse," which becomes "housegreen," or "bookshop," which becomes "shopbook," and so on.Dulay, Burt, and Krashen (1982:150) employed a surfacestrategy taxonomy to characterize the categories of learners' errors in their classification of learners' errors.

Chapter One: Theoretical review

Chapter One: Theoretical review

Category	Description	Example
Omission	Theabsenceofanitemthatmustappearinawell-formedutterance.	Shesleeping.
Addition	Thepresenceofanitemthatmustnotappearin well-formedutterances	Wedidn'twentthere.
Misinformation	The use of the wrong form of themorphemeorstructure.	The dog ated the chicken.
Misorderings	Theincorrectplacementof a morphemeorgroupofmorphemesinanutterance.	WhatKateisdoing?

Table I.1. SurfaceStrategy Taxonomy ofErrors

(Categories andexamplestakenfrom Dulay, Burt, andKrashen 1982)

Many erroneous sentences made by foreign language learners result in significant ambiguity. This creates an interpretation challenge, mostly for the reader or listener who does not understand what individuals attempting to utilize the language are saying. Close interaction between languages, particularly in bilingual contexts, leads to substantial errors in which interference and transfer play a significant role in the learning process. That is why it is critical to precisely diagnose the learners' issues and the faults they regularly make. With the data collected, it will be possible to determine precisely what the learning challenges are and how to test them in order to achieve positive results. To accomplish this goal, linguists believe that error analysis is a useful tool for studying challenges.

1.12 Syntax:

Syntax is a branch of grammar that investigates the rules that govern how units such as words combine to form phrases or sentences. For example, why is "Bill ate the fish" permissible but "Ate the Bill fish" not? Syntacticians investigate what word orders constitute legitimate sentences and account for patterns found across sentences, such as correspondences between active sentences such as "John threw the ball" and passive sentences such as "The ball was thrown by John," and some types of ambiguity such as "Visiting relatives can be boring," which has two readings.

Chapter One: Theoretical review

Syntax is also the branch of linguistics that deals with the study of the structure of sentences and phrases, and the rules governing the formation of grammatical sentences in a language. According to the Oxford English Dictionary, syntax is defined as "the arrangement of words and phrases to create well-formed sentences in a language" (OED, 2021). Chomsky (1957) introduced the concept of generative grammar, which has become a foundational theory in syntax. This theory argues that the rules that govern the structure of language are innate and universal, and that all languages are built on a common underlying structure. Other influential theories of syntax include dependency grammar (Tesnière, 1959), which emphasizes the relationships between words in a sentence, and functional grammar (Halliday, 1994), which focuses on the communicative purpose of language and the social context in which it is used. Syntax is crucial for language comprehension and production. It allows speakers to express meaning by organizing words and phrases in a precise order, and it allows listeners to infer a sentence's meaning based on its structure.

1.13   The importance of syntax:

Syntax is important for several reasons in language and communication.Crystal, D. (2008). A dictionary of linguistics and phonetics.Wiley-Blackwell. In this dictionary, Crystal notes that syntax is important because it allows us to build grammatically correct sentences that convey meaning effectively.de Saussure, F. (1959). Course in general linguistics. Philosophical Library. In this classic work of linguistics, de Saussure argues that syntax is essential for communication because it allows speakers to convey meaning by arranging words and phrases in a particular order.Jackendoff, R. (2002). Foundations of language: Brain, meaning, grammar, evolution. Oxford University Press.Jackendoff emphasizes the importance of syntax in creating meaning and argues that a strong understanding of syntax is essential for understanding language and communication.Pinker, S. (1994). The language instinct: How the mind creates language. HarperPerennial. In this influential book, Pinker argues that syntax is innate to the human mind and plays a crucial role in language acquisition and use.Trask, R. L. (1999). Key concepts in language and linguistics.Routledge. Trask notes that syntax is important for language processing and comprehension, and that it allows us to convey complex meanings through the use of grammatical structures. in summary Syntax provides the principles and procedures for constructing grammatically accurate phrases that effectively express meaning. It is necessary for language acquisition, processing, and comprehension because it allows speakers to organize words and phrases in a specific order to establish meaning. Syntax is also built into the human mind and plays an important part in the creation of complex meanings through the usage of grammatical structures. As a result, a solid comprehension of syntax is required for effective communication and language use.

Chapter One: Theoretical review

1.14   The basic components of syntax:

The basic components of syntax can vary based on the theoretical framework selected by the linguist or the syntax textbook used. However, some common concepts and terms are widely accepted as part of syntactic analysis. Here are some of them:

1.14.1 Constituents:

These are the basic building blocks of syntax. A constituent is a group of words that function as a single unit in a sentence. For example, in the sentence "The cat chased the mouse," the noun phrase "the cat" and the verb phrase "chased the mouse" are both constituents.

1.14.2 Phrase structure rules:

These rules describe how constituents can be combined to form larger syntactic structures. For example, a simple phrase structure rule might be "S -> NP VP," which means that a sentence (S) can be composed of a noun phrase (NP) followed by a verb phrase (VP).

1.14.3 Grammatical categories:

These are the parts of speech or word classes that are used to classify words according to their syntactic properties. Common grammatical categories include nouns, verbs, adjectives, adverbs, and prepositions.

1.14.4 Lexical categories:

These are the subset of grammatical categories that are associated with specific lexical items or words. For example, the lexical category of "noun" includes words like "cat," "dog," and "book."

1.14.5 Phrase structure trees:

These are graphical representations of the syntactic structure of a sentence, which show how constituents are combined according to phrase structure rules. Phrase structure trees can be used to analyze and compare the syntactic structures of different sentences.

1.14.6 Dependency relations:

These are the syntactic relationships between words in a sentence, which reflect the dependence of one word on another for its meaning or grammatical function. Dependency relations are often represented using labeled arrows that connect words in a sentence.

1.15   The different word classes in syntax and their roles in a sentence:

Words are classified into several word classes, also known as parts of speech or syntactic categories, in syntax. Each word class has different characteristics and serves a different function in a sentence. The following are the major word classes and their functions:

Chapter One: Theoretical review

1.15.1 Nouns:

Nouns are words that typically represent people, places, things, or concepts. They can serve as the subject or object of a sentence and can be modified by articles, adjectives, and other determiners. Examples include "dog," "cat," "house," and "love."

1.15.2 Verbs:

Verbs are words that express actions, states, or occurrences. They are often the core of a sentence and indicate what is happening. Verbs can be modified by adverbs and take various forms to indicate tense, aspect, and mood. Examples include "run," "eat," "sing," and "is."

1.15.3 Adjectives:

Adjectives are words that describe or modify nouns. They provide additional information about the qualities, properties, or characteristics of the noun they modify. Adjectives can be used attributively before a noun or predicatively after a linking verb. Examples include "big," "red," "happy," and "tall."

1.15.4 Adverbs:

Adverbs are words that modify verbs, adjectives, or other adverbs. They typically provide information about manner, time, place, degree, or frequency. Adverbs can answer questions like "how," "when," "where," and "how much." Examples include "quickly," "often," "there," and "very."

1.15.5 Pronouns:

Pronouns are words used in place of nouns to avoid repetition. They refer to people, places, things, or concepts previously mentioned or understood in the context. Examples include "he," "she," "it," "they," and "this."

1.15.6 Prepositions:

Prepositions are words that establish relationships between nouns (or pronouns) and other words in a sentence. They typically indicate location, direction, time, or manner. Examples include "in," "on," "at," "from," and "with."

1.15.7 Conjunctions:

Conjunctions are words that connect words, phrases, or clauses. They indicate relationships such as addition, contrast, cause and effect, and condition. Examples include "and," "but," "because," "if," and "although."

1.15.8 Determiners:

Determiners are words that introduce or specify nouns. They provide information about definiteness, quantity, possession, and identification. Examples include articles ("a," "an," "the"), demonstratives ("this," "that"), and quantifiers ("some," "many").

Chapter One: Theoretical review

1. 16 syntax in context:

The meaning drawn from the sentences is greatly dependent on the larger context in which they are employed. Here's how syntax works in context:

1.16.1 Sentence Meaning:

The syntax of a sentence determines its basic structure and the relationships between words and phrases. However, the full meaning of a sentence often goes beyond its syntactic structure. Pragmatic and semantic factors, along with the broader context, play a crucial role in determining the intended meaning of a sentence.

1.16.2 Discourse and Coherence:

Syntax helps establish coherence and connectivity within a discourse. Sentences are organized in a way that allows them to be linked together, creating a cohesive and coherent text. Understanding the context helps identify referents, infer connections, and resolve ambiguities that may arise at the syntactic level.

1.16.3 Language Variation:

Syntax can vary across different contexts, dialects, and registers of a language. Different social, cultural, or situational contexts may influence the grammatical structures and word order used. Syntax, therefore, adapts to the linguistic norms and conventions prevailing within a particular context.

1.16.4 Pragmatics and Contextual Inferences:

Pragmatics deals with how meaning is conveyed and interpreted in specific contexts. Pragmatic factors such as speaker intentions, presuppositions, implicatures, and shared knowledge influence the interpretation of sentences. Syntax works in conjunction with pragmatics to facilitate effective communication and convey intended meaning within a given context.

1.17 Syntax and morphology:

Syntax and morphology are two major disciplines of linguistics that deal with language structure. While syntax is concerned with the rules that manage the structure of sentences and phrases, morphology is concerned with the rules that govern the structure of words. These two fields, when combined, provide a thorough grasp of language structure.

Morphology is the study of word structure and the rules that govern word formation. It is concerned with morphemes, which are the smallest units of meaning in a language. Morphology is concerned with the various ways in which morphemes can be combined to form new words, as well as the various ways in which words can be inflected to indicate grammatical categories such as tense, number, and gender. For example, the word "unhappiness" in English is created by combining the

prefix "un-" with the root "happy" and the suffix "-ness." After then, the term "happiness" might be inflected to express plural ("happinesses"), possessive ("happiness's"), or past tense ("happened").

Syntax, on the other hand, is concerned with sentence structure and the rules governing how words are paired to form meaningful utterances. Syntax is concerned with how words are structured into phrases and clauses, as well as how those phrases and clauses are joined to form sentences. The principles of syntax govern the arrangement of words in a sentence, as well as the types of words that can appear in different positions within a sentence. The basic word order in English, for example, is subject-verb-object (SVO), as in "The cat chased the mouse." However, in certain instances, various word ordering is feasible, such as object-subject-verb (OSV) in "The mouse, the cat chased."

1.18 The relationship between syntax and morphology:

Syntax and morphology are closely related fields in linguistics, as they both deal with the structure of language. The following is a summary of the link between syntax and morphology:

1.18.1 Definitions:

Syntax focuses on the study of the rules and principles governing the combination of words and phrases to form meaningful sentences. Morphology, on the other hand, is concerned with the internal structure of words, including the formation of words through affixation, inflection, and other word-formation processes.

1.18.2 Word Formation:

Morphology plays a significant role in word formation, creating new words and altering existing ones. It deals with processes such as adding prefixes or suffixes to base words, forming compound words, or modifying the root through inflectional changes. These morphological processes can have implications for syntax, as they affect how words are categorized and combined in sentences.

1.18.3 Lexical Categories:

Both syntax and morphology deal with the categorization of words. Syntax classifies words into categories such as nouns, verbs, adjectives, etc., while morphology examines the internal structure of words to determine their morphological categories. The interaction between these categories influences the syntactic behavior of words in sentences.

1.18.4 Agreement and Concord:

Morphological features, such as gender, number, and case, can be marked on words to indicate agreement with other words in a sentence. This agreement, known as concord, is a grammatical relationship that helps establish syntactic dependencies between words. For example, in the sentence "The cats are playing," the verb "are" agreeing with the plural noun "cats" in both number and person.

Chapter One: Theoretical review

1.18.5 Word Order and Inflection:

The relationship between syntax and morphology is evident in languages with flexible word order. Inflectional morphology can play a crucial role in indicating the grammatical functions of words within a sentence. In such cases, the syntactic role of a word may be determined by its inflectional form rather than its position in the sentence.

1.19 The importance of studying syntax and morphology:

Understanding how language works and how it is utilized in communication requires a thorough understanding of syntax and morphology. Here are some of the benefits of studying syntax and morphology:

1.19.1 Linguistic Competence:

Syntax and morphology are crucial components of linguistic competence, which refers to the knowledge of a language that allows speakers to produce and comprehend grammatically correct sentences. Understanding the rules and patterns governing sentence structure (syntax) and word formation (morphology) is essential for effective communication.

1.19.2 Language Acquisition:

The study of syntax and morphology helps shed light on how children acquire language. By examining how children learn and use syntactic and morphological structures, researchers gain insights into the underlying mechanisms and processes involved in language acquisition. This knowledge can inform educational practices and interventions for language learners.

1.19.3 Language Universals and Variation:

Syntax and morphology contribute to our understanding of language universals (common structural patterns found across languages) and language variation (how languages differ in their syntactic and morphological features). By studying a wide range of languages, researchers can identify commonalities and differences in syntactic and morphological structures, providing insights into the nature of human language.

1.19.4 Computational Linguistics and Natural Language Processing:

Syntax and morphology play a crucial role in computational linguistics and natural language processing. By studying the rules and structures of syntax and morphology, researchers can develop computational models and algorithms that enable machines to process and understand human language, leading to applications such as machine translation, information retrieval, and text analysis.

1.19.5 Linguistic Theory and Descriptive Analysis:

Syntax and morphology form the foundation of linguistic theory. The study of these areas helps develop theoretical frameworks that explain the structure and organization of language. Additionally,

Chapter One: Theoretical review

descriptive analysis of syntactic and morphological structures provides a detailed understanding of specific languages, contributing to the documentation and preservation of linguistic diversity.

Chapter One: Theoretical review

Conclusion

The first chapter introduces some theoretical notions in language learning that give insight into the concept of "error." Contrastive analysis and error analysis are two language methods. Contrastive analysis examines various aspects of language, including phonology, morphology, and syntax. Error analysis is a defined strategy for identifying, categorizing, and systematically evaluating incorrect or undesirable forms created by language learners when applying various language principles and techniques.

Errors in foreign language learning, especially in English, are difficult enough to prevent. Many aspects of language lead learners to commit errors. Some of these aspects, discussed in this chapter, are interference, overgeneralization, ignorance of rule restrictions, and deduced errors. These aspects, according to different linguists, have a negative influence on learners.

In order to enhance the process of acquiring a foreign language, contrastive analysis and error analysis are considered effective methods for identifying, categorizing, and understanding the nature, cause, and outcome of errors that learners make. By utilizing these approaches, it is possible to determine appropriate remedial measures that can help improve writing skills.

Despite some analysts' reservations about the effectiveness of error analysis, this approach remains highly relevant in the field of error study. This is because language teaching has greatly benefited from the insights provided by error analysis, which have helped to address a wide range of issues.

Chapter two

Chapter Two: Different Writing Issues

Chapter Two: Different Writing Issues

Introduction

Writing is regarded as a difficult skill to master, especially when it is required that people write in a foreign language rather than their native language. It is a complex process that requires significant effort and practice on the part of the learner to develop writing proficiency in a foreign language. Writing is thought to be a huge problem, particularly for second language learners, because it requires specific rules to be followed, which may be completely different from those used in first language writing.

This chapter explores the morphological errors of Algerian first-year undergraduate students in their English writing and discusses how errors can be addressed and reduced through enhanced teaching and learning. Analysis of errors and their contextual determination can strengthen foundations, develop an intuitive feel, remedy limitations, and inspire innovative pedagogical practices to support students in mastering English morphology. A careful examination of student writing provides critical insight into their system of developing English, guiding teaching to be more targeted and impactful. This enhances the quality of English education, opportunities, and intercultural understanding.

Chapter Two: Different Writing Issues

2.1 DefinitionofError:

Dulay, Burt, and Krashen (1982:130) distinguish two types of errors based on their causes:

performance errors caused by fatigue and inattention, and competence errors caused by a lack of knowledge of a specific language. Mistakes are classified as performance errors. According to the definition above, a mistake is a student's "fault at this stage; they can make corrections." Meanwhile, an error is a flaw committed by students that they are unable to correct. During the learning process, the teacher should identify students who have difficulty arranging words into correct utterances or sentences.

A mistake is a performance error because it occurred as a result of a slip of the tongue, nervousness, clumsiness, or a random guess. According to Scovel (2001:48), mistakes are any inaccuracies in linguistic production in either L1 or L2 by the speaker or writer. Furthermore, Gas and Selinker (2001) explain in Abushihab (2014: 214) that a mistake can be self-corrected, but an error is systematic deviance. In other words, mistakes cannot be separated from the process of learning a language. During the learning process, students make mistakes in their sentences, which the teacher corrects, and the students memorize. The students will make fewer mistakes the next time, and even if they do, they will know which ones to make. In this case, students usually recognize their errors and are able to replicate the correct ones.

Brown (1993:205) defines errors as a noticeable deviation that reflects the competence of the learner. In addition, Norrish (1987:7) states that an error is a systematic deviation when the learner has not learned something and consistently gets it wrong. From the explanation above, we can define error as when students cannot produce the target language correctly because of a lack of knowledge in the target language. It represents the language competence of the students. Most of the errors are caused by the influence of their mother tongue.

According to Patel (2015) in Gulo&Rahmawelly (2018: 55), mistakes made by students can be attributed to either insufficient or incorrect knowledge of the target language. According to Dulay, Burt, and Krashen (1982:145), the task of accurately describing errors is distinct from that of determining their sources. It implies that mistakes are viewed as instructional failures that students must avoid. In other words, the students still don't fully understand what they've learned. Although there are errors in every aspect of language, the researcher in this study only concentrates on morphological errors.

Chapter Two: Different Writing Issues

2.2   Some grammatical errors:

2.2.1   Word Order:

Word order changes from language to language. As stated by Kinneavy and Warriner (1993, p. 606), in Arabic, for example, adjectives and adverbs follow the nouns or verbs they modify. However, in English, they precede them (cited in Diab, 1996, p. 80). This difference in word order rules makes Arab EFL learners commit errors such as: there are four tasks easy instead of "there are four easy tasks."

2.2.2   Singular vs. Plural Forms:

The form of English words alone does not help learners to distinguish between singular and plural forms. Some words in English have the same form, either singular or plural, whereas there are some words that are singular in nature, but they end with "s" in plural form. This complexity in number leads EFL learners to return to Arabic translation to determine whether a word in English is singular or plural. As an example, the word "statistics," which is a plural word in Arabic and a singular word in English ends with the plural forms. Consequently, students are confused by such forms and use them incorrectly (Diab, 1996, p. 77).

2.2.3   Capitalization and Punctuation:

There is no capitalization in the Arabic alphabet; therefore, EFL students tend not to use capital letters in their writing in English. In addition to capitalization, punctuation conventions differ from Arabic to English. As a result, students commit errors in punctuation (Al-Hassan, 2013, p. 260).

2.2.4   Coordination:

Diab (1996, p. 81) demonstrated how commas are used to separate items in a series in English, with the conjunction "and" used just before the last word. In Arabic, however, the conjunction "wa" is equivalent to and precedes each item in a series. As a result, EFL students use the conjunction "and" with each item in a series, resulting in connector misuse errors. The following example demonstrates this type of error: I prefer football, basketball, and swimming to football, basketball, and swimming.

2.3   TypesofError:

James(1998)inRezaiandHesmatian(2013:124) classified four types of error into taxonomies: the first is linguistic category classification, the second is surface structure taxonomy, the third is comparative taxonomy, and the last is communicative effect taxonomy. This study discusses morphological errors in surface structure taxonomy for academic purposes. Based on structure taxonomy, Rezai (2013: 124) classified errors into five categories based on how students modified the target language form. Omission, addition, misformation, misordering, and blends are examples of errors. In line with Dulay, Burt, and Krashen's Surface Structure Taxonomy (1982), in Ellis and Barkhuizen (2005: 61), four types of errors were proposed based on how students changed the surface structure of sentences

Chapter Two: Different Writing Issues

from the correct forms.Using these types of errors, the researcher will determine whether there are any errors, such as omission, addition, and misformation, in inflectional morphemes in students' writing.

Based on the explanation above, types of errors can be divided into **omission,** which is the absence of an item that must appear in a well-formed utterance, e.g., *Liza is tall than me* (correction: *Liza is taller than me*).

a.   Addition:

on the other hand, is indicated by the presence of unwanted items in sentences. This item does not appear in a well-formed utterance, e.g., *I will buying that book.* (Correction: *I will buy that book.*)

b.   Misformation:

is when particular morphemes or structures are used incorrectly., e.g., *Mary cuted her hair last night* (correction:*Mary cut her hair last night).*

c.   Misordering:

is indicated by the incorrect placement of certain morphemes, e.g.,*John meets every Sunday his mother*(correction: John meets his mother everySunday).

2.4   MorphologicalErrors:

Morphology is the study of words, how they are formed, and how they relate to other words in the same language. Morphology, in other words, is the study of the smallest meaningful units and their formation into words. Morphology, according to Aronoff and Fudeman (2011:2), is the mental system involved in word formation or the branch of linguistics concerned with words, their internal structure, and how they are formed. Carstairs-McCarthy (2002:16) supports this idea by stating that morphology is the branch of grammar concerned with the structure of words and the morphemes that comprise them. Morphology is concerned with word formations in which the word can be constructed from the smallest unit in an appropriate form, which is commonly referred to as a morpheme. In English, words can be formed in a variety of ways. The most obvious method is to insert something at the beginning or end of the word. For example, to show a past action, we can add -ed   at   the   end   of   the   word   (e.g.,   focus   becomes   focus   +   ed.).   The otherexampleistheword*unbreakable.*Thefirsttwoletters*un-*isindependently   meaningful   in   a   way thatjust the first letter, *u-* is not. Morpheme*un-* means „not‟ or to express negativeor opposite force in adjectives   and   theirderivativeadverbsandnouns.Theword-*break-* isafreemorpheme.Itmeansthatbreakcanbemeaningfuland stand alone as a word. The last partof the word, *-able* means   capable   of,susceptibleof,fitfor,tendingto,orgiven to.   *-able* is   also   a   free

Chapter Two: Different Writing Issues

morphemebecauseitcanstandalone.So,*unbreakable* has three morphemes: *un-break-able*.However,thereareotherwaysof forming a word,such as bychanging the root form of the words.Forexample*drive*becomes*drove*inthepastform,and*woman*becomes*women* in the plural form. Some wordsjust have one morpheme and cannot beseparated into smaller meaningful sub-parts.

Morpheme is sometimes a single syllable, but it can also be multiple syllables. According to Aronoff and Fudeman (2011:2), a morpheme can be a word, suchas*hand*,orameaningfulpieceofaword, such as the *-ed*of *looked*, thatcannotbedividedintosmaller meaningful parts. As morphology deals withtheformationandalterationofwords,itdeterminesthewaywordscombine into phrases and sentences. Inmorphology,ameaningfulunitiscalled a morpheme. Morpheme may berepresented by asingleor two soundsorsyllables.Englishmorphology canbeclassifiedintofreeandboundmorphemes.

Morpheme is divided into two types in morphology: free morphemes and bound morphemes. The morpheme that can stand alone is known as a free morpheme, while the morpheme that cannot stand alone is known as a bound morpheme. A bound morpheme must be attached to another unit (affix), such as a prefix, suffix, or infix. Affixes are also classified based on whether they are attached before or after the base form. Prefixes are affixes that come before the base form; infixes are affixes that come in the middle of the base form; and suffixes are affixes that come after the base form.English morphemes can be dividedinto two categories i.e. derivational andinflectionalmorpheme.Theyhavedifferentfunctions : derivational morpheme creates new words from therootanditcanchangethemeaningsignificantlywhileinflectionalmorphemeservessomegrammaticalfunction and create new forms of thesameword,themeaningisstillthesame. However, English has almost notrue infixes. For example, the additionof *-er* is derivational suffix to change averbintoanoun:*teach*(v)+*-er*=*teacher*(n).Inflectionalmorphemesareadded to createnew forms of thesameword class inordertoindicategrammaticalproperties.Forexample,theadditionof–*s*toanounbasedword:*book*(n)+*-s*=*books*(n).Englishhasmany inflectional morphemes as showninthetablebelow:

Chapter Two: Different Writing Issues

english InflectionalMorphemes		Addedto	Examples
-s/-es	**Pluralmaker**	Nouns	HehastwoEnglishbook**s.** Theheroe**s**arehungry.
-s	**Possessivemaker**	Nouns	It isTomi**'s**book
-er	**Comparative**	Adjectives	Danu‥sbookisthick**er**thanTomi
-est	**Superlative**	Adjectives	Benihasthe thick**est**book
	3rdpersonsg.present tense	Verbs	Tomiarrive**s**atthe library
-ed	**Pasttense**	Verbs	Wearriv**ed**inParistwodaysago
-ed/-en **Participle**	**Passive orperfect**	Verbs	The kill**ed** animals are buried near thecoconuttree. We havewatch**ed**the film. Danuhaswritt**en**amessagefor Tomi Theboyeat**en** bythemonsterismyfriend.
	Progressiveparticiple	Verbs	Beniisrunn**ing**afiftymilesanhour

Source:AdoptedfromCarstairs-McCarthy(2002).

Ramadhan (2015: 40–49) classified errors in inflectional morphemes as: 1) omission of the noun plural -S morpheme; 2) addition of the noun plural -S morpheme; 3) wrong formation of the past form of irregular verbs; 4) omission of the possessive -s morpheme; 5) misuse of the possessive -'s morpheme; 6) omission of the 3rd person present tense morpheme Furthermore, Santoso (2017: 110–120) classified errors in inflectional morphemes. Inflectional in the plural Singular inflectional form in the present tense, inflectional.

Morphological errors affect a word‥saffixes. Itaffectsbothderivationalandinflectionalaffixes (Whitaker2010:227).

Morphological errors made by EFL students frequently appear in their interlanguage. In relation to the English language, errors usually appear as a result of interference from the EFL students' first language (L1), and they do not understand the systems of inflectional morphemes of the English language.Some morphological errors that commonlyoccurincludepluralmarker(– s),possessivemarker(–s),thirdsingularmarker(–s),pasttensemarker(–ed),progressive marker (–ing), perfect and pastparticiplemarkers(–edand–en),andcomparativeandsuperlativeadjectivemakers(– erand–est).Therefore,morphologicalerrorscommittedbystudents could create a change in featuresandleaddisruptionofthereaders‥ininterpretingtheessays.

From the explanation above, errors ininflectionalmorphemecandistinguishinclude:

Chapter Two: Different Writing Issues

Omissionofnounplural–s/-esmorphemeastheabsenceofthe–splural suffix that must be attached tosingular noun e.g. Luna has three cat(correction:Lunahasthreecats);Additionofnounplural–s/-esmorphemewhichindicatedbythepresence of –s morpheme to singularnoun e.g. can you lend me a books?(Correction:Canyoulendmeabook?).Thesimilarcasealsoappearsindoublemarkpluralityby addingthe–smorphemetoirregularpluralnounse.g.childrenareplayingfootball(correction:childrenareplayingfootball).Theothercaseisovergeneralizationbyaddingthe–spluralmorphemetouncountablenoun, e.g.canyougivemesomeinformationaboutPadang?(correction:canyougivemesomeinformationaboutPadang?).

3. Wrongformationofpastformofirregular verbs is the wrong use of –edpast morpheme by adding the –ed pastsuffix to irregular main verb. It alsocan be recognized asovergeneralization e.g. Sarah meetedRizal yesterday (correction: Sarah metRizalyesterday). Omissionofthepossessive–smorpheme that could be divided intotwotypesoferrors:a)inwhichstudents omitting the apostrophe e.g.thosegirlsroom(correction:thosegirls" room); a girls room (correction:agirl"sroom)andb)inwhichstudents omit the apostrophe and the –smorphemee.g.myfatherglasses(correction:myfather"sglasses).

Misuse of possessive –„s morphemebyaddingthe–„smorphemee.g.writing"sclass(correction:writingclass).

6.Omissionofthe3rdpersonpresenttense morpheme as the absence of –smorphemethatisaddedtothe3rdpersonverbinthepresentsimpletensee.g.,shepaintthewall(correction:she paintsthewall).

7.Omissionofthemorpheme–erincomparativeadjectivee.g.,Mariaisstrong than Wendy (correction: MariaisstrongerthanWendy).

8.Omissionofthemorpheme–estinsuperlative adjective e.g., you are therich among us (correction: you are therichestamongus).

9.Misformation of the morpheme –er incomparative adjective e.g., this book ischeaperbutthatoneisexpensiver (correction:thisbookischeaperbutthatoneismoreexpensive).

10.Misformation ofthemorpheme–estin superlative adjective e.g., Gerry isthecarefuleststudentinourschool(correction: Gerry is the most carefulstudentinourschool).

Chapter Two: Different Writing Issues

11. Additionofthemorpheme–estinnon-superlative adjective e.g. I knowhe can help you because he is smartest(correction: I know he can help youbecauseheissmart).

2.5   Erroneous verb tense:

Several studies have focused on identifying the types and frequency of morphological errors made by non-native speakers of English, particularly in the context of academic writing.

Leki (2001) examined the writing of non-native speakers of English in the United States and found that errors in verb tense were a frequent issue in their writing. The study also found that these errors often resulted from students' lack of knowledge about the appropriate use of verb tenses in academic writing.

The study found that non-native speakers tended to use simple present tense more frequently than native speakers, and that the use of past tense was less common among non-native speakers. The authors suggest that this may be due to a lack of awareness of the appropriate use of past tense in academic writing.

2.6   Misuse of derivational formation:

Derivational errors occur when affixes, prefixes, and suffixes are used incorrectly, resulting in the creation of non-existent words or words with incorrect meanings. Several studies have been conducted to determine the types and frequency of derivational errors made by non-native English speakers in academic writing. Azar and Abbasi (2012), for example, investigated the derivational errors made by Iranian EFL students in their academic writing. According to the study, the most common type of derivational error was the incorrect use of prefixes and suffixes. Similarly, Abdollahzadeh (2015) conducted research on the derivational errors made by Iranian EFL learners in their written production. The study discovered that the most common types of errors were caused by incorrect prefixes and suffixes, and the creation of non-existing words.

2.7   Word misspelling:

In a study by Rijlaarsdam and Couzijn (2000), it was found that university students tend to make more morphological errors than other types of errors in their writing. Similarly, a study by Kuo and Anderson (2010) showed that word misspelling was the most common type of error made by university students in their essays. In a more recent study by Khawaja and Fraenkel (2019), it was found that university students made numerous morphological errors in their academic writing, including word misspellings. The authors suggested that this may be due to a lack of explicit instruction on morphological structure in the education system.

Chapter Two: Different Writing Issues

2.8   Types of writing:

There are different types of writing which are identified by Hedge (2005, p.86-87) as follows:

2.8.1   Personal Writing:

It is a kind of writing that includes journals, dairies, etc. This kind of writing appears most of the time in first language writing, but it could be motivating for students in English language classroom (Hedge, 2005, p.86).

2.8.2   Study Writing:

It is a writing type that is used for academic and educational purposes. It appears in writing essays, reviews, and making notes, summaries, etc. This type is also called 'academic writing' which is defined by Oshima and Hogue (2007, p.3) as that "academic writing is the kind of writing used in high school and college classes". They also added that this type of writing is different from both creative and personal writing. Academic writing is formal (slangs and contractions are not used); however, creative, and personal writing are informal so, 'slangs and colloquial language' are used (ibid). This kind of writing is considered the most difficult and complex task because it needs too much knowledge and practice as Myles (2002, p.1) explained that "academic writing requires conscious effort and practice in composing, developing, and analyzing ideas".

Public Writing: It is a type of writing needed for organizations and institutions. It is used as writing letters of application, complaint, or enquiry (Hedge, 2005, p.86).

Creative Writing: It is type of writing found mainly in first language education classes and it is rarely found in second language classes. It is represented in writing poems, stories, etc (Hedge, 2005, p.86).

Social Writing: Is a kind of writing that establishes social relationships among friends and families? It can be seen in forms of letters, e-mails, invitations, etc. This type of writing could be very effective for EFL learners because it gives them the chance to learn the appropriate 'formats and formulae' (Hedge, 2005, p.87).

2.9   Institutional Writing:

Chapter Two: Different Writing Issues

The table below summarizes these types of writing:

Social writing	Study writing	Institutional writing
Letters	Making notes while reading	Agendas posters
Invitations	Taking notes from lectures	Minutes instructions
Notes	Making a card index	Reviews
….of condolence	Summaries	Specifications
….of thanks	Synopses	Business letters note
….of congratulations	Reviews	Making public notices(doctors
Emails	report of:	advertisements and
Telephone messages	….experiments	other emails
Instructions	….workshops ….visits	professionals)
….to friends		
….to family		

Personal writing	Public writing	Creative writing
Diaries	Essays	Poems
Journals	Bibliographies	Stories
Shopping lists	Lettersof :	Rhymes
Reminders for oneself	…enquire	Drama
Packing lists	…complaint	Songs
Recipes	…request from filling	Autobiography
	Applications(for memberships)	

Table 2-1: Types of writing (Hedge, 2005, p.87)

This type of writing has relation with professional roles such as writing reports, agendas, etc. Each profession has its own language; as a result, there are different types of texts under this writing type (Hedge, 2005, p.87).

Chapter Two: Different Writing Issues

2.10   Second Language writing:

Second language writing is a subfield of second language acquisition research. It has distinct characteristics that distinguish it from first-language writing. As a result, the following points investigate some historical perspectives on second language writing, some differences between L1 and L2, and the method of providing feedback to L2 learners.

2.11   Historical Insights:

In the mid-twentieth century, the audio-lingual approach was dominant. As a result, writing was completely neglected in second language studies at the time (Matsuda, n.d., in Kroll, 2003, p. 16). He also stated, "Priority was given to spoken language because writing was defined merely as an orthographic representation of speech, and letter writing was considered to be the highest literacy need for most people" (ibid.). For many years, writing has been neglected in the teaching of the English language, according to Hedge (2005, p. 8). Second-language writing issues have only recently been incorporated into the design of writing activities. Matsuda (n.d., in Kroll, 2003, p. 18) stated that writing issues were divided into L1 and L2 components, and L2 writing issues were recent in Second Language Studies, appearing primarily in the area of Teaching English as a Second Language (TESL). Furthermore, until the late 1950s, writing instruction was not a significant part of the preparation of ESL and EFL teachers. Furthermore, teaching writing to second language learners became a focal point at the 1949 Conference on College Composition and Communication (CCCC) (ibid.).

2.12   Reasons for Writing:

There are numerous reasons for encouraging students to write both inside and outside of the classroom. Hedge (2005, p. 9) polled many English teachers from around the world to find out why they ask students to write in and out of the classroom. The following are their responses: For pedagogical purposes, to assist learners in learning the language's system. Evaluating learners' progress and proficiency for assessment purposes for real-world purposes, to assess students' learning needs. Developing learners' self-experience for humanistic purposes to keep students calm when they begin writing for classroom management purposes. Making students learn more about the language consciously for acquisition purposes. To aid in the development of intellectual thinking, self-esteem, and self-confidence. Furthermore, teachers usually ask their students to write because they understand that writing as an activity takes time, which makes it more important for them to think about their ideas and organize them appropriately than speaking activities. "Writing gives students more thinking time than they get when they try spontaneous conversation," writes Harmer (1998, p. 112). This provides them with more opportunities for language processing."

Chapter Two: Different Writing Issues

2.13   Benefits of writing:

Learning to write has numerous advantages for students. As a result, Harmer (2004, p. 31) stated that English teaching always includes writing as an essential component of the program. Furthermore, Hedge (2005, p. 10) stated that writing in English is done to facilitate learning and to allow students to monitor their progress by receiving feedback from the teacher. According to Harmer (ibid.), writing can help students develop their language skills by allowing them to solve problems that arise in their minds when they write. According to Withrow (1987, p. 5), students should be allowed to work out the solution on their own, and the teacher should avoid cutting the discussion short by telling them the answer too quickly. Furthermore, writing provides teachers with opportunities to diagnose students' problems and provides an indication of students' progress in English (Hedge, 2005, p. 12). The reasons for learning to write differ from one student to the next. According to Weigle (2002, p. 4), learning to write is necessary for the majority of students in order to participate in various social aspects outside of school, whereas others learn to write simply because they will need it in their future careers. She also stated that writing is regarded as an important tool for learning, particularly at the university level, and not just as a means of communication (ibid., p. 5). The significance of writing varies depending on the situation. In this context, Harmer (2004, p. 31) confirmed that writing is considered an important skill in some teaching situations, just like the other skills. Writing, on the other hand, is valued as a learning tool in other contexts. In other words, writing is not important in and of itself for students, but it is important for developing their knowledge of grammar and vocabulary. Furthermore, he explained that writing can be used to reinforce what has recently been taught. For example, forcing students to write using previously learned grammatical rules (ibid., p. 32) According to Harmer (1998, p. 112), there are two major purposes for writing: 'writing for learning' and 'writing for writing'. Writing for learning is a type of writing that allows students to put previously learned rules into practice. Teachers, for example, may instruct their students to create a piece of writing using a previously learned grammatical rule. Students benefit from this type of writing activity. As a result, it can be stated that the primary concern in 'writing for learning' is the language itself. On the other hand, 'writing for writing' is intended to help students improve their writing skills. Its main goal is to teach students how to write about a variety of topics and styles of writing. 'Writing for writing' activities concentrate on a variety of topics, including language use, text construction, layout, style, and the effectiveness of a written work. Writing has more advantages than speaking, according to Hedge (2005, p. 12), because "writing is easier to revise than speech because it is permanent and available". According to Harmer (1998, p.112), writing is effective for students because it enables them to think about what they are going to say rather than they do in speaking activities. In other words, "when writing, students

frequently have more time to think than they do in oral activities" (Harmer, 2004, p.31). 2.6. Effective writing every person has the ability to learn to write as he/she has the ability to speak. However, not all people could be expert writers because the writing task requires a difficult and 'labor-intensive' process to be fulfilled (Weigle, 2002, p.31). Effective writing is not something easy because, according to Hedge (2005, p.7), it requires things which are developing ideas in an organized way, making the meaning clear without ambiguities, using the appropriate grammatical devices, and choosing vocabulary very carefully. It is necessary also for students to master the structure of a language as Matsuda (n. d., in Kroll, 2003, p.17) who illustrated that when students master the structure and sounds of a language, they become able to write in that language. Moreover, Collins and Gentner (1980, p.62) maintained that the four structural levels in writing should be followed by the learner to produce a good piece of writing. These four structural levels are word structure, sentence structure, paragraph structure, and over all text structure.

2.14   Poor vs good writers:

There is a significant difference between good and bad writers in terms of how they organize their thoughts and convey them to the reader. Expert writers plan and revise their writing more than novice writers, according to Weigle (2002, p. 22). They are also concerned with the content and structure of their work. Effective writers consider their audience. Similarly, Hedge (2005, p. 22) stated that skilled writers focus on the readability of their work; however, less skilled writers do not consider their readers. Through the organization of ideas and the elimination of ambiguities, the writer should make the message of his writing clear to the reader. According to Murry and Hughes (2008, p.86), making a piece of writing clear is essential because it helps the reader read and understand a piece of writing very easily.

2.15   Nature of writing:

In general, writing is defined as a collection of letters and symbols linked together to form a piece of communication (Collins, 2003). This definition does not give writing its true meaning because it considers writing to be nothing more than a collection of symbols addressed to be read. According to Byrne, "writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sounds" (1988, p. 1). Furthermore, White and Ardnt (1991, p. 3) maintained that writing is a difficult and time-consuming process. Writing ability is not innate; rather, it is learned in formal settings (school) or passed down through culture. Writing abilities should be honed through practice and experience (Myles, 2002, p. 1). In addition to what has already been stated, writing is regarded as a social phenomenon and is frequently associated with people's roles in society. Hayes (1996, p.5) stated that:

Writing is social because it is a social artifact performed in a social setting. What we write, how we

write, and to whom we write are all influenced by social convention and our personal history of social interaction. Other writers invented the genres in which we write, and the phrases we use frequently echo those of earlier writers. (Weigle, 2002, p. 19). This quotation explains that writing is primarily concerned with the social conventions that govern the various social relationships between people. As a result, in order to be an effective member of society, everyone should learn to write. According to Tribble "to be deprived of the opportunity to learn to write is... be excluded from a wide range of social roles, including those which the majority people in industrialized societies associate with power and prestige". (Harmer, 2004, p.3).

2.16   Effective writing:

Writing that is effective is writing in which the concepts are organized in a coherent manner, as is the case for the correct link between sentences and paragraphs. When language is used effectively, it can be simple to follow and keep the reader's interest throughout the book.

2.17   Writing approaches:

There is a number of different approaches to the practice of writing:

2.17.1 The product approach:

This approach is concerned with the 'goal of the task' and the 'end product' rather than the process. This approach, according to White (1988) (Harmer, 2001, p. 257), In other words, it focuses on the end result of a piece of writing and is concerned with three major points: grammar structures, content, and vocabulary. As a result, it is possible to say that it focuses on the linguistic aspect of the language. Furthermore, the writer's goal in this approach is to be skilled in the use of the language's grammatical and lexical systems.

2.17.2 The Genre Approach:

This method is concerned with writing variations based on the social context in which a written work is created. According to Harmer (2007, p. 258), in this approach, students are given texts to read and analyze before being asked to create a piece of writing that is similar to the one that was studied. Cope and Kalantzis (1993, p. 11) identified three critical stages in this approach:

2.17.2.1   Modelling:

Teachers give their students models of texts that they are supposed to produce others similar to them.

2.17.2.2   Construction:

In this stage, both teachers and students think about the construction of the new text depending on the knowledge taken from the model text.

2.17.2.3   Independent construction:

Here, the students are supposed to write their own production using the information extracted from the model text. Harmer (ibid) assumed that this approach is suitable for ESP students, but it is

also useful for general English students.

2.17.2.4   The Creative Approach:

This approach encourages students to create imaginative writing such as stories, poems, plays, and so on. Students, on the other hand, may find imaginative writing difficult because they lack ideas to include in such a writing activity (Harmer, 2007, p. 259).

2.17.2.5   The Cooperative Approach:

The cooperative approach encourages students to work together. Teachers in this approach, according to Harmer (2007, p. 260), ask their students to form groups. Each group creates a single piece of writing. This approach is regarded as critical because, as Hedge (2005, p. 14) stated, collaborative writing among students generates discussion among them, allowing weak writers to benefit from good ones. Furthermore, Harmer (2004, p. 7) demonstrated that collaborative writing can be extremely beneficial to students because it allows them to learn from one another and share knowledge and ideas. He also stated that cooperative writing helps students learn how to draft, reflect on, and revise a piece of writing in order to produce a good one (ibid., p. 12). Because the teacher is dealing with a small group of students rather than each student individually, this approach allows him to provide feedback more effectively (Harmer, 2007, p. 260).

2.18   The Process Approach:

For many years, the writing product was more important than the writing process in writing instruction (Harmer, 2004, p. 11). The process approach arose in response to the belief that writing is merely a matter of product. Vivian Zamel (1976), who argued that process writing could be beneficial to second language writers, introduced writing as a process to L2 studies, according to Matsuda (n. d. in Kroll, 2003, p. 21). This method is regarded as critical for students. Harmer (2004, p. 86) stated that students will not be good writers unless they go through the various steps of the writing process (planning, drafting, and editing). The writing process has many steps that should be followed by students to produce an effective piece of writing.

According to Hedge (2005, p.12), writing activities should follow some steps of planning, organizing, composing, and revising that reflect the writing process.

2.19   A. Planning:

A good writer usually plans out their writing. However, the methods of planning differ from one writer to the next. Some writers plan even the most minute details, whereas others plan only the main points of their writing. Furthermore, for some writers, having a plan in their heads is sufficient (Harmer, 2004, p. 4). According to Hedge (2005, p. 52), this stage is also known as the pre-writing stage because the skilled writer considers the purpose of the writing as well as the reader for whom he is writing. As a result, Harmer (ibid., p. 11) stated that before instructing students to write, the teacher should have them consider their purpose and audience during the planning stage. He asserted

that "effective writers usually have a purpose in mind and construct their writing with a view to achieving that purpose" (ibid, p.39).

2.20   B. Drafting:

According to Harmer (2004, p. 5), the writer may go through several drafts before completing the final piece of writing. According to Hedge (2005, p. 53), the drafting stage is an important step in which the writer is concerned with what he is going to write and how to do so successfully.

2.21   C. Editing:

Following drafting and redrafting, the next step is editing, in which the writer checks his writing for relevance of ideas and grammar correctness (Harmer, 2004, p. 5). The editing activity allows the writer to make the final changes that prepare a piece of writing for the reader (Hedge, 2005, p. 54). Students should concentrate on both the meaning and the structure of a text when writing a good piece. According to Hedge (2005, p. 117), good writers concentrate on meaning and idea organization. They go through various steps of rethinking, replanning, revising, reviewing, and evaluating their pieces of writing until they are ready for editing because, according to Matsuda (n. d.,ink roll, 2003, p. 21), the process-based approach considers both the organization and meaning of a written work.

2.22   Students attitude towards writing:

At the university level, writing is exclusively learned in the classroom context, and the environment outside, as previously noted, does not help because all that involves writing consists of exercises assigned by professors as homework. There are two types of students:

a) Those who tend to underestimate themselves and believe they knowless than is required. They are also unaware of the significance of English writings, owing to their belief that speaking in English is far superior to writing, which has no specific standing. They believe that writing in this language is unnecessary in a culture that uses French and Arabic in diverse domains.

b) The second type of learner is one that places a high value on writing because they understand the significance it plays in the context of all other learning skills. These students feel that if they perfect this skill, they will be able to effortlessly converse with people all over the world, or even find a profession that requires them to write accurately in English. As a result, they acknowledge that learning English cannot be accomplished without the ability to write. This positive attitude boosts their determination to learn to write well.

Chapter Two: Different Writing Issues

Conclusion

Among the speaking, listening, and reading skills, writing is the most complex and difficult to master. To be an effective writer, the learner of writing should be knowledgeable about its approaches and types. Furthermore, writing in a foreign language is seen as a challenging task for many foreign language learners. Moreover, White and Ardnt (1991, p.3) maintained that writing is a complex that requires effort and time.

Writing ability is not acquired but it is learned in formal settings or transmitted through culture. Writing skills should be practiced and learned through experience (Myles, 2002, p.1). In addition to what has been said, writing is considered as a social phenomenon, and it is often associated with people's role in a society.

Morphological errors are among the most common errors encountered by students when it comes to writing. These errors can be challenging to identify and correct, as they often involve subtle differences in word endings or prefixes/suffixes that can significantly alter the meaning of a sentence. The reasons for these errors are varied and can include the influence of a student's first language, lack of attention to detail, and the complexity of English grammar. To address these challenges, instructors can provide targeted feedback on written assignments, organize language learning activities that focus on specific areas of grammar, and provide additional resources to support students' language development.

Morphological errors can present a significant challenge for students when it comes to writing. These errors can range from simple spelling mistakes to more complex errors related to verb tense, noun plurals, and adjective forms. By identifying common errors and providing targeted support, students can develop their language skills and become more effective communicators in both academic and professional settings. With practice and perseverance, students can overcome these challenges and become confident and skilled writers.

Chapter Three

Chapter Three: Field Work

Chapter Three: Field Work

Introduction

This chapter focuses on data collection and analysis, which is presented through charts, graphs, and statistical figures to provide observed facts and facilitate possible interpretations. To verify research hypotheses and answer research questions, data was collected using three methods: a questionnaire, evaluated test, and a checklist. The investigation aims to study the data results given by both students and teachers.

3.1   Method of investigation:

The method of investigation involves primarily a written evaluation test in the form of a composition directed to first-year license. This written work, which will be analyzed at the morpho-syntactic level, aims to identify and describe the phenomenon of morphological errors, formulate insights about them, and gather evidence to confirm or refute the hypotheses drawn before.

The second method of investigation covers a questionnaire administered to 36 students from the English department to highlight issues on the students' behavior in writing.

3.2   Data collection:

As mentioned earlier, the method of investigation is based on three types of experiments including the questionnaire, the evaluation test and a checklist taken from Seliger and Shohamy's model (2000). This process known as 'triangulation' is used mainly for scientificity and verifiability, which both represent the scientific and methodological conditions for the field research to prove or reject the stated hypotheses.

3.3   Judgment test:

A judgment test in the form of written production is collected from 36 students to confirm or infirm the hypothesis that "other than interlingual interference errors, there are other kinds of errors." Those errors may strongly affect their writing performance.

The corpus of the study is a collection of written words, phrases, clauses and sentences seen as having errors, which represent students' variety of the wrong use of written language. These errors are gathered in to represent a particular learning situation. The collection of erroneous linguistic items is selected and ordered explicitly in order to describe and define their nature and use. It also provides valuable insights about the language phenomenon, so as to verify the research hypotheses.

This corpus is both quantitative and qualitative: quantitative in terms of amount of language data, i.e., the number of erroneous items that constitute its body, which contains as large language data base as possible. Thus, the amount of data in this process counts 150 erroneous items varying

Chapter Three: Field Work

between different parts of speech including nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions . . ., and phrases, fragments, simple sentences and clauses.

It is qualitative, which means that it constitutes natural and authentic data from students written production, i.e., no artificial circumstances are included in the process. This is to demonstrate how they use language in normal situations. Thus, linguistic investigation needs authentic in formation as a means of verification and analysis of the language corpus in question.

A writing subject is directed to first year university students. This is asked to draw assessment about students' writing performance in English. In the process, they are given sufficient time to write. For these types of students who have some acquaintance with English, this language is taught for them in order to communicate a set of professional skills during the three, five- or eight-years study (at university) to pave the way to performing particular job-related functions in the future.

The relevance of the topic presupposes students' interest and involvement in the writing process. The writing task has been semi-guided. The students have been asked to follow closely the main steps of paragraph writing including prewriting, questioning, listing, clustering, outlining, drafting and then editing. Guidance was meant to help them lay down their own ideas in a coherent way.

3.4   Questionnaire:

3.4.1   Questionnaire Population:

The population of students for this study equals 36 students, all of them are first year students at IbnKhaldoun university.

3.4.2   Questionnaire sample:

Polit (2001: 235) states that, Sampling involves selecting a group of people, events; behaviors or other elements with which to conduct a study. When elements are persons, they are known as subjects...selected from the delineated target population in a way that the individuals in the sample represent as nearly as possible. Hence, the sample of students for this study equals thirty-six students who study grammar and English writing.

3.4.3   Aim of the questionnaire:

The questionnaire can be characterized as an instrument that can be used to collect a large amount of data with minimal time and effort. Questionnaires as pointed out by Anderson (1990: 207), "Allow the gathering of reliable and valid data, relatively, in a short time".". It is a tool which includes a number of questions that require a complete answer or selecting one among the existing answers as it is reported by Brown (2001: 6) who claims that, questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by

writing out their answers or selecting from among existing answers. The researchers created a questionnaire since it has several advantages, including fewer time, effort, energy, and financial resources. A questionnaire distributed to a group of people can capture a large amount of information in less than an hour. Furthermore, if the questionnaire is well-designed, data processing can be quick and simple, especially if some modern computer software is used. Other advantages are summarized by Beiske(2003:16) in the following points:

The majority of people are familiar with questionnaires and know how to complete them.

The respondents" opinions are not influenced by the researchers" point of views

The respondents can fill the questionnaire at their own place.

Questionnaires are easy to analyze.

3.4.4 Questionnaire design:
The questionnaire consists of close and open questions: The former is a restricted type which includes questions or statements where the respondents should select one or more choices such as "Yes" or "No". They are easy and quick to fill in; however, they usually take a longer time to devise than needed for open questions, which are easier to design, but difficult to analyze and anticipate the range of responses i.e., it requires from the respondents to justify their answers. (Wallace, 2000:135)

3.4.5 Piloting:
Concerning piloting. Cohen, Manion and Morrison (2005: 260) State 'a pilot has several functions, principally to increase the reliability, validity and practicability of the questionnaire". Therefore, before administering the questionnaires, the researcher has piloted them by following certain guidelines:

Are the instructions clear and easy to follow?

Are the questions clear and relevant to the topic conducted?

How long does the questionnaire take to complete? (Wallace, 2000 :133)

3.4.5 The aim of piloting:
Questionnaire should be piloted to see whether they work as planned; even if we are going to distribute only a small number of questionnaires, it might be worth pilot them out on one or two people beforehand. (Wallace, 2000: 132)

Chapter Three: Field Work

3.4.6   Administration of the Questionnaire:

The questionnaire has been given to thirty-six students at Tiaret University who mainly study grammar and written expression. The students have been very cooperative, and they have answered all the questions in a short period of time.

3.4.7   Description of the questionnaire:

For this study we designed a questionnaire which contains a list of questions pertaining to first year university students it aims at examining their morphological errors in English writing the questionnaire consists of ten (10) questions which are devoted to morphological errors that were made by first year university students. Ten (10) questions are composed of eight (08) closed-ended questions and two (02) open-ended.

3.4.8   Analysis of the Questionnaire:

To make the analysis and discussion of results more organized, questions (Q5 Q6 Q7) are grouped together under the title «the dominant morphological errors and how often they are made». Questions (Q8 Q9 Q10) are entitled on how to avoid making morphological errors".

3.5   Checklist:

The checklist is directed to ten teachers. In this checklist, teachers are requested to provide information about their attitudes on the main reasons behind the morphological errors made by students in English writing. Thus, they are asked to fill in the table with 'yes' or 'no' to discuss two main points subdivided into different sub-points. These points are as follows:

a) Students' weak foundation, which includes the nature of English as a foreign language, lack of motivation among students and their negative attitude towards English.

b) Linguistic environment, which is characterized by limited opportunities for students to practice English, and a complete lack of exposure to English culture.

3.6   Judgmental test:

As mentioned above, the written test is directed to first year university students. These students are asked to write a paragraph of about 15 lines about their expectations in the job market once they finish their university studies. 36 written production papers are collected. (See sample papers in the annexes). In the process. 11 papers are not considered in the study because the given work is not achieved although the time devoted to the task is an hour and a half. Thus, the number of papers taken into account is 25. The taxonomy of error analysis in this written test is based on the modal work of (Corder 1973: 256-294; Brown 2000: 207-235; Ellis 1994: 47-67; Richards 1974: 12-22). Accordingly, the identification and classification of students' errors include two broad

ways: intralingual errors (within the structure of the target language itself), and interlingual 'interference' errors. This may touch both the system and sub-systems of L2:

1. Grammatical System Includes:

a - Morphological errors touch different word-formation such as verbs, adjectives, adverbs..."

2) Syntactical errors, such as sentence structure, simple sentences, clauses, phrases, and, fragment

It is worth mentioning that although the focus is put on morpho-syntactical errors, A number of other errors are not considered because they do not fill the parameters this work is built on.

Out of the big number of students' errors, the total number considered in the study, as a sample, is 40 errors divided, according to Brown's (2000: 224) classification of sources of errors, into: intralingual (developmental) Errors and interlingual (interference) errors. Intralingual errors include morphological errors, syntactical errors, lexical errors, and semantic errors; while Interlingual errors constitute syntactical errors, and semantic errors.

Errors present students' weaknesses in word-formation. This (as shown in the appendix) includes adjectives, verb tense, singular and plural of nouns, articles, possessive case, demonstratives... most of errors are syntactical, which means that they exist mostly at the level of sentence word-order.

And the others are lexical errors comprising wrong word-choice. In the following sentences, there are samples demonstrating the errors committed by students. (For further examples, see appendices).

3.6.1 Morphologicalerrors:
a.Selection of incorrect elements:
... not<u>encouraging</u> to the searching technology and educating.

This means that there is <u>injustic</u> in Algeria.

Most of the employers doing <u>there</u> job.

Troubles begin from the announc<u>ing</u> of jobs

b.omission:
... the<u>weak</u> of regulations.

.. which provokes <u>jobless</u>.

.. which include marke<u>t an</u>d sales

.. I like to work___ a clerk at a bank or a post office.

c.addition:

..Which makes people <u>faced</u> a lot of difficulties.

In Algeria, there is no balance between <u>graduaters</u> and the job market.

If you are a <u>graduated</u> student and you search for a work...

…because they have the capability of <u>profesional</u> and the experience...

d. Incomplete application of rules:

The student who <u>have</u> a desire to work as he likes.

.. his hope <u>being</u> destroyed at the beginning of his life

... or you won't be <u>acceptable</u> in all...

If someone <u>study</u> Geometry, at the end he finds himself occupying a teaching post.

Taxonomy of Error	Faulty over-generalization	Incomplete application of rules.
Selection of incorrect elements	17	21
Omission of required elements	12	30
Addition of unnecessary elements	14	15

Table IV.19. Taxonomy of intralingual morphological errors

3.6.2   Syntactic errors:

a. ignorance of rule restrictions:

Those are hard workers <u>whom</u> deserve.

.. because they haven't <u>no</u>any ambitions in life.

There are some who struggles so that <u>to f</u>eed their family members.

One should always seek <u>after</u> the best opportunities which...

b.Omission of Required Elements:

 Most of<u>employees</u> are concerned with stated rules

... even if you haven't will and capacities.

Chapter Three: Field Work

… You must have looking for a solution which

... So, how they <u>suppose to</u> be experts if they..?

c.Addition of Unnecessary/Incorrect Elements:
….<u>The</u> most of the workers do not assume their responsibility.

...The phenomenon of racism appears in all <u>the</u> domains.

…Bribery <u>which</u> is an unfair way that destroys the social norms of society.

Despite <u>of</u> the problems that one may encounter...

d.Misordering of Certain Elements:
…because there are no <u>strategies planned</u>.

In our society, it becomes <u>hardreally</u> to get a job.

….government towards the development of many <u>strategies work</u>.

<u>It not only is</u> a reaction against the job demanders, but...

Taxonomy of Error	False hypothesized concepts	Ignorance restriction of rule.
Selection of incorrect elements	07	25
omission of required elements	09	19
addition of unnecessary elements	08	14
misordering of elements.	07	09

Table IV.20. Taxonomy of intralingual syntactic errors.

e.Addition of Unnecessary/Incorrect Elements:
….as they study <u>about</u> the modules which are not available.

.. good skills <u>those</u> are preferable in.

.. <u>as a result of</u> lack of job opportunities has brought depression and hopelessness among the youth.

All the preoccupations concerning <u>about</u> the old workers...

Chapter Three: Field Work

f.Misordering of Certain Elements:

…the <u>impacts growing</u> of modern forms of economy.

.. the <u>unemployment analysis problem</u> and its causes...

I <u>neither have</u> skills nor experience, but I have the will.

.. different categories of Algerian young people who receive a <u>diploma professional</u> in public or private sectors.

3.7   Questionnaire:

Question 01:what is the age of students who answered the questionnaire?

1- Age
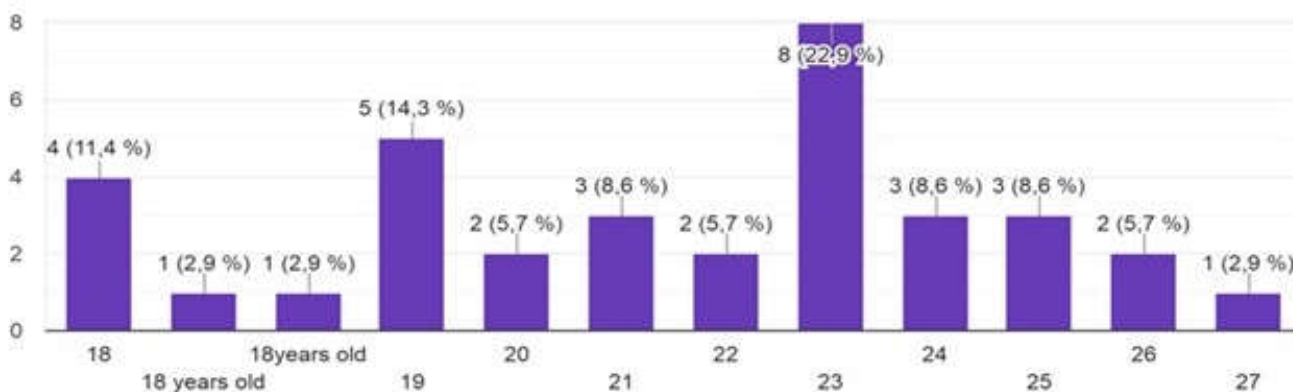
Graph number 1 represents the age of the students who answered the questionnaire, most of the students are from the age 18 to 27 years old. 17,2% are 18 years old, 14,3% are 19 years old, 5,7% are 20 years old, 8,6% are 21 years old, 5,7% are 22 years old, 22,9% are 23 years old, 8,6% are 24 years old, 8,6% are 25 years old, 5,7% are 26 years old and 2,9% are 27 years old.

Question 02:What is the gender of the students?

2- Gender

Graph number 2 represents the gender of the students. 50% of them are male, and the other 50% are female.

Chapter Three: Field Work

Question 03: How frequently do students engage in writing activities?

3- How frequently do you engage in writing activities?
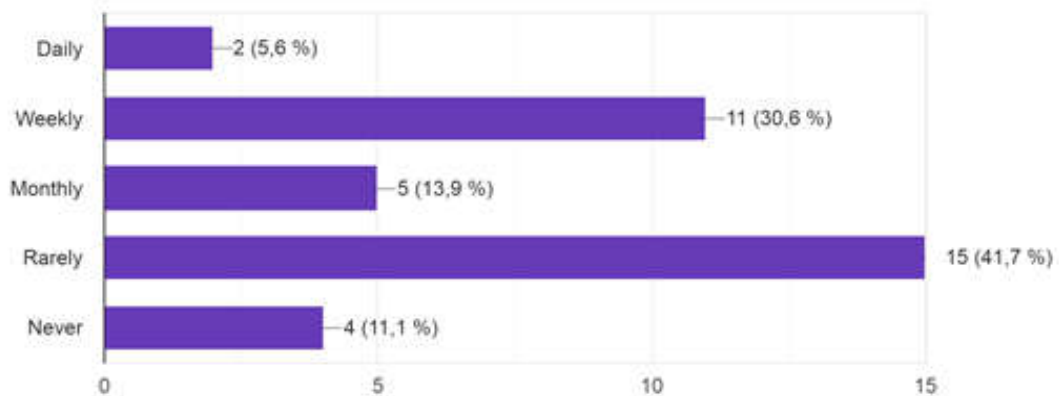
Graph number 3 represents how frequently students engage in writing activities. 5,6% of the students answered with daily, 30,6 % of them answered with weekly, 13,9% chose monthly, 41,7% chose rarely and 11,1% chose never. Most of the students answered with rarely which means that Algerian students does not engage in writing activities that often. This constitutes a significant issue for many students in their inability to produce a well-structured, tidy, and mistake-free written work.

Question 04: How frequently do they edit their writing?

4- How frequently do you edit your writing?
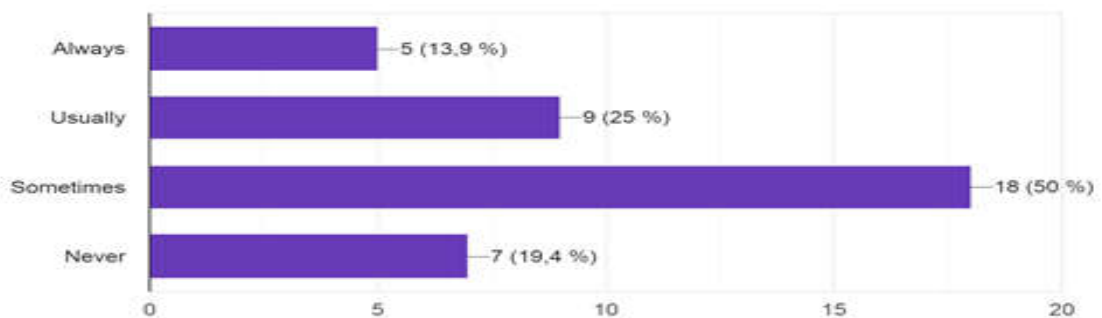
Graph number 4 represents how frequently students edit their writing. 13,9% answered with always, 25% answered with usually, 50% of them answered with sometimes and 19,4% answered with never. This means that most of Algerian students sometimes proofread their writing, meanwhile the other 50% does not for various reasons, such as Time Management Skills, according to a survey conducted by the National Survey of Student Engagement (NSSE), many students report that they do not have enough time to devote to their coursework, which can affect their ability to proofread effectively.

Chapter Three: Field Work

(NSSE, 2019). Overconfidence, A study conducted by Anson et al. (2013) found that some students tend to overestimate their writing abilities and believe that they do not need to proofread their work as thoroughly as they should. Difficulty spotting errors, A study by Jaeger et al. (2017) found that many students struggle with identifying errors in their own writing and often require assistance from others to proofread effectively. Distractions, according to a study by Becker et al. (2014), many students are easily distracted while proofreading, which can lead them to overlook errors or rush through the process. Lack of awareness, A study by Gilsinan (2014) found that many students are not aware of the importance of proofreading and do not realize that it can significantly impact their grades and overall writing proficiency.

Question 05:Have they ever written something that contained morphological errors?

5- Have you ever written something that contained morphological errors?
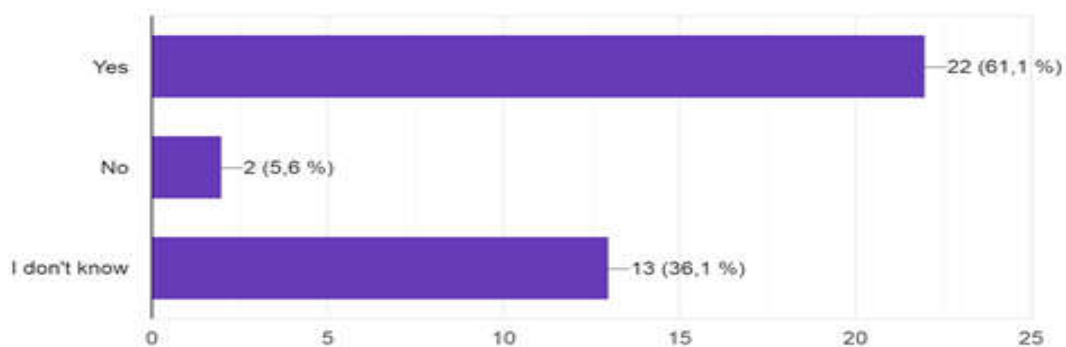
Yes: Algerian first year university students have written something containing morphological errors

No: Algerian first year university students have not written something containing morphological errors

I don't know: Algerian first year university students don't know if they have written something containing morphological errors.

Graph 5 represents if Algerian first year university students have written something containing morphological errors. 61,1% answered with yes, 5,6% answered with no and 36,1% answered with I don't know. Most of the students make morphological errors because of the Lack of explicit instruction: A study by Gholami et al. (2015) found that students often do not receive explicit instruction on morphological rules and structures, which can lead to errors in their writing. Also, Interference from first language: A study by Bahrani and Bagheri (2016) found that students whose first language is different from the language of instruction may have difficulty with morphology due to interference from their first language. Insufficient practice: A study by Ahangari and Asadi (2016)

found that students may not have sufficient practice with morphological rules and structures, which can lead to errors in their writing.

Question 06:What kind of morphological mistake do they frequently commit?

6- What kind of morphological mistake do you frequently commit?

Graph number 6 talks about what kind of morphological mistakes Algerian students frequently commit, from 36 students 34 of them have answered as following: 17,6% answered with erroneous verb tense, 8,8% chose incorrect use of plurals, 14,7% answered with misuse of derivational formation (roots and affixes:prefixes and suffixes), and 58,8% answered with word misspellings, which means that most Algerian students have difficulties with word misspellings. According to a study conducted by Algerian researchers, it was found that the education system in Algeria places little emphasis on the English language, and the majority of Algerian students do not have access to native English speakers. This limited exposure to the language can contribute to difficulties in spelling and grammar (Chellali&Moudilou, 2019). Moreover, another study found that the differences between the Arabic and English languages can also contribute to spelling errors. Arabic is a language with a different alphabet and grammar structure from English, which can make it challenging for students to learn the correct spelling of English words (Haddouche, 2018). Additionally, a lack of English language proficiency and insufficient training in grammar and spelling can also contribute to spelling errors among Algerian university students. Many Algerian students only receive formal English language instruction in schools, which may not be sufficient to develop strong English language skills (Ammar&Bouzid, 2018).

Chapter Three: Field Work

Question 07:Can you name any particular morphological mistakes you frequently commit? If so, give some examples.

Many answers are given to the morphological mistakes the students frequently made. One of the main errors is word misspelling. It is because of the lack of resources and infrastructure to support English language learning. According to a report by the British Council, there is a shortage of qualified English language teachers in Algeria, which affects the quality of English language education in schools and universities (British Council, 2020). The report also highlights the need for investment in resources and infrastructure to support English language learning. Furthermore, cultural, and social factors can also contribute to spelling errors. For instance, Algerian Arabic is the most commonly spoken language in Algeria, and there are many regional dialects. This can affect students' ability to learn and use English language vocabulary and grammar correctly (Benrabah& Fellah, 2018). In addition, there may be a lack of motivation among some Algerian university students to improve their English language skills. A study by Boufatis and Boudiaf (2019) found that Algerian university students often lack motivation to learn English because they do not see it as relevant to their future careers. Another error is grammatical mistakes. Research has shown that language proficiency is positively correlated with writing skills (Riaz, 2015). In a study conducted by Benchikh (2017) on the writing skills of Algerian university students, it was found that many students lacked the necessary skills to write coherent and grammatically correct sentences in English. The study suggested that this was due to a lack of exposure to the language and a limited range of vocabulary. Another study by Bouzid and Bennacer (2017) found that Algerian students often struggled with the use of prepositions and articles, indicating a lack of understanding of English grammar rules. Some scholars have argued that the teaching of English in Algeria is not effective enough to produce competent English language learners. According to Benghanem (2015), the English language curriculum in Algeria places too much emphasis on rote learning and memorization of grammar rules rather than practical application of the language. This approach may not adequately prepare students for writing and communication in English. In conclusion, the causes of Algerian university students' grammatical errors in English writing are varied, including a lack of exposure to the language, a limited vocabulary, inadequate grammar training, and ineffective teaching approaches. Another error is the incorrect use of plurals. Algerian university students may use incorrect plural forms in English writing due to a variety of issues, including variations in grammatical rules between English and their original language, a lack of exposure to English language patterns, and inadequate grammar training. According to research, using improper plurals is a prevalent problem among non-native English speakers, and Algerian university students are no exception. One of the causes of this dilemma is that the rules for generating plurals in English differ

from those in Arabic, Algeria's official language. The Arabic language lacks a unique plural form, and pluralization is commonly conveyed by prefixes or suffixes. In contrast, English uses a number of procedures to generate plurals, such as adding "-s" or "-es" to the end of a word, changing the spelling, or using irregular forms. Research has shown that students who receive explicit grammar instruction and practice tend to have better writing skills and use correct plurals (Harvey &Yuill, 1996). Therefore, it is crucial to provide Algerian university students with focused training in English grammar and plurals. Algerian university students may struggle with using correct plurals in English writing due to a lack of familiarity with English grammar rules and patterns. This could be because they have not had enough exposure to the language or because they rely too heavily on literal translations from their native language, resulting in errors. Additionally, insufficient training in English grammar is another contributing factor to this issue. English language courses in Algeria may not provide adequate coverage of grammar rules and plurals, leading to misunderstandings and incorrect usage. Sometimes, teachers themselves may not be knowledgeable about English grammar, which can lead to inaccurate instruction. In conclusion, the use of incorrect plurals in English writing by Algerian university students can be attributed to several factors, including differences in grammar rules between English and Arabic, a lack of exposure to English language patterns, and insufficient training in English grammar. Addressing these issues through improved instruction and training in English grammar and plurals is essential to improving the writing skills of Algerian university students.

Question 08:How crucial do you consider having solid morphological knowledge to be?

8- How crucial do you consider having solid morphological knowledge to be?

Graph 08 talks about how crucial students consider having solid morphological knowledge to be. 36,1% find it extremely crucial, 30,6% think that it's somewhat crucial, 33,3% find it not very significant, and 0% of the students think that it's not at all important. Which means that most

Chapter Three: Field Work

Algerian students find it crucial to have solid morphological knowledge in order to avoid committing morphological errors.

Research has shown that morphological awareness, the ability to recognize and manipulate the morphemes that make up words, is positively correlated with reading comprehension and vocabulary knowledge (e.g., Carlisle, 2000; Nagy, Berninger, & Abbott, 2006). Morphological awareness has also been found to be a strong predictor of spelling ability (e.g., Carlisle & Stone, 2005; Deacon & Kirby, 2004).In a study by Kuo and Anderson (2010), the authors found that explicit instruction in morphology improved both reading comprehension and vocabulary knowledge in English language learners. Similarly, a study by Goodwin and Ahn (2013) showed that explicit instruction in morphological awareness improved the reading comprehension and vocabulary knowledge of struggling readers in middle school. Another study by Apel, Diehm, and Apel (2013) found that morphological instruction had a positive effect on the reading and spelling skills of children with language impairments.In conclusion, research indicates that solid morphological knowledge is critical for language learning and literacy development, and that explicit morphology instruction can improve reading comprehension, vocabulary knowledge, and spelling ability in both typically developing students and those with language impairments.

Question 09: Have you ever studied morphology and how it applies to writing? Have you ever received training in this area?

Options	Yes	No
Percentage	33,3%	69,4%

Yes: students have studied morphology and how it applies to writing and received training in this area.

No: students have not studied morphology and how it applies to writing and have not received training in this area.

Chapter Three: Field Work

9- Have you ever studied morphology and how it applies to writing? Have you ever received training in this area?
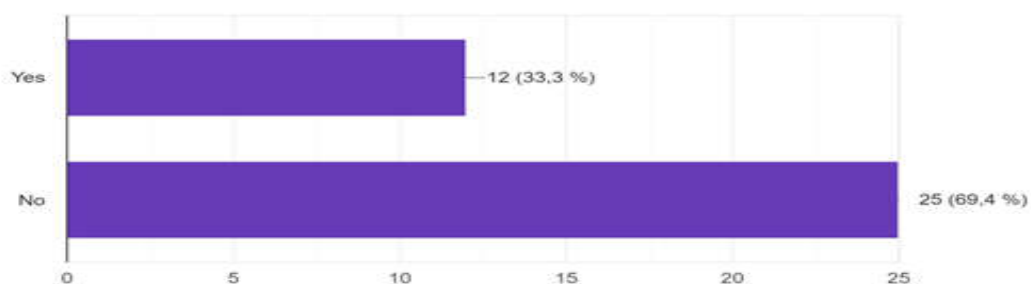
Concerning this question, most of the students answered negatively (69.4%), and the others answered positively (33.3%). Based on their answer, we can conclude that most Algerian students did not receive a lot of training in morphology and did not focus on how to apply morphology to their writing.While morphology is a fundamental aspect of language, it has received relatively less attention in research compared to other linguistic domains,Bowerman, M. (2018). The surprising cross-linguistic neglect of morphology in early child language: The case of expression of plurality. Frontiers in Psychology, 9, 1514.doi: 10.3389/fpsyg.2018.01514, This article discusses the limited research on morphological development in early child language, specifically focusing on the expression of plurality. It highlights the tendency to overlook morphology in cross-linguistic studies and emphasizes the need for more research in this area.Diessel, H. (2019). The neglect of word-formation research in cognitive linguistics. In V. Hohaus& C. Piñón (Eds.), Word Formation: An International Handbook of the Languages of Europe (Vol. 1, pp. 13-26). Berlin: De Gruyter Mouton.This chapter highlights the neglect of word-formation research, a subfield of morphology, in cognitive linguistics. It discusses the historical reasons behind this neglect and advocates for a more comprehensive approach to studying language that includes morphological processes.

Chapter Three: Field Work

Question 10: How can educational institutions assist pupils in enhancing their written morphological accuracy?

10- How can educational institutions assist pupils in enhancing their written morphological accuracy?
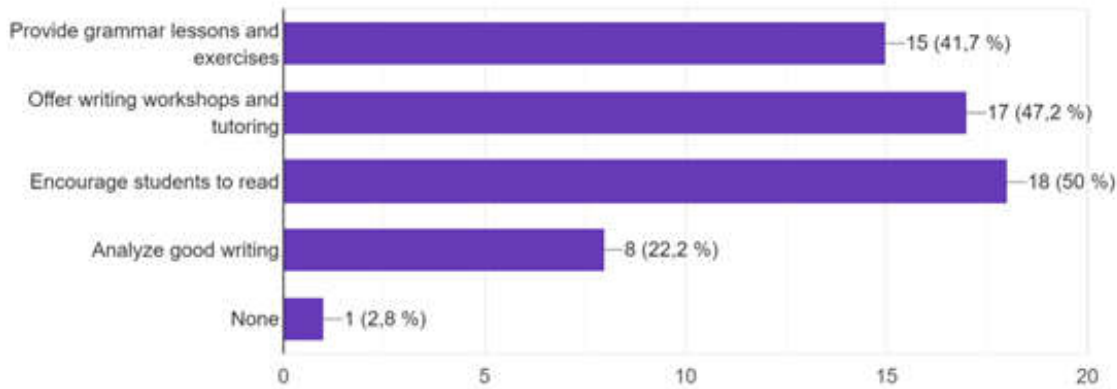
Graph 10 talks about how educational institutions can assist students in enhancing their written morphological accuracy. 41,7% answered to provide grammar lessons and exercises; 47,2% chose to offer writing workshops and tutoring; 50% chose to encourage students to read; 22,2% answered to analyze good writing; and 2,8% said none. Based on this graph, we can tell that the highest percentage was that of encouraging students to read. It helps students gain knowledge. Acquisition: reading exposes students to a wide range of topics, ideas, and perspectives, enabling them to expand their knowledge base across disciplines (Anderson, Wilson, & Fielding, 1988). Through reading, students can deepen their understanding of various subjects and develop a broader worldview. It also helps them with critical thinking skills; reading enhances critical thinking abilities by promoting analysis, evaluation, and interpretation of information (Graesser, Singer, &Trabasso, 1994). Engaging with complex texts challenges students to think critically, consider different viewpoints, and develop their own informed opinions. Also, for vocabulary development, regular reading exposes students to diverse vocabulary and contextual usage, leading to improved language proficiency (Cunningham &Stanovich, 1991). Exposure to a rich range of words helps expand students' vocabulary and facilitates effective communication and writing skills. And in writing proficiency, reading enhances writing skills by serving as a model for sentence structure, grammar, and stylistic techniques (Krashen, 2004). Exposure to well-written texts nurtures students' writing abilities and encourages them to adopt effective writing strategies. The next highest percentage was that of offering writing workshops and tutoring, which also benefits the students with improved writing skills. Writing workshops and tutoring provide students with personalized feedback and guidance to enhance their writing abilities (Beaufort, 2003). Through targeted instruction, students can improve their grammar,

organization, clarity, and overall writing proficiency. And critical thinking and analysis, writing workshops, and tutoring encourage students to think critically and analytically about their ideas and arguments (Bazerman, 2009). By engaging in the writing process, students develop skills in logical reasoning, evidence evaluation, and the formulation of coherent arguments. And helps them enhance communication skills; effective writing is essential for clear and concise communication. Writing workshops and tutoring help students develop strong written communication skills necessary for academic success and professional settings (Lavelle et al., 2002). The third-highest percentage was that of providing grammar lessons and exercises. It guides students to enhanced Language accuracy, grammar lessons, and exercises help students develop a solid understanding of grammar rules and structures, leading to improved accuracy in their written and spoken language (Ellis, 2006). This accuracy is crucial for effective communication and conveying intended meanings. Also Increased Language Proficiency: Understanding grammar facilitates language comprehension and proficiency (Larsen-Freeman, 2003). By mastering grammar rules, students can better comprehend complex texts and develop more advanced language skills, including vocabulary expansion and syntactic complexity. And Academic and Professional Advancement: Proficiency in grammar is highly valued in academic and professional settings. It is crucial for producing well-written research papers, reports, and professional documents (Hinkel, 2004). Mastery of grammar enhances students' academic performance and increases their competitiveness in the job market. The fourth and last high percentage was that of analyzing good writing. By analyzing good writing, students will have more information on style and voice development. Through the analysis of good writing, students can gain insights into different writing styles and voices. They can identify unique authorial voices, explore stylistic choices, and develop their own authentic writing voices (Kolln& Gray, 2016). This process allows students to develop their personal style while incorporating effective writing techniques. And awareness of audience and context: analyzing good writing helps students understand the importance of considering audience and context when crafting their own texts (Bazerman, 2004). By examining how successful writers tailor their writing to specific audiences and situations, students can develop a sense of rhetorical awareness and adapt their writing accordingly. And finally, cultural, and literary appreciation: analyzing good writing exposes students to diverse literary and cultural perspectives, fostering an appreciation for different genres, traditions, and voices (Hocks & Miller, 2017). This exposure broadens students' cultural understanding, encourages empathy, and nurtures their own creativity.

3.8   Checklist result discussion

The results obtained from the checklist show that teachers agree upon the fact that the status of English as a foreign language itself may be the main cause behind students' weaknesses in writing.

Chapter Three: Field Work

This means that students lacking the intuitive knowledge of native speakers of English are exposed to learn a language which is not theirs, with its own grammar, lexicon, and pronunciation. This may also demonstrate their weak inductive language learning ability, i.e., the ability to infer the rules that govern the use of language, as when one identifies patterns of correspondence between form and meaning, as in the case to recognize that in English 'to' can denote direction and 'at' location, or whether the word 'present' is a noun or a verb.

Despite students' weaknesses in writing, teachers do not deny that a good number of them show a positive regard to write in this language. This may reduce the idea of students' possible negative attitude as a reason for their weakness in writings, and strengthen the view of their high motivation. Moreover, teachers, according to them, do not lack interest in teaching. It is their duty to motivate students to participate in the development of their writing skills by providing them with sufficient practice in the classroom and correcting their errors.

Teachers suggest that new teaching methods and techniques should be implemented instead of relying on the students' native language. Establishing an English-only environment in the classroom is crucial for effective language learning, although this can be challenging as the classroom is often the only opportunity for students to practice their language skills. However, teachers believe that the current classroom environment lacks cultural aspects and does not provide realistic language use.

By and large, the data provided by the teachers clearly indicates that several elements interfere as barriers towards students' writing in English: their weak foundation, their limited English vocabulary background, the status of English itself, the linguistic environment including the lack of opportunities to practice English, as well as the unnatural surrounding where this language is taught.

	problem	Yes	%	No	%
Weak foundation	StatusofEnglish:aforeignlanguage	100	100	00	00
	Thestudents'ignoranceoftherulesofL2	08	92.00	02	08.00
	Thestudents'negativeattitudetowardsEnglish	03	24.00	07	16.00
	The teachers' lack of interest in teaching	00	00.00	100	100
LinguisticEnvironment	Students'fewopportunitiestopracticeEnglish	09	98.00	01	02.00
	IsolatedEnglishculture	08	92.00	02	08.00

Results obtained from teachers answers in the checklist

Chapter Three: Field Work

Conclusion

This research is a never-ending process that inspires and develops new investigations and studies. The primary limits of the research are discussed in this chapter and are followed by the research implications and recommendations. Its major goal is to give students some ideas about various tactics they might use to gradually overcome shortcomings they faced over the duration of several years of English writing.

The current recommendations are hoped to contribute to the field of instruction; nevertheless, more research is required to move beyond studies of morphological errors that it may occur in any writing activity. The research takes into account contextual factors in influencing writing processes, as well as the effects of morphology itself on the quality of writing.

As a result, more studies can be conducted to investigate the morphological errors committed in English writing. This may be beneficial if the teaching material is structured to meet the needs of approaches based on the recognition of significant language objects such as the effectiveness of sentence combination and word formation, and which focus on concrete life-related subjects.

There is evidence that students can achieve good and correct writing, regardless of the type of writing challenges they confront, especially if the instructions they get are appropriate for their learning level.

Data interpretations:

The present study aims to identify and analyze the morphological errors made by first-year Algerian university students in their writing, with the objective of contributing to the body of knowledge on English as a foreign language acquisition. The study uses a contrastive error analysis procedure, which included an evaluation test in the form of a composition, a questionnaire administered to 36 students, and a checklist answered by teachers. The data collected from these methods are analyzed to identify the types and frequency of morphological errors made by the students.

The results of the analysis and interpretation show that Algerian first-year university students make a significant number of morphological errors in their writing. The most frequent errors observed are related to the inflection and derivation of words, articles, and prepositions. These errors are mainly attributed to the students' lack of familiarity with English rules and restrictions.

Concerning the enhancement of their written morphological accuracy Most of the students (50%) give great importance to encouraging students to read, and most of them also give importance to offering writing workshops and tutoring. However, some students (2, 8%) do not think that the morphological accuracy needs to be enhanced. The students' answers concerning how crucial having solid morphological knowledge is different; almost all the students find it crucial. (36, 1%) find it extremely crucial, and (33, 3%) find it insignificant. However, the data suggests that these writing challenges can be solved or at least minimized. This is only possible if teachers adopt an acceptable approach, technique and good strategies, and provide students with feedback to avoid making numerous errors.

The study's findings have important implications for the teaching of English as a foreign language (EFL) in Algeria. Teachers need to be aware of the common morphological errors that students make in order to develop instructional materials and interventions that address these issues. For example, teachers could design exercises that provide students with explicit instruction on English rules and restrictions related to inflection, derivation, articles, and prepositions. Moreover, teachers could provide students with ample opportunities to practice using these rules in context through writing exercises, peer editing, and teacher feedback.

The study also reveals that the students' English proficiency level and writing experience influence the types and frequency of morphological errors made. Students with lower English proficiency levels make more errors, while those with more writing experience made fewer errors. Additionally, the findings show that students' perceptions of their writing abilities do not always align with their writing skills.

In conclusion, the study provides valuable insights into the common morphological errors made by Algerian first-year university students in their writing. The findings highlight the need for targeted instructional materials and interventions to improve students' morphological accuracy in writing. The study contributes to the existing body of knowledge on second language acquisition and provides a foundation for future research in the area of morphological errors in second language writing.

IMPLICATIONS and RECOMMENDATIONS:

The present conducted study attempted to shed the light on the morphological errors made by Algerian university students in English writing. The results obtained from this research have strongly confirmed that student's writing errors can be strongly related to morphology, which in turn confirms the current research's hypothesis.This study suggests multiple implications for both students and teachers, according to these findings. Teachers should consider error analysis as a useful method of diagnosing pupils' writing problems. Errors provide feedback to teachers on the strategies and approaches they use in their teaching.

As a result, teachers can use error analysis as an effective approach to identify their students' deficiencies and provide appropriate remediation. Furthermore, teachers should encourage their students to engage in as many writing activities as possible since the more they write, the more familiar they will become with English writing rules and the more they will be able to apply English morphological rules in their writing.

In addition to writing, students should be encouraged to read a variety of works in the English language since reading allows them to become familiar with English vocabulary and the proper application of English rules that competent writers apply in their written outcome.Furthermore, when teaching morphology to first-year university students, teachers should emphasize morphology rules to make students aware of the most typical errors that they make. Furthermore, it is advised that first-year students at Tiaret University be taught extra morphology classes on a regular basis.

General
Conclusion

General conclusion:

The current conducted research highlights the morphological errors made by Algerian university students in English writing. It aims at identifying and analyzing the errors made in their writing, most of these errors are word misspelling, plural forms, verb tense and Misuse of derivational formation (root/affixes: prefixes and suffixes). After analyzing the errors, it has been found out that the students' errors are due to the lack of reading and writing assignments, as well as a lack of practice with specific English structures. Consequently, in this study it is hypothesized based on the assumption that students' low achievement in writing is due to morphological errors.

The current work is divided into three chapters. The first and second chapters are devoted to the theoretical section, which is simply descriptive and reviews related literature. The third chapter focuses on the application. To put the hypothesis to the test and add validity and reliability to this descriptive study, the type of research used are a judgment test, a questionnaire given to a first-year university students and a checklist given to ten teachers.

The first chapter then addresses errors, syntax, and writing. The primary method is error analysis. The second chapter examines morphology and some errors discovered in it, different sorts of errors and writing styles, and so on. The third chapter, on the other hand, deals with the analysis and interpretation of the data gathered from the students' questionnaire and the judgment test and the checklist. As a result, the findings confirm and support the notion that low achievement in students' writing performance is linked to a variety of morphological errors. From the obtained result, the first question which states:

Have first year university students ever written something that contained morphological errors, is answered positively and the hypothesis is totally accepted. Consequently, these errors do affect students" writings negatively in terms of their weak knowledge of morphology. it can thus be concluded that first year university students still have a long way to go in terms of producing appropriate written work in English. In reality, it is the obligation of both syllabus designers and English teachers to cater to students' writing abilities.

Syllabi in universities and schools should include more free and controlled writing assignments to assist pupils develop their writing abilities. Teachers, on the other hand, should vary their teaching approaches in order to help and equip their students to write competently. Because new ways for teaching writing can reduce errors in pupils' writing. However, first year university teachers and academics cannot overlook error analysis as a crucial technique for understanding more about the psycholinguistic processes involved in foreign language learning.

Above all, this research serves a purpose not only for students in helping them develop their writing skills by understanding the fundamental cause for these committed errors, but it also helps teachers comprehend the importance and sources of errors. Because a thorough understanding of the causes of errors enables the teacher to devise a more effective teaching method for dealing with them and, lastly, to determine how serious the error is in order to assign remedial work. However, due to limited time, this study only addresses a subset of the linguistic features of writing. Clearly there will be a lot more work to do in this area in the future.

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APPENDICES

Questionnaire

Dearstudents

    Youare cordially invited to respond to the various questions; we would appreciate itifyoucouldtakeatimetodoso.Thefollowingsurveyismadeupofavariety ofquestions,mostlygearedtowardgrammarandwrittenexpressionstudentsatTiaretUniver sity'sEnglishdepartment.

1-   Age:

_____

2-   Gender

☐ Male

☐ Female

3-   How frequently do you engage in writing activities?

☐ Daily

☐ Weekly

☐ Monthly

☐ Rarely

☐ Never

4-   How frequently do you edit your writing?

☐ AlwaysUsual

☐ ly

☐ Sometimes

☐ Never

5-   Have you ever written something that contained morphological errors?

☐ Yes

☐ No

☐ Idon'tknow

6- What kind of morphological mistake do you frequently commit?

◯ Erroneousverbtense

◯ Incorrectuseofplurals

Misuse of derivational formation(roots/ affixes: prefixes and suffixes)

◯ Word misspellings

7- Can you name any particular morphological mistakes you frequently commit? If so, give some examples.

_____

_____

_____

8- How crucial do you consider having solid morphological knowledge to be?

☐ Extremely crucial
☐ Somewhat crucial
☐ Not very significant
☐ Not at all important

9- Have you ever studied morphology and how it applies to writing? Have youever received training in this area?

_____

10- How can educational institutions assist pupils in enhancing their writtenmorphological accuracy?

☐ ProvidegrammarlessonsandexercisesOffe

☐ rwritingworkshopsandtutoring

☐ EncouragestudentstoreadAnaly

☐ zegoodwriting

☐ other: _____

Teachers' checklist :

By putting a cross (X) in the appropriate box, say whether the Algerian students' morphological errors are due to:

	problem	Yes	No
Weak foundation	Status of English: a foreign language		
	The students' ignorance of the rules of L2		
	The students' negative attitude towards English		
	The teachers' lack of interest in teaching		
Linguistic Environment	Students' few opportunities to practice English		
	Isolated English culture		

Other possible reasons of learners' problems in English morphology:

1)……………………………………………………………………………………

2)……………………………………………………………………………………

3)……………………………………………………………………………………

4)……………………………………………………………………………………

5)……………………………………………………………………………………

6)……………………………………………………………………………………

7)……………………………………………………………………………………

8)……………………………………………………………………………………

Annexes

Students' chosen papers

Number of Papers : 25

-      Original copies have been compiled for the sake of this research
-      These are photocopies numbered and made Anonymous

The point : The job market in the Algeria context is getting more and more complicated.

The job market in the Algeria context is getting more and more complicated. so it is difficult to get a job in Algeria. (First fact of part) and this resulting from lack of _____ and _____. This means year after year the number of graduates increasing but they didn't get a job. even if there is a post the managers give it the people he knows. then the problem in Algeria context is they neglect the capable people and they _____ just for _____. also when someone practices in their specialty he didn't get the suitable job for example if someone study geometry at the end he find himself teaching. In other way most of people think that the honor job is _____ or _____ within Algeria context and

every one want to work in easy condition. (However
is rather than in Europe con or japan every job
is good to gain the livelihood) and they develop
their country with this job.

N° 01

The Job market in the Algerian context is getting more and more complicated, Today for instance a lot of low level graduated students, cannot find Jobs, because they are not qualified to earn. one, moreover the Job market is controled by bribery, for example it is always easy to get anything done ot achieved if you have the enough amount of money specially a Job, it is well common behavior to use bribery to earn a Job in the Algerian context, and as a result for the Job marketing corruption the number of the Joblessness people is increasing in society.

N° 02

99

Step Exemplification

The job market in Algerian context is getting more and more complicated. First because of the percentage of graduation became extra higher. illustrated by the Demographic growth, so the number of workers is more than the work places, and this influence many people to get an appointment of work. Next, immoral practices which effect our life career in the case of, bribe the main pass, moreover, nepotism when a person employed due to their relatives without appropriate qualification, also impetuosity of one's self against the responsible for the employment of workers. Lastly, lack of expertise which effect the practical progress and leads to unsensing testes and experiments, reconsider the average, so this method prevents from getting a job.

N° 03

Based on the assumption that I am 2nd year master once I finish my university studies I expect that I will get a job in a firm. My prospects lean on a bunch of factors. First of all, my curriculum vitae (CV) facilitates my mission to get the job. Since I speak more than two languages and my university's grades used to be good. Secondly, when the firm will call for an interview every thing will be in my benefit. I am a self confident person and this feature will help me to answer the interviewer's questions very confidently. Furthermore, I have an economical background that may please the company's boss. Being a creative person is another factor that boost my chance to get the (best) deal. That is to say that I have new ideas that would appear interesting for them. Last and not least, I expect to face some difficulties to adapt with the new job. Mainly that the practical field is totally different from the theoretical side, we have never apply something that we (learn) have learned in the classroom outside it. In addition, I think that I'll be in need of time in order to gain the experience that may help me to adapt with the new job. Finally, I suppose that I'll experience new atmosphere that may surround me. I mean that I'll be surrounded by new people, new faces whom I know nothing about them. Furthermore, I assume that the job conditions will not fit in well (time devoted - holiday ...). To sum up with, my assumptions are based on several factors that I guess that it may explain my point.

N° 04

All what I have to say is that the job market is getting just worse, people are running behind and chasing job, ready to spend money and even do illegal actions, it doesn't matter what it costs.

I'm not expecting a thing one I finish my univerity studies, as an economy section student, I know that economy represents such a basic factor that can effect the country positively or negatively, but as long as our thoughtless state is leaning on foreign companies and natural resources, there is no need for us, the new univeristy graduates due to the lack of experience and practice especialy internship. What we were talking about till now support mini-independant companies and private work, while the government is paying no attention or serious interest to the unlucky forgotten social status, instead it is focusing on investments and reputation that serve its global ranking.

As a summary, the conclusion to this topic is simply that work in Algeria become the main concern of each citizen and a necessity for a suitable future.

N° 05

Step _first draft_

point: The job market _ the Algerian context is getting more and more complicated

Today, TO gain money is the most desirable aim of the most of Algerian people, and to reach that aim they have to look out for a jobs and to try to swallow the bitter of the jobs market which is getting more and more complicated. First, Troubles began from the announcements of jobs which is demanding experts not the new take in the new careers), system L.M.D For example is a new system and most of the job market, do not trust on the new graduate students efforts or abilities, So how they suppose to be experts if they didn't give them the chance. Second, repetition is a familiar and the most powerful word in Algerian content which allowed and gives many chances and opportunities of jobs from every specialities So the possibility of having jobs increases and Vice-Versa. Finally, To have inaccessible jobs in These complicated situations need patient and Algerian

especially the young One's do bear these intentions and look for

"easy money" like selling illegal stuff, illegal Business ....

but if they had "the will" they would find easy ... not ...

or any other Obstacle would stop them from reaching any other avenue

and among the ... job

N° 06

- Getting job in the Algeria context is very difficult and becoming many complicated. First, the influence of the job market in Algeria context by corruption especially bribery because the best solution for the majority of people, by giving someone money to get work, without make any efforts in their experience, although there are others who are better than them, with a good level and passing more experiences but they haven't job. Second, the reputation that have and play the important role in getting job, especially when there is no job without reputation, that they used it like means of references. Third, some limits level of study also cause difficulties to get job, that some companies ask special condition like diploma which is not always available for people, so it will be an obstacle to job.

As a student in second year master in economy section, I was asked to tell my expectations in the job market once I finish my university studies. I may suggest that the job market seems unable to be flourished and given a lot of importance due to a bunch of considerable causes. First at all, ethics or ethical standards are nearly going to be disrespected in business affairs. Bribery, Counterfeiting and embezzlement would spread largely in the field of economy to a high degree. As a consequence, it would harm the productivity of employing and buying goods. That ultimately may lead adversely to the loss of both individual and communities' right. Secondly, it's obvious that when we engage in some activity that many head companies and employers seem not well educated enough to take part in such work. That's why we may notice more and more misdeed taking place without perfect planning set before, which might bring out the conception of the wrong attitude in the inappropriate situation. And finally, I expect what may make the job market going deteriorated is the absence of enlightening inside society. To engage in an economic activity, there should be a kind of knowledge base about such field of work. I consider that the wisdom of making right decisions, designs and strategies wouldn't be touched by the results of the main objectives of the job market's sub-activities.

People should as soon as possible be informed as much as they can to learn about the economic situation so that they would be allowed to create their own activities

N° 08

Job market in the Algerian context seems to get more and more complicated. First there is no chance for work what makes Algerian peapl leave Algeria looking for a job. the job market in Algeria have lot of problems like the lack of experience and bad workers, also unavailability of jobs second, the situation of job market in Algeria is geting to wors because of nepotism, corruption and other obstacles also absence of control which make peopl face lot of difficulties. The job market in Algeria also suffering from lack of competince and dishonest unfair employers all this make problems in economic, but in the market of job in Algeria there is balance between graduaters and work opportunities.

N° 09

108

The job market in Algerian content seems to get more and more difficult. First acquaintonce means to use money as a way to get the job eventhough you don't have any level that alouds to have it eo. Secondly lack of experience and now the institutions are concerned about the oldest workers because of their experience in jobs and avoid the news graduated workers. Third the spread of corruption in the Algerian government which is a big problem because of the hunger of responsibles.

N° 10

The (market) job market in the Algerian context seems to get more and more complicated. First of all, the corruption of the responsibles they don't appoint the person according to his degree; Or to his experience but to his money. They can prepare audition for jobs and give it to who pay more. Secondrey, nepotisiem if you have an acquaintance you can't even dream about a job. this is a general truth in our country. Third, lack of experiance of course if you didn't work before in your specialist and you don't have recommendation to work at that place you chosed. You can't have a chance. Finaly, hard competition about a job because there is many persons apply to same job and in the same time which make your opportunity very weak.

N° 11

Step Drafting

The jobs market in the Algerian Context is getting more and more Complicated

First of all, it is caused by the corruption feature which is wide spread in nowadays, and as muslims we are not allowed to give the under payment in order to have job so, it it forbidden by our religion. Second, hard tests, employers do hard tests on purpose which is to make the majority of Candidates lose the appartunity of work which can be available for others. Third, the feature of nepatism, it is also well spread in the algerian society, nepatism makes jobs specified for specific people, I mean who have people with great status in Companies and other work institutions, even if this people are not qualified or graduated, they take great status and respected jab without making efforts, or having enough information in the domain they work in or deal with. Finally, our Companies and work institutions are suffering from the lack of qualified employers, they cannot make the diffrence between qualified and unqualified workers because they get their jobs in illegal way. So, we are not going to get rid of the job complications if we dont change many things in the society especially in the work establissements.

N° 12

The Job market in the Algerian context seems to get more and more complicated.

First A lot of people suffer from unemployment and that has many causes for example nepotism who is domin-ted in our society because the Qualification is uncountable

The spreads of corruption in the algerian society makes people who hasn't level to takes places of the others who have the right to work.

The lack of the opportunity of the work that reffers to the responsable who don't play the real role

Another point which is very important is the classes of people that means the rich has the preanty than the poorer.

N° 13

112

Step....

The job in the Algerian context is getting more and more complicated and this back to different reasons, First because of the corruption that it is expending in all the country. That means if you bribe someone in order to have a job you will get it eusely and this is reality that only few people taken their jobs in a legal and honest way, the other reason is "nepotism" if you have a known people they will facilitate things for you to have the job that you want, money is another reason, if you have it many ways are going to be opened for you and one of those things is that you are going to have the job you dreamed about.

N° 14

First

First draft :

The job market in Algerian context seems to get more and more complicated. First, corruption is a source of jobless and finding difficulties to get a job, as a result corruption is the most principle cause of spreading nepotism, bribery and embezzlement. So, this phenomena can effect at society and make many distinguishes between people, specially in work, nepotism can enjoin people who want to find job, it make a distinguish between poor and X rich. So only who know, just who know some people in high position can find work easy, even who has no competence or not professional in that domain, in our society most of them are bribe in any domain not only work, even houses, administration... more given spread of jobless cause of lack of institution, this lack can effect to find difficulties in jobs because there are no institution and competence... it make under investment, and all of this is source of carless of government.

N° 15

Managing a global marketing organisation after getting the MA degree would lead me to face three main obstacles. It is obvious that joining the working world for the first time is often faced with an environment that implies a very different behaviour than the one we acquired at university. The shift from the theoretical tasks to the practical ones and the adaptability with the new context as a manager. It would be a challenge for me a fresh brain to have a good connection with every one I deal with across business as the heads of customer service department, the product manager and may be the ordinary workers too. Assuming the responsibility of managing an organisation need a hard way of mine inside to craft the right business than council and thoroughly to introduce our work for the foreign investors in the best way. We can say that these three obstacles stay in expectation of mine about any future career in the job market.

N° 16

115

In our actual ... essence ... getting
the job is being more and more difficult and complicated

First, there is a lack of posts because of the lot of graduates
if the person isn't qualified enough and educated he can't get
the job early so he (should) should study hard to get the
diploma which opens the doors of the opportunities for him.
if the person is not educated he will face bad conditions
like working in inappropriate places with minimal wage which can't
even support him. But there are some people who are educated
and qualified and have the diploma but unfortunately they don't
have the chance to get the job and that lead us to another factor
which is the nepotism and the bribery which are destroying
little by little our society. There are a lot of people
who found this ... very new born was it than
after hard graduation from college and holding
the degree with his he ... for job and when he found
his place was when ... another guy who ... the
nepotism and the money that seem in ... the people.
So the one who had the money and the nepotism had the power
and they in ... any will be sure to ... I won't
qualified or educated like my friend ... he ...
because of this my level at english was ... skill
is bad

N° 17

The job market in the Algerian context is getting more and more complicated. First, there is no recruiting from the companies responsible. There is no communication, for example, if you have reputation you will be treated as a queen. Second. The prerequisites of the job are not clear to the employee. For instance, the job needed doesn't precise the wages, so the employee couldn't be satisfied about his wages. Finally, there is politeness, such as, when the position is low and the number of candidates are higher than supply.

N° 18

117

(10)

The job market in Algerian context is getting more and more complicated. One of its main features is the emergence of bureaucracy; for example an employee sticks to his job until he get retired of offered it to another person. and job system doesn't depend primary on merit like it suppose to be but rather on (administratif) nepotism. furthermore the administratif complexity create obstacles to algerian and even foreign exployees due to bribery forgery. also people suffer from the lack of job opportunities especially x certain domains x for instance most algerian people focus on education and commas rather than agriculture and industry that leads to oppression and jobless as a result. this lack is well exemplified by the issue of......

N° 19

88   ○3 = Abuse of power for personal purposes
Support idea ○4 = Difficulties by the government to work
Detail ○1 = Asked a lot of papers and files
          ○2 = complicate things and conditions for
          nothing
N° 20   ○3 = complex laws and procedures alienate
          common people to ask for any help from government.

So_ Write the first draft –

The job market in Algerian context seems to get more and more complicated. First Corruption & bribery because of the lack of interest by officers people complaint in the stream of bribery. The government nothing serious corruption a highly uneffective and disorganised (?). Poverty and deterioration of order in the country. The abuse of power for a benefit at real expense of authorities of his position due to special vast size of population compared with unequal military and the poor economic infrastructure lead to endemic corruption in public life, don't apt to harsh conditions and laws. Second, the lack of companies and institutions because of underinvestment, not efficient at work, The exploitation of the country's wealth to import everything. Third, nepotism, every governor names elected associates to key cabinet position. Friends and family can usually be counted on for loyalty, and officeholders are in good position to renew their strength. Abuse of power for personal purposes. Finally, Include difficulties by the government to work, asked a lot of papers and files, complicate things and conditions for nothing, complex laws and procedures alienate common people to ask for any help their government.

The Job market in the Algerian context is getting more and more complicated. First, the nepotism takes an important role in our society. Without it, no one can get jobs easily. For example, when you want to be a teacher, you must have X looking for help by some workers in the educational union to give you a hand to get it as soon as possible or you won't be acceptable. Second, Bribery which is an unethical way for greedy people like when you ask for a job, you have to pay before getting it. For example football-players sometimes pay a lot of money just to win the match, this causes a great stir today because there is no equality. In addition, Segregation is spread all over the world, as in some european countries, it's forbidden for women to get job of "stewardess" because they don't accept girls wearing "Hidjab" or they will be ignored and jobless. Finally, the national service to become an obstacle for some men. They can't get jobs without the reform which is important today. For example, when you want to work abroad, it's forbidden to travel or you will be wanted

N° 21

120

الورقة الإضافية رقم :

الإسم واللقب

- المقياس:

تاريخ الإمتحان:

The job market is getting more and more complicated in our context. First. The corruption destroy society which led to a bad person with selfishness for example evident to get a job as you like (...) so spread of racism between people 'poor and rich or from men and women like the jungle law which is the change and the weakness, nay lead the important companies because the conditions and there is bad materials. Second. The nepotism in all fields which is present in all the conditions without any difference of work job market". irresponsible person those whom asked you to give their territory. In Algeria there is plenty of people have a diploma but the big phenomens of jobless it caused by funess of production and no responsible people. Finally. sometimes the job get by the chance and destiny ...

N° 22

Step ... Draft

To have a jobs in our society it's something become difficult and that's because of the corrupted system of our government that face many problems and points of weaknesses. First, the problem of bribery, it's a dangerous phenomenon that is controling people minds where they use money in order to have jobs or anything they want, and it spread quickly in our society. Second we have the bad use of money, because there's no clear strategies to use these money to create new jobs, and how to manage a good system that lead government to solve these problems, for example the government spent the year before the last over 180 billion algerian dinars on fire works in the 50th anniversary of independance, which is a big number, also we have a corrupted responsibles who took a lot of money using their powers. Finally, our economic system

is poor, the reason is that there's no good investments
that fix our economic system, no good local
industry where is importing more than exporting
and the bad quality of local merchandise

Nº 23

123

The job in the Algerian market is getting more and more complicated. First the management of the Algerian system is not at all effective, there is no balanced system between the rate of graduation and the working places also, responsables are preventing the working places at the first place for their personal services, and government is proceeding with wrong measures which consist on covering the needs instead of satisfying them Second, the Algerian society is dominated by segregation in all fields "economy, education, trade...". The simplest example is that, if you are a graduated person and you are searching for a work, it is neither your diploma nor your capacities that would provide it, it is rather your shoulders in life and the worth of your pocket that will made it yours Segregation can also be exemplified in the different treatment of people because of their difference in the social states, race and cultures "Arab, Kabylian, Mzab and so on. Finally, our whole country is governed by the scale of personal potentialities rather than the economic and social stability We can see the validity of this statement in today's news, where the educational system became a jungle and each person is only seeking its own benefit

N° 24

الورقة الإضافية رقم :

الإسم واللقب :

المقياس : G03   تاريخ الإمتحان:

The jobs market in the Algerian context seems to get more and more complicated. First, The nepotism is the unfair use of power in order to get jobs or benfits for your family or friends. In Algeria if you know someone has acquaintance and of course you must have money. to it use that nepotism and money to get the job or office easly. Second, The corruption of the responsibles, they didn't give The job or office to who diserve it. there are a lot of university students have a degree and diploms and they jobless. and a lot of people they have no level but they get jobs and this by bribery who the responsibles take it. Third, lack of capability of professional now in Algeria the majority of who work are just the oldest. all the institution concerning about the old worker because They have The capability of professional and the experience. and they avoid the new graduate because they miss the capability. ??

N° 25

Summary

This study examines morphological errors in Algerian students' writing and uses a contrastive error analysis procedure to identify and analyze the errors. The research method includes a composition evaluation test, a questionnaire, and a checklist answeredby English teachers at IbnKhaldoun University in Tiaret. The data collected is analyzed to identify the types and frequency of errors made. The study finds that students make frequent errors related to inflection and derivation, articles, and prepositions, which can negatively impact their writing production. This research contributes to the knowledge of second language acquisition and highlights the need for error analysis in addressing these errors.

Key words: morphological errors, second language acquisition, error analysis, writing production.

ملخص

الهدف من هذه الدراسة هو تسليط الضوء على ظاهرة الاخطاء المورفولوجية التي يرتكبها طلبة السنة الاولى في قسم اللغة الانجليزية بجامعة ابن خلدون بتيارت. بهذا الصدد يتم التركيز بشكل رئيسي على تأثير هذه الاخطاء على انتاجهم الكتابي. و لتحقيق هذا الغرض قمنا كباحثين بجمع عينات كتابية للطلاب لغرض التحليل اضافة الى ذلك استبيانات موجهة لعشر اساتذة قواعد و تعبير كتابي و الذي يشكل مصدر للمعلومات بخصوص اراء ووجهات نظرهم، بالإضافة الى اختبار التقييم موجهة للطلاب. و قد اظهرت نتائج هذه الدراسة ان طلاب السنة الاولى يقترفون انواع مختلفة من الاخطاء النحوية و الصرفية التي تؤدي الى تحصيلهم المنخفض في الكتابة. تساهم هذه الدراسة في إثراء المعرفة لاكتساب اللغة الثانية وتسليط الضوء على الحاجة إلى تحليل الأخطاء لمعالجتها.

الكلمات المفتاحية: : الأخطاء المورفولوجية، ، تحليل الأخطاء، اكتساب اللغة الثانية، الإنتاج الكتابي.

Résumé

Cette étude explore les erreurs morphologiques dans l'écriture des étudiants algériens et utilise une analyse d'erreurs contrastive pour les identifier et les analyser. Les méthodes de recherche incluent un test d'évaluation de la composition, un questionnaire et une liste de contrôle remplis par les enseignants d'anglais de l'université Ibn Khaldoun à Tiaret. Les données collectées sont analysées pour identifier les types et la fréquence des erreurs. Les résultats révèlent des erreurs fréquentes dans l'inflexion, la dérivation, les articles et les prépositions, ayant un impact négatif sur la production écrite. Cette recherche contribue à la connaissance de l'acquisition de la seconde langue et souligne l'importance de l'analyse d'erreurs pour y remédier.

Les mots-clés : erreurs morphologiques, l'acquisition de la seconde langue, analyse d'erreurs, production écrite .