

DEDICATION

TO MY PARENTS WITH RESPECT AND GRATEFULNESS,

TO MY WIFE WITH LOVE, AND

*TO MY BELOVED CHILDREN, SABA, IBRAHIM, MOHAMMAD
AND THOSE YET TO COME,*

I DEDICATE THIS WORK.

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TABLE OF CONTENTS

ACKNOWLEDGEMENTS	iii
LIST OF TABLES	ix
LIST OF FIGURES	x
ABSTRACT	xi
ABSTRACT (ARABIC VERSION)	xiv
CHAPTER ONE: GENERAL INTRODUCTION	
1.1 Overview	1
1.2 Statement of the Problem	3
1.3 Objectives of the Study	4
1.4 Significance and Rationale of the Study	5
1.5 Research Questions	6
1.6 Hypotheses of the Study	7
1.7 Limitations of the Present Study	7
CHAPTER TWO: THEORITICAL FRAMEWORK	
2.1 Introduction	9
2.2 Contrastive Analysis Hypothesis	9
2.2.1 The Contrastive Analysis Hypothesis Strong Form	11
2.2.2 The Contrastive Analysis Hypothesis Weak Form	12
2.2.3 Pedagogical Implications of CAH	13
2.2.4 Contrastive Analysis Hypothesis Criticized	14
2.3 Error Analysis Hypothesis EAH	15
2.3.1 The Concept of Error Analysis EA	16
2.3.2 Error Analysis Hypothesis Criticized	18
2.3.3 Error Analysis EA versus Contrastive Analysis CA	19
2.4 Errors, Lapses, Mistakes and Slips	20
2.5 Interlanguage Theory	21

2.6 Sources and Causes of Learner's Errors	24
2.6.1 Mother Tongue Interference	24
2.6.2 Carelessness	25
2.6.2.1 Overgeneralization	26
2.6.2.2 Incomplete Application of Rules	26
2.7 The Contrastive Rhetoric Theory	28
2.7.1 The contrastive Rhetoric Theory Criticized	30
2.8 The Concepts 'Coherence and Cohesion' in Writing	31
2.8.1 Coherence	32
2.8.2 Cohesion	34
2.8.3 Differences between Coherence and Cohesion	39
2.8.4 Assessing Coherence and Cohesion in the Written Discourse	40
2.9 Factors Affecting the Writing Process	45
2.10 Techniques that Can Help Writers	48
2.11 Chapter Summary	57

CHAPTER THREE: LITERATURE REVIEW

3.1 Introduction	58
3.2 Analysis of FL learners' written discourse	59
3.3 Analysis of ESL and Native Writers' Compositions	73
3.4 Sex as a Variable in Written Discourse	83
3.5 Chapter Summary	87

CHAPTER FOUR: METHODOLOGY OF THE STUDY

4.1 Introduction	88
4.2 Methods	88
4.2.1 Subjects	88
4.2.2 Instrument	90
4.2.3 Procedures	91

4.3 Scoring the Test	92
4.4 Piloting the Study	94
4.5 Validity	95
4.6 Reliability	97
4.7 Chapter Summary	99
CHAPTER FIVE: DATA ANALYSIS, RESULTS & DISCUSSION	
5.1 Introduction	100
5.2 Achievement of Palestinian English Foreign Language Learners in Handling Written Discourse	101
5.3 Types of Errors Palestinian EFL Learners Make When Practicing Writing	109
5.3.1 Mechanical Errors	111
5.3.2 Grammar Errors	119
5.3.2.1 Verb Form Errors	123
5.3.2.2 Misuse of Prepositions	125
5.3.2.3 Part of Speech Errors	126
5.3.2.4 Misuse of Definite and Indefinite Articles	128
5.3.2.5 Errors in Verb Tense	130
5.3.2.6 Fused Sentence	131
5.3.2.7 Sentence Fragments	133
5.3.2.8 Incomplete or Unacceptable Sentence Structure	134
5.3.2.9 Misuse of Adjectives and Adverbs	136
5.3.2.10 Agreement Errors	138
5.3.2.11 Missing Words	139
5.3.2.12 Dangling Modifier	141
5.3.2.13 Miscellaneous Errors	142
5.3.3 Spelling Errors	143
5.3.3.1 Wrong spelling / misspelling	145

5.3.3.2	One-word and two-word Errors	150
5.3.3.3	Spacing Errors	151
5.3.4	Cohesion Errors	152
5.3.4.1	Conjunction Errors	156
5.3.4.2	Pronoun Reference Errors	157
5.3.4.3	Unnecessary Repetition	159
5.3.4.4	Collocation Errors	160
5.3.4.5	Synonymy Errors	162
5.3.4.6	Substitution and Ellipsis	164
5.3.5	Coherence Errors	166
5.3.5.1	Transition Weak or Missing	168
5.3.5.2	Faulty Logic	171
5.3.5.3	Inadequate Development	173
5.3.5.4	Completeness Fallacy	175
5.3.5.5	Improper Paragraphing	176
5.3.5.6	Paragraph Not Unified	177
5.3.5.7	Faulty Parallelism	178
5.3.5.8	Irrelevance	180
5.3.6	Stylistic Errors	182
5.3.6.1	Poor or Weak Diction	183
5.3.6.2	Lack of Sentence Variety	186
5.3.6.3	Bad Translation	188
5.3.6.4	Other Stylistic Errors	190
5.4	Difference in Performance in Writing Due to Sex	195
5.5	Topic Development Methods Used by Palestinian EFL Learners	202
5.6	Chapter Summary	215

CHAPTER SIX: SUMMARY OF RESULTS, APPRAISAL, RECOMMENDATIONS AND IMPLICATIONS	
6.1 Introduction	217
6.2 Summary of Results	217
6.3 Appraisal	221
6.4 Recommendations	223
6.5 Implications	225
BIBLIOGRAPHY	228
APPENDIXES	
APPENDIX 1: The study Instrument	248
APPENDIX 2: Writing Scoring Scale	251
APPENDIX 3: Symbols Used by the Researcher	252
APPENDIX 4: The Subjects' Assigned Scores	253
APPENDIX 5: A student's Modal Response	257
APPENDIX 6: Improper Paragraph Division	259
APPENDIX 7: Variety in Students' Errors Due to Gender	261
APPENDIX 8: Variety in Students' Errors Due to University	264

LIST OF TABLES

Table 4.1: Distribution of Subjects According to Sex & University	89
Table 4.2: The Internal Consistency of the Test	96
Table 4.3: The Structural Consistency of the Test	97
Table 4.4: Pearson Correlation and T. Test to Explore the Differences between the two Raters	98
Table 5.1: Achievement of Palestinian EFL Learners in Handling Written Discourse	102
Table 5.2: Means and Standard Deviation of the Subjects' Scores in Writing Due to University	103
Table 5.3: Means, Percentages, Standard Deviation and Rank Ordering of the Subjects' Errors in their Written Discourse	110
Table 5.4: Frequencies, Means and Rank Ordering of the Subjects' Mechanical Errors	113
Table 5.5: Types, Means, Standard Deviation and Ranks of Grammar Errors	120
Table 5.6: Standard Deviation, Frequencies, Means and Ranks of Spelling Errors.	144
Table 5.7: Types, Frequencies, Means, Standard Deviation and Rank Ordering of Cohesion Errors in the Subjects' Compositions	152
Table 5.8: Frequencies, Means and Rank Ordering of Coherence Errors	167
Table 5.9: Frequencies, Means, Standard Deviations and Ranks of Stylistic Errors in the Subjects' Compositions	182
Table 5.10: Difference in Achievement between Males and Females in their writings	196
Table 5.11: Differences in Subjects' Competence in Writing Due to Gender in each University	199
Table 5.12: Frequency, Means, Standard Deviations and Ranks of Theme Development Methods Used by the Subjects in their Writings	203
Table 5.13: The Impact of University Factor on the Subjects' Use of Development methods	213

LIST OF FIGURES

Diagram 1: The Means of Scores of the Three Student Groups	104
Diagram 2: Students' Scores Ranges	105
Diagram 3: Students' Scores Ranges	105
Diagram 4: Frequency of the subjects' different types of errors	110
Graph 1 : Frequencies of Theme Development Methods Used by the Subjects in their Writings	212
Graph 2: Graphic Depiction of Gender Differences in the Use of Theme Development Methods	214

ABSTRACT

Recent research in English language is a descriptive, evaluative and analytical one which aims at investigating the problematic spots of Palestinian tertiary level EFL learners in performing written discourse. The study is an attempt to analyze the written product of Palestinian EFL tertiary level learners majoring in English language in three different national universities in Gaza Strip; namely, Al-Quds Open University, Al-Azhar University-Gaza and the Islamic University of Gaza. It is an attempt to diagnose learners' errors on word, sentence and beyond sentence levels. It also attempts to classify the types of errors and suggest suitable solutions for them. In addition, it indicates how effective the writing courses to which these students were exposed are.

The instrument used to collect the data for the present study is a writing test in which the students were asked to write a three- paragraph topic on a current issue which is known to all members of the sample of study. This test included some information relevant to the variables of the study which, particularly sex and attendance of the writing courses. The study focuses on the learners' abilities in composing and producing written discourse. The learners' responses were corrected, analyzed and the common errors were categorized and solutions for the problem were suggested.

The sample of the present study consists of 120 students of both sexes drawn from three different Palestinian national universities. 40 students were selected from each university to represent the whole population.

The present study used a number of statistical tests. Frequencies, percentages, T-test and Pearson correlation were the major statistical tests used in the present study. The results were also presented in graphic forms. The major results this study reached were: Palestinian English foreign language tertiary level majors' written performance proved to be below the

pass level .i.e. 60 out of 100; their overall percentage was 52.43, there are no statistically significant differences between the subjects due to sex and university and the most frequent errors were in coherence and grammar whereas the least frequent ones were in spelling and punctuation.

The study is divided into six chapters; general introduction, Theoretical framework, literature review, methodology of the study, analysis and discussion of results and summary of results, recommendations and implications.

Chapter One, which is a general introduction, consists of the problem of the study, significance and rationale, objectives of the study, research questions and hypotheses.

Chapter Two reviews the related literature in terms of content development methods in writing, mainly coherence and cohesion and compares between them. It also presents the contrastive rhetoric theory and what critics say about it. This chapter terminates with a summary which sums up the major points in the chapter and introduces the next chapter.

Chapter Three is a review of empirical studies. It mainly deals with studies conducted, particularly in the area of writing. It considers studies which deal with writing as process not as product and attention is directed to the different factors which may affect it. In addition the chapter reviews analytical studies on EFL learners and sheds the light on some factors that help writers in the writing process. Furthermore, it includes empirical studies on ESL students' and native writers' roles in the writing process. That is to say, how ESL and native writers accomplish a piece of writing and what problems they have in writing.

Chapter Four is mainly concerned with the methodology of the study. It deals with the subjects, the instrument for collecting data and procedures. Reliability and validity of data collection instrument are. Finally, Chapter Four discusses the different statistical tests adopted in order to give results and approaches to the discussion of these results.

Chapter Five presents the results obtained, analyzes, discusses, interprets and comments on the results obtained in relation to the research questions hypotheses. It also attempts to show whether the hypotheses are confirmed or rejected.

Chapter Six is devoted to summary of results, conclusions, pedagogical implications and recommendations. At the beginning it summarizes the results obtained and presented in the preceding chapter and draws conclusions. Then it presents the implications of the results of the study for language instructors at Palestinian national academic institutions. Finally, it suggests a number of recommendations for further research.

ABSTRACT ARABIC VERSION

مستخلص

تهتم الدراسة الحالية بواقع الكفاءة الكتابية لدى الدارسين الفلسطينيين في المستوى الثالث الجامعي المتخصصين في اللغة الانجليزية كلغة أجنبية. وتعتبر هذه الدراسة وصفية تقييمية تحليلية و هي تهدف إلى التحقق من مواطن الخطأ في المحتوى الكتابي لدى الطلاب الجامعيين الفلسطينيين حيث تهتم الدراسة الحالية بتحليل النتائج الكتابي لدى طلاب المستوى الثالث الجامعي الفلسطينيين المتخصصين في مجال اللغة الانجليزية في ثلاث من الجامعات الوطنية في قطاع غزة و هي جامعة القدس المفتوحة و جامعة الأزهر و الجامعة الإسلامية بغزة.

تحاول هذه الدراسة أن تشخص أخطاء الدارسين على مستوى الكلمة و مستوى الجملة و ما بعد الجملة. كما تحاول أيضا ان تصنف هذه الاخطاء من أجل إيجاد حلولاً مناسبة لها وتوضح الدراسة أيضا مدى فاعلية مساقات مهارة الكتابة التي مر بها الدارسون أثناء دراستهم.

الأداة لجمع البيانات للدراسة الحالية عبارة عن اختبار كتابي يطلب من الدارسين أن يكتبوا موضوعا مكونا من ثلاث فقرات عن قضية معروفة لكل أفراد عينة الدراسة ، كما صاحبت الاختبار بعض المعلومات عن الدارسين فيما يخص الجنس و إكمال مقررات مهارة الكتابة و هي ذات فائدة في مناقشة فرضيات البحث.

تركز الدراسة الحالية على قدرات الطلاب في الإنشاء و الكتابة و التأليف. صححت إجابات الطلاب وتم تحليلها كما صنفت الأخطاء الأكثر شيوعا و اقترحت الحلول المناسبة لها.

تتألف عينة الدراسة من 120 طالبا و طالبة تم اختيارهم من ثلاث جامعات و طنية فلسطينية. تم اختيار 40 طالبا و طالبة من كل جامعة لكي تمثل مجتمع الدراسة.

استخدمت الدراسة عددا من الاختبارات الإحصائية بغرض المعالجة الإحصائية للبيانات. و كان من بين أهم هذه الاختبارات الإحصائية التكرارات و النسب المئوية و اختبار T و معامل ارتباط بيرسون، كما تم أيضا عرض النتائج الرئيسية في أشكال بيانية للإيضاح.

و أهم ما توصلت إليه هذه الدراسة من نتائج أن مستوى الدارسين في مجال النتائج الكتابي هو دون مستوى النجاح المعمول به في هذه الجامعات و هو 60 % حيث بلغ المستوى العام إجمالا 52% . كما أوضحت النتائج أنه لا توجد فوارق ذات دلالة إحصائية بين أفراد عينة الدراسة تبعا لمتغيري الجنس و المؤسسة التعليمية التي ينتمي لها الدارس. و أن أكثر الأخطاء شيوعا كانت في القواعد و التماسك الموضوعي و أن أقلها كان في استخدام أدوات الترقيم و الهجاء.

تنقسم الدراسة إلى ستة فصول هي: مقدمة و الإطار النظري للدراسة و الدراسات السابقة و منهجية الدراسة و إجراءاتها و تحليل و مناقشة نتائج الدراسة و أخيرا ملخص للنتائج فالتوصيات و التطبيقات.

فالفصل الأول مقدمة للبحث و يحتوي على مشكلة الدراسة و أسئلة البحث و فرضياته و أهمية الدراسة و المبرر للدراسة و أهدافها. بينما يتناول الفصل الثاني أدبيات الدراسة من خلال عرضه و مناقشته لفرضية البلاغة التقابلية و يعرض الفصل أيضا طرق تطوير المحتوى الكتابي ، تحديدا التماسك و الإتصاق الداخلي للموضوع و عقد مقارنة بين المفهومين السابقين. و يختتم الفصل الثاني بملخص يستعرض النقاط الرئيسية في الفصل و تمهيدا للفصل التالي.

أما الفصل الثالث فهو عرض للدراسات العملية التطبيقية حيث يهتم بالدراسات التي أجريت في مجال عملية الكتابة. فالفصل ذاته يحتوي على دراسات حول تحليل أخطاء دارسي اللغة الإنجليزية كلغة أجنبية، بالإضافة إلى احتوائه على دراسات عملية عن ادوار دارسي اللغة الإنجليزية كلغة أجنبية و كذلك دارسيها كلغتهم الأم في عملية الإنشاء و الكتابة.

يهتم الفصل الرابع بابرار المنهجية العامة للبحث حيث يتناول مجتمع و عينة الدراسة و يستعرض أيضا أداة الدراسة و إجراءات جمع بيانات الدراسة. و يتناول الفصل أيضا ثبات و صدق أداة الدراسة و يناقش أيضا مختلف الاختبارات الإحصائية التي تم استخدامها من أجل التوصل الى نتائج الدراسة و آليات مناقشة هذه النتائج.

و يعرض الفصل الخامس النتائج التي تم التوصل إليها و تحليل هذه النتائج و مناقشتها و تفسيرها و التعليق عليها تبعا لأسئلة البحث و فرضيات الدراسة . كما يحاول هذا الفصل أيضا أن يوضح ما إذا تم قبول هذه الفرضيات أو رفضها .

و ختاماً يقتصر الفصل السادس على ملخص للنتائج و الاستنتاجات و التطبيقات و التوصيات، فهو يلخص النتائج التي تم التوصل إليها في الفصل الخامس و الاستنتاجات المبنية على هذه النتائج ، ثم يوضح تطبيقات نتائج الدراسة في مناهج المؤسسات الأكاديمية الوطنية الفلسطينية و يختتم هذا الفصل باقتراح عدد من التوصيات في مجال دراسات أخرى.