

An Error Analysis of Omission and Overgeneralization in the Written Production of Fourth-Level EFL Learners at EIFAB*

Análisis de los errores de omisión y sobregeneralización en la producción escrita de estudiantes de cuarto nivel de inglés como lengua extranjera (EFL) en la EIFAB

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Abstract: This study investigates omission and overgeneralization errors in the written production of fourth-level EFL learners at EIFAB (StartUp level 4.1, second semester 2025). Employing a phenomenological qualitative approach combined with descriptive frequency analysis, the research examines learner essays and survey responses to identify recurrent error patterns and their probable sources. Results indicate a modest predominance of omission errors, notably affecting article selection and plural marking, while overgeneralizations frequently involve plural formation, irregular past-tense marking, and prepositional choice. Analysis suggests that both interlingual transfer from learners' L1 and intralingual overgeneralization processes contribute to observed patterns, alongside developmental factors and aspects of classroom instruction. Pedagogical implications include emphasizing explicit instruction on article systems and plural morphology, providing contextualized practice for irregular verbs and prepositions, and integrating activities that develop metalinguistic awareness and learner self-monitoring. The study highlights instructionally relevant error categories and proposes practical remediation strategies aimed at enhancing curriculum design and teacher training in comparable EFL settings. It also outlines directions for future research on focused error remediation and writing development.

Keywords: error analysis, omission, overgeneralization, interlanguage transfer, EFL writing.

Resumen: Este estudio investiga los errores de omisión y sobregeneralización en la producción escrita de estudiantes de cuarto nivel de inglés como lengua extranjera en EIFAB (StartUp level 4.1, segundo semestre de 2025). Empleando un enfoque cualitativo fenomenológico combinado con un análisis descriptivo de frecuencias, la investigación examina redacciones de los estudiantes y respuestas a encuestas para identificar patrones de error recurrentes y sus probables causas. Los resultados indican una modesta predominancia de errores de omisión, que afectan de manera notable la selección de artículos y la marcación del plural, mientras que las sobregeneralizaciones aparecen con frecuencia en la formación de plurales, el marcado del pasado irregular y la elección de preposiciones. El análisis sugiere que tanto la transferencia interlingüística desde la L1 de los estudiantes como los procesos intralingüísticos de sobregeneralización contribuyen a los patrones observados, junto con factores del desarrollo y aspectos de la enseñanza en el aula. Las implicaciones pedagógicas incluyen enfatizar la enseñanza explícita de los sistemas de artículos y la morfología del plural, ofrecer práctica contextualizada para verbos irregulares y preposiciones, e integrar actividades que desarrollen la conciencia metalingüística y el automonitoreo del estudiante. El estudio destaca categorías de error relevantes para la instrucción y propone estrategias prácticas de remediación para mejorar el diseño curricular y la formación docente en contextos EFL comparables, además de plantear líneas de investigación futura sobre la remediación focalizada de errores y el desarrollo de la escritura.

Palabras clave: análisis de errores, omisión, sobregeneralización, transferencia interlingüística, escritura en inglés como lengua extranjera.

INTRODUCTION

English proficiency remains a fundamental global skill, enhancing educational and career prospects worldwide. In non-English-speaking countries like Bolivia, learning English as a foreign language (EFL) constitutes an essential component of education. Despite learners' commitment, advanced level students face persistent challenges in the learning process. Critically, even at advanced levels, the persistent influence of their mother tongue (L1) gives rise to overgeneralization errors, simultaneously, omission errors that pose significant challenges for the EFL learning process.

Othman & Yee (2015) emphasize that, while instructors and specialists readily spot these errors, true progress depends on students' own ability to recognize and correct their errors. Without this self-monitoring skill, learners may grow overly dependent on teacher feedback, which can dampen classroom participation and hinder autonomy. Supporting research by Islamiyah & Fajri (2019), underscores the importance of error analysis to improve the language-learning experience and also to improve pedagogy. By systematically identifying and analyzing errors into language education not only improves the learning experience for students but also enhances the effectiveness of teaching practices.

In that sense, the present study is designed to identify and analyze the most frequent omission and overgeneralization errors in the written assignments of fourth-level EFL students. Grounded in the principle that systematic error analysis enriches both learner experience and teaching practice (Eunha, 2006). Additionally, a qualitative methodology will be applied to uncover recurring error patterns and generate actionable insights for more effective pedagogy.

LITERATURE REVIEW

1. Interlanguage

Developed by American Linguist, Larry Selinker, interlanguage states that learners of another language (L2) establish a unique linguistic system which builds on the existing knowledge of the native language, adapting it to the target language. Ellis (1997) argues that, learner's grammar is transitional and open to influence resulting in the complete modification of the system as the student deepens his knowledge of the target language. This implies that interlanguage is dynamic and variable, evolving over time as learners gain proficiency and exposure to the target language.

Interlanguage serves like a bridge between L1 and L2 in the learning process. On the other hand, students' speech and writing production must be studied to have an approximate understanding of the process of how the student learns the second language. According to Brown (2007), the production data is empirically observable so, empirically shows the change over time the abstract linguistic system developed

for the different learning strategies used also to develop the unique system of mental grammar or interlanguage.

2. Error Analysis

Error analysis involves the systematic study of errors made by language learners to understand their nature, frequency, and sources. This process includes identifying and categorizing errors, classifying them into different types based on criteria such as grammatical, lexical, and phonological aspects, and analyzing patterns to determine common error types and underlying causes. In the work of Noor & Al-Qadi (2016), highlight the significance of EA in three main points:

- It could contribute to knowledge of the mechanisms behind L2 learning.
- It determines precisely the linguistic areas that L2 students have difficulty learning.
- It offers important insights for both, educators and learners, concerning the strategies employed and the progress made in language learning.

Based on that, error analysis in EFL not only helps teachers understand the challenges learners face but also informs the development of effective teaching strategies. By identifying the sources of errors, such as transfer errors from the learner's native language or overgeneralization of language rules in the L2, educators can tailor teaching approaches to address specific areas of difficulty and enhance language learning outcomes. Additionally, EA fosters more efficient and impactful language learning.

3. Omission Errors

According to the work of Hikmah (2020), omission errors are a particular kind of error that occur when students omit or erase parts of a phrase that should still have form or grammar. According to that information, it occurs when a necessary lexical item is either eliminated or omitted. These errors are also known as a deletion, and are classified in different levels, but in the present research, the only aspects of omission that will be analyzed are the omissions of articles, pluralization and preposition.

In summary, omission errors, as outlined by Hikmah (2020), represent a distinct category of linguistic mistakes where students either omit or erase components of a phrase that should retain proper form or grammar. This type of error manifests when essential lexical items are eliminated or unintentionally omitted. Commonly referred to as deletions, omission errors are categorized at various levels, with the present research specifically focusing on the analysis of omissions related to articles, pluralization, and prepositions.

4. Overgeneralization Errors

This type of error is connected to the intralingual source of errors. Overgeneralization was defined by Richards (1971) as situations in which learners develop a deviant structure based on their knowledge of the structure of the target language (TL), lack of awareness of rules, and the ignorance of complete application of rules restrictions. In that sense, this error occurs when learners apply a general rule to exceptions or special cases that should not be covered based on that rule.

In summary, overgeneralization errors belong to the category of intralingual errors and occur when learners develop non-standard linguistic structures. This type of error is characterized by applying a general rule to exceptions or special cases that should not be covered by that rule, often due to a lack of awareness of specific language rules or incomplete understanding of rule restrictions.

5. Sources of Errors

The proficiency of English as a Foreign Language (EFL) learners is influenced by diverse factors. These encompass a wide range of influences affecting students' language learning process, including individual characteristics, instructional methods, learning environments, as well as the influence of the L1. Understanding and addressing these factors is essential for achieving language proficiency.

5.1 Interlingual

Interlingual factors refer to the influences exerted by learners' native languages on their learning and use of English as a foreign language. These factors encompass a wide range of linguistic and cognitive processes that shape learners' understanding and production of English. According to Kaweera (2013), the interlingual factors are one of the most influencing in EFL learners because of negative transfer from the L1. In addition to that, interlingual errors can be understood as the negative influence of L1 transfer strategies, such as omission, addition, misordering, and incorrect choices of tense (Alzahrani, 2020).

In that sense, interlingual factors are significant contributors to the language learning process for EFL learners. These factors, influenced by learners' mother tongue, directly impact in the performance of the students.

5.2 Intralingual

Intralingual factors refer to elements within the English language itself that affect the learning process of EFL learners. In words of Kaweera (2013), "(...) reflects the incorrect generalization of the rules within the target language" (p. 10). In that way, it can be associated with overgeneralization, that occurs when the learner uses the

same grammatical rule or structure without discrimination. According to Alzahrani (2020), intralingual errors are due to the interference within the rules of the second language without a relationship to the L1.

On the other hand, in the work of Kaweera (2013) mentions that intralingual errors “seem to be caused from the limited linguistic knowledge, for instance, in grammar rules which are confusing for student writers” (p. 15). Based on that, it can be concluded that, intralingual factors are influenced by incorrect generalization of language rules, overgeneralization, and limited linguistic knowledge. These factors contribute to the occurrence of intralingual errors, hindering the language learning progress of EFL learners.

6. Difficulties in Learning English as Foreign Language (EFL)

Different issues can be developed while learning English as a foreign since (EFL) is learned in countries where English is not spoken as an official language. In words of Gan (2013), he mentioned that many challenges that students face when learning a foreign language are attributed to deficiency in: language proficiency, spoken practice, abilities to converse, seminars in educational speaking, emphatic effect, weak opportunities to speak and converse in English, and error recognition and correction. Hence, the different language learning skills can produce even more struggles in the future learning if a non-well learned language is instructed.

According to Wold (2015) second language learning skills are closely related to the skills that are used in learning the first language, learners whose first language learning skills are not equal to those which would be useful in ESL learning can be expected to experience relative difficulty in learning English. As a result, learners tend to use the same mother tongue vocabulary, syntax structure when learning English which badly affects the correct development of the new language in the learner's cognition.

Learners often do not know the correct use of their mother tongue; this drives the learners to commit more and more mistakes than expected. The most common mother tongue mistakes that affect the new language, English, are usually related with phonology (pronunciation) and spelling (orthography) which causes new English learners to commit mistakes in all the learning skills in general. Due to these difficulties presented in language learning the learner is not able to learn nor to use the foreign language properly.

METHODOLOGICAL DESIGN

1. Research Approach

Selecting a research approach involves aligning the nature of the study with defined

characteristics related to its process, definition, and methodology. For the chosen topic, a qualitative research approach is employed. This approach integrates data collection methods supported by numerical measurements, facilitating the exploration, refinement, and analysis of selected errors. Although this research is qualitative and employs a phenomenological, interpretive approach, all coded error categories were also tallied to provide a descriptive sense of their relative frequency. These counts serve only to contextualize which themes (omission vs. overgeneralization) emerged most prominently in the written production of fourth-level EFL Learners at EIFAB

In other words, the research approach is a strategic decision aligning the study's nature with its methodology. In that sense, this study intentionally employs a qualitative and a part of quantitative approach, integrating narrative depth with numerical precision. The process begins with a theoretical framework, progresses to field immersion, and involves a predetermined study design.

2. Type of Investigation

Selecting a specific type of investigation is pivotal in precisely defining and labeling the case under study. In this instance, the chosen model is phenomenology, a scientific approach dedicated to studying a particular phenomenon by considering the perspectives of the subjects involved. Phenomenological research demands a thorough exploration of the subject's nature to avoid extraneous factors and parameters. Theoretically, this type of investigation seeks to explore, describe, and understand the perspectives arising from a specific experience. The identified phenomenon, in this context, is elucidated through a focused lens, acknowledging the diverse nature of the experience itself.

In conclusion, the selection of phenomenology as the investigative model brings precision to the study by focusing on the perspectives of the subjects involved. The emphasis on the genuine experiences of the demographic group aligns with the essence of phenomenological research. This approach seeks to explore, describe, and understand a specific phenomenon, ensuring that the identified perspectives emanate directly from the varied nature of the experience under investigation.

3. Instrument

The chosen instrument for this study is a survey carefully crafted to encompass both developmental questions and section-specific inquiries in addition to collecting written assignments when students are about to complete level 4.1. This comprehensive approach ensures a thorough exploration of the chosen phenomenon, allowing for a nuanced understanding of various facets.

To foster candid and authentic responses from the demographic group, a deliberate decision has been made not to collect any personal information, this includes abstaining from acquiring names, or ages of the participants. This precautionary measure is crucial in maintaining the confidentiality and privacy of respondents, mitigating any potential risk of inadvertently disclosing sensitive personal data. In that sense, by prioritizing respondent anonymity, the survey and authentic written production aims to create a secure environment for participants to share their experiences and perspectives openly. This approach not only upholds ethical research standards but also enhances the validity of the data collected, ensuring that participants feel comfortable providing honest insights without concerns about the confidentiality of their personal information.

4. Population

4.1 Units

The precise focus of this study narrows down to a specific subset within the EIFAB Language School students enrolled in English course level four. Additionally, for the nuanced exploration of this research, the magnifying lens is directed towards afternoon StartUp students navigating the intricacies of English course level 4.1 during the second academic semester of the year 2025. These students represent a critical juncture in their English as a foreign language (EFL) learning journey.

This focused approach on students enrolled in English course level four ensures a highly relevant and specific cohort for the study's objectives. By homing in on this demographic, the research aims to derive insights that are not only timely but also intricately linked to the challenges and experiences encountered during the early stages of English language learning.

4.2 Sample

The sample for this research will be non-probabilistically chosen, and sample consists of nine students actively enrolled in the English course level four with the StartUp method. This non-probabilistic selection approach allows for intentional inclusion of participants who, due to their placement in the fourth level of English, bring a foundational perspective to the study because they are halfway through the StartUp method course. The emphasis on non-probabilistic sampling aligns with the research objectives, providing a targeted cohort that reflects the specific characteristics and experiences under investigation.

DATA ANALYSIS

The research adopted a mixed-methods approach, combining both quantitative

and qualitative data to gain a comprehensive understanding of the phenomenon under investigation. Quantitative data were collected through surveys administered via Google Forms, offering a structured and standardized format for analyzing the responses. Simultaneously, qualitative data were gathered through content analysis of the written production of two essays, allowing for a nuanced exploration of students' perceptions and insights. In terms of data analysis methods, the quantitative data underwent statistical scrutiny to identify significant patterns. Descriptive statistical techniques were employed to summarize and interpret the overall characteristics of the data, providing a quantitative snapshot of grammatical and structural accuracies. The qualitative data were subjected to thematic coding during content analysis, revealing emergent themes and allowing for a deeper exploration of students' perspectives.

The research, framed within a descriptive paradigm, aimed to elucidate the grammatical and structural accuracy tendencies among students enrolled in English course level four. The non-probabilistic sampling technique was employed to select participants, providing a practical and efficient means of gathering insights from this specific population. The interpretation of the findings suggests a notable inclination among these students to make grammatical and structural inaccuracies, laying the groundwork for a more nuanced understanding of the challenges faced by individuals at this stage of their language learning journey.

1. English Course Level Four Details

Table 1. *Gender Distribution in Level Four English Course*

Gender	
Male	2
Female	7
Total	9

Source: The author's elaboration is based on the data gathered.

The sample group comprises 9 individuals, with 2 males and 7 females, indicating a noticeable gender disproportion where females predominate. The accompanying table visually underscores this gender asymmetry, emphasizing a higher representation of women compared to men. The skewed gender distribution prompts consideration of potential implications for the broader applicability of study findings, given the likelihood of divergent experiences and perspectives between males and females.

2. Omission Errors Classification

Table 2. *Omission of the Indefinite Article “a”*

Gender	Frequency
Male	3
Female	5
Total	8

Source: The author’s elaboration is based on the data gathered.

In the dataset, a total of eight instances of the omission of the indefinite article “a” were identified, with 3 occurrences attributed to male participants and 5 to female participants. These errors emerged in distinct contexts, including:

- Occupational descriptions (e.g., “He became lawyer”)
- Affirmative statements (e.g., “English has given me new skill”)
- Expressions of desire (e.g., “communicate at professional level”)

This pattern suggests a common linguistic tendency among both genders to omit the indefinite article in specific situations. The distribution of errors between male and female participants prompts consideration of potential gender-based variations in language use. Therefore, contextual analysis of these errors offers critical insights into participants’ interlanguage systems and targeted pedagogical needs.

Table 3. *Omission of the Indefinite Article “an”*

Gender	Frequency
Male	2
Female	3
Total	5

Source: The author’s elaboration is based on the data gathered.

Within the dataset, a total of 5 instances were identified where participants omitted the indefinite article “an”. Specifically, 2 occurrences were attributed to male participants, while 3 were from female participants. Common instances of these errors include phrases like “making it important tool”, “is very valuable

experience for me”, “It’s interesting book,” and “I know is a essential skill”. These examples illustrate a tendency among both genders to omit the indefinite article “an” in contexts where it should be present.

Table 4. *Omission of the Definite Article “the”*

Gender	Frequency
Male	2
Female	4
Total	6

Source: The author’s elaboration is based on the data gathered.

An analysis of the dataset brings attention to 6 instances where participants omitted the definite article “the”. Among these, 2 instance were noted among male participants, and 4 among female participants. Illustrative examples of these errors encompass phrases such as “They played near shores of Titicaca Lake”, “We went to beach”, “she plays piano”, and “we won first prize”. These examples collectively highlight a shared tendency among both genders to omit “the” in situations where grammatical accuracy necessitates its inclusion.

Table 5. *Omission of Pluralization*

Gender	Frequency
Male	2
Female	2
Total	4

Source: The author’s elaboration is based on the data gathered.

In delving into the dataset, 4 instances of pluralization omission, two per each gender. It is noteworthy that these errors occur within more elaborate sentences, such as “the report were written by the team leader”, “She received a bouquet of rose”, “They eat apple every day”, and “I had two cat and one dog”. Despite these occurrences, the relatively low frequency of pluralization errors compared to previous analyses suggests that, while present, these errors may not bear significant weight.

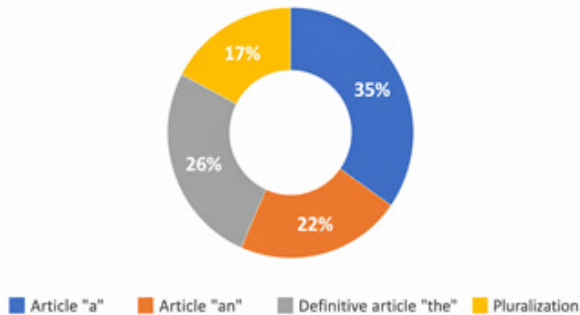
Table 6. *Total Number of Omissions Errors*

Gender	Frequency
Male	9
Female	14
Total	23

Source: The author's elaboration is based on the data gathered.

Upon thorough examination of the dataset, a total of 23 instances of omission errors were identified. The types of errors encompass a range of linguistic elements, like articles and pluralization. In that sense, the variety in error types and the distribution across genders suggest that these omissions are diverse in nature.

3. Analysis of the Most Common Types of Omission Errors

Figure 1. *Types of Omission Errors*

Source: The author's elaboration is based on the data gathered.

The research aimed to pinpoint the most prevalent types of omission errors made by fourth-level students. The findings reveal that the majority of errors pertain to the omission of indefinite articles, with "a" accounting for 35% and "an" for 22% of the total errors. This indicates a noteworthy trend among students in neglecting these articles. Definite article omission (the) represents 26% of errors, while errors in pluralization contribute 17%.

In essence, the most common omission errors among fourth-level students primarily involve indefinite articles. This targeted insight allows for focused

language improvement strategies, aiding educators in tailoring interventions to address specific linguistic challenges encountered by students in the fourth-level of the English program.

4. Overgeneralization Errors Classification

Table 7. *Overgeneralization of Past Verbs*

Gender	Frequency
Male	2
Female	4
Total	6

Source: The author's elaboration is based on the data gathered.

The study sought to examine the occurrence of overgeneralization errors in past verb forms usage among fourth-level students. The data revealed a total of 6 instances of overgeneralization, with 2 occurrences identified among male participants and 4 among female participants. Examples of these errors include sentences like "I eated the lunch in the break", "She can went alone...", and "if I knowed the answers...". These instances highlight a tendency among both male and female students to generalize regular past verb forms, deviating from the correct past tense conjugations. The frequency of overgeneralization errors suggests that while present, these particular linguistic challenges may not be pervasive among the fourth-level student population. Addressing these errors, however, remains important for ensuring accurate verb usage, and targeted language improvement strategies can be implemented to refine students' grasp of proper verb conjugation in diverse contexts.

Table 8. *Overgeneralization of Plurals*

Gender	Frequency
Male	5
Female	3
Total	8

Source: The author's elaboration is based on the data gathered.

The research aimed to investigate overgeneralization errors in the usage of plurals among fourth-level students. The data uncovered a total of 8 instances of overgeneralization, with 5 occurrences among male participants and 3 among female participants. Examples of these errors include sentences such as “I have two childs”, “I meet a lot of peoples”, “we ate lots of candys”, and “the class have just two mans”. These instances underscore a common tendency among both male and female students to generalize plural forms, deviating from the correct pluralization rules. While the overall frequency of overgeneralization errors in plurals is relatively modest, addressing these specific linguistic challenges remains essential for ensuring accurate language use. Tailored language improvement strategies can be implemented to enhance students’ understanding of proper pluralization rules, contributing to more precise and effective communication in various contexts.

Table 9. *Overgeneralization of Prepositions*

Gender	Frequency
Male	2
Female	4
Total	6

Source: The author’s elaboration is based on the data gathered.

In this part, the analysis delved into the occurrence of overgeneralization errors in prepositions among fourth-level students. The data revealed a total of 6 instances of overgeneralization, with 2 occurrences among male participants and 4 among female participants. Examples of these errors include sentences such as “I’m not good in playing an instrument”, “She depended of her friends for the dissertation.”, and “the first book for that I paid...”. These instances illustrate a common tendency among both male and female students to generalize prepositions, deviating from the correct usage. While the overall frequency of overgeneralization errors in prepositions is moderate, addressing these specific linguistic challenges remains important. Implementing targeted language improvement strategies can assist students in refining their understanding of proper preposition usage, contributing to more accurate and nuanced language use in diverse contexts.

Table 10. *Total Number of Omissions Errors*

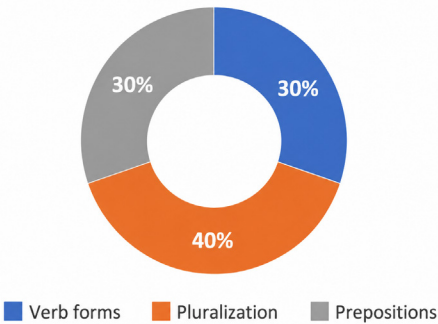
Gender	Frequency
Male	9
Female	11
Total	20

Source: The author’s elaboration is based on the data gathered.

The comprehensive analysis of omission errors among the fourth-level students reveals a total of 20 instances, with 9 occurrences among male participants and 11 among female participants. These errors encompass a variety of linguistic elements, including articles, pluralization, prepositions, and verb forms. The distribution of errors indicates a diverse range of linguistic challenges faced by students in the fourth-level. Notably, the higher frequency among females suggests potential gender-based variations in the occurrence of omission errors. While the overall number of errors is substantial, addressing specific error patterns within the context of overall language proficiency enhancement is essential.

5. Analysis of the Most Common Types of Omission Errors

Figure 2. *Frequency of Overgeneralization*

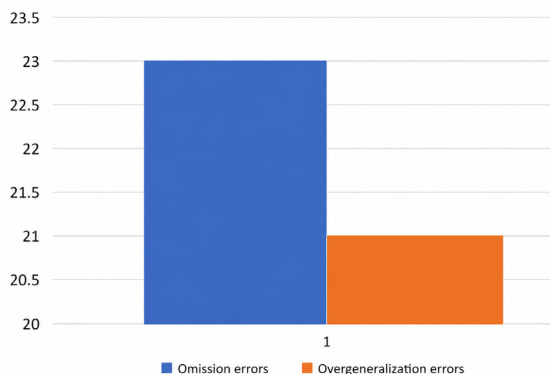


Source: The author’s elaboration is based on the data gathered.

The research meticulously examined the prevalence of overgeneralization errors among fourth-level students, revealing distinctive linguistic challenges. The data reveal notable patterns in the occurrence of these errors, with pluralization exhibiting the highest frequency at 40%, while verb forms and prepositions show a slightly lower frequency at 30%. The elevated rate in pluralization suggests heightened morphological complexity for learners. The parity between verb forms and prepositions indicates comparable acquisition challenges despite differing linguistic functions. Overall, Figure 2 provides valuable insights into the distribution of overgeneralization errors, contributing to a deeper understanding of language learning processes and informing pedagogical approaches to mitigate such errors.

6. Comparison Between Types of Errors

Figure 3. *Errors Made by Fourth-Level Students*



Source: The author's elaboration is based on the data gathered.

In examining errors made by fourth-level students, two categories emerged: omission and overgeneralization errors. The analysis revealed the following:

Omission errors: Occurred 23 times, indicating difficulties in applying grammatical rules accurately and suggesting a need for more nuanced instruction to refine rule comprehension.

Overgeneralization errors: Observed 20 times, reflecting challenges in applying specific language elements and potential gaps in foundational knowledge.

CONCLUSIONS

The analysis of the students' written productions reveals that omission and overgeneralization are the most persistent and systematic error types in this group. Among them, the absence of definite and indefinite articles, along with inaccurate plural formation, emerges as a recurrent feature across multiple texts and learners. Such consistency indicates that these issues are not occasional lapses but rather stable patterns that demand deliberate instructional focus.

The nature of these errors points to a combination of underlying causes. Some instances reflect the direct influence of the learners' first language, particularly where grammatical structures in English do not have clear equivalents in the L1. Others result from intralinguistic processes, such as the overextension of regular grammatical rules or reliance on incomplete knowledge of exceptions. Recognizing this dual origin is essential for designing effective pedagogical interventions, as each source requires a slightly different approach.

Within this context, article usage and plural marking stand out as priority areas for targeted instruction. Addressing these elements in activities that connect grammatical form with communicative meaning can encourage learners to internalize correct patterns more effectively. Similarly, the overgeneralization of irregular past-tense verbs and the misuse of prepositions reveal that grammatical challenges extend beyond articles and plurals. These areas also benefit from contextualized practice, particularly through tasks that integrate them naturally into written discourse.

The findings support the need for an integrated approach to teaching, one that combines concise explanations of form, contrastive exercises highlighting differences between English and the learners' L1, and structured self-correction tasks. This combination not only addresses specific grammatical weaknesses but also promotes metalinguistic awareness and fosters learner autonomy in monitoring and improving their own writing. In conclusion, the study provides valuable insights into the common errors of fourth-level EFL Learners at EIFAB, emphasizing the importance of targeted instructional support to improve language proficiency. The findings offer a foundation for future research on EFL writing errors across different student populations and educational contexts.

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