Error Analysis of Written English Essays: The Case of Undergraduate Students in an English Program in Saudi Arabia

Yasamiyan Alolaywi

Department of English Language and Translation, College of Science and Arts,
Methnab, Qassim University, Buraydah, Saudi Arabia

yalieoy@qu.edu.sa
ⓘ *https://orcid.org/0000-0003-2749-7558*

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الملخص

هَدفت هذه الدراسة إلى تحديد أخطاء الكتابة الأكثر شيوعًا التي يقع فيها متعلمي اللغة الإنجليزية بوصفها لغة أجنبية؛ مع الاهتمام بالأخطاء النحوية. شَارك في هذه الدراسة خمسون طالبة جامعية من قسم اللغة الإنجليزية بجامعة القصيم في المملكة العربية السعودية. جُمعت البيانات لهذا البحث من النصوص المكتوبة للطالبات في مقرر الكتابة (نجل 144). استخدمت الباحثة المنهج الكمّي والنوعي في الدراسة. صُنفت الأخطاء الكتابية إلى الأصناف التالية: الأخطاء في زمن الفعل، الأخطاء في توافق الفاعل مع الفعل، الاستخدام الخاطئ لأدوات التعريف، الجمل غير المكتملة، أخطاء الهجاء، علامات الترقيم، أخطاء استخدام الأحرف الكبيرة. عُرضت النتائج من خلال تقرير عدد تكرر الأخطاء في المقالات والنسبة المئوية لكل صنف من هذه الأخطاء. أظهرت النتائج أن أكثر أنواع الأخطاء شيوعاً هي الأخطاء الإملائية. علّلت الباحثة أن هذه الأخطاء بمجملها تقع نتيجة لعدم المعرفة الصحيحة بقواعد الكتابة. وبناءً على ذلك، توصي هذه الدراسة على مضاعفة الجهود لتطوير قدرات الطلبة التحريريّة من خلال دمج تقنيات تدريس وتعليم أكثر نجاعة كأسلوب التغذية الراجعة التصحيحية. وفي الختام، قدّم البحث بعض المقترحات للباحثين المهتمين في مجال الدراسة كالبحث المعمق للأسباب الرئيسة لأخطاء الكتابة لدى المتعلمين.

Abstract

The current study aimed to identify the most common writing errors made by English as a foreign language learners' (EFL), with a special focus on their grammatical errors. The participants in this study were 50 undergraduate students from the Department of English at Qassim University, Saudi Arabia. The data for this research were collected from students' written scripts in a writing course. A mixed-method research approach was employed in the study, and data were analyzed both quantitively and qualitatively. Errors were classified into the following types: errors in verb tense, subject-verb agreement, wrong use of article, sentence fragment, spelling, punctuation, and capitalization. The frequencies of occurrence and percentages of each error type were reported. Results showed that the most frequent type of errors made by students was spelling errors. It was suggested that they were made out of lack of knowledge of rule restrictions. Therefore, extra endeavors are urged to expand the students' writing abilities through the integration of more efficient teaching and learning techniques such as corrective feedback. Finally, on the basis of these results, some suggestions were put forward for future researchers such as a careful investigation of the main causes of learners' writing errors.

Keywords: analytical approach; EFL learners; error analysis; grammatical errors; second language writing

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Introduction

Writing is an important vehicle that helps pupils express their ideas and thoughts lucidly. It is also one of the major language skills that second language learners need to proficiently acquire and master. To produce very well-written paragraphs, students, particularly at the undergraduate level, are expected to develop adequate writing techniques that enable them to compose written essays free from errors of all types including grammatical errors. In the meantime, writing is a complex task that involves an overlap of a variety of aspects such as layout, structure, spelling, punctuation, capitalization, coherence, and cohesion, among other things. Hence, second language learners are encouraged to possess high levels of linguistic and cognitive competence that help them compose well-written paragraphs.

In fact, second language learners make different types of errors. These errors result from a variety of factors involving mother tongue transfer or intralingual influence. They are also committed due to the fact that SL learners are unaware of the rules or appropriate language use in a second or a foreign language learning context. In addition, lack of exposure to authentic language resources represents a contributing element to SL learners' low proficiency levels. However, within the scope of EFL, educators often remark weakness in their students' performance, their mastery of the language in general, and their writing skills in particular. This has been confirmed by some studies conducted in this field. For example, research conducted by Bacha (2012) in an EFL context revealed that teachers find students' academic writing weak.

In case of Saudi undergraduate learners, researchers contributed a set of indicative outcomes. AlTameemy and Daradkeh (2019) argued that "Although they have great expectations to write good English paragraphs, many Saudi university students have a lot of problems in writing" (p. 178). Moreover, Alkodimi and Al-Ahdal (2021) reported limited academic writing skills among Saudi university students characterized by a lack of lexis, regular sentences, and proper orthography. Similarly, Alqasham et al. (2021) explored the writing abilities of a group of Qassim University's tertiary-level students and indicated that the participants failed to achieve the desired academic level in their writing and assessed their essay writing achievements as being generally low.

These arguments pointed out the fact that the current status of students' writing demands further amendment. A fundamental step toward the process of improvement is to thoroughly assess students' ongoing language levels. This will help determine areas of weakness that require more advancement. In addition, the literature on EFL learners' literacy assessment shows numerous research studies conducted on this area. Yet, studies addressing Saudi EFL undergraduate learners' writing skills are still scarce.

Therefore, this paper sought to analyze samples of EFL undergraduate students' writings and to identify their common writing errors in order to take appropriate measures toward the process of development. The errors identified in this study were classified into the following categories: verb-tense errors, subject-verb agreement, sentence fragment, wrong use of article, spelling, punctuation and capitalization. In other words, the objectives of the present study can be summarized as follows:

1. To identify the most common writing errors committed by EFL undergraduate students in the Department of English Language and translation at Qassim University.

2. To classify the types of errors that the students commonly make in paragraph writing.

3. To appraise the prevalence and recurrence of these errors.

Research Questions

The study aims to answer the following research questions:

1. What type of writing errors do EFL undergraduate students in the Department of English at Qassim University commonly make in paragraph writing?
2. Which errors occur more frequently in the participants' paragraph writing?

Literature Review

Theoretical Considerations

Error Analysis (EA)

Studying learners' errors falls into a category of Second Language Acquisition (SLA) field of study known as Error Analysis (EA). EA involves a systematic description and classification of L2 errors detected in samples of learner's speech or writing. It is considered as the most appropriate tool for analyzing learners' errors.

Within SLA, EA was first introduced by Stephen Pit Corder and his colleagues in the late 1970s and became a very popular approach for describing L2 errors (James, 1998). In 1967, Corder argued that L2 errors are significant because they can reflect some of the underlying linguistic rules. The main focus of EA is the actual mistakes made by FL/L2 learners which lately became very popular in the field of applied linguistics. Brown (1994) argued that EA has a great value in classroom research. In fact, the systematic analysis of mistakes made by FL/L2 learners allows determining areas which require reinforcement in teaching. EA was defined by James (1998) as "the process of determining the incidence, nature, causes and consequences of unsuccessful language" (p. 111). In addition, Mahmoodzadeh (2012), defined EA as "a procedure used to identify, categorize, and explain the errors committed by FL/L2 learners" (p. 75).

According to EA, a great deal of errors made by FL learners are similar regardless of their native languages. Such errors are mainly caused by intralingual interference or transfer. James (1998) claimed that such a type of interference from the structures of the target language (TL) itself is the main cause of intralingual errors. Based on this assumption, EA serves two main purposes: first, it provides insights about the types of interferences found in second language learners' performances; second, it informs teachers and syllabus designers about the most problematic aspects of the TL that students face difficulty producing (Dulay et al., 1982).

According to Corder (1981), there are two main objectives of EA: one theoretical and the other is applied. The theoretical objective aims to check the validity of the theories such as the theory of transfer. In other words, this objective can help in understanding how and what a foreign language (FL) learner learns whilst studying a FL. On the other hand, the applied objective "concerns pedagogical purposes" (Mahmoodzadeh, 2012, p. 735). This objective enables learners of L2 to learn their TL more efficiently and effectively by using the previous knowledge of their linguistic knowledge for pedagogical purposes. In sum, the identification of FL/SL learners' errors and the problems they encounter help EFL/ESL teachers pinpoint

their students' weaknesses and then revise their teaching practices and learning materials accordingly.

Empirical Considerations

The literature on EA displays a number of research papers that were conducted to probe the most frequent error types made by EFL learners. The objectives of past studies on the field of EA bear some resemblance to the current study's aims in terms of diagnosing the types of errors performed by EFL students. However, some of these studies focused on issues that were not covered by the current research such as searching the causes of such errors as being interlingual and intralingual in addition to coherence and cohesion as pertaining to students' essay writing. Moreover, the present study is restricted solely to analyzing samples of Saudi EFL learners' written essays. Similar studies in the field involve AlTameemy and Daradkeh's research work (2019) which investigated the type and frequency of errors made by EFL college students at Prince Sattam bin Abdulaziz University, Saudi Arabia. Findings showed that students committed errors in grammar (42.15%), punctuation (16.14%), spelling (14.81%), and capitalization (10.19%). No significant differences were found in the performance between male and female student participants.

With the aim of exploring common writing errors made by Saudi students, Khan and Khan (2016) conducted a study with 60 students from Jazan University. All the errors were identified and the most common errors were found in the use of verb tense and form, subject-verb agreement, word order, prepositions, articles, auxiliaries, and spellings. Previous studies revealed that the Saudi students committed different types of errors, and most of these errors were due to intralingual than interlingual transfer. In addition, the results indicated that learners' English writing skills need more attention and improvement.

Another range of studies dealt with Arab learners such as that by Farsani et al. (2015) who scrutinized the essay writing errors of EFL university students studying English at Azad University. Results showed that the students in this study committed 10 common errors. These errors are: (1) verb tense, (2) word order, (3) singular/plural form, (4) subject-verb agreement, (5) double negatives, (6) spellings, (7) capitalization, (8) articles (9) sentence fragments, and (10) prepositions. On the basis of these results, some suggestions and teaching strategies that help reduce future problems regarding writing English essays among Arab learners were proposed. Similarly, Al-Khasawneh (2014) analyzed errors of written English paragraphs by Jordanian Undergraduate Students. The findings of the study revealed that the students of Ajloun National University committed several errors such as spelling, word order, and subject-verb agreement. Results also showed that the most frequent error committed by the students was the improper use of English articles.

In addition, Abbasi and Karimnia (2011) investigated grammatical writing errors among Iranian translation students. The analysis indicated significant weakness in the participants' English grammar. Findings also showed that 98% of the students struggled with grammar, and that most of their errors were interlingual, indicating the influence of the mother language on the target language. Finally, a study conducted by Phuket and Othman (2015) attempted to explore the major sources of errors that occurred in the writing of EFL students. Forty narrative essays composed by Thai university students were collected and scrutinized. Findings indicated that the most frequent types of errors were word choice, verb tense, use of

prepositions, and commas. The errors were mainly from two sources: interlingual and intralingual. According to Phuket and Othman (2015), interlingual or native language interference was found to be the dominant source of errors.

Methods

Sampling and Participants

The study sample consists of 50 Saudi EFL students from the Department of English and Translation at Qassim University, Saudi Arabia. Those students were enrolled in a writing course as part of their study plan in the English Language Department. They spent roughly one year of English instruction in the program. The sampling procedure adopted to assign students into the study is cluster sampling, which involves selecting the whole class as participants in the study.

Research Design

This study employed an analytical research design, wherein the researcher uses information already available and analyzes them to evaluate the material critically (Kothari, 2004). Data for this research were collected from the students' sample answers to the essay writing question in a writing course. A mixed-method approach was utilized as data were analyzed both quantitatively and qualitatively. The students' writing errors were detected and reported according to frequency and percentage. The focus of the analysis was on grammar errors and mechanics (capitalization, spelling and punctuation errors). Grammatical errors were grouped into the following categories: verb tense, subject-verb agreement, wrong use of article, and sentence fragments.

Material

The primary source of data used to answer the research questions is the answer scripts of 50 students during the final exam of a compulsory writing course at the Department of English Language and Translation at Qassim University. The students were asked to write an essay of no less than 50 words on one of the following topics: "Your Best Friend" or "Your Favorite Clothing Item".

Research Procedures

All the 50 participants were administered a writing test involving an essay writing task. The participants were required to write a short essay about one of the following topics: "Your Best Friend" or "Your Favorite Clothing Item". These topics were general and not related to the topics covered in their writing class. The duration of the test was two hours, and the required paragraphs length is a minimum of 50 words. The data was collected during the first semester of the academic year 2020-2021. The corpus used in this study is collected from the written paragraphs of 50 students who are enrolled in one of the English compulsory courses (i.e., Writing (1) ENG 144).

Data Analysis

The data collected for this study were analyzed in accordance with Chanquoy's (2001) paradigm of writing errors. These errors were classified into the following: (1) Spelling errors: this category tackles the errors which are related to orthography. (2) Grammatical errors: this category deals with the errors related to gender, number, verb-subject agreement. (3) Verb tense: this category aims to identify mistakes related to wrong tense structure or false selection of tenses, and (3), Punctuation: this category addresses punctuation and capitalization errors.

Validity and Reliability

        The researcher undertook certain measures to insure research validity. For instance, the topics chosen for the writing task were completely different from the topics covered in their course. They were also selected on the basis of familiarity and interest of students to ensure that the students were able to express their thoughts and generate ideas about them smoothly. In addition, the students were not informed that their writing samples will be analyzed for research purposes in order to control the Hawthorne effect. The Hawthorne effect refers to the increase in performance of individuals when they realize that they are noticed, watched, and paid attention to by researchers or supervisors (Dörnyei, 2007). However, to maintain research ethics, the participants' consent to take part in the study was sought after performing the test.

        Further, reliability of the results was established by adopting the inter-rater method. The answer sheets of the students were assessed by two raters to eliminate subjectivity and provide fairer assessment. The results showed no discrepancy between the scores provided by the two assessors, which ultimately ensures the reliability of the results. Besides, Spearman Correlation Coefficient was calculated to estimate the correlation between the two sets of scores provided by the two assessors as can be seen in Table 1 below:

Table 1

A Correlation between the Two Raters' Results

	Correlations		
		Rater_1	**Rater_2**
	Pearson Correlation	1	.587**
Rater_1	Sig. (2-tailed)		.000
	No	50	50
	Pearson Correlation	.587**	1
Rater_2	Sig. (2-tailed)	.000	
	No	50	50

  **. Correlation is significant at the 0.01 level (2-tailed).

        The data above shows that *r* value is (.587) which indicates an acceptable correlation between the two raters' results. Moreover, the *p* value is (.000), and as it is below (.05), it is estimated that the significance is high which also indicates a strong association between the two sets of scores.

Data Analysis and Discussion

        The data analysis revealed several interesting findings. Basically, the analysis was confined to definite classes of errors, including errors in verb tense, verb-subject agreement, article usage, sentence fragments, spelling, punctuation, and capitalization. Table 2 shows the frequency and percentage of these errors as found in the corpus collected from the students' written essay. They are organized on the table in a descending order from the highest rates to the lowest rates. Figure 1 shows a summary of the findings.

Table 2

Frequency and Percentage of Errors According to Type

No.	Type of Error	Frequency	Percentage
1	Spelling	115	34.53%
2	Subject-Verb Agreement	54	16.21%
3	Capitalization	47	14.11%
4	Sentence Fragment	37	11.11%
5	Verb tense	34	10.21%
6	Wrong Use of Article	25	7.50%
7	Punctuation	21	6.30%
	Total	333	100%

Figure 1

The Percentage of Errors in EFL Learners' Writings
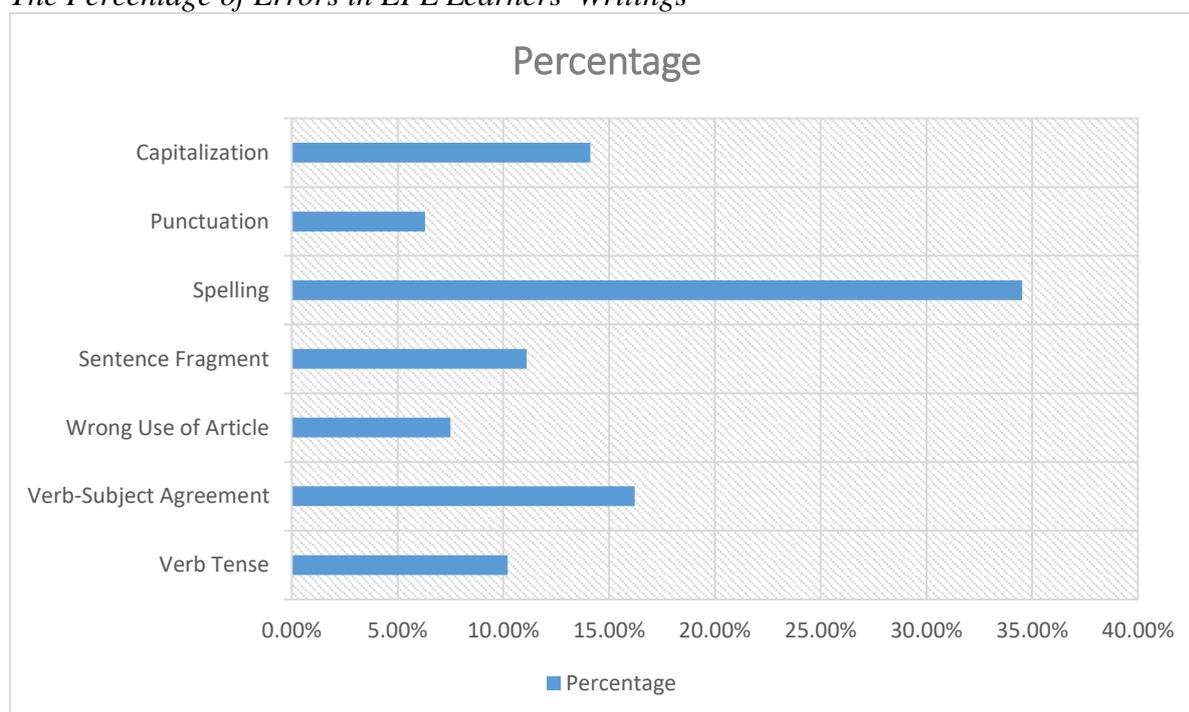
Spelling

Findings of the current study have shown that the most frequent errors the students made were spelling errors, with a frequency of 115 errors and a percentage of 34.53%. (see Appendix A). The following are examples of misspelled words: "clase" for "close," "frend" for "friend," "plye piano for play piano," "fainally" for "finally," "the shape is sircle instead of the shape is circle," "toller for taller," "beacase" for "because," "favioret for "favorite," "yong" for "young," and "live" for "life."

This study found that the most frequent type of error made by the students was spelling errors. This result is closely related to Ababneh's (2017) who demonstrated that the most types of errors found in his study sample fell in the spelling category. He explained that these errors were probably due to the rare use of English vocabulary in everyday conversations and rare English reading as many students professed verbally that they conversed and read mainly in

Arabic and not in English. However, some researchers suggested justifications for the prevalence of such errors. For instance, Haggan (1991) reported that EFL learners with a non-Roman writing system made fewer spelling errors than EFL learners with another Roman writing system. In addition, Khan (2011) demonstrated that the difference in sentence patterns between a student's mother tongue and L2 leads students to make many spelling errors such as omitting silent letters. Also, L1 phonology has been found to play a role in L2 learners' English spelling (Allaith & Joshi, 2011).

Subject-Verb Agreement

The participants also made errors in subject-verb agreement (Appendix A). The frequency of this error category was 54, with a percentage of 16.21%. Instances of the students' wrong usage of verb forms are quoted as follows: "She have a long hair," "Broog live in Onaizah," "He (her friend) 19 years old," "It is the cutest person I know (her friend)," "Sara are simple girl," "She see me," "I love him (her friend)," and "She save my secrets."

This finding is similar to those of Khan and Khan (2016), Farsani et al. (2015), and Al-Khasawneh (2014). The researchers scrutinized EFL learners' most common errors and found that subject-verb agreement was among the most common errors. This finding is also similar to Alahmadi's (2019) who investigated grammatical errors of subject verb agreement in writing made by Saudi learners. Alahmadi revealed that Saudi Arabian learners encounter some difficulties in applying the rules of subject-verb agreement in academic writing. He explained that these difficulties resulted from learners' failure to complete the right application of rules and failure to fully develop these rules, which eventually leads to unacceptable use of the target language. In the same vein, Hammad (2012) explained the errors pertaining to agreement committed by students when writing in English in light of their lack of exposure to English and insufficient language input. Nonetheless, Martin (2008) and Ferris (2009), as cited in Al-Khasawneh (2014), suggested that these errors can be attributed to Arabic interference and the negative transfer of mother tongue rules.

Capitalization

The participants committed several capitalization mistakes (Appendix A), with a frequency of 47 errors and a percentage of 14.11%. Most capitalization errors were found in writing proper names with a lowercased first letter. Examples of this category involve "razan," "sara," "manar," "dana," "dubai," and "rolex"; names of nationalities such as "spanish," "american," and "italian"; or starting a new sentence with a capital letter, such as "And." Moreover, many students wrote the first-person pronoun "I" with a small *i*.

These results concur with the findings of previous studies, including those of Abbasi and Karimnia (2011) and Khan and Khan (2016). It is also consistent with the finding of Ababneh (2017) who reported that his students made errors in capitalization (8.92%) by either wrongly capitalizing words or wrongly not capitalizing words. It was also noticed that the students made errors in mixing small and capital letter words or starting sentences with small letter words. However, Ababneh (2017) suggested that such errors in capitalization occur due to the fact that Arabic as a language does not distinguish between upper- and lower-case words.

Sentence Fragment

The students' writings contained some fragmented sentences at a frequency of 37, with a percentage of 11.11% (see Appendix A). Sentence fragments are sentences that tend to be short or incomplete owing to a missing independent clause. Also, some fragments are incomplete because they lack either a subject or a verb. Examples include the following: "Because we don't see them much," "When I visited her," "When I started college.", "born in Kuwait", and "she smart girl". This finding is also confirmed by previous studies such as those of AlTameemy and Daradkeh (2019) and Al-Khasawneh (2014), who cited numerous instances of fragmented sentences in their study participants' samples. It is also consistent with Sawalmeh's (2013) finding who investigated the errors in a corpus of essays written by 32 Arabic-speaking Saudi learners of English. His results showed that the participants committed 11.7% errors in sentence fragment and justified such finding by the overt influence of Arabic on the students' writing of English. Likewise, Al-Khasawneh (2014) proposed that language interference and negative transfer of the mother language are causes of errors in EFL paragraph writing.

Verb Tense

Data analysis showed that the participants committed errors in verb tense (Appendix A). The frequency of the students' verb-tense errors was 34, with a percentage of 10.21%. Most errors were characterized by the wrong use of the present tense by placing a copula (is) prior to the verb, resulting in an invented verb form. This wrong usage was recurrent in many students' performances. The following examples were quoted from the students' answer sheets: "I am wish everybody," "She is study," "She is help me," and "My sister is want." The other errors were in dropping off the copula, as in "She athletic and healthy" and "He 19 years old." Other tense errors were represented by the use of the wrong tense form, such as using the simple past instead of the present past. For example, "I took to her every day" instead of "I talk to her every day." It was also found that the students made errors in the use of the present third-person singular, as in "My friend always help me," "My mom love it," and "She make me laugh."

This finding is consistent with the results of previous studies such as those of AlTameemy and Daradkeh (2019), Farsani et al. (2015), and Al-Khasawneh (2014). These studies investigated the most frequent errors committed by EFL learners and found that the wrong use of verb tenses was among the most recurrent errors. Although this research did not investigate the causes of these errors as results of interlingual transfer or intralingual sources, they suggested that these errors are intralingual, as the types of mistakes committed bear no similarities to the linguistic aspects of the participants' mother tongue.

Article Usage

The students' performances revealed misused, misplaced, or missing articles (Appendix A), as in the following examples: "She is wonderful girl," "She is living in the Onaizah," and "She is in same age with me." The frequency of the students' article misusage was 25 and the percentage was 7.50%. This observation is also confirmed by previous research studies that examined EFL learners' common writing errors (e.g., Abbasi & Karimnia, 2011; Farsani et al., 2015). Their data analysis revealed that, like the present study's participants, their research participants misplaced the articles or dropped them altogether.

Punctuation

The students made relatively fewer errors in punctuation (6.30%) than other types of errors with a frequency of 21 (Appendix A). Most punctuation mistakes occurred by missing the comma after a dependent clause, as in the following example: "When I was 10 years old." This is also similar to the findings of Phuket and Othman (2015), who found that their research participants made several mistakes in punctuation and comma placement. According to Phuket and Othman (2015), interlingual or native language interference was the dominant source of the errors made by their participants. Moreover, this finding supports the findings of Ababneh (2017), Nuruzzaman et al. (2018), and Sawalmeh (2013) who cited errors in punctuation with their studies samples. They indicated that errors in punctuation were in missing to use a punctuation symbol when a symbol was needed. It was also observed that some students used punctuation symbols other than a period at the end of paragraphs and commas when listing things.

Limitations of the Study

There are three limitations to this study. First, the corpus for this research was collected from 50 students' written essays which is relatively a small number. A bigger sample size will definitely yield more in-depth findings and allow the generalizations of the results to the larger population of EFL learners. Second, due to limitations of time and space, the causes of errors made by the participants were not investigated. Hence, subsequent research conducted on the subject might probe thoroughly into the principal sources of EFL learners' writing errors. Third, the study's sample comprises only female participants, nonetheless, findings will be more inclusive if both genders are involved in the study.

Conclusion

This study aimed to identify EFL undergraduate learners' writing errors, with a special focus on their grammatical errors. The results showed that the students made many mistakes at both the word and the sentence level, including errors in verb-tense, subject-verb agreement, sentence fragment, use of articles, spelling, punctuation and capitalization. The frequencies and percentages of these errors were reported. It was also found that the highest rate of errors made by the participants was spelling errors. Moreover, the outputs of this study support the findings of previous studies in the same field in many aspects. For example, there are similarities in the types of grammatical mistakes committed by EFL students. Some previous studies evaluated the general level of university students in contexts where English is a foreign language as weak and below expectations. This low achievement is ascribed to several factors, including traditional and ineffective teaching methods, low motivation on the part of students in addition to lack of exposure to authentic language input in settings where English is considered a foreign language.

The classification of errors as being a cause of interlanguage transfer or intralingual is a controversial issue and was not addressed by the present study. Accordingly, a further study that tackles the issue of the sources of errors made by EFL learners is suggested. Furthermore, a duplication of the current study on similar contexts is also proposed to test the extent to which the outputs are comparable, which eventually, allow the generalizability of findings to the larger population of EFL learners. However, this research forecasts that the errors committed by the participants in the study were intralingual as the errors committed bear no resemblance

to the grammatical aspects of the target language. In light of these results, some recommendations were offered to improve the current learning and teaching conditions and to promote learners' literacy levels.

Recommendations

Based on the results of the present study, the following suggestions are proposed:

1. It is suggested that instructors of grammar as well as other English-major modules provide finer instruction of grammatical rules as it is noticeable that most errors committed by the participants were made out of ignorance of proper language use.

2. The study attempted to answer some questions pertaining to learners' writing performance. Yet, there are still some gaps that need to be filled by further studies; such as exploring the motives of students' grammatical confusion as if whether they are a result of interlingual transfer or intralingual interference.

3. It is also recommended that teaching methods that emphasize language production are implemented and to increase tasks that involve communication and interaction among second language learners.

4. Finally, it is suggested that EFL learners are exposed to extensive language input and materials to facilitate their grasp of authentic language use. This is mainly because findings of research in the area of EFL writing indicate that lack of exposure to the target language is one of the justifications of learners' low proficiency levels.

Bio
Dr. Yasamiyan Saleh Alolaywi is an Assistant Professor of Applied Linguistics, College of Science and Arts, Methnab, Qassim University, Saudi Arabia. Her research interests include second language acquisition, pragmatics, and translation. Dr. Alolaywi has presented research at national and international conferences. She has also published research in highly ranked journals. In addition, she is a certified and licensed trainer both nationally and internationally. She also has two Certificate of Authority in Arabic Syntax from the Arabic Academy of Syntax. Twitter: @Yasmine_Alelawy

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Appendix A

Lists of All Errors Made by the Students Ordered According to Frequency

1. Spelling Errors

No.	Error	Correct Form	No.	Error	Correct Form	No.	Error	Correct Form
1	studen	student	50	confortable	comfortable	99	pepeol	people
2	know	now	51	collage	college	100	finly	finally
3	Dube	Dubai	52	tinas	tennis	101	kaindest	kindest
4	detels	details	53	faviret	favorite	102	defren	different
5	favourate	favorite	54	studants	students	103	callege	college
6	jewelary	jewelry	55	releshenship	relationship	104	wishe	wish
7	gif	gift	56	finlly	finally	105	coosin	cousin
8	fanny	funny	57	whit	white	106	mush	much
9	throue	through	58	sircle	circle	107	sive	save
10	porn	born	59	fainally	finally	108	bast	best
11	fenly	finally	60	blak	black	109	yoers	years
12	beacuse	because	61	well	will	110	famaly	family
13	rellay	really	62	wer	wear	111	clos	close
14	her	hair	63	frind	friend	112	kute	cute
15	eyas	eyes	64	hop	hope	113	deer	dear
16	tool	tall	65	lik	like	114	serch	search
17	becouse	because	66	fany	funny	115	engelish	English
18	match	much	67	live	life			
19	pourod	proud	68	bositive	positive			
20	beautal	beautiful	69	foefer	forever			
21	becuse	because	70	tool	tall			
22	alwes	always	71	hear	hair			
23	sweit	sweet	72	erea	area			
24	for ever	forever	73	clos	close			
25	chanse	chance	74	betwen	between			
26	parson	person	75	hous	house			
27	derast	dearest	76	lesen	listen			
28	clase	class	77	preduse	produce			
29	younge	young	78	friendlly	friendly			
30	beatiful	beautiful	79	gray	grey			
31	remembar	remember	80	trening	training			
32	danc	dance	81	togather	together			
33	faviorte	favorite	82	alwase	always			
34	litter	letter	83	choeas	choose			
35	peautiful	beautiful	84	engilsh	English			
36	drows	draws	85	madicen	medicine			
37	took	talk	86	eich	each			
38	lave	love	87	chating	chatting			
39	har	her	88	cilling	calling			
40	me	my	89	yong	young			
41	samart	smart	90	miends	minds			
42	dessions	decisions	91	inter	enter			
43	amaizing	amazing	92	feather	future			
44	beacose	because	93	togthre	together			
45	appretiate	appreciate	94	reast	rest			
46	shart	shirt	95	becuse	because			
47	geft	gift	96	plye	play			
48	sistar	sister	97	pino	piano			
49	midal	middle	98	funy	funny			

2. Subject-Verb Agreement

No.	Error	Correct Form
1	The clothes is made	The clothes are made
2	Because it fit my body	Because it fits my body
3	She play basketball	She plays basketball
4	She save my secrets	She keeps my secrets
5	She feel of me	She feels of me
6	She and me plays online game	She and I play online games
7	My best friend its Sara	My best friend's name is Sara
8	Sara are simple girl	Sara is a simple girl
9	It is so cute	She is so cute
10	She see me	She sees me
11	She help me	She helps me
12	She make me happy	She makes me happy
13	She always make me smile	She always makes me smile
14	It is the cutest person I ever know	She is the cutest person I have ever known
15	I love he and she love me back	I love her and she loves me back
16	She have a good time	She has a good time
17	she always have a big smile on her face	She always has a big smile on her face
18	She always cheer people up	She always cheers people up
19	She make me laugh	She makes me laugh
20	He likes things I like	She likes the things I like
21	His love coffee	She loves coffee
22	My friend is old 20	My friend is 20 years old
23	Renad like go shopping	Renad likes to go shopping
24	My friend love big malls	My friend loves big malls
25	Renad love swimming and playing tennis	Renad loves swimming and playing tennis
26	His like read a book	She likes reading books
27	His like red color	She likes the color red
28	Renad have job at school	Renad has a job at school
29	She like travel and reading books	She likes travel and reading books
30	In she free time watch TV	In her free time, she watches TV
31	She was a students	She was a student
32	Raghad love color black	Raghad loves the color black
33	It have a black in it too	It has a black in it too
34	My mom love and my sister too	My mom loves it and my sister, too
35	My best friend is a good person I love him	My best friend is a good person. I love her
36	She give me a positive energy	She gives me a positive energy
37	She don't bother me	She doesn't bother me
38	She hate cruel people	She hates cruel people
39	She love to dance and have fun	She loves to dance and have fun
40	She listen to music every day	She listens to music every day
41	I wish she good life and luck	I wish her good life and luck
42	I have my best friend your name Danah	I have my best friend … her name Danah
43	He 19 years old	She is 19 years old
44	He speak English	She speaks English
45	She have long hair and brown eyes	She has long hair and brown eyes
46	She have a big heart	She has a big heart
47	It is my favorite friend	She is my favorite friend
48	I wishes to see her soon	I wish to see her soon
49	Broog live in onaizah	Broog lives in Onaizah
50	She always smile and good to people	She always smiles and good to people
51	Any place she sit make all people funny	Any place she sits make all people funny
52	I have a lot of friend but he is my best	I have a lot of friends, but she is my best
53	She like food and shopping	She likes food and shopping
54	I hope the T-shirt … I will keep him	I hope the T-shirt … I will keep it

3. Capitalization

No.	Error	Correct Form
1	Your best friend "title", repeated 10 times	Your Best Friend
2	rawdah "proper noun"	Rawdah
3	this long friendship "beginning of the sentence"	This long friendship
4	it is really beautiful "beginning of the sentence"	It is really beautiful
5	i meet	I meet
6	i meet my first best friend	I meet my best friend
7	Online games	online games
8	department of English language and Translation	Department of English Language and Translation
9	i love that	I love that
10	i wish that	I wish that
11	My favorite necklace "title"	My Favorite Necklace
12	after two weeks, my brother "beginning of the sentence"	After two weeks, my brother
13	english	English
14	turkish	Turkish
15	french	French
16	spanish	Spanish
17	italian	Italian
18	american	American
19	we went shopping "beginning of the sentence"	We went shopping
20	shoPPing	shopping
21	raghad "proper noun"	Raghad
22	My favorite watch "title"	My favorite Watch
23	rolex	Rolex
24	my favorite clothing item "title"	My Favorite Clothing Item
25	I have A wonderful friend ever	I have a wonderful friend ever
26	She is beautiful Girl	She is a beautiful girl
27	sara "proper noun"	Sara
28	dana "proper noun"	Dana
29	my best friend "title"	My Best Friend
30	manar "proper noun"	Manar
31	in the same time "beginning of the sentence"	In the same time,
32	kuwait	Kuwait
33	god	God
34	broog "proper noun"	Broog
35	wajd "proper noun"	Wajd
36	unaizah	Unaizah
37	dubai	Dubai

4. Sentence Fragment

No.	Error
1	My best friend rawdah.
2	She is a student with me.
3	Because she is a doctor.
4	It's color is black.
5	It is important to me.
6	It is really beautiful.
7	Always I told her everything.
8	Until we die.
9	When I be with her.
10	I am grateful for that.
11	If she could.
12	In my first class.
13	When I was 10 years old.
14	Until know we are together.
15	I opened it.
16	She artists.
17	She interesting of coffee.
18	She athletic and healthy.
19	I miss too.
20	But last week.
21	I have best friend.
22	Was born in 2001.
23	19 years old.
24	From Saudi Arabia.
25	Because she is funny.
26	She is beautiful Girl.
27	Thank you forever.
28	Aged 20.
29	Born in Kuwait.
30	I am waiting.
31	When I started college
32	She smart girl
33	Because of the birth day of my friend.
34	in the park.
35	If I wear this T-shirt.
36	When you make a good relationship and become friendly.
37	When I visited her

5. Verb Tense

No.	Error	Correct Form
1	Rawdah is hoppy drawing and singing	Rawdah's hobbies are drawing and singing
2	She is enjoy of the movie	She enjoys watching movies
3	My best friend her name Huda	My best friend's name is Huda
4	I am so trust her	I trust her so much
5	I feel greet when I wearing it	I feel great when I wear it
6	When I was ten years old I meet	When I was ten years old, I met
7	She was have a great sense of humor	She has a great sense of humor
8	We also getting older together	We are also getting older together
9	She my best human in the world	She is my best human in the world
10	She so close to me	She is so close to me
11	She married	She is married
12	She having a beautiful baby	She has a beautiful baby
13	My best friend is name	My best friend's name is
14	She is age	Her age is
15	She is living in the Unaizah	She lives in Unaizah
16	She is hoppy reading	Her hobby is reading
17	I am love my best friend	I love my best friend
18	She is get the feeling	She gets the feeling
19	I am wish everybody	I wish everybody
20	She is make me laugh	She makes me laugh
21	It 's been a long time to didn't see her	It's been a long time not to see her
22	My best friend 21 old	My best friend is 21 years old
23	I studying with her	I study with her
24	She good person	She is a good person
25	I hope it's work	I hope it works
26	She helps people when they in trouble	She helps people when they are in trouble
27	I was unexpected this	I unexpected this
28	In the future I will bought another	In the future, I will buy another
29	She is study in the university	She studies in the university
30	We stop see each other	We stopped seeing each other
31	We study the high school together	We studied high school together
32	I meet her in high school	I met her in high school
33	She stays with me when no one did	She stays with me one no one does
34	I meet her when I was young	I met her when I was young

5. Wrong Use of Article

No.	Error	Correct Form
1	For a elegant outfit	For an elegant outfit
2	There is gold strip	There is a gold strip
3	As it was first gift from my mother	As it was the first gift to me from my mother
4	She is living in the Onaizah	She lives in Onaizah
5	All the time in weekend	All the time in the weekend
6	She see me as good person	She sees me as a good person
7	She good person	She is a good person
8	She is a very kind and the cutest	She is very kind and the cutest ..
9	My mother gave me a dresses in my birthday	My mother gave me a dress in my birthday
10	She love a coffee	She loves coffee
11	It is a rolex	It is Rolex
12	In future I will bought another	In the future, I will buy another
13	She is honest and positive person	She is an honest and positive person
14	She help me in the my life	She helps me in my life
15	She is beautiful Girl	She is a beautiful girl
16	She is wonderful girl	She is a wonderful girl
17	It is a very beautiful and comfortable	It is very beautiful and comfortable
18	We study the high school together	We studied high school together
19	She is in same age of me	She is in the same age of mine
20	She likes color red	She likes the color red
21	I like color black	I like the color black
22	She is smart girl and talented	She is a smart girl and talented
23	She has beautiful voice	She has a beautiful voice
24	When we travelled to the Dubai	When we travelled to Dubai
25	She is student of english	She is a student of English

6. Punctuation

No.	Error	Correct Form
1	In the university I chose the English major	In the university, I chose the English major
2	In the same time she is my cousin	In the same time, she is my cousin
3	When I was ten years old I meet ..	When I was ten years old, I met ..
4	Then I will go with her	Then, I will go with her
5	In my free time I watch TV	In my free time, I watch TV
6	In the end I would tell	In the end, I would tell
7	In my first year I was	In my first year, I was
8	When I was 10 years old.	When I was 10 years old,
9	In the end I wish that	In the end, I wish that
10	I really love my friend, she is ..	I really love my friend. she is ..
11	We were in the same class we sat next to each other	When we were in the same class, we used to sit next to each other
12	In my opinion she has one of the best personalities	In my opinion, she has one of the best personalities
13	Eight years ago I went to a gift shop	Eight years ago, I went to a gift shop
14	When we were in Paris with my family	When we were in Paris with my family,
15	Sadly I did not find it	Sadly, I did not find it
16	Suddenly she handed me	Suddenly, she handed me
17	When I was walking with my mother	When I was walking with my mother,
18	At the moment I cant pay for it	At the moment, I can't pay for it
19	Fortunately my mother was with me	Fortunately, my mother was with me
20	In the birthday of my sister gave me a watch	In the birthday of my sister, she gave me a watch
21	In the end I can say	In the end, I can say