Common Linguistic Mistakes in Academic Writing among Researchers

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المستخلص:

هدف البحث الحالي إلى التعرف على الأخطاء اللغوية الشائعة في الكتابة الأكاديمية بين الباحثين في كلية التربية. تكونت العينة من (٥٠) طالبا (دبلومة وتمهيدي ماجستير) بكلية التربية، جامعة الوادي الجديد. تم استخدام المنهج الوصفي وشبه التجريبي لتحقيق أهداف البحث. وكانت أدوات البحث؛ استبانة لمهارات الكتابة الأكاديمية واستبانة للأخطاء اللغوية الشائعة من إعداد الباحث ووصف تحليلي لبعض الأبحاث، وكانت نتائج البحث وضع قائمة بالمهارات الأكاديمية وقائمة بالأخطاء الشائعة في الكتابة الأكاديمية فى ضوء وجهة نظر أعضاء هيئة التدريس في كلية التربية. واوصى البحث بضرورة معالجة الأخطاء الشائعة بين الباحثين عند كتابة أبحاثهم العلمية من خلال عقد دورات تدريبية في قواعد الكتابة الأكاديمية لطلبة الدراسات العليا لتحسين أدائهم وايضا إعداد مقرر خاص للكتابة الأكاديمية لطلبة الدراسات العليا والباحثين.

الكلمات الدالة: الأخطاء اللغوية الشائعة، الكتابة الأكاديمية.

Abstract

-The research aimed to identify the common language mistakes in Academic Writing among the Researchers of the Faculty of Education. The sample consists of 50 (Pre-Master) students at the Faculty of Education in New Valley Governorate. The descriptive approach and semi-experiment were used to achieve aims of the research. The tools of the research were**;** a questionnaire for academic writing skills and a questionnaire of common language mistakes prepared by the researcher and an analytical of some researches .The results of the current research were a list of academic skills and a list of common mistakes in academic writing in the light of the point of view of stuff members in the faculty of education . The study highlighted the importance of using a suggested recommendation to treat the common mistakes among the researchers when they write their scientific researches .

Keywords: Academic writing - Language mistakes.

1. Introduction

Language is a structured system of communication. The structure of a language is its grammar and the free components are its vocabulary. Languages are the primary means of communication of humans, and can be conveyed through speech (spoken language), sign, or writing. (Agha,2006). Human languages have the properties of productivity and displacement and rely on social convention and learning. Depending on philosophical perspectives regarding the definition of language and meaning, "language" may refer to the cognitive ability to learn and use systems of complex communication, or describe the set of rules that make up these systems, or the set of utterances that can be produced from those rules. Language is thought to be diverged from earlier primate communication systems when early hominines acquired the ability to form a theory of mind and shared intentionality(Aitchison, Jean ,2001) .Humans acquire language through social interaction in early childhood, and children generally speak fluently by approximately three years old. Language and culture are codependent. Therefore, language has social uses such as signifying group identity, social stratification, as well as use for social grooming and entertainment. Allerton, D.J. (1989).

English as the global academic language facilitates the international mobility of young researchers (Graddol, 2006). English has been the language of choice for many

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international scholarly journals. Academic writing is complex, formal, objective, explicit, hedged, and responsible. It is organized and planned precisely and accurately. (Glatthorn, 1998) states that the academic writing style should strive for clarity, maturity, and formality and should strike a balance between confidence and tentativeness. English has become one of the most important academic and professional tools. English is recognized as undoubtedly the most important language to learn for the increasingly mobile international community, and it has become the official language of the business and scientific world (Schütz, 2005). Academic English is intended for reading and understanding study material and writing about the subject. It is used to describe how an object, situation, process or something works and to explain something . Writing for academic or scientific research should be clear, concise, precise, and precise so that readers can understand them. In general, academic writing adopts a simple and formal tone and style, avoiding slang, idioms, colloquial or journalistic expressions in favor of precise vocabulary.

The use of English Language in researches should have knowledge of the English language to express their thoughts, opinions, hypotheses and findings about research and to disseminate their research results and findings to people in the relevant research field. English is not a subject, but it is a skill-oriented language. Language is indispensable to students' learning in order to communicate or understand a subject. LSRW (Listening, Speaking, Reading and Writing) are the 4 basic skills of English Language. In addition to the 4 skills, the fundamental aspects of English grammar, vocabulary and punctuation are also important and very much useful in written and spoken English. These skills and aspects play a significant role for understanding and making the most effective use of studying materials, developing the specialized language and vocabulary relevant to the subject, interpreting assignment questions and selecting relevant and appropriate material for your response, and writing well-structured and coherently presented assignments, without plagiarism.

Writing is one of the most important skills that foreign language learners should master at school and after (Mukulu et al. 2006). It is a thinking tool through which people as addressers can transmit their ideas to addressees through a text. Students who are able to achieve communicative competence in writing can develop their language and succeed in their academic life at all levels of education (Adams & Keene, 2000; Dudley Evans, 2001). Language is the tool that the researcher uses to communicate the information and ideas contained in his research to the beneficiary. The written language is one of the most important linguistic communication skills, and it is one of the most complex language skills because it requires terms of listening, speaking and reading. The quality of writing means good thinking, integrity of language, depth of knowledge, purity of taste, and, performance. Writing is the basis of the teaching and learning process, and logical thinking, which give researchers a self-confidence, intellectual and social retardation. Scientific writing occupies an important place in scientific research, not in any way less than the methodology of this Scientific Research. To carry out the research with its correct methodology in the form of a final product that should meet the quality standards, which are standards that govern the style of writing. This final product may be in the form of a master's thesis, a doctorate, or a research paper. With what care to follow the correct method of scientific writing makes it precise and discreet. Swales, J. M., & Feak, C. B. (2004). Scientific writing is one of the most important pillars of scientific research, The search may be serious, but it came out differently Good; Which may lead to a lack of understanding of many aspects of it, and the reader to feel uncomfortable while reading.

Academic English is a unique set of rules which should be explicit, formal, factual, objective and analytical in nature. Academic writing is complex, formal, objective, explicit, hedged, and responsible. It is organized and planned precisely and accurately.

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It is usually formal in tone and impersonal in style ,also it avoids contractions or shortened forms of verbs, such as won't, doesn't or it's .It tends to employ a cautious way of explaining findings, using expressions such as 'may', 'it is possible that...', 'could' .According to Harizaj, (2011), academic writing equips researchers with communication and thinking skills. It makes student's thinking and learning visible and permanent. It fosters students' ability to explain and refine their ideas to themselves and others. It enhances language acquisition and develops student's critical thinking. It helps them to express their ideas using English for communicative purposes. In spite of the significance of academic writing for researcher studies in the field of foreign language teaching reveal that writing is the most poorly understood skill, although it is given the most cursory attention in English language courses. As a result, students' level in written performance is getting worse and worse (Fadda, 2012). This poor performance clearly appears in their pieces of writing in the form of poor choice of appropriate words, grammatical errors, organization and misuse of suitable cohesive devices, all of which negatively affect the written production.

Given the importance of researchers and other opinions to check linguistic accuracy and completeness and to add to common errors in researchers' writings, since the topic has received a lot of attention and attention through many studies and studies (Miko, 2018; Suwastini and Yukti, 2017; Tiarina, 2017; Limengka and Kuntjara 2013; Noviyaanti, 2013, etc.) to identify different types of errors made by language learners in different parts of the world in recent years. Miko, (2018) at Ar-raniry State Islamic University analyzed grammatical errors in student writing and listed them from most to least common error categories according to a taxonomy of surface strategies (Dulay, Burt, & Krashen, 1982). .as a malformation, omission, addition or interference. The researcher suggested that teachers should pay attention to students with weak knowledge of grammar assured what points should be corrected and recommend strategies on how to develop their grammar. Another study carried out by Tiarina (2017) on higher education first year students revealed that omission was the most frequent error category followed by malformation, addition and lastly, disordering. It was stated that students should be exposed to English as much as possible and they should be encouraged to use it. Similarly, Al-husban (2017) conducted research on university first year students in Jordan to analyze their errors in writing in English and the research demonstrated that categories of error were omission, addition, malformation and disordering, respectively with respect to their frequency. It was suggested in the study that teachers should develop efficient course materials and use effective instructional techniques to help students overcome the challenges in learning English. The study of David, (2012) also aimed to identify common language errors in the writing of students University education (error in syntax, punctuation, use of pronouns, linking ideas). The studies above investigated the errors of language learners in different writing tasks in English in education. The dominant error categories were varied, malformation and omission usually being in the first two ranks and addition and malformation in the last two. The main recommendations of the studies were respecting learners' errors and helping them overcome their errors by using efficient instructional techniques, setting up a positive atmosphere and developing effective materials. Individual language learners make common errors as well as the ones rarely observed in different settings as their native languages vary and thus all the studies on error analysis contribute to literature from a different perspective.

It is necessary to think about the treatment of common language mistakes through techniques, modern methods and trends . Academic writing is one of these methods that may contribute to the treatment of mistakes linguistically among the research students. Due to its importance as it develops the level of written performance

ISSN 2735-5209

of students, enabling them to know the correct writing rules, and provide them with the skills necessary for writing and studying.

1.1. Problem of the research: -

It has been observed that many researchers at Majmah University and New Valley University wrote their research with many mistakes. It was a real burden beyond their capabilities as they got low levels in their researching skills. It would not be an exaggeration to say that these students have not been given the opportunity to develop skills that would enable them to write their research successfully and independently. The researcher noticed, while she was attending seminars or scientific discussions, a few reviews of the scientific studies of researchers and their research plans that more presence of some common linguistic mistakes that impede the process of understanding where it was expected that researchers and postgraduate students should be familiar with proper writing rules. An interview with some faculty members assured that the common linguistic mistakes whether the researcher distributed an opinion poll among the twenty faculty members in the different specializations. The body of the survey results shows that there were some mistakes that were the most common, and these mistakes were simple through using punctuation marks, appropriate conjunctions, grammatical rules and wrong vocabulary. Based on the analysis of the current situation and the survey of teachers and students, some observations were made: Insufficient time for the faculty, mainly used to explain the background of the research work and explain the research process verbatim. Also, it forces staff members to neglect some important aspects of grammatical analysis without giving the students any opportunity to express their own thoughts.

The results of the previous studies and what they indicated about the importance of diagnosing and treating linguistic and pedagogical mistakes like study of Mery 2017, Desmond study 2004,and Hart study 2006 and Ayden 2018. In light of what has been mentioned the research problem is as many linguistic errors in postgraduate scientific writings and their research proposals, which prompted the researcher to prepare the current research to determine these mistakes , analyze it and to put some suggestions to remedy these mistakes.

2. Questions of the research: -

1- What are the academic writing skills needed for research' students in faculties of education?

2- What are the common linguistic mistakes needed to be treated among research' students in the Faculty of Education?

3- What are the suggestions of the staff members to treat language mistakes among research students at the Faculty of Education?

3. Aims of the research: -

The current research seeks to achieve the following objectives:

* Determining the academic writing skills needed for research students in the Faculty of Education.
* Identifying common linguistic mistakes (grammatical, morphological, spelling, stylistic) needed for research students in the Faculty of Education.
* Preparing a list of suggestions to treat with common linguistic mistakes of research' students in the Faculty of Education in the light of staff members.

4. Significance of the research: -

-Providing a theoretical framework that can be used in other research in different disciplines.

- Opening the way for other studies to treat with linguistic mistakes in the different educational stages.

- Clarifying common language mistakes among research students at the faculty of Education.

ISSN 2735-5209

- Helping researchers in identifying common linguistic mistakes in their writings and highlighting the most important appropriate ways and methods to remedy these mistakes.
- Contributing and raising the level of researchers and upgrading their research work.
- Helping specialists in the field of curricula and teaching methods in directing their attention to programs that can contribute to the treatment of common language mistakes, or include in the curriculum activities focused on writing academy.

5. Delimitations of the research:

- The first semester of the academic year 20/21
-Faculty of Education in New Valley University and Majmaah University in Saudi Arabia.
- Linguistic Mistakes (grammatical, morphological, spelling, stylistic) and
- Academic writing Skills .

6. Review of Literature

Excel (12, 2014) shows that academic writing is a formal style in writing that is linked to a group of traditions in presenting ideas and points of view of a particular topic. It doesn't just mean using an integrative approach of observation. It is your own responsibility to provide evidence: consciously use critical and analytical thinking. It includes the presentation of the subject free of errors, and it is stylistically, structurally, and grammatically smooth. Mark (2009) defined it as an official writing that needs a goddess, whether she is a student or a teacher or something else. This is due to the clear focus on fashion, the precise choice of vocabulary, the avoidance of the colloquial, and the specialized arts. Academic writing is presented in colleges and universities with the aim of obtaining higher degrees in the specialization, and this is applied to research which prepares for obtaining the master's and doctorate degrees, and for research submitted to solve a field problem. Also, it depends on veracity of a scientific principle or theory, whether these research were submitted to producing institutions or to others, such as committees scientific research and the various research centers. Razvi, M. (2009), states that academic writing is the language of scholars or the writing for special knowledge to their colleagues, as it is a writing style for academic institutions using by lecturers to answer questions in articles, letters, academic papers are the most important types of writing. Also, the academic theses that culminate the effort of postgraduate students to obtain their Masters and Ph.D. degrees, but it also includes: research and scientific articles on a specific topic, and theoretical references, historical comparative studies, laboratory reports and scientific summaries .

From the above it is clear that previous definitions of academic writing were:

- Academic writing is a scientific writing that is unique in its own style.
- Academic writing is a tool for the learner to express his knowledge and information in the language style in his own writing.
- It has some special properties.
- Academic writing has several fields, such as writing technical reports, researches, articles and scientific thesis .

Demirel (2011,222) added that Academic writing is very important because it facilitates the development of thinking and writing skills. It grants scientific web research. It uses fewer linguistic and methodological errors. Also, it is considered as a principle of scientific honesty among students. Furthermore, it helps the researcher know how to formulate and present his ideas without mistakes.

Here are some things to remember about the characteristics of academic writing.

ISSN 2735-5209

- Planning - There is a certain amount of planning before you start writing the paper; so, it will be analytical and organized.
- Outline - A proper outline is a must for academic writing. An outline will not only help you formulate your thoughts, but will sometimes make you aware of certain relationships between topics. It will help you determine the pertinent information to be included in your paper.
- Tone - A formal tone is used. You do not use slang words, jargon, abbreviations, or many clichés.
- Language - The language in your paper needs to be clear and words need to be chosen for their precision. A thesaurus is a good tool to help you pick just the right words to explain the issues.
- Point-of-view - The point of view in the third person, as the focus of academic writing is to educate on the facts, not support an opinion.
- Approach - Deductive reasoning is a big part of academic writing as your readers have to follow the path that brought you to your conclusion.

Deductive reasoning and an analytical approach are important in academic writing. Much planning and forethought are needed to have a well-organized paper.

Several educational studies and research related to the development of academic writing and its skills have been conducted, including: Desmond, 2004 study, which aimed to discover the effect of a study of academic writing programs on the creativity of the participating students. The data were collected through a questionnaire, and interviews were conducted with the students. The study proved that students' knowledge and skill in academic writing increase writing creativity. The study of (Hart, 2006) indicated that an analysis of the writing skills required at the university level was conducted from the point of view of the students and lecturers. The researcher prepared a questionnaire that was presented to the students and another one that was presented to the members of the board teaching and then come up with a procedural list of academic writing skills. Also, Aydin study (2018), determined students' perceptions of academic writing skills. The results of the study show that students with higher academic levels have experience in academic writing and have positive attitudes towards academic writing.

At Mary's study (2017), which aimed to analyze common language errors encountered by students of a major Linguistics, literature and advertising arts, where 29 manuscripts were analyzed. The results showed three types of Errors (grammatical, formal, and substance errors) .This study recommended conducting an intensive refresher writing course focuses on error-prone areas to prepare graduate students to write a proposal or thesis based on the modern techniques. Also, results assured that academic writing is one of these methods that may contribute to the treatment of linguistic errors among research students. Academic writing has its importance as it develops the level of written performance of students, enables them to know the correct writing rules, and provides them with the skills necessary for writing and studying..

Ghabool et al. (2012) investigated the challenges encountered by students in writing in three aspects, particularly conventions, punctuation and use of grammar. The sample of the study consists of 30 ESL students from the upper and lower secondary school Form 1 to Form 5 and ten teachers with different teaching experiences. The data were collected through two instruments, a questionnaire and an essay test. The results indicated that Malaysian ESL students have challenges in using grammar and punctuation at the time of writing task. The interference of the mother tongue has clear influences on students' writings. The study comes up with some recommendations and practical methods to solve students' difficulties in writing skills. Zhang's study (2018) aimed to measure the change in the level of self-efficacy of English language learners in academic writing using the qualitative writing processes approach, and the results

ISSN 2735-5209

showed an improvement in the level of self-confidence. Students also have some applications related to teaching academic writing.

From the above, it is clear that academic writing is important for students, researchers and others because they need good training where writing research papers requires multiple skills that students should master, such as creative thinking skills, information exploration and classification skills, and linguistic skills. Some of them are related to the form of the research paper, and the others are related to its content. Academic writing reduces linguistic and methodological errors in writing, and makes the research an integrated objective unit. It also teaches the researcher how How to organize data and express thoughts without prejudice

7.1 Methodology of the research:

The methodological approach taken in this research followed a descriptive quantitative research design to collect and analyze data. Data were collected using sampling methods, sending out online questionnaires to professors and stuff members and distributing paper questionnaires on students (researchers) and hence turned into numbers, frequency percentages, represented in the results.

7.2 The Participants

The research' sample consisted students, of a higher studied (special diploma), their number reached (25) students, and a group of postgraduate students (Master's), and their number reached (25) students, the study tools were applied to them to verify their psychometric' characteristics.

7.3Tools of the research:

7.3.1- A questionnaire of academic writing skills.

To design this questionnaire of academic writing skills the researcher did the following:

1- Determine the purpose of preparing the questionnaire to identify academic writing skills, and determine the appropriate academic writing skills for research students at the College of Education .It helps in treating their common language errors, in preparing their research plans, and when writing master's thesis ,doctorate, articles and scientific theses.

2 -The questionnaire was prepared after reviewing a group of research and previous studies that dealt with writing Academic skills, and educational literature, as explained in the theoretical framework.

3- The initial form of the questionnaire included: An introduction that explains to the jury members the purpose of preparing the questionnaire, the jury members are required to express their opinion.

4- The questionnaire was presented to some professors of curricula and teaching methods. The (Jury Members) were asked to express their opinion on the matter resolution in terms of: Inclusion of the questionnaire's dimensions of academic writing skills. The mentioned skills are suitable for research students, Clarity and accuracy of the phrases, and The integrity of the language.

After amending the questionnaire based on the opinions of the jury members by deleting or reformulating, the questionnaire is ready in Its final form, where the questionnaire included in its final form five main skills, namely: text organization and included Five sub-skills, ideas, which included seven sub-skills, style and linguistic correctness, which included four Sub-skills, results and included three sub-skills, and directing and Documentation of references, which included seven sub-skills.

7.3.2- A questionnaire of common language mistakes among researchers .

To design this questionnaire of common mistakes in writing the researcher firstly, determined the purpose of preparing the questionnaire to present it to the staff members and assured the common mistakes in researchers' studies, Also, the questionnaire helped the researcher to present some suggestions for students researchers

ISSN 2735-5209

to avoid the language errors repetition in academic writing in preparing their research plans, and when writing master's thesis ,doctorate, articles and scientific theses. The questionnaire was prepared after reviewing a group of research and previous studies that dealt with writing academic skills and educational literature, as explained in the theoretical framework. After amending the questionnaire based on the opinions of the jury members by deleting or reformulating, the questionnaire is ready in its final form, which consisted of (spelling mistakes which include 11 points , grammatical mistakes which include 12 points and stylistic mistakes which include 7 sub types of mistakes .

7.3.3 Reviewing and analysing some researches:

The researcher used one of the types of students' error analysis which is the Error Analysis (EA) approach. This approach was established in the 1970s by Corder and his colleagues. EA is defined as "a type of linguistic analysis that focuses on the errors students make. It consists of a comparison between the errors made in the target language and that target language itself." (Khansir, 2012, p. 1029). It is "the process of studying the appearance, nature, causes and consequences of unsuccessful language" (Hafiz et al., 2018, p. 113). It is a reaction to contrastive analysis as it is not limited exclusively to focusing on L1 errors. Error Analysis (EA) approach is broader in the sense that its objective is to concentrate on all types of errors and subsequently attempt to tackle their causes and consequences on language production. Khansir (2012) highlights the difference between contrastive analysis and error analysis where: "Contrastive analysis starts with a comparison of systems of two languages and predicts only the area of difficulty or error for the second language student, whereas error analysis starts with errors in second language learning and studies them in the broader framework of their sources and significance" (p. 1029). Accordingly, error analysis outcomes are more efficient in developing teaching materials and methodologies. Furthermore, the role of the student as an active participant is stressed in this approach. Error Analysis EA has two functions: pedagogical (theoretical) and practical (diagnostic). The pedagogical function investigates the language learning process. The practical aspect, on the other hand, relates to "guiding the remedial action we must take to correct an unsatisfactory state of affairs for student or teacher." (p. 45). These two aims are highlighted by many researchers like Al-husban (2018) who believes Error Analysis (EA) approach's importance is to "identify what students still need to learn; and how to improve their process of learning; the strategies and methods they should use when learning the language; why students add, omit, use wrong forms or words, or disorder structures and sentences; and how to eliminate the use of the mother language in learning a second language." (p. 29). Researchers agree that EA of students' writing samples is useful for teachers, students and researchers (Noor, 1996; Khansir, 2012; Corder, 1967 & 1981). Students' errors are significant as they show the teacher "how far towards the goal the student has progressed and consequently, what remains for him to learn." (Corder, 1967, p. 167). Notably, "It is on the basis of the information the teacher gets from errors that he varies his teaching procedures and materials, the pace of the progress, and the amount of practice which he plans at any moment" (Corder,1981, p. 35). In this sense, teachers are not error hunters (Alhaysony, 2012). Regarding students, making errors is a device they use to learn. Teacher's feedback will be more instructive for both students and teachers if, students try to discover the right form independently. In addition, these errors provide researchers with insights into how language is learned or acquired and the strategies that students use in their discovery of the language.

Regarding the process of Error Analysis (EA) approach Corder's model (1981) is the most implemented among the EA models for writing error analysis. It has three simple steps as follows: 1. Collection of sample errors/writing samples 2. Identification of errors 3. Description of errors This model of EA illustrated above is adopted in this

ISSN 2735-5209

research in the analysis and study of students' writing errors. As for the efficacy and importance of EA, it is effective in ordinary teaching as well as in planning remedial teaching. In ordinary teaching, it helps the improvement of language teaching materials and methods (Corder, 1967; Richards et al., 1992). Khansir (2012) highlights how teachers can make good use of error analysis results in the classroom by: • Devising remedial measures, • Preparing a sequence of target language items in classrooms and textbooks with the difficult items coming after the easier ones, • Making suggestions about the nature or strategies of second language learning employed by both first and second language students (p. 1029). Error Analysis (EA) approach results help teachers to correct their errors, improve their teaching and focus on areas that need reinforcement (Alhaysoni, 2012; Swalmeh, 2013). Teachers can be given criteria to understand and evaluate potential areas of difficulty and thus appreciate students' errors where the mother language interferes with the target language learning. With this understanding, teachers can make students understand the origin of their errors (Corder, 1981). They can improve students' confidence "by their teaching strategies, giving them correction feedback and making students aware that making grammatical errors and mistakes should not discourage them from writing" (Atashian & Al-Bahri, 2018, p. 144). In this non-threatening classroom atmosphere in which errors are treated as a sign of learning, criticizing students' composition should be avoided and instead praising their achievements is vital (Alhaysoni, 2012). That is to say, the effective teaching methodology plays an important role in the way students perceive the writing process (Alkubaidi, 2014). Furthermore, encouraging students to recognize that making errors is a part of effective learning as well as a sign of progress, could be more effective if integrated with students' motivation and intelligence in remedying potential errors. The second part of this review focuses on research investigating writing errors by Saudi students, their causes and suggested remedial actions.

8.Findings:

After applying the first tool of the research (a questionnaire of academic writing skills) , the sample of the research assured the importance of determining the academic writing skills and presenting to the students researchers and put it in a special list as the following:

Table (1) a questionnaire of academic writing skills)

n	Academic writing skills	
	Main skill	Sub skills
1-	Text organization	-Formulating the text in its general form in: Introduction, body, conclusion.
		- Existence of an introduction to the topic that includes the ideas contained therein.
		- Treating with each sub-idea in a separate paragraph.
		- The introduction of the text contains main sentences that explain the writer's goal.
		-The conclusion of the text contains a summary of the paragraphs of the text, the most important ideas and results that have been reached
2-	Ideas	- Clarity of the ideas contained in the text.
		- Accuracy of the ideas contained in the text.
		- The correctness of the ideas contained in the text.
		- Observing the logical order in dealing with ideas.
		- Correlate the ideas contained in the text.
		- Supporting ideas with evidence.
		- Presenting ideas objectively and without bias
3-	Style and correct language	- Choosing the right words and phrases for the topic.
		- Observing grammar and spelling rules.
		- Avoid using words that express personal opinions.
		- Use the appropriate fastening tools.

ISSN 2735-5209

4-	**Results**	**- Addressing the topic according to the sequence of its ideas in the introduction.**
		- Making judgments based on the link between causes and effects.
		- Writing the results and suggestions related to the topic.
5-	**directing and Documentation of references**	**-Highlight the main and sub-headings.**
		- Accuracy and clarity in presenting the drawings, figures and tables included in the subject.
		- formatting of the page (leaving a space at the beginning of the paragraph, as well as the spaces between lines and paragraphs).
		- Pay attention to the coordination in writing.
		- Commitment to the type and size of the font as stated in the organizing regulations.
		- Correct documentation of the information on the subject.
		- Appropriate references to the content of the text.
		- Follow a single system in documenting paragraphs.

- Analyzing the second tool of the research (questionnaire of common language mistakes. The analysis of this questionnaire involved the separation and classification of errors to identify their type. The common errors made by the students are classified according to the responses of students and teachers into grammatical errors, vocabulary, uses of preposition, spelling, use of articles, and use of irregular verbs.

questionnaire of common language mistakes, In the present research, the questionnaire, was validated using internal consistency ,and confirmatory factor analysis To assess the internal consistency of each ,domain or subscale, the researcher administered Cronbach alpha on the data collected from the pilot study. &e values of Cronbach alpha ranged from 0.84 to 0.96 demonstrating high reliability on the subscale level .

Table (2) questionnaire of common language mistakes

n		**language mistakes**		**results**
		Type of mistake	**Sub points**	
1-	40%	Spelling mistakes	-Addition (insertion): when an extra letter are added to a word such as <verey> for <very>	40
			-Omission: when a letter is deleted or missed from a word such as <blak> for <black>	45
			-Substitution: when a letter is replaced by another one, such as<picnik> for <picnic>	44
			- Transposition: when two neighbouring letters transposed, such as <tow> for <two>	42
			-Grapheme substitution: “involving more than two letters but only a single cause, for example when an equivalent according to sound correspondence rules is substituted for the usual form, as in “thort” for „thought“”	35
			-Word space: when a compound word were separated with a space or where not word space left between words, such as and <alot> for <a lot>.	48

ISSN 2735-5209

n		language mistakes		results
			-Capital: when a letter is capitalized unnecessarily in a sentence or a when required capital letter is written in lower case for instance, <i> for <I> or in a sentence.	49
			-Other: when an erroneous word cannot be classified under one particular given cate- Gory, or it has more than one type of spelling mistake in it such as <colegge> for <col- league> or <langueg> for <language>	50
			-Silent Consonants spelling mistakes resulting from it seem quite rare – indeed pronunciation errors, such as pronouncing both "b" as in *bombing*,	43
			-Variable Spellings of the Same Word Ending Three word endings that vary in their spelling are -sion/-tion, -able/-ible and -ent/-ant. for example that verbs with a final -d, such as suspend, become nouns with -sion like suspension	45
			- Unusual Letter Sequences This phenomenon is probably a factor in the frequent misspelling of *foreign* as **foreing*. The last three letters *-ign* are of course in most other words ordered to make *-ing*. A further element in this mistake may be the "silent" nature of the "g". The last two letters of *centre, manoeuvre, sceptre* and *metre* are in a similarly unusual (actually French) order.	41
2-	35%	Grammatical mistakes	-Run-on Sentence or Comma Splice(that joins two independent clauses without punctuation or the appropriate conjunction.)	37
			-Pronoun Disagreement(They occur when pronouns do not agree in number with the nouns to which they refer)	40
			- Mistakes in Apostrophe Usage	42
			- Lack of Subject-Verb Agreement	49
			- Misplaced Modifiers(you should place a modifier directly next to the word that it is supposed to modify. The modifier should clearly refer to a specific word in the sentence.)	50
			- No Clear Antecedent	45
			- Sentence Fragments (A fragment often happens after another related idea has been expressed.	44
			- Missing Comma in a Compound Sentence	48
			- Ending a Sentence in a Preposition	50
			- Mixing Up Similar Words	41

ISSN 2735-5209

n		language mistakes		results
			- Mixing Up Possessives and Plurals	38
			- Inconsistent Pronouns	39
3-	25%	stylistic mistakes	-Poor connection between the vertebrae.	42
			- Errors in wording and expressing the meaning	38
			- Not taking into account the logical hierarchy in presenting ideas.	40
			- Replace some words with incorrect words For example: using the word questionnaire instead of a questionnaire. and others	50
			- Beginning of paragraphs with wrong words (also - whenever - also).	45
			- Using the expression “recognize” and what is derived from it.	43
			- Using an expression that emphasizes and derives from it.	48

From the above table assured that common language mistakes in academic writing in the light of staff members in the faculties of education(New valley and Majmaah universities)the professors of curricula and teaching methods assure that spelling mistakes were considered the most writing mistakes made by researchers, so regarding to the opinion of the sample, the professors in teaching methods, said that about 50 % of spelling language mistakes, grammatical language mistakes about 35% and 25% were in stylistic mistakes in academic writing. These errors are classified from the point of view of the professors of specialization as found in the previous table like - Omission: when a letter is deleted or missed from a word ,also Variable Spellings of the Same Word Ending, also Word space: when a compound word were separated with a space or where not word space left between words, such as and <alot> for <a lot>,Which considered repeated mistake done by researchers .All the members of the sample assured that when an erroneous word cannot be classified under one particular given category, or it has more than one type of spelling mistake in it such as <colegge> for <col-league> or <langueg> for <language> is a big language mistake. The Following figure confirmed the spelling mistakes .

ISSN 2735-5209

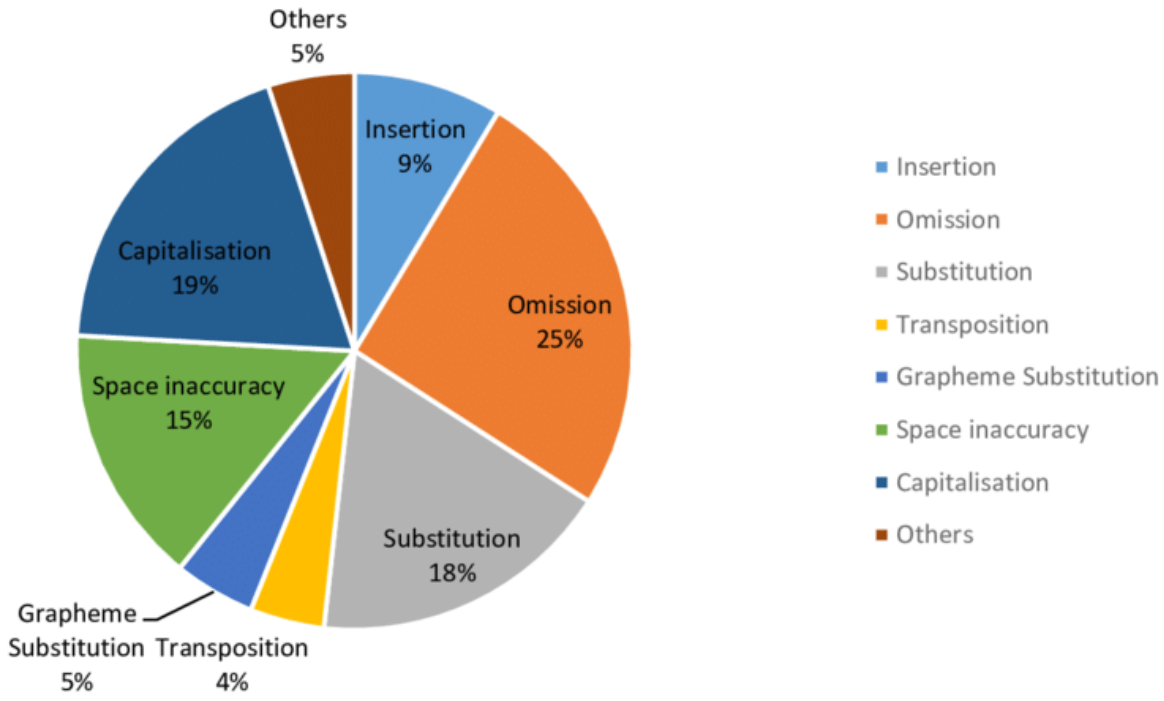


Figure 1 demonstrated the results of the first type of mistakes (spelling) in the light of staff members in the faculty of education. They assured that commonest type of spelling mistakes made by researchers as the following:

„omission" (25.3%) such as <suny> for <sunny> or <befor> instead of (before) followed by „ capitalization" (19%), it is worth mentioning that students made high rate of capitalization mistakes especially they have been negligent in capitalizing the days of the week and the names of months such as <friday> for <Friday> or <march> for <March> or sometimes they did the opposite such capitalizing a word in the middle of a sentence or a letter in the middle of a word <cLoths> for <cloths> or <My> instead of <my>. This was followed by „substitution" (18%) as in <ferst> for <first>. In fourth position was „ Insertion 9% Omission 25% Substitution 18% Transposition 4% Grapheme Substitution 5% Space inaccuracy 15% Capitalisation 19% Others 5% Types and proportions of eight main spelling errors by EFL learners inaccuracy" (15%) for instance <anice> for <a nice> or <sometimes> for <sometimes>. Both categories of „grapheme substitution" and „other" were the same in proportion (5%) and examples for them respectively are as in <bleim> for <blame> and <faivurat> for <favourite>. Transposition was the least type of spelling errors found in samples of researchers students" written works which was (4%) the most frequent example of this type is in this study was <friend> for <friend>.

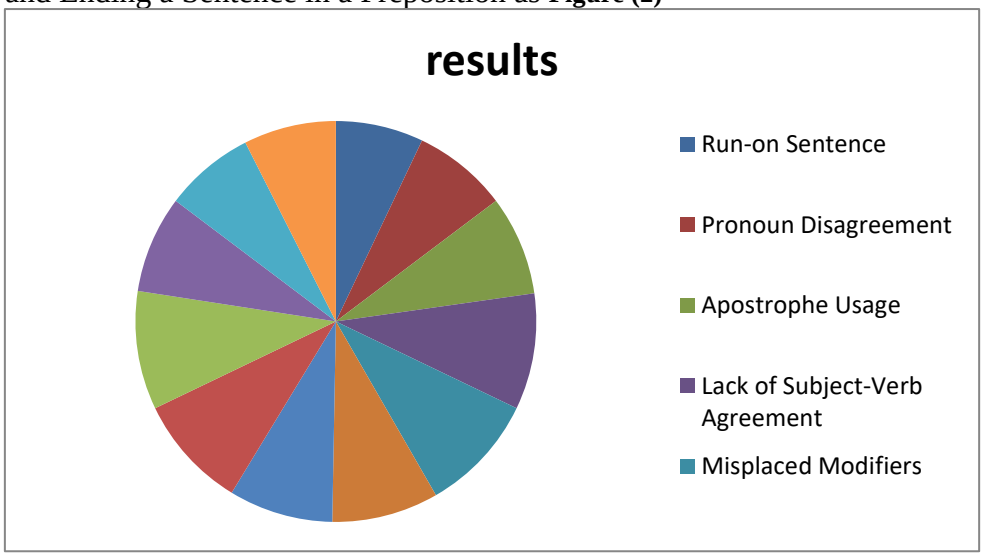
The researchers confirm that many studies have been conducted with English-language secondary and foreign language (ESL/EFL) learners from different language backgrounds to identify different types of spelling errors and determine the possible causes of their spelling errors.

Most of these studies have highlighted that the root cause of spelling errors by EFL or ESL learners is irregularities in the English writing system (Al-Hassan, 2011; Al-Jarf, 2010; Gunian, 2012; Fagerberg, 2006; Jayousi, 2011). In addition, the difficulty of English spelling is attributed to the lack of correspondence between sound and spelling or phoneme and grapheme of the language (Altmann and Fengxiang 2008; Henderson, 1981; Perfetti et al., 1997). Some examples of inconsistency in English writing system are as follows: firstly, one letter may represent various phonemes such

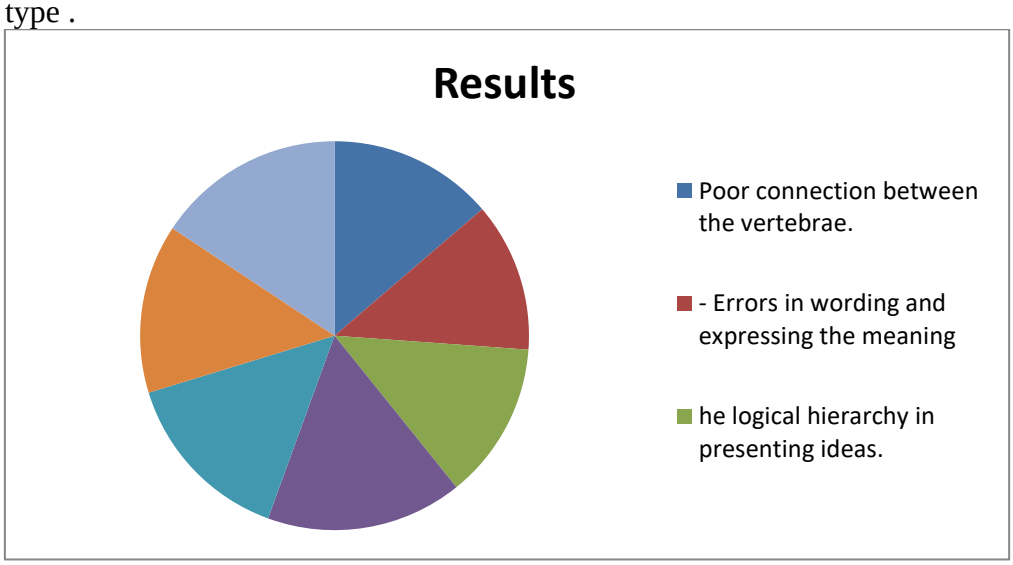
ISSN 2735-5209

as letter (a) in <dame, bad, task, all, village and many> and thus Foster (1992) states that English is orthographically deep. Secondly, different letters might represent one phoneme such as, <to too, two, though, threw, clue and shoe>. Thirdly, a set of letters together represents a single phoneme as in <change, shall, physics, nation, the, three>. More inconsistencies are there in English which requires its learners to memories certain word forms and pay further attention to them despite knowing its orthographic rules particularly regarding silent letters as in <doubt, light, sign, knife> and so forth. Moreover, There are other causes which make second language (L2) learners commit spelling mistakes such as linguistic differences between English and the learner's own language (Brown 2000; Saville- Troike, 2006; Swan and Smith, 2001). These causes stimulate spelling errors due to differences in orthography, morphology and phonology of the two languages (Holligan and Johnston, 1991; Tonga et all, 2009).

The second type of language mistake was grammatical type. The sample assured that the most of grammatical mistakes were Lack of Subject-Verb Agreement, Misplaced Modifiers, No Clear Antecedent, Missing Comma in a Compound Sentence and Ending a Sentence in a Preposition as **Figure (2)**



The third type of mistakes was stylistic type. The sample of the research indicated the largest percentage of mistakes were in the following: Replace some words with incorrect words , Beginning of paragraphs with wrong words (also - whenever - also),Using the expression "recognize" and what is derived from it and Using an expression that emphasizes and derives from it. Figure (3) indicated to the results of this type .



ISSN 2735-5209

***Results and Discussion of the reviewing some research and studies of methodology.**

By analyzing researchers difficulties in academic writing, the researcher found these difficulties followed the EA approach in analyzing:

Academic Writing errors	difficulties	Percentage	AM	SD	T	η2
Semantic	**It is difficult for me to write down my ideas**	**74%**	**7.6**	**1.4**	**30.3**	**0.95**
Grammar & Sentence Structure (Syntax)	***Most of my problems in writing are related to grammar and sentence structure *Verb conjugations are not understandable for me. (past/present)and mixing up sentences**	**80%**	**16.8**	**1.8**	**27.8**	**0.94**
Feedback	**Getting feedback individually from the supervisors.**	**91%**	**55.2**	**3.2**	**24.1**	**0.98**
Mechanics	**Punctuation marks are a real problem for researchers and always have a lot of spelling mistakes in writing**	**76%**	**13.5**	**0.9**	**36.3**	**0.98**

As the above table shows, the problem which received the highest percentage in the researchers academic writing errors was fedback (91%) . Thus, difficulties experienced by the researchers were mainly getting feedback individually from the supervisors. Also the above table indicated that researchers had a great percentage in syntax errors which (80%) and their difficulties in Most of my problems in writing are related to grammar and sentence structure ,Verb conjugations are not understandable for me. (past/present)and mixing up sentences This inability of students to express their ideas in this research was also voiced by the students in Huwari & Al-Khasawneh (2013) and Hafiz et al. (2018) “My students are able to understand the language, but most of the students face problems while communicating their ideas effectively” (p. 113).

In the previous table T value of "feedback was 55.2and for grammar and spelling errors was 27.8 which considered highly values It is also clear that the effect size is large, as the value of the square of Eta was (0.98). and this value assured the impact factor was great .

Also the researcher asked the stuff members in interviews about these mistakes of academic writing made by students. The results concerned students' errors in grammar showed the misuse of verb tenses, voices, modals, nominalization, logical connectors and aspects in English. Most of the professors confirm that their students faced difficulties in choosing the appropriate form of the verb. This difficulty is due to the negative transfer from Arabic into English because the linguistic principles of Arabic are completely different from that of English. Therefore, students find difficulties in applying the rules of the target language, and they apply the rules of their mother tongue instead (Selinker 1969; Mukattash, 1978; Al-Buainain, 1992). The vocabulary problem is found to be the second problem that faced students in their writing skills. The interview with staff members of the department of English indicates that students are poor in building up enough vocabulary of English. The results are in line with Coxhead & Nation (2001) and Rabab`ah (2003) who confirm that students lack the necessary vocabulary for engaging with others either in speaking or writing tasks. Consequently, this low number of words hinders the effective function in their study particularly in writing skill. The problem of using appropriate prepositions in the current study is considered as the third major problem among Yemeni University students. This result is in line with the results of Tahaineh (2010), who states that the wrong use of prepositions is common among EFL Arab learners even at advanced levels of their learning. In the discussion of writing errors in this study ‘overgeneralization’ is

ISSN 2735-5209

applied by all students of this study. According to, Zahid, (2006); Mahmoud, (2002) Brown, (2000) Hamdallah, (1988); overgeneralization errors are considered as 'any error which can be attributed to the application of a rule of English in an inappropriate situation'. The results of this study indicate that Yemeni students in general face difficulty in using English prepositions. The reasons behind this difficulty are that students usually apply their own mother tongue prepositional system. Furthermore, the prepositions in Arabic are different in number, meaning and usage.

So the researcher summaries the mistakes of academic writing from analyzing studies which are the following:

-Verb tense: Use of the wrong verb tense, at best, is irritating to read and reflects poorly on the student's writing skills. At worst, the reader can be confused as to what facts are already known and what was newly discovered in the actual study that is the subject of the paper. As a rule, use past tense to describe events that have happened. Such events include procedures that you have conducted and results that you observed. Use present tense to describe generally accepted facts.

- Quotes: n a student essay, there is absolutely no reason to include a direct quotation unless the student does not understand the concept and uses the quotation to avoid explaining it himself. Apparently, the raters weren't too happy about it. In principle, do not quote directly in scientific works. You need to express your own ideas, not someone else's.

-Proof: The requirements for scientific proof are extremely stringent. It is very doubtful that any single experiment could be controlled so well that its conclusions could serve as evidence. To accept a result, it must be independently verified. In fact, we can never know whether the models we describe represent an accurate picture of natural processes. We can never verify our conclusions by looking at the original blueprints. So... your data may provide strong support for a position, or allow you to reject a hypothesis, but it is unlikely to provide approximate evidence.

-Grammar and spelling: - Please avoid obvious grammatical errors. Granted, you aren't writing an English paper (heck, an English teacher would tear my own writing style to shreds). However, clear written communication requires proper sentence structure and use of words. Make sure that your sentences are complete, that they make sense when you proofread, and that you have verb/subject agreement. Spelling errors in a paper make you look amateurish.

-Proofread! Incomplete sentences, redundant phrases, obvious misspellings, and other symptoms of a hurriedly. So its important to check spelling of scientific names, names of people, names of compounds, etc. Spelling and grammatical errors can be embarrassing. Since many very different terms have similar names, a spelling error can result in a completely incorrect statement.

Anecdotal Information: - information which is anecdotal and is considered to be superfluous. In some cases omission of anecdotal information is unfortunate. Papers in the older literature tend to be a lot more exciting and often more informative for those not 'in the know,' because the researcher could report how a conclusion was reached, including the reasoning and various sidetracks that led him/her to conclusions. The writer could actually tell the story of the investigation process. Modern papers omit such information because the volume of literature is so great.

-Subjectivity and use of superlatives: - Technical writing differs from the writing of fiction, opinion pieces, scholarly English papers, etc. in many ways. One way is in the use of superlatives and subjective statements in order to emphasize a point. So, in writing academic paper should use writing styles in science. Objectivity is absolutely essential. Subjectivity refers to feelings, opinions, etc.

ISSN 2735-5209

-Superficiality: The purpose of a discussion is to interpret the results, not to simply state them in a different way. In most cases a superficial discussion ignores mechanisms or fails to explain them completely. It should be clear to the reader why a specific result came to pass. The statement, "The result agreed with the known theoretical value," tells us nothing about the mechanism(s) behind the result. What is the basis for expecting a particular result? Explanations may not be easy and your explanation may not be correct, but you will get most or all of the available credit for posing a reasonable explanation, even if it is not quite right.

9. Conclusion

The use of academic language is precise and accurate, and the features of academic writing are complexity, formality, precision, objectivity, explicitness, accuracy, hedging, responsibility, organization and planning. Complexity: Written language has longer words, it is lexically more dense and it has a more varied vocabulary. It uses more noun-based phrases than verb-based phrases. Written texts are shorter and the language has more grammatical complexity, including more subordinate clauses and more passives. Formality: Academic writing is relatively formal. In general this means that in an essay, colloquial words and expressions should be avoided. Precision: In academic writing, facts and figures are given precisely. Objectivity: Written language is in general objective rather than personal. It therefore has fewer words that refer to the writer or the reader. This means that the main emphasis should be on the information that you want to give and the arguments you want to make, rather than you. For that reason, academic writing tends to use nouns (and adjectives), rather than verbs (and adverbs). Explicitness: Academic writing is explicit about the relationships in the text. Furthermore, it is the responsibility of the writer in English to make it clear to the reader how the various parts of the text are related. These connections can be made explicit by the use of different signaling words. Accuracy: Academic writing uses vocabulary accurately. According to Huff (1999), the primary goal of scholarly writing is to contribute to the canon of scholarly work in a subject. A prospective author should know his/her audience, should target an article to a specific journal, and should attend to the details that are specified for publication and other similar observations. So, the academic or research paper/article should consist of the following characteristics of academic writing.

- Planning - There is a certain amount of planning before you start writing the paper; so, it will be analytical and organized.
- Outline - A proper outline is a must for academic writing. An outline will not only help you formulate your thoughts, but will sometimes make aware of certain relationships between topics. It will help you determine the pertinent information to be included in your paper.
- Tone - A formal tone is used by using right words, jargon, abbreviations and definitions .
- Language - The language in paper needs to be clear and words need to be chosen for their precision. (Gibbons, W. 2001).

Idioms are often used informally in everyday speaking or writing. In scientific (or academic or professional) parlance, the goal is to communicate information and ideas clearly and concisely, using domain-specific vocabulary and basic concepts. Therefore, scientific language should be as precise as possible. This may require special vocabulary.. For example, use “compensation” instead of “salary”. • Be as simple and clear as possible. Don’t use a word that “sounds good” if the meaning isn’t absolutely clear (to you and to your reader.) Use your dictionary. Don’t use “elevated” language (“thus”, “heretofore”, “indubitably”) for its own sake. • Avoid colloquialisms (slang), clichés, and expressions or metaphors that might be common in ordinary speech but that

ISSN 2735-5209

add nothing to your meaning. for example, use “Children” instead of “kids”, “Alcohol” instead of “booze”.

Every researcher expresses opinions rather than prejudices, using facts and arguments to demonstrate rather than emotional appeals. In addition, researchers should avoid personal responses ("Wow!", "Hateful") when writing, while "I think..." is usually inappropriate. Never speak to the reader. Don't over-explain or over-generalize things that are obvious to others in the field. Style affects the reader's impression of the message itself. Style includes diction and tone. The main goal when considering style is to present information in a way that suits the audience and purpose of writing. English is widely considered, mainly for writing academic or scientific research papers/dissertations. English is the language of choice for many international academic journals. Academic English is a unique set of rules that must be explicit, formal, factual, objective and analytical. The four basic skills of the English language, along with the fundamental aspects of English grammar, vocabulary and punctuation are important and very useful for good academic writing. According to the publication guidelines of the American Psychological Association, writing style tips are as follows:

• Use the past tense or the present-perfect tense;
• Avoid noun strings;
• Try to use short words and short sentences when possible;
• Avoid jargon;
• Avoid wordiness; • Avoid redundancy; • Vary sentence length;
• Use specific language; • Avoid colloquial expressions;
• Avoid pronouns such as, ‘this, that, these and those’;
• Avoid illogical or ambiguous comparisons;
• Avoid third person references when referring to yourself;
• Avoid anthropomorphism; • Avoid the editorial ‘we’.

Glatthorn, A. (1998) says about the academic writing style that the academic writing should strive for clarity, maturity, and formality and should strike a balance between confidence and tentativeness. He also notes that a writer should write clear, mature sentences that have the main idea in the main clause and should have many simple sentences.

10. Recommendations of the research: -

According to these results, the research suggested a number of recommendations, the most important of which are:

1- Holding training courses in basic rules of writing for postgraduate students; to improve their academic writing performance

2-Create a guide for researchers to avoid making mistakes in writing .

3- Postgraduate students should attend a number of cinemas and discuss research plans and scientific theses related to their specialization.

4- Emphasis on language when discussing research plans so that researchers can benefit from feedback and directions provided.

5-Developing awareness among students about the accuracy and linguistic integrity in their writings.

6- Preparing a special academic writing course for undergraduate and research students and inclusion in the curricula of higher studies for academic writing activities.

11. Suggestions and Further studies:

Based on the results reached, and in light of the previous recommendations, the researcher suggests conducting the following research and future studies:

* An analytical study of research plans and master theses in different specializations in light of correct language standards.

*A training program in academic writing for the treatment of linguistic mistakes for teachers of the Faculty of Education.

ISSN 2735-5209

*A training program to develop some English language skills for graduate students.

* A suggested strategy for treating language errors for undergraduate students.

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