Investigating Common Grammatical Errors Made by Libyan EFL Students in Writing: A Case Study in the Department of English at Sirte University

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دراسة الأخطاء النحوية الشائعة في كتابة طلاب الليبيين باللغة الانجليزية: دراسة حالة في قسم اللغة الإنجليزية بجامعة سرت

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Abstract

The aim of this paper is to identify the types of grammatical errors made by students in the Department of English at Sirte University in writing. A mixed methods approach using quantitative and qualitative research design was employed in this study. Data was collected from thirty English paragraphs written by students about three familiar topics. Students were asked to write a paragraph of 120-150 words on the given topics within about one hour. Students were also interviewed to determine the possible causes behind their errors when writing in English. The students' written errors were analyzed based on the Error Taxonomy proposed by Byrd and Benson (1994) in order to identify and classify the different types of errors made by the participants. Responses from the students' interviews were analyzed thematically and unified themes were generated.

The results revealed that the thirty students committed 282 errors in total. Students made most errors that fell under the "Punctuation and Mechanic Problems" and the "Most Serious Problems" categories. Within these two categories, the most predominant errors among the participants were punctuation (69 instances, 24.47%), capitalization (55 occurrences, 19.50%), and run-on sentences (33 instances, 11.70%). Results from the students' interviews indicated that limited vocabulary and lack of understanding of English grammar rules were the main causes of these errors. The study concludes by providing some pedagogical implications, which are expected to assist teachers and material designers in considering the grammatical challenges encountered by EFL learners in writing and in suggesting potential remedies to help them overcome these challenges.

Keywords: Grammatical Errors, Writing, EFL Students, Error Analysis, Causes.

الملخص

تهدف هذه الورقة البحثية إلى تحديد أنواع الأخطاء النحوية التي يرتكبها طلاب قسم اللغة الإنجليزية بجامعة سرت في الكتابة. وقد استُخدم في هذه الدراسة منهج بحثي مختلط يجمع بين البحث الكمي والبحث النوعي. جُمعت البيانات من ثلاثين مقالة باللغة الإنجليزية كتبها الطلاب حول ثلاثة مواضيع مختلفة. طُلب من الطلاب كتابة مقالات تتراوح بين 120 و150 كلمة حول المواضيع المحددة في غضون ساعة تقريبًا. كما أُجريت مقابلات مع الطلاب لتحديد الأسباب المحتملة وراء أخطائهم في الكتابة باللغة الإنجليزية. حُللت أخطاء الطلاب الكتابية بناءً على تصنيف الأخطاء الذي اقترحه بيرد وبنسون (1994) لتحديد وتصنيف أنواع الأخطاء المختلفة التي ارتكبها المشاركون. حُللت إجابات الطلاب في المقابلات تحليلاً موضوعيًا، واستُخلصت منها تصنيفات مشتركة.

أظهرت النتائج أن الطلاب المشاركون في الدراسة قد ارتكبوا 282 خطأً بالاجمال. وكانت معظم الأخطاء التي ارتكبها الطلاب تندرج تحت فئتي "مشاكل علامات الترقيم والأسلوب" و"المشاكل الأكثر خطورة". وضمن هاتين الفئتين، كانت الأخطاء الأكثر شيوعاً بين المشاركين هي أخطاء علامات الترقيم (69 حالة، 24.47%)، وأخطاء استخدام الأحرف الكبيرة (55 حالة، 19.50%)، والجمل الطويلة غير المتصلة (33 حالة، 11.70%). وأشارت نتائج مقابلات الطلاب إلى أن محدودية المفردات وعدم فهم قواعد اللغة الإنجليزية هما السببان الرئيسيان لهذه الأخطاء. وختمت الدراسة بتقديم بعض التوصيات التربوية، التي من المتوقع أن تساعد المعلمين ومصممي المناهج في مراعاة التحديات النحوية التي يواجهها متعلمو اللغة الإنجليزية كلغة أجنبية في الكتابة، واقتراح حلول محتملة لمساعدتهم على التغلب على هذه التحديات.

الكلمات المفتاحية : الأخطاء النحوية، الكتابة، متعلمو اللغة الإنجليزية كلغة أجنبية، تحليل الأخطاء، الأسباب.

1. Introduction:

The four fundamental skills- listening, speaking, reading, and writing-are equally significant for learning a foreign language. They should all be mastered by the students in order to use the language effectively. Without these four essential English language skills, students find it difficult to study the language. One crucial skill that requires greater attention is writing. The ability to write a proper composition in English is not an innate process; it requires a lot of practice, even if it is done in the first language (Ma et al., 2022). Anh et al., (2022) further argue that "[o]ne of the linguistic skills that must be cultivated while studying English is writing". For most English as a Foreign Language (EFL) learners, however, writing in a foreign language is a difficult task which requires a combination of skills and extensive knowledge in order to produce sentences and paragraphs with proper English grammar. It is widely observed by EFL teachers that the big problem in writing lies in grammar, which makes writing in English a challenging process for most learners (Al Towity, 2021).

EFL students often struggle with grammatical issues that can hinder their ability to write effectively and clearly. They tend to produce a variety of common grammatical errors when writing in English, leading to disorganized and incoherent compositions, and causing communicative problems in their writing.

By recognizing and analyzing these errors, teachers can help learners overcome these obstacles, thereby improving their overall proficiency in English writing. Understanding these errors is also essential, as it can provide potential solutions to help students improve their writing ability and minimize their mistakes in grammar (Al Towity, 2021).

1.1 Statement of the Problem

Writing in English is a complex process that involves understanding writing strategies and techniques, as well as realizing linguistic and textual knowledge. EFL students often struggle with several grammatical issues that hinder their ability to write effectively. The complex nature of grammatical structures of English, which are quite different from learners' native language, is believed to be the main source of difficulty when they compose in English. This complexity can lead to a number of common grammatical errors, which can impede learners' academic success and effective communication (Alnajar, et al., 2023; Kumala et al., 2018).

Based on the experiences and observations of teachers in the Department of English at Sirte University, many students make grammatical errors when writing in English. Despite the intensive and large number of grammar and writing courses taught in the department, most students continue to make consistent errors in writing, especially of a grammatical nature. These grammatical errors include incomplete sentences, subject-verb agreement, tenses, verb and noun forms, word order, word choice, articles, propositions, run-on sentences, and so on. Given the above, the current study is designed to identify the most common grammatical errors committed by Libyan EFL students in writing. The study also aims to determine the causes leading to these grammatical errors.

1.2 Objectives of the Study

The main objectives of the study are:

1. To identify the most common grammatical errors made by EFL students in the Department of English at Sirte University in THEIR writing.
2. To determine the possible causes of these grammatical errors.

1.3 Research Questions

The research questions are:

1. What are the most common grammatical errors made by EFL students in the Department of English at Sirte University in their writing?
2. What are the possible causes of these errors?

1.4 Significance of the Study

The study underscores the importance of written English in language learning as it relates to the accuracy of the language and highlights the crucial role of grammar. This places a demand on English teachers to be better equipped, more sensitive and more aware of the grammatical difficulties students face. In other words, this study is important because classifying and measuring errors types can provide valuable insights for EFL teachers, enabling them to develop instructional strategies that help learners enhance their writing abilities. In addition, understanding the nature of common grammatical errors in EFL students' writing is essential for their language development and overall success. This understanding highlights the importance of improving grammar skills, motivates students to actively participate in learning and practicing grammar. It also encourages them to become aware of their linguistic weaknesses and areas for improvement, and promotes their academic and professional achievements.

2. Literature Review

2.1 Error Analysis (EA)

Error Analysis (EA) is a major area in applied linguistics that focuses on describing, identifying, and explaining errors made by second or foreign language learners. According to Corder (1967), errors are not merely signs of failure but rather evidence of the learner's internal language system, or interlanguage. He emphasizes that analyzing learners' errors provides valuable insights into their learning processes and the strategies they employ to acquire the target language. Brown (1980, p. 166) offers a comprehensive definition, describing error analysis as "the process of observing, analyzing and classifying deviations from the rules of a second language and then revealing the systems by which the learner operates."

Dulay, Burt, and Krashen (1982) also highlight the significance of EA in identifying error patterns,. This process can inform language instructors and curriculum designers allocate possible strategies for diverse learners and ensure inclusive and supportive teaching practices. Dulay, Burt & Krashen (1982) proposed a well-known taxonomy that classifies learners' errors into four categories which are: omission, addition, misformation, and misordering.

Byrd and Benson (1994) later proposed a more detailed taxonomy for grammatical error analysis. They categorized students' grammatical errors into three main groups which include: '*the most serious problems*', '*intermediate problems*', and '*problems of punctuations and mechanics*'. Each category contains further subdivisions. For example, the most serious problems include errors such as fragment, verbs use, agreement, run-on sentences, and comma splice. Byrd and Benson label these as 'serious' because they argue that errors in this type can potentially disrupt the flow of students' writing, making it incoherent or even incomprehensible. The second group, 'intermediate problems', contains errors related to parallelism, word order, word form, and article. While errors in this group can distract certain parts of the sentences, the overall meaning of students' writing remains recognizable to the teachers. Errors in the last group, '*problems of punctuations and mechanics*', do not affect the flow or understanding of the written text, but they may violate conventional writing rules. This group contains errors in punctuation, capitalization, and spelling. Table 2.1 below provides a more detailed explanation of the three categories suggested by Byrd and Benson (1994):

Table 2.1 Classifications of Grammatical Errors Based on the Framework of Byrd and Benson (1994)

Category of Errors	type of Errors	Descriptions
The Most Serious Problems	1. Fragment	Writing incomplete sentences.
	2. Verb tense	Choose the wrong tense.
	3. Agreement	Mismatch and Inconsistency between the subject and the verb.
	4. Run-on Sentences	Writing two or more sentences without proper punctuation or conjunctions.
	5. Common Splices	Joining two independent clauses using a comma.
Intermediate Errors	6. Parallelism	Writing without consistency in grammatical forms across a series of words or phrases
	7. Word Order	Placing sentence elements in an incorrect order.
	8. Word Form	Using the wrong grammatical form of the word (e.g., noun instead of verb).
	9. Article	Using the wrong article (a, an, the) or writing sentences without inserting the proper article.
Punctuation and Mechanic Problems	10. Punctuation	Incorrect use of punctuation marks.
	11. Capitalization	Failing to place the appropriate capitalization
	12. Spelling	Making spelling mistakes.

2.2 Causes of Grammatical Errors in Students' Writing

One of the key causes of grammatical errors in students' writing results from the interference of Arabic grammatical rules with English. Arabic, a highly inflectional language with significant differences in syntactic structure, differs from English in several areas, including word order, subject-verb agreement, and the use of auxiliary verbs. For example, Arabic does not use auxiliary verbs in the same way English does, which often leads to their omission in

written English. Additionally, Arabic's flexible word order can result in misplaced modifiers and incomprehensive sentence structures in English.

In addition to the linguistic differences, the educational environment in Libya plays a crucial role in shaping how students learn English grammar. Traditional teaching methods, which often emphasize the rote memorization of grammar rules rather than practical application, fail to equip students with the necessary skills to produce a well-formed as well as a comprehensive piece of writing.

Richards (1973) further argues that the inadequate ability of learners to acquire the target grammatical rules is another potential cause of grammatical errors. In other words, Richard believes that some learners attempt to communicate or produce language before they have fully internalized the correct grammatical forms.

2.3 A Review of the Related Studies

In 2025, Gen et al. carried out a study which aimed to investigate the most dominant errors found in students' academic writing. Students from the Department of English, College of Education for Humanities, University of Anbar participated in their study. Both quantitative and qualitative research design was administered. Data was gathered from 110 compositions written by the students. The findings revealed that the most frequent errors committed in the compositions were the use of verb tenses, articles, and prepositions. The study concludes that interlanguage was the primary source of these errors.

Alnajar et al., (2023) carried out research which aims to identify the grammatical errors that undergraduate Yemeni students made in writing. The study also sought to determine the causes behind such errors. 51 students who were enrolled in the department of English in Al-Mahrah made up the population of the study. Data were collected through a writing test and they were analyzed following the modified version of Dulay, Burt, and Krashen's (1982) taxonomy. The results showed that errors related to Verb use was the most dominant error which accounts for 24% of the overall errors, followed by Subject-verb agreement and articles, 21% and 19%, respectively. Errors related to the use of preposition were the least dominant one which accounts for 11%. The researchers reported that transfer from Arabic structures into English was found to be the main reason behind these types of errors.

Saputro and Halim (2022) conducted a study which aimed to examine the frequency and sources of writing errors committed by EFL students. 35 students from the University of Indonesia participated in the study. This study used quantitative research design where the method of content analysis was used to gather the research data. In collecting the data, the researcher used writing test. The test was conducted three times in three weeks and then closed by making a reflection. Results of this research have shown capitalization is the most common mistakes students made in this research followed by errors in words and punctuation. According to the students' perspectives, the reasons for these errors were due to the insufficient knowledge of the grammatical structures. Most of the students in this study did not fully understand the basic rules of writing.

Ma, Doi & Liru's (2022) study was proposed to identify the types of grammatical errors in students' writing. A mixed research design of quantitative and qualitative was administered in their study. Data were collected from 21 compositions written by students who took Basic Writing Class in English Letter Study Program, Faculty of Language and Literature at Flores University. Interviews were also used in this study in order to determine the factors that stand behind such errors. Errors in word order and article use were the most reported errors in students' writing which account for 19, 8% and 15, 3%, respectively. Other instances of errors found were related to subject-verb agreement, spelling, incorrect use of verb tense, capitalization, punctuation, and word choice. According to the study, first language interference (61%) and students' lack of knowledge of the grammatical rules were the main

factors that caused students to commit these errors.

Al Towity (2021) conducted a study which aimed at describing the grammatical errors committed by Arabic-speaking learners of EFL. This research is based on the analysis of writing compositions written by 156 undergraduate students at the University of Jazan. Data was analyzed in light of Byrd and Benson's (1994) framework. The results revealed that the 156 students committed 477 errors in total. The highest number of errors was recorded with 'punctuation and other mechanic problems', in which 'spelling' accounts for the most occurred mistakes in this category (55.8%). The second most reported errors occurred in 'the most serious problems'. In this category, the most frequent type of errors was the use of wrong verb tense which accounts for (51.3%). Among the three categories, the 'intermediate problems' account for the least frequent types of errors equaling to only 18.3% of the total number of errors.

Akbary (2017) conducted a study to describe the grammatical errors that are committed by junior and senior students of English department at Balkh University. The research design was qualitative and quantitative study. 30 students at Balkh University participated in the study data was collected from written essays and paragraphs of the student's according to the results of the study, 79 places were for subject verb agreement errors 46 places were for preposition errors for 35 places were for verb tense and form errors, 28 for sentences extensions errors 23 operation errors 14 errors in the verb and13errors were word order.

Kaddeche and Benzoukh's (2016) investigation aimed to explore the main causes that make EFL learners commit writing mistakes. The study took place in Algeria with the first year students of English at Kasdi Merbah University. Researchers employed a qualitative research design where they use interviews to collect data. The results indicated that the most common causes of grammatical error among the study participant were anxiety, language complexity, L1 interference and the teacher's feedback practices.

3. Methodology

3.1 Participants
The study population consisted of 30 students from the Department of English at University of Sirte. The participants, both males and females, were selected randomly.

3.2 Research Design
The study employed a mixed methods research design, integrating both quantitative and qualitative approaches. First, quantitative data were collected from 30 compositions written by students. For the qualitative component, an interview (adapted from Kaddeche & Benzoukh , 2016) were conducted to determine the causes behind the identified errors.

3.3 Instrumentation
The primary research instrument used in this research study consisted of the written paragraphs produced by the 30 students. The writing prompts were narrative in nature which allowed participants to write freely. Interviews were also administered to investigate the potential causes of students' grammatical errors in writing (See Appendix A).

3.4 Data Collection
The main source of data for addressing the research questions was the written paragraphs of the participants. The topics of the required paragraphs were general yet narrative in nature. All participants were asked to write approximately 120-150 words on one of three topics: 'My Best Friend', 'My Favorite Teacher', or 'My Family' within a one-hour period. The compositions were subsequently evaluated and corrected by two experienced teachers from the Department of English at the University of Sirte to identify grammatical errors. Following the writing task, individual interview were conducted with each students. Due to time constraints,

the interview sessions were completed over two days, with each interview lasting approximately 10 minutes.

3.5 Data Analysis

Grammatical errors in the students' writing were analyzed using the framework proposed by Byrd and Benson (1994). The types of errors were classified, and their frequency of occurrence was calculated. Responses obtained from the interviews were analyzed thematically. The interview data were compiled, examined for commonalities, and then classified into unifying themes.

4. Results and Discussion

4.1Most Common Grammatical Errors Based on Students' Compositions:

In the present study, students' writings were analyzed, and the most common errors were identified and classified. Ten types of errors were recorded in the current study. These include fragment, verb tense, agreement, run-on sentences, word order, word form, article, punctuation, capitalization, and spelling. As shown in the Table below, most errors occurred in the first and third categories of errors (the Most Serious Problems and Punctuation and Mechanic Problems), whereas the least frequent type of errors occurred in the second group (Intermediate Errors). This finding provides valuable insights into the language areas where students need more support and instruction; based on the most frequent types of grammatical errors they consistently produce (Gen et al., 2025).

Among the three main categories, Punctuation and Mechanic Problems was the largest which accounts for over half of all errors; 147 instances out of 282 in total (i.e 52.12%). This aligns to Al Towity's (2021), which found that errors related to Punctuation and Mechanic Problems were the most frequent type of errors committed by Saudi EFL learners. Al Towity's argued that students do not dedicate enough attention to these types of issues when learning a foreign language. Within this category, punctuation was the most frequent error, with 69 occurrences out of 282 (24.47%). This indicates that using appropriate punctuation in writing is a significant area of difficulty for understudy students. Kaddeche and Benzoukh (2016) argued that punctuation is the most difficult grammatical area for most EFL learners. They added that some learners believe punctuation marks are unnecessary sine their writing and ideas remain intelligible. Ma (2022) further pointed out that punctuation errors occur when learners cannot determine which punctuation marks are appropriate in a written sentence. In other words, learners are sometimes uncertain to select the right punctuation when writing in English.

The second most frequent type of errors was capitalization, with 55 instances (19.50%). Most errors in this subcategory stem student confusion. For example, participants in the current study were found to capitalize words that should not capitalize and fail to capitalize words that should be, and vice versa. This may be attributed to learners' inability to master the correct application of this grammatical item (Ma et al., 2022). Spelling was the least frequent errors within same group, accounting for only 8.16% of all errors.

Run on sentences formed the largest subcategory within the Most Serious Problems, with 33 occurrences (11.70%), followed by sentences fragments and verb tense at 9.22% and 8.87% respectively. Run-on sentences and sentence fragments pose significant challenges for EFL learners when writing in English. According to Byrd and Benson (1994), these errors are classified as serious errors because they affect the flow and cohesion of students' writing.

Intermediate errors had the fewest number of occurrences among the three main groups , with 44 instances out of 282. Within this group, word order was the most common type of errors made by the participants, which account for 10.62% of all other types of errors. Ma et al.,

(2022) stated that errors in word order arise from students' insufficient knowledge of correct English sentence structure.

The results obtained from analyzing students' compositions indicated that Libyan EFL learners' knowledge of the target language has some gaps, although they have demonstrated a degree of competence with English basic grammatical rules. Al-shammery et al., (2020) pointed out that students' failure to learn target grammar and apply it successfully in writing is due to the lack of sufficient practice during their education, both at the school and university levels.
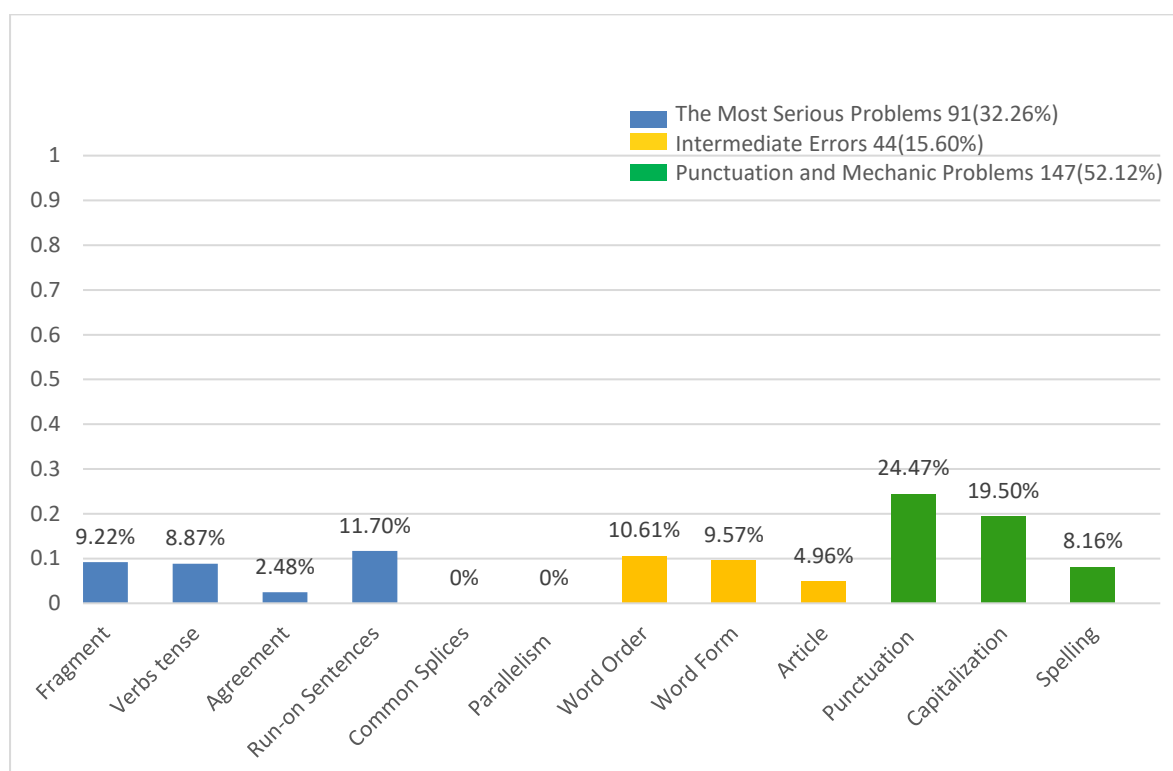

Figure 4.1Most Common Grammatical Errors from Students' Compositions

4.2 The Causes of Grammatical Errors in Writing

According to the responses gathered from students' interviews, limited vocabulary and insufficient comprehension of English grammar rules are the key causes of grammatical errors when writing in English. This is in line with other studies in the literature (e.g., Anh et al., 2022; Ma et al., 2022; & Kumala et al., 2018).

As shown in Figure 4.2 below, 33% of the respondents (i.e., 10 out of 30) reported that lack of vocabulary knowledge is the main cause of their grammatical errors in writing. It appears that students struggle to find the appropriate vocabulary while writing, which directly affect their ability to produce grammatically correct sentences. Kaddeche and Benzoukh (2016) conducted a study in which they inquired of their participants about the causes of the grammatical errors in their writings. Some of the replies indicated that students sometimes concentrate on expressing their thoughts and ignore grammar, especially when writing long paragraphs. They believe that finding the appropriate words to express their ideas on a certain topic is a very difficult task, and it sometimes causes them to forget about the English rules.Kaddeche and Benzoukh (2016) concluded that learners seem to worry about meaning than about producing well-structured sentences.

A lack of understanding of English grammatical rules was also reported as one of the main causes of writing errors in the current investigation. Students mentioned that English grammar is very difficult, and sometimes they find it challenging to apply what they have learnt in their writing practice. Alnajar et al., (2023) argued that applying grammar instructions is considered as one of the most complicated tasks for ELF learners, especially in writing. Learners' inability to comprehend English grammatical rules is clearly reflected in their tendency to generalize the rules incorrectly. For example, Kumala et al. (2018) found that the participants in their study produce similar and consistent errors in the majority of the sentences they compose in their writing tests. This might be attributed to learners' incomplete process of acquiring English grammar. In other words, learners fail to produce correct grammatical sentences because they have not fully acquired the basic constructions which aid them in doing so (Richards, 1973).

Other considerable reasons for errors are insufficient practice in writing (13.3%), carelessness (10%), and translation from students' native language (10%). These reasons were also identified in Kumala et al's (2018) research. In their study, student carelessness received the highest proportion as the key cause of such errors among other factors (i.e 73%). Translation from the first language was the second main cause of grammatical errors in students' writing, at 67%. This is not very surprising, as it is widely known that English and Arabic are significantly distinct, particularly in their syntactic and inflectional structures. This leads Arab students to transfer the grammatical structures of their mother tongue when writing in English. Kumala et al's (2018) reported that students' carelessness or lack of attention resulted because students are not motivated to write. Teachers should take this into consideration and provide exercises and activities in both writing and grammar classes to boost students' confidence while writing.
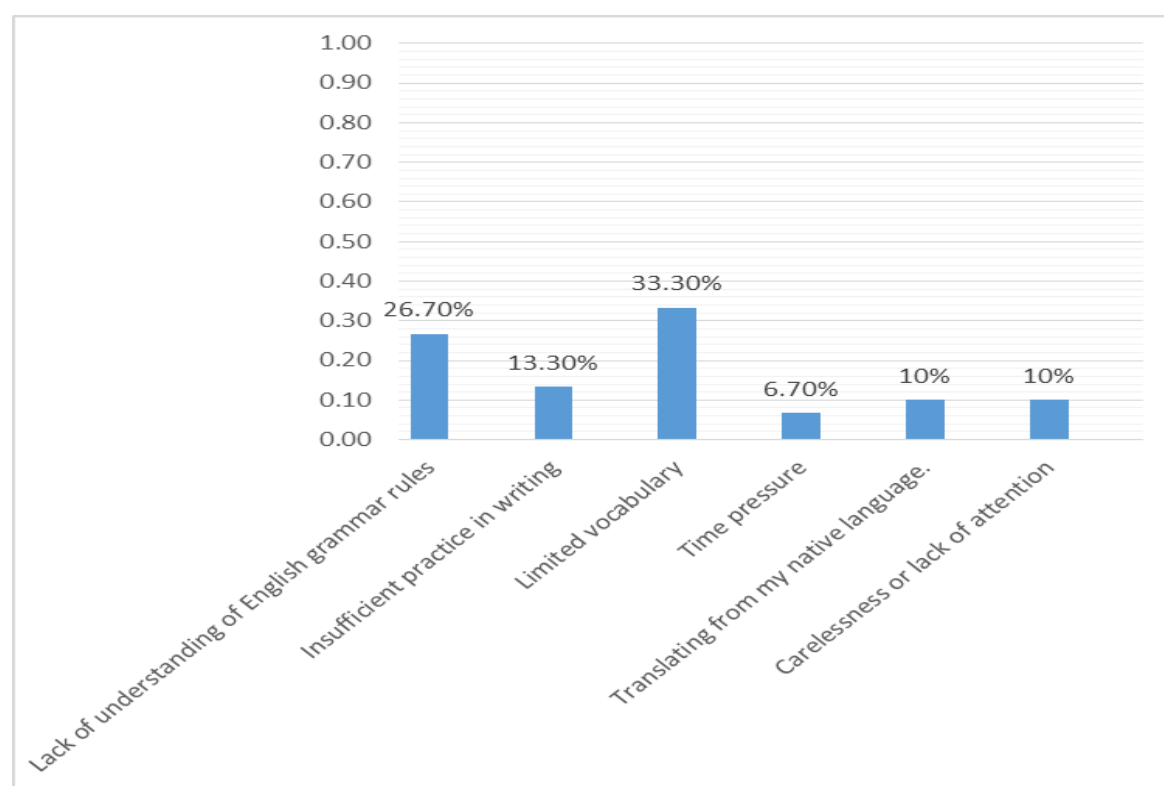

Figure 4.2 Causes of Grammatical Errors in Student Writing

5. Conclusion

It is undeniable that Libyan students, like other EFL learners, face problems when they write in English. They tend to commit various types of grammatical errors. The current paper aimed to identify and study the most frequent types of the grammatical errors that were made by Libyan learners of English in their writing. This study was based on the analysis of written compositions produced by thirty students in the Department of English at Sirte University. It also aims to investigate the reasons contributing to these errors by conducting interviews with the target participants.

The results revealed that the thirty students made 282 errors in total. Students committed most mistakes in the categories of Punctuation and Mechanic Problems and the Most Serious Problems. Within these two categories, the most predominant errors were punctuation (69 instances; 24.47%), capitalization (55 instances; 19.50%), Run on sentences (33 instances; 11.70%).

Regarding the causes of these errors, the analysis of respondents' interviews indicated that inadequate vocabulary knowledge and an inability to comprehend grammar rules were the key reasons of their grammatical errors in writing. The results of the present study were analyzed in relation to other similar research that was conducted by experts, with relatively comparable outcomes recorded in their studies.

5.1 Pedagogical Implications

The findings of this study shed light on the grammatical areas that Libyan EFL learners found challenging when writing in English. Teachers and material designers should address these challenges and try to provide remedial courses to help learners better enhance their understanding of English grammar rules and consequently developing their ability in writing. More writing practice and one-to one tutoring classes are believed to be of great value to improve students' writing skills.

Moreover, teachers should try to equip their students with the appropriate vocabulary prior to writing task and explicitly explain how to this vocabulary to compose meaningful as well as well-structured compositions. This will keep learners feel more confident and motivated to continue writing. Integrating grammar and writing classes is also essential, as it allows students to effectively apply what they have learnt in grammar classes to produce proper pieces of writing.

5.2 Recommendations for Further Research

Further research is advised with a larger number of students from different Libyan contexts to ensure the generalization of the findings. Exploring teachers' perspectives regarding this problem is also vital, as it would help provide a sufficient and reliable instructive reference from teachers on the most challenging problems students face in writing. Such collaborative research can be of great help for both teachers and learners in discovering and improving teaching methods to help students enhance their learning outcomes.

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Appendix A

Interview Questions

Dear participant,

I am conducting research which aims to determine **the main causes behind grammatical errors in students' writing**. I'd appreciate it if you could take few minutes to answer the following questions. Your responses will be kept confidential and used solely for academic purposes.

Age:……………………..

Semester:………………………..

Gender: ◉ Male ◯ Female

1. How often do you encounter difficulties with Grammar while writing in English?
A) Always
B) Often
C) Sometimes

D) Rarely

E) Never

2. Do you feel anxious when you write in English?

3. Do you feel self-confident when you write in English?

4. Why do you make grammatical mistakes while writing in English?

5. Do you think your educational background or previous language learning experiences have contributed to your grammatical errors in writing? If yes, how?

6. Why do you repeat writing mistakes already corrected by the teacher?

7. What do you suggest to avoid such mistakes?

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Compliance with ethical standards

Disclosure of conflict of interest

The authors declare that they have no conflict of interest.