



ORIGINAL RESEARCH REVIEW

Error Analysis in Academic Writing among Master Students of English

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This paper identified and analysed various types of writing errors performed by 23 English foreign language Master students, purposely, selected from the Department of English at the university of Ain-Temouchent, Algeria. During their second year of Master level, students are required to write and submit a thesis on a topic related to their field of study as partial fulfilment of the prerequisites for getting the Master's degree. Content analysis was employed to examine and analyze the students' theses, and to elicit their feedback about the mistakes and errors committed during academic writing. The errors in the theses were identified and classified accordingly. The results of this study revealed that of the four common English language errors committed by the respondents were grammar, syntax, substance and lexis. Additionally, the current study shed light on the way in which students assumed the rules of English to that of their native language. Such insight is useful for both instructors and students because it provides significant information on the building blocks experienced by EFL learners in academic writing. Finally, the present study recommends that a thesis writing guide or writing handbook be prepared, with an abundance of examples, practice exercises and writing activities for instructors' and students' use.

Keywords: Error Analysis, Academic Writing, Master Two Students, English as a Foreign Language, Thesis.

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Introduction

Thesis Writing is a crucial task of any higher educational programme. Before students can obtain any degree at university, they should have a passing grade in a thesis writing which refers to an end product that students must write after spending five years at university (three years licence and two years Master). The four macro skills include speaking, listening, reading and writing. This latter is considered as the hardest of the language abilities to acquire (Allen and Corder, 1974). Writing in English is considered as an arduous process for English as a foreign language (EFL) learners and committing errors in writing are accounted as an inevitable part of language learners' writing. Corder (1967) took errors as the evidence of the learner's inherent syllabus which clearly showed the way first and second language learners advance an independent system of language.

Thus, the analysis of errors has turned to be an imperative arena of applied linguistics. It was observed that errors still exist even for those students at tertiary level despite that their regular exposure to language lectures in their academic years (Lasaten, 2014). It is in this context that this study was undertaken since the author believes that EFL learners are not spared from this phenomenon. In order for instructors to be contended with the written work of their students, they have to submit works with appropriate grammatical structures, accurate punctuation marks, verbs in their right tenses, pronouns in the right case and correct spelling of words (Brant 1964, cited in Alinsunod 2014).

While undertaking this study, it was assumed that the students under scrutiny and who dealt with several English courses would have acquired this skill of writing, and therefore could prepare a well-written thesis during the second semester of their Master level. Unfortunately, this is not always the case. The researcher's actual experience handling the thesis writing in her home department in the Department of English exhibited that students really encounter these flaws. Thus, it was thought to be necessary to systematically analyse some theses submitted by students in order to identify and describe the common flaws in thesis writing. The findings can serve as a basis for a rigorous training whose major aim will be the students improve their way of writing, for a well-written thesis is the foundation of good research. This study is significant because it embraces the error analysis in an academic context emphasizing on language use in thesis writing. The study would provide a clear linguistic feature analysis on thesis writing based on students' proper research interest for educators and researchers. This study attempted to determine and analyze the common linguistic errors incurred by Master two English Foreign Language (EFL) students in their Thesis in the second Semester of the academic year 2021-2022. In a nutshell, this study tries to answer the following research questions:

1. What are the most common types of linguistic errors made in thesis writing by Algerian EFL Master Two students?
2. How does each error qualify for a specific linguistic error?

Literature Review

This section will review literature on difficulty of learning EFL writing and error analysis including the definition of error analysis, significance of error analysis and the classification of errors.

Definition of Error Analysis

Before embarking into the meaning of the concept of ‘error analysis’, it is of utmost significance to distinguish between errors and mistakes which are “technically two very different phenomena” (Brown 2007, 257). As pointed out by James (1998), mistakes can be self-corrected by the learner himself, while errors cannot. Error analysis is a type of linguistic analysis that focuses on the errors learners commit. It entails a comparison between the errors made in the Target Language and that target language itself. Errors are accounted as ‘systematic’ i.e., expected to occur frequently and not determined by the learner himself. Thus, only the teacher or researcher would detect them, the learner would not (Gass & Selinker, 1984). Scholars approached error analysis from different angles. As an illustration, Ellis and Barkhuizen (2005) described EA as a set of procedures to identify, describe and demystify learners’ errors. According to James, EA is the “study of linguistic ignorance” (James 1998, 62). James clarifies his definition further on and applies it to a more specific context. Whereas ignorance simply means being “ignorant of such-and-such structure in the target language”, the term “incompleteness” refers to an “overall insufficiency across all areas of the target language” (James 1998, 63).

Ellis and Barkhuizen (2005) outlined the process of error analysis in four major steps encompassing: a) collection of a sample of learner language; b) identification of errors; c) description of errors; and d) explanation of errors. Heydari and Bagheri (2012) presented the taxonomies of the common errors achieved by second language learners, interlingual and causes of intralingual errors made by Iranian students and other nationalities. Iranian students’ errors are found to be due to intricacy of the English language, the interference of conversational English into written English, students’ incomplete knowledge or ignorance of certain structures, the transfer of training, unfamiliarity with the requirements of written English, lack of sufficient practice informed writing, lapses of memory, and pressure of communication were among the major causes of errors.

Significance of Error Analysis

Various scholars in the field of EA have focused the significance of second language learners’ errors. For instance, Corder, in his article titled ‘The significance of learners’ errors’, noticed that they are significant in three different manners. First, they are important to the teacher, in that they tell him/her, if he/she undertakes a systematic analysis, how far towards the goal the learner has progressed and, consequently, what remains for him to learn. Second, they provide the researcher evidence of how a certain language is acquired, the sort of strategies a learner is employing in his learning of a language. Third, they are indisputable to the learner himself because we can consider the making of errors as a device the learner uses in order to learn (Corder 1967, 161).

As Corder (1967) indicated, EA has two views, namely theoretical and applied. On the one hand, the theoretical view is to comprehend what and how a learner learns when he studies an L2. On the other hand, the applied view is to enable the learner to learn more efficiently by using the grasp of his dialect for pedagogical purposes. Meanwhile, he claims that the inquiry of errors can serve two purposes: diagnostic (to diagnose the problem) and prognostic (to make plans to solve a problem). It is diagnostic because it can tell us the learner's understanding of a language at any given point during the process of learning. It is also prognostic because it can inform the teacher to adapt learning materials to meet the linguistic needs of learners.

Corder (1981) also highlighted the significance of error analysis from various stakeholders' perspectives. For teachers, it would reveal students' current level of learning. For researchers, it would manifest the way language is learned and structured. For students, these errors can be used as a learning device to enhance language proficiency. Therefore, it deserves a continuous process to explore more cases in English foreign language contexts.

Different studies were conducted to scrutinize students' errors in the English as a second or foreign language context in providing insights for teachers, researchers and students. Katiya et al., (2015), for example, scrutinized and analysed a corpus of Chemistry first year students' essays. The researcher uncovered that mother tongue interference, punctuation and spelling errors, misapplication of essay construction rules and syntactic and morphological errors compromised the quality, meaning and rhetorical aspect of the contents. Lasaten (2014) analyzed the common linguistic errors in the English writings of teacher education students. The most common errors were on verb tenses, sentence structure, punctuations, word choice, spelling, prepositions, and articles. Moreover, as for the most studies conducted in the area of EA among Arab and non-Arab students, Hamed stated the following: most studies conducted in the field of error analysis among Arab and non-Arab students revealed that approximately the most common types of errors are all similar (prepositions, spelling, tenses, articles and subject-verb agreement). These studies have attributed the aforementioned errors to overgeneralisation in the target language which result from ignorance of rule restriction and incomplete application of rules and interference resulting from first language (Arabic) negative transfer (Hamed 2018, 224).

Ababneh, (2017) has analysed errors in writing produced by English language students. The study conducted by Ababneh (2017) has shown that learners of English find it strenuous to use word order, word choice, tenses, articles, prepositions, subject-verb agreement, spelling, punctuation, capitalization, etc.

The review of literature reveals that there is a plethora of research on error analysis of writings produced by second or foreign language learners in different contexts. However, most of these studies focus on various forms of essays, which are short in length and written in class for the purpose of exam or certain research. This study, however, looks at Master Two students thesis and is lengthier.

Classification of Errors

According to Corder (1967), there exist two types of errors: performance errors and competence errors. The first are performed when learners are tired or hurried. It means that learners' performance errors are due to stress, fatigue, etc. rather than incomplete learning. Competence errors, on the contrary, are more serious since they reflect inappropriate learning. Brown (2007) views errors as being either global or local. Global errors impede communication; they hinder the message from being understood. On the contrary, local errors do not hinder the message from being understood because there is usually a minor violation of one segment of a sentence that permits the hearer to guess the intended meaning.

Errors can also be classified as interlingual or intralingual (Richards and Schmidt, 2002). Interlingual errors can be identified as transfer errors which result from a learner's first language aspects, for example, grammatical, lexical or pragmatic errors. In reverse, intralingual errors are overgeneralisations (Richards and Schmidt, 2002) in the target language, resulting from ignorance of rule restrictions, incomplete applications of rules, and false concepts hypothesised. Interestingly enough, Hubbard, Jones, Thornton and Wheeler (1996) determine four major error categories including grammatical, syntactic, substance, and lexical errors. They also categorized grammatical errors into seven subcategories: prepositions, singular/plural nouns, adjectives, tenses, possessive case, relative clauses, and articles; syntactic errors into three categories: nouns/pronouns, subject/verb agreement, and word order; substance errors into three categories: capitalization, punctuation, and spelling; lexical errors into two categories: varied words, and idiom choice or usage. Some of this taxonomy of errors has been selected as a framework in the present study as it has been widely used in various studies.

Method**Research Instruments and Techniques**

This study used content analysis as it described and analysed the common linguistic errors observed in the students' theses. Content analysis is a research technique used to make replicable and valid inferences by interpreting and coding textual material. By systematically evaluating texts (e.g., documents, oral communication, and graphics), qualitative data can be converted into quantitative data. Students were also interviewed in order to reinforce and validate the results.

Participants

This study relies on a random sampling including 23 Master two students from the Department of English at Ain-Temouchent University of Belhadj Bouchaib, Algeria. The small sample size is due to the fact that the master degree has recently been created in this university and the number of students enrolled is very limited. These students were required to write and submit a thesis on a topic related to their field of study as partial fulfilment of the prerequisites for getting the Master's degree in Didactics and Applied Linguistics.

Research Data

The data were the theses submitted by Linguistics major to the administration before the examination process. A total of 23 theses were analyzed. The reason

behind examining such a number of theses was that they were already submitted in June 2021 while 30 others were supposed to be submitted in September 2021, for the students did not finish writing them.

Research Procedure

A letter was sent via email to the head of the Department of English requesting permission to conduct a study analyzing the theses of students enrolled in Master Two during the academic year 2021-2022. After a long interaction with the head of the department, he assured the students that all information gathered will be treated with strict confidentiality. This study relies on a mixed-methods approach including both quantitative and qualitative approaches.

Data Analysis

When these students submitted their theses to the administration, the researcher assembled them and afterwards coded the errors as grammatical, syntactical, substance or lexical-related. The details of each of the errors were written in the coding sheets. Various researches on error analysis including Ellis (1997), and Gass and Selinker (2001) highlighted the processes used to analyse the data. The following four steps were followed: 1) data collection, 2) identification of errors, 3) classification of errors, and 4) a statement of error frequency.

The 23 theses used in this study were read and analysed by the researcher himself. Firstly, a corpus of writing data was collected, and secondly did the identification of errors. Next, the errors were classified according to their categories and subcategories based on Hubbard et al.'s (1996) taxonomy. After categorising each error, the frequency of occurrence of different types of linguistic errors was quantified. An interview was also conducted with the students to provide more accuracy to the findings.

Results and Discussion

The aim of this study was to determine the most frequent types of errors and their frequency occurrence in thesis writing of Master two EFL students. To provide an answer to the second research question, this study was conducted to scrutinize the type of error that could be the most prevalent linguistic error among EFL Master two students regarding their thesis writing in terms of grammar, syntax, substance and lexis. These errors could be caused by overgeneralisation in the target language, which results from ignorance of rule restriction and incomplete application of rules and interference resulting from first language (Arabic) negative transfer. A total of 607 errors were found in the theses under analysis (See Table 1). The results of this study revealed that grammar errors had the highest number of errors. They accounted for (250), followed by substance errors (220), syntactic errors (112), and lexical errors (25), as Table 1 shows.

Table 1. Total number of errors in students' thesis writing

Category	Frequency
Grammar	250
Syntax	112
Substance	220
Lexical	25
Total	607

As far as the five subcategories of grammatical errors performed by the students were concerned, tenses were the most frequent errors (15.65%), followed by article errors (11.53%), adjectives errors (5.76%) and a similar frequency for preposition errors (4.11%) and singular/plural nouns (4.11%). Among the three subcategories of syntactic errors, the highest frequency of errors was in word order (7.41%) followed by nouns and pronouns (5.76%) and subject/verb agreement (5.27%). Of the three substance errors committed by the students, punctuation errors had the highest frequency (20.29%), followed by spelling errors (14.16%) and capitalisation errors (7.4%). Of the subcategory of lexical errors, varied words had the highest percentage (1.84%).

Table2. Frequencies and percentages of errors based on Hubbard et al. (category/subcategory)

Category	Subcategory	Frequency	Percentage
Grammar	Prepositions	25	4.11%
	Singular/Plural nouns	25	4.11%
	Tenses	95	15.65%
	Articles	70	11.53%
	Adjectives	35	5.76%
Syntax	Word order	45	7.41%
	Nouns & pronouns	35	5.76%
	Subject/verb agreement	32	5.27%
Substance	Punctuation	123	20.29%
	Spelling	86	14.16%
	Capitalisation	11	1.84%
Lexical	Varied words	25	4.11%
Total		607	100%

As clearly stated in Table 2, the most frequent errors found in the participants' thesis writing are associated with punctuation (20.29%), tenses (15.65%), spelling (14.16%), articles (11.53%), adjectives and nouns and pronouns (5.76%), varied words, prepositions and singular/plural nouns with the same frequency (4.11%), subject-verb agreement (5.27%). These errors will be discussed under their main categories: grammatical errors, syntactical errors, substance errors, and lexical errors.

Grammatical errors

As shown in table 2, tenses posed the first common difficulty (15.65%), followed by articles (11.53%) and adjectives (5.76%). In fact, the students had problems which suitable tense to use. They used simple present inappropriately instead of using the present continuous or the past simple, as shown in the following sentences with the correct version in parenthesis, 'this research work is investigating (investigates) teachers' opinion and thoughts about the incorporation of cultural aspects...', 'The findings show (showed) that teachers are aware of culture...', 'English is playing (plays) a significant role in many domains...'. The misuse of tenses is not difficult only for Algerian students, but also for most of Arab and non-Arab students who misuse tenses in their writing (Hamed, 2018).

Another thorny issue is associated with the use of articles totalling 70 (approximately 11.53%). The students often used unnecessary articles. For instance, they confuse between the indefinite article 'a', and 'the', as in the following sentence with the revised version in parenthesis, 'this research aims to investigate a (the) teachers' perspective on the integration of culture inside EFL classrooms. Here is another example 'This questionnaire is part of the (a) sociolinguistic research...' In addition to this, the students omitted necessary articles where these articles should be used in the target language, as shown in this example 'do you think men and women use (the) same vocabulary in Beni Saf speech community?' Another issue relates to adding the definite 'a' and 'an' when not necessary as in 'this process necessitates a preparation and an awareness...' (preparation and awareness). Such errors are imputable to the 'negative transfer' from the mother tongue, Arabic. Unlike English, which has definite and indefinite articles, Arabic has only a definite article called 'L of definition' (Abushihab, 2011). This difference between the two languages makes the student confused about when to add the definite article and when not.

Another difficulty relates to an overuse of adjectives inside the texts, as shown in these examples: '...language under a great investigation...', 'there is a quite great dilemma in the way EFL learners use language', still another example is provided: 'have a decent background and knowledge about the strong language". Ghani and Karim, 2010 opined that EA pinpoints that CA was unable to predict a great majority of errors, which were yielded by learners making faulty inferences about the rules of the new language. When committing these errors, the students seem to be unaware of the rules of the target language.

Syntactical errors

Syntactical errors were less committed by the students compared with the grammatical errors. However, the students showed difficulty dealing with word order; in some statements that we met while analysing the papers, it seems that Algerian students switch back to their mother tongue's word order, so they say, 'I don't know What can I say' 'لا اعرف ما استطيع أن أقول'. In this statement the learner placed the pronoun 'I' after the modal 'can' in an affirmative sentence affected by the Arabic language word order. , subject/verb agreement (5.27%) was also problematic to the students (see Table 2). In English grammar, the subject and the verb should both agree in number and in person. Depending on whether the subject is singular or plural, the verbs should take similar forms. However, this rule is often disregarded by most Algerian students. In many cases, the students did not use the third person singular 's' with the verb when the subject is singular, as in the following examples with the revised version in parenthesis, 'in any FL classroom a teacher face (faces) many obstacles...', 'Sapir (1921) point (points) out that language is a human entity...', 'it also seek (seeks) to figure out which learning skills are mostly affected by gender'. The students also misused the singular verb 'is' instead of the plural verb 'are' with the plural noun 'children', as in the following sentences, 'children is (are) exposed to dialectal Arabic at home'. Another example relates to the improper use of 'have' and 'has' as in the following example, 'children has (have) difficulty learning Standard Arabic once at school'. These errors fall

within the syntactic category of errors determined by Hubbard, Jones, Thornton, and Wheeler (1996).

Substance errors

Based on the percentage of each substance error mentioned in table 2, it is crystal clear that punctuation constituted the highest percentage of errors (20.29%), followed by spelling errors (14.16%) and capitalisation errors (1.84%). The students made many punctuation errors, as illustrated by the following examples, taken from the students' theses with the correct spelling in parenthesis: 'Therefore; (,) to analyse the impact of these variables on language use; (,) a group of native inhabitants was chosen as a sample population'. 'Additionally, it seeks to examine the effects of gender and ethnicity; (,) as sociolinguistic variables; (,) on language variation: (,) here (,) we should admit that.....' The students tend to write too long sentences as punctuation constitutes a great problem in thesis writing. In Arabic, punctuation is rarely used between utterances and even words; however, the use of punctuation in English is highly praised. The examples found in the students' theses revealed that they rely on their L1 even in using punctuation. 'Finally I expose' and 'after that I create' are two examples that exposed the omission of the comma because, in Arabic, there is no clear cut between adverbs and the rest of the sentences.

Furthermore, the students made errors in spelling (14.16%). The students made many spelling errors, as illustrated by the following examples, taken from the students' theses with the correct spelling in parenthesis: believe, belive, bilive (believe), feture (feature), envistigation (investigation), defferent (different), whol (whole), communitie (community), heterogenous (heterogeneous), proplematic (problematic). It can be said that the students had problems with the words that have the consonant letters 'b' or 'p' and the vowels 'e' or 'i'. This is probably due to inadequate learning in the target language. Moreover, Algerian students are tremendously affected by the French spelling of words, so their theses included some examples of this sort of transfer. The following instances have been taken with their correct spelling in parentheses. 'Reponsability (responsibility), caracteristique (characteristic), developpe (develop), linguistique (linguistics), gouvernement (government), langage (language)'.

It was also found that, though to a lesser extent compared with the other substance subcategories, the use of capitalisation was another problematic area for the students. They sometimes used lowercase (small) letters instead of uppercase (capital) letters. For instance, they did not sometimes capitalize proper names, names of places, and names of countries. All these errors can be demonstrated by the following extracts with the revised version in parenthesis, from students' theses. 'algeria' (Algeria), 'french' (French), 'crawford' (Crawford), msa(MSA for Modern Standard Arabic). Also, the students often started sentences with small letter words after a period, as exemplified in the following sentences, 'language (Language) maintenance is a process by which the native speakers are conservative to their language'. 'they (They) tend to use their mother tongue daily instead of shifting to another dominant one'. In Arabic, there is no existence of capitalization; words are written the same way after thousands of full stops. However, in English, there is a

set of rules that command "capitalization". This is why Algerian learners while producing pieces of writing, have problems with capitalization.

Lexical errors

As shown in Table 2, of the four categories, the lexical category had the least number of errors (25). Lexically speaking, Algerian students do not recognize the dissimilarities that exist between English and Arabic. Whenever they find themselves in trouble to transmit their message, they rely on their mother tongue to deliver their thoughts in their writings which, most of the time, reveal erroneous expressions.

Here are some of the main students' statements as regards the most common errors committed by them and the reasons behind this commitment. The students provided feedback about the errors committed in their thesis writing. Noting the top grammatical errors, students provided the following statements:

'The improper usage of tense might have been the highest or most common type of grammatical error because sometimes we forget about the context where the verb is being used. It is sometimes confusing especially when it is enclosed in embedded and lengthy sentences'.

'I agree that wrong usage of tense is the most grammatical error committed because sometimes there is confusion in determining the proper tense to be used in the entire thesis'.

'I think it is because during our research writing ideas get complicated or complex that we are unable to use the correct tenses for a specific idea'.

'I did not spare time proofreading my manuscript thesis before final submission.

'I really have this grammar problem, especially subject-verb agreement. It's very confusing for me'.

'I have to review article use. I'm confused about the difference between definite and indefinite articles. I'm really challenged at this level'.

'I sometimes think in Arabic and translate ideas in English, I think this is why I experience grammatical problems'.

The students shared the following statements for having committed syntactical errors:

'Fragments surface a lot in our thesis since we fail to determine if the sentences we use provide a complete thought'.

'It is arduous to write full sentences because even if it is fragmented, we assumed that it has already a complete thought'.

'I think we committed a lot of run-ons because we didn't know how to end or where to begin a sentence'.

'I would attribute this to how students at times have too much to say about a certain idea, and would therefore put too much in a sentence'.

'Run-ons surface to be the most frequent error in the syntactical subcategory, for Linguistics majors have full of ideas, in which it causes less awareness on when to split a sentence'.

'I really need to review rules in sentence construction and subject/verb agreement'.

'I thought it was correct to use a comma between two long sentences'.

As for substance errors, the students shared the following statements:

‘I still have difficulties on using punctuation marks. It is very confusing for me and for all the students’.

‘In Arabic, we do not encounter this flaw’.

‘Master two students have difficulty writing punctuations because we don’t analyse sentences very well. Maybe some of us weren’t really taught well in the previous years how and when to use punctuation marks’.

‘When writing an essay, a research paper or a thesis, we get confused of the accurate punctuation we have to use in the sentences’.

‘I get confused what the proper punctuation should be, especially comma and semicolon’.

‘It is difficult to master punctuation because we sometimes forget as to what and how punctuation can be used in the sentence’.

‘Word sometimes corrects the words I encode automatically. What’s unfortunate is that their auto-corrections cause errors in my writings’.

Additionally, as for the lexical errors, the interviewees remained neutral and focused mainly on the other subcategories. Indeed, the statements offered by the students effectively highlight and reinforce the results obtained from content analysis. The analysis of errors, in this study, provides insights into how the academic language proficiency of students reflects important issues in academic writing namely their thesis writing. Error analysis categorisation introduced by Hubbard et al (1996) categories including grammatical, syntactic, substance, and lexical errors was used to identify, classify and determine the impact these errors may have on students’ performance and their ability to communicate meaning in writing their Master thesis. Additionally, the students under investigation showed familiarity with competence errors identified by Corder (1967) since the statements offered by them reflected inappropriate learning during the previous academic years. Ababneh, (2017) has analysed errors in writing produced by English language students. The students also demonstrated difficulty in using prepositions, spelling, punctuation and capitalization, and this goes hand in hand with the results obtained in the study conducted by Ababneh (2017).

Conclusions and Recommendations

This study was conducted to investigate which of type of error could be the most pervasive linguistic error among EFL Master two students regarding their thesis writing. The results, of this study, revealed that the most prevalent errors in grammar, syntax, substance and lexis were incurred in varying frequencies across the theses. The most frequent types of errors found in the students’ theses were: tenses, spelling, capitalization, tenses, punctuation, articles, varied words, subject-verb agreement and varied words. These errors could be caused by overgeneralisation in the target language, which results from ignorance of rule restriction and incomplete application of rules and interference resulting from first language (Arabic) negative transfer. Another possible explanation is the influence of their first language in general and lack of experience in academic writing in particular.

The EFL learners' mother tongue interference was among the main obstacles that hold these learners from attaining the sophisticated writing. Thus, it can be deduced, in this study, that despite the fact that the students had been studying grammar, syntax, substance and lexis starting from the first year, they could not be said to have fully grasped or mastered the basics of correct written academic English, and even appeared to be in need of reminders on those oft-repeated conventions especially on grammar and substance. Direct corrective feedback on those errors is highly required where the teacher provides the student with the correct form by writing it above or near to the incorrect one. It is highly recommended that a thesis editing handbook or writing practice book be vigorously considered for preparation as a product, to serve as a handy reference for both instructors and students' use, and with a plethora of real examples and practice exercises. Lastly, it bears noting that, of all the important writing projects students do in their University years, thesis writing is the one that they tend to take most vigorously, taking into account that the thesis is unquestionably a significant graduation requirement.

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این مقاله انواع مختلفی از خطاهای نوشتاری را که توسط ۲۳ دانشجوی کارشناسی ارشد زبان خارجی انگلیسی انجام شده است، شناسایی و تجزیه و تحلیل کرد، که به طور هدفمند از گروه انگلیسی دانشگاه عین تموشنت، الجزایر انتخاب شده بودند. در طول سال دوم مقطع کارشناسی ارشد، دانشجویان ملزم به نوشتن و ارائه پایان‌نامه در مورد موضوعی مرتبط با رشته تحصیلی خود به عنوان تحقیق بخشی از پیش نیازهای دریافت مدرک کارشناسی ارشد هستند. تجزیه و تحلیل محتوا جهت بررسی و تجزیه و تحلیل پایان‌نامه‌های دانشجویان، و برای استخراج بازخورد آنها در مورد اشتباهات و خطاهای انجام شده در طول نگارش دانشگاهی استفاده شد. خطاهای پایان‌نامه‌ها شناسایی و بر این اساس طبقه‌بندی شدند. نتایج این مطالعه نشان داد که از چهار خطای رایج زبان انگلیسی پاسخ‌دهندگان، دستور زبان، نحو، ماهوی و واژگان بوده است. علاوه بر این، مطالعه کنونی روشی را که در آن دانشجویان قواعد انگلیسی را به زبان مادری خود می‌پذیرند، روشن کرد. چنین بینشی هم برای مربیان و هم برای دانشجویان مفید است، زیرا اطلاعات قابل توجهی در مورد اجزای سازنده تجربه شده توسط زبان‌آموزان زبان انگلیسی در نوشتن آکادمیک ارائه می‌دهد. در نهایت، مطالعه حاضر توصیه می‌کند که یک راهنمای نگارش پایان‌نامه یا کتابچه راهنمای نگارش با فراوانی مثال‌ها، تمرین‌های تمرینی و فعالیت‌های نوشتاری برای استفاده مربیان و دانشجویان تهیه شود.

واژه‌های کلیدی: تجزیه و تحلیل خطا، نگارش دانشگاهی، دانشجوی کارشناسی ارشد، انگلیسی به عنوان زبان خارجی، پایان‌نامه.

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