(The Role of Output in Selected Writings of Egyptian EFL Learners: A Lexical Study)

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Abstract

    This study aims to investigate how using a modified output (MO) as an input can affect the second language acquisition process. It looks into the role of the modified output in enhancing the metacognitive awareness of students and facilitating the language acquisition process. The study examines whether this role of MO can improve or worsen the linguistic competence of students. This investigation goes in the light of the Comprehensible Output theory developed by Merrill Swain in 1980s. The participants of the study are 8 EFL college students at the intermediate level. A series of assignments are used to analyze the progress or withdrawal in students' linguistic performance in writing. Results of the study indicate that improving students' cognitive awareness of their output abilities does have a good impact on developing the process of second language acquisition. Hence, this paper focuses on how the process of the students modifying their own outputs can contribute to the language acquisition process.

Keywords: comprehensible output, metacognitive awareness, language acquisition, EFL learners, writing

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I. Introduction

Second Language Acquisition (SLA) can be defined as the process by which people learn a language other than their mother tongue, inside or outside a classroom. A factor that strongly affects the process of second language acquisition is the deep understanding of the mechanisms of this process. Input and output do have a great role in the SLA process. In the 1980s, the word "output" was used to indicate the outcome, or product, of the language acquisition process (Zhang, 2009). Output was synonymous with "what the learner has learned." In the decades that have followed, therefore, it is perhaps not surprising that the second language learning literature has been slow to take on the concept of output as part of the process of learning, not simply the product of it. Many theories of language acquisition have spotted the light on this role of the output as a part of the language acquisition process. One of these theories is the Comprehensible Output Hypothesis by Merrill Swain (1995). In this theory, Swain (1995) does not claim that comprehensible output is solely responsible for all or even most language acquisition; she does claim that, under some conditions, output facilitates second language learning in ways that differ from and enhance input due to the mental processes connected with the production of language. This research examines the phenomenon of how developing mental abilities and meta-cognitive awareness of the students' output can help facilite the process of second language acquisition.

1.1 Objectives of the study

The research has these objectives:

1. To explore the extent to which students' output can contribute to the SLA process.
2. To investigate whether engaging students in modifying their outputs may enhance their metacognitive awareness and metacognitive self-management.
3. To examine the impact of students being metacognitively aware of their output abilities on their SLA process.

1.2 Significance of the study

After over a decade of research into Swain's 1985 Comprehensible Output (CO) Hypothesis, there is still a severe lack of data showing that learner's output or modified output may have any effect on second-language acquisition. The role of output in the language acquisition process and whether and how output facilitates second language learning is presently unclear. Despite the growing significance of the factors affecting language acquisition as a subject of academic interest, only few linguists have investigated the role of output as a part of and a factor that has a big impact on the SLA process.

1.3 Hypotheses of the study

- Output has an important role in improving the SLA process.
- Engaging students in evaluating and modifying their own outputs enhances their metacognitive awareness and their SLA process

1.4 Key Research Question

1. How far can output be considered as a part of the language learning process and not just a product of it?
2. To what extent can the modified output be a source of linguistic competence of the students?
3. To what extent being metacognitively aware of their output abilities can improve the students' performance in the process of language acquisition?

II. Literature Review

This section provides background information and definitions of key terms in the research, in addition to an overview of previous research done on the second language acquisition process, and the role of output in it. It also shows the contribution of the present research and the new insights that this research introduces.

2.1 Definition of key terms

2.1.1 Second Language Acquisition (SLA): The process of the learning of a non-native language after the native language has been acquired. (Donesch, 2011)

Second language acquisition is also defined as the process of creating a new language system of a second language. The term may refer to the learning of a third, fourth, or even fifth language that can be learned in a classroom or outside a classroom or in a combination of both. (Gass, Plonsky and Behney, 2013)

2.1.2 Output: The act of producing the second language. (Swain, 1995)

Zhang (2009) also defined output as the language a learner produces.

2.1.3 Modified Output (MO): Second language (L2) learners' reformulation of their own utterances or written products.

According to Rassaei, Moinzadeh, & Youhannaee, (2012), modified output refers to a learner's utterance following a corrective feedback in an attempt to modify his or her original utterance.

2.1.4 Meta-cognitive awareness: The ability of being aware of how you think. It is the awareness of one's thinking and the strategies one is using. It enables students to be more mindful of what they are doing, and why, and of how the skills they are learning might be used differently in different situations. Meta cognition allows people to take charge of their own learning. (Jaleel, 2016)

2.1.5 Lexical errors: Llach (2011) defines lexical errors as a deviation in form and/or meaning of a word in the target language.

2.1.6 Errors of word choice: These errors happen when a wrong lexical item is used instead of the correct one, the thing that may affect the meaning of the whole sentence.

2.1.7 Errors of word formation: These errors happen when the student uses the wrong form of the word in the sentence. For example, the student uses a noun in a sentence, while he should have used the adjective form of that noun.

2.1.8 Errors of word order: That kind of error happens when the student puts two words in the wrong order, for instance, putting the adjective after the noun that it describes and not before it as it is supposed to be placed.

2.1.9 Errors of collocation: The collocation error happens when a lexical item used in a sentence does not suit or collocate with another lexical item in the sentence. This may include: verb-noun collocation, verb-preposition collocation, and noun-preposition collocation.

2.1.10 Misspelling: the spelling errors happen when a lexical item violates the common sequence in which letters are arranged.

2.2 Related studies

Several studies were done to examine the impact of learners' output on their process of second language acquisition in general and on developing their productive skills in particular. Some studies were focusing on investigating each function of Swain's three functions of output. These studies were spotting the light on mental processes triggered by the learners' output and on their contribution to modifying this output and internalizing new linguistic knowledge.

One study in favor of Swain's output hypothesis is the study of Nobuyoshi and Ellis (1993). This study indicates that pushing learners to improve the accuracy of their production

does not lead only to an instant better performance, but also to achieve accuracy over time. The study was conducted with a very small sample size of only 3 experimental learners and 3 control learners. Two tasks were assigned to the learners. They were asked to perform two pictures that described events happened in the past. In the first task (picture1), the experimental group received requests for clarification every time they produced an error in the past simple tense, however in the second task; they received only a general request for clarification, not specifically when they produce past simple errors. On the other hand, the control group received only a general request for clarification that did not follow utterances where the learners produced past simple errors. The results of the study showed that two of the learners in the experimental group achieved noticeable gains in accuracy in both tasks, whereas no one in the control group did so. These results prove that pushing learners to make their output more comprehensible leads to linguistic development in some learners, which provides a great support for the comprehensible output hypothesis. As a conclusion to this study, Nobuyoshi and Ellis (1993) identified two meanings of acquisition: "(1) acquisition as the internalization of new forms, and (2) acquisition as the increase in control over forms that have already been internalized" (p.210).

A very well-known study aimed at examining the noticing function of output in L2 learning was conducted by Swain and Lapkin in 1995. In this study, Swain and Lapkin were examining the processes and mechanisms that learners go through in order to be able to modify and reprocess their outputs. They examined the ability of 18 immersion students learning French to consciously reprocess their IL output even when an external feedback is unavailable. Students were assigned to write an article describing an environmental problem and possible solutions to it. They were asked to think aloud while writing, especially when they face a problem or make a change in their writings. The researchers' role was to sit with them while writing their articles, reminding them to verbalize what they were thinking, and recording the sessions. Findings of the study showed that in 190 occasions, students encountered a linguistic problem in their output. Swain and Lapkin's conclusion was that in these occasions, students were pushed to modify their output towards comprehensibility. Swain and Lapkin (1995) argued that "on each occasion, the students engaged in mental processing that may have generated linguistic knowledge that is new for the learner, or consolidated existing knowledge" (p. 384).
Thus, Swain and Lapkin's study (1995) showed that when learners produce the L2, they notice a gap in their IL knowledge. This awareness pushes them to consciously reprocess their performance to produce modified output.

In 1999, Izumi, Bigelow, Fujiwara, & Fearnow tried to investigate the impact of output on noticing language deficiencies as well as repairing them. The research questions of this study were: (a) Does output promote noticing of linguistic form? and (b) Does output result

in improved performance on the target form? Tasks in this study were assigned to the learners in two phases. In phase 1, participants were asked to reconstruct a short passage after being exposed to it, followed by a second exposure to the same input material and a second reconstruction opportunity. In phase 2, participants wrote on given topics, followed by an exposure to a model written by a native speaker. Participants wrote a second time on the same topic. During their exposure to the input material, participants highlighted parts of the sentences they thought were needed for subsequent production. The control group was exposed to the same input materials but was not required to produce any output. Results of the posttest following phase 1 did not reveal progress in the learners' performance. In contrast, phase 2 tasks resulted in improvement on posttest 2. The results of the study spotted the light on the efficiency of output in promoting noticing and learning and the necessary conditions for output to be useful for SLA.

Many of the studies conducted to investigate the role of output in the process of SLA seem to focus on and show more benefits in second language vocabulary acquisition rather than grammar acquisition, for example, Ellis & He's (1999) study. Participants of this study were divided into three groups. Learners in the three groups have received pre-modified input, interactionally modified input, and modified output. The aim of the study was to investigate the different effects of these three methods on the learners' comprehension of directions in a listen-and-do task and the acquisition of new words embedded in the directions. The results of the study have shown that the highest scores in vocabulary comprehension and acquisition were made by the modified output group. There was no difference between the pre-modified and interactionally modified input groups. Thereby, the findings of this study also supported the output hypothesis especially with regard to L2 vocabulary acquisition.

Another study aiming to highlight the effective role of output in improving second language vocabulary acquisition is the experimental study done by De la Fuente in 2002. This study aimed to examining the different effects of: non-negotiated pre-modified input, negotiation without "pushed output", and negotiation plus pushed output on L2 learners' vocabulary comprehension and acquisition (receptive and productive). The results of the study showed that negotiated interaction which included pushed output managed to enhance both receptive and productive acquisition of words. As for negotiated interaction plus output, it did not improve receptive acquisition more than negotiation without output, but it was more effective in promoting productive acquisition. The conclusion reached from this study was that output plays a key role within the negotiation process for productive lexical acquisition.

In addition to these researches, Mackey's (2002) study presented an example of the hypothesis testing from a learner's perspective. In this study, forty-six learners of ESL from

different L1 backgrounds were videotaped while interacting with peers, a teacher, and native speakers. Then learners watched the tapes and examined and commented on their thoughts at the time of the original interactions. Examples of questions heard in the interaction are: "Can I say it that way?" or "I don't know if that's right, is it?" These questions indicate that the feedback from the opposite side is meaningful for the learner as it tells the later whether his words are right and understood or not. In other words, if learners were not testing hypothesizes, then changes in their output would not be expected following feedback. The good thing about this study is that it worked on improving learners' metacognitive awareness of their language abilities through encouraging them to examine and comment on their own performances. Results of the study revealed interesting insights into learners' perceptions about interactional processes.

In recent years, Wei (2018) has stated that many studies were conducted in China to investigate the output hypothesis. For example, Zhao Pei, a professor in Nanjing, University of Science and Technology, designed a survey of 186 students in the university (63PHD students and 123 graduates) that confirmed the facilitating role of output in language learning. Moreover, Wei (2018) has pointed out to the empirical study that was written by Zhao Ping from East China Shipbuilding Institute, with the title called The Implication of Swain's Output Hypothesis for the Teaching of College English Writing in China. Zhao did an experiment with 35 sophomores as subjects, assigning them 4 writing tasks. As Wei wrote:

> "Via the study of all the compositions and the research on the writing process of two of the subjects, Zhao found evidence to support that in the process of learners' second language writing, output did perform its functions of both the noticing and the hypothesis-testing, but no apparent meta-linguistic function."

Based on the above mentioned studies, it is figured out that the interest in Swain's (1985) Comprehensible Output hypothesis is both theoretical and pedagogical. From a theoretical perspective, researchers want to know to what extent learners' output plays a role in SLA. From a pedagogical perspective, knowing the extent to which learners' production of CO may provide insights that help educators and language teachers make language learning more effective.

2.3 Contribution of the present research

All of the studies mentioned above were conducted to investigate the role of output in the process of language learning. In their investigations, these studies were tracing the progress that could be achieved through using a comprehensible output in learners' productive skills (speech and writing). In fact, most of the studies were focusing on learners' speaking skills. Only few studies aimed to improving learners' writing abilities through applying Swain's output hypothesis. In addition, not all the results and findings of those studies supported the

output hypothesis, and in some cases, they lacked further discussion and interpretation. Therefore, research that focuses on learners' writing abilities and how they could be improved still needs further investigation.

Furthermore, studies conducted to examine the role of output in the second language acquisition process in general may be many and on the level of different countries all over the world. However, only few studies were done to spot the light on that role of output in improving EFL learners' writing skills in Egypt, and that is what this research is aiming to investigate.

III. Theoretical Framework

This section introduces and describes the theory in the light of which the investigation in this research goes.

3.1 The three functions of the Output Hypothesis

Since Swain (1995) first proposed the output hypothesis, she has identified three functions of output: (1) the noticing/triggering function, (2) the hypothesis-testing function, and (3) the metalinguistic function.

3.1.1 The Noticing function

Referred to also as the consciousness-raising role, the noticing function was the first function of Output described by Merrill Swain (1995). To indicate the meaning of the noticing function, Swain (1995) says:

> In producing the target language (vocally or subvocally), learners may notice a gap between what they want to say and what they can say, leading them to recognize what they do not know, or know only partially, about the target language. In other words, under some circumstances, the activity of producing the target language may prompt second language learners to consciously recognize some of their linguistic problems; it may bring to their attention something they need to discover about their L2 (pp. 125-126).

In other words, production stimulates noticing because it raises learners' awareness of gaps in their IL system. This noticing prompts learners to recognize some of their linguistic limitations, pushing them to reprocess and modify their output toward comprehensibility. This means that this process can stimulate the cognitive generation of new linguistic knowledge or the consolidation of the previously possessed knowledge.

The noticing function of output is consistent with Schmidt & Frota's principle of 'notice the gap' (1986) which states that learners must notice the gap between their interlanguage production and the target language form for acquisition to take place. It is not noticing alone that causes learners to automatically acquire the language, however, the hypothesis states that

noticing is the essential starting point for acquisition. According to Schmidt & Frota (1986): "a second language learner will begin to acquire the target-like form if and only if it is present in comprehended input and "noticed" in the normal sense of the word, that is consciously" (p.311).

3.1.2 The Hypothesis-testing function

It is well established from interlanguage research that learners' output (spoken or written) reveals hypotheses held by the learner about how the target language works. To test a hypothesis, the learner needs to do something, and one way of doing this is to say or write something in the target language. Producing output is one way of testing out hypotheses about comprehensibility or linguistic well-formedness. Similarly, learners may use their output as a way of trying out new language forms and structures just to see what works and what does not. Therefore, when a learner says something, there is always an at least tacit hypothesis underlying his or her utterance. By uttering something, the learner tests this hypothesis and receives feedback from an interlocutor. This feedback enables reprocessing of the hypothesis if necessary (Shehadeh, 2003).

Swain (1995) states that learner's language production is confirmed or modified on the basis of the learner's interaction and the feedback that he or she receives. This hypothesis testing is extremely important in interaction when learners negotiate, either with each other or with their teacher, in an attempt to convey meaning. A fruitful negotiation may lead to a semantic or morphosyntactic modification of output. Swain (1998) states:

> Students formed hypotheses and tested them against available resources. Vocabulary, morphology, and complex syntactic structures each became the focus of their attention, and in turn, their attention became focused by talking about the problem. Verbalization of the problem allowed them the opportunity to reflect on it and, apparently, served as one source of their linguistic knowledge (p.79).

3.1.3 The Metalinguistic function

Swain's (1995) third function of output is called the metalinguistic or reflective function. Metalinguistics, or meta - awareness skill is concerned with the ability of the learners to reflect on, and consciously ponder about oral and written language, and how it is used. An essential factor of a successful language learning process is the student being aware of language and its components. This ability - metalinguistic awareness - is a vital skill in language learning.

According to Swain (1997), the metalinguistic function of output refers to learners' reflection on their own target language use. Such reflection provides learners with the ability to make explicit the hypotheses that underlie their language use, the thing that has a positive effect on L2 learning (as cited in Shehadeh, 2005, p. 7). Donesch (2011) argues that the

output of the learners enables them to solve linguistic problems, through reflecting on them. As a result, this can extend these learners' knowledge about the forms and rules of a language. In other words, output helps the learners to control and internalize linguistic knowledge.

IV. Methodology and Data Collection

This section aims to explain the design of this research and various methodologies used in gathering the data.

4.1 Research Design

This study involves quantitative data collection method in order to find answers to the proposed research questions concerning the role of the students' output in improving their writing abilities. The quantitative data were collected from four writing tasks assigned to the students. The researcher worked on identifying the lexical errors of the students, and then counting these errors in every writing task in order to trace the progress or the withdrawal happening in the students' performance.

4.2 Participants

Participants of this study are a group of adult Egyptian EFL learners. They are second year students at the Canadian International College enrolled in an English course that focuses on improving their writing skills. The number of the participants is 8 learners. They ranged in age from 17 to 18. Students are at the intermediate level with good English language abilities.

4.3 Procedures

Students were asked to accomplish four writing tasks throughout the whole semester. They were asked to write four opinion essays on four different argumentative topics. In each writing task, students were required to follow the same steps and instructions. All the tasks were meant to be done individually and every writing task consisted of two stages.

In stage one of the writing task, students were given the question sheets. They were asked to write a 5-paragraph opinion essay responding to the question on the papers they got. There were enough spaces for the students to write the essays in the same paper below the question. They were also given empty sheets for note taking and empty plastic files as well. They were encouraged to take notes on any things they do not know or have difficulties or problems in or even uncertain about when writing their essays (for example: words meaning or spelling). They were given 60 minutes to finish this task. All instructions to the task were given in the English language. When the time ended, students

were asked to put their answer sheets along with their draft sheets in the files they had received and to make sure of writing their names and IDs on the papers and the files and then to submit them to the teacher and leave the classroom.

In stage two of the study, which was one week following the first stage, every student was given his own file, that contained his written essay and the notes sheet, along with a model answer of the same essay (that was the same essay of the student with all the errors corrected). Students in this part of the task were asked to compare their original essays to the model essays they received. They were also encouraged to write points in their draft sheets on things they noticed during this comparison task. They were encouraged to underline their mistakes and freely take notes on them (e.g., types of mistakes they did, repetition of each mistake ... etc.). This part of the task lasted for about 15 to 20 minutes. After that, each student was invited individually for a semi-structured interview with the teacher to discuss what he had done in the writing task. This method was repeated three more times in order to write the other three essays following the same procedures and structures.

4.4 Language Features in-focus
In order to be able to trace the progress in the students' language abilities, the researcher had to make a plan to focus on specific lexical errors and to put them under examination. Focusing on specific language features in this experiment aimed to giving the students the opportunity to notice certain language features in their writings after comparing them to the model answers they received. In addition to that, focusing on certain language features was essential for the researcher to be able to examine and trace any progress or withdrawal happening in the students' language performance, the thing that serves answering this research's questions. The lexical errors in-focus in this study are subcategorized into collocation errors, word choice errors, word formation errors, word order errors, and misspelling.

V. Data Analysis
This section provides the lexical analysis of the data gathered for this research. The following data is gathered through the writing tasks done by the participants of the study. Following are tables illustrating the types of errors, frequency of occurrences of every error type, the percentages of occurrences, and examples from the participants' data on each type of error. The same data is demonstrated for each writing task of the four tasks for each participant in this study.

4.1 Participant number 1

Participant 1 has made a total number of 12 lexical errors throughout the four assignments. Table 1 shows the frequencies of occurrence of each type of the lexical errors made by participant number 1 in the first writing assignment with the topic online learning vs. in-class learning.

Type of error	Frequency	Percentage	Example
Collocation errors	0	0 %	
word formation errors	2	16.7 %	The <u>interact</u> between …
word order errors	2	16.7 %	<u>useful more</u> than ..
spelling errors	1	8.3 %	facial <u>expresion</u>
word choice errors	0	0 %	
Total number of errors	5	41.8 %	

Table 1: frequency of lexical errors in assignment number 1 of participant 1

As illustrated in the above table, the most frequent types of errors in writing assignment number 1 of participant 1 are the word formation and word order errors with a percentage of 16.7 % to each type of them. It is also shown that the misspelling is the least frequent errors type with a percentage of only 8.3 %. Finally, it is clear that there are no occurrences of collocation and word choice errors in the first writing assignment of participant 1. The total percentage of lexical errors made by participant 1 in assignment number 1 is 41.8 %.

Table 2 shows the frequencies of occurrence of each type of the lexical errors made by participant number 1 in the second writing assignment with the topic: traveling alone vs. traveling with a companion.

Type of error	Frequency	Percentage	Example
Collocation errors	0	0 %	
word formation errors	2	16.7 %	To share … and <u>creating</u>...
word order errors	1	8.3 %	Something bad
spelling errors	0	0 %	
word choice errors	1	8.3 %	<u>save</u> this memory and trip with someone

Total number of errors	4	33.3 %	

Table 2: frequency of lexical errors in assignment number 2 of participant 1

According to the data in table 2, it seems that word formation errors continued to form the highest percentage of occurrence with the same percentage of 16.7 % in this assignment. It is also shown that the percentage of the word order errors has decreased form 16.7 %in assignment 1 to 8.3 % in assignment 2, the thing that has a good indication that the learner started to pay attention to this type of error and avoid repeating it. Collocation errors continued to show no occurrence, while word choice error type started to appear in this assignment with a percentage of 8.3 %. The total percentage of lexical errors made by participant 1 in assignment number 2 is 33.3 %.

Table 3 shows the frequencies of occurrence of each type of the lexical errors made by participant number 1 in the third writing assignment with the topic: teenagers' work.

Type of error	Frequency	Percentage	Example
Collocation errors	0	0 %	
word formation errors	0	0 %	
word order errors	1	8.3 %	This will shorten a lot their road …..
spelling errors	1	8.3 %	deicsion
word choice errors	0	0 %	
Total number of errors	2	16.6 %	

Table 3: frequency of lexical errors in assignment number 3 of participant 1

As demonstrated in the above table, word order errors is the type that continued to show up in the three writing assignments, but with a percentage of 8.3 % in the third assignment. A percentage of 0 % is shown in the occurrence of collocation, word formation, and word choice errors. As for misspelling, it occurred in assignment 3 with a percentage of 8.3 %. It is clear according to this data that a noticeable decrease has been achieved in the number of occurrences of all the types of errors. The total percentage of lexical errors made by participant 1 in assignment number 3 is 16.6 %.

Table 4 shows the frequencies of occurrence of each type of the lexical errors made by participant number 1 in the fourth writing assignment with the topic: the most important job aspect.

Type of error	Frequency	Percentage	Example
Collocation errors	0	0 %	
word formation errors	0	0 %	
word order errors	1	8.3 %	might <u>be not</u>
spelling errors	0	0 %	
word choice errors	0	0 %	
Total number of errors	1	8.3 %	

Table 4: frequency of lexical errors in assignment number 4 of participant 1

As shown in table 4, the participant has made only one error in the word order with a percentage of 8.3 %, while no errors have been occurred in the collocation, word formation, spelling, and word choice errors. So, the total percentage of lexical errors made by participant 1 in assignment number 4 is 8.3 %.

The following table illustrates the total percentages of the lexical errors made by participant 1 in the four writing assignments.

	Assignment 1	Assignment 2	Assignment 3	Assignment 4	Total
Frequency of errors	5	4	2	1	12
Percentage	41.8 %	33.3 %	16.6 %	8.3 %	100 %

Table 5: the overall mood results of the lexical analysis of participants number one's data

4.2 Participant number 2

Participant 2 has made a total number of 20 lexical errors throughout the four assignments. Table 1 shows the frequencies of occurrence of each type of the lexical errors made by her in the first writing assignment with the topic online learning vs. in-class learning.

Type of error	Frequency	Percentage	Example
Collocation errors	0	0 %	
word formation errors	2	10 %	<u>Participating</u> is one of the most important skills …
word order errors	3	15 %	… that <u>can anyone</u> benefit from …..

spelling errors	3	15 %	benifit / nowdays
word choice errors	0	0 %	
Total number of errors	8	40 %	

Table 6: frequency of lexical errors in assignment number 1 of participant 2

As shown in the previous table, word order and spelling errors are the most frequent types of errors in this participant's data with the percentage 15 % to each type. Word formation errors occurred also with a percentage 10 %. As for collocation and word choice errors, they have shown no occurrence in this writing task. The total percentage of lexical errors made by participant 2 in assignment number 1 is 40 %.

Table 7 shows the frequencies of occurrence of each type of the lexical errors made by participant number 2 in the second writing assignment with the topic: traveling alone vs. traveling with a companion.

Type of error	Frequency	Percentage	Example
Collocation errors	0	0 %	
word formation errors	2	10 %	It makes you feel <u>comfort</u>
word order errors	0	0 %	
spelling errors	3	15 %	safty
word choice errors	2	10 %	You can share food, clothes and <u>sleeping</u>.
Total number of errors	7	35 %	

Table 7: frequency of lexical errors in assignment number 2 of participant 2

According to the data in table 7, word formation errors continue to show up with the same percentage as assignment 1 which is 10 %. The same happens with spelling errors with the percentage 15%. Unlike assignment 1, word order errors have shown no occurrence in this assignment. On the other hand, word choice errors started to appear with a percentage of 10 %. The total percentage of lexical errors made by participant 2 in assignment number 2 is 35 %.

Table 8 shows the frequencies of occurrence of each type of the lexical errors made by participant number 2 in the third writing assignment with the topic: teenagers' work.

Type of error	Frequency	Percentage	Example
Collocation errors	1	5%	<u>Leave</u> your <u>education</u>

word formation errors	1	5%	In addition to <u>help</u> your family
word order errors	0	%	
spelling errors	1	5%	reciving
word choice errors	0	%	
Total number of errors	3	15%	

Table 8: frequency of lexical errors in assignment number 3 of participant 2

As shown in table 8, the percentage of word formation errors has decreased in comparison to assignment number 2 to reach a percentage of 5% instead of 10%. The same thing happens in the percentage of the spelling errors which has decreased from 15% in the previous assignments to reach 5 % in this assignment. As for word choice errors, they totally disappeared in this assignment. Word order errors continue to show no occurrence in this assignment, while collocation errors start to show up with a percentage of 5%. The total percentage of lexical errors made by participant 2 in assignment number 3 is 15%.

Table 9 shows the frequencies of occurrence of each type of the lexical errors made by participant number 2 in the fourth writing assignment with the topic: the most important job aspect.

Type of error	Frequency	Percentage	Example
Collocation errors	0	0 %	
word formation errors	0	0 %	
word order errors	0	0 %	
spelling errors	2	10 %	<u>Weather</u> for men or women
word choice errors	0	0 %	
Total number of errors	2	10 %	

Table 9: frequency of lexical errors in assignment number 4 of participant 2

According to the data in table 9, the participant has made only two errors in the spelling with a percentage of 5%, while no errors have been occurred in the collocation, word formation, word errors, and word choice. So, the total percentage of lexical errors made by participant 1 in assignment number 4 is 10 %.

The following table illustrates the total percentages of the lexical errors made by participant 2 in the four writing assignments.

	Assignment 1	Assignment 2	Assignment 3	Assignment 4	Total
Frequency of errors	8	7	3	2	20
Percentage	40 %	35 %	15%	10 %	100 %

Table 10: the overall mood results of the lexical analysis of participant number two's data

4.3 Participant number 3

Participant 3 has made a total number of 9 lexical errors throughout the four assignments.

Table 11 shows the frequencies of occurrence of each type of the lexical errors made by participant 3 in the first writing assignment with the topic online learning vs. in-class learning.

Type of error	Frequency	Percentage	Example
Collocation errors	1	11.1 %	You can <u>get</u> many languages
word formation errors	1	11.1 %	the <u>react</u> of other people
word order errors	0	%	
spelling errors	1	11.1 %	languges
word choice errors	0	%	
Total number of errors	3	33.3 %	

Table 11: frequency of lexical errors in assignment number 1 of participant 3

As illustrated in the above table, the types of errors that show occurrences in writing assignment number 1 of participant 3 are collocation, word formation, and spelling errors with a percentage of 11.1 % to each type of them. It is also shown that there are no occurrences of word order and word choice errors in this writing assignment. The total percentage of lexical errors made by participant 3 in assignment number 1 is 33.3 %.

Table 12 shows the frequencies of occurrence of each type of the lexical errors made by participant 3 in the second writing assignment with the topic: traveling alone vs. traveling with a companion.

Type of error	Frequency	Percentage	Example
Collocation errors	0	0 %	
word formation errors	1	11.1 %	It helps people to be

			courage
word order errors	1	11.1 %	Try things new
spelling errors	1	11.1 %	oposite
word choice errors	0	0 %	
Total number of errors	3	33.3 %	

Table 12: frequency of lexical errors in assignment number 2 of participant 3

According to the data in table 12, word formation and spelling errors continue to show up with the same percentage as assignment 1 which is 11.1 % to each type. As for collocation errors, they do not show up in this assignment unlike the previous task. On the other hand, one word order error occurs with a percentage of 11.1 %. The total percentage of lexical errors made in assignment number 2 is the same as the percentage occurred in assignment 1, which is 33.3 %.

Table 13 shows the frequencies of occurrence of each type of the lexical errors made by participant 3 in the third writing assignment with the topic: teenagers' work.

Type of error	Frequency	Percentage	Example
Collocation errors	1	11.1 %	afraid from the fees
word formation errors	1	11.1 %	…helps the students to choose … and not being afraid ….
word order errors	0	0 %	
spelling errors	0	0 %	
word choice errors	0	0 %	
Total number of errors	2	22.2 %	

Table 13: frequency of lexical errors in assignment number 3 of participant 3

As demonstrated in the above table, word formation is the type of error that continues to occur in the three assignment of participant 3 with a percentage of 11.1 % in each assignment. In assignment number 3, one collocation error appears again with a percentage of 11.1 % after disappearing in assignment number 2. As for word order, spelling, and word choice, they all show no occurrences in this assignment. The total percentage of lexical errors made in assignment number 3 is 22.2 %.

Table 14 shows the frequencies of occurrence of each type of the lexical errors made by participant 3 in the fourth writing assignment with the topic: the most important job aspect.

Type of error	Frequency	Percentage	Example
Collocation errors	0	0 %	
word formation errors	1	11.1 %	… time that the person spends with his family is <u>irreplacement</u> …
word order errors	0	0 %	
spelling errors	0	0 %	
word choice errors	0	0 %	
Total number of errors	1	11.1 %	

Table 14: frequency of lexical errors in assignment number 4 of participant 3

As for assignment number 4, according to the data in table 14, word formation is the only type of error that continues to appear in this participant's data with the same percentage of 11.1 %, while all the other types of errors show no occurrences at all in assignment number 4. The total percentage of lexical errors made in assignment number 4 is 11.1 %.

The following table illustrates the total percentages of the lexical errors made by participant 3 in the four writing assignments.

	Assignment 1	Assignment 2	Assignment 3	Assignment 4	Total
Frequency of errors	3	3	2	1	9
Percentage	33.3%	33.3 %	22.2%	11.1 %	100 %

Table 15: the overall mood results of the lexical analysis of participant number three's data

4.4 Participant number 4

Participant 4 has made a total number of 10 lexical errors throughout the four assignments.

Table 16 shows the frequencies of occurrence of each type of the lexical errors made by participant 4 in the first writing assignment with the topic online learning vs. in-class learning.

Type of error	Frequency	Percentage	Example
Collocation errors	1	10 %	<u>have</u> new <u>friends</u>
word formation errors	0	0 %	
word order errors	2	20 %	<u>Online learning and in-class learning both</u> are good

spelling errors	2	20 %	adventages
word choice errors	0	0 %	
Total number of errors	5	50 %	

Table 16: frequency of lexical errors in assignment number 1 of participant 4

According to the data in table 16, participant 4 has made one collocation error with a percentage of 10 % in assignment number 1. Both word order and spelling errors have occurred with a percentage of 20% to each type of them. As for word formation and word choice errors, they show no occurrences in the first writing task. The total percentage of lexical errors made by participant 4 in assignment number 1 is 50 %.

Table 17 shows the frequencies of occurrence of each type of the lexical errors made by participant 4 in the second writing assignment with the topic: traveling alone vs. traveling with a companion.

Type of error	Frequency	Percentage	Example
Collocation errors	1	10 %	… travel with someone to <u>kill</u> your free <u>time.</u>
word formation errors	0	0 %	
word order errors	0	0 %	
spelling errors	2	20 %	instid of
word choice errors	0	0 %	
Total number of errors	3	30 %	

Table 17: frequency of lexical errors in assignment number 2 of participant 4

As shown in table 17, collocation and spelling errors continue to show up in assignment number 2 with the percentage of 10 % for collocation and 20 % for spelling errors, which are the same percentages occurred in assignment number 1. Unlike assignment 1, word order errors show no occurrence in this assignment. As for word formation and word choice errors, they continue to show no occurrences in the second writing task. The total percentage of lexical errors made by participant 4 in assignment number 2 is 30 %.

Table 18 shows the frequencies of occurrence of each type of the lexical errors made by participant 4 in the third writing assignment with the topic: teenagers' work.

Type of error	Frequency	Percentage	Example
Collocation errors	0	0 %	
word formation errors	1	10 %	Making new friends is important to <u>success</u> in …

word order errors	0	0 %	
spelling errors	1	10 %	experence
word choice errors	0	0 %	
Total number of errors	2	20 %	

Table 18: frequency of lexical errors in assignment number 3 of participant 4

As demonstrated in table 17, spelling is the only type of error that continues to show up in assignment number 3 but with a lower percentage of 10 % in assignment number 3. Unlike assignments 1 and 2, word formation errors start to show up but with a percentage of 10 %. On the other hand, after occurring in both assignments 1 and 2, collocation errors show no occurrences in this assignment. As for word order and word choice errors, they show no occurrences in this writing task. The total percentage of lexical errors made by participant 4 in assignment number 3 is 20 %.

Table 19 shows the frequencies of occurrence of each type of the lexical errors made by participant 4 in the fourth writing assignment with the topic: the most important job aspect.

Type of error	Frequency	Percentage	Example
Collocation errors	0	0 %	
word formation errors	0	0 %	
word order errors	0	0 %	
spelling errors	0	0 %	
word choice errors	0	0 %	
Total number of errors	0	0 %	

Table 19: frequency of lexical errors in assignment number 4 of participant 4

As shown in table 19, all the types of errors show no occurrences in the fourth writing assignment with a total percentage of 0 % for the lexical errors.

The following table illustrates the total percentages of the lexical errors made by participant 3 in the four writing assignments.

	Assignment 1	Assignment 2	Assignment 3	Assignment 4	Total
Frequency of errors	5	3	2	0	10
Percentage	50 %	30 %	20 %	0 %	100 %

Table 20: the overall mood results of the lexical analysis of participant number four's data

4.5 Participant number 5

Participant 5 has made a total number of 17 lexical errors throughout the four assignments. Table 21 shows the frequencies of occurrence of each type of the lexical errors made by participant 5 in the first writing assignment with the topic online learning vs. in-class learning.

Type of error	Frequency	Percentage	Example
Collocation errors	0	0 %	
word formation errors	1	5.9 %	They have faced difficulties <u>try</u> to sign …
word order errors	1	5.9 %	Communication face-to-face
spelling errors	6	35.3 %	substuting - tridishnal
word choice errors	0	0 %	
Total number of errors	8	47.1 %	

Table 21: frequency of lexical errors in assignment number 1 of participant 5

As shown in table 21, the most frequent error type in this participant's data is spelling error type that has occurred with a percentage of 35.3 %. Word formation and word order error types are the second frequent types with an occurrence percentage of 5.9 % for each type of them. As for collocation and word choice error types, both of them show no occurrences in this writing task. The total percentage of lexical errors made by participant 13 in assignment number 1 is 47.1 %.

Table 22 shows the frequencies of occurrence of each type of the lexical errors made by participant 5 in the second writing assignment with the topic: traveling alone vs. traveling with a companion.

Type of error	Frequency	Percentage	Example
Collocation errors	0	0 %	
word formation errors	1	5.9 %	They are scared of traveling in places…and <u>get</u> into problems…
word order errors	0	0 %	
spelling errors	3	17.6 %	experince
word choice errors	2	11.8 %	People who prefer <u>going on</u> adventures…

Total number of errors	6	35.3 %	

Table 22: frequency of lexical errors in assignment number 2 of participant 5

According to the data in table 27, spelling is still the most frequent error type in the second assignment but with a percentage of 17.6 % in this assignment. Word choice errors start to show up in this task with a percentage of 11.8 %. Word formation errors have shown up in this task with the same percentage occurred in the previous assignment, which is 5.9 %. As for collocation and word order error types, both of them have shown no occurrences in this writing task. The total percentage of lexical errors made by participant 5 in assignment number 2 is 35.3 %.

Table 23 shows the frequencies of occurrence of each type of the lexical errors made by participant 5 in the third writing assignment with the topic: teenagers' work.

Type of error	Frequency	Percentage	Example
Collocation errors	0	0 %	
word formation errors	1	5.9 %	They know how to organize their life and setting priorities…
word order errors	1	5.9 %	…therefore will affect what college will they attend..
spelling errors	0	0 %	
word choice errors	0	0 %	
Total number of errors	2	11.8 %	

Table 23: frequency of lexical errors in assignment number 3 of participant 5

As demonstrated in the above table, word formation and word order are the only error types that continue to show up in this assignment with a percentage of 5.9 % for each type of them. As for collocation, spelling, and word choice errors, all of them show no occurrences in this writing task. The total percentage of lexical errors made by participant 5 in assignment number 3 is 11.8 %.

Table 24 shows the frequencies of occurrence of each type of the lexical errors made by participant 5 in the fourth writing assignment with the topic: the most important job aspect.

Type of error	Frequency	Percentage	Example
Collocation errors	0	0 %	
word formation errors	0	0 %	

word order errors	0	0 %	
spelling errors	0	0 %	
word choice errors	1	5.9 %	…see what the job market <u>wants</u>…
Total number of errors	1	5.9 %	

Table 24: frequency of lexical errors in assignment number 4 of participant 5

As shown in table 24, word choice errors is the only error type that continues to show up in the fourth assignment with a percentage of 5.9 %. The rest of the error types have shown no occurrences in this writing task. The total percentage of lexical errors made by participant 5 in assignment number 4 is 5.9 %.

The following table illustrates the total percentages of the lexical errors made by participant 5 in the four writing assignments.

	Assignment 1	Assignment 2	Assignment 3	Assignment 4	Total
Frequency of errors	8	6	2	1	17
Percentage	47.1 %	35.3 %	11.8 %	5.9 %	100 %

Table 25: the overall mood results of the lexical analysis of participant number five's data

4.6 Participant number 6

Participant 6 has made a total number of 13 lexical errors throughout the four assignments.

Table 26 shows the frequencies of occurrence of each type of the lexical errors made by participant 6 in the first writing assignment with the topic online learning vs. in-class learning.

Type of error	Frequency	Percentage	Example
Collocation errors	3	23.1 %	They can see a video ..
word formation errors	0	0 %	
word order errors	1	7.7 %	website online
spelling errors	1	7.7 %	attend <u>seccions</u>
word choice errors	1	7.7 %	With a <u>small</u> help from …
Total number of errors	6	46.2 %	

Table 26: frequency of lexical errors in assignment number 1 of participant 6

According to the data in table 26, collocation errors type is the most frequent type in the data of participant number 6 with a percentage of 23.1 % in assignment 1. Word order,

spelling, and word choice errors have occurred in the same percentage of 7.7 % for each type of error. As for word formation errors type, it shows no occurrences in this writing task. The total percentage of lexical errors made by participant 6 in assignment number 1 is 46.2 %.

Table 27 shows the frequencies of occurrence of each type of the lexical errors made by participant 6 in the second writing assignment with the topic: traveling alone vs. traveling with a companion.

Type of error	Frequency	Percentage	Example
Collocation errors	0	0 %	
word formation errors	3	23.1 %	…sitting together by the sea and <u>talk</u> with each other…
word order errors	1	7.7 %	Everyone can do many exciting things <u>with the companion</u> <u>while</u> <u>traveling.</u>
spelling errors	0	0 %	
word choice errors	1	7.7 %	In order to spend a very <u>quality</u> time ….
Total number of errors	5	38.5 %	

Table 27: frequency of lexical errors in assignment number 2 of participant 6

As shown in table 5, collocation and spelling errors have shown no occurrence in this assignment unlike the previous one. Word order and word choice errors have shown up with the same percentage of their occurrence in assignment 1, which is 7.7 % for each type. As for word formation errors, after disappearing in assignment number 1, they have shown up as the most frequent errors in this writing task with a percentage of 23.1 %. The total percentage of lexical errors made by participant 6 in assignment number 2 is 38.5 %.

Table 28 shows the frequencies of occurrence of each type of the lexical errors made by participant 6 in the third writing assignment with the topic: teenagers' work.

Type of error	Frequency	Percentage	Example
Collocation errors	1	7.7 %	<u>responsible of</u> themselves
word formation errors	0	0 %	
word order errors	0	0 %	
spelling errors	0	0 %	

word choice errors	0	0 %	
Total number of errors	1	7.7 %	

Table 28: frequency of lexical errors in assignment number 3 of participant 6

As shown in table 28, collocation errors is the only type of errors that has shown up in assignment number 3 with a percentage of 7.7 %. As for the rest of the error types, they have shown no occurrences in this writing task. The total percentage of lexical errors made by participant 6 in assignment number 3 is 7.7 %.

Table 29 shows the frequencies of occurrence of each type of the lexical errors made by participant 6 in the fourth writing assignment with the topic: the most important job aspect.

Type of error	Frequency	Percentage	Example
Collocation errors	1	7.7 %	Many people <u>work</u> two <u>jobs</u>
word formation errors	0	0 %	
word order errors	0	0 %	
spelling errors	0	0 %	
word choice errors	0	0 %	
Total number of errors	1	7.7 %	

Table 29: frequency of lexical errors in assignment number 3 of participant 6

As demonstrated in table 29, collocation errors is the only type of errors that continues to occur in assignment number 4 with a percentage of 7.7 %. The rest of the error continue to show no occurrences in this writing task. The total percentage of lexical errors made by participant 6 in assignment number 4 is 7.7 %.

The following table illustrates the total percentages of the lexical errors made by participant 6 in the four writing assignments.

	Assignment 1	Assignment 2	Assignment 3	Assignment 4	Total
Frequency of errors	6	5	1	1	13
Percentage	46.2 %	38.5 %	7.7 %	7.7 %	100 %

Table 30: the overall mood results of the lexical analysis of participant number six's data

4.7 Participant number 7

Participant 7 has made a total number of 17 lexical errors throughout the four assignments.

Table 31 shows the frequencies of occurrence of each type of the lexical errors made by participant 7 in the first writing assignment with the topic online learning vs. in-class learning.

Type of error	Frequency	Percentage	Example
Collocation errors	1	5.9 %	…to <u>focus at </u>what he is saying.
word formation errors	2	11.7 %	It's not <u>difficulty</u> at all.
word order errors	0	0 %	
spelling errors	3	17.6 %	varius – importent
word choice errors	0	%	
Total number of errors	6	35.2 %	

Table 31: frequency of lexical errors in assignment number 1 of participant 7

As illustrated in the above table, the types of errors that show occurrences in writing assignment number 1 of participant 7 are collocation with a percentage of 5.9 %, word formation with a percentage of 11.7 %, and spelling with a percentage of 17.6 %. It is also shown that there are no occurrences of word order and word choice errors in this writing assignment. The total percentage of lexical errors made by participant 7 in assignment number 1 is 35.2 %.

Table 32 shows the frequencies of occurrence of each type of the lexical errors made by participant 7 in the second writing assignment with the topic: traveling alone vs. traveling with a companion.

Type of error	Frequency	Percentage	Example
Collocation errors	1	5.9 %	These things make us <u>lose stress</u>
word formation errors	1	5.9 %	Traveling with a companion is more <u>advantage</u> than …
word order errors	1	5.9 %	<u>Also you can</u> ….
spelling errors	0	0 %	
word choice errors	2	11.7 %	Travelling with our family makes us <u>increase</u> our relationships ..

Total number of errors	5	29.4 %

Table 32: frequency of lexical errors in assignment number 2 of participant 7

As shown in table 32, the percentage of occurrence of collocation errors is the same percentage occurred in assignment one, which is 5.9 %. As for the percentage of occurrence of word formation errors, it has decreased in this assignment to become 5.9 %. As for spelling, which was the most frequent errors type in assignment one, it has shown no occurrence in this writing task. Word order and word choice errors start to show up in this assignment with a percentage of 5.9 % for word order and 11.7 % for word choice. The total percentage of lexical errors made by participant 7 in assignment number 2 is 29.4 %.

Table 33 shows the frequencies of occurrence of each type of the lexical errors made by participant 7 in the third writing assignment with the topic: teenagers' work.

Type of error	Frequency	Percentage	Example
Collocation errors	0	0 %	
word formation errors	2	11.7 %	I support to work while learning
word order errors	1	5.9 %	Working and studying both of them make…
spelling errors	1	5.9 %	They will succeed in there work.
word choice errors	0	0 %	
Total number of errors	4	23.5 %	

Table 33: frequency of lexical errors in assignment number 3 of participant 7

According to the data in table 33, unlike the previous two assignments, collocation errors have shown no occurrence in this assignment. Unlike assignment number 2, word choice errors have shown no occurrence in this assignment. word formation, word order and spelling errors have shown up in this assignment with a percentage of 11.7 % for word formation and 5.9 % for each type of word order and spelling errors. The total percentage of lexical errors made by participant 7 in assignment number 3 is 23.5 %.

Table 34 shows the frequencies of occurrence of each type of the lexical errors made by participant 7 in the fourth writing assignment with the topic: the most important job aspect.

Type of error	Frequency	Percentage	Example
Collocation errors	0	0 %	

word formation errors	0	0 %	
word order errors	0	0 %	
spelling errors	2	11.7 %	experence
word choice errors	0	0 %	
Total number of errors	2	11.7 %	

Table 34: frequency of lexical errors in assignment number 4 of participant 7

As stated in table 34, spelling errors is the only type of errors that continues to occur in assignment number 4 with a percentage of 11.7 %. The rest of the errors have shown no occurrences in this writing task. The total percentage of lexical errors made by participant 7 in assignment number 4 is 11.7 %.

The following table illustrates the total percentages of the lexical errors made by participant 7 in the four writing assignments.

	Assignment 1	Assignment 2	Assignment 3	Assignment 4	Total
Frequency of errors	6	5	4	2	17
Percentage	35.2 %	29.4 %	23.5 %	11.7 %	100 %

Table 35: the overall mood results of the lexical analysis of participant number seven's data

4.8 Participant number 8

Participant 8 has made a total number of 18 lexical errors throughout the four assignments.

Table 36 shows the frequencies of occurrence of each type of the lexical errors made by participant 8 in the first writing assignment with the topic online learning vs. in-class learning.

Type of error	Frequency	Percentage	Example
Collocation errors	0	0 %	
word formation errors	2	11.1 %	The most important two are eye contact and communicate with others.
word order errors	1	5.5 %	Learning in-class is …
spelling errors	3	16.7 %	now days - immeditly
word choice errors	2	11.1 %	…in-class learning has eye contact and face-to-face …

Total number of errors	8	44.4 %	

Table 36: frequency of lexical errors in assignment number 1 of participant 8

As shown in table 36, the most frequent error type in this participant's data is spelling error type that has occurred with a percentage of 16.7 %. Word choice and word formation error types are the second frequent types with an occurrence percentage of 11.1 % for each type of them. The least frequent error type is word order which has occurred with a percentage of 5.5 %. As for collocation error type, it shows no occurrences in this writing task. The total percentage of lexical errors made by participant 8 in assignment number 1 is 44.4 %.

Table 37 shows the frequencies of occurrence of each type of the lexical errors made by participant 8 in the second writing assignment with the topic: traveling alone vs. traveling with a companion.

Type of error	Frequency	Percentage	Example
Collocation errors	0	0 %	
word formation errors	2	11.1 %	…to know how they live there and talking about …
word order errors	0	0 %	
spelling errors	2	11.1 %	disapinted
word choice errors	1	5.5 %	I said the benefits of it in this essay.
Total number of errors	5	27.7 %	

Table 37: frequency of lexical errors in assignment number 2 of participant 8

According to the data in table 37, spelling is still the most frequent error type in the second assignment but with a percentage of 11.1 %. word formation errors have shown up in this task with the same percentage occurred in the previous assignment, which is 11.1 %. As for word choice, the percentage of its occurrence has decreased in this writing task to be only 5.5 %. As for collocation and word order error types, both of them have shown no occurrences in this writing task. The total percentage of lexical errors made by participant 8 in assignment number 2 is 27.7 %.

Table 38 shows the frequencies of occurrence of each type of the lexical errors made by participant 8 in the third writing assignment with the topic: teenagers' work.

Type of error	Frequency	Percentage	Example
Collocation errors	0	0 %	
word formation errors	2	11.1 %	Communicate with others

			will help them to…
word order errors	1	5.5 %	They just will pay for …
spelling errors	0	0 %	
word choice errors	0	0 %	
Total number of errors	3	16.6 %	

Table 38: frequency of lexical errors in assignment number 3 of participant 8

As demonstrated in the above table, word formation and word order are the only error types that continue to show up in this assignment with a percentage of 11.1 % for word formation and 5.5 % for word order. As for collocation, spelling, and word choice errors, all of them show no occurrences in this writing task. The total percentage of lexical errors made by participant 8 in assignment number 3 is 16.6 %.

Table 39 shows the frequencies of occurrence of each type of the lexical errors made by participant 8 in the fourth writing assignment with the topic: the most important job aspect.

Type of error	Frequency	Percentage	Example
Collocation errors	0	0 %	
word formation errors	1	5.5 %	If the job makes you sociable and feeling more comfort…
word order errors	0	0 %	
spelling errors	0	0 %	
word choice errors	1	5.5 %	…your message in life is to learn people…
Total number of errors	2	11.1 %	

Table 39: frequency of lexical errors in assignment number 4 of participant 8

As shown in table 39, word formation and word choice errors are the only error types that continue to show up in the fourth assignment with a percentage of 5.5 % for each type of them. The rest of the error types have shown no occurrences in this writing task. The total percentage of lexical errors made by participant 8 in assignment number 4 is 11.1 %.

The following table illustrates the total percentages of the lexical errors made by participant 8 in the four writing assignments.

	Assignment 1	Assignment 2	Assignment 3	Assignment 4	Total
Frequency	8	5	3	2	18

of errors					
Percentage	44.4 %	27.7 %	16.6 %	11.1 %	100 %

Table 40: the overall mood results of the lexical analysis of participant number eight's data

After demonstrating the frequencies and percentages of lexical errors made by the eight participants of the study, the following table illustrates percentages of the total lexical errors made by the eight participants. It also demonstrates the percentage of decrease happening in the occurrences of the lexical errors throughout the four assignments of the eight participants of this study.

	Assignment 1	Assignment 2	Assignment 3	Assignment 4	Percentage of errors decrease
Participant 1	41.8 %	33.3 %	16.6 %	8.3 %	33.5 %
Participant 2	40 %	35 %	15 %	10 %	30 %
Participant 3	33.3 %	33.3 %	22.2 %	11.1 %	22.2 %
Participant 4	50 %	30 %	20 %	0 %	50 %
Participant 5	47.1 %	35.3 %	11.8 %	5.9 %	41.2 %
Participant 6	46.2 %	38.5 %	7.7 %	7.7 %	38.5 %
Participant 7	35.2 %	29.4 %	23.5 %	11.7 %	23.5 %
Participant 8	44.4 %	27.7 %	16.6 %	11.1 %	33.3 %

Table 41: The overall mood results of the lexical errors decrease percentage

According to the data in table 41, the percentage of decrease of the lexical errors made in the data of this study's participants are 33.5 % for participant number one, 30 % for participant two, 22.2 % for participant three, 50 % for participant four, 41.2 % for participant five, 38.5 % for participant six, 23.5 % for participant seven and 33.3 % for participant eight. These percentage show how much learners' language abilities have improved and how the possibility of making errors in writing has decreased.

The following chart illustrates the percentage of decrease happening in the occurrences of the lexical errors throughout the four assignments of the eight participants of this study.
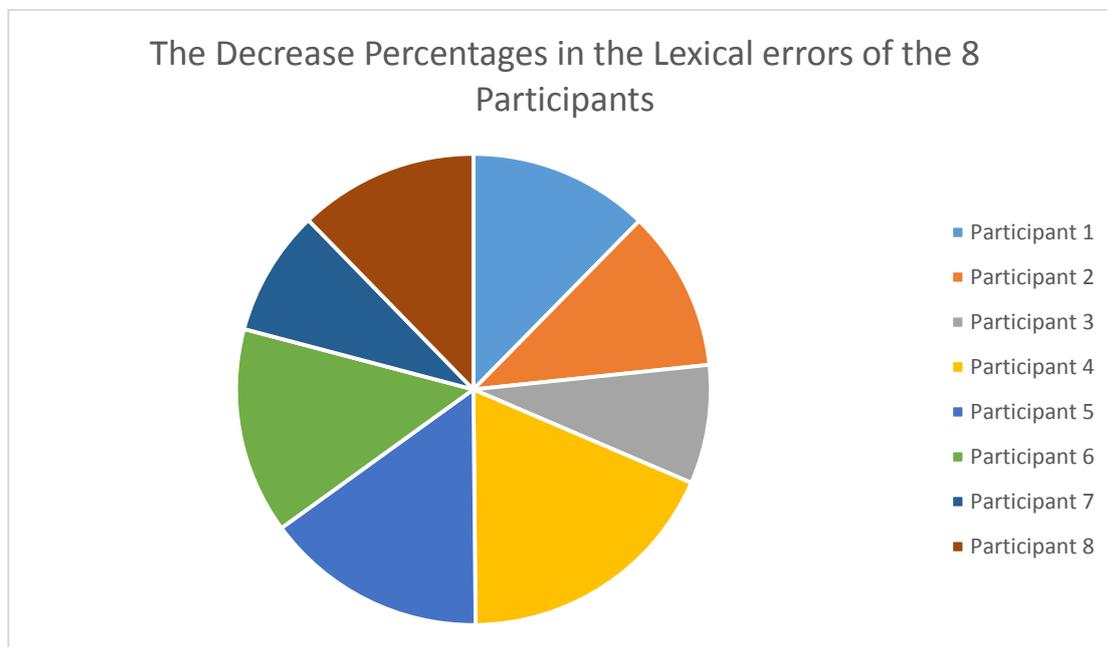
The Decrease Percentages in the Lexical errors of the 8 Participants

- Participant 1
- Participant 2
- Participant 3
- Participant 4
- Participant 5
- Participant 6
- Participant 7
- Participant 8

Figure 1: The overall mood results of the lexical errors decrease percentage

VI. Findings and Conclusion
6.1 Findings

This section presents the findings and conclusion of the study based on the analysis of the data which was carried out in the data analysis section. After analyzing the data quantitively and in the light of Swain's output theory (1995), the researcher becomes able to find answers to this research's questions as follow:

1. The first question of this study was: How far can output be considered as a part of the language learning process and not just a product of it? The results of the lexical analysis give the answers to this question. The analysis demonstrated that the percentages of the frequency of the lexical errors made by the participants are decreasing throughout the four writing tasks. In addition, the results showed that the percentages of errors decrease throughout the four assignments range from 22.2 % to 50 % in the eight participants' data, which highlights the extent to which this experiment achieved a progress in the learners' lexical abilities.

2. The second question of this study was: To what extent can the modified output be a source of linguistic competence of the students? The answer to this question can be found through a careful investigation to the percentage of occurrence of each type of error in the participants data throughout the four writing tasks. The analysis results

show that the percentages of occurrence of most of the error types are decreasing throughout the four writing tasks, the thing which proves that the learners relying on their own modified outputs lead to improve their linguistic knowledge, internalize new forms in language and raise their control over these forms. However, not all the error types have witnessed that decrease and not with all the participants. Some learners seem persistent on their errors. Perhaps they would respond to modifying their outputs and improving their writing abilities in general if given more time and chance to do more writing tasks.

3. The third question of this study was: To what extent being metacognitively aware of their output abilities can improve the students' performance in the process of language acquisition? The answer to this question comes from analyzing students' notes which were being taken during writing the assignments and during the modeling processes as well. After looking at these notes, the researcher concluded that the last writing assignment showed development in its lexical features when comparing it to the first assignment and that this development was built on what the learners had noticed and written in their notes. For example, participant one had taken a note in the first assignment that said: 'the interact' as a subject becomes 'the interaction'. When looking into the following assignments it was noticed that the participant no longer produces this word formation error. Thus, it can be concluded that noticing the errors in the learners' language raise their awareness of their language deficiencies, the thing that, in turn, caused not repeating the same error types in future writing tasks.

6.2 Conclusion and further recommendation

The above findings are in favor of Swain's hypothesis as well as this study's hypothesis that pushing learners to notice their own output and encouraging them to modify it in following writing tasks do lead to achieve accuracy over time and to develop better language abilities. In addition, the method of providing model answers to the learners helped them find solutions to the lexical problems that they had noticed in the writing process. Repeating this process four times throughout the semester contributed to raising learners' metacognitive awareness of their own linguistic knowledge and helped the learners to acquire new lexical features and achieve accuracy over time. However, in the case of some participants and some types of errors, there were still some lexical problems that needed to be solved in future research in a longer time framework and through further practice. At the end, it can be concluded that output has a crucial role in facilitating the process of second language acquisition and that being metacognitively aware and able to modify this output has a significant impact on SLA process.

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دورالناتج اللغوى فى كتابات مختارة للمصريين من متعلمي اللغة الانجليزية كلغة أجنبية: دراسة معجمية

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المستخلص

تهدف هذه الدراسة لتقصي كيفية استخدام الناتج اللغوي لمتعلم اللغة كخطوة اولى في عملية اكتساب اللغة و ليس فقط كناتج نهائي لهذه العملية. تبحث هذه الدراسة الدور الذى يقوم به هذا الناتج اللغوي في زيادة الوعي لدى متعلم اللغة بكيفية حدوث عملية اكتساب اللغة. بمعنى اخر ، تبحث الدراسة فيما إذا كان هذا الدور للناتج اللغوي يمكن أن يحسن من أو يسييء الى الكفاءة اللغوية للطلاب. تتم هذه الدراسة في ضوء نظرية Merrill Swain الشهيرة عن الناتج اللغوي للمتعلم (Comprehensible Output theory 1985) . المشاركون في الدراسة هم 12 من متعلمي اللغة الإنجليزية كلغة أجنبية في المستوى المتوسط. يتم استخدام سلسلة من المهام والمقابلات الشخصية مع المعلم لقياس و تحليل مدى التحسن أو التراجع في الأداء اللغوي للطلاب في الكتابة. من ثم, تركز هذه الأطروحة على كيفية مساهمة الناتج اللغوي لدى متعلمي اللغة في تحسين و تعزيز عملية اكتساب اللغة.

الكلمات المفتاحية :الناتج اللغوي، الوعي المعرفي، اكتساب اللغة، متعلمي اللغة الإنجليزية كلغة أجنبية، الكتابة