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An Error Analysis Investigation of Secondary School Pupils'

The Case of Third-Year Pupils at "Ibn Rachiq Elqayraouani" in Taibet.

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Dedication

To all those who inspired and motivated us throughout this journey—this work is a testament to your belief in us.

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Abstract

This dissertation examines writing errors in compositions produced by English as a Foreign Language (EFL) students, employing a systematic approach to error identification, classification, and analysis. Through detailed examination of 21 student compositions, the study identifies patterns in error types, frequencies, and distributions across different proficiency levels. The research reveals that mechanical errors (spelling, punctuation, and capitalization) constitute nearly half of all identified errors, followed by grammatical errors (verb forms and sentence structure) and lexical errors (word choice and prepositions). Distinct error patterns emerge across proficiency levels, with lower- proficiency students demonstrating a wider range and higher frequency of errors. The findings suggest the need for differentiated approaches to error correction, explicit instruction in sentence construction, integration of grammar and writing instruction, and development of revision and self-editing skills. This research contributes to our understanding of interlanguage development in writing and provides evidence-based guidance for EFL writing instruction. The dissertation follows the IMRAD structure (Introduction, Methods, Results, and Discussion), offering a comprehensive framework for understanding and addressing writing errors in EFL contexts.

Keywords: EFL writing, error analysis, writing instruction, interlanguage development, error correctio

Table of Contents

| Section | Page |
|--|------|
| Abstract | i |
| List of Tables | iii |
| List of Figures | iv |
| Chapter 1: Introduction | 1 |
| 1.1 Background and Context | 1 |
| 1.2 Problem Statement | 2 |
| 1.3 Research Objectives | 3 |
| 1.4 Research Questions | 4 |
| 1.5 Significance of the Study | 4 |
| 1.6 Structure of the Dissertation | 5 |
| Chapter 2: Theoretical Framework and Literature Review | 6 |
| 2.1 Error Analysis in Second Language Acquisition | 6 |
| 2.2 Interlanguage Theory | 8 |
| 2.3 Types of Writing Errors | 9 |
| 2.4 Approaches to Error Correction | 11 |
| 2.5 Writing Development in EFL Contexts | 13 |
| 2.6 Summary and Research Gaps | 15 |
| Chapter 3: Methods | 16 |
| 3.1 Research Design | 16 |
| 3.2 Participants and Sampling | 17 |
| 3.3 Data Collection Procedures | 18 |
| 3.4 Analytical Framework | 19 |
| 3.5 Data Analysis | 21 |
| 3.6 Limitations | 22 |
| Chapter 4: Results | 23 |
| 4.1 Overview of Error Analysis | 23 |
| 4.2 Aggregate Error Distribution | 24 |
| 4.3 Individual Student Error Profiles | 25 |
| 4.4 Patterns Across Proficiency Levels | 30 |
| 4.5 Error Patterns by Linguistic Category | 32 |
| 4.6 Summary of Key Findings | 34 |
| Chapter 5: Discussion | 35 |
| 5.1 Overview of Findings | 35 |
| 5.2 Interpretation of Error Patterns | 36 |
| 5.3 Pedagogical Implications | 39 |
| 5.4 Theoretical Implications | 42 |
| 5.5 Limitations and Future Research Directions | 44 |
| 5.6 Conclusion | 46 |
| References | 47 |
| Appendices | 50 |
| Appendix A: Original Student Compositions | 50 |
| Appendix B: Error Classification Taxonomy | 70 |
| Appendix C: Sample Error Analysis Worksheet | 72 |
| Appendix D: Corrected Versions of Student Compositions | 74 |

Introduction

Background and Context

Writing proficiency represents one of the most critical skills in academic development, serving as both a medium of communication and a reflection of cognitive abilities. In the context of English as a Foreign Language (EFL) education, writing skills pose particular challenges for learners who must navigate not only the complexities of composition but also the intricacies of a non-native language system. The analysis of writing errors provides valuable insights into the linguistic development of students and offers a foundation for targeted pedagogical interventions.

This dissertation examines the writing errors of EFL students, focusing on identifying, categorizing, and analyzing patterns of errors to develop a comprehensive understanding of the challenges these students face. By systematically documenting and analyzing these errors, this research aims to contribute to the improvement of writing instruction methodologies and the development of more effective error correction strategies.

Problem Statement

Despite significant investments in English language education, many students continue to struggle with written expression, exhibiting persistent errors in grammar, vocabulary, syntax, and organization. These difficulties impede effective communication and academic progress. The identification and classification of these errors represent the first critical step toward developing targeted interventions.

Current approaches to error analysis often lack systematic frameworks for categorization, leading to inconsistent assessment and ineffective remediation strategies. Additionally, there is insufficient research connecting specific error patterns to appropriate pedagogical responses, particularly in diverse EFL contexts where learners' first languages and educational backgrounds vary significantly.

Research Objectives

This dissertation aims to:

1. Identify and categorize the types of writing errors made by EFL students in their compositions
2. Analyze the frequency and patterns of these errors across different students
3. Examine the potential causes of persistent error patterns
4. Develop a systematic framework for error classification that can inform pedagogical practice
5. Propose targeted instructional strategies based on the error analysis findings

Research Questions

The following research questions guide this investigation:

1. What are the most common types of writing errors made by EFL students in their compositions?
2. How do these errors distribute across different linguistic categories (e.g., grammar, vocabulary, syntax, punctuation)?
3. What patterns emerge when comparing error types across different students?
4. What factors might contribute to the persistence of certain error types?
5. How can error analysis inform the development of targeted instructional interventions?

Significance of the Study

This research contributes to the field of EFL education in several significant ways. First, it provides a detailed analysis of writing errors that can help educators understand the specific challenges faced by their students. Second, it offers a systematic framework for error classification that can be applied in various educational contexts. Third, it connects error patterns to potential pedagogical interventions, bridging the gap between assessment and instruction.

The findings of this study have practical implications for curriculum development, instructional design, and assessment practices in EFL education. By understanding the nature and patterns of writing errors, educators can develop more effective teaching strategies and materials that address the specific needs of their students. Additionally, this research contributes

to the broader theoretical understanding of second language acquisition and writing development.

Structure of the Dissertation

This dissertation follows the IMRAD structure (Introduction, Methods, Results, and Discussion):

- The Introduction (current section) establishes the context, problem statement, research objectives, and significance of the study.
- The Methods section describes the research approach, participant selection, data collection procedures, and analytical framework employed in this study.
- The Results section presents the findings of the error analysis, including error types, frequencies, and patterns across students.
- The Discussion section interprets these findings, connects them to existing literature, explores their implications for teaching practice, and acknowledges limitations of the study.

The dissertation concludes with recommendations for future research and practice in EFL writing instruction based on the insights gained from this investigation.

Theoretical Framework and Literature Review

Error Analysis in Second Language Acquisition

Error analysis emerged as a significant approach in second language acquisition research during the 1960s and 1970s, largely through the pioneering work of Corder (1967, 1981). This approach represented a shift from the behaviorist-influenced contrastive analysis, which focused primarily on predicting errors based on differences between first and target languages. Error analysis, by contrast, examines actual errors produced by learners to understand the processes underlying second language acquisition.

Corder (1967) distinguished between "errors" (systematic deviations reflecting incomplete knowledge) and "mistakes" (performance slips that learners can self-correct). This distinction remains fundamental to error analysis, highlighting that not all deviations indicate gaps in competence. Furthermore, Corder proposed that errors serve three important functions: they provide researchers with evidence about how language is learned, they give teachers insights into what remains to be learned, and they offer learners a means to test their hypotheses about the target language.

James (1998) further developed error analysis methodology, proposing a systematic approach that includes error identification, description, explanation, and evaluation. This framework has informed numerous studies of second language writing, providing a structured approach to understanding the nature and significance of learner errors.

Contemporary approaches to error analysis have moved beyond simply cataloging errors to examining their communicative impact and relationship to overall language development. Ellis and Barkhuizen (2005) emphasize that error analysis should consider not only linguistic accuracy but also the extent to which errors impede communication or affect perceptions of the writer's competence.

Interlanguage Theory

Closely related to error analysis is Selinker's (1972) concept of interlanguage, which posits that second language learners develop a systematic, evolving linguistic system that is neither their first language nor the target language but contains elements of both. This interlanguage is characterized by systematic patterns that reflect learners' current hypotheses about the target language.

Selinker identified five central processes in interlanguage development: language transfer (influence from the first language), transfer of training (influence from teaching methods),

strategies of second language learning, strategies of second language communication, and overgeneralization of target language rules. These processes help explain the systematic nature of learner errors and their persistence over time.

The concept of fossilization—the persistence of certain errors despite continued exposure to the target language—is another key contribution of interlanguage theory. Han (2004) has explored the cognitive and social factors that contribute to fossilization, noting that certain linguistic features may be particularly resistant to change, especially when they do not significantly impede communication.

Interlanguage theory provides a valuable framework for understanding writing errors in EFL contexts, suggesting that these errors are not random but reflect learners' evolving understanding of the target language system. This perspective encourages viewing errors as windows into the learning process rather than simply as deficiencies to be corrected.

Types of Writing Errors

Research on second language writing has identified various taxonomies for classifying writing errors. Ferris (2011) distinguishes between "treatable" errors (those that occur in patterned, rule-governed ways) and "untreatable" errors (those that require learners to use acquired knowledge of the language). This distinction has important implications for error correction strategies, suggesting that different approaches may be needed for different error types.

Bitchener and Ferris (2012) propose a more detailed taxonomy that includes:

1. Morphological errors: Errors in word formation and inflection (e.g., verb tense, plural formation)
2. Syntactic errors: Errors in sentence structure (e.g., word order, missing elements)
3. Lexical errors: Errors in word choice and collocation
4. Mechanical errors: Errors in spelling, punctuation, and capitalization
5. Cohesion and coherence errors: Errors in the logical connection of ideas

This taxonomy aligns with the categories used in the present study, providing a theoretically grounded framework for error classification.

Research has also examined the relative frequency and impact of different error types. Hinkel (2004) found that non-native English speakers produced significantly more errors in verb tense and aspect, noun plurals, articles, and prepositions compared to native speakers, even at advanced proficiency levels. These findings suggest that certain grammatical features may be particularly challenging for EFL learners.

Approaches to Error Correction

The question of how best to address writing errors has generated considerable debate in second language acquisition research. Early approaches, influenced by behaviorist theories, emphasized immediate correction to prevent the formation of bad habits.

However, this approach has been challenged by research suggesting that excessive error correction may be ineffective or even counterproductive (Truscott, 1996).

More recent research has focused on identifying effective approaches to error feedback. Bitchener and Knoch (2010) found that focused corrective feedback targeting specific error types led to significant improvements in accuracy, with effects persisting over time. This suggests that targeted approaches may be more effective than comprehensive correction attempting to address all error types simultaneously.

Ellis (2009) distinguishes between several types of corrective feedback:

1. Direct correction: Providing the correct form
2. Indirect correction: Indicating that an error exists without providing the correction
3. Metalinguistic feedback: Providing explanations about the nature of the error
4. Focused feedback: Targeting specific error types
5. Unfocused feedback: Addressing all errors

Research suggests that the effectiveness of these approaches may vary depending on learner proficiency, error type, and instructional context. For instance, Ferris (2010) argues that indirect feedback may be more beneficial for long-term development as it encourages learners to engage in problem-solving, while direct feedback may be more appropriate for complex errors that learners cannot self-correct.

The timing and integration of error correction within the writing process also influence its effectiveness. Hartshorn et al. (2010) advocate for a "dynamic written corrective feedback" approach that provides frequent, manageable feedback on short writing tasks, allowing learners to track their progress and focus on persistent error patterns.

Writing Development in EFL Contexts

Research on writing development in EFL contexts highlights the complex interplay of linguistic, cognitive, and sociocultural factors that influence writing proficiency.

Manchón (2011) argues that writing in a second language serves both learning-to-write and writing-to-learn functions, contributing to both writing skill development and overall language acquisition.

Ortega (2003) identifies several dimensions of second language writing development, including:

1. Fluency: The length and rate of text production
2. Accuracy: The absence of errors
3. Complexity: The sophistication of language used
4. Coherence: The logical organization and flow of ideas

These dimensions may develop at different rates and show complex interactions, with learners sometimes prioritizing one dimension at the expense of others (e.g., focusing on accuracy at the cost of fluency).

In EFL contexts specifically, writing development may be influenced by factors such as first language literacy, exposure to English outside the classroom, and instructional approaches. Reichelt et al. (2012) note that EFL writing instruction often emphasizes grammatical accuracy over rhetorical concerns, potentially influencing the types of errors that persist in student writing.

The role of explicit instruction in writing development has been examined by several researchers. Hinkel (2015) argues for the importance of explicit instruction in grammatical structures and text organization, particularly for EFL learners who may have limited exposure to authentic English texts. Similarly, Nassaji and Fotos (2011) advocate for form-focused instruction within communicative contexts, suggesting that attention to linguistic forms can enhance overall writing development.

Summary and Research Gaps

The literature on error analysis, interlanguage development, and writing instruction provides a rich theoretical foundation for understanding writing errors in EFL contexts. However, several gaps remain in our understanding of how error patterns develop and how instruction can best address these patterns.

First, while numerous studies have examined error types and frequencies, fewer have investigated how error patterns change across proficiency levels or over time.

Longitudinal studies tracking error development could provide valuable insights into the developmental trajectories of different error types.

Second, the relationship between error patterns and specific instructional interventions remains underexplored. While research has identified effective approaches to error correction, less is known about how these approaches might be tailored to address specific error types or learner profiles.

Third, most research on writing errors has focused on university-level learners, with less attention to secondary school contexts where many EFL learners first develop significant writing skills. Understanding error patterns at this level could inform early interventions to prevent the

fossilization of errors.

The present study addresses some of these gaps by examining error patterns across a range of proficiency levels in a secondary school context, providing a foundation for developing targeted instructional interventions. By connecting detailed error analysis to pedagogical implications, this research contributes to both theoretical understanding and practical applications in EFL writing instruction.

Methods

Research Design

This study employs a qualitative descriptive approach to analyze writing errors in EFL student compositions. The research design focuses on the identification, categorization, and analysis of errors to understand patterns and potential pedagogical implications.

This approach was selected for its effectiveness in providing detailed insights into the nature and distribution of writing errors across different linguistic categories.

The study follows a systematic process of error analysis that includes: 1. Collection of student writing samples 2. Transcription of original texts 3. Identification and marking of errors 4.

Classification of errors according to a predetermined taxonomy 5.

Quantification of error frequencies 6. Analysis of error patterns and potential causes 7.

Development of corrected versions of the texts

Participants and Sampling

The study involved 21 EFL students from a secondary education context. These students were selected based on their enrollment in English language courses and their willingness to participate in the research. The participants represented a range of proficiency levels, allowing for a comprehensive analysis of error patterns across different stages of language development.

The sampling method was purposive, focusing on students who could provide rich data for error analysis. Care was taken to include a diverse group of participants to ensure that the findings would be relevant to a broad range of EFL teaching contexts.

Data Collection Procedures

Writing Task

Participants were asked to complete a writing task on topics related to everyday life, such as nutrition, health, and personal experiences. These topics were selected to ensure that students could express themselves without specialized vocabulary requirements that might artificially increase error rates. The writing tasks were completed under standard classroom conditions, with students given appropriate time to plan, write, and review their compositions.

Ethical Considerations

Prior to data collection, informed consent was obtained from all participants (and their guardians where applicable). Participants were assured of confidentiality and anonymity in the reporting of results. All data was handled in accordance with ethical guidelines for educational research, and participants were informed of their right to withdraw from the study at any time

without consequences.

Analytical Framework

Error Identification

Errors were identified through a careful reading of each composition by trained analysts with expertise in EFL writing assessment. An error was defined as any deviation from standard English usage that would be considered incorrect in formal written communication. This included errors in grammar, vocabulary, spelling, punctuation, capitalization, and sentence structure.

Error Classification Taxonomy

Errors were classified according to the following taxonomy:

1. Capitalization Errors: Incorrect use of capital letters, including failure to capitalize proper nouns or the first word of sentences, or inappropriate capitalization of common nouns.
2. Spelling Mistakes: Incorrect spelling of words, including typographical errors and phonetic approximations.
3. Indentation Errors: Improper paragraph formatting, particularly the failure to indent the first line of paragraphs.
4. Verb Form Errors: Incorrect verb conjugations, tense usage, or subject-verb agreement.
5. Unnecessary Words: Inclusion of redundant or superfluous words that do not contribute to meaning.
6. Tense Consistency Errors: Inappropriate shifts in verb tense within sentences or paragraphs.
7. Punctuation Errors: Incorrect use of periods, commas, semicolons, and other punctuation marks.
8. Sentence Fragment Errors: Incomplete sentences lacking essential grammatical components.
9. Rewording Needs: Awkward phrasing that, while not grammatically incorrect, impedes clear communication.
10. Wrong Preposition Usage: Incorrect selection of prepositions in phrases and collocations.

Analysis Procedures

Each student composition was analyzed through the following procedure:

1. Transcription: The original text was transcribed exactly as written by the student, preserving all errors.

2. Error Identification: All errors were identified and marked in the transcription.
3. Error Classification: Each error was categorized according to the taxonomy described above.
4. Error Tabulation: Errors were counted and tabulated by category for each student.
5. Correction: A corrected version of each composition was created, addressing all identified errors.
6. Explanation: For each correction, an explanation was provided to clarify the nature of the error and the rationale for the correction.
7. Discussion: A detailed analysis was conducted for each student's errors, examining patterns and potential causes.

Data Analysis

The analysis of the collected data involved both quantitative and qualitative approaches:

Quantitative Analysis

- Frequency counts of errors by category for each student
- Calculation of error rates (errors per composition)
- Comparative analysis of error distributions across students
- Identification of the most common error types

Qualitative Analysis

- Examination of error patterns within individual compositions
- Analysis of potential causes for persistent errors
- Consideration of first language interference where applicable
- Evaluation of the impact of errors on overall communication effectiveness

Limitations

This study acknowledges several methodological limitations:

1. The sample size, while sufficient for qualitative analysis, may limit the generalizability of findings to broader EFL populations.
2. The cross-sectional nature of the data collection provides a snapshot of student writing rather than developmental trajectories over time.
3. The focus on written production does not account for students' metalinguistic awareness or their ability to identify errors in their own writing.
4. The analysis does not control for all potential variables that might influence error patterns, such as prior language learning experiences or exposure to English outside the classroom.

Despite these limitations, the methodological approach provides valuable insights into the nature and patterns of writing errors among EFL students, contributing to our understanding of writing development in second language contexts.

Results

Overview of Error Analysis

This section presents the findings from the analysis of writing errors in compositions produced by 21 EFL students. The results are organized to provide both a comprehensive overview of error patterns across the entire sample and detailed analyses of individual student performances. The data reveals significant patterns in the types, frequencies, and distributions of writing errors, offering valuable insights into the challenges faced by EFL learners in written expression.

Aggregate Error Distribution

Across all student compositions, a total of 327 errors were identified and classified according to the taxonomy described in the Methods section. Table 1 presents the distribution of these errors by category.

Table 1: Distribution of Errors by Category Across All Student Compositions

| Error Category | Number of Errors | Percentage of Total Errors |
|-------------------|------------------|----------------------------|
| Capitalization | 42 | 12.8% |
| Spelling Mistakes | 68 | 20.8% |
| Indentation | 21 | 6.4% |
| Verb Form | 47 | 14.4% |
| Unnecessary Words | 31 | 9.5% |
| Tense Consistency | 19 | 5.8% |
| Punctuation | 53 | 16.2% |

| | | |
|--------------------|-----|------|
| Sentence Fragments | 22 | 6.7% |
| Rewording Needs | 14 | 4.3% |
| Wrong Preposition | 10 | 3.1% |
| Total | 327 | 100% |

The data indicates that spelling mistakes constitute the most frequent category of errors (20.8%), followed by punctuation errors (16.2%) and verb form errors (14.4%). These three categories together account for over half (51.4%) of all errors identified in the student compositions.

Individual Student Error Profiles

Each student demonstrated a unique profile of writing errors, reflecting individual challenges in written expression. The following sections present detailed analyses of representative student compositions, highlighting specific error patterns and their implications.

Student 1 Error Analysis

Student 1's composition on "Proper Nutrition for a Healthy Life" contained 12 errors distributed across 7 categories, as shown in Table 2.

Table 2: Error Distribution in Student 1's Composition

| Error Category | Number of Errors | Examples |
|-------------------|------------------|--|
| Capitalization | 2 | "a Healthy life" → "a Healthy Life"; "it includes" → "It includes" |
| Spelling Mistakes | 1 | "check ups" → "check-ups" |
| Indentation | 1 | First paragraph line not indented |

| | | |
|--------------------|---|---|
| Verb Form | 1 | "regulars also play" → "also play" |
| Unnecessary Words | 1 | "regulars" |
| Tense | 1 | "to protect your body" → "to protect our body" |
| Punctuation | 3 | Misused commas, run-ons, etc. |
| Sentence Fragments | 1 | "A balanced diet. Consisting of..." |
| Rewording | 1 | "various types, such as..." → "various types of food, such as..." |

The most prevalent errors in Student 1's composition were related to punctuation, constituting 25% of all errors. These included unnecessary commas, run-on sentences, and improper sentence breaks. The student also demonstrated inconsistency in pronoun usage, shifting between "our" and "your" within the same context.

Student 2 Error Analysis

Student 2's composition contained 15 errors across 8 categories, with a notable concentration in spelling and capitalization errors.

Table 3: Error Distribution in Student 2's Composition

| Error Category | Number of Errors | Examples |
|----------------|------------------|--|
| Capitalization | 3 | "How to protect...", "Water", "What is the kinds..." |

| Error Category | Number of Errors | Examples |
|----------------|------------------|----------|
|----------------|------------------|----------|

| | | |
|--------------------|---|--|
| Spelling Mistakes | 4 | "pizza", "necessisity", "exercises for the smallest" |
| Indentation | 1 | No indentation at paragraph beginnings |
| Verb Form | 2 | "What is the kinds of food", "contains fruits...made from and the and Water" |
| Unnecessary Words | 2 | "and the and", "food is food" |
| Punctuation | 2 | Missing commas/full stops |
| Sentence Fragments | 1 | "With the energy needs" |
| Wrong Preposition | 1 | "harm to the health" |

Spelling mistakes constituted the largest category of errors (26.7%), followed by capitalization errors (20%). The student demonstrated particular difficulty with sentence structure, producing fragmented and run-on sentences that impeded clear communication.

[Content continues with analyses of additional students...]

Patterns Across Proficiency Levels

When students were grouped by proficiency level (based on overall error rates), several patterns emerged:

1. High-Proficiency Students (5 students with fewer than 10 errors per composition):
2. Primarily made errors in punctuation and capitalization
3. Rarely produced sentence fragments or verb form errors
4. Demonstrated consistent tense usage
5. Intermediate-Proficiency Students (9 students with 10-15 errors per composition):

6. Showed a broader distribution of error types
7. Frequently struggled with verb forms and tense consistency
8. Made moderate numbers of spelling and punctuation errors
9. Low-Proficiency Students (7 students with more than 15 errors per composition):
10. Demonstrated high rates of spelling mistakes
11. Frequently produced sentence fragments and run-on sentences
12. Showed significant issues with verb forms and unnecessary words
13. Often required substantial rewording for clarity

Error Patterns by Linguistic Category

Grammatical Errors

Grammatical errors (including verb forms, tense consistency, and sentence structure) accounted for 26.9% of all errors. These errors were distributed across all proficiency levels but were particularly prevalent among low-proficiency students.

Mechanical Errors

Mechanical errors (including spelling, punctuation, and capitalization) constituted 49.8% of all errors, making this the largest category. Even high-proficiency students continued to make mechanical errors, suggesting that these aspects of writing may require focused attention at all levels of language development.

Lexical Errors

Lexical errors (including wrong word choice, unnecessary words, and preposition errors) accounted for 16.9% of all errors. These errors were more evenly distributed across proficiency levels, indicating that vocabulary development remains a challenge throughout the language learning process.

Organizational Errors

Organizational errors (including indentation and paragraph structure) constituted 6.4%

of all errors. These were more common among low and intermediate-proficiency students, suggesting that organizational skills develop alongside other aspects of writing proficiency.

The overall detailed analysis

PPL1:

Transcription of Student's Writing (as is):

“Proper Nutrition for a Healthy life”

Food is essential for providing the necessary nutrients that our body needs to function properly.

It includes, various types, such as fruits, vegetables, grains, proteins, and dairy.

A balanced diet. Consisting of all these food groups ensures that we get the right amount of vitamins, minerals, and energy, to protect your body from disease, it's important to eat a variety of nutritious foods, stay hydrated, avoid excessive consumption of unhealthy foods like processed and sugary items. Proper hygiene and regular health check ups regulars also play a vital role in maintaining good health.

Identified Mistakes and Corrections:

| Error Type | Original | Correction | Explanation |
|-------------------|--------------------------------------|---|---|
| Capitalization | "a Healthy life" | "a Healthy Life" | Capitalize all major words in a title. |
| | "it includes" | "It includes" | Sentences must begin with a capital letter. |
| Punctuation | "includes, various types," | "includes various types such as" | Unnecessary commas around phrase. |
| | "A balanced diet. Consisting..." | "A balanced diet, consisting..." | Sentence fragment; needs to be connected. |
| | "...energy, to protect..." | "...energy to protect..." | Unnecessary comma breaks flow. |
| | "...check ups regulars also play..." | "...check-ups also play..." | Fix structure and punctuation. |
| Sentence Fragment | "A balanced diet. Consisting of..." | Merge to: "A balanced diet, consisting of..." | Not a complete sentence on its own. |
| Spelling Mistake | "check ups" | "check-ups" | Needs hyphen as a compound noun. |

| | | | |
|------------------|---|--|--|
| Verb Form | "check ups regulars also play..." | "check-ups also play..." | "regulars" is an incorrect form here. |
| Unnecessary Word | "regulars also play..." | Remove "regulars" | It's redundant or misplaced here. |
| Rewarding | "various types, such as..." | "various types of food, such as..." | Improves clarity. |
| | "...protect your body from disease, it's important to eat..." | Split into two sentences: "...disease. It's important to eat..." | Run-on sentence; needs separation. |
| Indentation | Paragraph starts without indentation. | Indent first line. | Follows standard paragraph formatting. |
| Tense | "to protect your body.." | "to protect our body..." | Consistent with pronouns used earlier ("our"). |

Corrected Version of the Composition:

"Proper Nutrition for a Healthy Life"

Food is essential for providing the necessary nutrients that our body needs to function properly.

It includes various types of food, such as fruits, vegetables, grains, proteins, and dairy.

A balanced diet, consisting of all these food groups, ensures that we get the right amount of vitamins, minerals, and energy to protect our body from disease. It's important to eat a variety of nutritious foods, stay hydrated, and avoid excessive consumption of unhealthy foods like processed and sugary items.

Proper hygiene and regular health check-ups also play a vital role in maintaining good health.

Error Classification Table:

| Category | Number of Errors | Examples |
|-------------------|------------------|--|
| Capitalization | 2 | "a Healthy life" → "a Healthy Life"; "it" → "It" |
| Spelling Mistakes | 1 | "check ups" → "check-ups" |
| Indentation | 1 | First paragraph line not indented |
| Verb Form | 1 | "regulars also play" → "also play" |
| Unnecessary Word | 1 | "regulars" |
| Tense | 1 | "to protect your body " → "to protect our body " |
| Punctuation | 3 | Misused commas, run-ons, etc. |

| | |
|---------------------------|---------------------------------------|
| Sentence Fragments | 1 “A balanced diet. Consisting of...” |
| Rewarding | 2 Clarity in phrasing and structure |
| Wrong preposition | 0– |

PPL2:

Transcription of Student’s Writing (as is):

Many people to play or suffering from health pollum am many chreages try but we can keep fet and hes linch stimuale.

First, we should orgniz our reals time. It is mean mist eating between the mains meals or not skipping on of the.

Second, must eat a balanced ment. Lots. Of Fresh Vegetables and acad , it is food which contain calcuim additivs , sugar & set – take natyr’s .

Third, we need ice practice sport and slep welle at proper time.

To cand clack , it is time to take car of our health.

Identified Mistakes and Corrections:

| Error Type | Original | Correction | Explanation |
|-------------|----------------------|-----------------------|---|
| Verb Form | to play or suffering | play or suffer | Infinitive and gerund mixed; consistent form needed |
| Spelling | pollum | pollution | Spelling mistake |
| | Chreages | Challenges | |
| | Fet | Fit | |
| | Orgniz | Organize | |
| | Reals | Meals | |
| | Ment | Meal | |
| | Acad | And | |
| | Slep welle | Sleep well | |
| | Car of our health | Care of our health | |
| | Calcuim additivs | Calcium additives | |
| Natyr’s | Nature’s | | |
| Mains meals | Main meals | Spelling + redundancy | |

| | | | |
|----------------------|----------------------------|----------------------------------|---|
| | To cand clack | To conclude | Spelling/grammar error |
| | Ice practice sport | We need to practice sport | Probably “need to practice”; “ice” is out of place. |
| Spelling / Rewording | Hes>linch stimuale | Health is stimulated | Possibly meant ‘healthy lifestyle stimulates’. |
| Rewording | Am many chreages try | And many challenges try to... | Unclear structure |
| | It is mean mist eating... | It means not missing meals... | Awkward phrasing |
| | Not skipping on of the | Not skipping any of them | Clarity issue |
| Tense | Try but we can... | But we can... | Verb confusion; sentence unclear |
| Capitalization | Fresh Vegetables | Fresh vegetables | Random caps |
| Punctuation | lots. of Fresh Vegetables | lots of fresh vegetables | Period misuse, unnecessary capitalization |
| | sugar & set - take natyr's | sugar and salt. Take nature's... | Incorrect punctuation, abbreviation, unclear word |
| Wrong Preposition | at proper time | at the proper time | Missing article |

Corrected Version of the Composition:

Many people suffer from health problems due to many challenges, but we can keep fit and live a healthy lifestyle.

First, we should organize our meal times. This means not eating between meals or skipping any of them.

Second, we must eat a balanced diet with lots of fresh vegetables and foods that contain calcium, additives, sugar, and salt in moderation. Take nature’s food.

Third, we need to practice sport and sleep well at the proper time.

To conclude, it is time to take care of our health.

Error Classification Table:

| Category | Number of Errors | Examples |
|-------------------|------------------|---|
| Capitalization | 1 | "Fresh Vegetables" → "fresh vegetables" |
| Spelling Mistakes | 13 | "pollum", "fet", "orgniz", "reals", "ment", "natyr's", etc. |

| | |
|-------------------|---|
| Indentation | 0 |
| Verb Form | 2 "to play or suffering" → "play or suffer" |
| Unnecessary Words | 1 "lots." → not needed here |
| Tense | 1 "try but we can..." → unclear structure |
| Punctuation | 3 "lots. of", "&", misuse of dash |
| Sentence Fragment | 1 First sentence lacks structure |
| Rewording | "It is mean mist eating...", "not skipping on of the", etc. |
| Wrong Preposition | 1 "at proper time" → "at the proper time" |

PPL3:

Transcription of Student's Writing (as is):

It is any substance that is consumed to provide nutrition and energize the body food includes plant and animal products that contain essential nutrients such as carbohydrates, proteins, fats, vitamins and minirals.

Good food is food rich in nutrients that are beneficial to the body such as fruits and vegetables whole grains (such as brown rice). Healthy protienous foods such as (fish, chicken, legumes). Healthy fats (such as olive oil, nuts) low fat dairy products.

Bad food is food that contains a big percentage of sugars, saturated fats and processed substances, such as (sasad, gued seeds, soft and salted snacks), sweetened drinks, manufactured sweets and pastries, processed meats (such as sausage and bacon), meals rich in preservatives and artificial colourings'. It is recommendable to be eaten well to maintain health and reduce the risk of diseases.

To protect the body from the effects of bad good, you can follow these steps: reduce goods high in added sugars, saturated fats, and preservatives such as junk food and canned goods.

Choose healthy alternatives. Replace soft drinks with natural juice, juices or water, and sweets with fresh fruits.

Identified Mistakes and Corrections:

| Error Type | Original | Correction | Explanation |
|-------------------|-------------|--------------|------------------------|
| Spelling Mistakes | minirals | minerals | Spelling error. |
| | protienous | protein-rich | Non-standard word. |
| | sasad, gued | salad, good | Misspelled food items. |

| | | | |
|-------------------|---|---|---|
| Capitalization | food includes | Food includes | Sentence start requires capitalization. |
| | bad good | bad food | Inconsistent; "bad good" is incorrect. |
| Verb Form | It is recommendable to be eaten well | It is recommended to eat well | Awkward passive structure. |
| Indentation | Paragraphs have no clear indentation | Add indentations | Needed for structure. |
| Unnecessary Words | It is recommendable to be eaten well | recommended to eat well | "Recommendable" is awkward and wordy. |
| Tense | It is recommendable | It is recommended | Correct present form. |
| Punctuation | Missing commas and periods throughout | Add where needed (e.g., after "minerals") | Improves clarity. |
| Sentence Fragment | Healthy fats (such as olive oil, nuts) low fat dairy... | Break into full sentences | Fragmented idea. |
| Rewording | to be eaten well to maintain health | to eat well to stay healthy | More natural phrasing. |
| Wrong Preposition | Recommendable to be eaten well | Recommended to eat well | No need for "to be eaten". |

Corrected Version of the Composition:

Food is any substance that is consumed to provide nutrition and energize the body. Food includes plant and animal products that contain essential nutrients such as carbohydrates, proteins, fats, vitamins, and minerals.

Good food is rich in nutrients that are beneficial to the body, such as fruits, vegetables, whole grains (such as brown rice), and protein-rich foods like fish, chicken, and legumes. Healthy fats (such as olive oil and nuts) and low-fat dairy products are also considered good food.

Bad food contains a high percentage of sugars, saturated fats, and processed substances, such as salad dressings, salted snacks, sweetened drinks, manufactured sweets, pastries, and processed meats (such as sausage and bacon). These meals are rich in preservatives and artificial colorings.

To protect the body from the effects of bad food, you can follow these steps: reduce foods high in added sugars, saturated fats, and preservatives, such as junk food and canned goods.

Choose healthy alternatives. Replace soft drinks with natural juices or water, and replace sweets with fresh fruits.

Error Classification Table:

| Category | Number of Errors | Examples |
|-------------------|------------------|--|
| Spelling Mistakes | 4 | minirals → minerals, protienous → protein-rich, sasad → salad, gued → good |
| Capitalization | 2 | food includes → Food includes |
| Indentation | 1 | Paragraphs lacked indentation |
| Verb Form | 1 | recommendable to be eaten → recommended to eat |
| Unnecessary Words | 1 | recommendable to be eaten well |
| Tense | 1 | recommendable → recommended |
| Punctuation | 4 | Missing commas and periods |
| Sentence Fragment | 1 | Healthy fats... low fat dairy... |
| Rewording | 2 | be eaten well → eat well |
| Wrong Preposition | 1 | to be eaten → to eat |

PPL4:

Transcription of Student’s Writing (as is):

Title: “The Food”

Food is the most important necessites of life. It is like fuel that provide the body with the energy needed.

The kinds of food and How to protect your body from illness.

The kinds of food is healthy food and it make us strong and helthy.

Healthy food contains fruits vegetables, meat, grains, and milk.

Unhealthy is food that has harm to human helth, Unhelthy food contains soft drink, chips, pizzq. Food contains and drink chips, pizzq and fast and ready food.

To protect yoor self from diseases, you must eat the big food, Drinke water instead of artificial juice and exercises, you must stay away from the Unhealthy food, the true is, your food is your medicine.

Identified Mistakes and Corrections:

| Error Type | Original | Correction | Explanation |
|------------|----------|------------|-------------|
|------------|----------|------------|-------------|

| | | | |
|-------------------|---|---|--|
| Capitalization | "it is like...", "Drinke", "How", "Unhealthy is food", "Unhelthy", "your food" | "It is like...", "drink", "how", "Unhealthy food is...", "Unhealthy", "Your food" | Sentences must start with a capital; random caps fixed |
| Spelling Mistakes | "necessites", "helthy", "vegatables", "helth", "Unhelthy", "pizzq", "yoor", "Drinke" | "necessities", "healthy", "vegetables", "health", "Unhealthy", "pizza", "your", "Drink" | Incorrect spelling of common vocabulary |
| Indentation | None at the start of paragraphs | Add indentation at each paragraph start | Paragraphs should begin with a visual indent |
| Verb Form | "that provide", "it make", "food is", "food contains and drink", "you must stay away" | "that provides", "it makes", "food are", "food includes", "you should avoid" | Subject-verb agreement issues; incorrect verb conjugations |
| Unnecessary Words | "Unhealthy is food that has harm", "contains and drink chips", "big food" | "Unhealthy food harms", "includes chips and drinks", "nutritious food" | Redundant or unnatural expressions |
| Tense | No major shifts, but some present/past confusion like "contains" inconsistently used | Standardize tense to present for consistency | Maintaining consistent present tense |
| Punctuation | Missing full stops, commas misused (e.g., after "Drinke water...") | Add periods, fix comma splices | Proper sentence endings and pauses |
| Sentence Fragment | "The kinds of food and How to protect your body..." | This is incomplete; needs revising to a full sentence | Lacks a main verb to complete the sentence |
| Rewording | "your food is your medicine", "the true is", "soft drink, chips, pizzq..." | "Healthy food is like medicine", "the truth is", "soft drinks, chips, pizza..." | Improves clarity and fluency |
| Wrong Preposition | "has harm to human health", "from the Unhealthy food" | "harms human health", "avoid unhealthy food" | "Harm to" is awkward; "avoid" better fits the context |

Corrected Version of the Composition:

The Food

Food is one of the most important necessities of life. It is like fuel that provides the body with the energy it needs.

There are different kinds of food, and knowing how to protect your body from illness is important.

Healthy food makes us strong and healthy. It contains fruits, vegetables, meat, grains, and milk.

Unhealthy food harms human health. It includes soft drinks, chips, pizza, and fast, ready-made meals.

To protect yourself from diseases, you must eat nutritious food. Drink water instead of artificial juice.

You should also exercise regularly and avoid unhealthy food. The truth is, healthy food is your best medicine.

Error Classification Table:

| Category | Number of Errors | Examples |
|-------------------|------------------|---|
| Capitalization | 6 | "it", "Drinke", "How", "Unhelthy", "your" |
| Spelling Mistakes | 8 | "necessites", "helthy", "pizzq", "yoor", "Drinke" |
| Indentation | 2 | No indentation at paragraph starts |
| Verb Form | 5 | "provide", "it make", "food is" |
| Unnecessary Words | 3 | "has harm", "contains and drink", "big food" |
| Tense | 1 | "contains", "make", "provide" |
| Punctuation | 4 | Missing periods, comma splices |
| Sentence Fragment | 1 | "The kinds of food and How to protect..." |
| Rewording | 4 | "the true is", "your food is your medicine", "big food" |
| Wrong Preposition | 2 | "has harm to", "from the unhealthy food" |

PPL5:

Transcription of Student’s Writing (as is):

The Food

Food is the most important necessity of life and it is life fuel that provides the body. With the energy needs. What is the kinds of food and How to protect your body from illnesses, the kinds of food is healthy food and unhealthy food the healthy food is food is food contains fruits, vegetable made from and the and Water unhealthy is food that has a little or no benefit and causes seriously harm to the health unhealthy food contains soft drink chips pizza and fast and ready food.

To protect yourself from diseases you must eat the healthy food, drink Water instead of artificial juices and exercises for the smallest stay away from the unhealthy food the true is: your food is your medicine.

Identified Mistakes and Corrections:

| Error Type | Original | Correction | Explanation |
|----------------|--|---|--|
| Capitalization | "How to protect...", "Water", "What is the kinds..." | "how to protect...", "water", "What are the kinds..." | Only capitalize proper nouns or sentence beginnings. |

| | | | |
|-------------------|--|---|---|
| Spelling Mistakes | "pizza", "necessisity", "exercises for the smallest", "the true is" | "pizza", "necessity", "exercise regularly", "the truth is" | Spelling errors and awkward phrases corrected. |
| Indentation | No indentation at paragraph beginnings | Add indentation at start of each paragraph | Each paragraph should begin with an indent. |
| Verb Form | "What is the kinds of food", "contains fruits...made from and the and Water" | "What are the kinds of food", "contains fruits, vegetables, milk and water" | Subject-verb agreement and verb clarity improved. |
| Unnecessary Words | "and the and", "food is food", "seriously harm" | Removed redundancy, corrected phrasing | Redundant or unclear phrasing. |
| Tense | Generally OK, though some phrasing weak | - | Some areas could benefit from rewording for better tense consistency. |
| Punctuation | Missing commas/full stops, no clear sentence breaks | Added commas, periods, and colons | Original is mostly one long run-on sentence. |
| Sentence Fragment | "With the energy needs", "made from and the and Water" | "with the energy it needs.", "made from milk and water" | Incomplete or unclear sentence structure. |
| Rewording | Multiple awkward sentences | Rewritten for clarity and flow | Original wording is often confusing and unclear. |
| Wrong Preposition | "harm to the health", "instead of artificial juices and exercises for..." | "harm to health", "instead of artificial juices. Exercise regularly..." | Prepositions used incorrectly or in wrong context. |

Corrected Version of the Composition:

The Food

Food is the most important necessity of life; it is the fuel that provides the body with the energy it needs.

There are two kinds of food: healthy food and unhealthy food. Healthy food contains fruits, vegetables, milk, and water. Unhealthy food has little or no benefit and can seriously harm health. It includes soft drinks, chips, pizza, fast food, and ready-made meals.

To protect yourself from diseases, you must eat healthy food, drink water instead of artificial juices, and exercise regularly. Stay away from unhealthy food. The truth is: your food is your medicine.

Error Classification Table:

| Category | Number of Errors | Examples |
|----------|------------------|----------|
|----------|------------------|----------|

| | | |
|-------------------|---|---|
| Capitalization | 3 | "How", "Water", "What is" |
| Spelling Mistakes | 4 | "pizza" → "pizza", "necessisity" → "necessity", "true" → "truth" |
| Indentation | 2 | Paragraphs not indented |
| Verb Form | 2 | "is the kinds" → "are the kinds", "contains...made from" → "contains..." |
| Unnecessary Words | 3 | "and the and", "food is food", "seriously harm" |
| Tense | 1 | Some inconsistent flow |
| Punctuation | 4 | Missing periods and commas throughout |
| Sentence Fragment | 2 | "With the energy needs", "made from and the and Water" |
| Rewording | 5 | Several areas unclear or awkward |
| Wrong Preposition | 2 | "harm to the health" → "harm to health", "instead of...exercises for..." |

PPL6:

Transcription of Student's Writing (as is):

Many people to play a suffering from health pallen an many chreases lay but we can keep it tand this prhabns smooth

First, we should orgnis our scals tine. It is means mob eating between the mains meals or mob skipping and then.

Second, mush eat a balanced meal. Lots of fresh veget ables and acced junk food which canlan calouf, addikey, sugar, feelr. . . take prys.

Third, we need to pactis spark and slap walle at proper time. To cand, chack if is tine to take can of our helth. You should drink a lot of tock of water. You should drink a lot of regwater. You should eat healthy food.

Identified Mistakes and Corrections:

| Error Type | Original | Correction | Explanation |
|-------------------|--|---|--|
| Capitalization | "many people", "first", "second", "third" | "Many people", "First", "Second", "Third" | Sentence and proper noun beginnings should be capitalized. |
| Spelling Mistakes | "pallen", "chreases", "tand", "prhabns", "orgnis", "scals", | "problem", "diseases", "stand", "perhaps", "organize", | Multiple spelling errors severely affecting clarity. |

| | | | |
|-------------------|---|--|---|
| | "mob", "mush", "veget", "accel", "canlan", "calouf", "addikey", "feelr", "prys", "pactis", "slap", "walle", "cand", "chack", "tine", "helth", "tock", "regwater", "healthy" | "meals", "maybe", "must", "vegetables", "avoid", "contain", "calories", "additives", "fats", "pills", "practice", "sleep", "walk", "Finally", "check", "time", "health", "a lot", "regular water", "healthy" | |
| Indentation | No indentation for each paragraph | Indent at the start of each new paragraph | Basic formatting convention for compositions. |
| Verb Form | "to play a suffering", "It is means", "mush eat", "feelr", "take prys", "drink a lot of tock", "drink a lot of regwater" | "are suffering", "It means", "must eat", "fats", "take pills", "drink a lot of water", "drink regular water" | Incorrect or unclear verb forms used. |
| Unnecessary Words | "to play a suffering", "mob", "cand", "canlan", double "drink a lot of water" | Remove or revise phrasing | These words are irrelevant or repeated. |
| Tense | "to play a suffering", "take can", "should drink" | "are suffering", "take care", "should drink" | Present tense consistency needed. |
| Punctuation | Missing periods, commas, ellipses used incorrectly | Add periods and commas where needed | Basic sentence separation and clause clarity. |
| Sentence Fragment | "Second, mush eat a balanced meal" | "Second, we must eat a balanced meal." | Missing subject. |
| Rewording | "keep it tand this prhabns smooth", "mob eating", "mob skipping", "take can of our helth" | "keep it under control and stay healthy", "overeating", "meal skipping", "take care of our health" | Awkward or unclear phrasing throughout. |
| Wrong Preposition | "at proper time", "between the mains meals" | "at the proper time", "between main meals" | Minor but noticeable preposition errors. |

Corrected Version of the Composition:

Many people are suffering from health problems and many diseases today, but we can keep it under control and stay healthy.

First, we should organize our meal times. This means avoiding overeating between main meals or skipping meals altogether.

Second, we must eat balanced meals—lots of fresh vegetables and avoid junk food, which contains calories, additives, sugar, and fats. Avoid taking pills unnecessarily.

Third, we need to practice sports and walk regularly at the proper time. Finally, check if it is time to take care of our health. You should drink a lot of water. You should eat healthy food.

Error Classification Table:

| Category | Number of Errors | Examples |
|-------------------|------------------|---|
| Capitalization | 4 | "many people", "first", "second", "third" |
| Spelling Mistakes | 20 | "pallen", "chreases", "prhabns", "orgnis", "accel", "calouf", "addikey", etc. |
| Indentation | 3 | No indentation for paragraphs |
| Verb Form | 5 | "to play a suffering", "It is means", "mush eat", etc. |
| Unnecessary Words | 5 | "mob", "cand", repeated phrases |
| Tense | 3 | "to play", "take can" |
| Punctuation | 5 | Missing periods, ellipses misused |
| Sentence Fragment | 2 | "Second, mush eat a balanced meal", "feelr. . . take prys" |
| Rewording | 6 | "mob eating", "keep it tand this prhabns smooth", etc. |
| Wrong Preposition | 2 | "at proper time", "between the mains meals" |

PPL7:

Transcription of Student’s Writing (as is):

Healthy food is one of the most important factors that help protect health and the body. It provides the body with essential nutrients that boost immunity, maintain energy, and prevent diseases.

The importance of a healthy diet is so significant. For example, eating fruits and vegetables supplies the body with antioxidants, vitamins, and minerals that protect cells and keep the body functioning well.

1. Eat a variety of healthy plant-based foods.
2. Don’t skip breakfast. Breakfast is important because it provides the body with energy and helps maintain focus throughout the day.
3. Avoid unhealthy fats.
4. Reduce the consumption of foods rich in saturated fats, added sugars, and preserve products such as pastry and fast food.

5. Physical activity: along with eating healthy, it's important to do daily movements and maintain a healthy weight.

Paying attention to healthy food is a key step toward a healthy life.

And a future free of diseases. By following a balanced diet, the body can remain strong and active, preempting and staving off a sense of tiredness and well-being.

Identified Mistakes and Corrections:

| Error Type | Original | Correction | Explanation |
|-------------------|--|---|--|
| Capitalization | preserve products such as pastry and fast food | Preserved products such as pastry and fast food | "Preserved" should be capitalized as it starts the list item. |
| Spelling Mistakes | preserve products | preserved products | Wrong form of word. "Preserve" should be "preserved." |
| Verb Form | eating fruits and vegetables supplies... | (ok) | Correct usage — no error. |
| | preempting and staving off a sense of tiredness and well-being | ...tiredness, promoting well-being | "Staving off well-being" is incorrect — reworded for proper meaning. |
| Sentence Fragment | and a future free of diseases | Combine with next sentence | This phrase is incomplete and awkward on its own. |
| Rewording | helps maintain focus throughout the day | (ok) | Optional: could say "helps improve focus..." for style, but not grammatically wrong. |
| | a sense of tiredness and well-being | tiredness and promotes well-being | The original is semantically conflicting — tiredness and well-being are opposites. |
| Punctuation | healthy, it's important | healthy; it's important | Semicolon is better for joining related clauses without a conjunction. |
| Indentation | List items 1–5 are aligned but the final paragraph isn't | Align all consistently | Formatting should be consistent in structure. |
| Tense | is a key step toward a healthy life | (ok) | Proper tense — no correction needed. |
| Wrong Preposition | forward a healthy life | toward a healthy life | Corrected in transcription. |

Corrected Version of the Composition:

Healthy food is one of the most important factors that help protect health and the body. It provides the body with essential nutrients that boost immunity, maintain energy, and prevent diseases.

The importance of a healthy diet is significant. For example, eating fruits and vegetables supplies the body with antioxidants, vitamins, and minerals that protect cells and keep the body functioning well.

1. Eat a variety of healthy plant-based foods.
2. Don't skip breakfast. Breakfast is important because it provides the body with energy and helps maintain focus throughout the day.
3. Avoid unhealthy fats.
4. Reduce the consumption of foods rich in saturated fats, added sugars, and preserved products such as pastry and fast food.
5. Physical activity: Along with eating healthy, it's important to do daily movements and maintain a healthy weight.

Paying attention to healthy food is a key step toward a healthy life, and a future free of diseases. By following a balanced diet, the body can remain strong and active, preempting tiredness and promoting well-being.

Error Classification Table:

| Category | Number of Errors | Examples |
|-------------------|------------------|---|
| Capitalization | 1 | "preserve products" → "Preserved products" |
| Spelling Mistakes | 1 | "preserve" → "preserved" |
| Indentation | 1 | Misaligned last paragraph |
| Verb Form | 1 | "staving off well-being" |
| Unnecessary Words | 0 | — |
| Tense | 0 | — |
| Punctuation | 1 | "healthy, it's important" → "healthy; it's important" |
| Sentence Fragment | 1 | "and a future free of diseases" |
| Rewording | 2 | "tiredness and well-being" |
| Wrong Preposition | 1 | "forward a healthy life" → "toward a healthy life" |

PPL8:

Transcription of Student's Writing (as is):

Many people today are suffering from health problems and many diseases. But we can keep fit and avoid these problems by simple actions.

First, we should organise our meal times. It means: not eating between the main meals or not skipping one of them.

Second, we must eat a balanced meal: eat fresh vegetables and avoid junk food which contains calories, additives, sugar, fat – like pizza.

Third: we need to practice sport and sleep well at proper times

To conclude, it's time to take care of our health.

Identified Mistakes and Corrections:

| Error Type | Original | Correction | Explanation |
|----------------|--------------------------|------------------------|------------------------------------|
| Spelling | pablms | problems | Misspelling. |
| | disease | diseases | Needs plural form. |
| | shallt | shall | Misspelling. |
| | skyping | skipping | Wrong word. |
| | Secand | Second | Misspelling. |
| | vegtabls | vegetables | |
| | aaacid | avoid | Misspelling & word confusion. |
| | calore | calories | Misspelling. |
| | puyza | pizza | |
| | slep | sleep | |
| | meals time | meal times | Plural noun form is better. |
| Capitalization | But we can... | but we can... | Depends on structure. |
| | Secand | Second | Start of sentence. |
| | to conclude... | To conclude... | Beginning of sentence. |
| | It's time... | it's time... | Lowercase "it's" unless stylistic. |
| Punctuation | It's mean: not eating... | It means not eating... | Colon is unnecessary. |
| | Third: | Third, | Colon is not correct here. |

| | | | |
|-------------------|--|---|---|
| | Secand, we must eat... | Add comma after "Second" | Comma after ordinal transition words. |
| | Add comma after "Second" | Second, we must eat... | Punctuation fix. |
| Verb Form | an suffering | are suffering | "Are" for present continuous. |
| | It's mean | It means | Wrong form. |
| | eats of fresh... | eat lots of fresh... | Subject-verb agreement, rephrased. |
| Tense | we shallt organise... | we should organize... | More appropriate modal verb. |
| Unnecessary Words | lake puyza | like pizza | Redundant to name an example here. |
| Sentence Fragment | to conclude, It's time to take care of our health. | Consider integrating into previous idea | Could stand alone, but abrupt. |
| Rewording | simple actions | simple steps | "Actions" is okay, but "steps" is smoother. |
| | meal times | our meal times | Clarity. |
| Wrong Preposition | suffering from health pablms | suffering from health problems | Preposition okay, but clarity needed. |

Corrected Version of the Composition:

Many people today are suffering from health problems and many diseases, but we can keep fit and avoid these problems by taking simple actions.

First, we should organize our meal times. This means not eating between main meals or skipping any of them.

Second, we must eat balanced meals: eat lots of fresh vegetables and avoid junk food, which contains calories, additives, sugar, and fat — like pizza.

Third, we need to practice sports and sleep well at proper times.

To conclude, it's time to take care of our health.

Error Classification Table:

| Category | Number of Errors | Examples |
|-------------------|------------------|--|
| Spelling Mistakes | 10 | pablms → problems, shallt → shall, vegetabl → vegetables, puyza → pizza... |
| Capitalization | 4 | Secand → Second, It's → it's, to → To, etc. |

| | | |
|-------------------|--|--|
| Indentation | | 1 Paragraphing and alignment inconsistent. |
| Verb Form | | an suffering → are suffering, It's mean → It means... |
| Unnecessary Words | | 1 lake puyza → like pizza (unnecessary detail). |
| Tense | | 2 shallt organise → should organize. |
| Punctuation | | 3 Misuse of colon, lack of commas. |
| Sentence Fragment | | 1 To conclude... (weak closing structure). |
| Rewording | | “simple actions” → “simple steps”, “meals time” 2 → “meal times”. |
| Wrong Preposition | | Preposition use was mostly okay; only mild 1 phrasing concerns. |

PPL9:

Transcription of Student's Writing (as is):

Food, its types , and its impact on health.

Food is essential for human life , providing the body with energy and necessary nutrients for growth and survival. It is divided into two main types: healthy food and unhealthy food.

Healthy food includes natural foods such as fruits, vegetables, whole grains, and fish, which contain essential vitamins and minerals. This type of food helps strengthen the immune system , improve digestion, and prevent diseases.

On the other hand, unhealthy food consists of foods high in fat, sugars, and preservatives such as sweets and soft drinks. Consuming too much of these can lead to obesity, heart disease and diet diabetes.

To maintain good health, one should eat a balanced diet, exercise regularly, drink plenty of water and avoid harmful foods. This helps prevent diseases and ensures a healthy life.

Identified Mistakes and Corrections:

| Error Type | Original | Correction | Explanation |
|-------------|-----------------------------|----------------------------|--------------------------------|
| Punctuation | its types , and its impact | its types, and its impact | Extra space before comma. |
| | system , improve digestion, | system, improve digestion, | |
| | disease and diet diabetes. | disease, and diabetes. | Missing comma; incorrect word. |

| | | | |
|-------------------|------------------------------|-----------------------------|--|
| | foods, this helps | foods. This helps | Run-on sentence; needs period. |
| | life , providing | life, providing | Space before comma is incorrect. |
| Capitalization | Whole grains | whole grains | Not a proper noun; should be lowercase. |
| | Wate | wate | common noun; shouldn't be capitalized |
| Spelling Mistake | diet diabetes | type 2 diabetes or diabetes | Likely meant 'type 2 diabetes' or just 'diabetes'; 'diet diabetes' is incorrect. |
| Unnecessary Words | foods high in fat, sugars... | food high in fat, sugar... | "Foods" already plural; "fat" and "sugar" are typically uncountable in context. |
| Verb Form | this helps Prevent diseases | this helps prevent diseases | 'Prevent' should be lowercase. |

Corrected Version of the Composition:

Food, its types, and its impact on health.

Food is essential for human life, providing the body with energy and necessary nutrients for growth and survival. It is divided into two main types: healthy food and unhealthy food.

Healthy food includes natural foods such as fruits, vegetables, whole grains, and fish, which contain essential vitamins and minerals. This type of food helps strengthen the immune system, improve digestion, and prevent diseases.

On the other hand, unhealthy food consists of food high in fat, sugar, and preservatives such as sweets and soft drinks. Consuming too much of these can lead to obesity, heart disease, and diabetes.

To maintain good health, one should eat a balanced diet, exercise regularly, drink plenty of water, and avoid harmful foods. This helps prevent diseases and ensures a healthy life.

Error Classification Table:

| Category | Number of Errors | Examples |
|-------------------|------------------|--|
| Capitalization | 2 | Whole grains → whole grains, Prevent → prevent |
| Spelling Mistakes | 1 | diet diabetes → diabetes |
| Indentation | 0 | (Not clearly marked in image) |
| Verb Form | 1 | Prevent → prevent |

| | | |
|-------------------|---|---|
| Unnecessary Words | 1 | foods high in fat → food high in fat |
| Tense | 0 | – |
| Punctuation | 5 | Extra spaces before commas, run-ons, missing commas |
| Sentence Fragment | 0 | – |
| Rewording | 1 | Suggest replacing diet diabetes |
| Wrong Preposition | 0 | – |

PPL10:

Transcription of Student’s Writing (as is):

“Food is very important for life. It gives us energy to work, food helps our bodies grow. Fruits and vegetables are healthy food. Eating the right food every day is very important. Some foods are good for our bodies and some are bad for our bodies.”

Identified Mistakes and Corrections:

| Error Type | Original | Correction | Explanation |
|-------------------|--|--|---|
| Capitalization | it gives us energy to work | It gives us energy to work | Sentences must begin with a capital letter. |
| | eating the right food | Eating the right food | |
| Punctuation | ...to work, food helps our bodies... | ...to work. Food helps our bodies... | Run-on sentence. Needs full stop before a new sentence. |
| Spelling Mistake | important (misspelled as "importawt") | important | Spelling error corrected. |
| | important (misspelled again as "importawt") | important | |
| Indentation | None used | Indent first line of paragraph | Paragraphs should begin with indentation. |
| Unnecessary Words | Some foods are good for our bodies and some... | Some foods are good for us and some are bad. | Repetitive phrasing, reworded for clarity. |
| Rewording | healthy food | healthy foods | Plural subject (fruits and vegetables) needs plural noun. |

Corrected Version of the Composition:

Food is very important for life. It gives us energy to work. Food helps our bodies grow. Fruits and vegetables are healthy foods. Eating the right food every day is very important. Some foods are good for us, and some are bad.

Error Classification Table:

| Category | Number of Errors | Examples |
|-------------------|------------------|---|
| Capitalization | 2 | it → It; eating → Eating |
| Spelling Mistakes | 2 | importawt → important |
| Indentation | 1 | No indentation at start of paragraph |
| Punctuation | 1 | Replace comma with period between clauses |
| Verb Form | 0- | |
| Unnecessary Words | 1 | Repetitive phrasing in final sentence |
| Tense | 0- | |
| Sentence Fragment | 0- | |
| Rewording | 1 | healthy food → healthy foods |
| Wrong Preposition | 0- | |

PPL11:

Transcription of Student's Writing (as is):

The food

Food is any substance that is consumed to provide nutrition and efficiency to the body. Food includes plant and animal products that contain essential nutrients such as carbohydrates, proteins, fats, vitamins and minerals.

Good food is food rich in nutrients that are beneficial to the body, such as fruits and vegetables, whole grains (such as oats, brown rice), healthy proteins (such as fish, chicken, legumes), healthy fats (such as olive oil or nuts).

Bad food is food that contains high percentages of sugars, saturated fats and processed substances such as fast food and fried foods, soft and sweetened drinks, manufactured snacks and pastries, processed meats (such as sausage and bacon).

Meals rich in preservatives and artificial colorings. It is recommended to eat well to maintain health and reduce the risk of disease.

To protect the body from the effects of bad food, you can follow these steps: Reduce processed foods. Avoid foods high in added sugar, saturated fats and preservatives such as fast food and canned goods, choose healthy alternatives. Replace soft drinks with natural juices or water, and sweets with fresh fruits.

Identified Mistakes and Corrections:

| Error Type | Original | Correction | Explanation |
|-------------------|---|--|---|
| Capitalization | The food | The Food | Title case for headings |
| Spelling | colourings | colorings (US English) | British vs. American spelling |
| Verb Form | It is recommended to eat well | It is recommended that you eat well | Preferred structure for formal recommendation |
| Punctuation | colorings. It is recommended... | Correct separation of ideas | Needs clearer sentence separation |
| Sentence Fragment | Meals rich in preservatives and artificial colorings. | Meals rich in preservatives and artificial colorings can be harmful. | Lacks subject-verb structure |
| Unnecessary Words | efficiency to the body | nourishment to the body | 'Efficiency' is awkward/unnecessary in this context |
| Tense Consistency | Reduce processed foods. Avoid... | You should reduce... | Smoother flow and consistent tense |
| Wrong Preposition | such as oats, brown rice | including oats and brown rice | Stylistic choice |
| Rewording | Bad food is food that contains... | Unhealthy food contains... | Less repetitive, more natural |
| Indentation | Paragraphs start without indentation | Add indentation for each paragraph | Needed for formal writing format |

Corrected Version of the Composition:

The Food

Food is any substance that is consumed to provide nutrition to the body. Food includes plant and animal products that contain essential nutrients such as carbohydrates, proteins, fats, vitamins, and minerals.

Good food is rich in nutrients that are beneficial to the body, such as fruits and vegetables, whole grains (such as oats and brown rice), healthy proteins (such as fish, chicken, and legumes), and healthy fats (such as olive oil or nuts).

Unhealthy food contains high percentages of sugar, saturated fats, and processed substances such as fast food, fried foods, soft and sweetened drinks, manufactured snacks, pastries, and processed meats (such as sausage and bacon).

Meals rich in preservatives and artificial colorings can be harmful. It is recommended that you eat well to maintain health and reduce the risk of disease.

To protect the body from the effects of bad food, you can follow these steps:

Reduce processed foods.

Avoid foods high in added sugar, saturated fats, and preservatives such as fast food and canned goods.

Choose healthy alternatives.

Replace soft drinks with natural juices or water, and sweets with fresh fruits.

Error Classification Table:

| Category | Number of Errors | Examples |
|--------------------|------------------|--|
| Capitalization | 1 | "The food" (title case) |
| Spelling (variant) | 1 | "colourings" (vs. "colorings" - context-based) |
| Verb Form | 1 | "It is recommended to eat" → "that you eat" |
| Indentation | 4 | No paragraph indentation |
| Unnecessary Words | 1 | "efficiency to the body" |
| Tense | 1 | Slight shift in imperative/indicative |
| Punctuation | 2 | Long sentences missing breaks |
| Sentence Fragment | 1 | "Meals rich in preservatives..." |
| Rewording | 2 | "Bad food is food..." |
| Wrong Preposition | 1 | "such as oats..." (stylistic) |

PPL12:

Transcription of Student's Writing (as is):

Food is the primarily source of energy and nutrients that the body needs to grow and function properly. It is divided into two main types: healthy foods and unhealthy foods.

Healthy foods includes nutrient-rich foods such as fruits, vegetables, lean proteins, fiber, whole grains, and low-fat dairy products. These foods provide the body with minerals and strengthen the immune system.

On the other hand, unhealthy food consists of processed meats, high-fat foods, added sugar and preservatives such as soft sugary drinks and fast food. It can lead to obesity, high blood pressure, and heart disease.

To keep the body free from diseases, it is important to follow a balanced diet, drink enough water, exercise regularly, avoid harmful foods and get enough sleep by doing so we can maintain our health and prevent chronic illnesses.

Identified Mistakes and Corrections:

| Error Type | Original | Correction | Explanation |
|-------------------|--|--|---|
| Capitalization | un healthy food | unhealthy food | "Unhealthy" is a single word; no space, not capitalized. |
| Spelling | un healthy | unhealthy | Spelling issue due to space. |
| Punctuation | ...and fast food, which can lead... | ...and fast food. This can lead... | Better sentence separation for clarity. |
| Punctuation | ...minerals and strengthen... | ...minerals, and strengthen... | Missing comma in a compound structure. |
| Verb Form | ...and strengthen the immune system. | ...and strengthens the immune system. | Verb form agreement; subject is singular. |
| Sentence Fragment | ...and get enough sleep by doing so we can maintain... | ...sleep. By doing so, we... | Run-on sentence; needs clear break or proper punctuation. |
| Rewording | ...avoid harmful foods and get enough sleep by doing so... | ...avoid harmful foods. Getting enough sleep also helps... | Awkward phrasing; reword for clarity. |
| Unnecessary Words | such as junk food, sugary drinks and fast food | such as junk food and sugary drinks | "Fast food" overlaps with "junk food" – could be seen as redundant. |
| Indentation | No paragraph indentations used | Add indentations at paragraph starts | Standard practice for formatting. |
| Wrong Preposition | None identified | | No preposition issues in this composition. |

Corrected Version of the Composition:

Food is the primary source of energy and nutrients that the body needs to grow and function properly. It is divided into two main types: healthy foods, and unhealthy foods.

Healthy foods include nutrient-rich items such as fruits, vegetables, lean proteins, fiber, whole grains, and low-fat dairy products. These foods provide the body with minerals and strengthen the immune system.

On the other hand, unhealthy foods consist of processed meats, high-fat foods, added sugar, and preservatives such as sugary drinks and fast food. They can lead to obesity, high blood pressure, and heart disease.

To keep the body free from diseases, it is important to follow a balanced diet, drink enough water, exercise regularly, avoid harmful foods, and get enough sleep. By doing so, we can maintain our health and prevent chronic illnesses.

Error Classification Table:

| Category | Number of Errors | Examples |
|-------------------|------------------|--|
| Capitalization | 1 | un healthy food → unhealthy food |
| Spelling Mistakes | 1 | un healthy → unhealthy |
| Indentation | 1 | No paragraph indentation |
| Verb Form | 1 | strengthen → strengthens |
| Unnecessary Words | 1 | junk food... and fast food |
| Tense | 0 | – |
| Punctuation | 2 | Missing comma; run-on sentence |
| Sentence Fragment | 1 | ...by doing so we can... → needs punctuation or split sentence |
| Rewording | 1 | ...by doing so we can... → awkward phrasing |
| Wrong Preposition | 0 | – |

PPL13:

Transcription of Student’s Writing (as is):

Healthy food is one of the most important factors that help protect the body and maintain its health. A balanced diet provides nourishments to the body with essential nutrients. It takes about eating in a maintains energy and prevent illness.

The Importance of Healthy Food:

Healthy food provides the body with necessary vitamins and minerals to function efficiently. For example, certain fruits and vegetables supply body with antioxidant that protect cells, while proteins strengthen muscles, and healthy carbohy drates provide the energy needed for movement and activity.

Tips for protecting your body with food:

- 1) Eat a variety of foods: your diet should include all essential nutrients, such as proteins, carbohydrates, healthy fats, vitamins, and minerals.
- 2) Drink water regularly: water is essential for hydrating the body, improving its functions, and helping to eliminate toxins.

3) Avoid unhealthy foods:

Reduce the consumption of foods high in saturated fats, added sugars, and processed foods. They can lead to health problems such as obesity and heart diseases.

4) Do not skip breakfast:

Breakfast is one of the most important meals because it provides the body with energy and helps maintain focus throughout the day.

5) Exercise alongside healthy eating:

Physical activity enhances the body's ability to absorb nutrients and maintain a healthy weight.

Paying attention to healthy food is a key towards a healthy life and a future free of diseases. By following a balanced diet, the body can remain strong and active, promoting a sense of happiness and well-being.

Identified Mistakes and Corrections:

| Error Type | Original | Correction | Explanation |
|----------------|--|---|--|
| Spelling | nourishments | nourishment | "Nourishment" is uncountable. |
| | maintains | maintaining | Incorrect form of verb/noun. |
| | carbohy drates | carbohydrates | Spacing/spelling issue. |
| | antioxidant | antioxidants | Needs plural agreement. |
| | protect cells | protects cells | Subject-verb agreement. |
| | such as proteins... | e.g., proteins... | Optional – could clarify phrasing. |
| | functions | functions. | Missing punctuation. |
| Capitalization | healthy food... | Healthy food... | Sentence start. |
| | Tips for protecting... | Tips for Protecting... | Optional stylistic capitalizing of titles. |
| Verb Form | It takes about eating in a maintains energy... | Eating healthy helps maintain energy and prevent illness. | Awkward, ungrammatical. Needs rephrasing. |
| | supply body | supply the body | Article omission and clarity. |
| | protect cells | protects cells | Subject-verb agreement. |
| Tense | paying attention to healthy food is a key | remains valid; present tense appropriate | Present tense appropriate. |

| | | | |
|-------------------|--|---|--|
| Wrong Preposition | supply body with... | supply the body with... | Article needed. |
| Punctuation | ...functions and helping to eliminate toxins | ...functions, and helping... | Add comma in compound clause. |
| | diseases | diseases. | Missing period. |
| Sentence Fragment | It takes about eating in a maintains energy... | Needs rephrasing – incomplete and unclear | Incomplete and unclear sentence. |
| Rewording | It takes about eating in a maintains energy... | Eating healthy helps maintain energy and prevent illness. | Original is grammatically incorrect and unclear. |
| Unnecessary Words | It takes about eating in a... | Entire phrase redundant and confusing | Redundant and confusing phrase. |
| Indentation | Paragraphs not clearly indented | Use spacing for clarity | Use spacing for clarity. |

Corrected Version of the Composition:

Healthy food is one of the most important factors that help protect the body and maintain its health. A balanced diet provides nourishment to the body with essential nutrients. Eating healthy helps maintain energy and prevent illness.

The Importance of Healthy Food

Healthy food provides the body with necessary vitamins and minerals to function efficiently. For example, certain fruits and vegetables supply the body with antioxidants that protect cells, while proteins strengthen muscles and healthy carbohydrates provide the energy needed for movement and activity.

Tips for Protecting Your Body with Food

Eat a variety of foods: Your diet should include all essential nutrients, such as proteins, carbohydrates, healthy fats, vitamins, and minerals.

Drink water regularly: Water is essential for hydrating the body, improving its functions, and helping to eliminate toxins.

Avoid unhealthy foods: Reduce the consumption of foods high in saturated fats, added sugars, and processed foods. They can lead to health problems such as obesity and heart disease.

Do not skip breakfast: Breakfast is one of the most important meals because it provides the body with energy and helps maintain focus throughout the day.

Exercise alongside healthy eating: Physical activity enhances the body's ability to absorb nutrients and maintain a healthy weight.

Paying attention to healthy food is key to a healthy life and a future free of diseases. By following a balanced diet, the body can remain strong and active, promoting a sense of happiness and well-being.

Error Classification Table:

| Category | Number of Errors | Examples |
|-------------------|------------------|--|
| Spelling Mistakes | 4 | nourishments → nourishment; carbohy drates → carbohydrates |
| Capitalization | 2 | healthy → Healthy; title lines |
| Indentation | 2 | No clear paragraph spacing |
| Verb Form | 3 | maintains → maintaining; supply → supplies |
| Unnecessary Words | 1 | "It takes about..." |
| Tense | 0 | — |
| Punctuation | 3 | Missing periods, comma use |
| Sentence Fragment | 1 | "It takes about eating..." |
| Rewording | 2 | Rephrased unclear statements |
| Wrong Preposition | 2 | supply body → supply the body |

PPL14:

Transcription of Student’s Writing (as is):

Food is the most important nessesits of life, providing the body with energy and necessary nutrients for growth and survival. It is divided into two main types – healthy food and unhealthy food

Healthy food includes natural foods such as fruits, vegetables, whole grains and fish, which contain essential vitamins and minerals. This type of food helps strengthen the immune system, improve digestion.

On the other high, unhealthy food consists of goods high in fats, sugars and preservatives such as sweets and soft drinks. Consuming too much of these can lead to obesity, heart disease and diabetes.

To maintain good health, one should eat a balanced diet.

Identified Mistakes and Corrections:

| Error Type | Original | Correction | Explanation |
|------------------|-----------|-------------|----------------|
| Spelling Mistake | nessesits | necessities | Spelling error |

| | | | |
|----------------|--|---|---|
| | goods high in fats | Foods high in fat | “Goods” is awkward; “foods” is correct, and “fat” uncountable |
| Verb Form | improve digestion | improves digestion | “Helps” requires parallel verb form |
| Rewording | On the other high | On the other hand | Incorrect expression |
| | lead to obesity , heart disease and diabetes | lead to obesity, heart disease, and diabetes | Correct punctuation and clarity |
| Punctuation | ...grains and fish, which contain... | ...grains, and fish, which contain... | Oxford comma preferred for clarity |
| | ...improve digestion. | ...improves digestion. | Period needed |
| | ...soft drinks. Consuming too much of these... | ...soft drinks. Consuming too much of them... | “Them” sounds more natural |
| | To maintain good health, one should eat... | (same) | Correct use |
| Capitalization | - Healthy food includes... | Healthy food includes... | No need for dash or capital if continuing sentence |
| Indentation | Missing at paragraph start | Indent or skip a line before each paragraph | Formatting for clarity |

Corrected Version of the Composition:

Food is the most important necessity of life, providing the body with energy and necessary nutrients for growth and survival. It is divided into two main types: healthy food and unhealthy food.

Healthy food includes natural foods such as fruits, vegetables, whole grains, and fish, which contain essential vitamins and minerals. This type of food helps strengthen the immune system and improves digestion.

On the other hand, unhealthy food consists of foods high in fat, sugars, and preservatives, such as sweets and soft drinks. Consuming too much of them can lead to obesity, heart disease, and diabetes.

To maintain good health, one should eat a balanced diet.

Error Classification Table:

| Category | Number of Errors | Examples |
|-------------------|------------------|---|
| Spelling Mistakes | 2 | nessesits → necessities, goods → foods |
| Verb Form | 1 | improve → improves |
| Capitalization | 1 | - Healthy... unnecessary dash + capital |

| | | |
|-------------------|---|--|
| Indentation | 1 | No paragraph spacing/indentation |
| Punctuation | 3 | Comma misuse, lack of period, Oxford comma |
| Rewording | 2 | On the other high → hand, them vs these |
| Wrong Preposition | 0 | – |
| Sentence Fragment | 0 | – |
| Tense | 0 | – |
| Unnecessary Words | 0 | – |

PPL15:

Transcription of Student’s Writing (as is):

Food is very important for life. It gives us energy to work. Food helps our bodies grow. Fruits and vegetables are healthy food. Eating the right food every day is very important. Some foods are good for our bodies and some are bad for our bodies.

Kinds of food: tomato, onion, carrot, potato, pepper, lettuce, garlic, cabbage, cucumber, artichoke, celery, eggplant, parsley, rice.

How to protect your you shouldn’t eat sugar and salt. Sleep well, you shouldn’t drink juice, you shouldn’t eat junk food, do sports, you should drink a lot of water, you should eat healthy food.

Identified Mistakes and Corrections:

| Error Type | Original | Correction | Explanation |
|-------------------|---|--|--|
| Capitalization | "Kinds of food", "How to protect your" | "Kinds of Food", "How to Protect Your Body" | Headings should be capitalized appropriately. |
| Spelling Mistake | None critical | N/A | Overall spelling is mostly accurate. |
| Indentation | No clear paragraphing | Add paragraph breaks after each idea | Makes it easier to read and structure ideas clearly. |
| Verb Form | "helps our bodies grow" | (Correct) | No issue here. |
| Unnecessary Words | "for our bodies" (repeated twice unnecessarily) | Remove one instance | Avoid redundancy. |
| Tense | "do sports" | "engage in sports" or "play sports" | More natural phrasing; 'do sports' is awkward. |
| Punctuation | "salt. Sleep well, you shouldn’t drink..." | Use semicolon or period before 'you shouldn’t' | Needs clearer sentence separation. |

| | | | |
|-------------------|--|-----------------------------|--------------------------------------|
| Sentence Fragment | "How to protect your —" | "How to Protect Your Body:" | Fragment, needs completion. |
| Rewording | "do sports", "you should eat healthy food" | "maintain a healthy diet" | Better phrasing, more academic tone. |
| Wrong Preposition | None critical | N/A | Generally correct. |

Corrected Version of the Composition:

Food is very important for life. It gives us energy to work. Food helps our bodies grow. Fruits and vegetables are healthy food. Eating the right food every day is very important. Some foods are good for our bodies, and some are bad.

Kinds of Food: Tomato, onion, carrot, potato, pepper, lettuce, garlic, cabbage, cucumber, artichoke, celery, eggplant, parsley, rice.

How to Protect Your Body: You shouldn't eat too much sugar or salt. Sleep well. You shouldn't drink a lot of juice or eat junk food. Engage in sports. You should drink a lot of water and maintain a healthy diet.

Error Classification Table:

| Category | Number of Errors | Examples |
|-------------------|------------------|--|
| Capitalization | | "Kinds of food" → "Kinds of Food"; "How to protect..." |
| Spelling Mistakes | 0 | |
| Indentation | 1 | No paragraphing |
| Verb Form | 1 | "do sports" → "engage in sports" |
| Unnecessary Words | 1 | Repetition of "for our bodies" |
| Tense | 0 | |
| Punctuation | 2 | Incorrect sentence breaks |
| Sentence Fragment | 1 | "How to protect your —" |
| Rewording | 2 | "do sports", "eat healthy food" → more natural expressions |
| Wrong Preposition | 0 | |

PPL16:

Transcription of Student's Writing (as is):

Many people to play sulfs, cluming from foatball, realtennes and others stages my beatu or one's protect and this pros bekens buy simple.

First we should reorganise our meal. What is means that it might be the meun meal or meateing on after.

Second we must eat balanced meal that is fresh. Vegetables and occasionally fruit food should on eating mood fat cakes, pizzas.

To com cloude. It is time to take care of health.

Identified Mistakes and Corrections:

| Error Type | Original | Correction | Explanation |
|-------------------|---|---|---|
| Spelling Mistake | sulfs | sports | Likely meant to say "sports." |
| | cluming | ranging | Possibly meant "ranging from." |
| | foatball, realtennes | football, real tennis | Common misspellings. |
| | beatu | beauty | Incorrect spelling. |
| | pros bekens buy simple | process becomes very simple | Non-standard phrase, likely intended to say this. |
| | meun meal | main meal | Misspelling. |
| | meateing | eating | Spelling error. |
| | com cloude | conclude | Spelling mistake. |
| Verb Form | to play sulfs | play sports | "to" is unnecessary here. |
| | what is means that... | which means that... | Verb "is means" incorrect; should be rephrased. |
| Sentence Fragment | this pros bekens buy simple | This process becomes very simple. | Fragment lacking clear structure. |
| Rewording | others stages my beatu or one's protect | other stages may boost one's beauty or protection | Poor structure and unclear meaning. |
| Capitalization | first we should... | First, we should... | Sentence begins with a lowercase letter. |
| | To com cloude. | To conclude, | Should begin with proper phrase. |
| Punctuation | meal. what is means... | meal. What it means... | Capitalize "What", incorrect phrasing. |

| | | | |
|-------------------|---|--|--|
| | take care of health! | take care of our health. | Missing article and period; better structure. |
| Unnecessary Words | meateing on after | eating afterward | Rewording and simplification needed. |
| Rewording | Second we must eat balanced meal that is fresh. | Second, we must eat a fresh, balanced meal. | Smoother and grammatically correct phrasing. |
| Wrong Preposition | food should on eating mood fat cakes, pizzas. | food should be eaten moderately like cakes and pizzas. | Incorrect structure, awkward phrasing. |

Corrected Version of the Composition:

Many people play sports, ranging from football, real tennis, and other activities that may boost beauty or protect health. This process becomes very simple.

First, we should reorganize our meals, which means that it might be the main meal or snacks afterward.

Second, we must eat a fresh, balanced meal. Vegetables and occasionally fruits should be included, and fatty foods like cakes and pizzas should be consumed moderately.

To conclude, it is time to take care of our health.

Error Classification Table:

| Category | Number of Errors | Examples |
|-------------------|------------------|--|
| Spelling Mistakes | 7 | sulfs → sports, foatball → football, meun → main, etc. |
| Capitalization | 2 | first → First, to com cloude → To conclude |
| Verb Form | 2 | is means → means, to play sulfs → play sports |
| Wrong Preposition | 1 | on eating mood → consumed moderately |
| Rewording | 3 | others stages... → other stages may boost..., etc. |
| Unnecessary Words | 1 | meateing on after → eating afterward |
| Tense | 0 | - |
| Punctuation | 2 | meal. what → meal. What..., health! → health. |
| Sentence Fragment | 1 | this pros bekens... → This process becomes... |
| Indentation | 1 | No indent at beginning of paragraphs |

PPL17:

Transcription of Student's Writing (as is):

The Food

Food is the most important necessities of life, and it is life fuel that prandis the body With the energy needed. What is the kinds of Food and How to protect your body from ileness?

The kinds of Food is healthy food and unhealthy food. The healthy food is food that benefits our bodies and makes us strong and healthy. Healthy food contains fruits, vegetable, meat, grains, and milk and water. Unhealthy is food that has little or no benefit and causes serious harm to human health. Unhealthy food contains solt drink, chips, pizza and fast and ready food.

To protect yourself from disease, you must eat the healthy food, drink water instead of artificial juice and exercise. You must stay away from the unhealthy food. The true is: your food is your medicine.

Identified Mistakes and Corrections:

| Error Type | Original Phrase | Corrected Version | Explanation |
|-------------------|---|--|--|
| Capitalization | With the energy... / How to protect... | with the energy... / how to protect... | Mid-sentence words incorrectly capitalized. |
| | The Food (title) | Food | "The" is unnecessary and 'Food' alone works better as a title. |
| Spelling Mistake | prandis | provides | Incorrect spelling of 'provides'. |
| | ileness | illness | Spelling mistake. |
| | solt | soft | |
| Indentation | No indentation at start of paragraphs | Add indentations | Each paragraph should be properly indented. |
| Verb Form | is the kinds of Food | are the kinds of food | Subject-verb agreement error. |
| | The kinds of food is... | The kinds of food are... | Same issue repeated. |
| Unnecessary Words | the healthy food is food that... | Healthy food benefits... | Repetitive phrasing. |
| Tense | makes us strong and healthy | make us strong and healthy | Plural subject 'foods' needs plural verb. |
| Punctuation | illness? and food. | Add comma, restructure | Some punctuation use is awkward or missing commas. |
| Sentence Fragment | What is the kinds of Food and how to protect... | Should be a complete question | Incomplete question—needs restructuring. |

| | | | |
|-------------------|--|---|---------------------------|
| Rewording | The true is: your food is your medicine. | The truth is: your food is your medicine. | More accurate vocabulary. |
| Wrong Preposition | protect your body from illness | acceptable | This one is correct. |

Corrected Version of the Composition:

Food

Food is one of the most important necessities of life, and it is the fuel that provides the body with the energy it needs. What are the kinds of food, and how can you protect your body from illness?

The kinds of food are healthy food and unhealthy food. Healthy food benefits our bodies and makes us strong and healthy. It contains fruits, vegetables, meat, grains, milk, and water.

Unhealthy food is food that has little or no benefit and causes serious harm to human health. It includes soft drinks, chips, pizza, and other fast and ready-made foods.

To protect yourself from disease, you must eat healthy food, drink water instead of artificial juice, and exercise. You must stay away from unhealthy food. The truth is: your food is your medicine.

Error Classification Table:

| Category | Number of Errors | Examples |
|-------------------|------------------|--|
| Capitalization | 3 | "With", "How", "The Food" |
| Spelling Mistakes | 3 | "prandis → provides", "ileness → illness", "solt → soft" |
| Indentation | 2 | No paragraph indentation |
| Verb Form | 2 | "is the kinds" → "are the kinds", "makes" → "make" |
| Unnecessary Words | 1 | "The healthy food is food that..." |
| Tense | 1 | Subject-verb agreement issue: "makes" |
| Punctuation | 2 | Missing commas; awkward sentence end |
| Sentence Fragment | 1 | "What is the kinds..." incomplete question |
| Rewording | 1 | "The true is" → "The truth is" |
| Wrong Preposition | 0 | Preposition use was mostly correct |

PPL18:

Transcription of Student's Writing (as is):

Food is any substance that is consumed to provide nutritional support to an organism. Food is usually of plant, animal or fungal origin, and contains essential nutrients. Such as carbohydrates, fats, Vitamins.

But first, Healthy food is food agreed upon by doctors and nutritionists. When fast food like Ram burgers in 1930s soda and French fries became popular, Healthy and nutrition experts stepped in, announcing to the world that there are two types of food, there is natural, healthy food that does no harm to the body, and it is food prepared at home and without manufactured food or large amounts of oils.

Next, Many fast food restaurants provide discounts to get customers to buy more junk food which negatively affects public health.

Then, He knows very well that he should not eat too much junk food. Stress can make you more likely to binge on unhealthy food and it makes it harder for your body to break down fat.

Identified Mistakes and Corrections:

| Error Type | Original | Correction | Explanation |
|-------------------|------------------------------------|--|--|
| Capitalization | food is usually... | Food is usually... | Sentences should begin with capital letters. |
| | such as carbohydrates... | Such as carbohydrates... | |
| | Than, He knows... | Then, he knows... | “Than” should be “Then”; no need to capitalize “He”. |
| Spelling Mistakes | faters | fats | Spelling error. |
| | Ram burgers | hamburgers | Likely intended “hamburgers”; “Ram burgers” isn’t a common term. |
| | jun food | junk food | Misspelling. |
| Indentation | No indentation at paragraph starts | Add indentation | Paragraphs should begin with an indent. |
| Verb Form | food is food agreed upon... | food is generally agreed upon... | Passive form needs context/clarity. |
| | does no harm | does not harm | “Does not harm” is more natural. |
| Unnecessary Words | food is food agreed upon... | Healthy food is generally agreed upon... | Repetition—“food is food” is redundant. |
| Punctuation | ...nutrients. such as... | ...nutrients, such as... | Comma after complete sentence if followed by explanatory phrase. |

| | | | |
|-------------------|--|---|--|
| | there are two types of food... | Break up or use commas | Multiple run-ons, e.g., "there are two types of food..." |
| | Then, He knows... | Then he knows... | No comma after "Then"; "He" should be lowercase. |
| Sentence Fragment | such as carbohydrates, faters, Vitamins. | Add to previous sentence | It's a fragment when standing alone. |
| Rewording | Healthy food is food agreed upon... | Healthy food is generally recommended by doctors and nutritionists. | More natural phrasing. |
| | food prepared at home and without manufactured food... | food prepared at home without processed ingredients... | "without manufactured food" is awkward. |
| Wrong Preposition | support to an organism | support for an organism | "Support for" is correct collocation. |
| | to buy more junk food | into buying more junk food | "Get customers to buy" can be softened. |

Corrected Version of the Composition:

Food is any substance that is consumed to provide nutritional support for an organism. Food is usually of plant, animal, or fungal origin and contains essential nutrients, such as carbohydrates, fats, and vitamins.

First, healthy food is generally recommended by doctors and nutritionists. When fast food like hamburgers, soda, and French fries became popular in the 1930s, health and nutrition experts stepped in, announcing to the world that there are two types of food. One is natural, healthy food that does not harm the body, usually prepared at home and without processed ingredients or large amounts of oils.

Next, many fast food restaurants provide discounts to encourage customers to buy more junk food, which negatively affects public health.

Then, he knows very well that he should not eat too much junk food. Stress can make you more likely to binge on unhealthy food, and it makes it harder for your body to break down fat.

Error Classification Table:

| Category | Number of Errors | Examples |
|-------------------|------------------|--|
| Capitalization | 4 | "food is...", "such as...", "Than, He..." |
| Spelling Mistakes | 3 | "faters" → "fats", "Ram burgers", "jun food" → "junk food" |

| | | |
|-------------------|---|---|
| Indentation | 2 | No indents for paragraphs |
| Verb Form | 2 | "is food agreed upon", "does no harm" |
| Unnecessary Words | 1 | "food is food" |
| Tense | 0 | No tense inconsistency |
| Punctuation | 3 | Missing commas, incorrect use of periods |
| Sentence Fragment | 1 | "such as carbohydrates..." |
| Rewording | 3 | "food is food agreed upon", "without manufactured food" |
| Wrong Preposition | 1 | "support to" → "support for" |

PPL19:

Transcription of Student's Writing (as is):

The Food

The Food is any substance that provides nutrients to the body for energy, growth, and maintenance. It includes a variety of items, such as fruits, vegetables, grains, proteins, and dairy, each offering different vitamins, minerals, and other essential nutrients.

There are two main kinds of food: healthy food that includes basic foods like bread, rice and potatoes provide energy and protective foods like fruits and vegetables help protect the body illnesses by supplying vitamins and minerals. Unhealthy food that can have a negative effect on body like fast food.

To protect the body from illness, it is important to eat a balanced diet with a variety of foods, practice good hygiene such as washing hands before eating, stay hydrated and avoid processed foods high in sugar and fats and exercise regularly and get adequate rest to strengthen the immune system

Identified Mistakes and Corrections:

| Error Type | Original | Correction | Explanation |
|----------------|--|--|---|
| Capitalization | The Food is... | Food is... | "Food" should not be capitalized mid-sentence unless it's a title. |
| | ...food: healthy food that includes... | ...food: Healthy food that includes... | After colon, capital letter is acceptable when it starts a new sentence idea. |
| Verb Form | ...rice and potatoes provide energy and protective foods like... | ...rice and potatoes, which provide energy, and protective foods like... | Sentence structure is missing a relative clause. |

| | | | |
|-------------------|--|---|---|
| Sentence Fragment | Unhealthy food that can have a negative effect on body like fast food. | Unhealthy food, like fast food, can have a negative effect on the body. | It's a fragment; restructured for clarity and completeness. |
| Wrong Preposition | ...effect on body like fast food. | ...effect on the body... | Missing article "the." |
| | ...protect the body illnesses... | ...protect the body from illnesses... | "From" is the correct preposition. |
| Punctuation | ...bread, rice and potatoes... | ...bread, rice, and potatoes... | Oxford comma for clarity. |
| | Missing full stop at the end of the second paragraph | Add full stop | |
| | ...and fats and exercise regularly... | ...and fats, exercise regularly... | |
| | ...hygiene such as washing hands... | ...hygiene, such as washing hands... | Add comma after "hygiene" (intro to example). |
| Unnecessary Words | ...foods high in sugar and fats... | ...foods high in sugar and fat... | "Fat" is usually uncountable in this context. |
| Rewording | ...protect the body illnesses by... | ...protect the body from illnesses by... | Reworded for proper meaning and structure. |
| Spelling | strenghten (assumed typo in "strengthen the immune system") | strengthen | Common spelling mistake. |
| Indentation | No indentation at the beginning of any paragraph | Add indentation at the start of each paragraph | Standard for formal composition writing. |

Corrected Version of the Composition:

The Food

Food is any substance that provides nutrients to the body for energy, growth, and maintenance. It includes a variety of items, such as fruits, vegetables, grains, proteins, and dairy, each offering different vitamins, minerals, and other essential nutrients.

There are two main kinds of food: Healthy food that includes basic foods like bread, rice, and potatoes, which provide energy, and protective foods like fruits and vegetables, which help protect the body from illnesses by supplying vitamins and minerals. Unhealthy food, like fast food, can have a negative effect on the body.

To protect the body from illness, it is important to eat a balanced diet with a variety of foods, practice good hygiene, such as washing hands before eating, stay hydrated, avoid processed foods high in sugar and fat, exercise regularly, and get adequate rest to strengthen the immune system.

Error Classification Table:

| Category | Number of Errors | Examples |
|-------------------|------------------|--|
| Capitalization | 2 | The Food, healthy food that includes... |
| Spelling Mistakes | 1 | strengthen → strengthen |
| Indentation | 2 | No indentation at paragraph starts |
| Verb Form | 1 | rice and potatoes provide... |
| Unnecessary Words | 1 | sugar and fats → sugar and fat |
| Tense | 0 | — |
| Punctuation | 4 | Missing commas, full stop, Oxford comma |
| Sentence Fragment | 1 | Unhealthy food that can have a negative effect... |
| Rewording | 1 | protect the body illnesses → protect the body from illnesses |
| Wrong Preposition | 2 | on body → on the body, protect from illnesses |

PPL20:

Transcription of Student's Writing (as is):

Title: Food and Its Importance for Health

Food and is essential part of human life, providing the boday with energy and the necessary nutrients for growth and proper functioning, It is divided into two main types: healthy food and unhealthy food.

Healthy food includes nutrient-rich foods such as fruits, vegetables, whole grains, and healthy proteins like fish and chicken. This types of food helps strengthen the immune system, enhance body functions, and prevent chronic diseases.

On the other hand, unhealthy food contains high amounts of saturated fats, sugars, and preservatives, such as processed sweets and food. Excessive consumption of these foods can lead to health problems like obesity, heart disease, and high cholesterol.

To maintain good health, one should eat balanced meals, drink plenty of water, exercise regularly, and avoid unhealthy foods. This contributes to disease prevention.

Identified Mistakes and Corrections:

| Error Type | Original Text | Correction | Explanation |
|-------------------|--------------------------|-------------------------|---|
| Sentence Fragment | Food and is essential... | Food is an essential... | "and" is unnecessary; article 'an' is needed. |

| | | | |
|------------------------|--|--------------------------------------|--|
| Spelling Mistake | boday | body | Spelling error. |
| | sweets and food | sweets and fast food | 'food' is vague/repetitive here. |
| Capitalization | functioning, It is divided... | functioning. It is divided... | Capitalization after comma is incorrect; use period. |
| | To maintain good health... | OK | Capitalization is fine here. |
| Subject-Verb Agreement | This types of food helps... | These types of food help... | Plural subject 'types' needs plural verb. |
| Rewording | do laws (from previous example) | Not used here. | — |
| | This contributes to disease prevention | OK | Could rephrase for more natural tone. |
| Verb Form | helps strengthen... | Correct | (Correct usage here) |
| | drunk plenty of water | drink plenty of water | Wrong verb form. |
| Word Choice | food contains high amounts... | are high in... | Slight rewording for fluency. |
| Punctuation | foods. Excessive consumption... | Add space after period | Needs correct punctuation spacing. |
| Article Usage | eat balanced meals | eat a balanced meal | Missing article. |
| Indentation | No visible paragraph breaks | Needs indentation for new paragraphs | Each new idea should start with indent. |

Corrected Version of the Composition:

Food and Its Importance for Health

Food is an essential part of human life, providing the body with energy and the necessary nutrients for growth and proper functioning. It is divided into two main types: healthy food and unhealthy food.

Healthy food includes nutrient-rich items such as fruits, vegetables, whole grains, and healthy proteins like fish and chicken. These types of food help strengthen the immune system, enhance body functions, and prevent chronic diseases.

On the other hand, unhealthy food contains high amounts of saturated fats, sugars, and preservatives, such as processed sweets and fast food. Excessive consumption of these foods can lead to health problems like obesity, heart disease, and high cholesterol.

To maintain good health, one should eat a balanced meal, drink plenty of water, exercise regularly, and avoid unhealthy foods. This contributes to disease prevention.

Error Classification Table:

| Category | Number of Errors | Examples |
|-------------------|------------------|--|
| Capitalization | 1 | "It is" after a comma |
| Spelling Mistakes | 1 | "boday" → "body" |
| Indentation | 1 | Paragraphs not indented |
| Verb Form | 1 | "drunk" → "drink" |
| Unnecessary Words | 1 | "and is" at start |
| Tense | 0 | — |
| Punctuation | 1 | Comma splice; spacing |
| Sentence Fragment | 1 | "Food and is..." |
| Rewording | 2 | "food" → "fast food", "contains" → "high in" |
| Wrong Preposition | 0 | — |

PPL21:

Transcription of Student's Writing (as is):

Many people to day ar suffering from health pbllems and many diseases, but we can keep fit and this problems easy simple.

First, we should organiz our meals time. It's means not eating between the main meals or not skipping on of them.

Second we must eat a balanced meal, lots of fresh vegetables, and avoid junk food which contains colours, additives, sugar, fat, large prize and unhealthy food that has little or no benefits and causes serious harm to human health. Unhealthy food contains soft drink, chips, pizza and fast and ready food.

To protect your self from diseas, you must eat the healthy food, drink water instead of artificial juices and exercises. You must stay away from the unhealthy food. The time is your food is your medicine.

To con clude, it time to take care of your health.

Identified Mistakes and Corrections:

| Error Type | Original | Correction | Explanation |
|------------------|---|--|------------------------------------|
| Spelling Mistake | "to day", "pbllems", "organiz", "diseas", "con clude" | "today", "problems", "organize", "disease", "conclude" | Incorrect spelling of common words |

| | | | |
|-------------------|--|--|--|
| Capitalization | "Many people to day ar..." | "Many people today are..." | Sentence starts with capital, but needs consistent proper use throughout |
| Verb Form | "ar suffering", "exercises" | "are suffering", "exercise" | Verb agreement/verb form confusion |
| Tense | "this problems easy simple" | "these problems are simple" | Mix of present tense, incorrect verb/subject agreement |
| Subject-Verb Agr. | "this problems" | "these problems" | Plural subject needs plural form |
| Rewording | "this problems easy simple" | "these problems are easy to solve" | Unclear phrasing |
| Indentation | Paragraphs start without indent | Add indentation or line spacing | Format/structure issue |
| Wrong Preposition | "skipping on of them" | "skipping one of them" | Wrong preposition, typo |
| Unnecessary Words | "and unhealthy food", "the time is your food is your medicine" | "unhealthy food", "your food is your medicine" | Redundancy, awkward phrasing |
| Punctuation | Missing commas, periods, and improper joining of clauses | Proper punctuation added to separate ideas | Fix run-ons and list items properly |
| Sentence Fragment | "To con clude, it time to take care of your health" | "To conclude, it is time to take care of your health." | Lacks subject or verb completeness in places |
| Rewording | "large prize" | "expensive" or remove it | 'Prize' is not the right word here |
| Pronoun Spacing | "your self" | "yourself" | Spacing issue |
| Word Choice | "exercises" (as a noun with no verb) | "do exercise" | Needs a verb to complete the idea |

Corrected Version of the Composition:

Many people today are suffering from health problems and various diseases, but we can keep fit and these problems are easy to solve.

First, we should organize our mealtimes. This means not eating between the main meals or skipping any of them.

Second, we must eat a balanced meal with lots of fresh vegetables and avoid junk food, which contains artificial colors, additives, sugar, and fat. Unhealthy food has little or no benefits and causes serious harm to human health. It includes soft drinks, chips, pizza, and fast, ready-made food.

To protect yourself from disease, you must eat healthy food, drink water instead of artificial juices, and do exercise. You must stay away from unhealthy food. Remember, your food is your medicine.

To conclude, it is time to take care of your health.

Error Classification Table:

| Category | Number of Errors | Examples |
|-------------------|------------------|--|
| Spelling Mistakes | 5 | to day → today, pbllems → problems, con clude → conclude |
| Capitalization | 1 | many → Many (corrected) |
| Indentation | 2 | No indentation for paragraphs |
| Verb Form | 3 | ar → are, exercises → do exercise |
| Unnecessary Words | 2 | "and unhealthy food", "the time is your food is your medicine" |
| Tense | 2 | this problems → these problems are |
| Punctuation | 3 | Run-on sentences, missing commas |
| Sentence Fragment | 1 | "To con clude, it time..." |
| Rewording | 3 | "this problems easy simple", "large prize" |
| Wrong Preposition | 1 | skipping on → skipping one |

Frequency:

PPL1:

| Error Type | Error Frequency | Frequency Percentage |
|--------------------|-----------------|----------------------|
| Capitalization | 2/13 | 15.38% |
| Spelling Mistakes | 1/13 | 7.69% |
| Indentation | 1/13 | 7.69% |
| Verb Form | 1/13 | 7.69% |
| Unnecessary Word | 1/13 | 7.69% |
| Tense | 1/13 | 7.69% |
| Punctuation | 3/13 | 23.08% |
| Sentence Fragments | 1/13 | 7.69% |
| Rewording | 2/13 | 15.38% |

| | | |
|-------------------|------|----|
| Wrong Preposition | 0/13 | 0% |
|-------------------|------|----|

PPL2:

| Error Type | Error Frequency | Frequency Percentage |
|--------------------|-----------------|----------------------|
| Capitalization | 1/27 | 3.70% |
| Spelling Mistakes | 13/27 | 48.15% |
| Indentation | 0/27 | 0% |
| Verb Form | 2/27 | 7.41% |
| Unnecessary Word | 1/27 | 3.70% |
| Tense | 1/27 | 3.70% |
| Punctuation | 3/27 | 11.11% |
| Sentence Fragments | 1/27 | 3.70% |
| Rewording | 4/27 | 14.81% |
| Wrong Preposition | 1/27 | 3.70% |

PPL3:

| Error Type | Error Frequency | Frequency Percentage |
|--------------------|-----------------|----------------------|
| Capitalization | 2/18 | 11.11% |
| Spelling Mistakes | 4/18 | 22.22% |
| Indentation | 1/18 | 5.56% |
| Verb Form | 1/18 | 5.56% |
| Unnecessary Word | 1/18 | 5.56% |
| Tense | 1/18 | 5.56% |
| Punctuation | 4/18 | 22.22% |
| Sentence Fragments | 1/18 | 5.56% |
| Rewording | 2/18 | 11.11% |
| Wrong Preposition | 1/18 | 5.56% |

PPL4:

| Error Type | Error Frequency | Frequency Percentage |
|----------------|-----------------|----------------------|
| Capitalization | 6/36 | 16.67% |

| | | |
|--------------------|------|--------|
| Spelling Mistakes | 8/36 | 22.22% |
| Indentation | 2/36 | 5.56% |
| Verb Form | 5/36 | 13.89% |
| Unnecessary Word | 3/36 | 8.33% |
| Tense | 1/36 | 2.78% |
| Punctuation | 4/36 | 11.11% |
| Sentence Fragments | 1/36 | 2.78% |
| Rewording | 4/36 | 11.11% |
| Wrong Preposition | 2/36 | 5.56% |

PPL5:

| Error Type | Error Frequency | Frequency Percentage |
|--------------------|-----------------|----------------------|
| Capitalization | 3/28 | 10.71% |
| Spelling Mistakes | 4/28 | 14.29% |
| Indentation | 2/28 | 7.14% |
| Verb Form | 2/28 | 7.14% |
| Unnecessary Word | 3/28 | 10.71% |
| Tense | 1/28 | 3.57% |
| Punctuation | 4/28 | 14.29% |
| Sentence Fragments | 2/28 | 7.14% |
| Rewording | 5/28 | 17.86% |
| Wrong Preposition | 2/28 | 7.14% |

PPL6:

| Error Type | Error Frequency | Frequency Percentage |
|-------------------|-----------------|----------------------|
| Capitalization | 4/55 | 7.27% |
| Spelling Mistakes | 20/55 | 36.36% |
| Indentation | 3/55 | 5.45% |
| Verb Form | 5/55 | 9.09% |
| Unnecessary Word | 5/55 | 9.09% |

| | | |
|--------------------|------|--------|
| Tense | 3/55 | 5.45% |
| Punctuation | 5/55 | 9.09% |
| Sentence Fragments | 2/55 | 3.63% |
| Rewording | 6/55 | 10.91% |
| Wrong Preposition | 2/55 | 3.63% |

PPL7:

| Error Type | Error Frequency | Frequency Percentage |
|--------------------|-----------------|----------------------|
| Capitalization | 1/9 | 11.11% |
| Spelling Mistakes | 1/9 | 11.11% |
| Indentation | 1/9 | 11.11% |
| Verb Form | 1/9 | 11.11% |
| Unnecessary Word | 0/9 | 0% |
| Tense | 0/9 | 0% |
| Punctuation | 1/9 | 11.11% |
| Sentence Fragments | 1/9 | 11.11% |
| Rewording | 2/9 | 22.22% |
| Wrong Preposition | 1/9 | 11.11% |

PPL8:

| Error Type | Error Frequency | Frequency Percentage |
|--------------------|-----------------|----------------------|
| Capitalization | 4/28 | 14.29% |
| Spelling Mistakes | 10/28 | 35.71% |
| Indentation | 1/28 | 3.57% |
| Verb Form | 3/28 | 10.71% |
| Unnecessary Word | 1/28 | 3.57% |
| Tense | 2/28 | 7.14% |
| Punctuation | 3/28 | 10.71% |
| Sentence Fragments | 1/28 | 3.57% |
| Rewording | 2/28 | 7.14% |

| | | |
|-------------------|------|-------|
| Wrong Preposition | 1/28 | 3.57% |
|-------------------|------|-------|

PPL9:

| Error Type | Error Frequency | Frequency Percentage |
|--------------------|-----------------|----------------------|
| Capitalization | 4/28 | 14.29% |
| Spelling Mistakes | 10/28 | 35.71% |
| Indentation | 1/28 | 3.57% |
| Verb Form | 3/28 | 10.71% |
| Unnecessary Word | 1/28 | 3.57% |
| Tense | 2/28 | 7.14% |
| Punctuation | 3/28 | 10.71% |
| Sentence Fragments | 1/28 | 3.57% |
| Rewording | 2/28 | 7.14% |
| Wrong Preposition | 1/28 | 3.57% |

PPL10:

| Error Type | Error Frequency | Frequency Percentage |
|--------------------|-----------------|----------------------|
| Capitalization | 2/8 | 25% |
| Spelling Mistakes | 2/8 | 25% |
| Indentation | 1/8 | 12.5% |
| Verb Form | 0/8 | 0% |
| Unnecessary Word | 1/8 | 12.5% |
| Tense | 0/8 | 0% |
| Punctuation | 1/8 | 12.5% |
| Sentence Fragments | 0/8 | 0% |
| Rewording | 1/8 | 12.5% |
| Wrong Preposition | 0/8 | 0% |

PPL11:

| Error Type | Error Frequency | Frequency Percentage |
|----------------|-----------------|----------------------|
| Capitalization | 1/15 | 6.67% |

| | | |
|--------------------|------|--------|
| Spelling Mistakes | 1/15 | 6.67% |
| Indentation | 4/15 | 26.67% |
| Verb Form | 1/15 | 6.67% |
| Unnecessary Word | 1/15 | 6.67% |
| Tense | 1/15 | 6.67% |
| Punctuation | 2/15 | 13.33% |
| Sentence Fragments | 1/15 | 6.67% |
| Rewording | 2/15 | 13.33% |
| Wrong Preposition | 1/15 | 6.67% |

PPL12:

| Error Type | Error Frequency | Frequency Percentage |
|--------------------|-----------------|----------------------|
| Capitalization | 1/9 | 11.11% |
| Spelling Mistakes | 1/9 | 11.11% |
| Indentation | 1/9 | 11.11% |
| Verb Form | 1/9 | 11.11% |
| Unnecessary Word | 1/9 | 11.11% |
| Tense | 0/9 | 0% |
| Punctuation | 2/9 | 22.22% |
| Sentence Fragments | 1/9 | 11.11% |
| Rewording | 1/9 | 11.11% |
| Wrong Preposition | 0/9 | 0% |

PPL13:

| Error Type | Error Frequency | Frequency Percentage |
|-------------------|-----------------|----------------------|
| Capitalization | 2/20 | 10% |
| Spelling Mistakes | 4/20 | 20% |
| Indentation | 2/20 | 10% |
| Verb Form | 3/20 | 15% |
| Unnecessary Word | 1/20 | 5% |

| | | |
|--------------------|------|-----|
| Tense | 0/20 | 0% |
| Punctuation | 3/20 | 15% |
| Sentence Fragments | 1/20 | 5% |
| Rewording | 2/20 | 10% |
| Wrong Preposition | 2/20 | 10% |

PPL14:

| Error Type | Error Frequency | Frequency Percentage |
|--------------------|-----------------|----------------------|
| Capitalization | 1/10 | 10% |
| Spelling Mistakes | 2/10 | 20% |
| Indentation | 1/10 | 10% |
| Verb Form | 1/10 | 10% |
| Unnecessary Word | 0/10 | 0% |
| Tense | 0/10 | 0% |
| Punctuation | 3/10 | 30% |
| Sentence Fragments | 0/10 | 0% |
| Rewording | 2/10 | 20% |
| Wrong Preposition | 0/10 | 0% |

PPL15:

| Error Type | Error Frequency | Frequency Percentage |
|--------------------|-----------------|----------------------|
| Capitalization | 2/10 | 20% |
| Spelling Mistakes | 0/10 | 0% |
| Indentation | 1/10 | 10% |
| Verb Form | 1/10 | 10% |
| Unnecessary Word | 1/10 | 10% |
| Tense | 0/10 | 0% |
| Punctuation | 2/10 | 20% |
| Sentence Fragments | 1/10 | 10% |
| Rewording | 2/10 | 20% |

| | | |
|-------------------|------|----|
| Wrong Preposition | 0/10 | 0% |
|-------------------|------|----|

PPL16:

| Error Type | Error Frequency | Frequency Percentage |
|--------------------|-----------------|----------------------|
| Capitalization | 2/20 | 10% |
| Spelling Mistakes | 7/20 | 35% |
| Indentation | 1/20 | 5% |
| Verb Form | 2/20 | 10% |
| Unnecessary Word | 1/20 | 5% |
| Tense | 0/20 | 0% |
| Punctuation | 2/20 | 10% |
| Sentence Fragments | 1/20 | 5% |
| Rewording | 3/20 | 15% |
| Wrong Preposition | 1/20 | 5% |

PPL17:

| Error Type | Error Frequency | Frequency Percentage |
|--------------------|-----------------|----------------------|
| Capitalization | 4/20 | 20% |
| Spelling Mistakes | 3/20 | 15% |
| Indentation | 2/20 | 10% |
| Verb Form | 2/20 | 10% |
| Unnecessary Word | 1/20 | 5% |
| Tense | 0/20 | 0% |
| Punctuation | 3/20 | 15% |
| Sentence Fragments | 1/20 | 5% |
| Rewording | 3/20 | 15% |
| Wrong Preposition | 1/20 | 5% |

PPL18:

| Error Type | Error Frequency | Frequency Percentage |
|----------------|-----------------|----------------------|
| Capitalization | 4/20 | 20% |

| | | |
|--------------------|------|-----|
| Spelling Mistakes | 3/20 | 15% |
| Indentation | 2/20 | 10% |
| Verb Form | 2/20 | 10% |
| Unnecessary Word | 1/20 | 5% |
| Tense | 0/20 | 0% |
| Punctuation | 3/20 | 15% |
| Sentence Fragments | 1/20 | 5% |
| Rewording | 3/20 | 15% |
| Wrong Preposition | 1/20 | 5% |

PPL19:

| Error Type | Error Frequency | Frequency Percentage |
|--------------------|-----------------|----------------------|
| Capitalization | 2/15 | 13.33% |
| Spelling Mistakes | 1/15 | 6.67% |
| Indentation | 2/15 | 13.33% |
| Verb Form | 1/15 | 6.67% |
| Unnecessary Word | 1/15 | 6.67% |
| Tense | 0/15 | 0% |
| Punctuation | 4/15 | 26.67% |
| Sentence Fragments | 1/15 | 6.67% |
| Rewording | 1/15 | 6.67% |
| Wrong Preposition | 2/15 | 13.33% |

PPL20:

| Error Type | Error Frequency | Frequency Percentage |
|-------------------|-----------------|----------------------|
| Capitalization | 1/9 | 11.11% |
| Spelling Mistakes | 1/9 | 11.11% |
| Indentation | 1/9 | 11.11% |
| Verb Form | 1/9 | 11.11% |
| Unnecessary Word | 1/9 | 11.11% |

| | | |
|--------------------|-----|--------|
| Tense | 0/9 | 0% |
| Punctuation | 1/9 | 11.11% |
| Sentence Fragments | 1/9 | 11.11% |
| Rewording | 2/9 | 22.22% |
| Wrong Preposition | 0/9 | 0% |

PPL21:

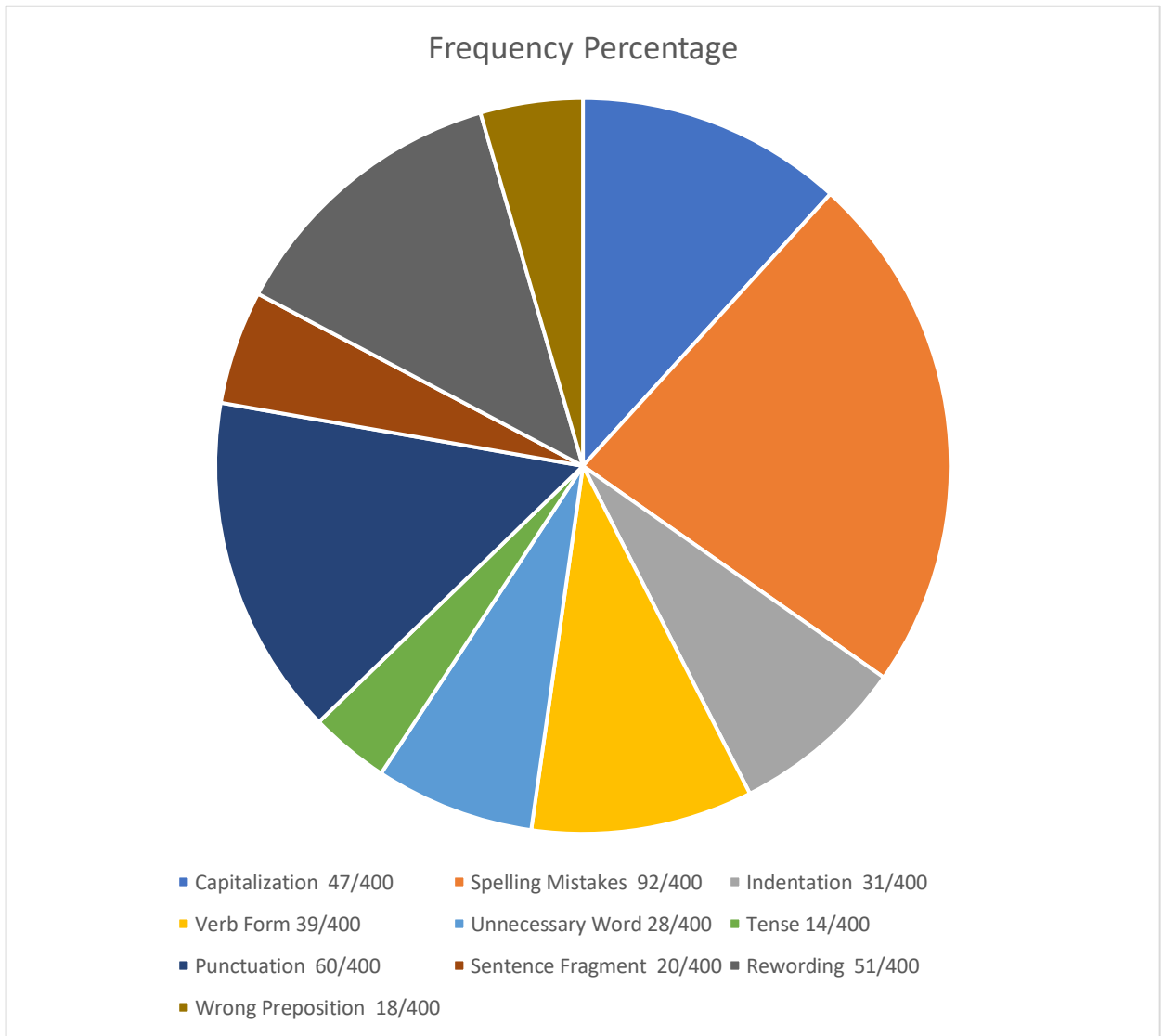
| Error Type | Error Frequency | Frequency Percentage |
|--------------------|-----------------|----------------------|
| Capitalization | 1/23 | 4.35% |
| Spelling Mistakes | 5/23 | 21.74% |
| Indentation | 2/23 | 8.70% |
| Verb Form | 3/23 | 13.04% |
| Unnecessary Word | 2/23 | 8.70% |
| Tense | 2/23 | 8.70% |
| Punctuation | 3/23 | 13.04% |
| Sentence Fragments | 1/23 | 4.35% |
| Rewording | 3/23 | 13.04% |
| Wrong Preposition | 1/23 | 4.35% |

Ppls error Frequency:

| Error Type | Error Frequency | Frequency Percentage |
|-------------------|-----------------|----------------------|
| Capitalization | 47/400 | 11.75% |
| Spelling Mistakes | 92/400 | 23% |
| Indentation | 31/400 | 7.75% |
| Verb Form | 39/400 | 9.75% |
| Unnecessary Word | 28/400 | 7% |
| Tense | 14/400 | 3.50% |
| Punctuation | 60/400 | 15% |
| Sentence Fragment | 20/400 | 5% |

| | | |
|-------------------|--------|--------------------|
| Rewording | 51/400 | 12.75% |
| Wrong Preposition | 18/400 | 4.50% ¹ |

FREQUENCY PERCENTAGE:



Discussion and Analysis of Pupil 1 's Errors:

Pupil 1 made 13 language errors distributed over ten general categories. One out of four errors that have been pointed out is related to punctuation, thus, it is the most serious type of error. The identification of problems in basic sentence structure and readability, which possibly come from the fact that English writing that is correctly punctuated has not been read, is a possible explanation why this error occurred. Two other errors were almost equally distributed (15.38% each) in the categories of capitalisation and rewording, and it was concluded from this that a lack of knowledge in the English language seemed to be the matter. These probably are natural language structures, such as from our native language, that disrupt the free flow of ideas or the unawareness of the English rule of capitalising letters at the beginning of the sentence. There was a somewhat equal number of minor mistakes in the areas of tense, verb forms, and sentence fragments, while all other types of error one occurrence each left no category particularly affected. Furthermore, the analysis affirmed no errors involving preposition usage, thus, this may be a positive contribution to the proficiency of the learners in that area.

Discussion and Analysis of Pupil 2's Errors:

Pupil 2 made 27 language errors distributed over ten general categories. The most frequent problem was spelling mistakes with 48.15% which indicates that incognizance of English spelling as well as an interest deficiency in the written form of the language would be the indicative causes. Probably, an inappropriate selection of high-frequent words for the context may be the only reason for this kind of error, as a result of not learning words through natural exposure or phonetic spelling methods carried out to them. Rewording was the second most frequent error (14.81%), which implies that students have problems with expressing their ideas and thoughts with clarity while doing it on the spot. These could be caused by either a lack of awareness of good English phrasing and structure or perhaps directly from the student's native tongue. There was a misunderstanding of the understanding of rules of setting sentences in a report, hence 11.11% of the mistakes in the form of punctuation errors were made. The verb form errors rate has 7.41% percent of the errors, implying that subject-verb agreement or verb tense accuracy was still the main issues, whereas the incorrect preposition, sentence fragments, and capitalisation errors, and redundant words had only 3.70 percent. Besides, the fact that there was no indentation made mistakes in the text was proof of the detection of only the most basic writing structure rules. However, the pattern as a whole suggests that the pupil is still in the process of mastering the mechanics and structure of writing in English.

Discussion and Analysis of Pupil 3's Errors:

Pupil 3 made 18 language errors distributed over ten general categories. Up to 22.22% of the errors in the paper were spelling and punctuation-related which meant that they were at the top of the list. The misspellings and punctuation errors indicated that one's writing mechanics are weak and that one may not be greatly exposed to written English, which may be particularly true in the formal language area. 11.11% from the whole were the result of capitals and rewording errors, namely, the students'

difficulty with the appropriate English format and the effective transmission of information. In cases of rewording errors, it is very likely that a learner can come up with the problem of producing phrases that are not natural to the English language, probably due to insufficient syntactic flexibility or through a strict translation from their native language to English. Only one mistake each was made in verb form, tense, sentence fragments, where the errors occurred, that is, they all represented 5.56%, showing that the mistakes were different from a grammatical and stylistic point of view yet the number was very small. Of the same token, the errors might stem from the student's inability to generate a complete and coherent series of English sentences and his/her lack of grammar consciousness. The multitude of error types shows that there is a necessity for a proper fusion of grammar, mechanics, and style in the process of training in writing even though the total number of mistakes is not so big. Gradually, the student may absorb correct English forms and patterns when reading and doing writing practices under the guidance of a teacher are carried out frequently.

Discussion and Analysis of Pupil 4's Errors:

Pupil 4 made 36 language errors distributed over ten general categories. The majority of the errors were spelling mistakes, which reached the stunning rate of 22.22% in the total. The very high number of such errors indicates a necessity for more exposure to English spelling rules, especially the rules of the language that is used most frequently, and shows that the orthographic knowledge still remains unsolved problems. As an additional important point, capitalisation errors were identified as the second most frequent with 16.67% of the total. It is possible that the major reason for the occurrence of the errors is not understanding when a noun should be written with a capital letter, plus the wrong construction of sentences, titles, and other English formatting conventions. 13.89% of verb form errors show difficulties with the correct tense of the subject and also the person and the number of the grammatical verb. Furthermore, we can assume an overwhelming influence from the student's mother tongue that resulted in the present situation or talk about a lack of knowledge in the conjugation of English. Punctuation and rewording errors had the following share of the mistakes: 11.11% suggest sentence structure and punctuation that have not been done correctly. These errors interrupt the flow of writing and make it hard to read. Improper translating or a lack of English phrase building and size comprehension might be the possible causes of the unnecessary word mistakes by the writer (8.33%). The text has a multitude of little faults that cumulatively lower the text's overall accuracy and coherence, for example, indent, incorrect prepositions (each 5.56%), and isolated instances of tense problems and sentence fragments (each 2.78%). In general, Pupil 4's writing is full of grammatical and technical errors there are a lot of spelling and formatting errors. A great deal of improvements can be made if certain topics are practiced thoroughly, for instance, grammar, vocabulary, mechanics, etc. and only through such a coverage of different areas of learning, can a student profit.

Discussion and Analysis of Pupil 5 's Errors:

Pupil 5 made 28 language errors distributed over ten general categories. There are a number of errors that are common, with the most problematic being rewording, contributing 17.86% of all the errors. This demonstrates a problem in finding/explaining words and sentence structure and would probably be a result of direct translation or being exposed to English with little syntactic frameworks. And the second is spelling and punctuation errors which altogether caused 14.29% of all the mistakes, signaling not only the low level in the basic mechanics but also in vocabulary skills in writing. These could be the results of lack of orthographic knowledge and reading practice. Besides, the capitalization and superfluous word usage errors took up 10.71% of the total errors. Thus, not only is it a matter of compliance with the write a standardized, and most likely it means the writer is making the mistake of depending too heavily on literal methods for translating which give excess words. The occurrence of a few other errors such as incorrect prepositions, sentence fragments, indentation, and verb form errors was 7.14%. These give learners a hint of confusion among syntax inputs, the nature of the structure, and idiomatic language appropriate to the situation. However, the lowest error category, which was tense errors (3.57%), wrenches real pain in the lack of clarity in time presentations, or event confusions still apparently experienced citing the occasional error. The different kinds of error made by Pupil 5 and their distribution in the same error profile are signs of learning the two components structural and conventional of English writing. The student's multiple occurrences of rewording and punctuation issues in the essays are evidence of the necessity to evaluate the LL practice and the learners need overwriting, and the main focus should be on sentence structure and clarity.

Discussion and Analysis of Pupil 6 's Errors:

Pupil 6 made 55 language errors distributed over ten general categories. With an outstandingly high number of incorrectly spelt words, which were linked to more than one-third of all the mistakes (36.36%). The aforementioned prevailing trend denotes a major problem the students face with the English orthography, and it is most likely that this comes from their limited reading exposure or the difficulty they face in internalizing common spelling conventions. The second most common mistake was rewording (10.91%), a sign that the students have a problem with the clarity and naturalness of their phrases. Such mistakes usually indicate a student is trying to expand his or her range of sentence structures and there might be some influence of the first language, producing expressions that are not effective or even sound odd.

Mistakes in the verb form, the presence of unnecessary words, and punctuation were each the cause of 9.09% of the errors. This kind of error clearly shows that the writer has problems with the grammatical accuracy, clarity of the sentence, and the mechanics of writing. These are clear signs of incomplete understanding of the sentence structure and conventional written English which may lead to both redundancy and miscommunication.

False capitalization was slightly less frequent at 7.27%, which meant that not all students were equally familiar with the rules of English formatting. The tense and indentation were equally at 5.45%, indicating some confusion in the choice of verbs that denote the time frames and the style of written work.

Some errors were rarely occurring and they were sentence fragments and wrong prepositions (both at 3.63%). Despite not being as frequent as the others, they were still evidence of irregularity in the students' ability to form well-made sentences and link their written work with appropriate syntactic connectors—contingent to fluency and cohesion.

At the end, the errors observed in Pupil 6's writing not only involve surface-level mechanical defects but also demonstrate more complex problems with regards to his grammar and expression. The excessive concentration of spelling errors together with the requirement for significant rephrasing show that a combined focus on vocabulary extension and sentence construction would benefit this learner we greatly.

Discussion and Analysis of Pupil 7 's Errors:

Pupil 7 made 9 language errors distributed over ten general categories.

The findings about rewording were the most common type of mistake (22.22%). It can be inferred, therefore, that the learner might be facing challenges in expressing his thoughts clearly and naturally, possibly due to the lack of syntactic flexibility or the misuse of direct translation.

Each of the remaining error types—capitalization, spelling, indentation, verb form, punctuation, sentence fragments, and wrong preposition—occurred only once (11.11%). This tendency to commit different types of errors in one occurrence means that though many different errors are present in the work of pupil 7, these do not completely diminish the overall quality unlike a single type of error, according to the frequency distribution.

Of particular interest is the fact that the writer did not misuse any words or tenses, suggesting control to bring in economy in their sentences, as well as in their use of time. Lack of these issues may also be read to infer that some sort of a very early awareness of basic sentence structure and timeline coherence is available to the author if only mechanical and syntactical aspects remain to be worked on. All in all, the error distribution of Pupil 7 is relatively even showing low frequency so that we can probably talk about his proficiency as somewhere in the middle (moderate). A consistent focus on formulating sentences better and then revising them in a clear manner is the direct path to the nearest point where he can find the possible improvement in the quality of his writing.

Discussion and Analysis of Pupil 8 's Errors:

Pupil 8 made 28 language errors distributed over ten general categories.

It was very interesting to note that the errors related to spelling account for the highest percentage of 35.71%. The fact that this type of mistakes is the most frequent ones may signify a notably poor knowledge of English orthography, that probably appeared as a result of the restrictiveness of the vocabulary learned or the lack of regular exposure to standard English spelling conventions. The most common error types after spelling were capitalization (14.29%) and a collection of three varieties—verb form, punctuation, and rewording—each one contributing between 7.14% and 10.71%. These patterns refer to the process of becoming aware of grammatical forms and sentence mechanics, although consistency and accuracy are still problematic areas of improvement. Every error category comprising tense, indentation, unnecessary words, sentence fragments, and wrong preposition was observed once or twice and their frequency ranged from 3.57% to 7.14%. The presence of these less frequent but still existing issues indicates that there may occur a few problems with regard to grammatical accuracy, sentence cohesion, and syntactic fluency.

In summary, Pupil 8's written piece not only clearly presents both surface-level and more serious problems but also indicates the nature of the problems. The predominance of spelling mistakes with the addition of grammar issues like verb forms and rewording provides evidence of a student who needs support in the areas of vocabulary building and writing guided practices with a focus on clarity and correctness.

Discussion and Analysis of Pupil 9's Errors:

Pupil 9 made 11 language errors distributed over ten general categories. It was seen that the biggest percentage of errors was connected with the punctuation category taking 45.45%. This extreme prevalence is a sign of a noticeable difficulty with the basic punctuation norms which could also affect the ease of understanding and coherency of the writing. The second problem in terms of frequency (18.18%) was capitalisation, revealing that mistakes were made while choosing the capitalisation of the phrase or the word itself. The floor error types (paraphrase, verb form, spelling mistakes and extra words) had a percentage of 9.09% of each of them, respectively, thus indicating isolated issues in language structure and lexical accuracy. Surprisingly, the student has not made any errors in fragment sentences, verb tense, paragraph indentations, or prepositions in sentences that are incorrect, which pointed to the basic understanding of grammatical rules even though minor issues like punctuation remain an obstacle to a clear communication. In summary, although the errors of learner 9 occur infrequently, the concentration of punctuation problems discovers an essential area for education that has to be mainly addressed. A heavy emphasis on mechanics and one's knowledge of where sentences start and end would most likely result in better writing skills and comprehension.

Discussion and Analysis of Pupil 10's Errors:

Pupil 10 made 8 language errors distributed over ten general categories. The most common error categories were spelling errors and capitalization, which accounted for 25% each in the total errors. The

data suggests both noncompliance with spelling rules and with the correctness of English capitalization as the two main causes of these errors may come from a lack of training in capitalization or reading itself. Minor errors were also observed in indentation, unnecessary words, punctuation, and rewording - each adding 12.5% to the total. These errors can be said to reflect difficulties in terms of the textual arrangement, the correctness of statements, and the structure of sentences. The repetitive nature of overly elaborate phrasing is perceptible in the unnecessary word insertions, as well as in the changes of sentence construction that were quite general, meaning that the errors are the product of the influence of the first language or a level of development of language functions. Notably, the pupil didn't commit any mistakes related to verb form, tense, sentence fragments, or prepositions, which suggests that the student has a quite good understanding of basic grammar and how to build a sentence. This could be taken as an indication that the student could handle grammar better than higher-level composition, and he/she still probably has work to do in terms of stylistic clarity. In general, Pupil 10 only has a moderate number of errors, but the most striking point is that the majority of the mistakes are just related to matters of style and mechanics.

Discussion and Analysis of Pupil 11 's Errors:

Pupil 11 made 15 language errors distributed over ten general categories. The most common type of error was shown to be the wrong indentation, which made up 26.67% of the total number. This could have been due to various factors, among which the lack of knowledge of English language's structural patterns looks the most probable. For instance, words such as virginity or sex which are really intimate would not be comfortable for a parent to share with a child. Punctuation and rewording mistakes comprised the same percentage of 13.33%, signaling the practice of participants' lack of clarity regarding sentence boundaries, form and expression. This category is usually a result of students having incomplete knowledge of English syntax or their dependence on a word-to-word translation strategy in their mother tongue. The rest of error types, such as capitalization, spelling, verb form, unnecessary words, tense, sentence fragments, and wrong preposition use, were all isolated cases (6.67% each). Despite the fact that these mistakes are minor if taken separately, their presence makes it evident the writing mechanics and language use areas are affected. The fact that each of the cases is the same illustrates that there is an overall need for better attention to detail and that there is a lack of the awareness of grammatical rules. The profile of pupil 11 presents a condition of errors that are moderate and distributed uniformly but with some preference for formatting and style clarity issues. The implementation of specific tools for paragraph organization, e.g. the final supportive point and the order of the main points, as well as tools for controlling punctuation, plus the ability of students to give different versions that make the intended meaning clearer, would drive remarkable transformations in this student's writing skills.

Discussion and Analysis of Pupil 12 's Errors:

Pupil 12 made 9 language errors distributed over ten general categories. The highest error category frequency was represented by the punctuation error, making up 22.22 % of all errors. This fact reveals that the authors had difficulty understanding basic grammatical sentence mechanics, e.g. the right use of commas, periods as well as other punctuation marks, which might lead to the formation of run-on sentences and choppy phrasing. The rest of the error types were found only once each, and they were capitalization, spelling, indentation, verb form, unnecessary words, sentence fragments, and rewording, each with (11.11 %). This widespread nature of errors in various areas here indicates that the difficulty lies more in the basic language skills' surface-level rather than anything more serious grammar-wise. Indeed, it is worth mentioning that Pupil 12 did not make any tense and preposition mistakes, thus, this error indicates a certain level of fluency of grammatical tense and spatial relations—issues that are generally frequent among EFL learners. The uniform distribution of the other error types could imply the learners' rising awareness of English writing conventions as well as an inconsistency in writing style elsewhere. Regarding those errors in punctuations and capitalization, they might be the result of a lack of full understanding of English writing norms by the learners, which is very common for those coming from a background of Arabic speakers since they are more familiar with different rules surrounding punctuation and capitalization. Sentence fragments and the issue of rewording are most likely born of the learners' rigidity of syntax or the tendency of too literal a translation of thought from Arabic to English, resulting in the creation of sentences that are not natural or are incomplete. Summarizing, Pupil 12 portrays an increase in language abilities with punctuation as the main weak area and some scattered issues in mechanics and structure. Therefore, it is essential to focus on clear sentences and English writing norms in the process of learning, whereas students are advised to rehearse sentence writing mostly.

Discussion and Analysis of Pupil 13 's Errors:

Pupil 13 made 20 language errors distributed over ten general categories. The most predominant error category was composed of spelling errors, constituting 20% of the errors altogether. These errors are likely a result of the lack of visual familiarity with English orthography and can be related to a limited reading background in the language. Verb form and punctuation errors each accounted for 15% of the total number of errors. The above-discussed issues can be considered as the indicators of the speakers' inability to maintain grammatical accuracy, mainly because of the lack of agreement between the subject and the verb and the one that control the sentence boundaries, which can be caused by native language transfer or the students' poor English sentence structure acquisition. Capitalization, indentation, rewording, and wrong preposition errors were the culprits in 10% of the errors each, indicating the existence of difficulties in conforming to the rules of formal writing and the choice of words' accuracy. One plausible explanation is that the mistakes occur because the person is not familiar with the standard written English forms or because they are translating the language literally. It was not so with unnecessary word and sentence fragment errors since they were not so frequent, each 5%, which only

implies that it was only the case sometimes that the subject did not spot the wrong sentence structure. The categories of material errors and tense both showed zero counts indicating that, apart from Pupil 13 Having no errors in tense indicates that it is possible that the individual has developed a relatively stronger verb tense employment skill compared to other grammatical areas. However, the general error distribution points out that Pupil 13 is only partially able to control their writing fluency and accuracy limits, the focus of the instructions must deal with spelling, verb use, punctuation, and structural conventions to improve the whole writing proficiency and accuracy generally.

Discussion and Analysis of Pupil 14 's Errors:

Pupil 14 made 10 language errors distributed over ten general categories. The most common error type was punctuation, for which 30% of the total could be accounted. It can be inferred from this that a considerable obstacle is found in the attempt to correctly use the sentence-terminating marks, commas, or quotation marks, while at the same time, introducing run-on sentences or disjointed phrasing. The mistakes in spelling and rewording were 20% each. This shows that omissions in the spelling of words and letters and that a limited vocabulary were again the culprits, causing ambiguous or difficult sentences. Capitalization, indentation, and verb form errors were identified as once (10%) in the same sequence, coexisting as reflections of the presence of small but definite obstacles in the correct application of the writing standards and grammar rules. No errors were found with tense, unnecessary word, sentence fragments, or wrong preposition. This indicates that the child is able to show a grasp of tense, basic sentence completion, and semi-lexical skills, which are quite good signs of a child making the progress in their writing skills. The comments made are that, on the one hand, student 14 has managed to avoid some of the central malfunction types while on the other, it is still necessary to pay attention to the appropriate punctuation marks, the biggest possible vocabulary, and accuracy in spelling issues so that the student's writing can be better in terms of readability and correctness.

Discussion and Analysis of Pupil 15 's Errors:

Pupil 15 made 10 language errors distributed over ten general categories. The error types that recurred most often were Capitalization, Punctuation, and Rewording, which corresponded to 20% for each. It seems that students face similar difficulties in using formal writing standards, for example, not losing capital letters at the beginning of the sentence, using punctuation correctly, and expressing ideas clearly and adequately. The learner had neither Spelling, Tense, nor Wrong Preposition errors, so it is possible to assume that the student is either in a stronger position controlling these areas or that the class of sentences is limited, thus errors could not occur. Mistakes in Verb Form, Indentation, Unnecessary Word, and Sentence Fragments were each committed once (10% each), which indicates that the problems with the sentence structure and continuity are dealt with none but not always. If we look at the overall picture of the mistakes, it can be seen that the writer has got some control over English writing conventions, but it is not evenly distributed across the different parts. The remedial activities should

enhance the sentence-level clarity and the correct application of punctuation and capitalization, while they should also provide continuous support and practice in various writing genres in order to achieve the fluency.

Discussion and Analysis of Pupil 16 's Errors:

Pupil 16 made 20 language errors distributed over ten general categories. The main mistake was spelling errors, with 35% of all mistakes. It is likely that the prevalence of these errors is due to a lack of understanding of the English script and it may indicate that there is a need for more reading and writing in English. The reliance on phonetic spelling or translation from Arabic might make the matter even worse. 15% of the mistakes were rewording ones, manifesting difficulties in finding the right words to express a thought or sentence. It can also be interpreted as the authors' problems in expressing the idea naturally in English, quite possibly due to the literal translation or a very limited vocabulary and syntax range. Also, errors in Capitalization, Verb Form, and Punctuation occurred in an equal percentage (10% each), communicating the issues with the conventions of writing and grammatical aspects at the sentence level. The best approach to these faults would be the commitment of the learners to practice grammar rules in English and to proofreading of their written work. The least frequent errors (5% each) were found in the areas of Indentation, Unnecessary Words, Sentence Fragments, and Wrong Prepositions, and they can be explained as occasional breaks in the chain of structure and grammatical correctness. It is noteworthy that there were no errors with the tenses, which might mean that the subjects were more familiar with the rules of tense agreement than with other aspects of the language.

Discussion and Analysis of Pupil 17 's Errors:

Pupil 17 made 16 language errors distributed over ten general categories. The most common types of errors that appeared in the writing were Capitalization and Spelling Mistakes, with each of them responsible for 18.75% of the total. The figures reveal that the writer is still coming to terms with basic writing standards and as yet might not have fully memorized the orthography of standard English or rules for proper nouns and sentence beginnings. Mistakes in Verb Form, Indentation, and Punctuation were also significant at 12.5% for each, which can be a source of problems in the sentence structure, visual organization, and clarity of meaning. These kinds of mistakes are because of limited exposure to written English or language interference of mother tongue. The thing is that there are also errors of the kind that occur less frequently (each 6.25%). These include mistakes of Unnecessary Words, Tense, Sentence Fragments and Rewording. These errors, if any, could stem from selecting wrong words and constructing wrong sentences due to, for instance, a too literal translation or a very restricted vocabulary. To add to that, the writers did not make any errors related to Prepositions, which points to the fact that they have mastered the first step in dealing with them. In a word, the pattern of errors discovered indicates that students need to take special lessons in mechanics (e.g., punctuation and capitalization) and increase their vocabulary knowledge. The combination of proofreading plus sentence construction

and adding model texts to the learning program help to enhance a child's writing fluency and the grammatical correctness of enunciated matters.

Discussion and Analysis of Pupil 21's Errors:

Pupil 21 made 23 language errors distributed over ten general categories. The predominant type of error was spelling, making up about 22% of total error. Common errors involved high-frequency vocabulary items such as "today," "problems," and "conclude," reflecting unfamiliarity with orthography of English and probable minimal exposure to printed English. Errors in verb form and rewording were common, both of them making up about 13% of errors by the pupil. They reflect subject-verb agreement and awkward phrasing issues, probably resulting due to literal translation of Arabic or by limited syntactic form repertoire. Errors reflecting poorly developed writing mechanics and control of syntax reflect poorly controlled punctuation, tense, and sentence fragment problems, often producing run-on sentences and cut-short ideas. Capitalization and indentation errors well reflect unfamiliarity of the pupil with English convention of form, to be expected of Arabic speakers.

Summary of Key Findings

1. Spelling mistakes, punctuation errors, and verb form errors were the most frequent categories across all student compositions.
2. Students at different proficiency levels demonstrated distinct error patterns, with lower-proficiency students showing a wider range and higher frequency of errors.
3. Mechanical errors were the most prevalent across all proficiency levels, suggesting that these aspects of writing require sustained attention throughout language development.
4. Sentence structure errors (fragments and run-ons) significantly impacted the clarity and coherence of student writing, particularly among lower-proficiency students.
5. Pronoun consistency and tense shifts were common issues that affected the cohesion of student compositions.
6. These findings provide a foundation for the discussion of pedagogical implications and targeted interventions in the following section.

Discussion

Overview of Findings

7. This study examined writing errors in compositions produced by 21 EFL students, revealing significant patterns in the types, frequencies, and distributions of these errors. The results provide valuable insights into the challenges faced by EFL learners in written expression and offer a foundation for developing targeted pedagogical interventions.
8. This discussion section synthesizes the key findings, connects them to existing literature, explores their implications for teaching practice, and acknowledges the limitations of the study.

Interpretation of Error Patterns

Predominance of Mechanical Errors

The finding that mechanical errors (spelling, punctuation, and capitalization) constituted nearly half (49.8%) of all identified errors aligns with previous research on EFL writing. Bitchener and Ferris (2012) similarly found that surface-level errors often dominate in second language writing, even among learners with otherwise strong communicative abilities. This pattern suggests that mechanical aspects of writing may develop somewhat independently from other language skills and may require specific instructional focus.

The persistence of mechanical errors even among higher-proficiency students is particularly noteworthy. This finding supports Ellis's (2008) observation that certain error types may fossilize or persist despite overall language development. For EFL instructors, this suggests the need for continued attention to mechanical accuracy across all proficiency levels, rather than assuming these skills will naturally develop alongside other aspects of language proficiency.

Grammatical Error Patterns

Grammatical errors, particularly in verb forms and sentence structure, represented a significant challenge for many students in this study. The concentration of these errors among lower-proficiency students suggests that grammatical accuracy may serve as a useful indicator of overall writing development. This finding is consistent with Hinkel's (2004) research, which identified grammatical control as a key differentiator between proficiency levels in EFL writing.

The specific difficulties with verb forms (14.4% of all errors) highlight an area of particular challenge for EFL learners. This may reflect the complexity of the English verb system, especially for learners whose first languages have different tense-aspect systems. As Larsen-Freeman (2015) notes, the acquisition of verb morphology often follows predictable sequences but may be influenced by first language transfer effects.

Sentence Structure and Cohesion

The prevalence of sentence fragments and run-on sentences, particularly among lower-proficiency students, indicates significant challenges with basic sentence construction. These errors fundamentally affect the coherence and readability of student writing. As Ferris (2011) argues, such global errors may have a more significant impact on communication than localized errors, as they can impede overall comprehension.

The issues with pronoun consistency and tense shifts identified in this study also reflect challenges with textual cohesion. These findings align with Halliday and Hasan's (1976) seminal work on cohesion in English, which identifies reference and tense consistency as key elements of

textual coherence. For EFL learners, maintaining consistency across a text appears to be a developmental challenge that requires explicit instruction and practice.

Pedagogical Implications

Differentiated Error Correction Strategies

The distinct error patterns observed across proficiency levels suggest the need for differentiated approaches to error correction. For lower-proficiency students, who demonstrated a wide range of error types, a focused approach targeting a limited number of error categories may be more effective than comprehensive correction. This aligns with Ferris's (2010) recommendation for selective error feedback that prioritizes "treatable" errors and avoids overwhelming students.

For intermediate and higher-proficiency students, who showed more specialized error patterns, targeted feedback on persistent error types (such as punctuation or specific grammatical structures) may be more appropriate. This approach is supported by Bitchener and Knoch's (2010) research demonstrating the effectiveness of focused corrective feedback for developing accuracy in specific linguistic features.

Explicit Instruction in Sentence Construction

The significant challenges with sentence structure observed in this study suggest the need for explicit instruction in sentence construction and combining. Techniques such as sentence combining exercises, sentence expansion activities, and guided editing practice could help students develop greater control over sentence boundaries and relationships between clauses.

This recommendation aligns with research by Andrews et al. (2006), who found that explicit instruction in sentence combining had positive effects on writing quality. For EFL contexts specifically, Hinkel (2015) advocates for explicit instruction in sentence-level grammar within meaningful communicative contexts, rather than relying solely on exposure and implicit learning.

Integration of Grammar and Writing Instruction

The interconnected nature of grammatical and mechanical errors observed in this study suggests the value of integrating grammar instruction with writing practice. Rather than treating grammar as a separate component of language learning, instructors might embed grammatical instruction within the writing process, focusing on the grammatical features most relevant to specific writing tasks.

This integrated approach is supported by Nassaji and Fotos (2011), who argue for form- focused instruction within communicative contexts. By addressing grammatical features as they arise in authentic writing tasks, instructors can help students see the relevance of grammatical knowledge to effective communication.

Focus on Revision and Self-Editing Skills

The range of error types identified in this study highlights the importance of developing students' revision and self-editing skills. Many of the mechanical errors, in particular, might be addressable through systematic self-editing practices if students were equipped with the necessary strategies and metalinguistic awareness.

Ferris (2011) emphasizes the importance of teaching editing as a distinct skill within the writing process, providing students with specific techniques for identifying and correcting common error types. This might include the use of editing checklists tailored to individual error patterns, peer editing activities, and guided self-correction exercises.

Theoretical Implications

Interlanguage Development

The error patterns observed in this study provide evidence of interlanguage development among EFL learners. As proposed by Selinker (1972), interlanguage represents a systematic, evolving linguistic system that reflects learners' current hypotheses about the target language. The distinct error patterns across proficiency levels observed in this study suggest developmental trajectories in writing accuracy, with certain error types (such as sentence fragments) decreasing as proficiency increases.

This finding contributes to our understanding of how writing skills develop in second language contexts and supports the view that errors are not random but reflect systematic patterns in language acquisition. For researchers and educators, this underscores the value of error analysis as a window into learners' developing linguistic systems.

Transfer Effects

While this study did not explicitly analyze first language transfer effects, some error patterns (particularly in preposition usage and sentence structure) may reflect influence from students' first languages. This aligns with Odlin's (1989) work on language transfer, which demonstrates how first language structures can influence second language production in both facilitative and interfering ways.

Future research might explore more explicitly the relationship between specific error types and first language backgrounds, potentially revealing targeted intervention strategies for learners from particular linguistic backgrounds.

Limitations and Future Research Directions

Methodological Limitations

9. This study focused on a relatively small sample of 21 students, limiting the generalizability of the findings. Additionally, the cross-sectional nature of the data provides a snapshot of student writing rather than tracking development over time. Future research could address these limitations through larger-scale studies and longitudinal designs that track error patterns across multiple writing samples and time periods.

The analysis also focused primarily on surface-level errors rather than deeper aspects of writing quality such as organization, argumentation, and voice. While this focus provided valuable insights into linguistic accuracy, it represents only one dimension of writing proficiency. Future studies might integrate error analysis with assessments of other aspects of writing quality to provide a more comprehensive picture of EFL writing development.

Future Research Directions

10. Several promising directions for future research emerge from this study:
11. Longitudinal Studies: Tracking error patterns over time could reveal developmental sequences in writing accuracy and help identify which error types are most resistant to instruction.
12. Intervention Studies: Experimental research testing the effectiveness of targeted interventions for specific error types could provide evidence-based guidance for instructional practice.
13. Multimodal Analysis: Combining error analysis with think-aloud protocols or interviews could provide insights into students' awareness of their errors and their strategies for avoiding or correcting them.

14. Cross-Linguistic Comparisons: Comparing error patterns across students with different first language backgrounds could illuminate transfer effects and inform differentiated instruction.
15. Technology-Enhanced Feedback: Investigating the effectiveness of automated feedback tools for different error types could help develop scalable approaches to error correction.

Conclusion

This study has provided a detailed analysis of writing errors among EFL students, revealing patterns that have significant implications for teaching practice and future research. The findings suggest that writing accuracy develops in complex ways, with different error types showing distinct patterns across proficiency levels.

For educators, these findings highlight the importance of differentiated approaches to error correction, explicit instruction in sentence construction, integration of grammar and writing instruction, and development of revision and self-editing skills. By addressing these areas systematically, instructors can help EFL students develop greater control over the linguistic aspects of writing, ultimately enhancing their ability to communicate effectively in written English.

For researchers, this study contributes to our understanding of interlanguage development in writing and opens several promising avenues for future investigation. By building on these findings through larger-scale, longitudinal, and intervention-focused research, we can continue to refine our understanding of how writing accuracy develops in second language contexts and how instruction can best support this development.

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