

Research paper

## Investigating the Common Types and Sources of Iranian EFL Learners' Writing Errors

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### **Abstract**

The purpose of the study was to investigate common English errors in the writing of Iranian EFL learners and to identify the sources of these errors. The participants in the research consisted of 28 English language learners residing in Kangan, located in Bushehr province, who were studying English at various institutes in Kangan at the intermediate level. The learners were required to write a text of at least 10 to 20 sentences about their hometown as their assignment, which was to be completed in 30 minutes. According to Keshavarz's (2015) taxonomy, which is adapted from Corder (1982), orthographic errors were the most frequent, while morphological errors were the least frequent. The findings revealed that Iranian EFL learners made errors in all categories except for comparative adjectives and possessives. Additionally, based on the Brown's (2007) framework, interlingual errors was the main sources of identified errors by the EFL learners. These results highlight the necessity for enhanced writing instruction.

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## **Introduction**

English has emerged as a crucial language in the fields of science and communication; consequently, teaching and training in English skills are very significant (Pasaribu, et al., 2021). Teaching English presents challenges for EFL learners in Iranian universities and institutes. Although the majority of students are able to understand the language, many struggle to transfer successfully their thoughts into the target language. Languages consist of four skills, and English is no exception, which include listening, speaking, reading, and writing. Writing is one of the productive skills that is expressed in written mode, and plays a crucial role in an individual's ability for self-expression. Therefore, improving writing skills can enhance performance, enabling learners to articulate their ideas more fluently and appropriately while also helping them to use vocabulary and grammatical rules more effectively. Individuals are engaging in reading written products, such as articles, magazines, newspapers, and so on during a day. Thus, there is a clear evidence for mastering in written communication in addition to spoken communication. Most learners face with numerous difficulties and challenges when writing a text in a second or foreign language (Nouri & Alavinia, 2024; Rahayu, 2021; Zawahreh, 2012). In fact, writing skill is one of the most complex tasks particularly in the context of second language acquisition (SLA) or foreign language acquisition (FLA), not only students in a non-native context, but also even native speakers encounter with lots of challenges to produce an exclusive, piece of writing (Khan, 2022; Shiva & Navidinia, 2021).

EFL teachers not only often express their dissatisfaction with the lack of knowledge and skills necessary for writing among L2 English speakers and EFL learners, but also concerns about EFL students' inability to consistently organize their thoughts, such as their lack of relevant information to address assigned topics and deficiencies in vocabulary, grammar, structure, spelling, and writing

patterns. These difficulties and challenges in teaching writing skills are among the most demanding tasks faced by both native speakers and English as a Second Language (ESL) teachers worldwide. With this in mind, errors that occur in writing are valuable for both learners and educators, these errors provide evidence of learners' progress for educators, while they serve as essential resources for language development for learners. Then, the analysis of second or foreign language learners' errors can help to identify their linguistic problems and needs at specific stages of language acquisition (Al-Khasawneh, 2014; Khansir, 2012; Ngoepe & Mailula, 2022). The teachers face multiple obstacles when teaching writing, ranging from motivating students and accommodating different learning levels to clearly explain writing processes and dealing with limited time for instruction (Guliyeva, 2024). Rostami Abusaeedi and Boroomand (2015) asserted that the sources of language learners' errors determine why, when, where, and how these errors occur. It is nearly impossible to effectively address the errors made by EFL learners without identifying their sources. As a result, it is crucial to identify the frequency, types, and sources of learners' errors so that teachers can understand the specific areas of language input where learners may encounter difficulties. Furthermore, writing well is not a naturally acquired skill; it is typically learned or culturally transmitted as a set of practices in formal instructional settings or other environments. In fact, writing skills must be acquired and practiced through experience, therefore teachers and instructors should focus on strategy development and language skill enhancement when working with students (Rahayu, 2021). Therefore, the purpose of the research was to identify the common errors made by Iranian EFL learners. Moreover, the underlying sources of these errors are determined in the learners' writings.

### **Research Questions**

The present study attempted to answer the following questions:

- 1) What are the types and frequencies of errors in written sentences produced by Iranian EFL learners at the intermediate level?
- 2) What are the sources of the errors committed by Iranian EFL learners?

## **Literature Review**

### **Error Analysis**

Error analysis (EA) is a linguistic analysis that highlights the significance of learners' errors in acquiring a second language. It emerged in the 1970s to examine the errors made by language learners (Gayo & Widodo, 2018; Khansir, 2012). Corder (1974, as cited in Karim et. al., 2018), believed that error analysis identifies the learners' areas of opportunity and proposed specific steps for conducting the analysis. These steps involve the collection of a sample of learner language, identification of errors, description of errors, explanation of errors, and evaluation of errors. In the first step, a sample of data is collected for analysis, and the researcher can control this process by specifying the sample they wish to gather. In the second step, known as the identification of errors, the researcher identifies errors by comparing the learners' sentences with their corresponding native sentences. This comparison allows the researcher to determine which aspects of the learners' sentences differ from those of native speakers. The subsequent step involves the description of the errors. In this step, the researcher describes the errors using surface strategy taxonomy to highlight the differences between learners' sentences and the corresponding native sentences.

The fourth step involves explaining the errors, during which the researcher identifies the sources of error to understand the reasons behind the learners' mistakes. In the final step, the evaluation of errors, the researcher determines which aspects of the errors require further explanation or attention. These steps are vital to analyze and understand the learners' errors. Error analysis (EA) not only reveals the strategies learners use to acquire a language, but also assists

teachers in identifying the difficulties that need to be addressed to enhance their teaching effectiveness (Sari, et al. , 2022). In other words, error analysis (EA) indicates how learners internalize the language, what they know, and how they apply their knowledge of the second language (Fenyi & Morrison, 2023). With this in mind, error analysis (EA) is a technique and approach for identifying, classifying, and systematically interpreting the unacceptable forms produced by individuals learning a foreign language, utilizing the principles and procedures provided by linguistics (Hasyim, 2004).

### **Classification of Errors**

Errors are classified based on their distinguishing properties in the field of second language (L2) acquisition. Dulay et al. (1982, as cited in Choe, 2022), analyzed errors in four dimensions: linguistic levels (phonology, lexis, grammar, text, etc.), linguistic units (morpheme, word, clause, etc.), grammatical categories (verb, noun, adjective, adverb, preposition, etc.), and grammatical systems (tense, voice, transitivity, etc.). They used five broad categories for types of deviance in surface structure, namely omission, addition, mis-formation, mis-ordering, and blends.

According to Al-Sobhi (2019), errors were categorized based on the combination of certain linguistic categories with surface structures namely, omission, addition, selection, and mis-ordering as identified by Corder (1981). Corder (1982) argued that this classification is more abstract and systematic; therefore, he proposed four linguistic categories for errors: orthographic, phonological, grammatical, and lexico-semantic. In addition, Keshavarz (2015, as cited in Khan, 2022) suggested four categories of errors adapted from Corder's (1982) EA, which included syntactic category (wrong word order, prepositions, and articles), morphological category (faulty comparative adjectives, wrong use of possessives, omission of plurals, and wrong use of the

subject-verb agreement), orthographic (faulty capitalization, punctuation, and spelling errors), and lexical category (the wrong word choice).

### **Sources of Errors**

Brown (2007, as cited in Do, 2023; Gayo & Widodo, 2018) categorized errors into two main types based on their causes: interlingual; and intralingual. Interlingual errors are L1-based transfer in the process of learning a target language such as: morphological, grammatical, and lexical transfer. While intralingual errors are typically caused by an insufficiency in the learners' knowledge of the second language (L2), they can also result from the inherent complexities or characteristics of the target language affecting its users. Intralingual errors mainly include six types: wrong categorization, hypercorrection, hyperextension, wrong analogy, lack of rules, and overgeneralization. An accurate and explicit understanding of the sources of language learners' errors plays a significant role in error analysis (EA). Corder (1974, as cited in Botley, 2015), identified three types of errors based on their sources: interlingual, intralingual, and teacher-induced errors. He believed that interlingual errors arise from L1 interference, while intralingual errors occur due to learners generalizing and overgeneralizing specific rules.

Teacher-induced errors, on the other hand, result from faulty teaching techniques. According to Rostami Abusaeedi and Shariati (2003, as cited in Rostami Abusaeedi & Boroomand, 2015), based on their research results on Iranian EFL learners, the sources of errors can be classified into the following categories: transfer of training, interference from L1, developmental and intralingual errors, anxiety, lack of an English-speaking environment, lack of motivation, reliance on bilingual dictionaries, misunderstanding of corrections, transfer of stylistic and cultural elements, variations of English, and students' inadequate knowledge of English. Tajadini Rabori (2006) categorized the

sources of errors into three types: mono-source, bi-source (inter-intral lingual), and ambiguous errors.

### **Research Findings on Writing Errors**

Writing is the most challenging skill to teach in an EFL context. Rozimela (2004, as cited in Ananda, et al., 2014), argued that a strong mastery of writing skills is extremely beneficial due to the nature of written communication. Rajesh (2017, as cited in Maulida et. al., 2022) believed that writing skills are a method to describe one's thinking and feeling on paper. In fact, writing as a skill is one way to develop the quality of the country. According to Archibald (2001), writing is a skill that requires a significant knowledge and amount of great proficiency. In other words, it is a multidimensional and complex skill that depends on the interaction of the writer's knowledge, experience, skills and the cognitive demands of the task. It is a decision-making process.

There is a basic difference between errors and mistakes. mistakes are the result of deficient performance of language because of many factors like fatigue and carelessness on the part of learners, etc. (Jobeen, et al., 2015), while errors occur repeatedly and learners cannot recognize them; additionally, mistakes are irregular, because of perception errors, physical conditions, or mental states, while errors are regular and write to the underlying understanding of the language or transitional ability (Pouladian, et al., 2020). The various theoretical perspectives on the role and treatment of errors have been discussed in second language acquisition. In SLA, researchers and theorists are keen on how persons acquire a second language. Thus, they are eager to what can be done to assist the learners overcome the errors they make in the process of the target language (Bitchener & Ferris, 2012).

Phuket and Othman (2015) aimed to discover the main sources of errors in EFL students' writing. The most frequent types of errors included translated words from Thai, word choice, verb tense, prepositions, and comma usage. The sources of errors were identified as interlingual and intralingual, with interlingual or native language interference being the dominant source of errors.

Yakub and Hossain (2018) conducted a study among 50 tertiary-level students who study at IUBAT-International University of Business, Agriculture and Technology to identify and analyze the morphological errors. In this study, learners have produced 1452 morphological errors oriented to omission, addition, misinformation, and disordering, which are the sources of these errors mainly caused by interlingual and intralingual factors. According to Puspita (2019), both inter-language and intra-language affect the students' English, while inter-language has a greater impact on errors than intra-language does. Additionally, Rostami Abusaeedi and Boroomand (2015) analyzed the sources of errors committed by two groups of male and female learners. They found that the majority of errors stem from partial learning and insufficient mastery of the target language (intralingual), while transfer from the mother tongue (interlingual) contributes to a minor portion of the errors.

According to Shiva and Navidinia (2021), 71.88% of the errors made by Iranian EFL learners were caused by interlingual interference, and 23.84% were caused by intralingual factors. Moreover, Riri (2018) found out the kinds of interlingual and intralingual errors made by EFL student in writing. The focus of the research was on the fourth-semester students from the English Department of Language and Art Studies at Muhammadiyah University of Makassar during the 2016/2017 academic year. The researcher identified a total of 82 interlingual errors, categorized as follows: 25 (30.49%) were due to underproduction, 22 (26.83%) were calques, 18 (21.95%) resulted from overproduction, 9 (10.98%) were misinterpretations, and 8 (9.76%) involved

substitutions. Additionally, the fourth-semester students made 127 intralingual errors in their writing compositions. This included 56 errors (44.09%) from false analogy, 29 errors (22.83%) from misanalysis, 16 errors (12.60%) related to overlooking co-occurrence restrictions, 7 errors (5.51%) from incomplete rule application, 5 errors (3.94%) due to hypercorrection, 6 errors (4.72%) from exploiting redundancy, and 8 errors (6.30%) associated with system simplification or over-generalization.

## **Methodology**

### **Participants**

The study participants were 28 Iranian EFL learners, both male and female, from Kangan who were enrolled at English language centers in Kangan, Bushehr, at intermediate level in 2022. They aged between 18 to 35 years old, and all participants were native Persian speakers. The research utilized a convenience sampling approach, where participants were chosen solely based on their willingness to volunteer for the study. This method did not aim to select a sample that accurately represents the broader population.

### **Instrumentation**

The learners were asked to write a text as their homework at least in 10-20 sentences in 30 minutes about their hometown. The learners were asked to write a text consisting of at least 10 to 20 sentences about their hometown. Before starting the study, the proficiency level of the participants was assessed using the Oxford Placement Test (OPT) to confirm their proficiency level. Therefore, the learners' proficiency level was B1, the Oxford Placement Test results showed that all selected participants were at an intermediate level of proficiency, focusing on grammar and vocabulary. By only using the relevant sections of the test, the study ensured that participants had similar written

language skills, which aligns with the research's emphasis on writing abilities. Then, the data was collected and inputted into SPSS (2021) to perform the necessary statistical calculations. Descriptive statistics and inferential statistics were computed to analyze the data collected.

### **Procedure**

Following the explanation of the study's purpose to the learners, they were given 30 minutes to write about their hometown. They must use the appropriate verb tenses, linking words, and punctuation marks. The research would have to consider the mistakes and separate them from errors. This study followed a five-phases procedure for analyzing students' errors proposed by Corder (1981). The first step involved collecting samples for error analysis. A predetermined number of learners were assigned a task and given 30 minutes to complete it. After the time elapsed, the learners' responses were collected. In the second step, errors were identified through a comparison between the learners' sentences and correct sentences in the target language. Accurate identification of errors helped in determining the underlying causes and processes involved in language production.

The researcher collected the learners' writing samples and identified common errors, initially using the Grammarly tool on the Iran Paper Website. To ensure accuracy, experienced teachers and instructors also reviewed these errors once again the errors were identified, the next step involved describing and classifying them. A linguistic taxonomy of errors, based on Keshavarz's (2015) adaptation of Corder's (1982) Error Analysis (EA), was utilized to analyze and categorize the data and errors, while Brown's (2007) framework was employed to identify the errors' sources.

## Results and Discussion

Once the learners' writings were collected, they were reviewed carefully to identify the writing's errors. As a reliable taxonomy was required to categorize the learners' errors, the error analysis model proposed by Keshavarz (2015) was utilized. This model was chosen because it was created specifically for the Iranian context, considering the needs of Iranian learners. Furthermore, it is a comprehensive model including many types of errors. This linguistic taxonomy categorized errors based on the specific linguistic items where they occurred. These categories were then subdivided into subcategories to provide more detailed explanations. Before addressing the findings related to the research questions, the descriptive statistics of the study are given below:

**Table 1.**  
*Descriptive Statistics*

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>Syntactic category</b>	28	.00	16.00	4.3214	3.92573
<b>Morphological category</b>	28	.00	5.00	1.3571	1.31133
<b>Orthographic category</b>	28	1.00	22.00	10.7857	5.80139
<b>Lexical category</b>	28	.00	7.00	2.1429	1.81994
<b>Valid N (listwise)</b>	28				

The types and frequencies of errors identified in the data, according to Keshavarz's (2015) taxonomy, are summarized in Table 2 and 3:

**Table 2.**  
*Frequencies of Errors*

<b>Rank</b>	<b>Categorization of errors</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Syntactic category</b>			
<b>A</b>	Wrong word order	3	0.58%
<b>B</b>	Wrong use of preposition	36	6.91%
<b>C</b>	Wrong use of article	82	15.74%
<b>Morphological category</b>			
<b>D</b>	Wrong com-adjectives	0	0.00%
<b>E</b>	Wrong use of possessives	0	0.00%

<b>F</b>	Omission of plurals	24	4.61%
<b>G</b>	Wrong subject verb-tense	14	2.69%
<b>Orthographic category</b>			
<b>H</b>	Faulty capitalization	67	12.86%
<b>I</b>	Punctuations	136	26.10%
<b>J</b>	Spelling errors	99	19.00%
<b>Lexical category</b>			
<b>K</b>	Wrong word choice	60	11.52%
<b>Total</b>		521	100%

**Table 3**  
*Frequencies of Rank*

<b>Rank</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Syntactic category</b>	121	23.22%
<b>Morphological category</b>	38	7.29%
<b>Orthographic category</b>	302	57.97%
<b>Lexical category</b>	60	11.52%
<b>Total</b>	521	100%

The detailed frequency of observed errors and their percentage is shown in Table 2 and 3. As presented in these tables, orthographic errors were the most frequently observed type of error (57.97), while morphological errors were the lowest frequency (7.29%), and two types of errors have not occurred at all, namely wrong use of adjectives and wrong use of possessives. The results of the study disagreed with those of Khan (2022), who found that Saudi English learners committed the highest number of errors in the orthographic category (60.2%). Within this category, the most frequent errors were related to spelling (32.3%), followed by capitalization (16.5%), and punctuation errors accounted for 11.4%. In the current investigation, punctuation had the highest frequency (26.10%), followed by spelling (19.00%) in second place, and capitalization (12.86%) in third. According to Khan's (2022) study, the morphological category had the lowest frequency (32.9%), as the frequencies for incorrect use of possessives and omission of plurals were both zero. According to Brown (2007), the errors committed by EFL learners come from two sources: They were either interlingual or intralingual. Interlingual/transfer errors were related to the learners'

Native Language (NL). The errors interfered with the language learner's ability to take in the patterns and rules of the target language (Bahrpeyma & Ostad, 2018). The following table presents sources of identified errors for each classification of errors.

Table 4.  
*Sources of each Classification of Errors*

<b>Error classification</b>	<b>Error identification</b>	<b>Error correction</b>	<b>Source of error</b>
<b><i>Wrong word order</i></b>	It had <u>different two</u> impacts on surrounding	It had <i>two different</i> impacts on surrounding.	interlingual, it is obvious that this structure comes from Persian structuring.
<b><i>Wrong use of prepositions</i></b>	There are a number of petrochemical companies around <u>of</u> the city.	There are a number of petrochemical companies around the city.	interlingual, transfer of L1 grammatical elements
<b><i>Wrong use of article</i></b>	you can see Qatar has <u>a better</u> management.	You can see Qatar has <i>better</i> management.	Interlingual, transfer of L1 grammatical rules.
<b><i>Singular/ plurals</i></b>	The weather is hot most of the <u>times</u> .	The weather is hot most of the time.	interlingual transfer. In Persian information can take a plural marker.
<b><i>Subject verb-agreement</i></b>	Big cities <u>has</u> disadvantages and advantages	Big cities <i>have</i> disadvantages and advantages.	intralingual or developmental, overgeneralization of L2
<b><i>Capitalization</i></b>	I want to talk about green areas in <u>kangan</u>	I want to talk about green areas in <i>Kangan</i> .	Intralingual, ignorance of the rules
<b><i>Punctuations</i></b>	We can go sightseeing <u>in addition</u> relax in these beautiful green areas.	We can go sightseeing, <i>in addition, we can</i> relax in these beautiful green areas.	Interlingual, the interference of the first language
<b><i>spelling</i></b>	It had different two impacts on <u>surraounding</u> .	It had two different impacts on surrounding.	Intralingual, false categorization
<b><i>Word choice</i></b>	Bushehr has always been one of the <u>most special</u> cities in Iran.	Bushehr has always been one of the most extraordinary cities in Iran.	Interlingual, the interference of mother tongue rule to the target language.

As presented in Table 4, each subcategorization of errors was identified and determined their sources based on the learners' writings. Therefore, the errors have been categorized into

interlingual and intralingual sources according to Keshavarz's (2015) taxonomy, based on the framework of Brown (2007), as indicated in Table 5.

**Table 5.**

*Interlingual/Intralingual*

<b>Interlingual</b>	<b>Intralingual</b>
<b>Wrong word order (0.58%)</b>	Subject verb-agreement (2.69%)
<b>Wrong use of prepositions (6.91%)</b>	Capitalization (12.86%)
<b>Wrong use of article (15.74%)</b>	Spelling (19.00%)
<b>Singular/ plurals (4.61%)</b>	
<b>Punctuations (26.10%)</b>	
<b>Word choice (11.52%)</b>	

According to Table 5, most errors in the current study were classified as interlingual errors. On one hand, within the interlingual category, the most frequent error was related to punctuation, accounting for 26.10%, while articles ranked second at 15.74%. The lowest frequency was for incorrect word order, which accounted for 0.58%. On the other hand, in the intralingual category, spelling had the highest frequency, with a percentage of 19.00%, while the lowest frequency was for subject-verb agreement, which accounted for 2.69%. Overall, the percentage of interlingual errors was 65.46%, compared to 34.55% for intralingual errors. This aligned with the results obtained by Shiva and Navidinia (2021), who found that interlingual errors (71.88%) had a higher frequency compared to intralingual errors (23.84%) committed by Kangani EFL learners.

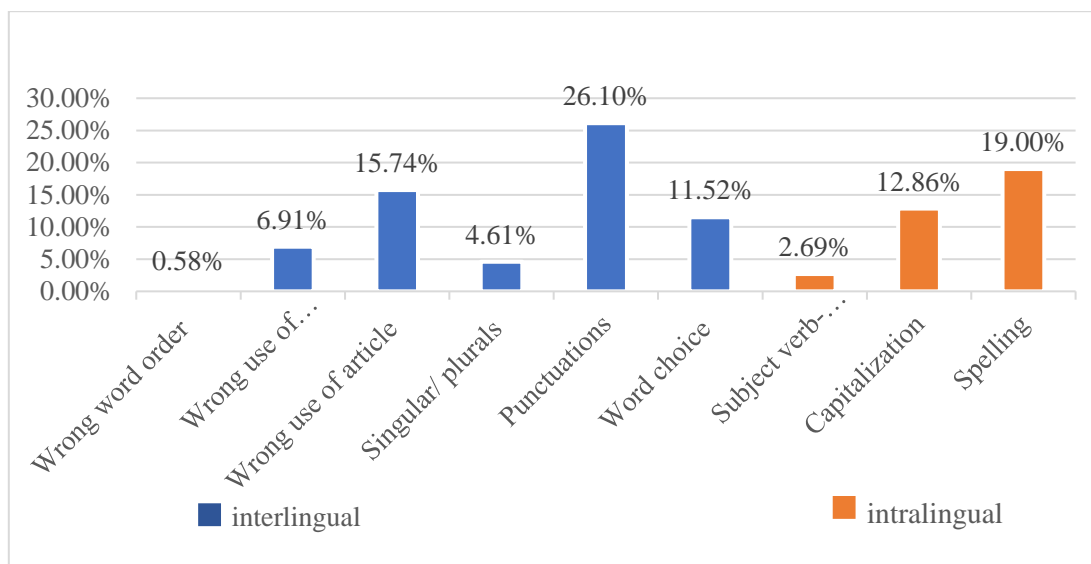


Figure 1. The Percentage of Error Sources

The diagram above showed a higher frequency of interlingual errors committed by Iranian EFL learners compared to the intralingual errors present in their writings.

### Conclusion

In conclusion, this research focused on analyzing the writing errors made by Iranian EFL learners at inter-mediate proficiency level from Kangan. The study examined the types, frequencies, and possible reasons for these errors. A total of 521 errors were identified in the writing samples of 28 participants. The findings indicated that Iranian EFL learners made errors in all categories, except for comparative adjectives and wrong use of possessives. The most frequent error category was orthographic errors, followed by syntactic errors, lexical errors, and morphological errors. The developed error category holds significant implications for ESL and EFL teachers in terms of designing remedial instructional strategies tailored to the specific sources and nature of each error type. By utilizing this category, teachers can create targeted materials for classroom use, as well as share them among colleagues to facilitate collaborative teaching and lesson preparation. The materials can include examples of errors extracted from the category, providing a clear

representation of the core problem for each error type. In cases where the error stems primarily from the learners' first language (L1), native language samples can be incorporated for contrast and better understanding. Furthermore, the development of self-access materials targeting learners with higher proficiency levels can empower students to take control of their own learning. These materials can enable students to self-monitor their writing, identify errors, and employ effective strategies to overcome them. Overall, the application of this error category can greatly enhance the effectiveness of instruction by providing teachers with a structured framework to address specific error types. The results and findings of this study have practical implications for various stakeholders involved in language education, including language teachers, learners, curriculum designers, and language testers. Additionally, anyone interested in using and writing correct English can benefit from the insights provided by this research.

The most apparent limitation is that the sample size in this study was too small to support wide-ranging generalizations. Thus, identifying and classifying writing errors and their sources in EFL learners' writing could be better investigated using a larger and more diverse sample. In addition, in this research, although data about gender and age were collected in this study, they were not considered as a separate variable since they were not included in the scope of the present study. Therefore, it is inappropriate to extend the study's findings to other age groups and genders. The next limitation concerns the participants. The participants in this research were selected exclusively from several Kangan English centers. This limited selection means that participants with different career positions and backgrounds may exhibit different writing errors.

Building on the findings of the present study, several promising areas for future research emerge.

1. Longitudinal study: Investigate the progression and development of writing errors among EFL learners over an extended period. This longitudinal approach would provide insights into the evolution and changes in error patterns as learners advance in their language proficiency.
2. Error analysis across proficiency levels: Extend the research to include learners at different proficiency levels, such as beginner, intermediate, and advanced. Comparing the types and frequencies of writing errors across these levels would offer a comprehensive understanding of how error patterns vary and inform targeted instructional interventions.
3. Error analysis in different writing genres: Explore the occurrence and types of errors in specific writing genres, such as argumentative essays, descriptive writing, or academic research papers. Examining how errors manifest in different genres would help identify genre-specific challenges and guide the development of genre-specific writing instruction.
4. Factors influencing writing errors: Investigate the factors that contribute to the occurrence of writing errors, such as learners' first language background, language learning strategies, or individual learner characteristics. Exploring these factors would deepen the understanding of the underlying causes of errors and inform more targeted instructional approaches.
5. Error correction techniques: Investigate the effectiveness of different error correction techniques and strategies in improving EFL learners' writing skills. Comparing the impact of explicit error correction, peer feedback, self-correction, and other approaches would identify the most effective methods for addressing specific error types.
6. Cross-linguistic analysis: Conduct a cross-linguistic analysis to examine the influence of learners' first language on the types of errors made in English writing. Comparing error patterns between different language backgrounds would shed light on transfer errors and help develop targeted interventions for specific learner groups.

7. Error analysis in digital writing: Investigate the types and frequencies of errors in digital writing contexts, such as online forums, social media, or email communication. As digital platforms increasingly shape written communication, understanding the challenges and error patterns in these contexts would inform digital literacy instruction.

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