



OVERCOMING THE HURDLES: ERROR ANALYSIS OF THE WRITTEN OUTPUTS OF GRADE 11 STUDENTS

Regie F. Nicha^{1*}, Neil Tristan N. Baga²

^{1,2} Saint Louis College

Email Correspondence: aspuriar@slc-sflu.edu.ph

Abstract

This qualitative-descriptive analysis aimed in analyzing the written outputs of 33 grade 11 students at Saint Louis College. Data were analyzed through content analysis focusing on omission, addition, misformation, misordering, punctuation, spelling, and capitalization. Results indicated high frequencies of grammatical inaccuracies, subject-verb agreement issues, improper word order, and mechanical errors. The study recommends targeted corrective feedback and differentiated instruction to improve writing competence.

Keywords: *Content Analysis, Error Analysis, Senior High School Students, Writing Errors Qualitative Study*

INTRODUCTION

Writing is a vital skill for communication, particularly challenging for non-native English speakers due to anxiety and errors (Bryant et al., 2023). For grade 11 students, who have invested ten years in English study, language competence is crucial for producing essays with minimal errors (Graham et al., 2024). Mastering grammar is essential for creating well-structured essays, yet many students face difficulties in academic writing, highlighting challenges in conventions and grammatical rules (Pratiwi et al., 2017; Hidayati et al., 2024; Smith, 2022; Gildore et al., 2023).

Analyzing errors in student essays is essential for improving writing skills. Dulay et al. (1982), as cited by Surjowati (2023), identified five grammatical error types contributing to difficulties in essay writing, including omission and addition errors, as well as other issues like spelling and punctuation mistakes. The study aims to evaluate grammatical errors among grade 11 students as they prepare for their professional journeys. Writing, a complex communication skill that involves special training (Leon, 2023), is critical for



Creation is distributed under the Creative Commons License Attribution Share Alike 4.0 International Published in

<https://ejournal.umpri.ac.id/index.php/smart/index>

SMART Journal: Journal of English Language Teaching and Applied Linguistics

students to articulate their thoughts effectively (Catabay, 2023). Consequently, it is expected that grade 11 students should produce essays with minimal errors.

Furthermore, students with English language deficiencies struggle with writing due to vocabulary and grammar issues, leading to poorly organized essays and errors in grammar, usage, and mechanics. At Saint Louis College, grade 11 students particularly face challenges in these areas, prompting a study to analyze their writing errors. The findings aim to assist English teachers in improving students' writing skills and confidence in the English language.

RESEARCH METHOD

The study employed a qualitative-descriptive approach as outlined by Creswell (2014) to examine social or human problems, specifically to describe errors participants made in writing. According to Manuel and Medel (1976), this method involves extensive documentation and interpretation of current phenomena. Content analysis was utilized to identify errors in participants' informative essays, allowing classification and quantification of their written output (Brown, 2007). Furthermore, Pit Corder's Taxonomy of Errors was applied, encompassing five steps: collecting samples, identifying, describing, explaining, and evaluating errors. This methodology facilitated the identification of systematic error patterns among participants.

The study was conducted at Saint Louis College. The researcher selected the locale and participants for this study to assess the level of writing competency among grade 11 students, aligning with Saint Louis College's core values of fostering excellence. It focused on 33 students enrolled in English for Academic and Professional Purposes, specifically those who struggled with grades between 70-75 during the first semester. Ultimately, 28 participants provided data due to some being absent for illness or official commitments, aiming to identify common writing errors among the students.

The study focuses on assessing participants' writing skills through two activities centered on a common topic: an essay and a constructed response test. The essay, collected in April 2025, required participants to write about AI in Education while adhering to formal English structure (3-5 paragraphs, 300-1000 words). Participants had one hour to complete this task independently. Data analysis included identifying and categorizing errors such as

omissions, additions, and spelling errors, following Corder’s Taxonomy of Errors for validation. A total of 56 outputs were analyzed to understand the errors committed by participants.

To investigate student errors, the researcher employed Pit Corder’s model. The study involved identifying various error types including omission, addition, misformation, misordering, and errors related to punctuation, spelling, and capitalization. After categorizing and counting errors, the researcher explained their causes using existing literature. Utilizing James Hendrickson’s gravity framework, errors were classified as minor, major, severe, or critical, and strategies for addressing them were discussed in a classroom context. Global errors significantly hinder comprehension, whereas local errors, while less obstructive, can still affect sentence structure.

FINDING AND DISCUSSION

Finding

The study assessed students' informative essays and constructed response tests from their second quarter examination, identifying various errors—omission, addition, misformation, and other grammatical mistakes. These inaccuracies impaired the clarity and coherence of the writing, revealing issues with sentence structure due to morphological and syntactic errors. Lifted sentences and an explanation of the errors were also provided to illustrate their nature and severity, following James Hendrickson’s gravity framework.

Table 1 Morphological and Syntactic Errors

Grammatical Error Type	Grammatical Errors Committed	Explanation of Grammatical Error	Evaluation of Grammatical Error
Omission (Grammatical Inaccuracy)	AI education can be beneficial to students because it allows to explore different ways of learning and having a creative form of education.	Omission of preposition “in” Omission of pronoun “them.”	Moderate-observable- may hinder clarity
Omission (Grammatical Inaccuracy)	Technology is one of the key to success that helps us in making more new things.	The omission of bound morpheme -s on the word “key”	Moderate-observable- may hinder clarity
Omission (Grammatical Inaccuracy)	There are many AI used by students like ChatGPT, Monica AI, and many more.	The omission of word “tools” after AI.	Moderate-observable- may hinder clarity
Omission (Grammatical Inaccuracy)	It is already easier for the students and teachers to finish their task perfect and make it on time.	Omission of bound morpheme -s on the word task and suffix -ly	Moderate-observable- may hinder clarity

		on the word perfect.	
Addition (Vague Language)	Moreover, it should be banned or detected from the school or certain offices as many people adapt on using it because of the use of the other person.	The added phrase, "because of the use of the other person," caused confusion on the intended meaning of the text.	Moderate-observable- may hinder clarity
Addition (Vague Language)	Today's generation, many students uses it for them to have an easier life.	Omission of preposition "In" Addition of bound morpheme -s (uses)	Moderate-observable- may hinder clarity
Addition (Vague Language)	In But some teachers still recognize the work if it is from AI or it is their own work.	The addition of preposition "In."	Moderate-observable- may hinder clarity
Addition (Vague Language)	AI can do things easier unlike the us humas, because AI is an automated robot.	The addition of determiner "the" caused confusion on what should be the intended meaning of the text.	Moderate-observable- may hinder clarity
Addition (Vague Language)	I will be the one to encourage their dying soul to fight and stand on their faithfull and fighting spirits to have courage on achieving the justice they need and deserve. (exam)	The addition of suffix and other unnecessary words impede the clarity of the text.	Moderate-observable- may hinder clarity
Addition (Vague Language)	By this effect, education is not well effective anymore because of the outcomes that is from the students who overuse AI.	The addition of unnecessary word impedes the clarity of the text.	Moderate-observable- may hinder clarity

In the first sub-theme, key omissions in students' writing are examined, such as missing prepositions, pronouns, and subject-verb agreement errors, which hinder clarity. Examples include corrections like "AI in education" and "keys" instead of "key." The second sub-theme addresses unnecessary words creating grammatical issues, demonstrated by a convoluted sentence about banning technology that can be streamlined. Additional problems include fragmented sentences and subject-verb agreement errors. The document also references Table 2, which categorizes students' errors in terms of misformation and misordering elements, and provides explanations on the nature and severity of these errors.

Table 2 Sentence Formation and Structure

Grammatical Error Type	Grammatical Errors Committed	Explanation of Grammatical Error	Evaluation of Grammatical Error
Misordeing (Word Order Issues)	...it is a well-known app or site that can help people look for what are they searching.	The misordering of elements "are" and "they."	Moderate-observable- may hinder clarity
Misordeing (Word Order Issues)	The main question is, "AI is a weapon or a tool?"	The misordering of elements may cause misinterpretation.	Moderate- observable- may hinder clarity
Misordeing	I will respect them and show	The misordering of elements	Moderate- observable-

Overcoming the Hurdles...

(Word Order Issues)	support and love to them	may cause misinterpretation.	may hinder clarity
Misordering (Word Order Issues)	I will try <i>my all best</i> for the sake of the world to be a pilgrim of hope to the People of Mindanao.	The misordering of elements may cause misinterpretation.	Moderate- observable- may hinder clarity
Misordering (Word Order Issues)	As a youth I can be the people of Mindanao's voice.	The misordering of elements may cause misinterpretation.	Moderate- observable- may hinder clarity
Misformation (S-V-A Error)	Most of the students have been addicted using this applications.	Omission of preposition <i>to</i> after the word addicted. Misformation of pronoun "this"	Moderate- observable- may hinder clarity
Misformation (S-V-A Error)	In today's generation, many people use AI especially students who is having a hard time doing their tasks.	The misformation of verb "is."	Moderate- observable- may hinder clarity
Misformation (S-V-A Error)	AI or Artificial Intelligence is a tool which is a robot built with human capabilities and are designed to help with our needs.	Unnecessary capitalization of words and misformation of verb "are."	Moderate- observable- may hinder clarity
Misformation (S-V-A Error)	I can help those who is suffering from theyre Life.	The misformation of the pronoun their to "theyre" and unnecessary capitalization of the word "life."	Moderate- observable- may hinder clarity
Misformation (S-V-A Error)	AI have contributed a lot of things, but somehow still have effects to people as it effects our daily routine as a human being.	The misformation of the verb "have" is observed.	Moderate- observable- may hinder clarity
Misformation (Incorrect use of Articles or Determiner)	In using AI, many people finds AI as a effective invention because of its function and how this made some lives easier specifically in the field of education.	The misformation of the verb "have" is observed.	Moderate- observable- may hinder clarity
Misformation (Incorrect use of Articles or Determiner)	AI is not always for searching a answer, but also to check small corrections in our work.	The inappropriate usage of article "a" following a noun that starts with a vowel sound.	Moderate- observable- may hinder clarity
Misformation (Incorrect use of Articles or Determiner)	AI also is a easy to use when you are finding or looking for answer.	The inappropriate usage of article "a" following a noun that starts with a vowel sound.	Moderate- observable- may hinder clarity
Misformation (Incorrect use of Articles or Determiner)	Teachers or professors use AI also as their guide in doing their works to provide a accurate lesson to the students	The inappropriate usage of article "a" following a noun that starts with a vowel sound. The inappropriate usage of article "a" following a noun that starts with a vowel sound.	Moderate- observable- may hinder clarity Moderate- observable- may hinder clarity

The table shows frequent writing errors among students, focusing on word order, subject-verb agreement, and article usage. It provides examples of misstructured sentences, such as incorrect auxiliary verb placement, and highlights verbosity issues, recommending simplification. Subject-verb agreement mistakes are noted, including errors with plural subjects, and misuse of articles before vowel sounds is discussed, indicating a misunderstanding of their application. Additionally, it addresses mechanical inconsistencies like punctuation, spelling, and capitalization errors, presenting categorized examples from students' work and explaining the nature and severity of these errors to enhance clarity and coherence in their essays.

Table 3 Inconsistency in Mechanics

Grammatical Error Type	Grammatical Errors Committed	Explanation of Grammatical Error	Evaluation of Grammatical Error
Other Error (Punctuation Error)	Artificial Intelligence is a technology made by humans to make life more efficient, easier and a less pain in the head.	Missing comma to separate listed items.	Moderate- observable- may hinder clarity
Other Error (Punctuation and Spelling Error)	Well as a student there is not much i could do about it but i could help by supporting them in small ways like spreading awareness of Mindanao’s situations so that other people can also be informed and could help in their own ways as well.	Missing comma to separate an introductory phrase from the independent clause.	Moderate- observable- may hinder clarity
Other Error (Punctuation Error)	In conclusion Artificial Intelligence really helps people with the things they need and saves time especially to those who have upcoming activities or school tests.	Missing comma after the transition word.	Moderate- observable- may hinder clarity
Other Error (Punctuation Error)	AI tools make the work for them. Not realizing the long term effect.	Missing hyphen to separate two words (long and term)	Moderate- observable- may hinder clarity
Other Error (Punctuation Error)	This matter can affect a student’s work either, since the student is not thinking anymore to answer his assigned task by the students teacher.	Missing apostrophe to state the subject’s possession.	Moderate- observable- may hinder clarity
Other Error (Spelling Error)	In this current generation, AI mostly used in education by students to learn, but there are advantages and disadvantages of using this flatform.	The word is spelled as flatform instead of platform	Moderate- observable- may hinder clarity
Other Error (Spelling Error)	AI in education place a crucial role in many students since AI tools are commonly used by students.	The word is spelled as place instead of plays.	Moderate- observable- may hinder clarity
Other Error (Spelling Error)	In using AI there are some concequences if you don’t use it properly.	The word is spelled as concequences instead of consequences.	Moderate- observable- may hinder clarity

Overcoming the Hurdles...

Other Error (Spelling Error)	Many Filipinos had a hard time breathing on their own economy, because of the negative happenings that they're experiencing nowadays.	The word is spelled as Filipinos and expiriencing instead of Filipinos and experiencing.	Moderate- observable- may hinder clarity
Other Error (Missing or Unnecessary Capitalization)	We are living in an Advanced world that is controlled by Technology.	Unnecessary capitalization of words in the middle of the sentence.	Minor- Superficial- comprehensible
Other Error (Missing or Unnecessary Capitalization)	AI has a Big impact to education because they [students] can use it easily through mobile phones.	Unnecessary capitalization of words in the middle of the sentence.	Minor- Superficial- comprehensible
Other Error (Missing or Unnecessary Capitalization)	AI has a Big impact to education because they [students] can use it easily through mobile phones.	Unnecessary capitalization of words in the middle of the sentence.	Minor- Superficial- comprehensible
Other Error (Missing or Unnecessary Capitalization)	Always pray to God and ask him forgiveness to the people who hurt us.	Missing capitalization of the pronoun "him" referring to God.	Minor- Superficial- comprehensible
Other Error (Missing or Unnecessary Capitalization)	my opinion about this is good because we can learn things even we are at our homes.	Missing capitalization. An indication of the beginning of the sentence.	Minor- Superficial- comprehensible
Other Error (Missing or Unnecessary Capitalization)	By using ai in education there are some facts about it you can use.	Missing capitalization in the abbreviation of artificial intelligence.	Minor- Superficial- comprehensible
Other Error (Missing or Unnecessary Capitalization)	Sharing their experiences and how the Government treated the people of Mindanao.	Incorrect capitalization of the word "government."	Minor- Superficial- comprehensible

The table examines common punctuation, spelling, and capitalization errors in student essays. It identifies specific mistakes, such as missing commas in lists and incorrect capitalization of the pronoun "I" and terms like "flatform" instead of "platform." It emphasizes the need for proper noun capitalization and the rules governing the beginning of sentences, as well as the importance of grammatical precision, especially concerning divine references.

Discussion

Morphological and Syntactical Lapses

This study highlights how omission and addition errors affect students' writing clarity, referencing Flower and Hayes' cognitive writing process theory. It notes a decline in Filipino students' English skills, leading to grammatical inaccuracies due to omitted

elements, especially under time pressure. Contributing factors include limited vocabulary and distractions. The study recommends direct corrective feedback and differentiated instructional materials to address these omission errors and improve students' performance and grammatical proficiency.

Vague Language

This section highlights the confusion caused by addition errors in writing, as discussed by Gildore et al. (2023). These errors, often due to overgeneralization of grammar rules and insufficient knowledge, commonly affect students struggling with English grammar, leading to longer but incoherent writing. Research by Çelik and Eren (2023) indicates that students tend to add irrelevant content when uncertain. To combat these errors, peer-initiated correction is recommended for enhancing accountability and communication (Kerman, 2023), while strategies like think-aloud can aid in identifying and removing unnecessary words, thus improving writing clarity (Al-Maani et al., 2024). These methods aim to enhance students' grammatical accuracy and communication skills.

Sentence Formation and Structure

This study identified issues related to students' sentence structure, including errors in word formation, misuse of prepositions, conjunctions, articles, and word order. These errors result in breaches of grammatical rules such as subject-verb agreement, which are fundamental to effective communication. The communicative competence theory by Hymes (1972) emphasizes that language ability includes knowing how to use language appropriately in context, not just understanding grammar and vocabulary. This theme encompasses three sub-themes: word order issues, subject-verb agreement errors, and incorrect use of articles or determiners.

Word Order Issues

Errors in word order have adversely impacted clarity and communication in students' writing, specifically regarding grade 11 learners using English as a second language. Misordering, often attributed to reliance on literal translations from their first language (L1), creates ungrammatical constructions in their second language (L2) due to interference from native syntax. The researcher have noted a lack of English writing knowledge, leading to misordering and the influence of transfer training from prior learning. To address these errors, diagnostic tests and interactive corrective feedback are recommended to assess and

Overcoming the Hurdles...

enhance students' grammatical understanding and writing skills. Interactive feedback, in particular, offers a method for students to identify and fix their mistakes, improving their writing quality and accuracy.

Subject- Verb Agreement Errors

This section examines subject-verb agreement errors made by grade 11 students, noting 34 instances that indicate a minor gravity level (band 2). It identifies two error sources: interlingual (first language interference) and intralingual (misunderstandings of English grammar). An inductive learning method was proposed to improve student comprehension, with studies showing its effectiveness compared to traditional methods. Furthermore, error tracking journals were recommended to promote reflection and correction of mistakes, evidenced by research that found improvements in linguistic accuracy and positive student attitudes towards the intervention.

Incorrect use of Articles or Determiner

This discourse examines the misapplication of articles ("the," "an," "a") by grade 11 students, noting an error frequency of 19, classifying it as minor. These errors, often caused by L1 influence and varying proficiency levels, indicate that not all students struggle with this issue. A lack of understanding of article usage leads to confusion between definite and indefinite articles, compounded by inadequate knowledge. To address these challenges, concept development and metalinguistic feedback are recommended, as they help clarify grammatical rules and correct misconceptions. Targeted feedback is crucial for enabling students to recognize and rectify their errors.

Inconsistency in Mechanics

This study focused on the writing errors of grade 11 students, specifically punctuation, spelling, and capitalization mistakes. It highlighted that mechanical aspects of writing are crucial for effective communication. Yilmaz and Demir (2020) referenced the Error Analysis Theory of Corder et al. (1960), which views students' errors as valuable insights into the learning process rather than failures. This theory is essential for diagnosing and improving writing skills and includes three sub-themes: punctuation errors, spelling errors, and capitalization issues.

Punctuation Errors

Punctuation marks are vital in organizing and clarifying ideas in writing, as emphasized by Gildore et al. (2023). Errors in punctuation, common among students due to a lack of understanding, lead to miscommunication and hinder effective writing. Research indicates that 103 frequency counts of such errors suggest a moderate level of concern among learners. Specifically, omissions and misuse of punctuation marks affect comprehension (Benzer, 2010). Strategies like flipped learning and peer evaluation help address these issues; the former encourages self-directed learning about punctuation, while the latter promotes collaborative feedback, improving grammar proficiency in students as noted by Nutreutai Arunsirot and Zhang (2024).

Spelling Error

This discussion analyzes spelling errors in grade 11 students, identifying misconceptions such as syllable confusion, letter repetition, and pronunciation issues (Gildore et al., 2021). Cahyani and Hodijah (2007) emphasize spelling's importance in reader comprehension, while student misspellings reflect inadequate vocabulary and knowledge of spelling patterns, particularly among Arab students (Uddin et al., 2023). Proposed solutions include spelling diaries and remedial classes, which have been shown to enhance linguistic skills (Ghaith & Behforouz, 2023; Manalastas et al., 2021).

Missing or Unnecessary Capitalization

Capitalization, as defined by Gilbang et al. (2024), involves writing the first letter of a word in uppercase and the remaining letters in lowercase, which is essential for clarity and correctness. Grade 11 students often misuse capitalization, leading to confusion and misinterpretation, particularly with proper nouns. Research by Kartika et al. (2025) indicated that 78.26% of students do not grasp capitalization rules for names, while Gilbang et al. (2024) noted that overgeneralization occurs due to limited exposure to English. To mitigate these errors, teachers should provide focused instruction on capitalization rules. Peer editing can also enhance learning, allowing students to critique and learn from each other's mistakes, as shown in studies by Ebadi and Rahimi (2017) and Zhang et al. (2022), which highlight the benefits of feedback on writing performance.

CONCLUSION

The study identifies difficulties students face in sentence construction, idea organization, and grammar, leading to errors such as omission, addition, misformation, misordering, and punctuation issues. Contributing factors include time constraints, limited vocabulary, and language interference, negatively impacting students' confidence and writing skills. Recommendations suggest targeted pedagogical methods, curriculum revisions prioritizing writing, and extensive writing programs to improve abilities and promote teamwork and critical thinking. Future research should explore writing errors through comparative studies across different grade levels, school types, or cultures, utilizing mixed-method approaches.

REFERENCES

- Adora, A. (2021). Developmental Study on the Reliability of Basic Drawing Workbook. *Elementary Education Online*, 20(4), 1272–1276. <https://doi.org/10.17051/ilkonline.2021.04.144>
- Aisyah Khansa, S. S., & Yessy Purnamasari. (2024). Error Analysis of Determiners in English Students' Final Project Reports: A Comparative Study. *Jurnal Bahasa Inggris Terapan*, 10(2), 91–100. <https://doi.org/10.35313/jbit.v10i2.5878>
- Al-Maani, A., AlAlbabneh, B., Mashaqba, B., & Huneety, A. (2024). Investigating second language learning strategies using think aloud protocols: evidence from Jordanian EFL learners. *Eurasian Journal of Applied Linguistics*, 10(2), 12–22. <https://doi.org/10.32601/ejal.10202>
- Baharudin, F., Ramli, N. H. L., Habali, A. H. M., Azmi, A. A., & Rahmat, N. H. (2023). Process of Writing: The Challenges in writing skill among ESL Learners. *International Journal of Academic Research in Business and Social Sciences*, 13(10). <https://doi.org/10.6007/ijarbss/v13-i10/18649>
- Bryant, C., Yuan, Z., Qorib, M. R., Cao, H., Ng, H. T., & Briscoe, T. (2023b). Grammatical Error Correction: A survey of the state of the art. *Computational Linguistics*, 1–59. https://doi.org/10.1162/coli_a_00478
- Catabay, M. Q. (2023). Analysis of second language learners' errors in composition writing: Basis for the proposed English Remedial Program in Higher institution. *Journal of Law and Sustainable Development*, 11(4), e895. <https://doi.org/10.55908/sdgs.v11i4.896>

- Çelik, F., & Eren, Z. (2023). Taking advantage of L2 errors in EFL learners' written language production. *Mextesol Journal.*, 47(4), 1–11.
<https://doi.org/10.61871/mj.v47n4-3>
- Flower & Hayes Cognitive Process Theory of Writing.* (n.d.).
<https://www.yomu.ai/blog/flower-and-hayes-cognitive-process-theory-of-writing>
- Flower, L., & Hayes, J. R. (1981). A Cognitive Process Theory of writing. *College Composition and Communication*, 32(4), 365–387.
<https://doi.org/10.58680/ccc198115885>
- Gazioğlu, M., & Aydın, S. (2024). Identifying grammatical errors and mistakes via a written learner corpus in a foreign language context. *Journal of Language Research.*
<https://doi.org/10.51726/jlr.1553484>
- Ghaith, A. A., & Behforouz, B. (2023). EFL Low-Achieving Learners and Effectiveness of Remedial Instruction. *Language Teaching Research Quarterly*, 34, 35–48.
<https://doi.org/10.32038/ltrq.2023.34.03>
- Gilbang, C., Daniel, D., & Ancheta, R. F. (2024). Error analysis of written essays of omani efl students. *European Journal of English Language Teaching*, 9(2).
<https://doi.org/10.46827/ejel.v9i2.5423>
- Gildore, P. J., Uka, A. H., & Yting, J. (2023). Error analysis of academic essays of senior high school students. *Journal Corner of Education Linguistics and Literature*, 3(2), 141–156. <https://doi.org/10.54012/jcell.v3i2.224>
- Graham, S., Cao, Y., Kim, Y. G., Lee, J., Tate, T., Collins, P., Cho, M., Moon, Y., Chung, H. Q., & Olson, C. B. (2024). Effective writing instruction for students in grades 6 to 12: a best evidence meta-analysis. *Reading and Writing.*
<https://doi.org/10.1007/s11145-024-10539-2>
- Hendrickson, J. M. (1978). Error correction in foreign language teaching: Recent theory, research, and practice. *The Modern Language Journal*, 62(8), 387. <https://doi.org/10.2307/326176>
- Kartika, A., Syaprizal, S., & Ramasari, M. (2025). Students' analysis on punctuation and capitalization in argumentative text. *ELite Journal*, 4(3), 158–170.
<https://doi.org/10.26740/elitejournal.v4n3.p158-170>
- Kloss, S., & Quintanilla, A. (2022). The effectiveness of direct and metalinguistic written corrective feedback to deal with errors in the use of Information-Structuring connectors. *Journal of Language and Education*, 8(4), 88–101.
<https://doi.org/10.17323/jle.2022.15906>

- Leon, L. I. (2023). Teaching academic writing as a method of improving communication skills. *Acta Marisiensis Philologia*, 5(1), 1–7. <https://doi.org/10.2478/amph-2023-0086>
- Manalastas, A. K. (2023). The effectiveness of remedial teaching on students' proficiency in the english language. *SDSSU Multidisciplinary Research Journal*, 9(1), 5–11. <https://doi.org/10.69546/q8942a66>
- Uddin, A. & International Islamic University Chittagong, Bangladesh. (2023). Analysis of English spelling errors of Bangladeshi secondary school students. In *Research Journal of Language, Literature and Humanities* (Vols. 10–2, pp. 17–21). International Science Community Association. <https://www.isca.me/LANGUAGE/Archive/v10/i2/3.ISCA-RJLLH-2023-005.pdf>
- Zhang, H., Shulgina, G., Fanguy, M., & Costley, J. (2022). Online peer editing: effects of comments and edits on academic writing skills. *Heliyon*, 8(7), e09822. <https://doi.org/10.1016/j.heliyon.2022.e09822>
- Zhang, Y. (2024). A Study on the Influence of Peer Evaluation on the Accuracy of English Writing Grammar. *Contemporary Education Frontiers*, 2(2), 19–23. <https://doi.org/10.18063/cef.v2i2.48>