| **RESEARCH ARTICLE**

Errors in Writing Among Female Students at the Tertiary Level in Saudi Arabia

Dr. Sarwat Un Nisa[1] ✉ **Dr. Siham Mousa Alhaider[2], Ms. Saima Usmani[3], Dr. Neelofar Hussain[4] and Ms. Sharifa Asiri[5]**
[12345]*King Khalid University, Abha, KSA*
Corresponding Author: Dr. Sarwat Un Nisa, **E-mail**: smakdoomi@kku.edu.sa

| **ABSTRACT**

Writing is regarded as the most challenging skill to acquire when learning a foreign language. Extensive research into students' writing abilities is one method for understanding the challenges they face when writing. This study aims to investigate the most frequent English writing errors made by Saudi female university students at the tertiary level. The study's population comprised forty female college students. They had 45 minutes to write paragraphs on a variety of subjects. The participants in this study were selected at random and asked to compose an essay on any of the topics provided so that errors could be identified; the results were then analyzed and explained. Based on the findings, we can conclude that all 40 paragraphs of the essays written by Saudi female university students at the tertiary level contained 192 misspellings. There were 41 plural form errors, 58 comma punctuation errors, and 52 full stop punctuation errors. There were 119 instances of incorrect grammar, syntax, or word choice. The data analysis concludes that female students make numerous punctuation, syntactic, grammatical, and lexical errors, with most errors occurring in spelling and syntax. The results of this study are significant because the identified errors will have pedagogical implications when teaching writing skills to college-level English language students. This result sheds light on the areas that should be emphasized when teaching writing skills to EFL students in Saudi Arabia.

1. Introduction

Writing is one of the most effective means of communicating our thoughts or opinions to a larger audience, especially in this era when social media has become such an integral part of our lives. According to Allen and Corder (1974, p. 177), writing is elaborate, difficult, and the most complex language ability. While students may master other linguistic skills readily, writingneeds a deliberate effort from a learner to master it. Salem (2007): "Writing requires mental effort. To communicate, we use many conscious cognitive processes at once" (p. 1). Writing, whether in a first or second language, is a challenge for university students as well. The process of translating the meaning into words and structures requires a significant amount of mental effort. It is a tool for language development, critical thinking, and extension for learning in all disciplines (Bjork and Raisanen (1997, p. 8). For this reason, writing is an inevitable part of the curriculum of English as a major in the Kingdom of Saudi Arabia.

1.1 Motivation for the Study

There are limited in-depth or qualitative studies to analyse the types of mistakes that are made in the writing of Saudi female students who are enrolled in the EFL program. There is a lack of in-depth analysis of the most frequent mistakes in written English that are produced by Saudifemale students enrolled in university and the reasons behind them. This research examined the prevalent English writing errors made by Saudi female EFL university students.

2. Review of Literature

In Saudi Arabia as a whole and in the Aseer region in particular, very little research has been conducted on writing errors by female EFL university students. However, a substantial amount of research has been conducted on the errors that occur when learning a second language and writing in other countries. The majority of researchers have highlighted the distinction between an error and a mistake. When it comes to language learning, it is generally accepted that an error is distinct from a mistake. An error in L2 writing is caused by a lack of linguistic knowledge, whereas a mistake occurs when a learner is aware of the linguistic rules but fails to apply them when using a language.

Parvaiz and Khan (2010) identified the errors committed by undergraduate science students and offered some corrective strategies. The information was gathered from 30 samples of papers usedin an internal assessment of bachelor's degree candidates at the University of Sargodha. The results showed that students' most common issues were with verbs, articles, and punctuation, whereas errors with adverbs and pronouns were rare (1% for each). The researchers found that ignorance was the cause of every inaccuracy.

Malika Anwar Siddiqui (2017) writes in "Evaluating Capitalisation Errors in Saudi Female students' EFL writing at Bisha University." This study examines erroneous capitalisation by Saudi female EFL students. Capitalisation errors are a major source of written errors among Saudi students. 20 students' 12,000-word work has 983 errors in 10 capitalisation categories. Thestudy proposed that the English curriculum in Saudi Arabia should use innovative pedagogical strategies in the teaching of capitalisation to create a command of the basic principles of capitalisation and knowledge of the English language's orthographic-linguistic-cultural norms.

Islam Ababneh (2017) "Analysis of Written English: The Case of Female University Students in Saudi Arabia." This research analyses Saudi students' writing errors to indicate their English writing issues. Fourth-year language and translation students at the University of Tabuk took a quiz on social media's impact on Saudi social life, marital conventions, and the Saudi economy. The quiz got responses from 50 female learners in which grammatical, syntactic, substantive, andlexical errors were identified. The frequency of each category's mistakes was then calculated. Grammar (usage of numbers, tenses, and articles), syntax (subject-verb agreement), and content errors were the most common among all.

Usha and Kader (2016) conducted research to investigate the morphological and syntactic errors that are prevalent in the English language, as well as the factors that instructors at secondary schools believe contribute to the existence of these errors. According to the results of theresearch, the most glaring examples of syntactic mistakes were disagreements over auxiliaries, word order, articles, tenses, and prepositions. The study's findings show that failure to use the marker (-er), errors related to affixation and compounds, and errors related to conversion are the most frequent types of morphological errors. The method of instruction and the instructor factor were the primary contributors to these mistakes, along with the perceptions of the teachers, the attitudes of the students, interference from both intralingual and interlingual speech, and so on.

Research conducted by Gedion, Tati, and Peter (2016) looked at syntactic mistakes that were made by Malaysian ESL students in their written work. The study's findings indicated that spelling errors, sentence fragments, and punctuation issues were the most frequent errors, all of which involved verbs. The most common errors had to do with verbs. In addition, the data showed that these mistakes occurred because of interference from the individual's mother language, a lack of understanding of grammar and vocabulary, repetition, redundant lexical choice, poor sentence structure, and developmental problems.

Hussain (2019), In "An Analysis of Undergraduate Saudi EFLFemale Students' Errors in Written English Essays", examines the errors made by 130 Saudi female undergraduates learning English writing at King Khalid University (KKU), as well as the ratio of error categories and types. The most common sorts of errors found were grammar, lexical, semantic, and mechanical. According to the study, misspellings, poor punctuation, and faulty capitalisation accounted for 51.5% of the errors in mechanics. As per the findings of this research, when a teacher is not good, students feel alienated, and they detest content. Mostly, instructors were crticised as 37.4% of unfavourable criticism was related to the instructor. The findings offer ways Saudi EFL students might improve their writing.

Alkhalaf (2020), in her article "Saudi Female EFL Learners and Collaborative Writing: Attitudes and Challenges", examined the views of Saudi female EFL students on probable obstacles and challenges in collaborative writing. A survey asking 50 Saudi femaleEFL students about their issues and experiences with collaborative writing received 50 responses. According to this research study, learners like writing in groups. The student's behaviour,evaluation, and time management were problematic.

Khan (2022) conducted research evaluating Saudi EFL students' writing mistakes.There were two groups: the control and the experimental group. To evaluate sentence generation, the experimental group (EG) received three additional hours

per week of trainingand writing practice. The experimental group made 116 mistakes, control 199. Spelling, grammar, syntax, and lexical problems plagued the control group. According to studies, teachersshould focus on writing assignments in the classroom, and course designers should include morewriting tools.

Significance: Due to pedagogical implications, it is of the utmost importance to identify and analyze common writingerrors among Saudi Arabian students. In the teaching-learning process of writing, identifying errors is beneficial for both students and instructors because it is an indicator of the development of writing skills among students. It sheds light on the types of errors students make, allowing a teacher to concentrate on the areas that require attention from a learning perspective. It can then be used to design the curriculum or organize the lectures according to the needs of the students. Therefore, the research is of utmost importance because it identifies the limitations, deficiencies, and difficulties associated with teaching and learning writing skills. It also reflects the difficulties encountered by learners and instructors in general and suggests ways to address the critical issues that require experience and expertise.

2.1 Objectives:
This study seeks to achieve the following objectives:

- To identify the errors in writing made by female students of English as a major at King KhalidUniversity and its implication on the teaching-learning process.

- To classify the errors in writing made by female students of English as a major at King KhalidUniversity and its implication on the teaching-learning process.

- To describe the errors in writing made by female students of English as a major at King KhalidUniversity Universities and their implication on the teaching-learning process.

- To evaluate the errors in writing made by female students of English as a major at KingKhalid University and its implication on the teaching-learning process.

2.2 Research Questions
1. What are the most frequent English writing errors made by Saudi female EFL universitystudents?
2. What is the frequency of different types of errors made by university-level EFL Saudifemale learners?
3. What can be the possible reasons for the writing errors made by Saudi female EFLuniversity students?

3. Research Methodology
3.1 Design of the study
In this study, statistical and numerical data were examined and analyzed in accordance with a qualitative analytical method design. Random sampling is believed to be one of the most reliable methods for obtaining a representative sample. This investigation utilized both primary and secondary data. Using the Error Analysis Matrix, the syntactic errors in student samples were measured on a scale of 1/0, and the percentage of each error was calculated.

The students were given topics on which they had to write an essay. The assignment for the students was to write an essay about one of them. The duration of the test was 45 minutes. This test was meant to evaluate their writing abilities. This experiment was the source of the data that was gathered. The mistakes that were produced by the students were first classified into several various groups before being evaluated with the use of an error analysis matrix.

3.2 Research Ethics:
Informed consent was obtained from all participants before they could take part in the study. Ethical approval was received from the university.

3.3 Data Collection:
The data were gathered at random. The informants were female undergraduates majoring in English at King Khalid University. A random sample of forty female university students majoring in English from various campuses of King Khalid University comprised the study's sample. The students were given a test to identify errors, and the results were then analyzed and explained.

Variables have been documented at numerous stages of the investigation. Microsoft Office Excel 365 was used to transform the data in order to apply statistical techniques, such as descriptive analysis and frequency tables.

IJLLT 6(3): 150-166

The analysis of written essays was derived from Corder's (1967) method of error analysis. This method has three steps: (1) collection of sample errors, (2) identification of errors, and (3) description of errors. The research method can be summed up in the following steps:

1. Collection of samples.

2. Identification of errors

3. Classification of errors (i.e. the errors were classified and organized according to their naturefrom the linguistic point of view)

4. Explanation of errors (i.e. calculating and describing the errors in an appropriate way).

5. Error evaluation (i.e. Evaluating and interpreting the tables, graphs, and conclusions).

4. Data Analysis and Interpretation
4.1 Spelling Errors
We concluded from table 1 that all forty paragraphs written by Saudi Arabian university students contained 192 spelling errors similar to those in table 1. The average number of misspellings per paragraph was five.

Paragraph	Count	Percentage	Spelling error	Correct form
1	4	2%	Communition	communication
2	2	1%	Healt	health
3	4	2%	Amizang	amazing
4	11	6%	Oun	on
5	1	1%	bilive	believe
6	2	1%	Excersise	exercise
7	2	1%	Becous	because
8	2	1%	Lssen	lesson
9	1	1%	Lifes	lives
10	1	1%	Happie	happy
11	8	4%	Mange	manage
12	7	4%	Pinobaly	probably
13	12	6%	Concent	consent
14	5	3%	haPF	happy
15	8	4%	Novals	novels
16	5	3%	Greut	great
17	8	4%	Hopies	hobbies
18	3	2%	Opin	opinion
19	3	2%	happely	happily
20	4	2%	Starte	start

Page | 153

21	4	2%	Teke	take
22	3	2%	Beneft	benefit
23	2	1%	exime	exam
24	2	1%	Knowe	know
25	7	4%	exferines	experience

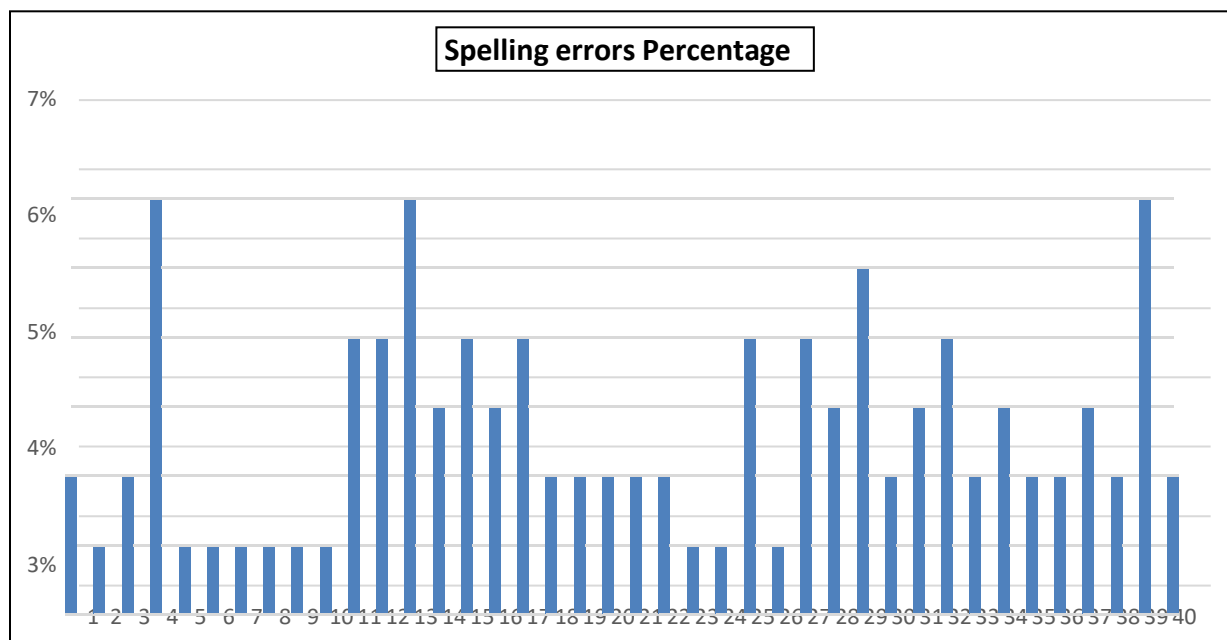| 26	2	1%	Communation	communication
27	7	4%	Imagenation	imagination
28	5	3%	Neccieing	
29	10	5%	Huspenal	hospital
30	4	2%	Easiet	easiest
31	5	3%	Witho	without
32	7	4%	Anamils	animals
33	4	2%	Seatch	search
34	5	3%	Favorit	favorite
35	4	2%	Sare	share
36	4	2%	Berants	parents
37	6	3%	Tawn	town
38	4	2%	beging	begging
39	11	6%	droing	during
40	3	2%	fivoret	favorite
Total	192			

**Table 1: - Spelling errors**

Figure 1: - Spelling errors

4.2 Plural form Errors

We concluded from table 2 that all forty paragraphs written by Saudi Arabian university students contained 41 plural form errors similar to those in Table 2. The typical number of plural form errors per paragraph was 1.

Paragraph	Count	Percentage	Plural form errors example	Correct form
1	1	2%	all language	All languages
2	0	0%		
3	0	0%		
4	0	0%		
5	0	0%		
6	1	2%	houseworks	housework
7	0	0%		
8	0	0%		
9	1	2%	happie	….
10	0	0%		
11	0	0%		
12	0	0%		
13	1	2%	Million	Millions
14	1	2%	Many country	Many countries

15	1	2%	Novals	Novels
16	1	2%	Communite	communities
17	1	2%	Hopies	hobby
18	0	0%		
19	1	2%	Thinks	Think
20	2	5%	a solutions	A solution
21	2	5%	Lofy	….
22	1	2%	Change	…..
23	2	5%	That's	…..
24	2	5%	a lot of thing	a lot of things
25	2	5%	many vocaublury	…..
26	2	5%	Helps	……
27	1	2%	Books	book
28	2	5%	Signals	signal
29	1	2%	Hurt	……
30	1	2%	Make	a make
31	1	2%	Friend	a bad friends
32	2	5%	self love	…..
33	1	2%	book	a few books
34	1	2%	advantage	Many advantages
35	1	2%	disadvantage	Many disadvantages
36	2	5%	sisters	sister
37	2	5%	Chickens	chicken
38	1	2%	Friend	friends
39	2	5%	animal	animals
40	1	2%	Experines	experiences
Total	41			

Table 2: - plural form errors

plural form errors percentage
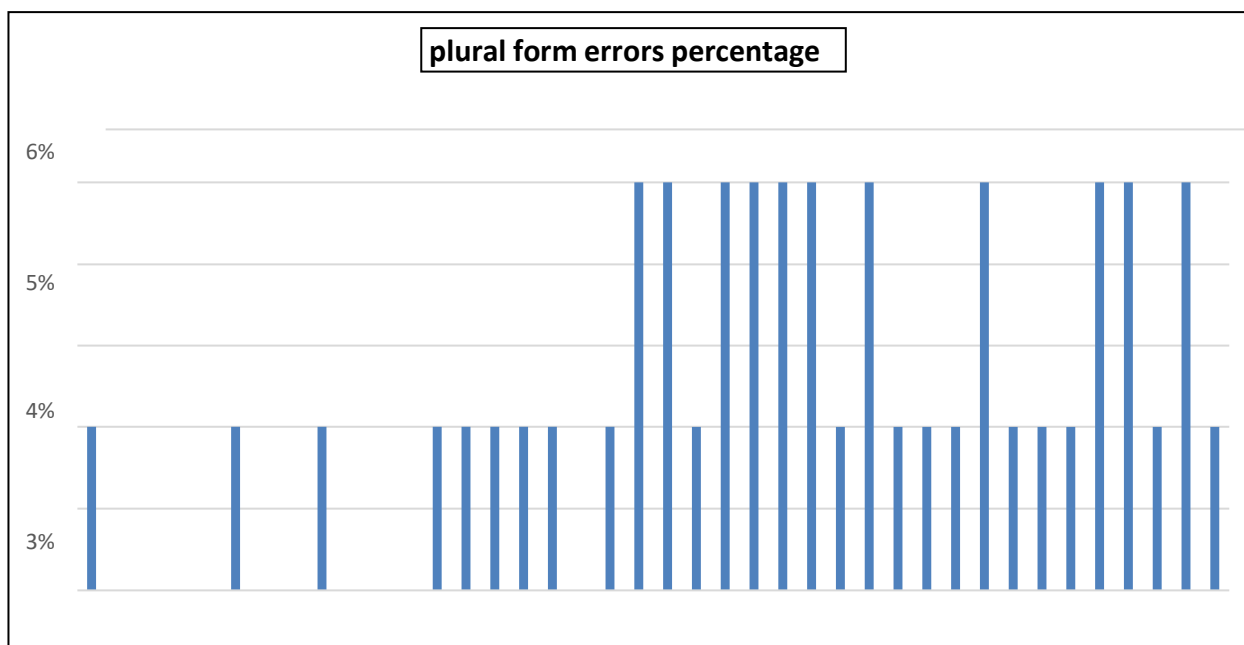
Figure 2: - plural form errors

4.3 Punctuation Errors, Comma
From table 4, we concluded that there were 58 punctuation errors in the usage of a comma, suchas in Table 3, in all 40 paragraphs that were written by Saudi Arabian university students. The average punctuation error and comma in paragraphs were 1.5.

Paragraph	Count	Percentage	Comma
1	1	2%	Transliton
2	3	5%	Like
3	1	2%	Ali,
4	3	5%	View
5	1	2%	Like
6	1	2%	Sometimes
7	1	2%	interaction,
8	2	3%	Athbah,
9	2	3%	needs,
10	1	2%	So
11	1	2%	afternoon,
12	2	3%	Second
13	1	2%	Daily
14	1	2%	BTS,
15	1	2%	1984

| 16	1	2%	Education
17	1	2%	nesseary,
18	1	2%	However,
19	1	2%	woked up
20	2	3%	Since
21	2	3%	Alhamdullah,
22	1	2%	this change
23	2	3%	vechales.
24	2	3%	a lot of thing
25	2	3%	So
26	2	3%	Communation
27	1	2%	secret:.
28	2	3%	Sametime
29	1	2%	paragraph,
30	1	2%	all time,
31	1	2%	communction
32	2	3%	all,,
33	1	2%	search,
34	1	2%	dance, ,,,
35	1	2%	them,
36	2	3%	Beautiful
37	2	3%	Finlay
38	1	2%	together,
39	2	3%	experines,
40	1	2%	Goddd
Total	58		

Table 3: - Punctuation Errors, Comma
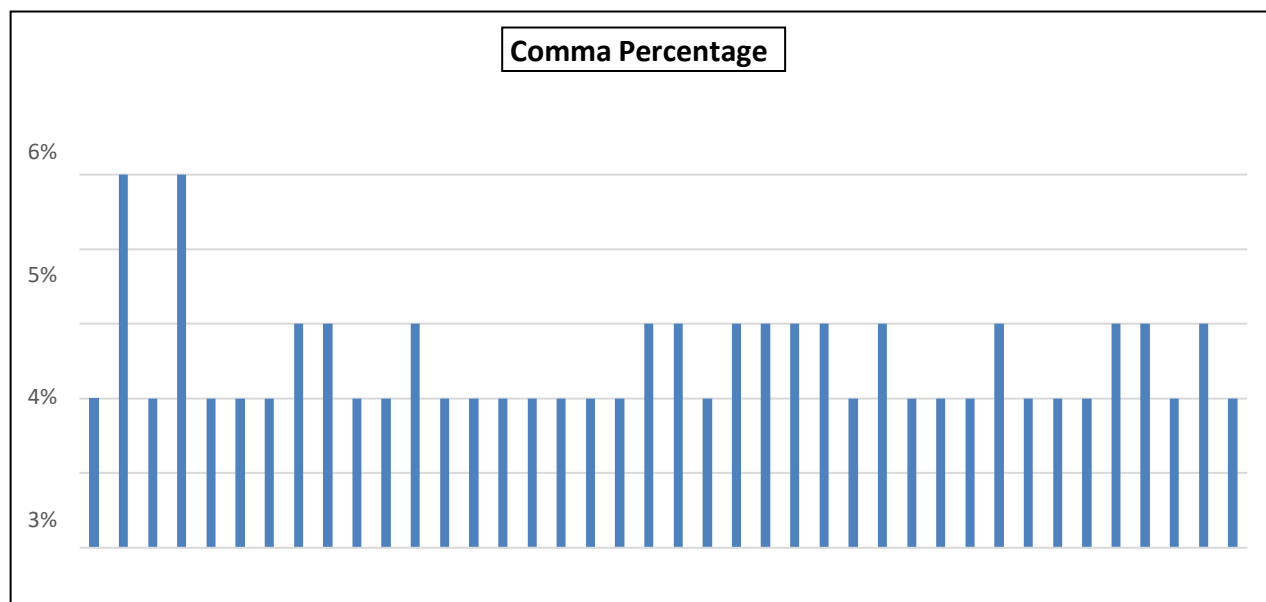
Figure 3: - Punctuation Errors, Comma

4.4 Punctuation Errors, Full Stop

From the table, we concluded that there were 52 punctuation errors, full stops such as in Table 4, in all 40 paragraphs that were written by Saudi Arabian university students. The average punctuation error, full stop in paragraphs, was 1.26.

Paragraph	Count	Percentage	Full stop
1	1	2%	knowledge
2	1	2%	free time,
3	0	0%	
4	1	2%	ideas:
5	0	0%	
6	1	2%	home,
7	2	3%	becous.
8	1	2%	student.
9	1	2%	goals.
10	1	2%	together.
11	1	2%	it,
12	2	3%	our life.
13	1	2%	countryies.
14	1	2%	stress,
15	1	2%	fivoret.
16	1	2%	based.

17	1	2%	lot.
18	1	2%	beautiful.
19	1	2%	thinks
20	2	3%	them,
21	2	3%	changes
22	1	2%	things
23	2	3%	vechales.
24	2	3%	shoping online
25	2	3%	teacher
26	2	3%	the night
27	1	2%	imagenation
28	2	3%	school,
29	1	2%	And.
30	1	2%	education
31	1	2%	indorstand.
32	2	3%	feels,
33	1	2%	big heart,
34	1	2%	happy if.
35	1	2%	them,
36	2	3%	summary.
37	2	3%	chickens
38	1	2%	friend?,
39	2	3%	experines,
40	1	2%	nature.
Total	52		

Table 4: - Punctuation Errors, Full Stop
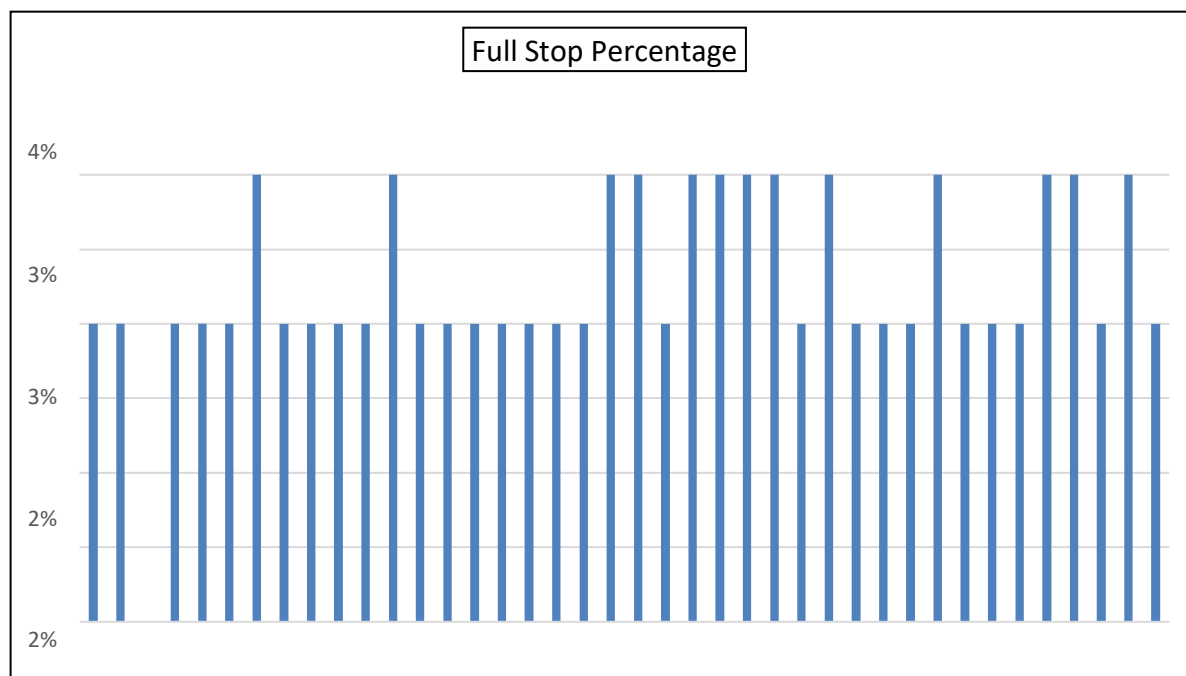
Figure 4: - Punctuation Errors, Full Stop

4.5 Syntactic Errors, Grammatical Errors, or Wrong Word Choices

From Table 5, we concluded that there were 119 syntactic Errors, grammatical issues, orlexical errors, such as in table 4.9, in all 40 paragraphs that were written by Saudi Arabian university students. The average syntactic errors, grammatical issues, or lexical errors in paragraphs was 3.

Paragraph	Count	Percentage	Error Type and Example
			Wrong word choice
1	1	1%	Important to have this language
2	3	2%	The internet keep your time and effort.
3	1	1%	gereed holdars(graduate holders)
4	2	3%	There are littil waives with wind.
5	3	1%	We should keep our children in communal in the home
		Error Type	Preposition Errors
6	4	4%	espesaliy on you free time; interner has many disadvantage if you use in with wrong way
7	3	1%	appears into any season
8	3	2%	We should keep our children in communal in the home
9	2	2%	It can to make me happy
		Error Type	MissingAuxillary/Incorrect Auxillary verb

10	4	3%	My friend so cute
11	1	7%	Education university important
12	3	3%	my life easiet
13	3	1%	What is self love means
		Error Type	Incorrect Lexical Form
14	2	3%	on a regular basis and eat helth
15	7	1%	Trying new thing in your life is very beneft to you
16	1	3%	reduce your speeding, he learned me many vocabulary
		Error Type	Missing Article/Article Errors
17	3	3%	It is Japanese novel, learning a new things
18	4	3%	Use of internet now is an important for
			education
19	7	3%	Trying new thing in your life is very beneft to you
20	3	3%	my life easiet
		Error Type	Incorrect Usage of Tenses
21	5	3%	I drawing or continue my paint
22	2	6%	Education is the only key to success. It gave us knowledge
23	4	6%	I woked up drink my coffee After that play some games; before the internet is very difficult
		Error Type	Relative Pronoun Errors
24	3	2%	there are people use it all the time
25	3	3%	They are Korean boys love to sing and dance
		Error Type	General Pronoun Errors
26	3	3%	find anythings we need it
27	1	6%	My family is life
		Error Type	Lack of Parallel Structure
28	5	3%	I drawing or continue my paint
29	1	3%	My family cute and always wishing happiness
30	3	3%	search, enjoy, play and everything in the life
		Error Type	Incorrect Sentence Construction/ Question Formation
31	2	3%	protect of a bad websites.

32	2	2%	you are super women by make me hope
33	7	3%	which no find information in internet easier; what is self means and feels;
34	3	2%	children in communation the home
35	7	1%	If you you have any task try to do it on time that is make to do every thing quickly
36	2	2%	Its when you care about what insad not only your look in the mirror-
37	3	3%	I hope a lot of many word in English to gave your hurt
		Error Type	SV Agreement
38	2	2%	It help us to be alert; sometimes I doesn't; The internet have many adventage and disadvantage; The internet make my life easier.
		Error Type	Gerund Error
39	1	1%	I love watch films
		Error Type	Adjective errors
40	8	3%	more easier
Total	119		

Table 5: - Syntactic Errors
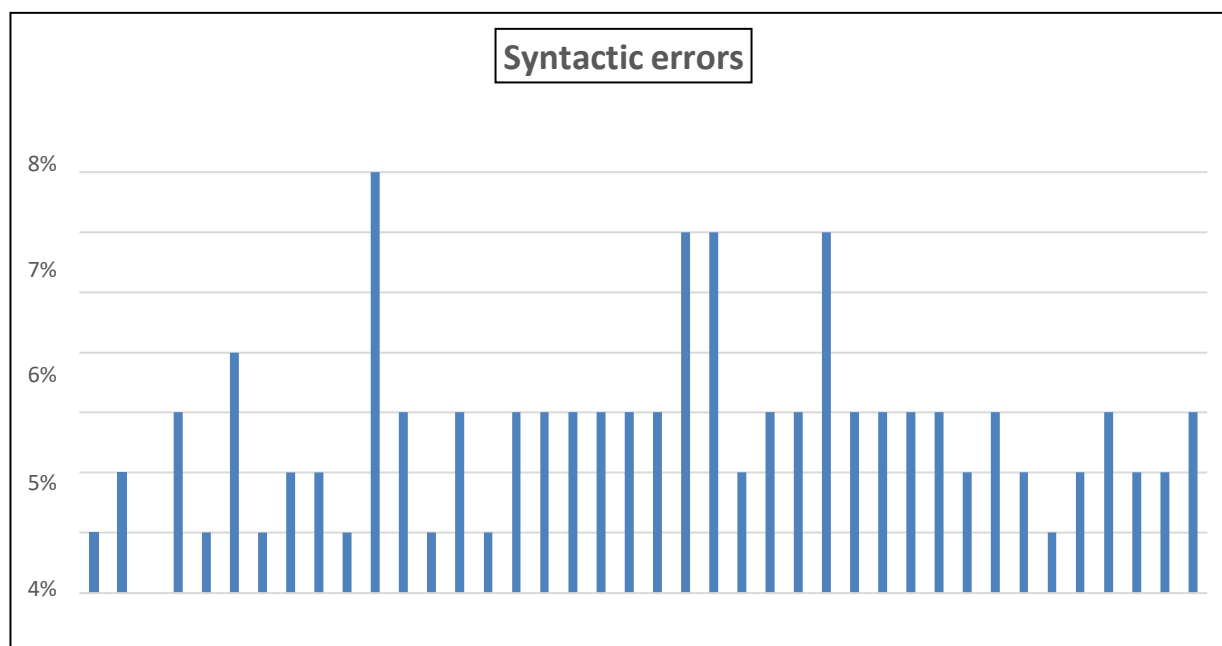
Figure 5: - Syntactic Errors, Grammatical Errors, and Lexical Errors

5. Findings

From Table 1, we can conclude that all forty paragraphs written by female university students in Saudi Arabia contained 192 spelling errors. The average number of misspelled words per paragraph was five. In all 40 paragraphs of Table 2, there were 41 errors involving plural forms. The average number of plural form errors per paragraph was one. According to Table 3, all forty paragraphs contained 58 punctuation and comma errors. The average paragraph punctuation and comma errors were 1.5. According to Table 4, all forty paragraphs contained 52 punctuation and full stop errors. The average number of full stop errors

in paragraphs was 1.26. There were 119 syntactic errors, grammatical errors, or lexical errors in Table 5. The average number of syntactic, grammatical, and lexical errors per paragraph was 3.

The errors were classified into four broad categories, namely Plural Form Errors, Spelling Errors, Punctuation Errors (including comma and full stop errors), and syntactic and grammatical errors. Below is a brief description of the types of errors made by students and their underlying causes.

The students do not appear to have mastered the English rules for plural formation. Students' unfamiliarity with the rules of the Plural formation may contribute to these types of mistakes. As seen in examples such as *many vocabulary* *many country* *a bad friends* and *a solution*, with'many' a singular noun is used, whereas with the article 'a' a plural noun is used, indicating that students are unaware of the rules for plural formation. Punctuation errors appear to be the result of insufficient English writing practice. It is evident from the samples that they are also confused about when to use a comma and when to use a period. In addition, they are unaware of rules such as the prohibition against using a period after the word "because" or the requirement that sentences end with a period or that they begin with a capital letter.

Spelling errors are found mostly due to the influence of the mother tongue of the students, which is Arabic. Moststudents have used /b/ for the letter 'p' instead of /p/, like *bark* instead of 'park'.Similarly, in the vowels also, most students are not able to differentiate between the letter 'i' and 'e', which is again due to the mother tongue influence like *bilive* instead of 'believe', or *lissen* instead of 'lesson'.

Syntactical and grammatical errors were found to be the most prevalent in the study. Based on their nature, the syntactic/grammatical errors are further sub-categorized. The following are the specifics of some of the most frequent errors found:

Wrong word choice: This occurs primarily because students lack a strong vocabulary. For instance, it is important to *have* this language rather than to *learn* it.

Prepositions errors: Most commonly, incorrect prepositions are used, such as 'on' instead of 'in', as in "during your free time." However, there are also instances of extra prepositions, such as "It can *to* make me happy.".

Auxillary errors: Auxillary errors occur commonly due to the mother tongue influence as Arabic lacks an auxiliary verb, for example, 'My friend *so* cute'.

Incorrect lexical forms: In many places, the students have used the wrong form of the word, though theword choice is correct. For example, 'trying new thing in your life is very *benefit*(instead of beneficial) to you'.

Article errors: Either an article is missing, or an article is used unnecessarily. It shows that the students don't know the rules of the usage of articles. For example, It is *Japanese* novel (indefinite article is missing) and learning *a new things* (an extra article).

Incorrect usage of tenses: Mostly, the forms of tenses are not correct, Students don't seem to knowthe correct use of tenses in accordance with time, or in many instances, they have incorrectly usedpast forms of irregular verbs. For example: 'I *woked up*(instead of woke up) *drink*(insteadof drank) my coffee after that *play*(instead of played) some music*.

Pronoun errors: Different kinds of errors were encountered in the usage of pronouns by the students. In examples like *there are people use it all the time*; relative pronouns are missing and in example like *find anything we need it* the pronoun *it* is not required.

Lack of parallel structures: The errors in sentences due to incorrect or extra use of coordinators were found which in some sentences led to a lack of parallel structures in sentences. Forexample, 'search enjoy play *and everything* in life'.

Incorrect sentence structure: Many syntactically wrong-constructed sentences were found. There was no common reason which can be assigned to the wrong structure. The students lack knowledge of the structure of English language. For example, *when you care about instead not*.

Subject-Verb agreement errors: There were many obvious SV agreement errors like *It help*(instead of it helps) or *I doesn't*(I don't).

Gerund errors: Errors in the usage of gerunds were also found. For example, *I love watchfilms*

Adjective errors: Errors in adjectives like using 'more' with the superlative form of an adjective were found. For example, *more easier*

6. Discussion

The results demonstrate that the majority of female university students studying EFL made syntactic mistakes. For ESL/EFL learners, complexity in syntax is one of the most challenging structural features, according to Ngangbam (2016, p. 1). The study also showed that the students had difficulty reading the written content due to a variety of grammatical errors.

The analysis and findings of the present study are consistent with those of Usha and Kader's (2016) study, which discovered that the usage of articles, word order, and punctuation are the three most obvious syntactic errors made by EFL learners. Additionally, Gedion et al. (2016) study on syntactic errors showed the findings that were comparable to the findings of the current study in terms of spelling and punctuation problems being the most typical errors made by EFL learners. Similarly, the results of the study conducted by Parvaiz and Khan (2010) indicated that mistakes in the use of punctuation, spelling, and grammar were the most common errors made by EFL students, although errors linked to adverbs were relatively uncommon(1%). The findings of the present study also align with the result of Siddiqui (2017), Ababneh (2017), Hussain (2019) and Khan (2022).

7. Conclusion

The purpose of this study was to identify the most common English writing errors made by female EFL university students, as well as the underlying causes for these errors. The majority of errors made by Saudi female students studying English as a second language are misspellings, syntactic, or grammatical errors. According to the data, students committed errors in grammar, syntax, punctuation, and vocabulary. The results highlight frequent errors made by students, such as misspellings, improper punctuation, incorrect plural forms, and improper syntax. Some errors, such as the absence of auxiliaries or the inability to differentiate between the sounds /p/ and /b/, result from the students' mother tongue influence. With the proper planning and methodical efforts of instructors, while teaching writing, students can avoid these errors. Overall, it can be concluded that the curriculum should emphasize all fundamental aspects of writing, including punctuation, spelling, and grammar.

7.1 Limitations and Future Scope

It is difficult to generalize results based on a small sample size and to assert that all writing errors have been addressed. Also, the perceptions of EFL learners regarding the types of errors they believe they make and the reasons for those errors will shed more light on the causes of the writing errors made by EFL learners. On the basis of the findings of the present study, future research involving the collection of samples from male and female learners of Saudi Arabic throughout the country can be conducted. It will aid in the development of a general writing curriculum in the Kingdom based on the needs of the learners.

7.2 Scope of The Study

To assist students in writing English more effectively, the study identifies various categories of errors they make. Errors are indicators on which instructors and course designers can focus in order for students to overcome their writing difficulties. More exercises focusing on spelling, sentence construction, various grammatical functions, and punctuation should be added to the course outline. By identifying some of the errors students make in writing and attempting to address the problem, the outcomes of this study can be made used to develop course syllabi and improve teaching plans and methodologies.

ORCID IDs:
Dr. Sarwat Un Nisa https://orcid.org/0000-0003-3605-3510.
Dr. Siham Mousa Alhaider https://orcid.org/0000-0002-0282-8851
Ms. Saima Usmani https://orcid.org/0000-0003-3091-4420
Dr. Neelofar Hussain https://orcid.org/0000-0003-1772-3654
Ms. Sharifa Asiri https://orcid.org/0000-0002-4333-5500

References

[1] Ababneh, I (2017) *Analysis of Written English: The Case of Female University Students in Saudi Arabia. International Journal of Social Science Studies 59(4).1-4*; April 2017ISSN 2324-8033. doi:10.11114/ijsss.v5i4.2264.

[2] Alkhalaf, N A (2020). *Saudi Female EFL Learners and Collaborative Writing: Attitudes and Challenges.* Theory and Practice in Language Studies, 10(9). 11181127.http://www.qou.edu/english/conferences/firstNationalConference/pdfFiles/drJa rDrMohammad.pdf.

[3] Bjork, L and Raisanen, C (1997, 8). *Academic writing: A university writing course*. Lund: Student   litterateur.

[4] Corder, S. P. (1974). *Error Analysis. In J. P. B. Allen & S. Pit Corder (Eds.), Techniques in   Applied Linguistics* (The Edinburgh Course in Applied Linguistics: 3), London: Oxford University Press (Language and Language Learning). 122-154

[5] Gedion, A., Tati, J. S., & Peter, J. C. (2016). *A syntactic errors analysis in the Malaysian ESL   learners' written composition.* Journal of Applied Linguistics and Language Research, 3(6),   96-104.

[6] Hussain, R A M (2019). *An Analysis of Undergraduate Saudi EFL Female   Students' Errors in Written English Essays. Arab World English Journal (AWEJ)Special   Issue*: The Dynamics of EFL in Saudi Arabia, December 241-258

[7] Khan, A (2022) *The effect of writing exercises in classroom on the production of written   sentences at undergraduate level by Saudi EFL learners: A case study of error analysis*. Cogent Education, 9:1, DOI: 10.1080/2331186X.2022.2122259

[8] Ngangbam, H. (2016). *An analysis of syntactic errors committed by students of English language   class in the written composition of Mutah University: A case Investigating Syntactic Errors   among EFL Learners study. European Journal of English Language, Linguistics and Literature, 3*(1), 1-13.

[9] Parvaiz, A., & Khan, M. K. (2010). *Syntactic errors made by science students at the graduate   level in Pakistan--Causes and remedies*. Language in India, 10(9). https://www.researchgate.net/publication/259178394_Syntactic_Errors_made_by_BSc_St   dents in_Pakistan

[10] Salem, M. S. A. S. (2007). *The effect of journal writing on written performance, writing   apprehension and attitudes of Egyptian English majors* (Doctoral dissertation). Pennsylvania State University, University Park, Pennsylvania.

[11] Siddiqui, M A (2017). *Evaluating Capitalisation Errors in Saudi Female students'   EFL writing at Bisha University*. *Arab World English Journal (AWEJ)*. 6(1). 232-250

[12] Usha, P., & Kader, N. (2016). Syntactic and morphological error analysis in English language among secondary school students of Kerala. *IOSR Journal of Humanities and Social Science (IOSR-JHSS), 21*(2), 99-103