



Punctuation Errors in English Writing Faced by Second-Year Students at the Faculty of Languages, Al Khums, Libya

Emran Ali Alareefi *

Department of English Language, Faculty of Languages, Elmergib University, Al Khums, Libya

أخطاء علامات الترقيم في الكتابة باللغة الإنجليزية التي يواجهها طلاب السنة الثانية بكلية اللغات – الخمس، ليبيا.

عمران علي العريفي *

قسم اللغة الإنجليزية، كلية اللغات، جامعة المرقب، الخمس، ليبيا

*Corresponding author: Eaalareefi@elmergib.edu.ly

Received: 17-03-2026

Accepted: 20-06-2026

Published: 01-07-2026

Abstract

This research deals with the errors in punctuation marks made by second year students at the Faculty of Languages, Alkhums, Libya. The objective of the current research is to explore the frequent punctuation errors made by students and to determine the reasons for such errors in their English writings. A descriptive qualitative methodology was adopted for conducting the present research. English writing assignments by second year students formed the source of data, which was analyzed using Error Analysis Methodology. The results showed that punctuation mistakes related to capitalization, commas, periods, apostrophes, and question marks were commonly observed among others. From the findings above, it is clear that some students do not have adequate knowledge regarding the rules of punctuation in English, hence, encounter challenges in using these punctuation in writing exercises. There are several reasons behind this problem, such as interference from the Arabic language, lack of practice in writing, inadequate reading habits, and lack of emphasis on teaching punctuation in English lessons. It is, therefore, evident that enhancing students' competence in punctuation involves teaching punctuation, writing exercises, and provision of positive feedback and learning materials.

Keywords: Punctuation Errors, English Writing, Error Analysis, EFL Learners, Libyan Students.

المخلص

تتناول هذه الدراسة أخطاء علامات الترقيم في الكتابة باللغة الإنجليزية لدى طلاب السنة الثانية بكلية اللغات في مدينة الخمس، ليبيا. وتهدف الدراسة الحالية إلى التعرف على أكثر أخطاء علامات الترقيم شيوعاً التي يرتكبها الطلاب، وتحديد الأسباب الكامنة وراء هذه الأخطاء في كتاباتهم باللغة الإنجليزية. اعتمدت الدراسة المنهج الوصفي النوعي، حيث تم استخدام تكليفات الكتابة باللغة الإنجليزية الخاصة بطلاب السنة الثانية كمصدر للبيانات، وتم تحليلها باستخدام منهجية تحليل الأخطاء (Error Analysis) وأظهرت

النتائج أن الأخطاء المتعلقة باستخدام الأحرف الكبيرة (Capitalization)، والفواصل (Commas)، والنقاط (Periods)، وعلامات الملكية والاختصار (Apostrophes)، وعلامات الاستفهام (Question Marks) كانت من أكثر الأخطاء شيوعاً بين الطلاب.

ومن خلال النتائج، يتضح أن بعض الطلاب لا يمتلكون معرفة كافية بقواعد استخدام علامات الترقيم في اللغة الإنجليزية، مما يؤدي إلى مواجهتهم صعوبات في توظيفها بشكل صحيح أثناء الكتابة. كما تبين أن هناك عدة أسباب تقف وراء هذه المشكلة، من أبرزها تأثير اللغة العربية، وقلة الممارسة الكتابية، وضعف عادات القراءة، إضافة إلى عدم التركيز الكافي على تعليم علامات الترقيم خلال دروس اللغة الإنجليزية. وعليه، تؤكد الدراسة أن تحسين كفاءة الطلاب في استخدام علامات الترقيم يتطلب الاهتمام بتدريس قواعد الترقيم بصورة منهجية، وتوفير المزيد من التدريبات الكتابية، وتقديم التغذية الراجعة الإيجابية، إلى جانب إتاحة المواد التعليمية المناسبة التي تساعد على تطوير مهارات الكتابة لديهم.

الكلمات المفتاحية : أخطاء علامات الترقيم، الكتابة باللغة الإنجليزية، تحليل الأخطاء، متعلمو اللغة الإنجليزية كلغة أجنبية، الطلاب الليبيون.

1. INTRODUCTION

Many second-year students at the Faculty of Languages, Alkhums, face difficulties in using punctuation marks correctly in English writing. These errors affect the clarity, coherence, and academic quality of their written work. Therefore, this study attempts to identify the most common punctuation errors made by these students and explore the possible causes behind such errors. Punctuation is essential for creating understandable and coherent pieces of writing. However, faulty punctuation may confuse readers. The knowledge of punctuation marks is one of the most important elements of grammatical proficiency. For the purpose of writing meaningful essays, students from universities need to be good at punctuation. Punctuation skills are required for the meaningful composition of their writings, especially by those who learn English as a second or foreign language. Many students still find it difficult to use punctuation marks appropriately (Yakhontova, 2020).

The factors that affect English language learning in Libya include the changes in policies, absence of educational resources, and traditional method of instruction. Consequently, numerous difficulties are experienced by Libyan students when they attempt to learn how to write in English including grammar, spelling, syntax, and punctuation (Al-Sayed & Riazi, 2026). In universities, students studying in the Faculty of Languages have been expected to exhibit proficient writing skills since writing English language is critical for their learning process. However, some second-year students in the Faculty of Languages in Alkhums, Libya, still experience some challenges in utilizing the appropriate punctuation marks in essay writing and in writing other academic work. Some punctuation problems can negatively influence the academic achievement of these students through the deterioration in writing proficiency. It is necessary to investigate the punctuation mistakes made by the learners (Ivanova et al., 2026).

There are many previous studies done regarding the mistakes made by EFL learners in different Arab countries. Several studies have shown that the mistakes made in relation to the use of punctuation marks in writing are one of the most common mistakes made by English learners. The mistakes included the use of commas, full stops, capitalization, and apostrophes (Sujani et al., 2025). Also, previous studies show that the aspect of punctuation is not well addressed in the English language due to the fact that English language teachers pay more attention to vocabulary and grammar (Ismail et al., 2026). However, in Libya, several studies have been carried out on the aspects of the mistakes in grammars, spelling, and other writing mistakes by university students while there has not been much study done in relation to the

aspect of punctuation (Alruwani et al., 2025). There have been few studies done regarding the aspect of punctuation mistakes at the faculty of languages of Alkhums.

Many second-year students at the Faculty of Languages, Alkhums, face difficulties in using punctuation marks correctly in English writing. These errors affect the clarity, coherence, and academic quality of their written work and may hinder their ability to communicate ideas effectively. Despite the importance of punctuation in academic writing, there is still limited empirical evidence regarding the types of punctuation errors made by these students and the factors contributing to such errors. Therefore, this study seeks to identify the most common punctuation errors committed by second-year students at the Faculty of Languages, Alkhums, and to explore the possible causes behind these errors in order to provide recommendations for improving English writing instruction.

Hence, the purpose of this study is to find out punctuation mistakes committed by students of the Faculty of Languages at Alkhums University in Libya in their English writing. In addition, another goal of this research paper is to determine what punctuation mistakes are more common and find out the reasons why they occur. Finally, it is the intention of this research to give recommendations for both teachers and students.

The uniqueness of this study can be attributed to different aspects. Firstly, the study emphasizes the issue of punctuation mistakes made by second year students studying at the Faculty of Languages in Alkhums, an issue rarely explored in literature. Secondly, as opposed to many other studies that consider writing mistakes in general terms, this study analyzes only punctuation marks as the particular part of writing process. Thirdly, being based on the Libyan educational setting and taking place at the Faculty of Languages in Alkhums, this study can deliver the results reflecting the peculiarities of writing difficulties experienced by Libyan EFL learners. Finally, the present research can prove to be helpful for those willing to conduct their own investigations concerning the topic of writing difficulties or punctuation mistakes in particular.

Research objectives:

1. To compare error patterns across different writing genres (e.g., narratives vs. expository essays) if applica
2. To investigate students' explicit knowledge of punctuation rules through diagnostic tests or interviews
3. To evaluate the effectiveness of specific teaching interventions (e.g., mini-lessons, peer editing checklists, sentence-combining exercises) on reducing error rates.

Research questions:

1. What are the most common punctuation errors made by second-year students at the Faculty of Languages, Alkhums University, in their English writing?
2. What are the possible causes of these punctuation errors?
3. How can English language teachers help students improve their use of punctuation in academic writing?

THEORETICAL BASIS

Punctuation

Another important part of sentence formation is punctuation. This refers to the application of certain symbols in writing, including the period, comma, question mark, exclamation mark, semicolon, colon, apostrophe, and quotation marks. These symbols are significant in that they denote pauses, ends of sentences, emphasis, and relationship between

sentences, among other functions that make them indispensable in making sense of what one reads (Buragohain et al., 2023).

Every punctuation mark within the English language comes with usage guidelines. A question mark indicates a query while a full stop shows that the phrase has ended. An apostrophe denotes possession or a shortened version, while a comma shows the division of words, phrases, and clauses within a sentence. However, quotation marks indicate quotes within the sentence. Punctuation helps one understand the meaning of a sentence, although incorrect punctuation can affect the meaning of the sentence or make it difficult to understand its meaning (Marcet et al., 2022).

English punctuation could present some difficulties for the ESL student since both languages might require a different approach to punctuation marks. There are quite a few mistakes students make while writing, like omitting capital letters or punctuation marks like commas and full stops. Mistakes of this kind will lead to poor work and communication. While teachers in schools teach their pupils much vocabulary and grammar, sometimes they neglect punctuation. Yet, punctuation is an integral part of good writing skills (Marcet et al., 2022).

Importance of Punctuation in Writing

It is very important to use punctuation when writing so that the meanings intended by the writers can be conveyed effectively. The punctuation marks act as hints in writing to enable readers to comprehend the phrases and paragraphs being written. It helps writers organize their thoughts, indicate clauses, create pauses, and tone sentences. Consequently, punctuation is referred to as an essential part of good writing (Hadi, 2021).

One of the principal uses of punctuation is enhancing the clarity of texts. Appropriate punctuation makes it possible for readers to be able to differentiate between the beginnings and ends of sentences. Examples of such use include punctuation through the use of full stops, which show when sentences are complete, commas, which distinguish between ideas in a sentence, question marks, which are used for interrogatives, and exclamation marks, which denote emotions or emphasis. Proper punctuation enhances sentence formation and flow (Bakare et al., 2023).

For students doing academic writing, punctuation is highly essential as it shows the competence of the person in terms of language use. Proper punctuation in the writing of students ensures that they write coherent and well-structured essays and assignments. Nevertheless, poor punctuation may cause problems with the quality of work produced, hence affecting the grade of the learner academically. Poor punctuation may affect sentences to the extent of making them incomprehensible, change their meaning, or even create grammar errors (Taye & Mengesha, 2024).

METHODS

In this study, a qualitative descriptive methodology was applied for identification and description of the punctuation errors made in English compositions by second-year students at the Faculty of Languages of Alkhums University in Libya. The qualitative descriptive method is viewed as most suitable for the current research due to the possibility of describing the features of punctuation errors that naturally arise in students' compositions. Frequencies and percentages were used as quantitative data to support description of the results.

Participants

The population of the current study is defined as all second-year students attending the Faculty of Languages at Alkhums University in 2025/2026. Purposeful sampling was used as the procedure of selecting those participants who were taking English writing courses. In total,

40 students were involved in the study; among them 22 females and 18 males whose age ranged from 19 to 22 years old. According to the curriculum of the students, they had an intermediate (B1) level of English proficiency.

Data Collection

The data collection occurred in the months of March and April 2026. In the experiment, each student had to write an English composition of 200–250 words in the form of a short essay on a general topic related to students' lives and experiences. Therefore, the total number of written compositions was 40. In the writing process, students worked individually in class and supervised by the researcher without any help from dictionaries, grammar checkers, or online translators.

Instrument

The main research tool was an English writing test that aimed at eliciting students' spontaneous use of punctuation in continuous writing. Written compositions were used as the main data sources in order to identify students' errors in punctuation use. In particular, the research concentrated on the following five punctuation types which often occur in academic writing: capitalization, comma, period, apostrophe, and question mark.

Data Analysis

The analysis of the writing samples was done through the use of the Error Analysis method that has been defined by Mariappan et al. (2022). The process comprised four steps including: (1) the identification of the punctuation errors present in the writing samples, (2) classification of the errors into different types of punctuation marks, (3) calculation of frequencies and percentages of each error category, and (4) analysis of results in order to find out what punctuation marks cause the most problems for the students.

Punctuation errors were classified according to the rules of English punctuation. Capitalization errors meant improper use of capitalization at the beginning of sentences or for proper nouns. Commas errors meant either omission or wrong use of comma punctuation in lists and compound sentences. Periods' errors entailed omission or wrong placement of full stops at the end of declarative sentences. Apostrophes' errors concerned their wrong application in possessive nouns and contractions.

In order to strengthen the validity of the analysis, the writing samples were evaluated by two different people, including the researcher and an English language lecturer who teaches academic writing. All differences in the identification and classification of punctuation mistakes were resolved through discussions until a unanimous decision was made. Frequency of each punctuation mistake was determined by the number of instances in which each mistake occurred in all writing samples combined. The percentages were found using the following formula:

$$\text{Percentage (\%)} = (\text{Number of instances of a particular mistake} \div \text{Total number of punctuation mistakes}) \times 100$$

The findings are summarized in tables which show the frequency, percentage, and description of each type of punctuation mistake.

RESULTS AND DISCUSSION

Result

In this chapter, we will discuss the results that emerged from the research aimed at identifying punctuation mistakes made by second year students of the Faculty of Languages, Alkhums University, Libya, in their English writing skills. In order to collect the data for the research, forty English writing examples were selected, analyzed on the basis of the Error Analysis methodology. Altogether, 120 punctuation mistakes have been detected and divided into the following five categories: capitalization mistakes, comma mistakes, period mistakes, apostrophe mistakes, and question mark mistakes.

Table 1. Examples of Students' Punctuation Errors

No	Incorrect Sentence	Correct Sentence	Type of Error
1	libya is a beautiful country.	Libya is a beautiful country.	Capitalization
2	tripoli is the capital of libya.	Tripoli is the capital of Libya.	Capitalization
3	I like football basketball and tennis.	I like football, basketball, and tennis.	Comma
4	After school we went home.	After school, we went home.	Comma
5	Where do you live.	Where do you live?	Question Mark
6	Why are you late.	Why are you late?	Question Mark
7	Ahmeds book is on the table.	Ahmed's book is on the table.	Apostrophe
8	The teachers office is open.	The teacher's office is open.	Apostrophe
9	My brother is a doctor he works in Tripoli.	My brother is a doctor. He works in Tripoli.	Period
10	I finished my homework I watched television.	I finished my homework. I watched television.	Period

Representative instances of punctuation mistakes are shown in Table 1. As can be seen from the examples, capitalization mistakes often happened when the students wrote the names of countries, cities, and the first word in a sentence. Comma mistakes included the absence of commas in a list and after the introductory phrase. Mistakes in the use of the question mark happened because the students used periods at the end of an interrogative sentence instead of a question mark. Mistakes in apostrophes happened in the case of possessive nouns, whereas mistakes in periods happened due to improper joining of independent clauses. The number of mistakes and their percentage for each type of punctuation mistake is shown in Table 2.

Table 2. Type of Punctuation Error

No	Type of Punctuation Error	Frequency	Percentage	Description
1	Capitalization Errors	35	29.2%	Students failed to use capital letters at the beginning of sentences and proper nouns.
2	Comma Errors	28	23.3%	Students omitted commas or used them incorrectly in lists and compound sentences.

3	Period Errors	25	20.8%	Students did not place periods correctly at the end of sentences.
4	Apostrophe Errors	18	15.0%	Students misused apostrophes in possessive forms and contractions.
5	Question Mark Errors	14	11.7%	Students forgot to use question marks in interrogative sentences.
	Total	120	100%	—

From Table 2, it is evident that capitalization mistakes formed the highest number of punctuation mistakes since 35 errors (29.2%) belonged to this type. In this case, one can conclude that many students faced challenges in using the rules of capitalization, especially those related to proper nouns and new sentences. As for the second group of errors, commas appeared 28 times (23.3%), meaning that students encountered problems in separating a list of items and using commas in complex or introductory sentences. Periods were made erroneously by 25 people (20.8%), meaning that the majority of the analyzed texts had problems in marking the sentence boundaries. In some examples, two independent clauses were joined without a period, creating run-on sentences and complicating the text structure.

Apostrophe mistakes (15.0%) were made 18 times. These mistakes were related to the use of possessive nouns and contractions. Finally, question marks were used improperly 14 times (11.7%). These mistakes were made due to ending questions with periods or missing question marks at all. From all these results, it is clear that there is a gap in students' knowledge regarding English punctuation rules since the issues noted by students are not random. There is more focus on capital letters and commas which shows the need for increased practice on basic punctuation rules when writing in English. Also, the mistakes associated with periods, apostrophes, and question marks indicate the need for explicit training of the students on how to write in English.

Discussion

Punctuation Errors Made by Second-Year Students

The results of the current research reveal that second year students at the Faculty of Languages, Alkhums University, face many challenges while using correct English punctuation. The occurrence of errors related to capitalization, comma, period, apostrophe, and question mark indicates that students do not have sufficient skills to use basic principles of writing in English. The fact confirms the statement that punctuation is an important aspect of writing skills and the lack of which may lead to poor writing (Navío-Inglés et al., 2025). Capitalization error being the most common type of error committed by students may have a number of explanations. One possible explanation is that the students have been influenced by their mother tongue in the use of punctuation marks since Arabic lacks capitalization rules as is the case in English. Thus, the learners are unable to understand the significance of capitalization when writing sentence beginnings and proper nouns.

This kind of influence in language is known to contribute significantly to the occurrence of writing errors in second language acquisition literature. Another possible reason is that the students may not be receiving enough instruction on capitalization in the English writing lessons such that they do not internalize these conventions completely (Philippakos & Sipitanos, 2025). Errors regarding use of the comma were also numerous, especially within lists and compound sentences. This could be due to lack of understanding of sentence structure in English by students, specifically difference between clauses and phrases. Students who do not understand sentence structure will either omit commas or place them wrongly. It is also

possible that there was inadequate practice with complex sentences in the readings (Philippakos & Sipitanos, 2025).

Reading plays an important role in acquiring understanding of syntax and punctuation usage, according to language learning theory, hence inadequate practice with reading could lead to poor comma usage (Knospe et al., 2025). Errors regarding period usage again point to issues with recognizing boundaries of sentences. There were numerous instances of run-on sentences or incorrect separation of independent clauses in sentences. This indicates that students are still at the stage of basic fluency and not yet at the stage where they know how ideas are supposed to be structured in complete sentences. These kinds of errors are normally made when learners of second language are at the early stages of their writing where the primary goal is generating content (Habeeb, 2026).

On the contrary, question mark mistakes indicate the inability to identify the difference between interrogative and declarative sentence structures. The above findings prove that punctuation mistakes are not only mechanical but are also associated with grammatical proficiency (Habeeb, 2026). In sum, the current findings indicate that punctuation mistakes in the above scenario are affected by several factors such as interference from the first language, lack of writing experience, poor reading experience, and teachers' preference to teach grammar and vocabulary than punctuation skills. This finding corresponds to previous studies that have pointed out that punctuation is one of the underrepresented elements in English language learning (Cislaru et al., 2024).

The Most Common Types Of Punctuation Errors

It appears that the highest number of errors was made in capitalization, then came the comma and period mistakes. From the pedagogical point of view, it indicates that students have difficulties with elementary writing conventions rather than with advanced punctuation conventions. Capitalization errors are especially important since they imply a lack of understanding of elementary writing conventions, which should be taught at early stages of language learning. The possible reason might be the lack of guided writing practice in this particular case. It seems likely that if instruction is mostly based on teaching grammar rules and vocabulary, students do not get enough practice of using punctuation rules in writing. Thus, their punctuation knowledge is theoretical but not procedural (Habeeb, 2026).

Commas and period mistakes show that students find it difficult to organize their thoughts logically. Students may not be aware of how English sentences are organized, in particular, how to join different thoughts (Knospe et al., 2025). Moreover, the students depend extensively on Arabic language translations because Arabic is written with other structures and punctuation practices. Such differences between the two languages result in continual mistakes in their English writing. It should be noted that even apostrophe and question mark mistakes occurred less frequently than others but were also indicative of the lack of grammatical knowledge (Hoe et al., 2024). These mistakes indicate that the students do not fully understand the connection between punctuation and meaning in English sentences. The results of this study are consistent with the previous literature that demonstrates the existence of the same issue of punctuation for EFL learners (Mazur & Quignard, 2023).

Recommendations to Improve Punctuation Usage

Based on the results, developing punctuation skills among students needs instructional, behavioral, and institutional solutions. The first one is giving explicit and systematic instructions related to the rules of punctuation by teachers. Such instruction is very important for capitalization, the rules of comma usage, and sentence boundary detection as these are the most difficult ones (Arévalo et al., 2021). Also, it is important to encourage students' regular

writing in order to fix the rules of punctuation through practicing. It is necessary to incorporate reading in writing activities since being exposed to the texts with proper punctuation will help students to internalize the punctuation rules (Knospe et al., 2025).

Also, peer reviewing may be an effective way of making students aware of their punctuation mistakes (Clements et al., 2025). Moreover, giving feedback is needed in order to make sure that punctuation mistakes are corrected along with grammar and vocabulary mistakes. The usage of technology-assisted learning may contribute to students' independent learning process and give instant feedback related to writing accuracy. Therefore, improvement of punctuation skills needs concerted actions from the side of both teachers and educational institutions.

2. CONCLUSION

Conclusions drawn from the study include that despite being second year students, students within the Faculty of Languages at Alkhums in Libya continue to face challenges in applying punctuation marks appropriately while writing in English. Results of the study showed that capitalization was the most common error made by the students, followed by comma errors, period errors, apostrophe errors, and lastly question mark errors. These types of errors suggest that the learners do not have a sufficient knowledge of the proper use of punctuation marks within English language and adequate practice in writing. Interference of the Arabic language, inadequate practice in English writing, and lack of punctuation marks lessons can account for these errors. Recommendations include provision of more punctuation lessons as well as provision of appropriate practice in writing classes. Learners should improve both writing and reading habits so as to be familiar with punctuation marks used in English writing.

REFERENCES

- Alruwani, M. M. A., Senowarsito, & Susanto, D. A. (2025). Challenges in punctuation usage among Libyan EFL secondary students. *English Review: Journal of English Education*, 13(1), 397–300. <https://doi.org/10.25134/erjee.v13i1.11649>
- Al-Sayed, N. A., & Riazi, A. M. (2026). Controversies in learning English as an additional language in early schooling. *Education Sciences*, 16(1), 33. <https://doi.org/10.3390/educsci16010033>
- Arévalo, M.-J., Cantera, M. A., García-Marina, V., & Alves-Castro, M. (2021). Analysis of university STEM students' mathematical, linguistic, rhetorical–organizational assignment errors. *Education Sciences*, 11(4), 173. <https://doi.org/10.3390/educsci11040173>
- Bakare, A. M., Anbananthen, K. S. M., Muthaiyah, S., Krishnan, J., & Kannan, S. (2023). Punctuation restoration with transformer model on social media data. *Applied Sciences*, 13(3), 1685. <https://doi.org/10.3390/app13031685>
- Buragohain, D., Punpeng, G., Jaratjarungkiat, S., & Chaudhary, S. (2023). Impact of e-learning activities on English as a second language proficiency among engineering cohorts of Malaysian higher education: A 7-month longitudinal study. *Informatics*, 10(1), 31. <https://doi.org/10.3390/informatics10010031>
- Câmpean, A., Bocoş, M., Roman, A., Rad, D., Crişan, C., Maier, M., Tăușan-Crişan, L., Triff, Z., Triff, D.-G., Mara, D., Mara, E.-L., Răduț-Taciu, R., Todor, I., Baciuc, C., Neacșu, M.-G., Dumitru, I., Colareza, C. C., & Roman, C. E. (2024). Examining teachers' perception on the impact of positive feedback on school students. *Education Sciences*, 14(3), 257. <https://doi.org/10.3390/educsci14030257>

- Cislaru, G., Feltgen, Q., Khoury, E., Delorme, R., & Bucci, M. P. (2024). Language processing units are not equivalent to sentences: Evidence from writing tasks in typical and dyslexic children. *Languages*, 9(5), 155. <https://doi.org/10.3390/languages9050155>
- Clements, J. C., Cooke, S. J., Tomlinson, S., O'Boyle, B., & Fuller, A. (2025). Tips and tricks for writing constructive peer reviews. *Conservation Physiology*, 13(1), coaf085. <https://doi.org/10.1093/conphys/coaf085>
- Habeeb, A. A. F. (2026). Error analysis of the fourth-year preparatory students in writing English composition. *Indonesian Journal of Education Methods Development*, 21(1). <https://doi.org/10.21070/ijemd.v21i1.1022>
- Hadi, E. (2021). The role of punctuation marks to convey and clarify the meaning of written English. *American Journal of Applied Linguistics*, 9(1).
- Hoe, A. V., Wiebe, J., Slotta, J., Rotsaert, T., & Schellens, T. (2024). Designing dialogic peer feedback in collaborative learning: The role of Thing Tank. *Education Sciences*, 14(11), 1231. <https://doi.org/10.3390/educsci14111231>
- Ivanova, V., Kulina, H., & Zlatanov, B. (2026). The impact of prior English learning on the academic success of computer science students. *Trends in Higher Education*, 5(1), 28. <https://doi.org/10.3390/higheredu5010028>
- Knospe, Y., Vandermeulen, N., Levlin, M., Waldmann, C., & Lindgren, E. (2025). Writing with decoding and spelling difficulties—A qualitative perspective. *Education Sciences*, 15(12), 1637. <https://doi.org/10.3390/educsci15121637>
- Marcet, A., Moreno, V., Rodríguez-Gonzalo, C., & Perea, M. (2022). The use of commas in secondary-education students and its relationship with reading comprehension: The case of Spanish. *Brain Sciences*, 12(11), 1564. <https://doi.org/10.3390/brainsci12111564>
- Mariappan, R., Tan, K. H., Yang, J., Chen, J., & Chang, P. K. (2022). Synthesizing the attributes of computer-based error analysis for ESL and EFL learning: A scoping review. *Sustainability*, 14(23), 15649. <https://doi.org/10.3390/su142315649>
- Mazur, A., & Quignard, M. (2023). French students with dyslexia facing the punctuation system: Insecurity, inventory use, and error studies. *Brain Sciences*, 13(4), 532. <https://doi.org/10.3390/brainsci13040532>
- Navío-Inglés, M., Guzmán Mora, J., O'Connor-Jiménez, P., & García González, A. (2025). What's next for feedback in writing instruction? Pre-service teachers' perceptions of assessment practices and the role of generative AI. *Education Sciences*, 15(11), 1534. <https://doi.org/10.3390/educsci15111534>
- Philippakos, Z. A. T., & Sipitanos, K. (2025). Pre-service teachers' preparation to teach writing using genre-based strategy instruction: Reporting two cycles of design-based research. *Education Sciences*, 15(6), 737. <https://doi.org/10.3390/educsci15060737>
- Sujani, M., Raheema, A., Abdullah, M. B., Arshad, S., & Halik, A. (2025). An analysis of the punctuation errors in writing among ESL learners in the Sri Lankan context. *Science and Innovation*, 4, 17–26. <https://doi.org/10.5281/zenodo.14960552>
- Taye, T., & Mengesha, M. (2024). Identifying and analyzing common English writing challenges among regular undergraduate students. *Heliyon*, 10(17), e36876. <https://doi.org/10.1016/j.heliyon.2024.e36876>
- Yakhontova, T. (2020). Punctuation mistakes in the English writing of non-Anglophone researchers. *Journal of Korean Medical Science*, 35(37), e299. <https://doi.org/10.3346/jkms.2020.35.e299>

- Anwaar Omar Alashab. (2026). An investigation into EFL Students' Perceptions of AI-Assisted Academic Writing tools. *Journal of Libyan Academy Bani Walid*, 2(1), 523–538. <https://doi.org/10.61952/jlabw.v2i1.426>
- Aisha Hassan Bashir Salih. (2026). AI-Assisted Error Analysis for Improving EFL Writing Accuracy: A Corpus-Based Quasi-Experimental Study. *Journal of Libyan Academy Bani Walid*, 2(3), 51–68. Retrieved from <https://journals.labjournal.ly/index.php/Jlabw/article/view/567>
- Alya Alghannai Abu Dirbala. (2026). Investigating Common Grammatical Errors Made by Libyan EFL Students in Writing: A Case Study in the Department of English at Sirte University. *Libyan Journal of Educational Research and E-Learning (LJERE)*, 2(1), 90–101. <https://doi.org/10.65417/ljere.v2i1.67>
- Soad Alshibani Ahmed Altaeb. (2025). Highlighting the Gap Caused by Neglecting the Teaching of Punctuation Marks in English Course Books: The Case of Libyan Students. *Libyan Journal of Educational Research and E-Learning (LJERE)*, 1(2), 362-375. <https://doi.org/10.65417/ljere.v1i2.74>
- Majida Omar Abida, & Fatima Khalifa Mohommed. (2025). Cohesion and Coherence in the Writing of Libyan EFL Learners. *Libyan Journal of Educational Research and E-Learning (LJERE)*, 1(1), 53-60. <https://doi.org/10.65417/ljere.v1i1.11>

Compliance with ethical standards

Disclosure of conflict of interest

The authors declare that they have no conflict of interest.

Disclaimer/Publisher's Note: The statements, opinions, and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of **LJERE** and/or the editor(s). **LJERE** and/or the editor(s) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions, or products referred to in the content.