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**COMMON MISTAKES AND ERRORS IN
WRITING IN ENGLISH FOR FIRST YEAR
UNIVERSITY STUDENTS**

Case study: first year students of English at abbess Laghrour University, khenchela.

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DEDICATION

From my depth of my heart , with smile and happiness with my feeling of love and respect , i dedicate this simple work , first , to our parents « **Ali** and **Hafida** » « **Morad** and **Barika** » who always motivated us and pry for us .

I respect you for ever

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I respect you forever

Our teachers.

Our sister's and my brothers.

Our best friends.

To everyone who knows us and respects us ...

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Abstract

The present study intends to investigate common mistakes and errors in writing in L2 for first year University students , Department of English , the writing skill was selected in the study because most of English students still make mistakes and errors in English writing , and we try to answer how these errors and mistakes affect professionalism in writing, and find suggested solutions to the challenges faced in L2 learners. The type of the study used in this case is a descriptive qualitative research. This study was carried out by introducing a questionnaire about reasons and causes of making mistakes and errors and to find the major problems they face in writing. The first chapter is devoted to the research proposal. The second chapter provides the reader with an overview of the writing skill. We first , define most key words of our topic (Writing , Mistakes , Errors) and we mention a brief history of writing , then we state six main titles : developing writing skill , writing problems , common mistakes and errors in writing , difference between mistakes and errors in writing , reasons of making mistakes and errors in writing , the objective to teaching writing . The third chapter includes the method and the experiment and its results . Some suggestions are made to conclude our work.

Key words: errors, mistakes, writing.

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GENERAL INTRODACTION

Introduction

Writing is not only the process the writer uses to put words to paper , but also the resulting production of that process . Writing is one of the skills required to be mastered , and it is stated very clearly in the English language . A number of recent studies have suggested that the process of L2 writing are in many ways distinct from those of L1 writing . Writing in second language is further complicated by issues of proficiency in the target language . Most of the low proficiency students are still struggling to write , many of them are unable to write correct sentences of their own . Writing in English is an inseparable part for students throughout their academic life , but it often appears to be difficult task for them . The study aims to investigate low achievers views towards writing skills in writing by identifying their writing difficulties as well as their needs to master the skills , and more importantly what implications it may have for teacher development to guide learners to overcome their problem in writing .

Statment of the Problem

Writing is an important skill in learning a foreign language, but many students still struggle with making mistakes and committing errors. This problem needs an investigation so as to help learners, especially first year students, write without mistakes or errors.

Aims

This study aims to investigate the impact of common mistakes and errors in writing for first year university students , to analyse those errors, and suggest some solutions.

Research Questions

- What are the reasons beyond the weakness of students in the writing skill ?
- What kinds of mistakes and errors do they most commonly make in terms of :
 - a. Grammar

- b. Spelling
- c. Discourse

- Do mistakes and errors affect perfectionism of writing?
- What implications do these mistakes have on writing?
- What are the possible solutions to fix this issue?

Rationale (Justification)

We opted to this research in order to answer the questions that still persist in learning a foreign language, and give more details that had not been sufficiently discussed before in a more efficient manner.

Background

Writing in English is accounted as a complex process for English as a foreign language. Making mistakes and committing errors in writing are found as an inevitable part of language learning. *Elis* (1997) pointed out to the lack of fossilization of learners grammar in first language acquisition, rather its importance in second language acquisition. *Corder* (1967) considered errors as the evidence of the learners inherent syllabus which demonstrated how first and second language learners advance an independent system of language. *Corder* (1967) and *Brown* (2000) pointed out the importance of study of language learners errors as it displaces the state of the learners knowledge (he noted that students errors should be taken seriously as these errors show development features for language learners) ., *Corder* (1981) highlighted the significance of errors analysis from various stakeholders perspective , for student these errors can be utilised as learner devise to improve language proficiency .It is essential to make a distinction between mistakes and errors . *Corder* (1981) reveals criterion that helps as to do so . It is the self correctability criterion . A mistake can be self corrected but

an error can not . Errors are systematic ; i.e. likely to occur repeatedly and not organized by the learners which means they have not learnt it . Hence the teachers and researchers could locate them but the learners could not .

Population

The population for this study consisted of first year students of English Department In Abbes Laghrour University. We chose this category because it is considered more vulnerable to errors in writing as they study English in an in-depth way through their study of the written expression , which is a new specialty for them and also they are nearest to us and we are more closed to them . We did a random selection to chose our sample .

Design

Our research is based on qualitative approach , which aims to get a better understanding through first hand experience. It aims to understand how the participants derive meaning from their surroundings , and how their meaning influences their behaviour . A qualitative research allows us to describe our result statistically. The statistical forms considered as an easy way to present our outcomes clearly without any difficulties.

The method is a descriptive method : it is suitable one for such issue in order to describe how students make mistakes and errors and what are the causes and the effective solutions to overcome this issue .

The suitable tool for this research in order to collect data is the questionnaire . *Cohen* defined it in his book as a series of questions related to this research topic , and it is a set of questions which helps in gathering data , it begins with an introduction which contains the aim of the study and it includes many types of questions .

CHAPTE ONE
LITERATURE REVIEW

Introduction

Writing is one of the most important skills that foreign students must master on campus and after school (Mukulu et al., 2006). It is a thinking tool that allows people as recipients to use text to convey their ideas to the recipient. To develop communicative writing skills, you can develop your own language and achieve academic success at all levels of education (Adams and Keene, 2000; Dudley Evans, 2001). However, for students who are not native English speakers, writing is a difficult skill for them, because they must consider other aspects when writing, such as content, organization, purpose, audience, vocabulary and correct use of punctuation, spelling and capitalization. The second language is difficult and demanding.

Writing is one of the most maximum famous approaches of expressing feelings and thoughts.

Through writing human beings can take time and might interpret their feelings clearly. Moreover, writing responsibilities are implemented widely all through language exercise for getting to know overseas language. Yet, university students face many issues while writing any task. Though writing is one of the first-rate approaches of expressing thoughts, university students can't regularly make. Tirumalesh (1991) counseled a few motives why human beings have constraints. Lack of talent within the language, huge classes, unqualified teachers, unmotivated novices, loss of assets have become a part of the etiology. From his factor of view, the hassle may be solved with the aid of using mobilizing greater substances or with the aid of using the precise use of the present assets (Tirumalesh, 1991 pp 2670-2671).

However there are numerous different elements that are liable for developing writing troubles in 2nd language classes. The motive of this is to discover university students writing troubles through a questionnaire, using one distinct code, questioned university students', and through scripts evaluation the research attempted to find out the solutions of the studies.

1.1. Definitions of key words

Writing :

Writing is an important part of language learning. It is essentially a reflective activity that requires enough time to think about the specific topic and to analyse and classify any background knowledge .

Writing is the process of using symbols (letters of the alphabet , punctuation and spaces) to communicate thoughts and ideas in a readable form .

In Ghodbane's work (2010) cited that , knowing the difficulties of writing is something vital particularly the difficulties of L2 writing ; Brooks and Gundy (2009) stated that it must be worth asking precisely what is difficult about writing and , especially about writing in second language . Lado (2000) we mean by writing in foreign language the ability to use structures , the lexical items , and their conventional representation in ordinary matter-of-writing .

Writing in Cambridge Dictionary :

- a. The activity of creating pieces of writing work ,such as stories, poems , or articles.
- b. The skill or activity of producing words on a surface.

Writing in Oxford Dictionary :

- a. The act or process of producing and recording words in a form that can be read and understood
- b. The occupation or style of someone who writes , especially for publication
- c. Something written , especially meaningful letters or characters that constitute readable matter

According to Harmer (2006 :79_80) Writing is :

One a basic language skill, as important as speaking, listening and Reading. The Most difficult text to write for the students is descriptive text in the form of paragraph .

According to Rivers (1981 :294) writing is conveying information or expression of original ideas in a consecutive way in the new language .

Brown , (2001) also claimed that writing “is a thinking process . the first process is figuring out the meaning and the second process is putting the meaning into language “.

Mistakes:

Mechanical mistakes are those of ortography (spelling and capitalization)and punctuation . Everyone who writes in English makes such mistakes ,whether native speakers or ESL students.

Mistakes in oxford dictionary :

an action or an opinion that is not correct , or that produces a result that you did not want.It’s easy to make a mistake .

In Cambridge Dictionary:

An action , decision , or judgment that produces an unwanted or unintentional result .

The spelling mistakes are distracting (pp. 35 , 157), and the endnotes are not practical , especially in the absence of a bibliography .

Definition of mistake by Merriam :

A wrong judgment : misunderstanding , wrong action or statement proceeding from faulty judgment , inadequate knowledge , or inattention .

According to Brown :

Mistakes refer to a failure to utilize unknown system .

Errors:

Written errors can be categorized as errors of mechanics, grammar and usage.

An error is an unintended deviation from the immanent rules of a language variety made by a second language learner. Such errors result from the learner's lack of knowledge of the correct rules of the target language variety.

In Oxford dictionary an error is a mistake, especially one that causes problems or affects the result of something. Spelling/typographical /grammatical errors. The report contains some factual errors that must be corrected.

Error in Cambridge dictionary: something done or written by accident that is not correct, not accurate, or does not give the right result.

According to Brown: Errors concern " a noticeable deviation from the adult grammar from a native speaker, reflecting the inter-language competence of the learner ". (1994)

1.2. A brief history of writing :

As quoted in Ghodbane's work (2010) , writing is regarded the cutting edge phenomenon due to the truth that the human rising issue is speaking . As Harmer (2007a) said human activity of writing is a fairly recent development in the evolution of men and women ... some of the earliest writing found so far dates from about 5.000 years ago . Yule (2010) claims that human beings started to write some 20.000 to 25.000 years ago .

The first kind of writing is the naturalistic picture of animals and people , no words , no phrases , and no sentences ; this makes us understand little things about the earliest people . i

was once cited by means of picture-writing , idea-writing , and then the word-writing , the improvement of writing is summarised by O'Grady , and Ktamba as comply with :

The enchancement of the text used to be one of the brilliant intellectual achievements of humanity . From pictograms and logograms , the graphical representation of the language has grown by using the textbook written in the alphabet . This is used to determine the detection that the sound of language can additionally contain arbitrary graphic symbols . Eventually , this was followed by mother discovery to find out that a small remarkable member of the symbols is sufficient to represent language in written form (1996) .

1.3. Developing the writing skill :

Coe and Gutierrez (1981) diagnosed a few standards for the novices to discover their desires and to assess their progress .1) Changing the method is the excellent manner to enhance the first-rate of written products .2) In case of growing writing skill , energetic getting to know is extra beneficial than passive getting to know and desires that are set via way of means of the scholars are extra susceptible to be completed than the desires required via way of means of the teachers .3) Students can examine appreciably from fellow students .4) Identifying the precise trouble can result in remedy the trouble successfully .5) Stating aim accurately, making use of the excellent strategy , keeping an ideal time body and the capability of verifying the system will make sure to attain the aim (Coe and Gutierrez, 1981 , pp.262-263) .Widodo (2006) said that a style primarily based totally method to teaching L2 writing makes a speciality of the gatherings of an person textual content , who's their target market or for whom they may be writing and a way to prepare a textual content (as stated in Chen and Su, 2011 , P. 185) . Manchon (2011) believed that writing is used extensively in language exercises for mastering overseas language. For this cause students made a distinction among writing to examine content and writing to analyze language . Moreover , it's far clear that

every one kinds of writing in overseas language schooling make contributions to the development of language skills . Both learning to write and writing to learn duties assist to increase the learners overseas language skill (as stated in Lund, 2015, p.2). Ur (1996) recognized that the reason and precept of writing talent is to spesific thoughts and bring the message to the reader . Moreover , the writers must be aware about a few formal factors such as, neat hand writing , accurate spelling , right use of punctuation and vocabulary and proper grammar . These factors are wished due to the fact in better requirements of language are generally demanded in writing than in speech . He additionally noted that greater cautious construction , greater specific and sundry vocabulary , greater correctness of expressing is like wise the vital factors of wring . when a pupil submits a chunk of unique writing then the maximum vital issue is to look whether or not the thoughts and activities provided there may be thrilling and massive or not . In addition , the author must prepare his mind and thoughts and gift them via his writing in a manner in order that the readers can examine that without problems and senses thrilled to axamine that . However, one of the troubles in coaching writing is preserving a truthful stability among content material and forms (Ur, 1996, pp.163,170).

1.4. Writing problems

According to O'Donnell, a few college students are much less cautious approximately their overall performance and a few college students have gaining knowledge of disabilities and those problems avert college students' writing overall performance. It could be very not unusualplace to nearly each elegance that college students' have one of a kind spelling style; handwriting isn't always clean and every so often their writings do now no longer make any sense. The purpose can be a number of the scholars are simply now no longer worried and display much less care in the direction of their writings and a number of the scholars may have any form of gaining knowledge of disabilities (O'Donnell, 1980, p. 802).

There are classes of writing mistakes; one is blunders traits and the opposite is non-blunders traits. The instructors can sincerely discover blunders traits from students' writing. There are 8 principal issues that scholars face in blunders traits and they're, spelling issues, pronoun utilization, settlement among challenge and predicate, the avoidance of run-on sentence, capitalization, punctuation, utilization of slang or nonstandard phrases and change issues. But if there may be no mistake in writing nonetheless that specific writing can't be taken into consideration as a very good piece of writing. There are a few nonerror traits which make distinction among professional writing and non-professional writing and they're density of ideas, style of referents and style of expression in repeated concepts (Marzano, 1982, pp. 408-9).

Brown (1982), and Zahra and Hayes (1977, 1980, 1981) mentioned a few elements which can also additionally create trouble in writing .

Naep (1980) additionally stated that withinside the common study room of 30 students, He also said that among the 30 middle-class students, two-sixths or more may not believe in their writing skills and have a negative attitude towards homework.

No grammatical correction is required for written communication with readers. Most foreign language teachers attach great importance to grammatical accuracy, which is not a required subject in ESL courses. Holly and King (1974-81) pointed out that ESL students do not always need grammar correction to develop communication skills, but for many years, ESL teachers have been actively applying grammar correction to student performance. Foreign language learners have received training to quickly correct students' incorrect answers to grammatical and pronunciation errors, because it is believed that correcting errors immediately can make learning easier. Teachers who pay more attention to grammatical accuracy will prevent students from communicating in foreign languages (quoted from Tomiyana, 1980, p. 71).

The correct use of effective materials can solve many students' problems. Tirumalesh (1991) pointed out some of the reasons why people's English proficiency is limited: insufficient language skills, too many classes, low teacher qualifications, no motivation for beginners, and poor writing skills.

1.5. Common Mistakes and Errors in Writing English

Interlingual errors

Five elements that are transferred from learner's mother tongue to the learning of second language (target language) are:

- a. Phonological
- b. Morphological
- c. Grammatical
- d. Lexical-semantic
- e. Stylistic element

These elements which are suggested in Keshavar's taxonomy result to interlingual errors (Keshavaraz, 1994)

a. Transfer of the phonological elements

Each language has its own phonological features ; it may be shared in another language and may not be common in another language . this features may be characterized by new adjectives which make them a distinctive element in that specific language . Terence Odlin says rightly "... sounds in two languages often show different physical characteristics (e.g. the pitch of a sound) and articulatory characteristics (e.g. how widely the mouth is open in producing a sound)" (1990).

b. Transfer of morphological elements

Fallahi says: “ when the semantic interpretation of some nouns is collective in one language but the semantic interpretation of their equivalent in another language is sometimes collective and sometimes (these nouns) are count plurals “(1991).

c. Transfer of grammatical elements

Grammatical elements, to some extent, have a great part of interference. This type of transfer is discussed in some different works as Fallahi’s work (1991) and Fisiak’s work (1981) . Also we find that most of contrastive analysis books give a big part to it . We find that most of students make a lot of mistakes in grammar even in Arabic ; they believe that grammar rules are hard to learn .

Intralingual errors

Intralingual and developmental errors are defined by Keshvara’z as « errors caused by the mutual interference of items in the target language i/e , the influence of one target language item upon other » they are divided into the following categories :

a. Overgeneralization

It is to know the rules without the expectations that are related to it. Ziahouseiny in (1999) states that overgeneralization « occurs when the learners has mastered the general rule but does not yet know all the expectations to that rule ». For example, at the beginig of learning, Arab learners do not know that in English grammar the use of ‘ed’ is onely fixed in the regular verbs .

b. Transfer of training

According to Ziahosseiny, transfer of training refers to the cases “ when teaching creates language rules that are not part of L2 ... “(1999).

Richards (1971) gave three sources of errors are:

1. **Interference errors** : they are the use of first language items in speaking or writing in second language
2. **Intralingual errors** : this types of errors devided by richards into the following :
 - Overgenerilazation

The learners use the samre rule of some language structure in the target language (e.g. “ he can sings “.

Where English allows « he can sing » and « he sings »).

- Ignorence of rulerestructions

The learners use the correct rule in an inappropriate context (e.g. , « he made me to go rest »instead of « he asked /wanted me to go »).

- Incomplete application of rules

The learners use incomplete language structure (e.g. , « you like to sing ?»Instead of « Do you like to sing »).

- False hypothesis

The learners do not make a clear distinction between the items of target language (e.g. , « The use of ‘was ‘ asc amarker of past tense ‘One day i twas happened ‘»).

c. Devalopmentalerrors

They occur when novice try to take an immagine of the target language. In 1974, richard’sdistinguished

Between errors according to their causes.

a. Inerlanguagelerrors

They are happened due to the mother tongue interference.

b. Intralingual and devalopmentalerrors

They are happened when the learners do not master the second language knowledge and because of the problems and defficulties in target language it self.

Dulay and Burt (1974) stated three Maine categories of learner's errors:

- i. Developmental errors : « errors that are similar to L1acquisition »
- ii. Interference errors : « errors that reflect the structure of L1 »
- iii. Unique errors: « errors that are neither developmental nor interference. »

Brown (1980 sated in hasyim, 2002) stated four categories of errors:

- i. Interference transfer: it is the negative transfer of learner's mother tongue.
- ii. Intralingual transfer: it is the negative transfer of some items of the target language it self.
- iii. Context of learnin; it covers the two types if transfer (e.g., “the classroom with the teacher and its materials. In a classroom context, the teacher or the textbook can lead the learner to make wrong generalization about language. “

James (1998) stated that there are four causes of errors:

- Interlingual errors (mother tangué influence) they are the influence of mother tongue on target language learning.
- Intralingual errors: they are caused by target languge itself .
- Communication strategy_based errors: they are « holistic or approximation stratigies » and « analytic or circumlocution ».

- Induced errors : « they are caused mostly by the teaching and learning process » .
« materials-induced errors , teacher-talk induced errors , exercise-based induced errors , errors induced by pedagogical priorities , and look-up errors ».

1.6. Comparing between mistakes and errors in writing English

The Longman dictionary distinguishes between errors and mistakes, saying that: Errors which results from incomplete knowledge . Mistakes made by a learner when writing or speaking and which is caused by lack of attention, fatigue, carelessness, or some other aspects of performance . Errors are sometimes categorized according to vocabulary (lexical errors) , punctuation (phonological error) , grammar (syntactic error) , production of the wrong communicative effect , e.g. through the faulty use of a speech act or one of the rules of : speaking (pragmatic error) . In the study of second and foreign language learning , errors have been studied to discover the processes learners use to learn and using a language . Novish (1987) defines errors as a systematic deviation , when learner has not learnt something and consistently gets it wrong . Cummingworth (1987) « errors are systematic deviation from the norms of the language being learned ». In other hand, Corder in various papers (e.g. 1967), defined errors as a noticeable deviation from the adult grammar of a native speaker reflects the competence of the learner . While mistakes refers to a performance error that is either random guess or a slip in that it is a failure to utilize a known system correctly . James (1998) error cannot be self corrected whereas mistake can be self corrected if the deviation is pointed out to the speaker . Dictionary of Language Teaching and Applied Linguistics (1992) and Richards , and Schmidt (2002) , it is mentioned that a learner makes mistakes when writing or speaking because of a lack of attention , fatigue , carelessness , or some other aspects of performance . Thus mistakes can be self corrected when attention is called . Whereas , an error is defined as the use of linguistic items in a way that a fluent or native speaker of the language regards it a showing faulty or

incomplete learning . Ellis (1994) distinguishes between errors and mistakes saying that errors reflect gaps in a learner's knowledge ; they occur because the learner does not know what is correct . While mistakes reflect occasional lapses in performance , they occur because , in a particular instance , the learner is unable to perform what he/she know .

Corder (1967:166-67; 1973:257-59) said that mistakes are unsystematic errors such as "slip of the tongue" or "slip of a pen", and that errors refer to systematic errors that are common in second languages . Similarly, Selinker and Gass (1994:102) say that mistakes are tongue slips and are usually one-off events, so the person who created them can recognize them as mistakes and correct them as necessary. Meanwhile, errors are usually at the system level. They are likely to occur and repeat, and learners do not perceive them as errors, so only teachers or researchers can find them. In much the same context (Ellis 1999: 51), we define errors as " out of the norm of the target language due to lack of knowledge " and " lack of ability", and mistakes fail the learner's execution. ability. Brown (2000: 217) made a mistake in the same context , Writing errors in English in both native and second language situations in " I can't take advantage of known systems properly " and " I can change myself when I get my attention " 13 In contrast, " Errors " Is a noticeable deviation in the grammar of native speakers adult ,reflecting the learner's interlingual incompetence. He sought to analyze student mistakes and mistakes in the light of the above differentiators, but emphasized the errors that should be considered in particular.

1.7. Factors behind student's poor writing

There are many causes for learners to produce quality parts of a sentence. They can come from the teacher's or student's theme self.

A. Lack of adequate technique to teach writing

It is very difficult to actually teach writing , and any teacher is responsible for making it easy for his students. Unfortunately, most teachers find the "what" to teach in writing and ignore the important question of "how" to teach it. The "What" question is a hidden problem for teachers and learners' as teachers lose key skills in teaching writing. So , as Raims suggests , teachers should ask 7 questions before class :

- 1) How can writing help my students learn their second or forieng language ?
- 2) How can i find enough topics?
- 3) How can i help to make the subject matter meaningful?
- 4) Who will read what my students write?
- 5) How are the students going to work together in the classroom?
- 6) How much time should i give my students for their writing?
- 7) What do i do about errors?

B. Teachers as a sources of demotivation (external motivation)

As you can see, good interactions between teachers and learners have positive or negative effects on different students. In this case, the teacher must be characterized by several characteristics that will make him an effective teacher. Motivation from the outside is important for learners to creat great sentences. As Harmer (2007b) puts it: that “the main task of the teacher is to motivate and provoke the students “in contrast demotivated teachers create uncomfortable atmospher that do not make the learners feel at case to write. Nowadays, we find that teachers do not encourage their students to write and if they do, they say it just with words and not from their hrearts.

C. Lack of motivation to write (internal motivation)

This type of synchronization is most important because it is a desire that comes from the learner’s itself. These desires will challenge all the problems they face. Harmer (2006a) states:

People involved in language teaching often say that students who really want to learn will succeed whatever circumstances in which they study. They succeed despite using methods which experts consider unsatisfactory. In the phase of such a phenomenon, it seems reasonable to suggest that the motivation brought to class is the biggest simple factor affecting their success.

What we are noticed in learners is that they don't even try to motivate themselves to do such task; in this case make we ask different questions. According to Hascolo and Hidi (2008) « there are two main questions that language skill teachers frequently pose to writing. First, why are students so often not motivated to write? Second, how can their motivation to write be increased ? ».

D. Lack of reading

A famous proverb « good readers are good writers » and I say « poor readers are poor writers . » Eisterhold (1997) states that « better writers tend to be better readers , better writers read more than poorer writers , and finally better readers tend to produce more syntactically nature writing than poorer readers . » This is the biggest problem that our learners suffer from; they do not read although they know that reading makes them perfect in writing, they are interrelated skills. Byrne (1991) reported that « reading, of course, can be the goal in itself and in any case is likely to be a more important one than writing, but the two skills can and should be developed in close collaboration. »

Reading is a bridge towards writing ; it facilitates learners' writing and 'of course, it is key of better writing as Raimes (1994) says « the more our students read , the more they become familiar with the vocabulary, idiom sentence patterns, organizational follow , and cultural assumptions of native speaker of the language. » This means that writing goes hand in hand with reading.

E. The influence of first language on writing in English

when first year learners specifically are asked if they can write in a second language without speaking their first language, they directly answer no because they are dealing with a new language. Friedlander (1997) states that « writers do any of their work in their first language. » They realize that they are conveying a lot in their native language. They think they can't write without it. Friedlander (1997) says that « writers will transfer writing abilities and strategies, whether good or deficient, from their first language to their second or the third language. » Writing rules vary from language to language, as each language has its own rules and principles; this difference leads to interference which makes learners' writing bad. Blanchard and Root describe writing conventions as driving a car, he says :

It is like driving a car if you have ever driving in another country you know that some of the rules may be different. just as the rules of driving differ from country to another the conventions of writing may change from language to another).

1.8. The objectives of teaching writing

The reasons to teach writing to students of English as a foreign language include strengthening language development, learning style, and most importantly, writing as a skill in itself.

A. Reinforcement: While some students acquire purely verbally and audibly, most students benefit from seeing that they write down the language.

Visual demonstration of language structure is very important both for understanding how everything is put together and for anchoring a new language in memory. It's often useful for students to write using a new language immediately after learning it (Harmer 1998 : 79).

- B. Language development:** the writing process (similar to a speaking course) helps the learner progress . The mental activity that the learner goes through to create proper sentences is part of all ongoing learning experiences. (Harmer : ibid).
- C. Learning style:** some students can acquire a language amazingly quickly just by looking and listening . otherwise , it may take a little longer . time to ponder many learner situations and generate language in a slow manner is invaluable . suitable for those learners , writing . it's always a quite inverted activity instead of the hastily cumbersome of face-to-face communication (Harmer : ibid).
- D. Writing as a Skill:** the most important reason to teach listening and reading is that you made to know how to write letters , organize reports , and increasingly use electronic media . Just as they need to know how to pronounce speaking English properly , they need to know some of the special rules (pronunciation , paragraph construction). Of a sentence (Harmer : ibid) .

Conclusion

To conclude, as we mentioned above, most of college students see writing as a complex and difficult skill due to the fact they face a lot of troubles when they write. These problems create barriers between writers and an effective writing . Also they make the writer take a wrong picture of writing talent which make him/her fails to obtain this productive talent. We can say that writing is your personal art , be creative . Radically change its complexity and concern to simplicity through practicing and learning from your mistakes .

CHAPTER TWO

METHODOLOGY AND RESEARCH DESIGN

Introduction

This chapter provides our view of the research methodology that this study has employed which includes how data was collected, analysed, and interpreted. In order to collect rich data which would provide answers to the critical questions of this study , an empirical investigation based on qualitative research design was followed .

For this present study , we designed two questionnaires . The first one for first year students , and second one for teachers. This questionnaire contains questions of multiple choice type . It aims at describing students' opinions about the investigated subject . The questionnaire is about reasons and causes of making mistakes and errors towards writing in written expression course and solutions .

1. The study

1.2. Participants

The participant of this study were 60 first year students of English and 10 teachers at the English department of the University of Khenchela, the students were randomly selected, both of them are questioned about reasons and causes about making mistakes and errors in writing, and the major mistakes they encounter when they write. Moreover , teachers who teach in the department of English of abbes laghrour participated in a questionnaire .

1.3. Instruments

The current study employs a qualitative method desing to adresses the how and why research questions and enables deeper understanding of experiences, phenomena, and context, and to understand human experiences.

For the purpose of obtaining data that will explore teachers and students' attitudes toward the English writing skills and identify the most common mistakes and errors in students writing .

We conducted this study by using the following tool for data collection :

Two questionnaires, one for the students and the other for teachers of English were used. The first one was intended to explore the students' attitudes towards the writing skill and the common errors and mistake that they face in writing. On the other hand, the second questionnaire it was designed to explore teachers' views and attitudes in the writing skill of students and their mistakes and errors that they make.

1.4. Limitations:

As mentioned previously the purpose of this study is to analyse the types of common mistakes and errors in writing English committed by the first students of English language in university of Abbas Laghrour Khenchla, at the beginning students were told about the purpose of the writing . we asked the students who learn English language in university of Abbas Laghrour to help in identifying and classifying the errors and mistakes. 41 out of 60 students answered on the questionnaire and this is due to the current position that we live because of Corona virus the students studying remotely.

2. Data analysis :

The analysis and interpretation of student's questionnaire

A questionnaire has been disseminated among first year university students of English, containing eleven questions. 41 out of 60 students have answered the questionnaire. These are the results obtained.

Item 01: How can you rate your level in English?

Excellent

Very good

- Good
- Average
- Poor

The following table contains the results obtained:

Table 1

Student's evaluation of their level in English

Options	Excellent	Very good	Good	average	Poor	Total
Number	07	09	21	04	00	41
%	17.07%	21.95%	51.21%	9.75%	00%	100%

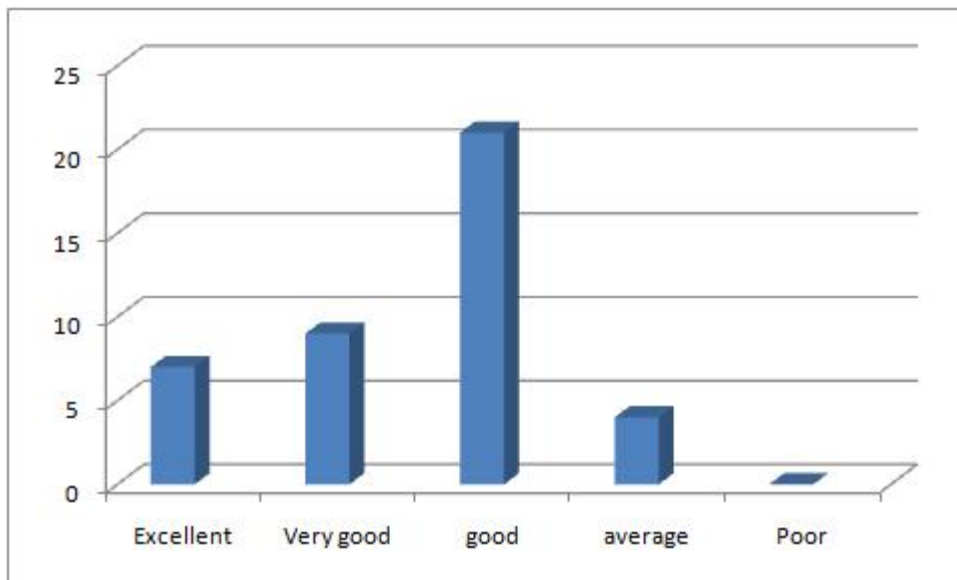


Figure 01. Student's evaluation of their level in English

Result 01:

07 students out of 41 .i, e, 17.07% of students think that they are excellent in English.

09 students out of 41 .i, e, 21.95% of students think that they are very good in English.

21 students out of 41. 51.21% of students think that they are good in English.

04 students out of 41. i, e, 9.75% of students think that they are average in English.

No one think that they are poor in English.

Item 02: How do you evaluate your level in writing?

- I 'm excellent
- I'm good
- I'm average
- I'm not good

Table 02

Student's evaluation of their level in writing

Options	I'm excellent	I'm good	I'm average	I'm not good	Total
Number	10	22	08	01	41
%	24.39%	53.65%	19.51%	2.43%	100%

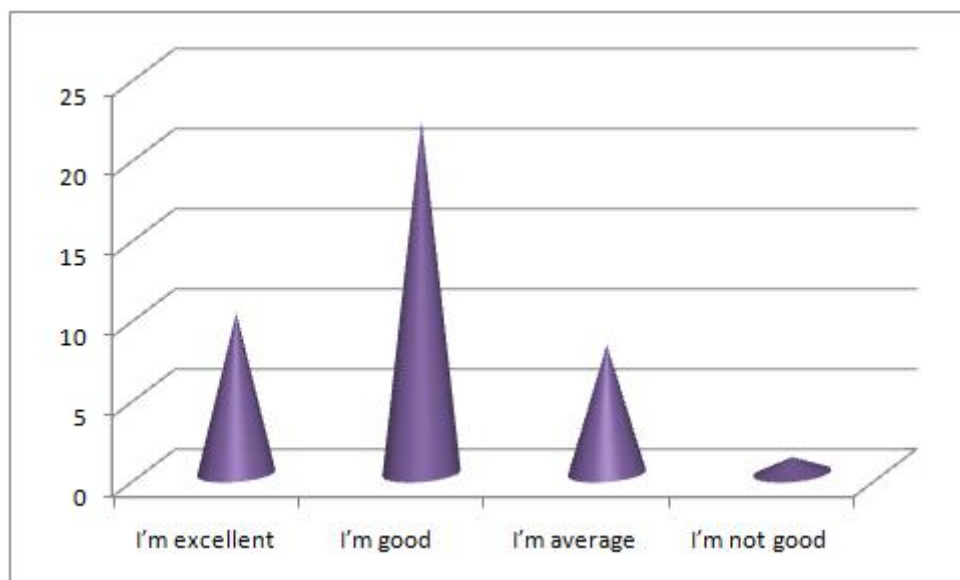


Figure 02. student's evaluation of their level in writing.

Result 02 :

10 students out of 41. i, e, 24.39% of students think that they are excellent in writing.

22 students out of 41. i, e, 53.65% of students think that they are good in writing.

08 students out of 41. i, e, 19.51% of students think that they are average in writing.

01 students out of 41. i, e, 2.43% of students think that they are not good in writing.

Item 03: According to you, writing is:

Difficult

Middling

Easy

Table 03

The degree of writing for students

Options	Difficult	Middling	Easy	Total
Number	06	22	13	41
%	14.63%	53.65%	31.70%	100%

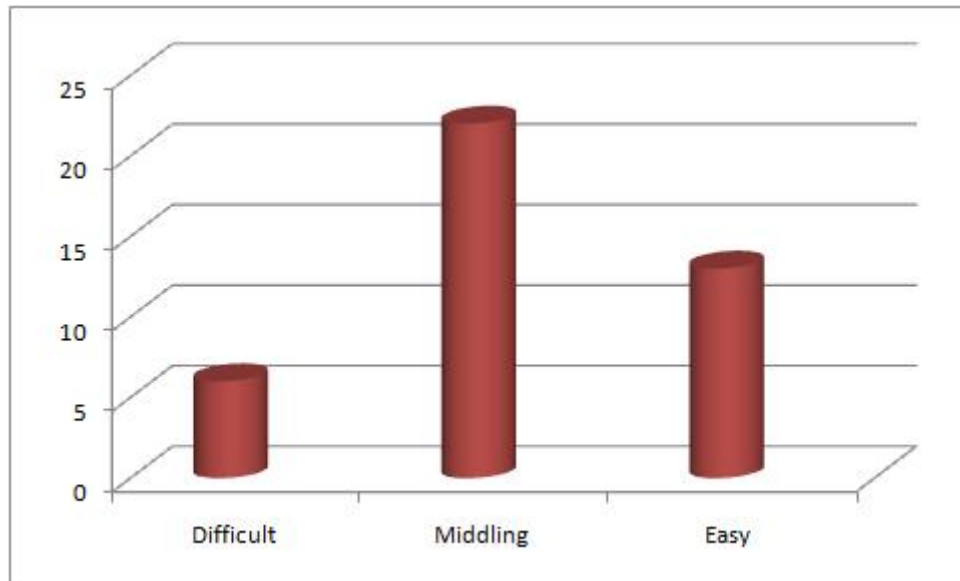


Figure 03. The degree of writing for students

Result 03:

06 students out of 41. i. e, 14.63% of students receive writing as a difficult skill.

22 students out of 41. i. e, 53.65% of students receive writing middling.

13 students out of 41. i. e, 31.70% of students find writing easy.

Item 04: Which type of writing you prefer :

- Descriptive.
- Narrative.
- Argumentative.
- Expository.

The following table contains the results obtained:

Table 4

Types of writing

Options	Descriptive	Narrative	Argumentative	Expository	Total
Number	15	15	7	4	41
%	36.58%	36.58%	17.07%	9.75%	100%

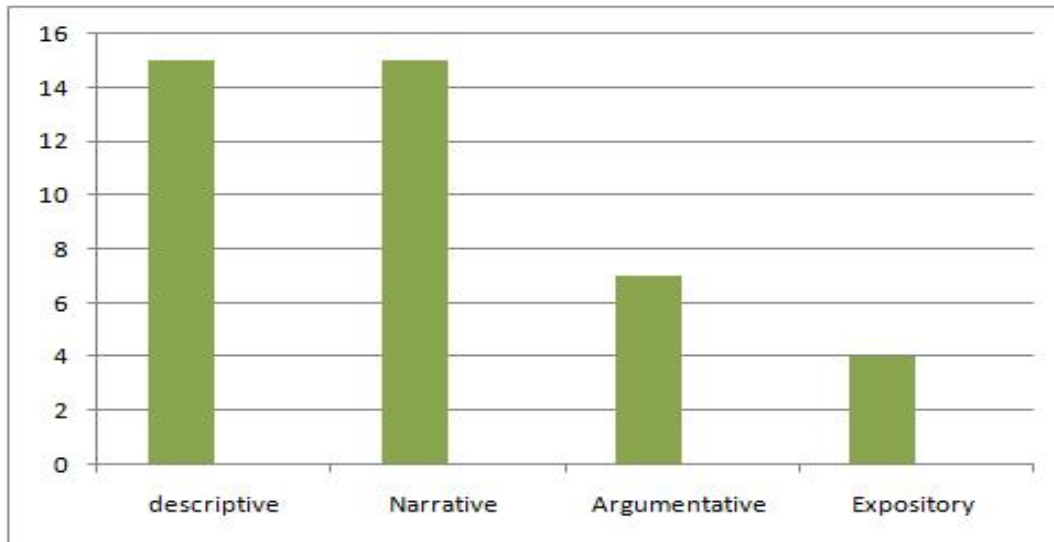


Figure04. Typs of writing

15 students out of 41 . i.e, 36.58% of students prefer descriptive type of writing .

15 students out of 41 . i.e, 36.58% of students prefer narrative type of writing .

07 students out of 41 . i.e, 17.07% of students prefer argumentative type of writing .

04students out of 41 . i.e, 9.75% of students prefer expository type of writing .

Item 05: Are you attentive in the tasks presented in the course of written expression?

Yes No

The following table contains the results obtained:

Table 05

The attentive of student's in the tasks presented in writing expression course

Options	Yes	No	Total
Number	30	11	41
%	73.17%	26.82%	100%

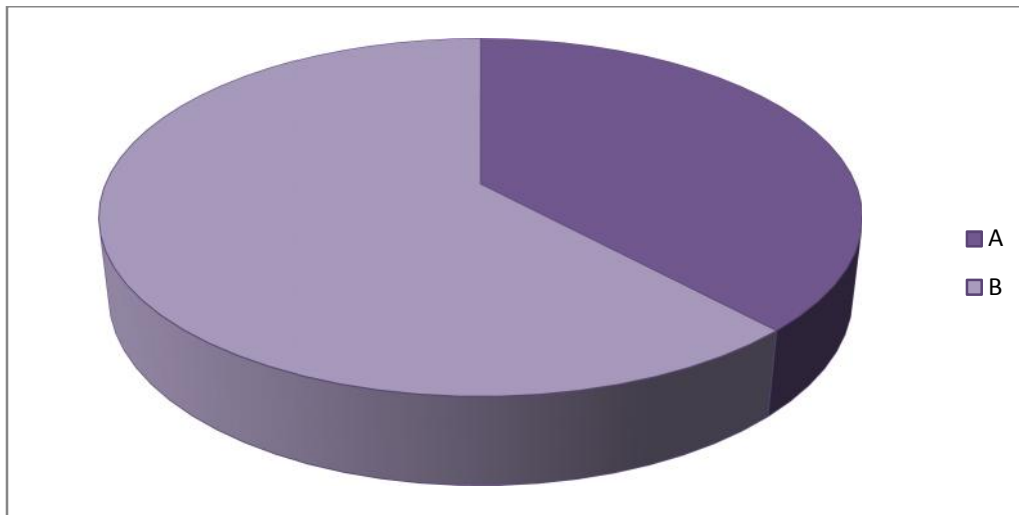


Figure 05.the attentive of student's in the tasks presented in writing expression course

Results:

On the one hand, 30 students out of 41 .i.e, 73.17% students attentive to the tasks presented in the course of written expression.

On the other hand, 11 students out of 41 .i.e, 26.83% students are not attentive to the tasks presented in the course of writing expression.

Item 06: According to you, what is the main writing mistakes and errors to avoid?

-You can select more than one.

- Incorrect verb form.
- Subject-verb disagreement.
- Run-on sentences.
- Comma splice.
- Pronoun-antecedent disagreement.

Others

The following table contains the results obtained:

Table 06

The main writing mistakes and errors to avoid

Options	Incorrect verb form	Subj-verb disagreement	Run-on sentences	Comma splice	Pronoun antecedent disagreement
Number	30	11	21	16	10
%	73.17%	26.82%	51.21%	39.02%	24.39%

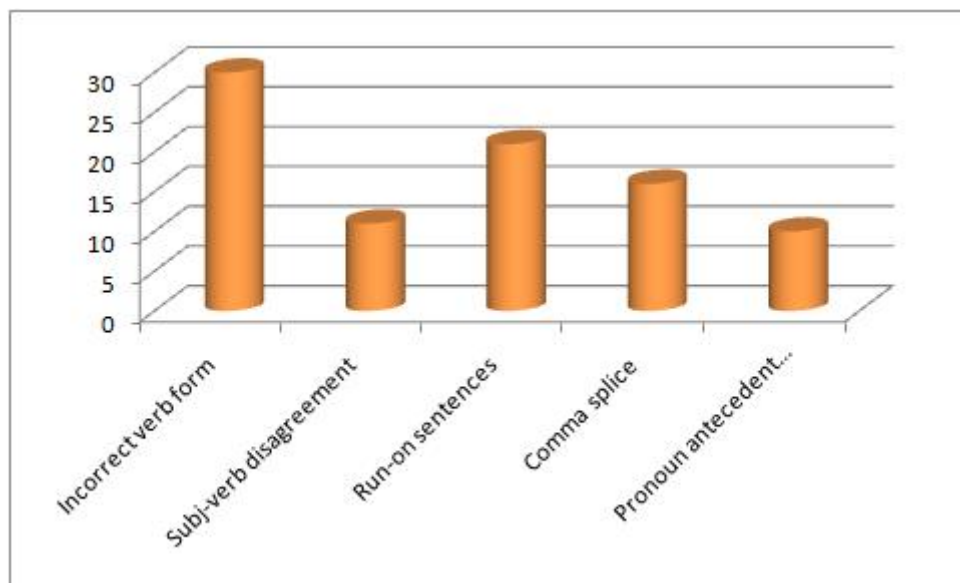


Figure 06. The main writing mistakes and errors to avoid

Results:

30 students out of 41. i.e, 73.17% of students think that they are can avoid incorrect verb form

11 students out of 41. i.e, 26.82% of students think that they are can avoid subject-verb disagreement.

21 students out of 41. i.e, 51.21% of students think that they are can run-on sentences.

16 students out of 41. i.e, 39.02% of students think that they are can comma splice.

10 students out of 41. i.e, 24.39% of students think that they are can avoid pronoun intecendent disagreement.

Others added the following mistakes:

Verb tense _ problems of bring a massive amount of adjectives to apply for one topic.

Item 07: What type of mistakes and errors you make in writing?

- You can choose more than one choice.

Grammar.

Vocabulary.

Spelling.

Punctuation.

Quotation.

Others

Table 07

Types of mistakes and errors that student's make

Options	Grammar	vocabulary	Spelling	Punctuation	Quotation
Number	23	17	18	05	13
%	56.09%	41.46%	43.90%	12.19%	31.70 %

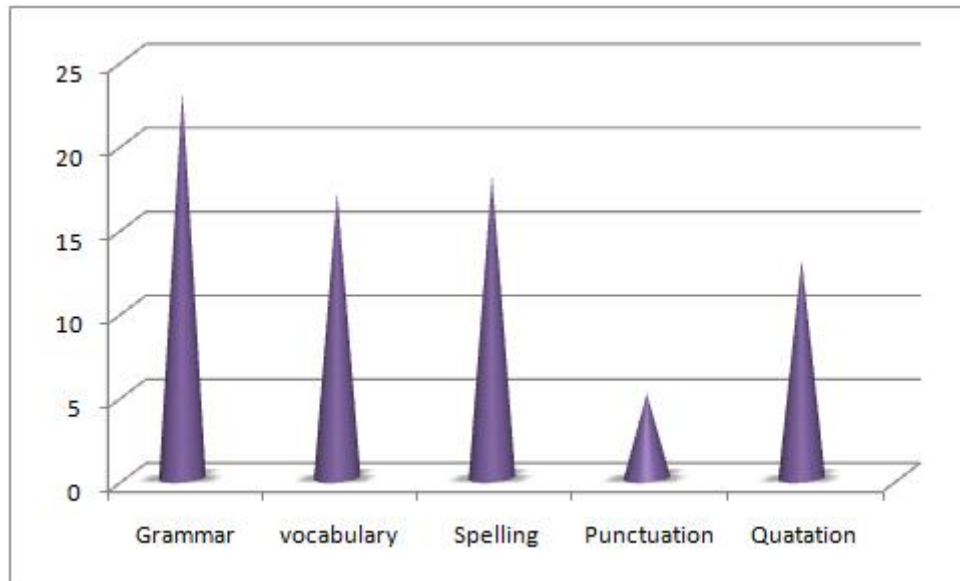


Figure 07. Types of mistakes and errors that student's make

Results: We have noticed that:

23 students out of 41. i.e, 56.09% students have problems in grammar.

17 students out of 41. i.e, 41.46% students have problems in vocabulary.

18 students out of 41. i.e, 43.90% students make spelling mistakes.

05 students out of 41. i.e, 12.19% students have problems of punctuation.

13 students out of 41. i.e, 31.70% students suffer from the use of quotation.

Some of the students added the following:

Semantic _ syntax _ verb tense _ style of writing _ ignore the techniques of writing _ suffer from the interference of the mother tongue (Arabic).

Item 08: How can you avoid mistakes and errors in writing English?

-You may choose more than one item.

Reading a lot.

- Writing much.
- Using dictionaries.
- Collect the most difficult words and write them correctly on the white board.
- Implement pair and group work for more practices.
- Self correction.

Table 08

The ways of avoiding mistakes and errors

Options	Number of students
Reading a lot	26
Writingmuch	29
Usingdictionaries	12
Collect the most difficult words and write them correctly on the white board	10
Implement pair and group work for more practices	02
Self correction	20

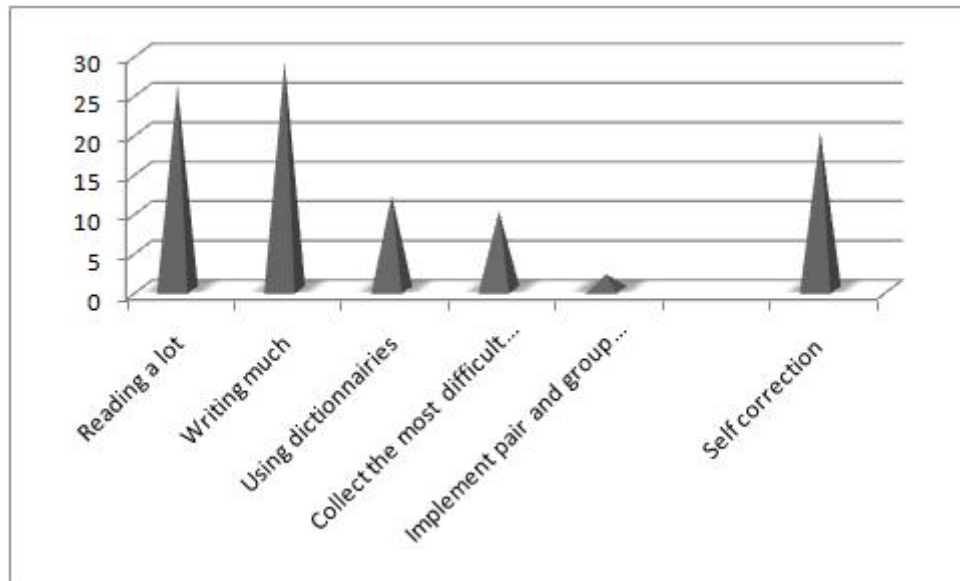


Figure 08. the ways of avoiding mistakes and errors

Results:

26 students out of 41 .i.e, 63 .41% students think that when reading a lot they avoiding mistakes and errors in writing.

29 students out of 41 .i.e, 70 .73% students think that when writing to much they can avoid mistakes and errors in writing.

12 students out of 41 .i.e,29 ,26 % students think that when using dictionary they avoid mistakes and errors in writing.

10students out of 41 .i.e, 24.39% students think that when collect the most diffecult words and write them correctly on the white board they avoid mistakes and errors in writing.

02students out of 41 .i.e, 4.87% students think that when work in group ana pair they avoid mistakes and errors in writing.

20students out of 41 .i.e, 48 .78% students think that when they use self correction they avoidmistakes and errors in writing.

Item 09: How can reading improve your writing process ?

- Correct spelling.
- Correct grammar.
- Correct vocabulary.
- Correct punctuation.

The following table contains the results obtained:

Table 09

Improve writing by reading

Options	Correct spelling	Correct grammar	Correct vocabulary	Correct punctuation
Number	21	20	21	14
%	51.21%	48.78%	51.21%	34.14%

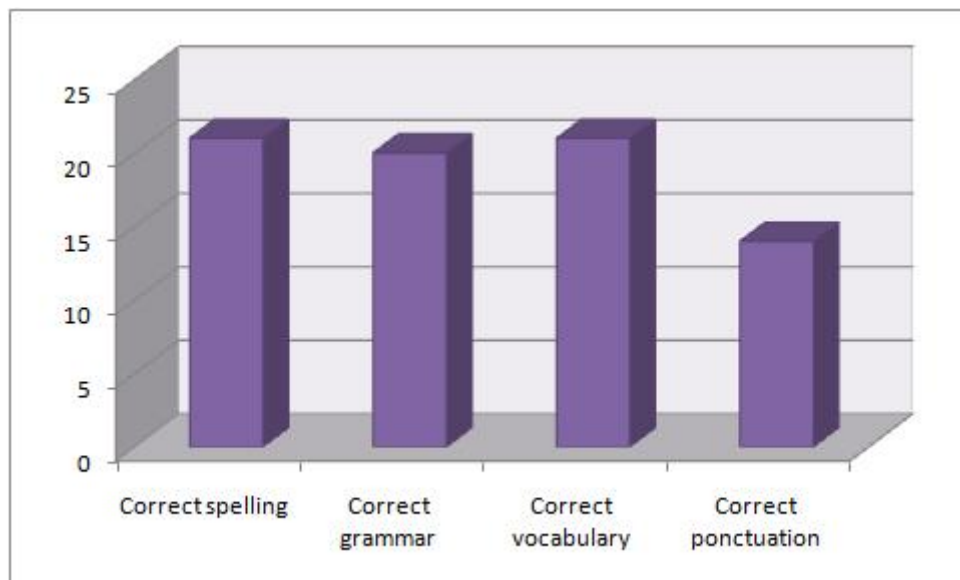


Figure 09. Improve writing by reading.

Results: 21 students out of 41. i.e, 51.21% students says that reading improve their spelling in writing process.

20 students out of 41. i.e, 48.78% students says that reading improve their grammar in writing process.

21 students out of 41. i.e, 51.21% students says that reading improve their vocabulary in writing process.

14 students out of 41. i.e, 34.14% students says that reading help them to use correct.

Item 10:Do you think that French and Arabic languages can affect your writing in English?

Yes No

If yes, how?

- In spelling.
- Similar words with different meaning.
- In grammar.
- In vocabulary.

Table 10

The effect of French and Arabic on writing in English

Options	Yes	No	Total
Number	27	14	41
%	65.85%	34.14%	100%

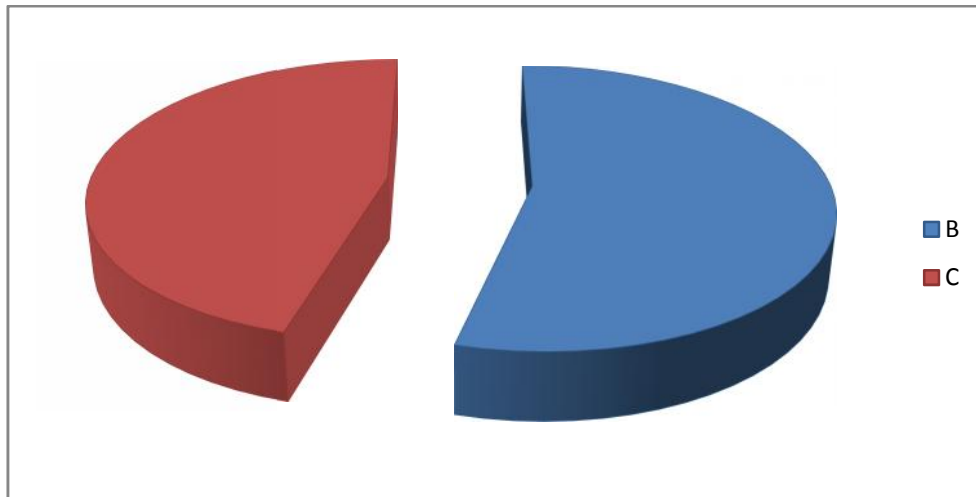
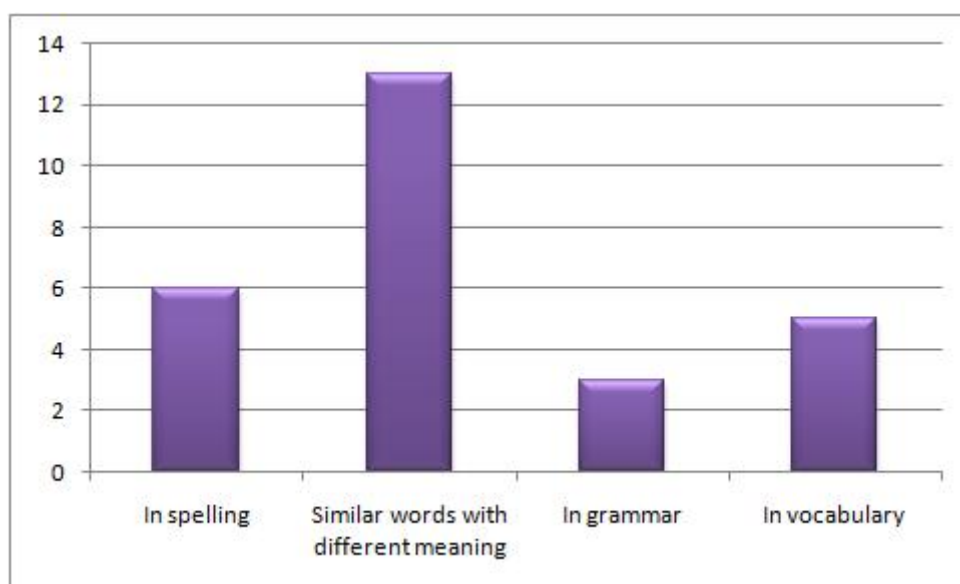


Figure 10. The effect of French and Arabic on writing in English .

Options	Number of students
In spelling	06
Similar words with different meaning	13
In grammar	03
In vocabulary	05



Results:

27 students out of 41. i.e, 65.85% students think that French and Arabic can affect writing.

14 students out of 41. i.e, 34.14% students think that French and Arabic can't affect writing.

- Studentswhosaysyes:

06 students out of 27 . i.e, 22.22% students think that french and Arabic can affect spelling in writing.

13 students out of 27. i.e, 48.14% students find problem of similar words with differnt meaning when they write.

03 students out of 27. i.e, 11.11% students think that French and Arabic can affect grammar in writing.

05 students out of 27. i.e, 18.51% students think that French and Arabic can affect vocabulary in writing.

Item 11:Most of the mistakes and errors are caused by:

- Method of teaching.
- Insuficient practices.
- Little or no homework.
- Insuficient feedback.

Other

Tbale 11

Causes of mistakes and errors

Options	Number of students
---------	--------------------

Method of teaching	08
Insuficient practices	13
Little or no home work	11
Insuficient feedback	09

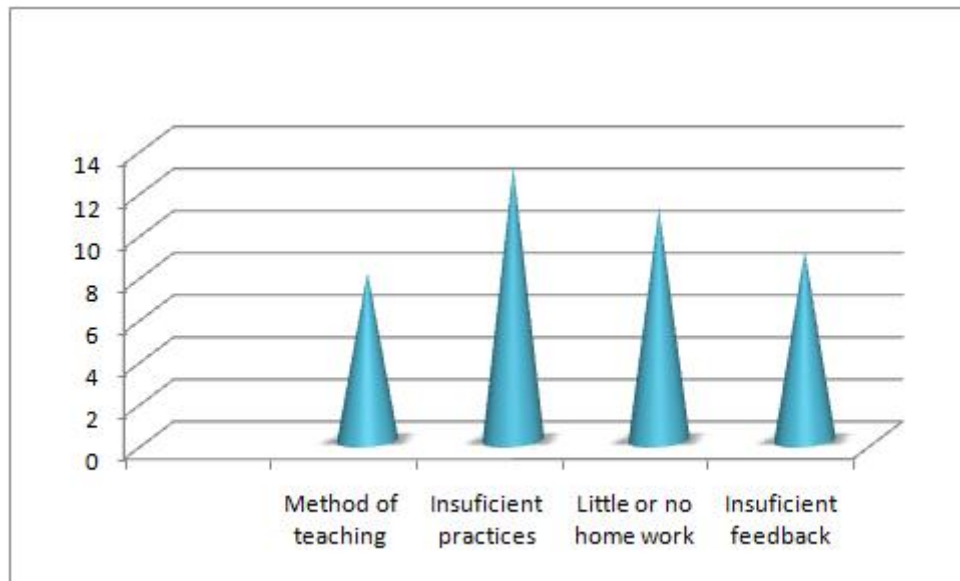


Figure 11. *Causes of mistakes and errors.*

Results:

08 students out of 41. i.e, 19.51% students think that mistakes and errors caused by method of teaching.

13 students out of 41. i.e, 31.70% students think that mistakes and errors caused by insuficient practices.

11 students out of 41. i.e, 26.82% students think that mistakes and errors caused by little or no homework.

09 students out of 41. i.e, 21.95% students think that mistakes and errors caused by insufficient feedback.

Others suggest the following :

Lack of reading, Less information, No communication with people, Background of students, Practicing and re-writing.

Analysis of teachers' questionnaire

A questionnaire has been disseminated among teachers of English in university Abbas Laghrour Khenchla containing 10 questions, 10 teachers had answered the questionnaire. These are the results obtained.

Item 12: Do you think that speaking can affect writing?

Yes No

Table 12

The affect of speaking on writing

Options	Yes	No	Toatal
Number	06	04	08
%	60%	40%	80%



Figure 12. The affect of speaking on writing .

As shown in table 1 6 teachers among 10,i,e 60% said that there is an influence between writing and speaking, it means that speaking can affect the way of writing.

4 out of 10 i,e,40 % said that there is no relation sheep between the two.

Item 2: As a teacher do you think that written expression is an essential course to learn the language?

Yes No

Table 13

The opinoin of teacher's about written expression as an essential course to learn the language

Options	Yes	No	Total
Number	10	0	10
%	100%	0%	100%

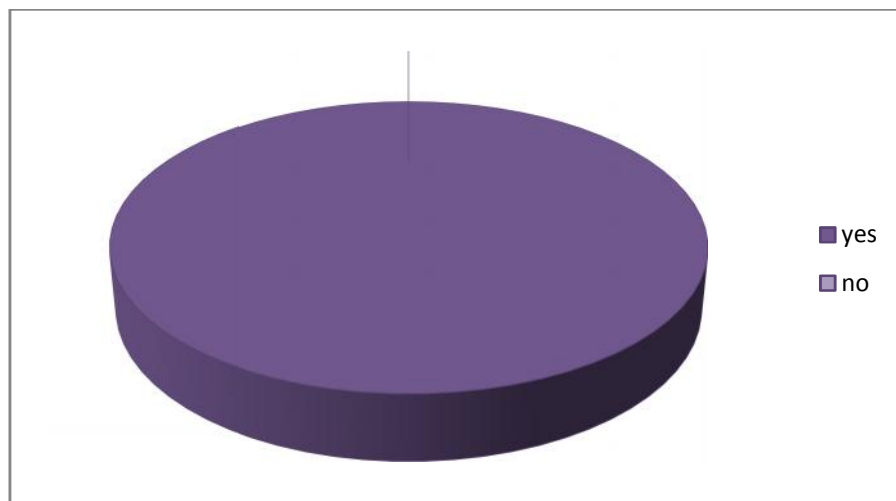


Figure 13. The opinoin of teacher's about written expression as an essential course to learn the language .

The table above shows that 10 teachers 100% said that written expression is an essential course to learn the language because writing is very importante, it is the second way of expressing ourselves after speaking, it introduces techniques and strategies to write effectively and academly.

Item 14 : Do you think that there is a strong relationship between reading and writing?

Yes No

Table14

The relationship between reading and writing

Options	Yes	No	Total
Number	10	00	10
%	100%	00%	100%

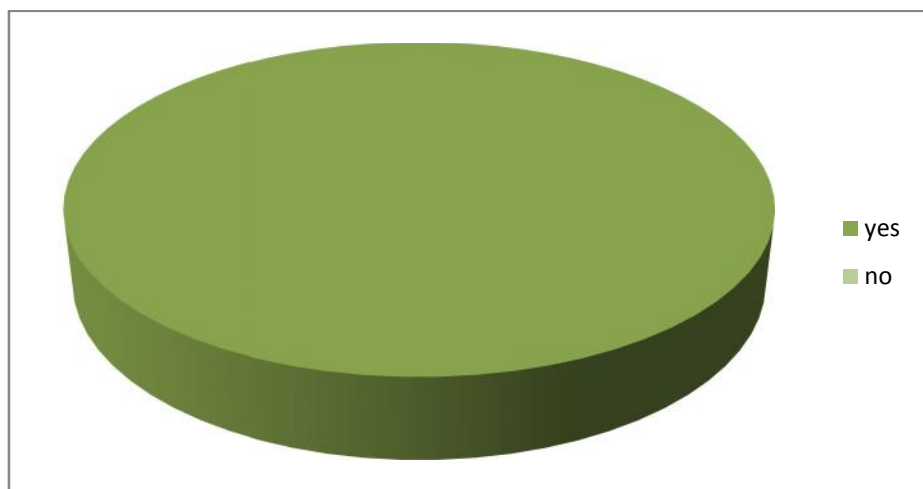


Figure 14. The relationship between reading and writing

The table above shows that 10 teachers 100% said that there is strong relationship between reading and writing.

Item 15: Do you think that the learners who make mistakes and errors are the ones who don't read?

Yes No

Table15

The effect of reading on writing

Options	Yes	No	Total
Number	10	00	10
%	100%	00%	100%

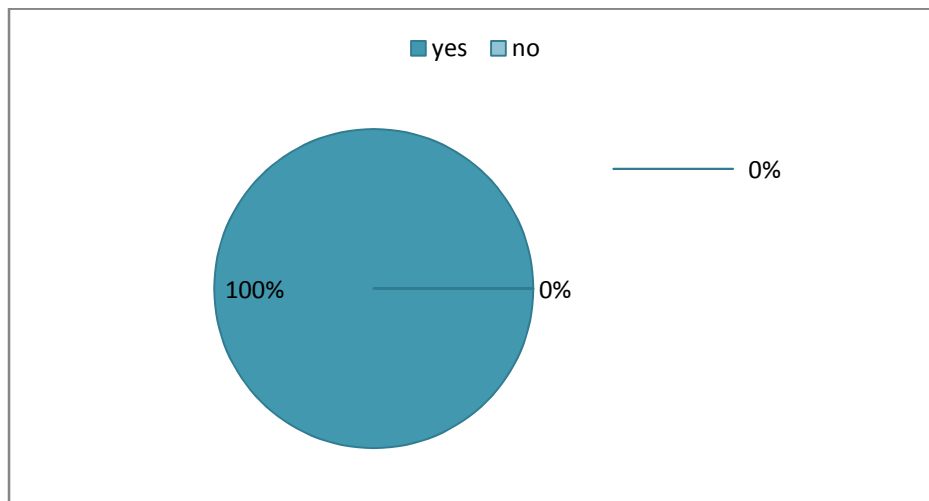


Figure 15. The effect of reading on writing.

The table above shows that 10 teachers 100% said that the learners who make mistakes and errors are the ones who don't read because reading is a receptive skill that helps students in producing pieces of writing. if they don't read, they will notb learn new vocabulary and thus making mistakes.

Item 16: Do you think that French language can affect writing in English?

Yes No

Table 16

The effect of french on writing in English

Options	Yes	No	Total
Number	10	00	10
%	100%	00%	100%

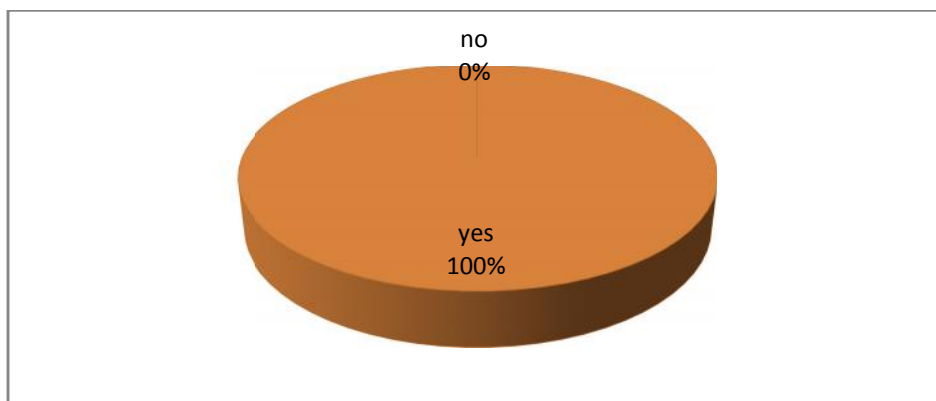


Figure 16. The effect of french on writing in English

The table above shows that 10 teachers, i.e., 100% said that the French language can affect writing in English through interference. In addition, in Algeria, the second language that students learn is French. So, when they learn English they tend to apply the same rules. However, it can be effective on both sides.

Item 17: What are the common mistakes and errors that students commit in writing English?

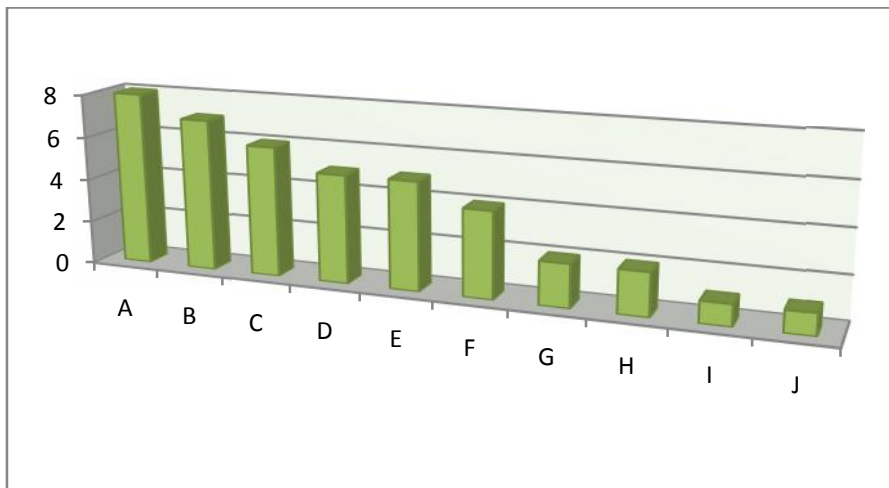
Table 17

Common mistakes and errors that students commit in writing

Options	Number	%
Verb tenses	8	80%

Spellingmistakes	7	70%
mix between adjective ,nouns ,adverbs	6	60%
missing of punctuation marks	5	50%
Vocabulary	5	50%
wrong use of punctiation	4	40%
Word form	2	20%
Preposition	2	20%
Logicallinkers	1	10%
Nominalization	1	10%

Table 17



Figur 17. Common mietakes and errors that students commit in writing

As shown in table 6, the most frequent errors and mistakes in english academic writing are presented and disscussed below.

Verb tenses :

The participants assigned the highest number to the first item which is verb tenses 8 teachers among of 10. i.e, 80% said that verb tenses is the biggest issue that students encounter for example they face problem with the irregular verbs .

Spelling mistakes:

Professors of the department of english agreed on the importance of spelling and how students are weak at it.7among of 10 teachers,i.e, 70% said that spelling mistakes is the second issue. Moreover, the answers of the staff clarified the causes that this spelling errors in writing madee by the students. Some of the words in english have some letters which are not pronounced. Additionally, other reasons for this phenomnon are indequate knowledge of the english spelling rules, influence of the arabic spelling system.

Mix between, adj, adverbs, nouns :

Mix between adjct, nouns, adverbs has been pointed out as the third most important problematic area, 6 teachers among of 10 60% said that mix between, adj, verbs, nouns is major problem in academic writing.

Missing of punctuation marks :

Missing of punctiation marks has been pointed out as the forth most important problematic area, 5 teachers among of 10 50% said that missing of punctiation marks is the one of the most common errors.

Vocabulary :

The mean percentage of vocabulary is 50 %, 5 teachers among of 10 agreed that vocabulary is one of the common mistakes, this results indicates that vocabulary is the fifth major problem facing students in writing. this findings is also in line with the work of rababa'ah (2003) who

informed that the students are unable to express themselves appropriately in their writings due to their limited vocabulary.

Wrong use of punctuation marks:

As shown in table 06 4teachers among 10 i.e, 40 % assigned that wrong use of punctuation is the sixth problem facing students in english.

Word form

the table above shows that 2 teachers out of 10 i.e, 20% consider the word form, one of the last mistakes that students could face.

Preposition

The problem of using appropriate prepositions in the current study is considered as the 8 major problem, 2 out of 10, i.e, teachers 20% said that preposition is one of the common mistakes that students could face, one of the main reasons why prepositions are difficult to learn is L1 interference.

Logical linkers and nominalization:

Logical linkers and nominalization considered as the last 2 problems in writing english 1 teachers among of 10 10% said that logical linkers and nominalization according to their experiences with their students are one of the major problems.

Item 18: As a teacher, do you think that grammar mistakes are considered the biggest issue in writing?

Yes No

Table 18

Grammar mistakes as a a bif issue in writing

Options	Yes	No	Total
Number	10	00	10
%	100%	00%	100%

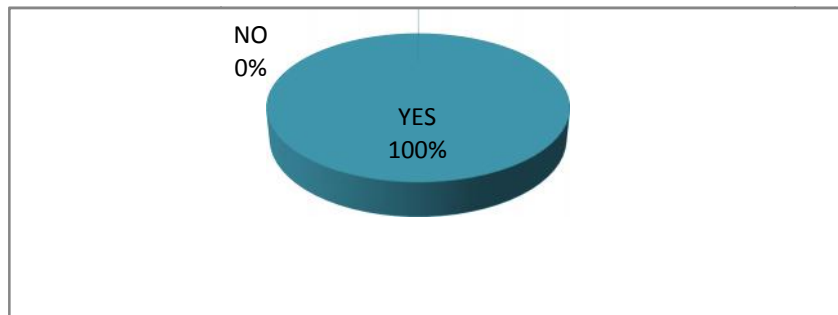


Figure 18. Grammar mistakes as a a bif issue in writing

Item 19: What are the effective solutions to overcome this problem?

Table 19

Effective solution to avoid mistakes

Options	Number	%
Teach more effectively the rules and conventions of writing	07	70%
Teach academic writing to help improve student's writing performance	06	60%
Give students exercises and homework assignments	05	50%
Enough practices	05	50%
Learnwritingusingtechnology	02	20%
Homework	03	30%
Correction of common errors on time and in clear way	02	20%

More writing time for pre-writing stage to generate ideas	05	50%
Hard work	01	10%

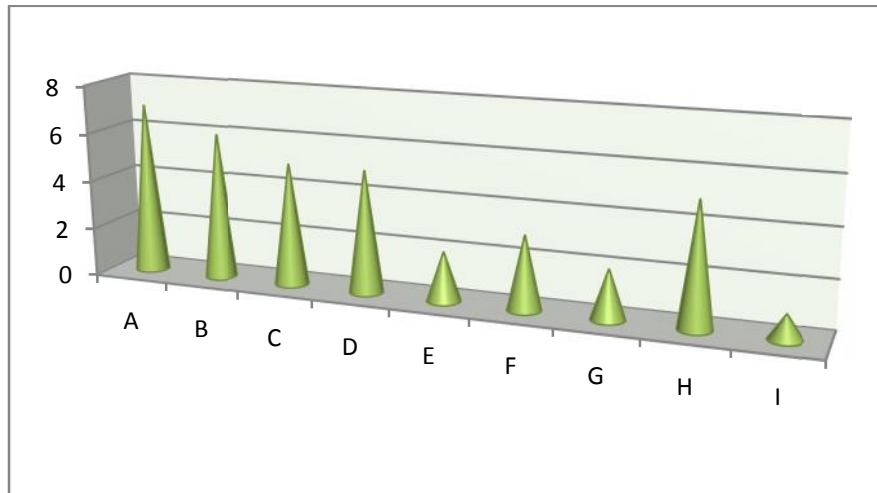


Figure 19. Effective solution to avoid mistakes.

Table above shows the results of the possible solutions that could help to overcome this problem according to the response of the teachers, categorized according to the percentage. The first solution is to teach more effectively the rules and conventions of writing (70%), the second one is to teach academic writing to help improve students' writing performance (60%), the third one is to give students intensive exercises and homework assignments, the fourth, 50% of teachers said that enough practice is one of the effective solutions, followed by more writing time for the pre-writing stage to generate ideas (50%), also homework with a percentage of 30%, learning writing using technology (20%), correction of common errors on time and in a clear way (20%), and the last solution is hard work with a percentage of 10%.

Conclusion

The result of the questionnaire revealed that students make mistakes and errors in different linguistic levels: to support this statistical finding, the response of questionnaire showed that students make a lot of mistakes /errors. In order to reduce these mistakes and errors, students suggested reading and writing more in L2/FL (practice); this way of avoiding mistakes /errors (L1 interference) allows students to be competent in their L2: directly, EFL learners' writing will be more improved.

CHAPTER THREE:
GENERAL CONCLUSION AND SUGGESTIONS

General Conclusion

The current study aims to study the influence of first language on EFL learners' writing in first year university students at the department of English, university of khenchla. We have chosen the writing skill because it is the most difficult one among other skills. We find it the most receivers of mistakes especially the interference of other languages, Arabic and French, which leads to poor writing. This latter can be improved if the learners do not make negative transfer.

Our research is made up of three chapters; the first chapter was about general introduction to our research. The second one was about general overview about common errors and mistakes. The interesting point is the difference between mistakes and errors, and we spoke about interlingual and intralingual theory. We have also discussed the errors and mistakes that students make when they write in second language with their causes and sources and objectives of writing. The third one was about the field work. In this chapter we have collected data from first year students using a questionnaire. The analysis of data showed that first year students are more interested in writing because they feel that this course helps them to express their feelings and ideas. And because it is also a motivated course. Most of them reported in the questionnaire that they face difficulties when they write and they reported in the questionnaire that writing is easy but according to the questionnaire of the teachers and their experiences with students we found that a lot of students are suffering from several problems in writing in different levels. Their judgment about their writing difficulties refer to their level because they lack linguistic competence, their knowledge about writing is limited. The influence of L1 is thus due to ignorance not interference, the influence of L1 diminish as students acquire more.

The poor writing production of most of first year students where a good example about difficulty of writing: this makes me feel that our students are really in danger because writing

is the basic of their learning process and if they do not make transfer, their writing will be improved . I think that the best way of avoiding such problem is to teach our learners how to link between the four skills and not ask them about preferable skill because each one completes the other. Here, the solution in "how" not in "which".

We have done our best to confirm that EFL learners' writing will be improved if they do not make transfer and we wish that our research is acceptable and beneficial for both teachers and students in the future.

Suggestions

Writing skill is a very interesting skill that needs to be improved , so we have put forward some key points for students and teachers to develop this skill .

- I. Read as much as you can in second language , as it is said « good readers are good writers »
- II. Keep an English dictionary
- III. Brush up your grammar
- IV. Check your spelling before and after writing
- V. Keep a diary in English
- VI. Learn how to expand your basic sentences into more elaborate ones
- VII. Learn how to organize a paragraph
- VIII. Write an outline
- IX. Students should practice the L2 language each time
- X. Motivation is a pre-requisite to produce a good piece of writing
- XI. Perfection of the other three skills helps the students to improve their writing
- XII. Teachers must be good trained in writing in order to teach this skill correctly
- XIII. Teachers must choose the appropriate method to teach this skill
- XIV. Natural and comprehensible helps the students to acquire the correct vocabulary
- XV. Teachers should show the students the differences between L1 and L2 grammar

Teachers must assess their students' writing

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APPENDIX A

Students' Questionnaire

This questionnaire aims to investigate common mistakes and errors in writing . You are kindly invited to take part in this investigation by completing this questionnaire as accurately as possible . Please , answer each statement by marking the appropriate box (es) or by filling in the gap. Your reponses will be treated as confidential and will be used for the purpose of this survey only. Your contribution is very much appreciated.

1. How can you rate your level in English?

Excellent

Very good

Good

Average

Poor

2. How do you evaluate your level in writing?

I'm excellent

I'm good

I'm average

I'm not good

3. According to you, writing is:

Difficult

Middling

Easy

4. Which type of writing you prefer?

Descriptive

Narrative

Argumentative

Expository

5. Are you attentive to the tasks presented in the course of written expression?

Yes No

6. According to you , what is the main writing mistakes and errors to avoid ?

- You can select more than one .

Incorrect verb form

Subject-verb disagreement

Run-on sentences

Comma splice

Pronoun-antecedent disagreement

Other

.....

7. These mistakes and errors can be found in your writing in English :

– you can choose more than one choice

Grammar

Vocabulary

Spelling

Punctuation

Quotation

Other

.....

8. How can you avoid mistakes and errors in writing English ?

Reading a lot

Writing much

Using dictionary

Collect the most difficult words and write them correctly on the white board

Implement pair and group work for more practices

Self correction

9. How can reading improve your writing process ?

Correct spelling

Correct grammar

Correct vocabulary

Correct punctuation

10. Do you think that French and Arabic can affect your writing in English ?

Yes

No

If yes , how ?

In spelling

Similar words with different meaning

Develop English grammar

Addition of vocabulary

11. Most of the mistakes and errors are caused by :

Method of teaching

Insufficient practices

Little or no homework

Insufficient feedback

Other

.....

APPENDIX B

Teachers' Questionnaire

This questionnaire aims to investigate common mistakes and errors in writing .you are kindly invited to take part in this investigation by completing this questionnaire as accurately as possible .Pleas, answer each statement by marking the appropriate box(es) or by filling in the gap. Your reponses will be treated as confidential and will be used for the purpose of this survey only. Your contribution is very much appreciated.

1. Do you think that speaking can affect writing?

Yes No

How ?

.....

2. As a teacher do you think that written expression is an essential course to

learn the language ?

Yes No

Justify

.....

3. Do you think that there's strong relationship between reading and writing ?

Yes No

4. Do you think that the learners who make mistakes and errors are the ones who
 don't read ?

Yes No

How ?

.....

.....

5. Do you think that French language can affect writing in English ?

YesNo

How ?

.....

.....

6. According to your experience what are the most frequent mistakes you find in students' writings ?

Preposition

Spelling mistakes

Missing of punctuation marks

Word form

Wrong use of punctuation

Vocabulary .

7. As a teacher ,do you think that grammar mistakes are considered the biggest issue in writing ?

YesNo

8. In grammar , most of mistakes are types of :

Verb tenses

Logicallinkers

Nominalization

Mix between adjectives,nouns,adverbs

Other

.....

9. what is the effective solution to overcome this problem ?

-you can choose morethen one.

Hard work

Enough practice

Homework

More writing time for pre-writing stage to generate ideas

Learn writing using technology

Other

.....

10. As a teacher which role is more helpful to help students avoid the mistakes ?

Give students intensive exercises and homework assignments.

Correction of common errors on time and in clear way

Teach more effectively the rules and conventions of writing

Teach academic writing to help improve student's writing performance.