**Iranian EFL Learners’ Written Grammatical Errors: The Case of Genre**

**Maryam Moazzeni Limoudehi, Jila Naeini**

1. *Ph.D. candidate of TEFL, Department of English Language Teaching, Islamic Azad University, Aliabad Branch, Iran, E-mail:* [*Moazzenim@yahoo.com*](mailto:Moazzenim@yahoo.com)
2. *Associate Professor, Department of English Language Teaching, Islamic Azad University, Aliabad Branch, Iran, E-mail:* [*naeini.j@gmail.com*](mailto:naeini.j@gmail.com)

**Abstract**

Errors are unavoidable parts of the foreign language learning (L2) process; however, learners might commit different grammatical errors depending on the genre of the manuscript. The present study intends to identify Iranian EFL learners’ written grammatical errors in two genres namely, descriptive and narrative and then determines the likely existence of correlation between genre and types of the written grammatical errors. To this end, 42 Iranian upper intermediate male EFL learners aged between 13 and 18 participated in the present study and produced eighty four 150 word scripts on two predetermined topics, a descriptive and a narrative in two consecutive sessions. The descriptive analyses based on the scoring framework of the study revealed the types of grammatical errors in each genre. Analyses of the grammatical errors of the descriptive genre indicated that the learners’ most frequent written grammatical errors included singular vs. plural verbs, present simple, and prepositions while they committed more errors in past simple, prepositions, and definite articles in the narrative genre. In addition, a Chi Square test run on the 12 common frequent error categories between both genres confirmed that genre of the text and types of written grammatical errors are interdependent. The findings of the study might be beneficial for teachers, learners, and material developers.

**Key words:** Writing, Grammatical errors, Genre, Most frequent errors, Descriptive, Narrative