A Morphosyntactic Study of EFL Students' Written Compositions:
A Corpus Based Analysis

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Abstract

The present paper attempts to explore the written compositions of EFL students at the level of morphosyntax. The purpose of the study is to identify, classify, and supply a plausible interpretation for the different morphosyntactic errors made by the learners. For this reason, a corpus of 120 English written compositions was collected from second year LMD students enrolled in the English department of Bejaia University, Algeria. After analyzing the corpus at the sentence boundary, the findings revealed the following morphosyntactic errors: (1) word order, (2) subject-verb agreement, (3) verb structure, (4) noun/adjective/adverb structure, (5) word/morpheme addition, (6) word/morpheme omission, (7) short forms/abbreviations, and (8) conversational informal words. It concludes with some pedagogical implications to overcome the aforementioned problem and for a better writing performance.

Key words: ELF, Writing, Morphosyntax, Errors Analysis, Algeria

Introduction

Learning a foreign or a second language is always subject to erroneous structures and outputs. Thus, writing in a second language is one of the challenging tasks that may face the learners. According to Harmer (2004: 3), the spoken language is naturally acquired by contact and exposure, while the written one is intentionally learned. Therefore, academic writing involves conscious attempt and practice in writing, building, developing, and analyzing ideas (Myles, 2002:1). Moreover, Pearson (1976 – as cited in Welsh Assembly Government 2010:24) asserts that writing covers three main cues which are: semantic cues (i.e., knowledge about topics, cultures, and ideas), syntactic cues (i.e., knowledge about grammar and the organization of texts), and graphophonic cues (i.e., knowledge about words and how they are pronounced). Hence, second language writing assessment witnessed considerable developments in the last twenty years. Many scholars focus on the types of writing errors and how these errors may recognize developmental patterns in the acquisition of particular grammatical features (Ellis, 1997:15). Therefore, the present paper attempts to investigate the morphosyntactic errors made by Algerian EFL students in their written compositions.

Statement of the Problem

As a lecturer of Stylistics at the English department of Bejaia University, Algeria, and for an exam subject, I gave my second year students an excerpt from Edgar Allan Poe's *The Fall of the House of Usher* to analyze in a well-structured essay with academic and intelligible English. Surprisingly, during the exam correction process, I noticed that my students made a lot of errors at the level of morphosyntax when writing their essays. From this fact, I saw that a morphosyntactic analysis of my students' writings is highly needed in order to diagnose their writing skill. Hence, their exam answer sheets constitute the corpus of the present study. \

Questions of the Study

The present study attempts to answer the following research questions

- What are the different morphosyntactic errors that occur in Bejaia EFL Students' writings?
- What are the reasonable explanations for these errors?
- What are the plausible solutions to overcome those errors?

Null Hypothesis

The present researcher hypothesizes that second year EFL Students do not master satisfactorily English morphosyntax that is why they make errors in their writings.

Theoretical Background

In last decades, there has been an increasing interest in the study and analysis of errors made by second language learners. Error analysis is under consideration and investigation by many linguists, language teachers, and researchers worldwide (Heydari & Bagheri, 2012:1583). In general, there are two main approaches to the study of errors i.e., contrastive analysis (CA) and error analysis (EA). CA is 'the comparison of the learners' mother tongue and the target language. Based on the similarities and differences between two languages, predictions were

made' (Heydari & Bagheri, 2012:1583). Conversely, EA is 'a procedure used by both researchers and teachers which involves collecting samples of the learner language, identifying the errors in the sample, describing these errors, classifying them according to their nature and causes, and evaluating their seriousness'(Corder 1967 – as cited in Heydari & Bagheri, 2012:1584).

As far as learning theories are concerned, there are two main theories related to language learning errors. They are the Behaviorist Learning Theory and the Mentalist Learning Theory. According to Ellis (1997:31), the Behaviorist Theory is the prevailing theory of the fifties and the sixties. It claims that language learning involves habit formation. That is, a habit is stimulus-response connection. Later on, the Mentalist Theory came as an alternative to the Behaviorism. It claims that human language is innate. Furthermore, it asserts that input is used only to activate the process of the language acquisition device. Besides, they can generate infinite numbers of constructions. Thus, during this process, errors may occur but they are considered as natural and part of the learning process (Ellis, 1997: 32-33).

According to Richards (1971: 174-181), intralingual errors are of four types, namely, (1) overgeneralization, (2) ignorance of rule restrictions, (3) incomplete application of rules, and (4) false concepts hypothesized. The first concerns examples where the learner generates unusual structures on the basis of his preceding knowledge of other structures from the target language. The second deals with the faulty structures because of ignorance of restrictions. That is, the use of rules out of their contexts. The third takes place when the learners fail to build and develop a complete structure in the target language. And the fourth concerns the missing comprehension of differences in the target language. Hence, the learners tend to substitute erroneously some structures for others.

Literature Review

Error analysis has been an area of interest for many researchers and scholars from different countries. Although many studies seem to share the overall aims of the study but still they are conducted in different contexts and conditions. The present researcher selected some reviewed studies to put the reader in the field of error analysis and to show in the last paragraph the contribution of his present study.

Hourani (2008) investigates the common grammatical errors made by Emirati male students in their English essays. The study is conducted in five Emirati schools with the participation of 105 students and 20 teachers. The findings of the study indicate that the most common grammatical errors are at the level of passivization, verb tense and form, word order, prepositions, subject-verb agreement, articles, plural forms, and auxiliaries. Moreover, these errors are intralingual. At last, the study presents some recommendations such as school textbooks should cover more free and controlled writing activities in order to improve the learners' writing performance.

Kirkgöz (2010) examines the written errors of Turkish adult learners of English. The purpose of the study is to identify and classify the errors according to two categories: interlingual and intralingual errors. The corpus of the study consists of 120 essays written by 86 Turkish learners studying in Çukurova University, Turkey. The results of the study show that most of the students' errors are interlingual and they are instances of the first language interference.

Moreover, the study suggests that students' errors should be perceived positively because they are steps towards the target language learning.

Wee et al. (2010) examine the written verb-form errors in the EAP writings of 39 second year Malaysian students enrolled in a public university, in Malaysia. The study seeks to find out the frequency and types of verb-form errors. The findings point out that the most frequent errors types are omission, addition, misformation, and ordering. Moreover, there is a high frequency of errors related to the omission of the third person singular marker's'. Besides, the learners have difficulties in using the auxiliary 'to be'. At the end, the researchers emphasize on the importance of grammar in learning a foreign language.

Nayernia (2011) studies the writing errors of Iranian EFL students in order to recognize the different intralingual errors and whether L1 plays a role in learning L2. For the purpose of the study, the researcher asks his students to write some paragraphs on a topic of their choice. After that, 30 incorrect sentences are selected for analysis. The findings of the study reveal that most of the errors are intralingual and only few (16.7%) interlingual errors that are present in the students' writings. At last, the study highlights the importance of error analysis in the better understanding of the language system.

Al-Shormani (2012) investigates the sources of syntactic errors made by Yemeni learners' in their English written compositions. The sample of the study consists of 50 third year students of English at Ibb University, Yemen. The researcher adopts James' (1998) error taxonomies in which he classifies the syntactic errors into 4 categories, namely, L1 transfer, L2 influence, L1&L2, and unrecognized. The findings of the study reveal that Yemeni students face real problems in English syntax. Moreover, it is highly recommended to teach syntactic categories inductively in order to extract rules rather than memorizing them. At length, the study suggests a solution for the syntactic errors by adopting the 'discovery' technique initiated by Celce-Murcia and Hilles (1988) which consist of: (i) presentation, (ii) focused practice, (iii) communicative practice, incorporating information gap, choice and feedback, and (iv) supplying teacher feedback.

Basri et al. (2013) explore the syntactic errors occurring in the descriptive paragraphs of Indonesian students of English. The purpose of the study is to identify the types and manners of English syntactic errors in the students' writings. The findings of the study indicate that 16 types of syntactic errors occur in the descriptive paragraphs such as auxiliaries, word form, and world class. As far as the manners of errors are concerned, the result reveal 18 errors such as misuse of verb form, omission of auxiliaries, and misuse of word order. It concludes that the English phrases are the main problem that faces the Indonesian learners because of the syntactic differences that exist between English and Indonesian.

Al-Khasawneh (2014) explores the writings of Jordanian undergraduate students. He aims at analyzing a corpus of 26 English paragraphs written by 26 students from different majors studying at Ajloun National University, Jordan. After data collection, all the errors made by the students are identified and categorized. The results of the study reveal that most of the students made errors at the level of spelling, subject-verb agreement, word order, and the English articles

misuse. The study concludes with some implications such as Jordanian EFL students should practice English writing regularly in order to improve their writing skill.

Rostami and Boroomand (2015) explore the sources of errors made by 100 Iranian EFL learners in their written compositions. The purpose of the study is to identify, describe, and classify the errors according to their sources. Considering gender as a variable of the study, 50 male students and 50 female students are randomly selected and their written compositions constitute the corpus of the study. The findings show that the majority of errors are due to unsatisfactory mastery of the target language while few errors are due to L1 transfer. Besides, female learners tend to make more errors than males do but the classification of errors in the two groups is the same.

Hence, the present study agrees with the abovementioned studies in that it deals with EFL students' written compositions. Moreover, it explores the errors made the learners and attempts to identify, classify, and explain those errors. However, the present study is different from the previous ones in the following: it is limited to morphosyntactic errors made by Algerian EFL students in their writings. Hence, spelling, punctuation are not considered in the present study. Besides, it treats the outputs of a different sample. That is, 120 Algerian Kabyle students enrolled in the English department of Bejaia University. Furthermore, the linguistic situation of Algeria, where this study is conducted, witnesses a considerable presence of the French language. To end with, the present study is purely descriptive and qualitative.

Methods
The method adopted in the present research paper is a descriptive and qualitative one. Hence, the present researcher analyzed the corpus of the present study consisting of 120 answer sheets of the second term exam of Stylistics (during the academic year 2013-2014).

Purpose of the Study
The purpose of the study is to identify, classify, and supply a plausible interpretation for the different morphosyntactic errors that occurred in the EFL learners' written compositions. Moreover, it aims to suggest credible implications for the abovementioned problem.

Population & Sample of the Study
The population of the present study consists of all second year students enrolled in the English department of Bejaia University during the academic year 2013-2014. The sample of the present study consists of 120 second year students enrolled in the English department of Bejaia University during the academic year 2013-2014. They studied English as a foreign language at least for 08 years (i.e. 6 years before University + 2 years at the University). Hence, they are expected to have a good command of English morphosyntax and to be good at writing.

Significance of the Study
Although much research has been conducted on the error analysis in EFL students' written compositions, still this topic needs further investigation with different population and different context. Thus, to the best knowledge of the present researcher, the problem of the present study was not discussed before in Bejaia University. That is, no teacher or student discussed morphosyntactic errors in examinations. Moreover, no one used the exam answer

sheets as a corpus for study. Hence, from this originality, the present study derives its significance.

Results & Discussion

The analysis of the corpus of the present study reveals that second year EFL students face a lot of troubles in their compositions. It shows that their writings contain a lot of morphosyntactic errors of different types. Hence, the following table summarizes the different types of errors found in the learners' productions:

Table 1: *A Summary of the Morphosyntactic Errors Found in the Students' Essays*

Type of Error
1. Word Order
2. Subject - Verb Agreement
3. Verb Structure
4. Noun/Adjective/Adverb Structure
5. Word/Morpheme Addition
6. Word/Morpheme Omission
7. Short Forms/Abbreviations
8. Conversational Informal Words

Table 1 summarizes the eight morphosyntactic errors found in the learners written compositions. It reveals obviously that they face a real problem in academic writing. These errors are related to word order, subject-verb agreement, verb structure, noun/adjective/adverb structure, word/morpheme addition, word/morpheme omission, short forms/abbreviations, and conversational informal words. Hence, a detailed description of the errors is provided throughout *the following tables (2-9).*

Table 2: A Sample of Word Order Errors

Error Classification	Error Identification	Error Correction
Word Order	1. … and <u>always he felt</u> that he <u>will soon died.</u>	1. … and he **always feels** that he **will die soon.**
	2. He used the <u>pronoun personal.</u>	2. He used the **personal pronoun.**
	3. He introduced <u>expressions very clear.</u>	3. He introduced **very clear expressions.**
	4. There is an <u>existence morale</u> ...	4. There is a **moral existence** …

Table 2 shows that the participants face a problem with word order. That is, they do not know the rules of English syntax. Moreover, it is noticeable that within the same sentence, we may find several errors from different types. In the first example, the students used a wrong syntactic order and a faulty verb structure. It is shown in '… and always he felt that he will soon died' instead of '… and he always feels that he will die soon' where adverbs of frequency go before the main verb. Besides, expressing the future using will + infinitive form of the verb not with the past form of the verb. In the second example, the participants used '… the pronoun personal' instead of ''… the personal pronoun' where the adjective should appear before the noun it qualifies. A plausible interpretation for this error is the French interference. That is, in French, the adjective may occur after its noun (as it may occur before it). Similarly, in the third and fourth example, the students use the wrong syntactic order of the adjectives and the nouns they qualify. That is to say, they wrote '… expressions very clear' instead of '…very clear expressions' and '… existence morale' instead of '… moral existence'. In addition, we notice another instance of French interference at the level of the morphology of the word 'moral' where the students wrote it with final 'e' as in French 'morale'. Hence, all the aforementioned errors could be ascribed to incomplete application of rules and French interference.

The next difficulty that the second year students have in writing is at the level of subject – verb agreement. It is clearly revealed in the following table:

Table 3: *A Sample of Subject - Verb Agreement Errors*

Error Classification	Error Identification	Error Correction
Subject-Verb Agreement	1. He <u>describe</u> the engine… where the miners <u>plays</u> … 2. The author <u>describe</u> the environment … 3. The second paragraph show us … 4. All <u>that</u> events <u>was</u> very harsh	1. He **describes** the engine… where the miners **play** … 2. The author **describes** the environment … 3. The second paragraph **shows** us … 4. All **those** events **were** very harsh

Table 3 shows the errors made by the students at the level of subject - verb agreement. It shows perceptibly that the participants do not assimilate the rules in which a verb must agree with its subject in person and number. That is, if the subject is singular, the verb must be in singular form and the same thing is true for the plural form. Thus, it is clear in all the examples presented in table 3 that the students did not write the third person singular marker, namely, 's' like in 'he describe the engine', 'the author describe', 'the second paragraph show' instead of 'he describes the engine', 'the author describes', and 'the second paragraph shows'. In the same way, in the fourth instance, instead of writing 'all those events were very harsh' they erroneously wrote 'all that events was very harsh'. Hence, these errors are assigned to incomplete application of rules.

Another morphosyntactic problem is reflected in the participants' compositions which is the verb structure. It is shown in the following table:

Table 4: A Sample of Verb Structure Errors

Error Classification	Error Identification	Error Correction
Verb Structure	1. They <u>didn't found</u> anything … 2. … and how <u>she's lived</u> … 3. He had <u>suffer</u> … 4. … that tragedy <u>will happened</u> … 5. Two words that <u>signifie</u> …	1. They **did not find** anything … 2. … and how **she is living** … 3. He had **suffered** … 4. … that tragedy **will happen** … 5. Two words that **signify** ….

Table 4 represents the errors made by second year EFL students in their written compositions related to the verb structure; either at the level of tenses or verb morphology. The first example shows that the learners made errors related to the structure of the verb after the auxiliary 'to do'. That is, they wrote 'they didn't found anything' rather than 'they did not find anything'. They wrote the verb in past simple instead of writing it in its infinitive form. Moreover, the second example shows clearly that the students failed in using the present continuous. To be precise, they used 'how she's lived' instead of 'how she is living'. Similarly, in the third example, the learners failed in expressing the past perfect. That is, they wrote 'he had suffer' instead of 'he had suffered'. Quite the opposite, in the fourth example, the students used the past participle form in place of the infinitive form. That is to say, they wrote 'that tragedy will happened' instead of 'that tragedy will happen'. As far as interlanguage interference is concerned, in the fifth instance, the participants tend to write the verb 'signify' in the French form. That is, they wrote 'two words that signifie' rather than 'two words that signify'. The aforementioned examples reveal that the students lack the mastery of the use of English tenses. So, these errors could be attributed to incomplete rules application and interlanguage interference.

Additionally, nouns, adjectives, and adverbs seem to be troublesome for second year EFL students. It is clearly shown in the next table:

Table 5, *A Sample of Noun/Adjective/Adverb Structure Errors*

Error Classification	Error Identification	Error Correction
Noun/Adjective/Adverb Structure	1. His long <u>sufferance</u> with … 2. His mental <u>sick</u> … 3. From line eight to	1. His long **suffering** with … 2. His mental **sickness** … 3. From line eight to **fifteen**…

	<u>fiveteen</u>…	
	4. He could be seen <u>clear</u> …	4. He could be seen **clearly** …
	5. … the <u>fully</u> foregrounding elements …	5. … the **full** foregrounding elements …

Table 5 shows that the participants face a problem with English nouns, adjectives, and adverbs. That is, they tend to mix between them. Besides, they even generate wrong constructions such as in 'fiveteen' where the students merged the word 'teen' with 'five' in order to get fifteen. This could be attributed to overgeneralization of rules and constructions. Furthermore, the participants seem to confuse between the adjectives and the adverbs. For instance, they considered 'clear' as an adverb like in 'he could be seen clear' instead of 'he could be seen clearly.' In contrast, they considered the adverb 'full' as an adjective like in 'the fully foregrounding elements' as opposed to 'the full foregrounding elements'. This could be interpreted as a false concepts hypothesized, where the learners wrongly assume that some linguistic components behave in the same way and they do not make distinctions between them (Richards, 1974: 178-181).

Another trouble found in the students' writings is related to word or morpheme addition. It is visibly explained in the coming table:

Table . *A Sample of Word/Morpheme Addition Errors*

Error Classification	Error Identification	Error Correction
Word/Morpheme Addition	1. The second <u>paragraphe</u> …	1. The second **paragraph** …
	2. There is <u>an existence morale</u>…	2. There is a **moral existence** …
	3. From the first <u>ligne</u>…	3. From the first **line**…
	4. … where <u>the</u> both share the same feature …	4. … where both share the same feature …
	5. In this passage, the <u>writter</u> uses…	5. In this passage, the **writer** uses…

Table 6 shows that the participants made errors where they some extra odd morphemes such as 'e' in 'paragraphe' and 'morale'; and 'g' , 't' in 'ligne' and 'writter', respectively. For the addition of 'e', the plausible interpretation is interlanguage interference where the students unconsciously wrote the following words in French: 'paragraphe', 'morale', and 'ligne' instead of ''paragraph', 'moral', and 'line'. Besides, whole words are inappropriately inserted such as in

the following example: 'where <u>the</u> both share the same feature' rather than 'where both share the same feature'. This error could be attributed to incomplete application of rules.

In contrast, table 7 demonstrates that second year EFL students tend to omit some morphemes in words during their writing process. It is noticeably shown in the below table:

Table 7. *A Sample of Word/Morpheme Omission Errors*

Error Classification	Error Identification	Error Correction
Word/Morpheme Omission	1. Usher continued his life <u>alon</u> … 2. Usher <u>wich</u> is the actor … 3. … these two <u>line</u> … 4. The narrator used some <u>explanation</u> …	1. Usher continued his life **alone** … 2. Usher **who** is the actor … 3. … these two **lines** … 4. The narrator used some **explanations** …

Table 7 reflects the omission errors found in the learners' written compositions. In the first and second examples respectively, they omitted the final letter 'e' for the word 'alone' and the 'h' for the word 'which'. It is worth mentioning that the use of 'which' in this sentence is irrelevant. Thus, the adequate word would be 'who'. Moreover, the learners have a tendency to omit the plural marker. For instance, in the following selected sentences: 'these two line' and 'the narrator used some explanation' instead of 'these two lines' and 'the narrator used some explanations'. Hence, these errors could be considered as incomplete application of rules.

Another inadequacy that occurs in the students' written compositions is related to the use of short form and abbreviations instead of writing the full form of the words. It is visibly shown in the next table:

Table 8. *A Sample of Short Forms/Abbreviations Errors*

Error Classification	Error Identification	Error Correction
Short Forms/Abbreviations	1. A <u>women isn't</u> happy … 2. … and how <u>she's lived</u> 3. … because <u>he's</u> always sick 4. … the same words in the <u>2</u> line … 5. … he used gothic <u>lge</u> …	1 A **woman is not** happy … 2. … and how **she is living** 3. … because **he is** always sick 4. … the same words in the **second** line … 5. … he used gothic **language** …

Table 8 shows that the students tend to use short forms and abbreviations in their academic writing. For instance, they use the short form of the verb 'to be' in the following examples: 'and how she's lived' and 'because he's always sick' instead of 'and how she is living' and 'because he is always sick'. Besides, it noteworthy to recall that one sentence may encompass different errors from different types. Hence, the present researcher tries to focus only on the instances that fit the type being discussed. Furthermore, the participants tend to use some abbreviations such as in 'he used gothic lge' instead of 'he used gothic language'. A plausible explanation could be attributed to a kind of habit formation during their in-class notes taking.

Unexpectedly, the learners have a tendency to insert even conversational and informal words in their academic writing. This is what we shall discuss in the following table:

Table 9. *A Sample of Conversational / Informal Words Errors*

Error Classification	Error Identification	Error Correction
Conversational / Informal Words	1. … always home. 2. … <u>cause</u> he is … 3. … <u>gonna</u> see how …	1. … always **at** home. 2. … **because** he is … 3. … we **are going to see** how …

Table 9 depicts the conversational and informal words found in the second year EFL students in their written productions. For example, they wrote respectively 'always home', 'cause he is', and 'gonna see how' instead of 'always at home', 'because he is', and 'we are going to see how'. A possible interpretation could be that of ignorance of rule restrictions, where the learners do not make a distinction in language use. Furthermore, they seem to ignore the conventions of academic writing.

Conclusion & Pedagogical Implications

The findings of the present study show that second year EFL students at Bejaia University make a lot of morphosyntactic errors in their written compositions. Hence, the identified errors are classified according to the following types: word order, subject - verb agreement, verb structure, noun/adjective/adverb structure, word/morpheme addition, word/morpheme omission, short forms/abbreviations, and conversational informal words. Besides, most of the aforesaid errors are ascribed either to incomplete application of rules, overgeneralization of rules, false concepts hypothesized, or to interlanguage interference, mainly, with French. In a word, all the above mentioned errors indicate that second year EFL Students do not master English morphosyntax. Thus, this confirms the hypothesis of the present study. Furthermore, the findings of the present study join the Mentalist Learning Theory. As Ellis (1997) states:

> Learners frequently do not produce output that simply reproduces the input. Furthermore, the systematic nature of their errors demonstrates that they are actively involved in constructing their own 'rules', rules that sometimes bear little resemblance to the patterns of language modeled in the input (p.32).

Based on the findings of the present study, it is noteworthy to give some pedagogical implications for both teachers and students:

During courses, teachers of morphosyntax should emphasize on the morphosyntactic rules by adopting the pertinent procedure such as the PPP, which stands for Presentation, Practice, and Production (Harmer, 2001:80-82). Besides, morphosyntax teachers should work in collaboration with teachers of writing. That is, their syllabuses should complement each other in theory and practice. Moreover, they have to encourage their students to read English texts from different genres in order to acquire vocabulary and get familiar with English structure and system. Accordingly, students are invited to practice free writing and peer – review and assessment. Besides, they have to be aware of the writing conventions and different genres restrictions in specific types of writing (Harmer, 2004: 41).

Limitations of the Study & Suggestions for Further Research

The present study is limited to morphosyntactic errors; hence, spelling and punctuation errors fall outside the scope of the study. Besides, the sample of the study is limited to EFL students enrolled in the English department. Thus, the findings cannot be generalized to other departments. Moreover, the results of the present study concern Bejaia University EFL Students; therefore, the findings cannot be generalized to other Algerian universities.

Based on the review of literature and the findings of the present study, the present researcher proposes the following suggestions for further research:

Further research can be conducted on spelling and punctuation in the EFL students' writings. Besides, future research may investigate solely the interlanguage errors that may occur in the EFL students' written compositions. As a final point, further research can explore gender differences in the students' writing performance.

About the Author

Sofiane Mammeri is an assistant professor of Linguistics at the English department of Bejaia University, Algeria. His research interests include: Sociolinguistics, Theoretical Linguistics, Discourse Analysis, and Translation. He taught several undergraduate & graduate courses in the same department. He has been supervising M.A. theses in Applied Linguistics since 2012.

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Appendices
Appendix 1: The Second Term Exam of Stylistics

University of Bejaia   *2nd Year Classes*
Faculty of Languages   *Student's Full Name:*
Department of English   *Group Number:*

The Second Term Exam of Stylistics

Based on the studied stylistic approach, write a well-organized essay with academic and intelligible English on the actor Roderick Usher.

To an anomalous species of terror I found him a bounden slave. "I shall perish," said he, "I must perish in this deplorable folly. Thus, thus, and not otherwise, shall I be lost. I dread the events of the future, not in themselves, but in their results. I shudder at the thought of any, even the most trivial, incident, which may operate upon this intolerable agitation of soul. I have, indeed, no abhorrence of danger, except in its absolute effect—in terror. In this unnerved—in

this pitiable condition—I feel that the period will sooner or later arrive when I must abandon life and reason together, in some struggle with the grim phantasm, FEAR."

I learned, moreover, at intervals, and through broken and equivocal hints, another singular feature of his mental condition. He was enchained by certain superstitious impressions in regard to the dwelling which he tenanted, and whence, for many years, he had never ventured forth—in regard to an influence whose supposititious force was conveyed in terms too shadowy here to be re-stated—an influence which some peculiarities in the mere form and substance of his family mansion, had, by dint of long sufferance, he said, obtained over his spirit-an effect which the physique of the gray walls and turrets, and of the dim tarn into which they all looked down, had, at length, brought about upon the morale of his existence.

Best of Luck!
Your Lecturer,

Appendix 2: Selected Samples of the Students' Essays (with Errors)

Sample 1
This text is a passage from the source the fall of the house of usher.it is based on the description of the actor 'Rodrick Usher'.
The first paragraph show us that Rodrick Usher was depressed, he was ill. He suffer when he said 'thus, thus, and not otherwise, shall I be lost' he can't eccept that he was lost. he dread the events of the future. he always think about the bad things. When he said that 'I feel that the period will sooner or later arrive when I must abandon life and raison together'. Here usher was depressed and always he fell that he will soon died.In this paragraph the author used adjectives to describe usher such as : intolerable – anomalous – aboundon – slave – absolute effect – phantasm.. , and he had also used foregrounding when he said: 'said he' the correct is 'he said'. The second paragraph show us that Rodrick Usher was superstitious; since many years he had never ventured forth in regard. he want to re-stated, he had suffer and forced and this it mentioned when he said that: '... by dint of long suffereance'. In this paragraph the author used also adjectives such as: superstitious. The author aachievs his aim for describing Roderick Usher through foregrounding and adjectives.
Sample 2
This passage is an extrat from the text of the Fall of the House of Usher, in which the narrator tell us about the suffrence of Usher when there meeting was qfter a long time this passage is numbered and we shall folowthe stylistic approach in order to analyse the actor Roderick Usher. For Roderick Usher in which his friend found him abounden slave in which say a terrible word as 'I shall perish' and a lot of expressions that he dred the even of futur in their result. Usher was alone in his house and he is ill that signifie the state of Usher in which operate an intolerable agitation of soul and Usher just wait the moment that he abandon the life. He knew that he will died as he said ' I feel that the period will sooner or later arrive when I must abandon life and reason together'. Usher suffered a lot in his house and his friend said about his

mental condition. The narrator used some explanation for this mental condition that he was enchained by certain supertitious impressions he used a word certain not totally, and Usher for many years had never ventured forth influence in terms too shadowy. The writer used 'too' to tell us that there is a lot of shadowy and Usher is alone in his familly which is a poor family and he lives in a long suffrance.and for the narrator he used the pronon personal I to share us this story to be more attached and to understand it more. The narrator which is the friend of Usher and who told us about the fall of the house of usher narrator used a switibale words to describe the state of Usher and he introduced expressions very clear when he describe or narrate the sufferance of Usher.