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**Investigating University Teachers' Attitudes
Towards the Integration of Error Analysis in
Writing Skill During Teaching English as a
Foreign Language.**

**Case Study: Departments of English language,
University of Bouira and Msila.**

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Dedication

I begin by thanking Allah, the Most Merciful, the One who gave me strength when I felt weak, and light when the path was unclear. Without His guidance, none of this would have been possible.

I extend my profuse thanks to my dear mother, the heartbeat behind every step I take. Your love, your sacrifices, your silent prayers... I carry them with me every day. This is as much yours as it is mine. My special thanks go also to my brothers and sisters, I want to tell you thank you for being my quiet support. Each of you, in your own way, has given me good reasons to keep going.

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And to everyone I hold dear, this journey was never mine alone. You were with me in spirit, in love, in patience. This is for you, all of you.

Amroune Amdjed

Dedication

First and foremost, I dedicate this work to Allah, the Most Merciful, whose guidance and blessings have sustained me through every step of this journey.

I also dedicate it to my parents, for their love and support, and to my family, for their constant encouragement.

I also dedicate it to my friends and colleagues, who have been a source of inspiration and motivation.

At last, I dedicate it to myself, for the perseverance and determination to see this work through.

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Abstract

This study explores university teachers' attitudes towards integrating error analysis (EA) in English as a Foreign Language (EFL) writing instruction, focusing on the Departments of English at the University of Msila and the University of Bouira in Algeria. With the use of a mixed-methods approach and a case study method, data were collected through a structured questionnaire completed by 14 EFL teachers. The research aims to investigate teachers' understanding of EA, the challenges they face when applying it in writing classes, and the strategies they employ to overcome those challenges. Findings suggest that most teachers possess a strong understanding of EA and hold positive attitudes toward its integration in the classroom. Despite these positive attitudes, teachers face remarkable obstacles, such as time constraints, large class sizes, and student resistance. Nevertheless, they adopt corrective strategies like peer feedback, individualized instruction, and explicit error correction. The study offers practical recommendations to enhance EA application in Algerian university classrooms.

Keywords: error analysis, EFL writing instruction, teacher attitudes, Algerian universities, corrective strategies.

ملخص

تتناول هذه الدراسة مواقف أساتذة الجامعة اتجاه دمج تحليل الأخطاء في تدريس مهارة الكتابة في سياق تعليم اللغة الإنجليزية كلغة أجنبية، مع التركيز على قسمي اللغة الإنجليزية في جامعتي المسيلة والبويرة بالجزائر.

وقد تم اعتماد منهج وصفي نوعي باستخدام أسلوب دراسة الحالة، حيث جُمعت البيانات من خلال استبيان مُنظم شارك فيه 14 أستاذاً من أساتذة اللغة الإنجليزية. وتهدف الدراسة إلى تقييم فهم الأساتذة لمفهوم تحليل الأخطاء، والتحديات التي يواجهونها أثناء تطبيقه في دروس الكتابة، والاستراتيجيات التي يعتمدونها للتغلب على تلك التحديات.

أظهرت النتائج أن معظم الأساتذة يمتلكون فهماً جيداً لتحليل الأخطاء ويبدون مواقف إيجابية اتجاه دمجها في التدريس.

وعلى الرغم من هذه المواقف الإيجابية، فإنهم يواجهون تحديات ملحوظة مثل ضيق الوقت، والاكتظاظ في الأقسام، وممانعة بعض الطلبة لتلقي التصحيح.

ومع ذلك، يعتمدون على استراتيجيات متنوعة لمعالجة الأخطاء، من بينها التصحيح بواسطة الأقران، والتعليم الفردي الموجّه، والتصحيح المباشر الصريح.

وتخلص الدراسة إلى تقديم توصيات تطبيقية تهدف إلى تحسين دمج تحليل الأخطاء في دروس الكتابة داخل الأقسام الجامعية الجزائرية.

الكلمات المفتاحية: تحليل الأخطاء، تعليم الكتابة في اللغة الإنجليزية كلغة أجنبية، مواقف الأساتذة، الجامعات الجزائرية، استراتيجيات التصحيح.

List of Abbreviations

EA: Error Analysis

EFL: English as a Foreign Language

ESL: English as a Second Language

FL: Foreign Language

L1: First Language (Mother Tongue)

L2: Second Language (Target Language)

SLA: Second Language Acquisition

LMD: Licence–Master–Doctorate (Algerian academic system)

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General Introduction

General Introduction

General introduction

1. Research Background

The process of writing in English language is considered as one of the most difficult tasks that non-native speakers may encounter in the process of mastering this language. For besides grammatical accuracy, mastery requires effective technique to identify and correct errors that hinder learners from conducting a meaningful communication. In view of this, error analysis has been viewed as a significant strategy that acts as a guide helping teachers to recognize, categorize, and address students' errors in order to improve their writing abilities. In Algeria, where English is taught as a foreign language, writing proficiency is still a weak area for many students in different Algerian universities. In this case, the lack of structured error analysis in teaching practices has caused considerable barriers for Algerian university students during the learning process, calling attention in this way to the pressing need to examine teachers' roles and attitudes towards the integration of this strategy. However, while a lot of research has been conducted on error analysis in second language acquisition – focusing on error types, their sources, and their effects – less attention has been paid to how teachers perceive and use this tool in their classrooms.

2. Statement of the Problem

In the field of education, error analysis is recognized as a powerful tool for ameliorating EFL writing skills, its use in classroom instruction is often casual and poorly understood. Previous studies have mostly analyzed areas where learners tend to commit errors, leaving a critical gap in comprehending teachers' perspectives on its role in writing instruction. In the context of the Algerian universities, this gap is evident when it comes to the obstacles teachers encounter when incorporating error analysis into their teaching materials or the approaches they take on to deal with their learners' errors. This inconsistency works against the teachers' different pedagogical tasks which function to improve students' writing, as teachers' attitudes and practices are essential to the success of any pedagogical strategy. Investigating these issues is essential to draw a useful link between theoretical insights and practical application, especially in a context where writing carries on remaining as a stressful challenge for EFL learners.

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3. Aim of the Study

This study aims to investigate university teachers' attitudes towards integrating Error analysis into EFL writing instruction at the Universities of Bouira and Msila. It seeks to uncover the obstacles they face during the application of this approach, and also to examine the strategies and techniques they make use of to address these difficulties. By doing so, the study attempts to put forward practical recommendations to ameliorate the use of Error Analysis, leading to an overall improvement in the writing field for Algerian EFL students.

4. Objective of the Study

The primary objective of this study is to explore how teachers at Msila and Bouira Universities perceive the issue of integrating Error Analysis in their teaching materials and practices in order to foster students' writing skills.

This research plans then to :

- Identify certain encountered challenges concerning the way of implementing this method,
- As it analyzes the strategies used during the teaching process.

5. Research Questions

The whole import of this study is related to the following research questions:

- 1- What are the attitudes of Algerian university teachers towards integrating Error analysis in EFL writing instruction?
- 2- What challenges do these teachers face when implementing Error analysis in writing classes?
- 3- What strategies do they prefer to use in order to overcome these challenges and effectively integrate Error analysis?

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6. Research hypotheses

Based on the previous research questions, this study will be constructed around these three main hypotheses:

- 1- Algerian University teachers have generally positive attitudes towards integrating error analysis in EFL writing instruction.
- 2- Teachers face challenges such as time restriction, lack of experience, and students' resistance when implementing Error analysis.
- 3- Teachers prefer adopting direct feedback correction, peer review, and individualized correction strategies to integrate error analysis effectively during the instruction process.

7. Research Method

To achieve the mentioned aims above, the present research will adopt a descriptive methodology to examine teachers' attitudes and practices. Data will be gathered from EFL university instructors in the English language departments at Msila and Bouira universities, using surveys in the first place as a data collection method, focusing on their perspectives on error analysis, application, difficulties, and adopted teaching mechanisms. This approach will provide a clear comprehension of the problem by the employment of quantitative analysis of survey data with qualitative insights from teachers' experiences.

8. Structure of the Dissertation

This dissertation consists of two main chapters besides the general introduction and general conclusion. The general introduction presents the background of the study, pinpoints the research problem, states the hypotheses and research questions, and highlights the significance, aims, methodology, and structure of the dissertation. The first chapter is theoretical and it aims to provide a comprehensive review of the relevant literature related to research topic. It is divided into three main sections: the first one deals with error analysis and discusses its development, procedures, and pedagogical importance; the second addresses the nature of writing in EFL contexts, focusing on its characteristics, difficulties, and the role of feedback, and the third section deals with the integration of error analysis into writing instruction and its relation to student writing development. The second chapter is practical. It starts with a detailed description of the research methodology adopted in this

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study, including the research design, participants, data collection tool, and procedures. And it is followed by a section of data analysis that presents, studies, and interprets the data gathered from the teachers' questionnaire. The analysis is organized thematically and linked directly to the research hypotheses. This chapter concludes with a summary of the key findings.

Finally, the dissertation ends with a general conclusion that summarizes the overall findings and reflects on the contribution of the study. It brings also to the fore the limitations of the study, suggestions for future research, and recommendations for enhancing writing instruction through error analysis.

Chapter One

The Theoretical Part

Introduction

The art of writing in English is considered as one of the most difficult tasks that the language learner has to master. It requires a high level of language competence, as learners are entailed not only to generate correct grammatical forms but also to organize ideas coherently and to effectively convey the intended meaning. However, EFL learners often encounter different struggles with writing due to very common language errors, which keep occurring because of various linguistic, cognitive, and instructional factors.

In reaction to this issue, error analysis (EA) has come to existence as an effective strategy within both second language acquisition and foreign language research. By identifying and fixing learners' errors in a systematic way, EA provides accurate details about the linguistic processes which are being performed by a student while he/she learns a target language, helping educators, in this way, to adjust and edit their teaching strategies. Additionally, understanding teachers' attitudes towards the use of error analysis in writing instruction proves to be very crucial, since these perspectives directly affect how errors are addressed in the classroom.

In this literature review chapter, The intention is to explore three key areas of research which will form the three main sections of this part of the study. The first section will discuss error analysis significance. It brings together different definitions and perceptions of the concept under study, and puts emphasis on Pit Corder's ideas on the issue. Within the second section's main focus is to deal with the term of writing in the EFL in relation to the Algerian context. In the third section will discuss teachers' attitudes towards error analysis in writing instruction. The final step within this part is to review previous studies in relation to error analysis in the Algerian context.

Section One: An Overview of Error analysis**1.1.1. Error Analysis**

Error analysis is first introduced to the field of language learning by Pit Corder and other scholars in the 1970's. According to them, EA has to do with the incorrect production of rules or the misunderstanding of the components' location of the new language. Corder (1967) considered errors as the main obstacle in language learning. This encourages to treat errors in a systematic way, that is by analyzing errors in a critical way, and in so doing it will be possible to determine areas of language use that need reinforcement. Corder (1967) claims that error analysis as a systematic approach in language learning which works through specific strategies of analysis serves to realize two main purposes. The first one is related to theory, in which errors are significant because "they are

indispensable to the learner himself, because making errors can be regarded as a device that the learner uses in order to learn” (Corder, 1967, p. 161). The second objective is mainly concerned with the field of pedagogy, where “the study of learners’ errors can be of value to teachers in the preparation of teaching materials and the devising of appropriate teaching techniques” (Corder, 1967, p. 162). Corder argues that errors can be investigated via a ‘diagnostic’ and a ‘prognostic’ way. On the one hand, according to him, diagnostic signifies the task of finding out or detecting the problem. On the other hand, prognostic stands for having a practical insight to figure out solutions to the current problem.

Corder (1967) states that EA is an evaluative and diagnostic strategy for it can explain how can a student comprehend the different items of a language at any given point during the learning process, as it can be a prognostic tool since it provides the teacher with numerous significant materials that serves to figure out solutions for learners during their course in learning any SL. In these terms, error analysis performs two main roles in SL: the first role is to assist teachers in detecting different linguistic areas where learners usually tend to commit errors in; the second role has to do more with helping teachers and instructors to design and create meaningful strategies which aim to refine and foster learners’ understanding of their committed errors.

Besides Corder’s studies, error analysis is also dealt with by other researchers. For example, Rod Ellis and Gary Barkhuizen(2005) argue that EA refers to a collection of different methods for determining and clarifying errors made by learners. This leads to argue that error analysis is not merely a mechanical process of detecting and recognizing errors, but actually a systematic process of analysis that works to expound the linguistic and non-linguistic reasons behind the committed errors and why they are actually made.

On his part, James (1998) states that: “Error Analysis is the process of determining the *incidence, nature, causes and consequences of unsuccessful language*.”(p.1, Italics added) This definition is very useful for any learner of SL because it provides him / her with the different analytical steps included in the process of error analysis. In more clear terms, James considers EA as a tool which reports the appeared errors in a FL, decides if those errors are systematic and, if possible, explain what caused them, and figure out solutions.

In analyzing the previous perceptions and information, it is that EFL learners commit errors in a different way from the native speakers in writing. When writing, the EFL learners are required to master the useful tools of the writing skill, especially the grammar rules which are considered as the basic elements of the production. Accordingly, EA takes its place strongly when it comes to

understand what knowledge should be presented about the nature or types of errors, by conducting an appropriate process of error analysis and relate it to effective solutions of language use.

The argument that emerges here is that EA can also predict errors and look for the real identification of what causes them and seek for immediate solutions. This diagnostic and prognostic nature of EA makes it very useful in assisting teachers in their writing classes. This is shown in its aims to provide explanations about learners' errors in order to foster and ameliorate the quality of both teaching and learning experience.

1.1.2.Errors vs Mistakes

1.1.2.1. Lapses vs Errors

In fact, Corder (1973) distinguishes between errors “systematic deviations” and lapses “temporary slips”, such as “slips of the tongue”, which are not indicative of the learner's competence but rather of performance issues, therefore, errors are something regular that indicate a certain knowledge gap which keeps happening while a learner is producing a speech or writing a paragraph. They usually happen at the level of grammar and pronunciation for being the main language skills which learners are asked to master during their learning experience.

On the other hand, lapses, as explained by Corder, are accidental mistakes which a learner may make while pronouncing a word in terms of slips of the tongue. For this reason, lapses don't reflect student's competence in the language because they are made due to the learner's psychological state, such as tiredness, lack of concentration, and stress.

1.1.2.2. Mistakes

Corder (1973) differentiates mistakes from errors as non-systematic deviations, because they are often correctable by the learner upon reflection. In other words, mistakes are a form of irregular faults that learners make while producing their output. The core difference here is that a learner is conscious of the mistake and he/she immediately tries to correct it. As such, mistakes don't amount to a lack of knowledge in SL, but it is a temporary slip or fault. For example, a student may write “She go to the store” and he immediately adds the suffix “s” expressing the present simple.

1.1.3. Contrastive Analysis and the Shift to Error Analysis

CA is the comparison of two languages (the mother tongue and the target language) at the level of linguistic systems, for example, the sound system or the grammar structure. In these terms, CA is “a systematic comparison of specific linguistic characteristics of two or more languages” (Van Els, Bongaerts, Extra, Van Os, & Janssen-van Dieten, 1984,p. 36). Generally, many linguists agree about

the common factor that while learning a second or a foreign language, students are usually affected by their mother tongue language; the committed errors are likely a result of linguistic overlap between the mother tongue and the target language. According to H. Douglas Brown (2000), “Contrastive analysis hypothesis states that the main obstacle to second language acquisition is learners’ continuity to depend on their native language system to produce ideas that later will be translated to be a part of their second language system”. (p.208)

Based on what was previously mentioned by Van Els et al. (1984) and Brown (2000), the main idea that emerges here in relation to the comparison-based linguistic pattern of CA is that acquiring a second language is usually influenced by an overlap with the source language. It states that comparing both L1 with L2 system is an effective strategy in order to identify where difficulties may appear and to anticipate the committed errors by learners of a foreign language. CA emphasizes the learner’s intent to bring his/her knowledge about his source language and apply it on the second language when he/she is unable to make a correct production in the L2. This indicates that the learner refers to his/her knowledge of the native language in order to overcome his/her weaknesses in SL learning experience. In addition, this comparison proves very useful for linguists and scholars, since it provides them with detailed insights about the different potential areas in which learners commit errors.

Yet, many studies criticize Contrastive Analysis and prove that the transfer from the mother language is not the only source of errors and these errors may arise from many other different sources. Rod Ellis(1994) argues that “The study of learners’ errors showed that although many errors were caused by transferring LI ‘habits’, many more were not; learners often contributed creatively to the process of learning.” (p. 19).

In these terms, the lack of effectiveness and the apparent weaknesses of CA set the floor for the emergence of Error Analysis (EA). For instance, Bernard Spolsky(1989,p.120) explains that “the original weakness of contrastive Analysis hypothesis is its limitation from moving beyond a statement of differences to a supportable theory of difficulty”. In view of this, CAH is criticized because it is only concerned with studying the differences between L1 and L2; it never works to investigate which differences are more important to address, and leading in this way to continuous complex barriers in learning a second language.

So, in contrast to the Contrastive Analysis Hypothesis which suggests that learner errors are primarily caused by the interference from the first language, EA shows that there are multiple sources of errors, including both interlingual (coming from the first language) and intralingual (arising from

overgeneralization or misapplication of second language rules) factors. This raises the idea that, as Muriel Saville-Troike (2005) explains, errors should not be seen absolutely as a result of negative impacts from the previous language system but as an indication that the student is discovering the new language pattern (p.39). This broader perspective encourages a more detailed investigation into the variety of error sources that learners may experience, which can lead to more effective teaching strategies and error correction techniques.

1.1.4. The evolution of error analysis

Error analysis (EA) emerged in the 1960s as a new SLA approach that treated learner errors as clues to language development. Corder's (1967) seminal article "*The Significance of Learners' Errors*" framed errors as systematic evidence of interlanguage development rather than mere mistakes. Soon after, Selinker (1972) introduced interlanguage theory, viewing each learner's output as a distinct emerging L2 system. In this period researchers also developed error taxonomies: for example, Richards (1971) classified errors by type (e.g. L1 transfer, overgeneralization of L2 rules). By the late 1970s EA was critically reassessed – scholars described it as "outmoded and flawed" and largely supplanted it with broader interlanguage and communicative models. After a hiatus, EA re-emerged in the 2000s with the advent of learner corpora and CALL technology. Computer-aided corpus studies of L2 writing have enabled large-scale error tagging and renewed interest in systematic error description and correction. These developments have influenced EFL/ESL pedagogy by focusing on recurring interlanguage error patterns and data-driven teaching.

1.1.5. the pedagogical importance of error analysis in EFL writing

Error analysis is fundamental in EFL writing pedagogy: classic studies (Corder, 1967, 1981) show that learners' errors form part of their evolving interlanguage and provide insight into learners' current system. Systematic analysis of students' written errors thus helps teachers identify persistent difficulties and adjust instruction. For example, Samad's (2022) study categorized students' errors by grammatical type (tenses, prepositions, etc.), revealing problem areas; he notes that understanding these difficulties through error analysis enables teachers to give more effective corrective feedback and design targeted writing tasks. Error analysis likewise informs syllabus design: Khansir (2022) emphasizes that highlighting common learner errors is central to developing curricula and instructional materials. Recent research also stresses that error-informed feedback (e.g. indirect correction) encourages learner self-correction and long-term accuracy. In sum, both early and recent

scholars agree that analyzing EFL writing errors helps instructors diagnose learner needs, refine feedback strategies, shape curriculum focus, and support language development

1.1.6. The Causes and Sources of Errors

In fact, in EA, errors are deemed as a crucial component of the language learning process, as they offer significant insights into the learner's minds and the specific areas where they may encounter challenges, which could assist researchers in having a better understanding of how language is learned and taught. In this way, then, errors are not obstacles; they are implied hints that can serve to orient teachers towards more effective learning techniques. John Norrish (1983) explains that the causes and the sources of errors can be identified via the interference between the mother tongue and second language, or because of other external factors like carelessness, translation. This, in turn, highlights the importance of addressing such factors to better understand and overcome language learning challenges.

1.1.6.1. Carelessness

Carelessness is related to motivation. So, learners may face many problems simply because they are not interested in learning. Learners may lose their curiosity in the classroom due to the quality or the nature of the courses material which is presented by the teacher, or this can be related to the ineffective teaching methods which are used in transmitting this content to the learners.

1.1.6.2. Mother tongue

Any learner of a new language can observe the clear impact of his / her mother tongue in the task of using this language. John Norrish(1983) states that acquiring a language is considered as a matter of habit formation. So, when a learner attempts to learn new habits within the target language the original ones will interfere strongly in the process.

1.1.6.3. Translation

This is a very common factor in learning a target language; the learner translates his/her first language words, sentences, and idiomatic expressions, etc., into the target language, word by word. It can be said that his/her knowledge of the different target language patterns is not complete, so, in this case, he/she is more exposed to committing errors in the process of using the complex areas or structures of this new language.

1.1.7. Steps in Error Analysis

Ellis (1994) outlines 5 steps needed for conducting Error Analysis, including collecting written samples from students, identifying errors in the student's writing, outlining the identified errors, defining the causes of the errors, and finally examining the errors.

In more clear terms, Ellis proposes 5 main steps for effective error analysis employment. The initial step is to gather information about learner's errors via handing them written tests in order to have a real and authentic illustration about learners' errors, and in the second step the teacher reads and analyzes these written scripts and carefully looks for errors in his / her students' written outputs. In the third step, the instructor moves to categorize these errors based on their types, for example grammar, vocabulary, or punctuation. Within the fourth step, the teacher starts figuring out the reason behind the frequent commission of errors, such as interference with the source language, lack of practice, and other reasons. In the fifth step, he looks more closely at the errors to understand their mechanism and what can be done to improve his / her students' linguistic competence.

1.1.8. Types of error analysis

In Corder's *Introducing Applied Linguistics* (1973), chapter 11, pages 256–292, several types of errors are discussed in terms of learning a target language. These errors are distinguished according to their characteristics, causes, and implications for language learning and teaching.

1.1.8.1. Covert and Overt Errors

1.1.8.1.1. Covert Errors

These are a type of errors which are not immediately observable or detectable in the learner's linguistic production because they may seemingly seem correct, but are inappropriate to use since they lead to a possible interruption in understanding the context. For example, a sentence might be grammatically accurate but cannot convey the intended meaning or be socially inappropriate. For instance, someone may say "I'm boring" instead of saying bored". Grammatically, the sentence is correct (subject + verb + object), but the intended meaning is to say "I feel boredom" not "I'm the one who causes boredom".

1.1.8.1.2. Overt Errors

These are errors which are clearly observable and detectable in the learner's output, since they directly affect the communication flow at the level of grammar, meaning, and context. Such errors include grammatical mistakes, mispronunciations, or incorrect word choices that break the rules of the target language. For example, someone may say "she eated lunch at noon." The speaker here is generalizing the rule of the past tense final "ed" to all verbs of English.

1.1.8.2. Expressive and Receptive Errors

Corder has also made a useful distinction between two types of errors which he relates to the learner's linguistic production and comprehension; these include expressive and receptive errors. On the one hand, the expressive errors can be observed in the student's linguistic output, such as speaking or writing, where the learner fails to produce the correct form or structure. On the other hand, the receptive errors occur in the learner's comprehension or interpretation of the target language, such as misunderstanding the spoken or the written input due to unfamiliar structures or vocabulary. However, the concern here is with the expressive errors since it serves the interests in detecting the types of errors in writing. So, specifically, expressive errors are explained by Corder as the act when a learner attempts to speak or write but utilizes the wrong word, expression, form, or grammar. For example, a student says, "She can swims very well" instead of "She can swim very well". This brings to the surface a problem in producing a correct grammar structure.

1.1.8.3. Errors of Groups and Individuals

In the same issue of error classification, Corder makes a useful distinction between the errors of groups and those of individuals.

1.1.8.3.1. Group Errors

This refers to the common errors committed by a certain group of learners who share the same characteristics of their native language or learning environment. For example, let's view it from the Algerian context. In Algeria, many people may write "I have 30 years", instead of writing "I'm 30 years". And this is related to the interference between English and French since French is considered as the second language in the country.

1.1.8.3.2. Individual Errors

This category of errors is only related to individual learners, meaning that a learner may make some errors because of a problem that occur while he/she develops his/her second language system. These errors are not systematic as they may not be shared by all individuals of a particular group. For instance, someone may write "in the market, quickly he bought fruits," instead of writing "he quickly bought fruits in the market." The misplacement of the adverb quickly is an individual error that may not be committed by other individuals of the same social or ethnic background.

1.1.8.4. Faulty Categorization Errors

This type of errors appears when learners misclassify linguistic elements, such as treating a noun as a verb or misunderstanding the grammatical category of a word, which leads to incorrect usage.

1.1.8.5. Systematic Errors

These are consistent and predictable errors that reflect the learner's current inter-language system, indicating a rule-based deviation from the target language. In general terms, systematic errors are mistakes that a learner used to commit repeatedly. In this type of errors, the learner does not know that he/she is misusing the rule, thinking that he/she is correct in using some rules of the language. For example, a learner may systematically omit the articles (e.g., "I see dog" instead of "I see the dog") based on his/her own understanding of the rules of grammar.

1.1.8.6. Global Errors vs Local Errors

Corder discusses the concept of global versus local errors in his book *Error Analysis and Interlanguage*(1974). Corder explains how analyzing the learner's errors can provide important information about the language acquisition process. For him, global errors are those that significantly interrupt the stream of communication, resulting in apparent difficulties in grasping the intended meaning. In contrast, local errors are minor mistakes that do not impede the overall comprehension of the message. Let's make it clearer through providing a simple illustration: a learner may write "she go to the market yesterday for buying some fruits", instead of writing "yesterday, she went to the market to buy fruits." Here, the global errors appear in the wrong form used by the learner in the verb "to go" while expressing the past simple, while the local errors are grasped when the learner writes "for buying" instead of writing "to buy". Here local errors are considered as inconsequential errors since they do not really affect the intended meaning.

Section Two: A Short Overview of Writing in EFL / Students' Difficulties in EFL Writing**1.2.1 Writing in EFL**

Writing in EFL is defined by many scholars as a varied process that includes different cognitive and linguistic aspects. According to Margaret R. Kirkland and Mary Anne P. Saunders(1991), writing in a foreign language is a complicated operation in which learners are asked to bring together various skills. This process includes composition of coherent texts within appropriate details that are put in an organized way. They also state that the process of composing coherent texts entails not only the mastery of the basic mechanical tools of writing but also the capacity of developing claims and support them in an effective way. Emily Howell, Shawn Faulkner, Catherine Cook, and Courtney Thompson (2018) argue that learning to write in a foreign language requires the development of the learner's general knowledge, linguistic competence, and genre awareness; all these components should contribute to the overall writing proficiency of EFL learning. These definitions highlight that writing

in EFL is not only about translating thoughts from L1 into L2, but it is mainly about the ability to possess a sufficient amount of linguistic comprehension in order to be able to engage with the different areas of the target language, including its specific conventions and its cultural nuances.

In this sense, to write effectively in EFL learners must master the basic rules of writing, including the major components of the target language. These components stand for attempting to ameliorate learner's skills in grammar, spelling, punctuation ...etc. Besides, a good writer in a second or a foreign language is well-aware of how important to write in the target language without making interference with his first language, such as literal translation of meanings, because each language has its specific linguistic characteristics and also its unique mode of social and cultural perceptions.

1.2.2. Algerian University Students' Difficulties in EFL Writing

Multiple challenges in academic writing are encountered by Algerian EFL university students, especially when writing their research thesis. As stated by Chahrazed Hamzaoui(2021), students at Belhadj Bouchaib University (Ain-Temouchent, Algeria) undergo many challenges in choosing a research topic, processing and organizing research data, paraphrasing, summarizing, and using proper grammar and vocabulary. These challenges are not only linked with the linguistic capacities of the student, but also with the lack of academic preparation, research courses and the limitations marked at the level of the university resources such as difficulties in having efficient access to the modern uses or applications of the internet, and the huge deficiency of the available libraries in providing the necessary academic references.

Additionally, students also encounter difficulties in understanding the difference between informal and formal writing and citation of sources properly. According to Boufeldja Bakhou and Bachir Bouhania, Algerian scholars affiliated with Ahmed Draia University in Adrar (2020), who conducted a study across eight Algerian universities, language issues continue to pose many other challenges that are caused by socio-cultural and institutional factors. Within this field-study conducted by the two scholars, many students reported a lack of supervisor guidance, emotional and academic support from families, and poor academic preparation. These non-linguistic hindrances often create a general state of disturbance and intellectual disability in the students' academic environment that leads to anxiety, low motivation, and difficulty in carrying out the different stages of their thesis writing. The process, as being recorded by those students, is really fraught with many difficulties when it comes to write their first major academic work independently. Both studies, then, suggest that students' writing difficulties in Algeria are not only related to the technical aspects of language use, but also to a broader

academic situation which is marked by insufficient preparation, lack of resources, and weak institutional support.

This confirms that Algerian university students encounter different problems when they embark on writing in EFL. These problems are especially prevalent among students who wish to engage in thesis writing, in terms of selecting a good research topic and developing the thesis multi-stranded import in English. It is obvious that these problems of writing production on the part of students are not only linked with the lack of linguistic competence, but also with many other factors of learning, like the lack of academic instruction. In relation to this academic factor, the students of the previously mentioned study recorded that the absence of a meaningful guidance from their teachers and supervisors can lead to bad results in their writing performance. Additionally, the fact of not reading books of writing techniques and production may make students weaker in acquiring this skill, as students lose the possibility to improve their language skills, understand various academic writing styles, and develop critical thinking skills. Altogether, these factors contribute to the difficulties faced by students in producing a good quality academic writing in English.

1.2.3. Algerian Teachers' Efforts to Improve Writing in EFL

Regardless of the different obstacles faced in this academic environment, efforts are actively being made by Algerian EFL teachers to improve students' academic writing. Chahrazed Hamzaoui(2021) noted that teachers are often anxious about the bad writing output of their students, and overtly express their accusation against the outdated teaching methods, and the lack of training when it comes to research practice. Hamzaoui pertinently adds that the core of this very common problem in the academic environment is usually attributed to the academic system and its institutions, neglecting, in this way, to take into account the students' lack of interest in improving their writing skills. He also puts stress on the teachers' critical attitude towards the national curriculum which does not properly prepare students for the demands of academic writing, especially in thesis development.

On their part, Bakhou and Bouhania (2020) found that some teachers make significant efforts in trying to support the students emotionally and academically, but this depends basically on the individual's commitment and intellectual capacity. However, despite the fact that many teachers are willing to help and guide students, as they come to assert, they often face obstacles such as heavy management duties and lack of professional development opportunities. Bakhou and Bouhania also demonstrate that teachers are well-aware that the linguistic complex system poses real challenge to EFL learners;still,this does not prevent them from insisting on the importance of helping students to

effectively manage their time, stay motivated, and develop independent writing skills. These efforts, nevertheless, as argued by the two researchers, are often restricted by complex institutional issues within the Algerian universities, such as insufficient research infrastructure, lack of collaboration among academic staff, and minimal investment in writing-specific pedagogy.

Overall, the studies suggest that while teachers are making remarkable and genuine efforts, their pedagogical activities and academic impact would be significantly improved if they will be sustained with better training, sufficient resources, and institutional support.

Section Three: Teachers' Attitudes towards Error Analysis

1.3.1. Teachers' Attitudes towards Error Analysis

Carl James (1998) says that teachers are naturally interested in dealing with the students' mistakes. He explains that teachers often focus on errors because they are a regular part of their daily teaching. In simple terms, many teachers may consider this task of error correction as an essential part of teaching, but this daily academic task is not conducted by means of a clear system of error examination. Accordingly, James points out that Error Analysis (EA) should be seen as a helpful tool for processing the learners' output in the classroom, instead of being considered as a mere abstract approach of language learning. This displays that EA is a useful practical tool for teachers. For instead of seeing errors as problems, EA helps view them as particular clues which indicate the stages of language development of the EFL learner. This promotes a more positive and helpful way of teaching, and helps viewing mistakes as areas for improvement. In view of this, as argued by James, teachers are encouraged to understand that mistakes are a natural part of learning and an important step in learning a second language (1998, p.11). This approach, then, propels teachers to shift their focus from the conventional task of detecting mistakes to understanding and exploring them.

1.3.2. Strategies Applied to Detect and Correct Errors

James (1998) shows a clear and organized way to find out and understand students' errors, connecting the strategies of this approach to the real environment of teaching. He introduces a step-by-step process of error analysis: first, noticing the error, then finding out where it happened, describing it, and finally classifying it (pp. 91-97). This allows teachers to look at their learners' errors in a more systematic way.

However, identifying errors is just a part of the process. James also stresses the importance of understanding the reasons behind errors commitment. He outlines four main reasons for errors: those caused by the learner's first language (interlingual), those caused by the target language itself

(intralingual), those related to learning strategies, and those caused by the instructors' methods in presenting their lessons (1998, pp. 179-189). Specifically, this shows that not all mistakes are caused by the techniques followed by the students in acquiring their target language, but also by the strategies which are adopted by the instructors in their classes. To manage this problem, James introduces a set of different ways to deal with errors such as directly correcting students or encouraging them to think about and fix their own mistakes (1998, pp. 235-263). He emphasizes that the task of correcting of errors should have a clear teaching goal rather than being automatic. In view of this, James asserts that the act of compelling students to notice their own errors can make them more diligent and thoughtful in their learning process, and this is a useful practice which can bring about a long-term improvement. (p. 256)

1.3.3. Limitations Encountered in Applying Error Analysis

In fact, James does not ignore the weaknesses of Error Analysis. One common issue is the subjective nature of judging errors. He mentions studies where even native speakers couldn't agree on whether some learner mistakes were incorrect, bringing to the surface doubts about the reliability of EA as a diagnostic tool. (1998, p. 11)

Another challenge, as mentioned by James, is EA's focus on errors that learners actually make. This means that it often fails to take into account situations where learners avoid using difficult structures. In these cases, according to James, the users of EA may give the argument that learners face no kind of linguistic difficulties, even though they are tending to intentionally avoid complex language patterns. (1998, p. 17)

Supporting this view, Jacquelyn Schachter (1974) also draws attention to the issue of avoidance in language learning. She argues that learners may choose not to use certain difficult structures at all, meaning that no overt errors occur for analysts to study. As a result, the learner's real challenges might be hidden, leading to false conclusions about their proficiency. Like James, Schachter believes that relying only on EA is not sufficient and recommends that it should be combined with other methods to form an appropriate understanding of the language learning process.

In considering these apparent limitations, James suggests that EA should be used together with other methods, such as introspective techniques (like asking learners to talk about their inner thoughts), observing how learners improve over time, or comparing the learner's first language with the new language. He contends that EA serves as a good and helpful tool for looking at learners' mistakes and understanding them better, but not as the only method to be relied on in this linguistic

issue. So, instead of depending on EA alone, James believes it should be used together with other methods to give a more reliable and systematic study about how students are learning.

1.3.4. Previous Studies Related to Error Analysis in the Algerian Context

Zakia Kertous (2013) provided a good study on the importance of error analysis in the educational field. She investigated the different factors behind foreign language learners' grammatical errors in the writing skill of 60 second year LMD students at the University of Bejaia. In her study, the researcher aimed at working on the morphological and syntactic errors and finding out the possible linguistic sources behind their occurrence. To reach the aim of the study, the researcher administered a diagnosis test. The research findings revealed that second year students face problems in three main levels of grammar which are verb-form errors, article usage, and the morpheme "s". The study also revealed that the major factors behind students' errors are resulted from overgeneralization of rules, incomplete application of rules, and ignorance of rules restrictions. The researcher concluded with some key pedagogical strategies and solutions for both teachers and students, and some recommendations for further research.

On her part Hanane Saihi (2013) conducted research on the misuse of prepositions in English by second year students at the University of Mohamed Khider, Biskra. In her research, Saihi aims at determining the main errors and finding their linguistic sources. To fulfill the aims of the study, the researcher worked through two data collection tools, namely test and questionnaire. The Tests (pre-tests and post-tests) were used to classify errors and determine their sources while the questionnaires were used to confirm the results obtained from the test. The results confirmed that most of second year students' errors are resulted from Arabic interference which is the main factor that affects students' writing process. In her recommendation, Saihi claimed that learners of English as a foreign language should pay considerable attention to English grammar rules.

1.3.5. Identifying the Research Gap

Although numerous studies have examined error analysis in the field of second and foreign language acquisition, notably in relation to the written skill, most of them have focused primarily on students' written errors and their classification (e.g., grammatical, lexical, syntactic) rather than on how teachers perceive or apply error analysis in actual classroom settings. There are some important studies (e.g., Ahmad & Radzuan, 2015; Hyland & Anan, 2006) that have explored teachers' general attitudes toward error analysis and learners' errors; however, these studies place limited emphasis on

how such attitudes influence the practical integration of error analysis, particularly in EFL writing instruction.

In the Algerian context, one can find some studies (e.g., Djouadi, Oubah, & Cheriet, 2022) that have attempted to examine and evaluate learners' writing performance through error analysis.

However, these studies show more interest in the learner side than the teaching-learning process, with very little focus on teachers' perspectives, especially in higher education. As a result, researchers on this field find alack of qualitative studies that explore university EFL teachers' attitudes, challenges, and strategies regarding the integration of error analysis in writing instruction.

In view of this, the present study aims to fill this gap by quantitatively and qualitatively investigating how university teachers perceive error analysis, exploring in the process of this study the hindrances they encounter when implementing it in writing classes, and shedding light at the same time on the strategies they employ to enhance its integration. This serves not only to build up an analytical frame for the present corpus of research but also to suggest better pedagogical orientations for future teachers' training and curriculum development in the targeted universities.

This part of literature review, then, highlights the important role of writing in EFL learning and the continuous challenges that learners face in presenting a good quality of written production. Through the theoretical corpus presented in this section of the study, it is shown that errors are a natural part of language development, and studying them within a systematic way, as the different scholars argued, may provide an effective and a powerful tool to figure out learners' difficulties. In view of this, it is attempted to assert that error analysis does not only show common linguistic problems, but also serves to shed light on the different learning strategies and their usual effects on the interlanguage development of EFL students. As such, writing in an EFL context requires not just grammatical accuracy; it includes other important components such as good knowledge of the target language vocabulary and its specific linguistic patterns, and a good mastery of its basic mechanical tools of writing. In this sense, any weakness in these linguistic requirements, linked with learners' insufficient exposure to language, often give raise to different types of errors. Therefore, the regular use of error analysis can assist teachers detect these problems and apply more effective writing instruction techniques.

Altogether, then, attempts will be held in this study to examine how teachers' attitudes toward error analysis may serve in one way or another to introduce into their teaching materials a set of appropriate teaching techniques and strategies – regularly identifying, categorizing, and addressing learners'

errors to better improve their writing production. Yet, while many studies explored the issue of error analysis from different perspectives and in different contexts, few researches were conducted for the purpose of exploring the way university teachers in Algeria apply error analysis in writing instruction. This research gap highlights the importance of the present study which intends to examine the attitudes, difficulties, and strategies of teachers at the University of Bouira and Msila, departments of English, thereby contributing, in this way, to improve pedagogical practices and learning outcomes in EFL writing.

Chapter Two

The Practical Part

Introduction

This chapter is divided into two main sections. The first section deals with the methodology used in conducting the study. It presents the research approach, the participants, the data collection tool (teachers' questionnaire), and the procedures adopted to gather and analyze the data. The second section focuses on the analysis and interpretation of the questionnaire results. It presents the findings in organized sections, interprets the responses in light of the research hypotheses, and draws meaningful conclusions based on the teachers' attitudes, challenges, and strategies related to the integration of error analysis in EFL writing instruction.

Section one: Methodology**2.1.1. Introduction**

The methodology section outlines the methodology used in conducting this research. It explains and presents the research design, method, setting, participants, data collection tool, data collection procedure, data analysis strategies, and ethical considerations. The chosen methodology matches with the research objectives, which tend to investigate university teachers' attitudes towards the integration of error analysis in writing instruction in the context of English as a foreign language (EFL), focusing on the Departments of English at the University of Msila and the University of Bouiraas the main sample of study.

2.1.2. Research Design

This study adopts a mixed-methods approach, which is appropriate for exploring participants' perspectives, attitudes, and experiences in a natural context. This approach allows to deeply investigate and understand the attitudes of university teachers towards error analysis and its role in teaching writing. The descriptive nature of this design supports the objective of presenting a detailed explanation of the actual practices, challenges, and strategies used by EFL teachers without manipulating the teaching environment.

2.1.3. Research Method

The research follows a case study method, because it investigates a certain issue teachers' attitudes towards the integration of error analysis in writing, in two different settings: the Department of English

at the University of Msila and the University of Bouira. This method allows to deeply explore the phenomenon and within its real-life context, which permits to get rich insights in the context of integrating error analysis strategy in teaching writing at university.

2.1.4. Research Setting and Participants

The study was conducted at two different Algerian universities: the University of Msila and the University of Bouira, both of them offer English language teaching programs for undergraduate Algerian students.

The target population consists of university teachers who teach English as a foreign language (EFL), specifically those who have experienced teaching writing instruction as a module. A convenience sampling technique was used to select participants based on their direct experience with EFL writing instruction and potential engagement with error analysis in their teaching practices.

The sample included 14 EFL teachers from both institutions. The selection aimed for variation in terms of years of teaching experience, gender, and academic qualifications to gain a broader understanding of attitudes across different profiles.

2.1.5. Data Collection Tool

The main tool used for data collection is a self-designed questionnaire, developed to gather both quantitative and qualitative data relevant to the research questions. The questionnaire consisted of 17 items, organized into four sections:

- **Demographic Information:** Includes questions with relation to gender, years of teaching experience, previous experiences with teaching writing as a module at university, and university affiliation.
- **Error Analysis:** Focuses on the teachers' understanding, use, and evaluation of error analysis in their classroom.
- **Writing in EFL:** Investigates how writing is taught, common student challenges, and how teachers approach written error correction.

- Teachers' Attitudes: Explores personal perspectives, benefits and drawbacks of error analysis, and the strategies teachers apply during the teaching process.
- Closed-ended Questions (11): These are designed to gather quantitative data through multiple-choice or scaled responses.
- Open-ended Questions (6): These aim to extract more detailed, reflective responses concerning teachers' attitudes, challenges, and practices.

2.1.6. Data Collection Procedure

The questionnaire was distributed to the selected teachers during the second semester of the 2024–2025 academic year. In some cases, the questionnaire was distributed in hard copy during departmental meetings; in others, it was shared via email or online platforms. The participants were given clear instructions and were informed of the purpose of the research. A period of two weeks was allowed for completion and return of the questionnaires.

2.1.7. Data analysis method

The data gathered from the questionnaire were analyzed in two main ways. Descriptive Statistics: Quantitative data analysis was used to analyze closed-ended questions' responses. Teachers' practices along with perceptions were examined throughout patterns. For identification of these patterns, frequencies and percentages were calculated. In multiple selections questions, each option was independently counted, with calculations of percentages based on the total number of respondents (14) because totals could potentially exceed 100%.

Qualitative Data Analysis: Responses were analyzed using thematic analysis strategy regarding open-ended questions. Recurring patterns were found when the responses were read again and again. Also key ideas were looked for, meaningful themes, and also information that was related to attitudes, challenges, and strategies.

2.1.8. Ethical considerations

During The research process, many efforts were spent to keep ethical standards to the maximum. All participants were informed of the study's purpose. They all showed approval to voluntarily be a part of the study. They were assured about confidentiality and also anonymity for the responses with them having the right for withdrawal at any time without any consequence.

2.1.9. conclusion

The research design, case study method, sample, data collection instrument, and analytical procedures are elements of the methodology described in this chapter for conducting the study. The presentation of the next chapter will be on the focus of analyzing questionnaire responses regarding research questions.

Section two: Data Analysis and Interpretation of the findings**2.2.1. Introduction**

This chapter presents and analyzes the data collected from university EFL teachers at the University of Msila and the University of Bouira through a structured questionnaire. The aim is to investigate their attitudes towards the integration of error analysis in teaching writing, as well as the challenges they face and the strategies they apply. The results are organized according to the four main sections of the questionnaire: demographic information, error analysis, writing in EFL, and teachers' attitudes. Both quantitative and qualitative data are analyzed and interpreted to provide a comprehensive understanding of the research problem.

2.2.2. Analysis of first section questions**2.2.2.1. Analysis of first question about gender**

Gender	Participants	Percentage
Male	2	14.29%
Female	12	85.71%
Total	14	100%

Table 1: Distribution of gender

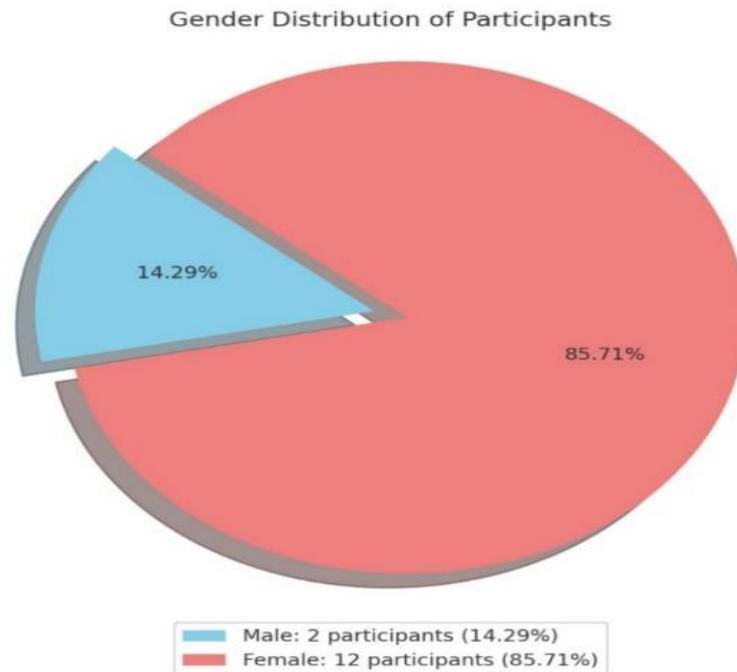


Figure 1: Distribution of gender

Out of the 14 teachers who participated in the study: 2 teachers identified as male, representing 14.29% of the total. 12 teachers identified as female; they represent 85.71% of the total. The data shows a huge difference between male and female participants in the sample. This notable gender imbalance may have influenced the perspectives shared. Future research could explore whether gender has any impact on attitudes toward writing instruction and error analysis.

2.2.2.2. Analysis of question two about years of teaching experience

Teaching experience	Participants	Percentage
Less than 5 years	5	35.71%
Between five and ten years	3	21.43%
More than ten years	6	42.86%
Total	14	100%

Table 2: Years of teaching experience

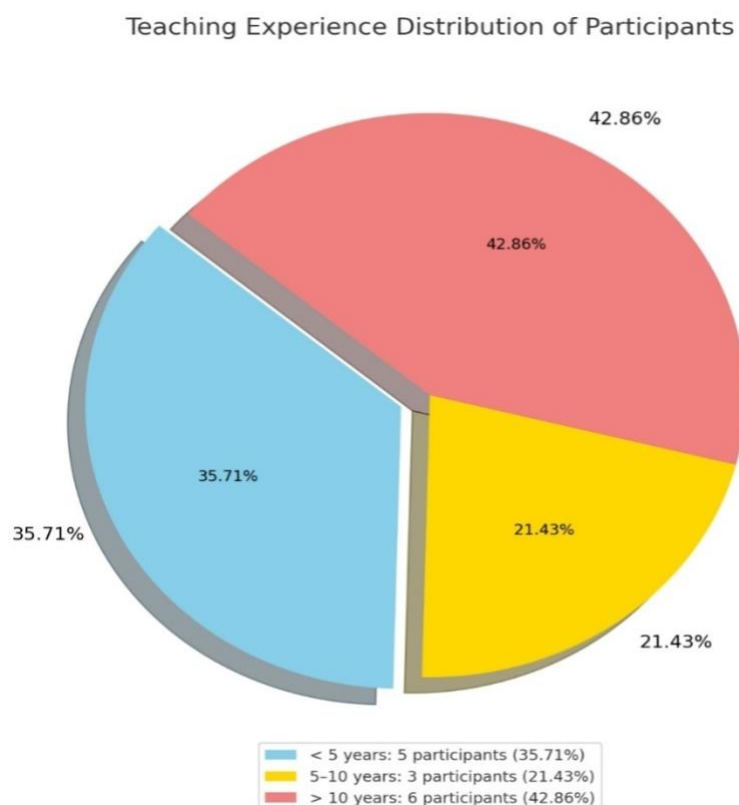


Figure 2: Years of teaching experience

35.71% of teachers (5 out of 14) have less than 5 years of teaching experience. 21.43% of teachers (3 out of 14) have between 5 and 10 years of teaching experience. 42.86% of teachers (6 out of 14) have more than 10 years of teaching experience. The varied levels of teaching experience enrich the findings by bringing a range of views. Teachers with different experience levels may offer unique insights into the challenges of teaching writing and using error analysis.

2.2.2.3 Analysis of third question about whether teachers have experienced teaching writing as a module

Response	Participants	Percentage
Yes	6	42.86%
No	8	57.14%
Total	14	100%

Table 3: Teachers experiences with teaching writing

Have you ever taught writing as a module at university?

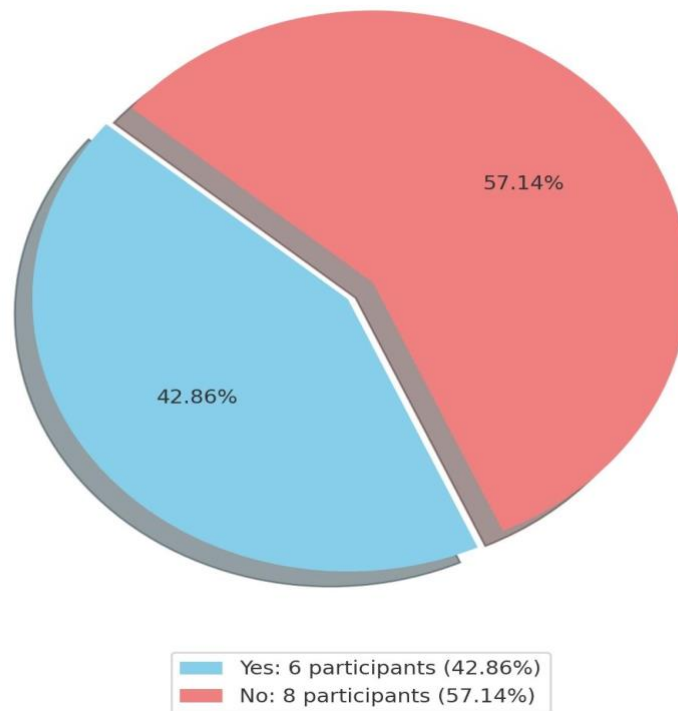


Figure 3: Teachers experiences with teaching writing

42.86% of the participants (6 teachers) declared that they have taught writing as a module at university. 57.14% (8 teachers) stated that they have not taught writing as a module. The limited experience in directly teaching writing might affect the depth of understanding regarding student writing difficulties. However, the input from all participants remains valuable, as writing is involved across multiple language modules.

2.2.2.4. Analysis of fourth question about teachers 'affiliation

University	Participants	Percentage
University of Msila	8	57.14%
University of Bouira	6	42.86%
Total	14	100%

Table 4: Teachers' university affiliation

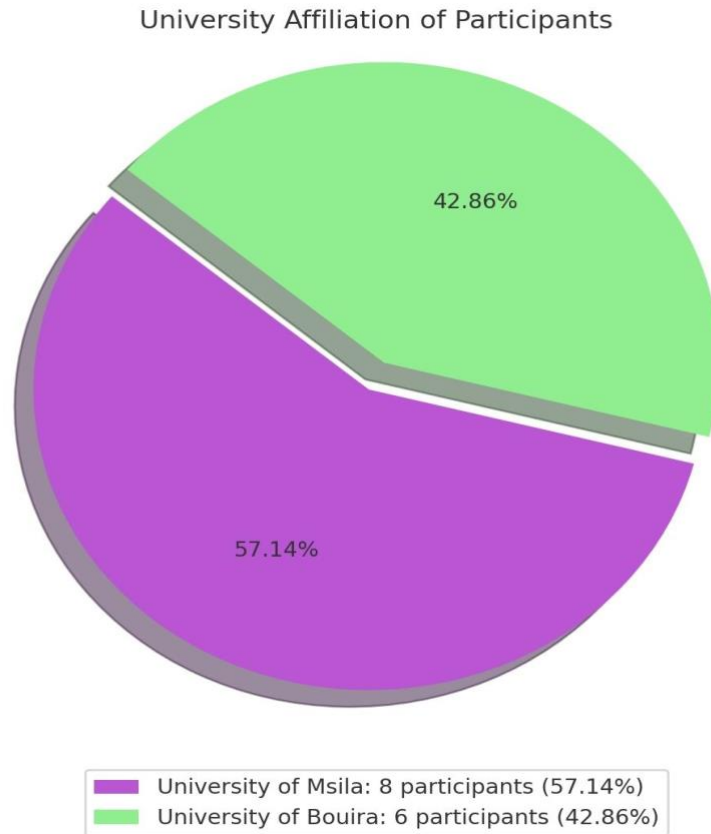


Figure 4: Teachers' university affiliation

57.14% of participants (8 teachers) are affiliated with the University of Msila. 42.86% (6 teachers) are affiliated with the University of Bouira. The sample distribution ensures balanced representation of both universities. This allows for a more comprehensive understanding of teaching practices in each institution.

2.2.3. Analysis of second section

2.2.3.1. Analysis of fifth question about being familiar with the concept of error analysis

Response	Participants	Percentage
Yes	13	92.86%
No	1	7.14%
Total	14	100%

Table 5 : Familiarity with the concept of error analysis

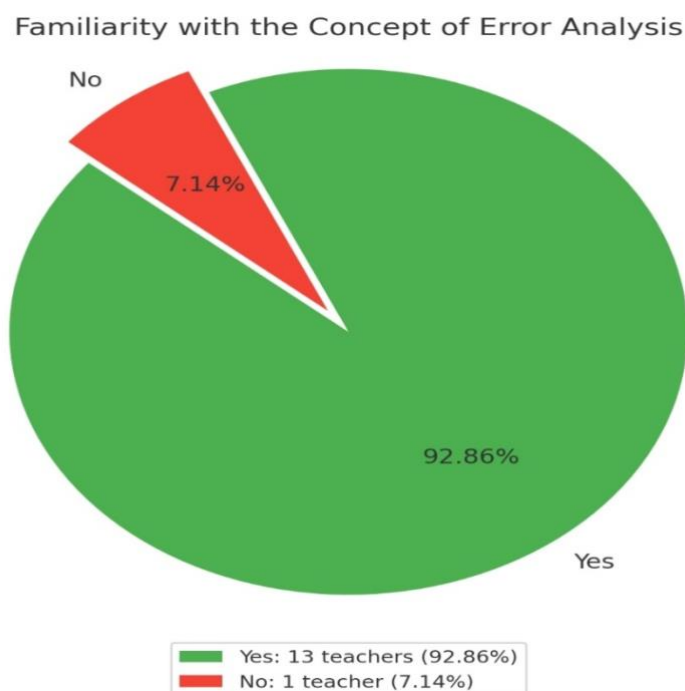


Figure 5: Familiarity with the concept of error analysis

92.86% of teachers (13 out of 14) reported being familiar with the concept of error analysis. 7.14% (1 teacher) reported not being familiar with it. The high level of familiarity with error analysis is a positive indication for its potential integration into writing instruction. This awareness provides a strong foundation for applying such techniques effectively.

2.2.3.2. Analysis of sixth question about source of errors

Source of errors	Participants	Percentage
Mother tongue interference	13	92.86%
Lack of grammar knowledge	9	64.29%
Poor vocabulary	8	57.14%
Carelessness or lack of revision	5	35.71%

Table 6: Source of errors

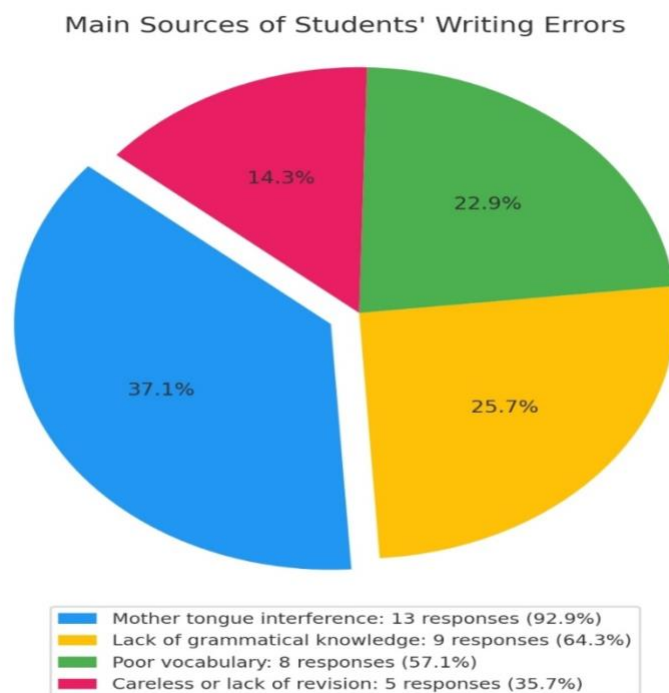


Figure 6: Source of errors

The most mentioned source of students' writing errors is mother tongue interference, selected by 13 out of 14 teachers (92.86%). Lack of grammatical knowledge comes after mother tongue interference, mentioned by 9 teachers (64.29%). Poor vocabulary was indicated by 8 teachers (57.14%). Careless or lack of revision was the least mentioned, selected by 5 teachers (35.71%). Multiple teachers identified more than one source of errors, which means that they see student writing issues as being caused by several interconnected factors. The variety of identified error sources highlights the complexity of writing difficulties in EFL contexts. Addressing these issues requires a multi-dimensional teaching approach that considers both language and learning habits.

2.2.3.3. Analysis of seventh question about error analysis contribution in identifying learners' weaknesses in writing

Response	Participants	Percentage
Strongly agree	9	64.30%
Agree	4	28.60%
Neutral	1	7.10%
Disagree	0	0%
Strongly disagree	0	0%
Total	14	100%

Table 7: error analysis contribution in identifying learners' weaknesses

Q7: Does Error Analysis Help Identify Learners' Writing Weaknesses?

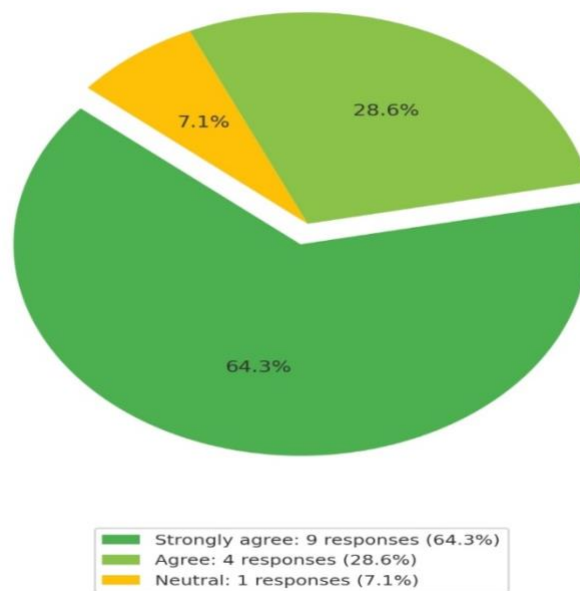


Figure 7: error analysis contribution in identifying learners' weaknesses

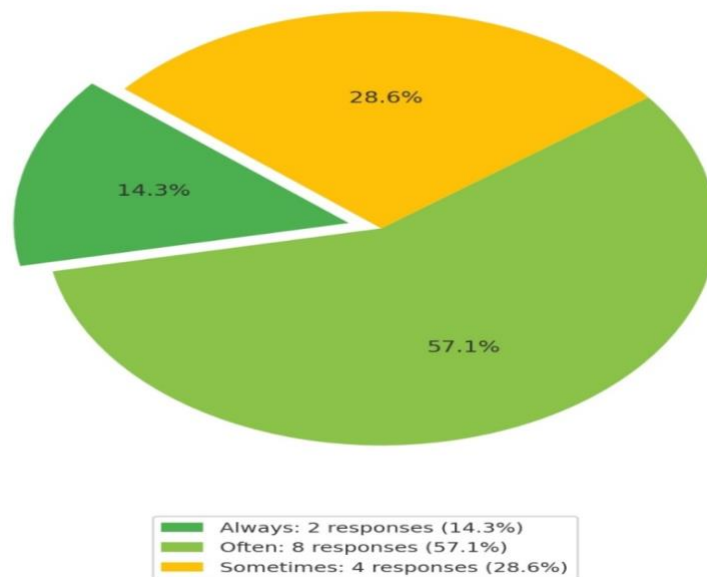
The majority of teachers (64.3%) strongly agreed that error analysis helps in identifying learners' weaknesses in writing. 28.6% of the respondents agreed with this statement, supporting the dominant opinion. Only 1 teacher (7.1%) remained neutral. No respondents disagreed or strongly disagreed, which shows no opposing views in this sample. The strong agreement demonstrates widespread confidence in the effectiveness of error analysis. This consensus supports its further integration in writing instruction strategies.

2.2.3.4. Analysis of eighth question about teachers' frequency of using error analysis

Response	Participants	Percentage
Always	2	14.30%
Often	8	57.10%
Sometimes	4	28.60%
Rarely	0	0%
Never	0	0%
Total	14	100%

Table 8: Teachers' frequency of using error analysis

Q8: Frequency of Applying Error Analysis in Writing Evaluation

**Figure 8: Teachers' frequency of using error analysis**

More than half of the teachers (57.1%) reported that they often apply error analysis techniques in their writing evaluation. 28.6% of teachers stated they sometimes use these techniques. Only 14.3% of the participants reported always using error analysis. None of the teachers selected "rarely" or "never," which indicates all respondents apply error analysis at least occasionally. The responses show that error analysis is already being used in various degrees. Promoting consistent use of these techniques could enhance the quality of writing feedback and student learning.

2.2.4. Analysis of third section

2.2.4.1. Analysis of ninth question about rating students' level in writing

Response	Participants	Percentage
Very good	0	0%
Good	1	7.10%
Average	12	85.70%
Poor	1	7.10%

Table 9 : Students' level in writing

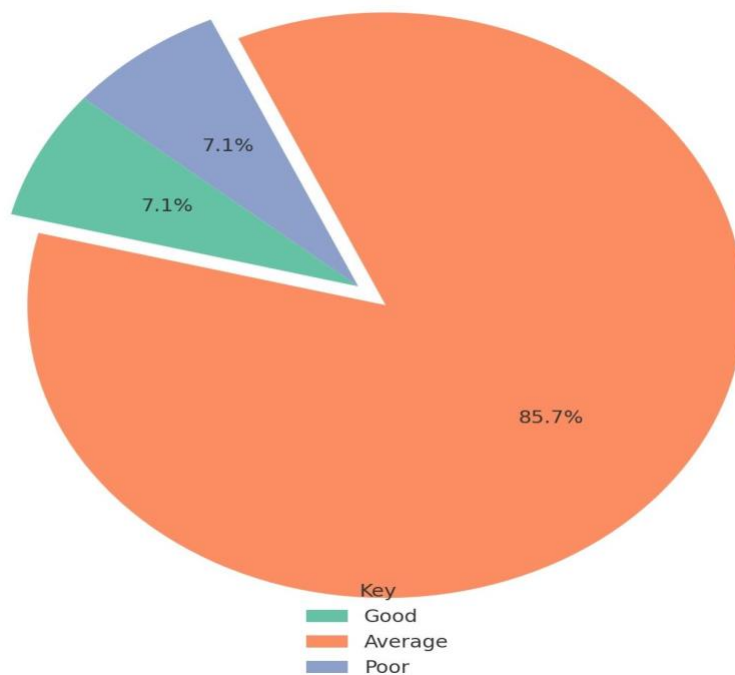


Figure 9: Students' level in writing

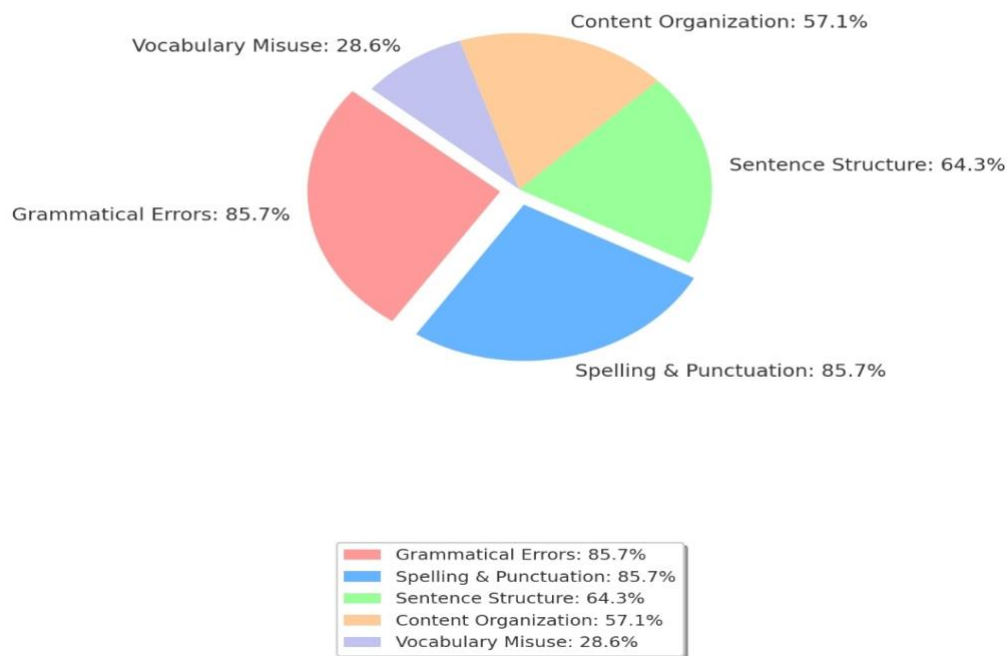
The majority of teachers (12 out of 14) rated their students' writing proficiency as average. Only 1 teacher rated it as good, while another 1 teacher considered it poor. None of the teachers rated their students' proficiency as very good. The overall "average" rating reflects a clear need for improvement in writing proficiency among students. Focused instruction and targeted feedback can help raise performance levels.

2.2.4.2. Analysis of tenth question about the frequent types of errors made by students in writing

Response	Frequency	Percentage
Grammatical errors	12	85.70%
Spelling and punctuation	12	85.70%
Sentence structure	9	64.30%
Content organization	8	57.10%
Vocabulary misuse	4	28.60%

Table 10: The most frequent types of errors made by students in writing

Q10: Most Frequent Types of Errors in Students' Writing

**figure 10: The most frequent types of errors made by students in writing**

Grammatical errors and spelling & punctuation are the most frequently mentioned types of writing errors, cited by 85.7% of teachers. Sentence structure issues were mentioned by 64.3% of participants. Content organization was also notable, reported by 57.1%. Vocabulary misuse was less frequently mentioned (28.6%). The prominence of grammar and mechanics indicates that these areas should be prioritized in writing instruction. Emphasis on these elements can lead to noticeable improvements in student writing accuracy.

2.2.4.3 Analysis of question eleven about if writing should be taught explicitly in Efl classes

Response	Participants	Percentage
Yes	12	85.70%
No	1	7.10%
Total	1	7.10%

Table 11: Should writing be taught explicitly in EFL classes

Q11: Should Writing Be Taught Explicitly in EFL Classes?

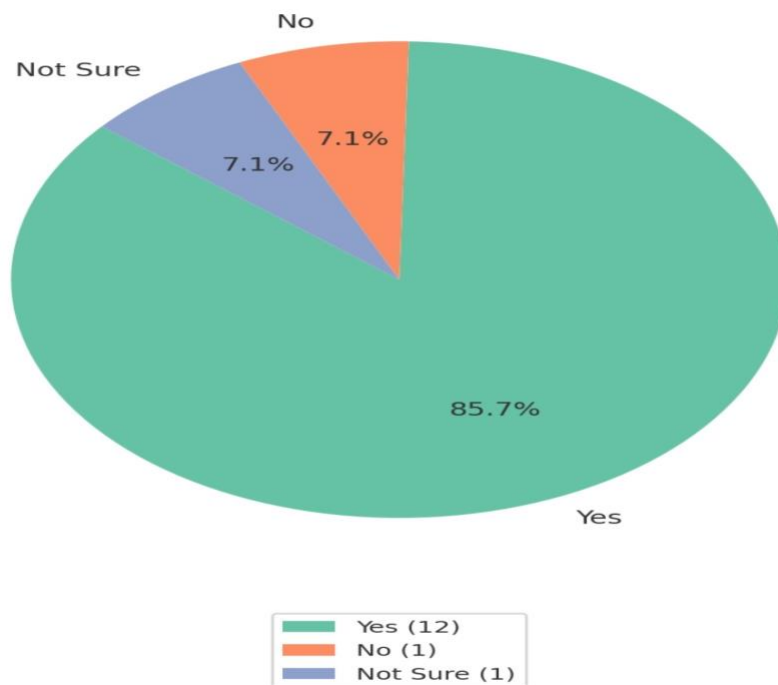


Figure 11: Should writing be taught explicitly in EFL classes

The majority of teachers (12 out of 14) believe that writing should be taught explicitly in EFL classes. A very small minority either disagreed or expressed uncertainty (1 teacher each). The strong support for explicit instruction confirms its perceived importance in teaching writing effectively. This approach allows learners to better understand structure, rules, and expectations in academic writing.

2.2.4.4 Analysis of question 12 about the encountered challenges during teaching writing in Efl

The analysis of responses of question 12 revealed many recurring challenges faced by university teachers when teaching writing in EFL contexts. The most reported issue was a lack of student motivation and interest; it was mentioned by seven teachers. Limited vocabulary and low language proficiency were cited by six teachers, while mother tongue interference was also noted by six respondents. Time constraints, that affect the ability to practice writing or provide feedback, were highlighted by six teachers as well. Issues related to grammar, spelling, and punctuation were shown in five responses, and difficulties in organizing ideas coherently were mentioned by four teachers. Three teachers reported challenges in providing individualized or timely feedback, especially in large classes. Also, three teachers indicated that they faced no certain challenges in teaching writing.

2.2.5 Analysis of fourth section**2.2.5.1. Analysis of question 13 about to what extent teachers support the integration of EA**

The responses to question 13 showed a strong support among university teachers for integrating error analysis into writing classes. Ten teachers expressed clear support, using phrases such as “strongly support,” “fully support,” or “strongly recommend.” Three other teachers indicated support to a great or significant extent without elaborating deeply, while one teacher expressed conditional support, noting that the effectiveness of error analysis depends on factors such as students’ level, background, needs, and culture.

2.2.5.2 Analysis of question 14 about the specific strategies teachers prefer to use with each type of errors

During analyzing teachers’ answers in question 14, There were different favorable strategies that the sample of teachers prefer to employ to deal with specific error types in students’ writing. Six teachers mentioned peer correction, group work, and self-correction as effective strategies, while five preferred the use of structured grammar practice, such as drills or sentence-level activities. Four teachers reported using explicit correction and explanation, and another four referred to self-editing tools like checklists. Error highlighting followed by student correction was also declared by four teachers. The use of model texts and examples was mentioned by two teachers, and visual aids or contextualized vocabulary techniques were cited by three. Three teachers referred to practice-oriented activities such as dictation or extra exercises. Two teachers mentioned using questioning or

reformulation strategies, while one teacher used coded feedback with symbols, and another applied contrastive technique to address first language interference.

Five teachers have only mentioned their favorable strategies which they prefer to use during the teaching process, without mentioning what specific errors to be addressed by these strategies. For example, they preferred using pair correction, group correction, individual correction. Also, they cited worksheet and class discussions, explicit correction and mini lessons, without linking these strategies to specific types of errors such as grammar, pronunciation, content organization, and other types of errors.

2.2.5.3. Analysis of question 15 about the benefits of using error analysis in teaching writing

The analysis of teachers' responses to question 15 showed many recurring benefits of using error analysis in writing instruction. Seven teachers associated it with augmenting students' awareness of their errors and language use, while six noted its effectiveness in detecting specific weaknesses. Five teachers highlighted its role in improving students' writing quality over time, and four matched it to fostering learner's autonomy and self-correction. Three teachers mentioned its value in enhancing targeted or differentiated instruction, and two emphasized its role in encouraging reflective thinking or metacognitive awareness. Additionally, two teachers pointed out its time-saving aspect, while one teacher each mentioned increased student confidence and development of vocabulary and fluency.

2.2.5.4. Analysis of question 16 about teachers' recommendations towards students' writing improvement through error-focused teaching

In response to question 16, six teachers recommended training students to recognize and correct their own errors, either through self-awareness or peer correction. Five teachers emphasized the importance of providing clear, focused, or contextualized feedback. Four suggested prioritizing high-impact or recurring errors over minor ones. Encouraging positive attitudes toward errors, including promoting a growth mindset and praising effort, was mentioned by three teachers. Peer feedback and collaborative work were also recommended by three participants. Two teachers suggested using model texts or rewriting tasks, and one teacher mentioned the integration of digital tools such as grammar-checking applications. Two teachers indicated they had no specific recommendations to offer.

2.2.5.5. Analysis of question 17 about the challenges encountered by teachers when implementing error analysis strategy in their classroom

The analysis of question 17 revealed that time constraints were the most reported challenge, mentioned by eight teachers. Large class size was also noted, with five teachers identifying it as a barrier. Three teachers highlighted the difficulty of managing students with mixed proficiency levels, while four mentioned students' resistance to correction or peer feedback. Additional issues including low motivation, frequent absences, and lack of attention cited by three teachers, emotional discomfort when receiving corrections (2 teachers), and the difficulty of prioritizing which errors to address (1 teacher). One teacher noted limited training in error analysis techniques, and two teachers reported no challenges at all.

2.2.6. Interpretation and discussion of the results

This part presents an interpretation of the results gathered and obtained from the teachers' questionnaire, it intends to explore their insights and attitudes towards error analysis strategy in the context of EFL writing instruction. The analysis is divided into four main sections along with the questionnaire structure. Each section is interpreted alone, and where relevant, linked to the hypotheses stated in the general introduction. The first section covers teachers' background information and is interpreted independently, while the following sections are directly related to the study's hypotheses.

2.2.6.1. Section one regarding Teachers' Background Information

The demographic data offers a useful context to understand the perspectives of the respondents. female teachers dominated the gender distribution in this study (12 out of 14), which may reflect the gender distribution within English departments at the participating universities. Teaching experience was relatively varied, with a balanced distribution: five teachers had less than five years of experience, three had between five and ten years, and six had more than ten years. This variation confirms a mixture of both novice and experienced teaching experience.

Regarding their involvement in teaching writing, only six teachers reported having taught the module, while the majority (eight teachers) had not. This suggests that not all teachers in the English department are directly involved with writing instruction, and this may influence the depth of their responses in later questions. Concerning university affiliation, the distribution was nearly balanced,

with eight teachers from the University of Msila and six from the University of Bouira, which offers an equal representation from both universities.

2.2.6.2 Section two about error analysis integration

The findings from this section strongly stands by the first hypothesis. Almost the whole sample of the participants (13 out of 14) reported that they are familiar with the concept of error analysis, which reflects a wide awareness of its role in EFL instruction. This familiarity provides a foundational understanding which shapes their perspectives and application of error analysis in writing classes.

In identifying the sources of students' errors, most teachers pointed to factors such as mother tongue interference, lack of grammatical knowledge, poor vocabulary, and careless revision. The consistency of these responses suggests that teachers are not only aware of typical learner errors but also recognize the patterns, which is an important step of error-focused teaching.

When asked whether they believe error analysis helps in identifying learners' weaknesses, nearly all teachers showed positive intentions. Specifically, 9 strongly agreed, 4 agreed, and only 1 remained neutral. None of the teachers' sample disagreed. These positive views indicate that teachers view error analysis as a diagnostic tool that contributes to student improvement in writing.

Moreover, when asked about how often they apply error analysis in evaluating writing, the majority of teachers reported frequent use. Eight teachers said they use it "often", two said "always", and four said "sometimes". No respondents selected "rarely" or "never", which shows that all teachers use error analysis techniques to a large extent in their teaching practices.

Overall, these findings clearly affirm Hypothesis 1. The teachers demonstrated both a theoretical awareness and a practical commitment of using error analysis in writing instruction, which reflects their general positive attitudes towards its integration in EFL classrooms.

2.2.6.3. Section three concerning Writing in EFL

Question 9 asked teachers to rate their students' entire writing proficiency. The majority (12 out of 14) rated it as "average," while only one teacher rated it as "good" and one reported it as "poor." This whole assessment suggests that although students are not performing at a very good academic writing level, they are functioning at a basic or intermediate stage. These findings indicate that there is

significant room for improvement. These findings may provide a meaningful context for teachers to understand the challenges they are facing while teaching writing classes.

Question 10 focused on the most frequent types of writing errors. The most reported types were grammatical errors and spelling/punctuation errors (each mentioned by 85.7% of teachers), followed by sentence structure issues, content organization, and vocabulary misuse. The frequent occurrence of these errors indicates the serious difficulties in writing that teachers must address, which complicates their teaching load.

Question 11 was mainly about whether teachers believe that writing should be taught explicitly in EFL classes. The majority (12 out of 14) agreed, showing a strong support to direct instruction. This belief supports the idea that teachers are aware of the complexity of writing and the need to guide students intentionally, it is a view that reinforces the rationale behind implementing error analysis. It also suggests that despite the challenges they face; teachers intend to adopt focused instructional approaches.

Question 12 directly addressed the challenges teachers face while teaching writing. Teachers reported several recurring obstacles: lack of student motivation, limited vocabulary and grammar, mother tongue interference, time constraints, difficulty giving individual feedback, and organizational problems in students' writing. These findings strongly confirm Hypothesis 2, especially when it comes to time constraints, student-related difficulties, and feedback overload in large or mixed-ability classrooms. A few teachers reported facing no challenges, but they were a minority and do not represent the entire sample.

In summary, Section Three suggests that while teachers support explicit writing instruction and admit its importance, they also face many practical and pedagogical obstacles, especially when it comes to address the diverse and frequent writing errors that students produce. These findings clearly support Hypothesis 2, confirming that implementing error-focused teaching is restricted by time, student resistance, and the complexity of students' writing difficulties.

2.2.6.4 Section four about Teachers' Attitudes, Strategies, and Challenges

Question 13 findings showed that almost all teachers either strongly supported or supported the integration of error analysis in their writing classes to a significant extent. Only one teacher provided conditional support based on student background and needs. This clearly supports Hypothesis 1,

confirming that university teachers hold in general positive attitudes towards the use of error analysis in EFL writing instruction.

Question 14 revealed that teachers employ different strategies in order to fix errors, with peer/self-correction, grammar practice, explicit explanation, and self-editing tools as the most frequently mentioned. These results confirm Hypothesis 3, as teachers prefer direct feedback, peer review, and individualized correction techniques.

Question 15 responses emphasized that error analysis helps students become more aware of their weakness points, improves writing quality, and supports self-correction. This supports both Hypothesis 1 and Hypothesis 3, showing that teachers not only believe in the effectiveness of error analysis but also apply it to support autonomy and long-term writing improvement.

Question 16 outlined many recommendations for improving writing, including training students to correct their own errors, with intensive focus on frequent or recurring errors, and offering meaningful feedback. These suggestions are linked with Hypothesis 3, since they reflect teachers' preferences for structured, learner-centered correction strategies.

Question 17 discussed the main challenges such as time constraints, large class sizes, student resistance, and mixed proficiency levels. These findings confirm Hypothesis 2, drawing a picture about the practical difficulties that teachers face when they apply error analysis.

2.2.7. Conclusion

This practical part looked into university teachers' attitudes, challenges, and strategies related to integrating error analysis in EFL writing instruction. With the use of a mixed-methods approach and a questionnaire distributed to 14 teachers from Msila and Bouira, the study showed general positive attitudes towards error analysis adoption in teaching writing. However, teachers also mentioned several encountered challenges such as time constraints and students' resistance. They employed various strategies like peer correction, explicit feedback, and focused instruction. The findings confirmed the study's hypotheses and emphasized the usefulness of error analysis in improving writing instruction within the Algerian university EFL context.

General Conclusion

This dissertation's main aim was to investigate university teachers' attitudes towards the integration of error analysis in teaching EFL writing, with a specific focus on the Departments of English at the University of Msila and the University of Bouira. The study intended to examine not only the degree of familiarity and acceptance of error analysis among EFL teachers but also the challenges they face in its implementation and the strategies they use to overcome these challenges. By doing so, the research has addressed an important aspect of language teaching due to its pedagogical value: the role of systematic error identification and correction in improving writing competence among foreign language learners. The thesis is structured within two main chapters in addition to the general introduction and the general conclusion. Each chapter serves a specific research function which contributes to the achievement of the study's objectives.

The general introduction provides the reader with the necessary background to understand the relevance and importance of the topic. It began by highlighting the status of English as a global language and the significance of writing skill in academic and professional settings. In this part of research, writing is presented not only as a productive skill but also as one of the most demanding aspects of language learning for EFL students, requiring accuracy, fluency, and a deep understanding of grammar and vocabulary. This contextual framing was essential in justifying the need to focus on error analysis, a pedagogical approach aimed at identifying, interpreting, and addressing the recurring mistakes made by learners in their written output. The general introduction proceeded to define the research problem, which centered on the insufficient integration of error analysis in writing instruction in Algerian universities. The research questions were formulated to explore teachers' attitudes, the challenges they face, and the strategies they prefer to use when applying error analysis in their classrooms. Three hypotheses were also stated: first, that university teachers hold generally positive attitudes toward the integration of error analysis; second, that they encounter significant challenges such as time constraints, limited training, and student resistance; and third, that they adopt strategies such as direct feedback, peer review, and individualized correction when implementing error analysis. The general introduction concluded with an outline of the dissertation structure and a brief overview of the methodology.

The first chapter was theoretical in nature and intended for reviewing EFL writing's role and the literature related to error analysis. This chapter is divided into three main sections. The first section

was one that explored and it analyzed the working concept of research; that is error itself. It began via distinguishing between errors as well as mistakes. Definitions from well-established researchers in the field, such as Corder and James, were also furnished. More specifically, we looked into the historical development of Error Analysis as a response that was made to Contrastive Analysis. In addition, an important theoretical overview of error analysis was presented with regard to its relevance for interlanguage theory plus second language acquisition. Also, the section outlined all the types of errors that students commonly find in writing and all the procedures for analysts to conduct error analysis, which involves identifying, classifying, and also explaining errors.

In the second section of this chapter, writing in terms of the EFL context was in fact dealt with. It detailed all of the complexity of writing especially as being a productive skill within foreign language. The section explored the problem of language use in writing, mechanical applications, and the challenges EFL learners' encounter. These challenges included grammar, vocabulary, sentence structure, and coherence issues, along with the first language influencing. The highlighted section notes that error correction may contribute to improve learning. It also stressed the importance of feedback in developing writing skills rather than discouragement. The relationship between writing instruction and learner autonomy was also explored, with particular emphasis on how writing can foster self-expression and critical thinking when properly taught and supported.

The third and final section of the literature review focused on the integration of error analysis in the EFL classroom. It presented error analysis not only as a diagnostic tool but also as an instructional strategy that can help teachers structure their teaching materials in a way that can address specific learner needs. The pedagogical implications of using error analysis in writing instruction were discussed, along with the various strategies which can be applied through teacher feedback, peer review, self-correction, and the use of correction codes. The section concluded by reviewing previous studies on error analysis and writing instruction, as it paid attention to both the benefits and the practical difficulties related to this approach. Overall, Chapter One provided an appropriate conceptual basis for the practical investigation carried out in the second chapter.

Chapter Two formed the study's practical section and included two key sections: a general overview of the research methodology followed in this practical part, with data analysis and interpretation. The first section explained fully the research design with the participants. It also gave details of the data

collection tool with the procedures. The study adopted a mixed-methods research design because of the research questions' nature and the aim of gaining perceptions into teachers' experiences. From English Departments at the University of Msila as well as at the University of Bouira, 14 English university teachers were the selected participants. Since the questionnaire was distributed to teachers who were accessible as well as willing to participate, the selection process was based on convenience sampling. The questionnaire was designed for the inclusion of both closed-ended and open-ended questions so that researchers could collect both quantitative data and qualitative data. The instrument included 17 questions divided into four sections: demographic information, views on error analysis, general attitudes about writing instruction in EFL, and teachers' attitudes and practices regarding how they integrate error analysis. Data were gathered when a contact was made with the participant teachers directly. The analysis was carried out in a total of three stages first, all data were tabulated and calculated the frequencies then, a thematic analysis was performed of open-ended responses finally, and some pie charts were used for a visual representation where it was appropriate.

The second section of Chapter Two presented an interpretation along with the study's findings. It was then organized by the four sections of the questionnaire. The first section regarding demographic information did reveal a predominance for female teachers along with a mix of teaching experience levels since participants were affiliated with either the University of Msila or with the University of Bouira. Most educators knew error analysis as a concept though they did not all teach writing as a module. The interpretations then were constructed according to the data collected from the received questionnaires. The second section showed the teachers' strong support of the usefulness of error analysis in identifying learners' weaknesses and their insistence on applying it regularly to evaluate their writing production. Teachers identified a variety of both linguistic and non-linguistic sources for making errors in writing, including mother tongue interference, poor grammar, limited vocabulary, and lack of revision. So, within the course of this analysis, the first hypothesis about teachers' positive attitudes was confirmed, and these findings support it.

EFL context was dealt with in section three; shedding light at this level on teachers' attitudes towards their learners' average level in writing. According to them, the most frequent areas of difficulty were identified in grammar, spelling and punctuation, sentence structure, and organization. Teachers cited time limitations, large class sizes, demotivated students, and difficulty providing

individualized feedback when asked about their challenges. These responses supported the second hypothesis concerning the challenges of integrating error analysis.

The fourth section explored teachers' attitudes and practices in a deep way. It showed that teachers were supportive to a great extent of integrating error analysis into writing instruction and mentioned a range of strategies they use in the classroom. These included direct feedback, peer correction, self-editing, highlighting errors, using correction codes, guided practice, and model texts. Some teachers emphasized the need for students to be trained in identifying and correcting their own errors, reflecting a commitment to developing learner autonomy. Teachers also discussed the benefits they associate with error analysis, such as increased awareness, improved accuracy, and enhanced writing quality. These findings confirmed the third hypothesis regarding the commonly used strategies. The interpretation of the results connected them back to the research questions and hypotheses, which confirms the study's core assumptions while also it offers a realistic view of classroom constraints and learning / teaching challenges.

Ultimately, this dissertation has comprehensively examined the role that error analysis plays in EFL writing instruction at the university level. The study presented a clear as well as contextualized comprehension of error analysis in the Algerian university writing classrooms. It combined theoretical materials and corpuses together with practical investigation with regard to how teachers perceive and then apply and adapt error analysis. The findings revealed that teachers were widely familiar with the concept of error analysis, were generally positive toward integrating it and employing its strategies to support student improvement, despite continuing challenges such as time constraints, large class sizes, and student-related issues. Limitations exist within the study, however. Questionnaires with self-reported responses were the only data collection tools used, and the sample restricted itself to 14 teachers from two universities without student data or classroom observation. Applicability of the findings may be limited on account of these specific factors. For addressing these research limitations, researchers can incorporate students' perspectives in the topic under study in the future. In this way, researchers may gain a better comprehension of motivation's impact plus the development of writing via integrating students' attitudes towards this issue. Additionally, classroom studies would help to examine teacher implementation of error analysis as it unfolds within a real learning setting. Longitudinal research could be used for measuring lasting effects upon student writing, over a period of time, that stem from teaching focused on error. Finally, mixed-method approaches are adopted

combining qualitative and quantitative tools such as interviews, writing samples, and focus groups, and this would provide a deeper, more subtle view of error analysis as a teaching strategy. Overall, this study reinforces the relevance of error analysis in EFL contexts and highlights its potential to foster more effective, reflective, and learner-centered writing instruction in Algerian higher education.

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Appendices

الجمهورية الجزائرية الديمقراطية الشعبية
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جامعة أكلي محمد أولحاج
- البويرة -
كلية الآداب واللغات

Faculté des Lettres et des Langues

Department of English

Dear Participant,

You are kindly invited to participate in this questionnaire, which is part of a Master's thesis entitled:

"Investigating University Teachers' Attitudes Towards the Integration of Error Analysis in Writing instruction During Teaching English as a Foreign Language: A Case Study of the Department of English, University of Msila & Bouira."

The aim of this questionnaire is to explore your views, experiences, and practices concerning the use of error analysis in teaching EFL writing.

Please note that:

- Your participation is totally voluntary.
- Your answers will be treated with strict confidentiality and used only for academic purposes.
- There are no right or wrong answers, we are simply interested in your honest opinions and professional insights.

The questionnaire contains four short sections and will take approximately 10–15 minutes to complete.

Thank you in advance for your time and valuable contribution.

Section 1: Demographic Information

1. Gender:

Male ☐

Female ☐

2. Years of Teaching Experience:

Less than 5 years ☐

Between 5 and 10 years ☐

More than 10 years ☐

3. Have you ever taught “Writing” as a module at university?

Yes ☐

No ☐

4. Which university are you affiliated with?

University of Msila ☐

University of Bouira ☐

Section 2: Error Analysis in EFL

5. Are you familiar with the concept of Error Analysis in language teaching?

Yes ☐

No ☐

6. In your opinion, what is the main source of students' writing errors?

Mother tongue interference ☐

Lack of grammatical knowledge ☐

Poor vocabulary ☐

Carelessness or lack of revision ☐

Other:

7. Do you believe error analysis helps in identifying learners' weaknesses in writing?

Strongly agree ☐

Agree ☐

Neutral ☐

Disagree ☐

Strongly disagree ☐

8. How often do you apply error analysis techniques when evaluating students' writing?

Always ☐

Often ☐

Sometimes ☐

Rarely ☐

Never ☐

Section 3: Writing in the EFL Context

9. How would you rate your students' overall writing proficiency?

Very good ☐

Good ☐

Average ☐

Poor ☐

10. What are the most frequent types of errors your students make in writing?

Grammatical errors ☐

Spelling and punctuation ☐

Sentence structure ☐

Vocabulary misuse ☐

☐

Content organization

11. Do you believe writing should be taught explicitly in EFL classes?

Yes ☐

No ☐

Not sure ☐

12. What challenges do you face when teaching writing in EFL?

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Section 4: Teachers' Attitudes Towards Integrating Error Analysis

13. To what extent do you support the integration of erroranalysisin your own writing classes ?

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14. What specific strategies do you prefer to use with each type of errors ?

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15. What benefits do you associate with using error analysis in teaching writing?

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16. What recommendations would you give for improving students' writing through error-focused teaching?

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17. What challenges do you face as a university teacher of English when implementing Error analysis in your classroom?

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