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Analysis of Recurrent Errors in English as a Foreign Language among Secondary School Students

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Abstract

Writing, reading, speaking, and listening are the four skills that secondary school students studying English as a foreign language (EFL) are expected to master. This study examines the recurrent errors made by a number of secondary school students in the four fundamental English language skills, since analysis of errors and understanding their sources are essential. The goal of the study is to find common error patterns, investigate potential causes (such as interference from the mother tongue, a lack of exposure to real English, and instructional gaps), and show how these issues affect students' performance across a range of skills. The study used a qualitative method. Interviews, direct observations and achievement tests were used to measure students' progress, understanding their learning experiences and challenges, and identifying recurrent language errors. The results show that errors are not isolated but rather related, frequently indicating more general learning challenges. Addressing these errors and improving English language teaching and learning outcomes may require a more learner-centered and skill-integrated approach. This research offers insightful information for educators and curriculum designers.

Key Words:

English as a Foreign Language (EFL), Language Skills, Language sub skills, Recurrent Errors, Error Analysis

1. **Introduction:** Language originally developed as a means of survival. Early humans needed a way to warn each other of danger, coordinate group activities like hunting, and share essential information. Over time, the system of sounds and gestures evolved into more complex forms of spoken and written communication (Bryant, 2010). Language is a key part of human

society and culture. It helps people form communities, pass down traditions, and create shared identities. Different languages shape how people perceive the world, influencing their thoughts and behaviours. Humans use language not just to communicate facts but also to express emotions, creativity, and abstract ideas. Poetry, literature, music, and storytelling all rely on language to evoke feelings and convey deeper meanings. Language enables the transmission of knowledge across generations. Through writing, speaking, and teaching, humans can preserve

history, develop science, and advance technology (Marian, 2023). Without language, human progress would be extremely limited. Language also plays a role in shaping thought (Stanford Report, 2019). Many cognitive scientists believe that language influences how we structure ideas, solve problems, and understand the world. It provides a framework for organizing complex concepts and reasoning logically. Language is one of the most fundamental tools of human communication. It allows individuals to interact with others in both personal and professional settings. As the world becomes increasingly interconnected, the ability to communicate effectively across languages has gained even greater importance.

There are numerous languages across the world, and some have gained prominence because they are spoken by millions or even billions of people. Typically, individuals acquire the language spoken in their place of birth. However, advancements in areas such as communication,

transportation, tourism, and trade have made it necessary for people to learn languages that were previously not essential for them. Among the many languages spoken globally, English has emerged as the dominant medium for international communication, serving as the primary language of business, science, education, and technology. Millions of people around the world speak English as their native language, while others learn it as ESL or EFL. The process of learning English as a second or foreign language varies depending on factors such as learners' attitudes toward English and its native speakers, their exposure to the language, sources of motivation, and more. This study primarily focuses on learning English as a foreign language, as it is not the dominant language in the country where the research was conducted (Özkayran & Yılmaz, 2020). The researchers investigated some Egyptian secondary school students' writing, reading, listening, speaking skills. The researchers chose the secondary stage because students at this level have already acquired foundational knowledge of English, making their errors more systematic and revealing. Analysing recurrent errors at this stage helps us understand the

persistent challenges EFL learners face even after years of instruction. This age group also represents a critical phase where language proficiency should be advancing significantly, so identifying and addressing errors here can have a meaningful impact on their future academic and communicative success.

Gaining proficiency in English enables students to participate in international discussions, access academic resources, and pursue higher education. But even with the increased focus on teaching English, many secondary school students still struggle to learn the language efficiently. Learner errors across the four foundational language skills are one of the most common problems in EFL classrooms. These errors frequently impair students' capacity for confident performance and clear communication in social and academic contexts. The frequency of these errors points to underlying causes that extend beyond individual performance, such as interference from the mother tongue, a lack of exposure to the target language, and teaching strategies that might not adequately promote skill development in a comprehensive way (Touchie, 1986).

Gathering knowledge about the errors made by students is significant for several academic and practical reasons. First, teachers can better understand the real learning challenges students encounter and that can help teachers enhance their methods and enhance learning results. With the help of this knowledge, educators can modify evaluation techniques to better suit the needs of their students. Second, by offering evidence-based information on how and why students struggle with English as a foreign language, the study advances the fields of applied linguistics and language pedagogy. The study focuses on observable patterns of error rather than making broad assumptions about learner performance. Third, the results can help policymakers and curriculum designers create more specialized language programs. Knowing where students most frequently make errors aids in creating curricula, teacher preparation courses, and instructional activities that are more successful (Gupta & Yadav, 2024).

The purpose of this study is to examine the frequent errors that secondary school students make when speaking, listening, reading, and writing. The study aims to contribute to more knowledgeable

and successful language teaching strategies that better assist learners in overcoming these enduring challenges by identifying these patterns and investigating their potential causes. To achieve the objectives of this study the researchers used a qualitative method. The researcher used pre-tests and post-tests in both writing and listening to measure students' progress before and after the intervention. Additionally, direct observations, checklists and interviews were conducted with selected students to gather insights into their learning experiences and challenges. To assess speaking and reading skills, students were asked to read aloud selected passages, allowing the researcher to evaluate pronunciation, fluency, and comprehension. This comprehensive approach provided a deeper understanding of the recurrent errors in students' language use.

2. The importance of the study

1. The researchers assist students in understanding word meanings and increase their vocabulary.
2. Students received assistance from the researchers in listening intently to discussions and responding to relevant questions.

3. Understand spoken language in various contexts (conversations, lectures, media).

4. Grasp the main ideas and supporting details of spoken texts.

5. Analyse and evaluate spoken information.

6. Enhance students' awareness about their errors.

7. Identify common learning errors students make, demonstrate how to correct them, and show how this knowledge can enhance their performance in high school exams and support effective learning beyond school.

2. The Theoretical Framework

Writing

Mastering a language requires developing the four fundamental skills of English: speaking, listening, reading, and writing. When combined, these skills allow people to interact with the outside world, communicate effectively, understand others, and express their ideas. Writing is essential for sharing information in a more structured and long-lasting manner. Writing skill is the capacity to articulate one's ideas, opinions, and feelings in written form. Words must be arranged meaningfully to effectively communicate their

meaning. (Ghosh, Gayen, & Sen, 2021). According to Widdowson (2001), "Writing is the use of a visual medium to illustrate the grammatical system of the language."

According to the university of Capella (2021), The stages of writing are planning, drafting, reviewing, and revising. Writing starts with the generation of ideas, then organizing these ideas into a coherent structure. Using the right vocabulary to convey message accurately and appropriately. Writing is dependent on sentence structure, verb tenses, and word order. Without proper grammar, writing can become unclear or ambiguous. To guarantee coherence, accuracy, and clarity, writers must proofread and edit their work after drafting. Writing is frequently the hardest skill for second language (L2) learners to master. After researching, L2 learners need to overcome restrictions when writing, such as generating and organizing these ideas, and then translating them into clear, readable text. Writing requires a higher level of cognitive effort, as students must intentionally plan and edit their writing. EFL learners often face specific

challenges in developing their writing skills; for instance, spelling as in figure 1 and 2.

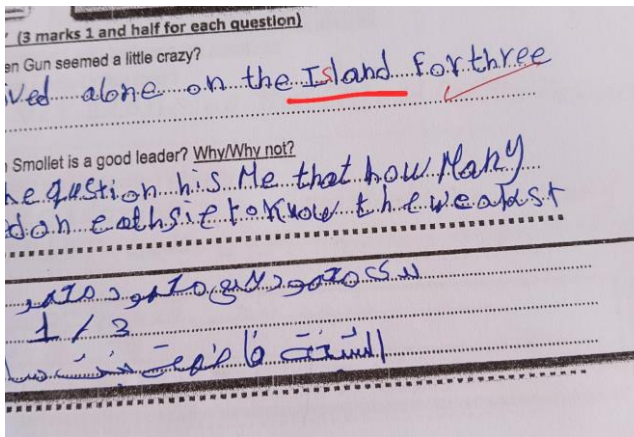


Figure 1

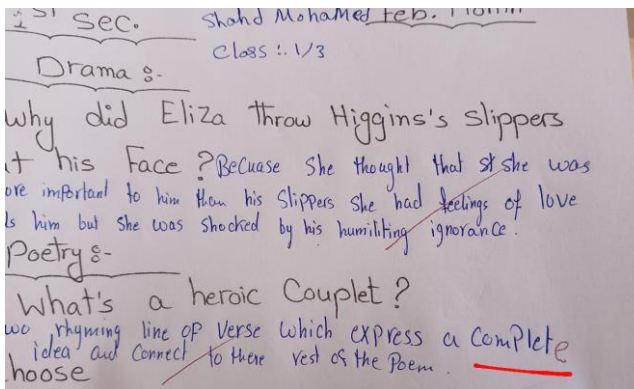


Figure 2

In many cases, a single sound can be represented by different spellings, and the same spelling can correspond to different sounds as in figure 3.

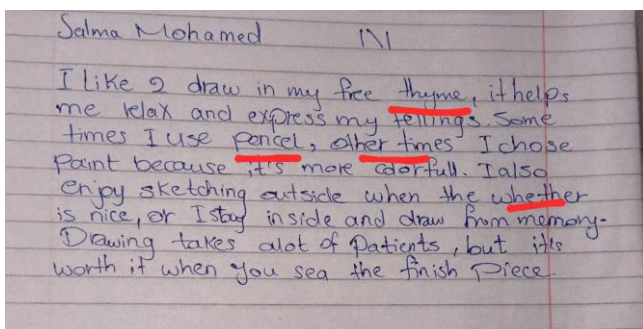


Figure 3

This inconsistency makes it difficult for learners to become proficient in correct spelling. In addition to spelling, punctuation and layout are also important aspects of writing: punctuation helps to clarify meaning, and incorrect punctuation can lead to confusion or even change the entire meaning of a sentence, for example, the sentences "Let's eat, Grandma!" and "Let's eat Grandma!" The placement of a comma changes the meaning of the sentence as in figure 4.

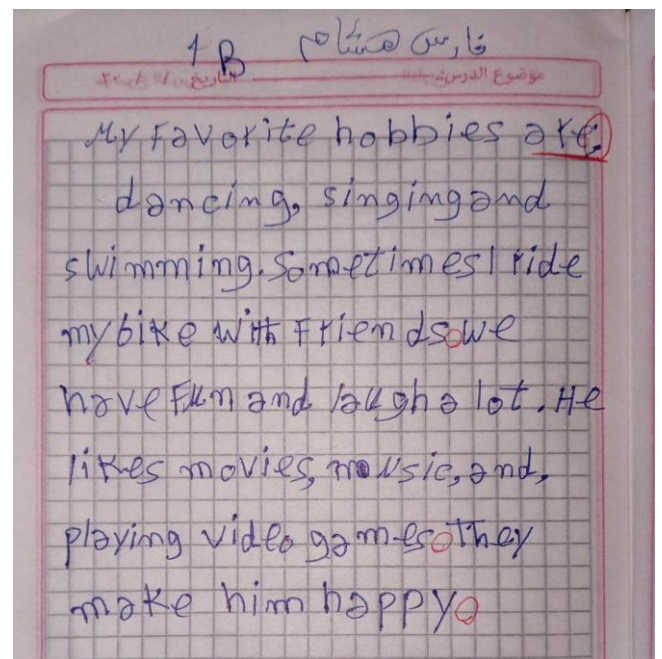


Figure 4

Different writing communities and languages have different patterns for punctuation and layout, which can cause problems for EFL learners as in figure 5 students get confused while translating

from Arabic to English, they do not include helping verb, because these do not exist in Arabic.

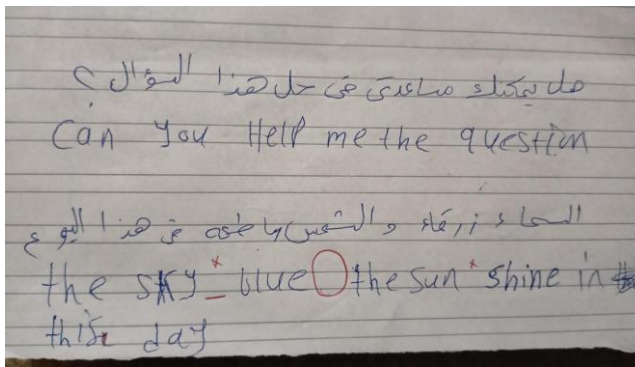


Figure 5

Each language has its own patterns for punctuation marks, paragraph structure, and sentence organization. In English, punctuation marks are placed according to specific rules that may differ from the learners' native language. Therefore, English teachers should help students understand these rules to help them write well. In addition to spelling, punctuation, and grammar, other important aspects of writing include word choice and paragraph structure. Additionally, the organization of ideas, affects how easily the reader can understand the writer's perspective. A well-organized text with clear transitions between ideas is more engaging and easier to follow (Abdullah, Azmi, Hassan, Atek, & Jusoh, 2021). Effective writing skills are vital not only for

academic success but also for success in the professional world. Students in higher education are expected to demonstrate strong writing abilities through essays, research papers, and reports. Similarly, in the workplace, written communication is essential for conveying information, making proposals, and collaborating with others. Employees with strong writing skills are better equipped to produce clear, professional documents that reflect well on their abilities. Effective communication in both personal and professional contexts depend on the ability to write. For EFL learners, mastering the subtleties of writing in a L2 requires a combination of technical knowledge, including spelling, grammar, punctuation, and layout. By concentrating on these components, students can enhance their writing, asset in their academic and professional lives. (Rao, 2017).

Students can use writing for assignments, papers, and even final exams are written records. Contradictory, writing encompasses a wide range of activities including making lists, writing letters or messages to friends, completing forms, taking notes,

and completing academic applications. (Adel Mohamed et al., 2024).

Whole class instruction should demonstrate essential skills for concentration and progress as writers. Dynamic, imaginative work units and modeling are crucial. Regular skill instruction includes guided, shared, and energetic writing sessions, allowing students to practice and evaluate their performance (Lancashire Literacy Team, 2013).

The key writing subskills in EFL:

1. EFL students should be able to correctly use a variety of tenses when writing.
2. Utilize articles and prepositions correctly.
3. Follow proper grammar rules, such as subject/verb agreement.
4. Avoid misspellings and punctuation.
5. Produce a range of vocabulary words properly.
6. Use organized structures.
7. Properly use expressions and idioms.
8. Write readable handwriting (Abdelhameed, 2020).

EFL students struggle with choosing suitable vocabulary and avoiding misspelling, verb forms, appropriate articles, prepositions, punctuation,

countable and uncountable nouns, subject/ verb agreement, and spelling when writing written texts (Bram, 2002:1).

The respondent's improper use of prepositions, articles, and verb tenses are all examples of grammatical errors, for example, "She goes to school every day." The students most likely misapplied the verb tense as in figure 6 or failed to use a proper article as in figure 7 and 8.

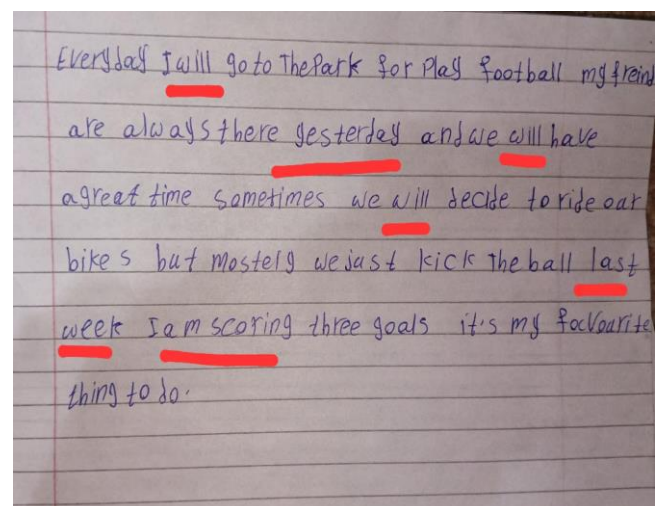


Figure 6

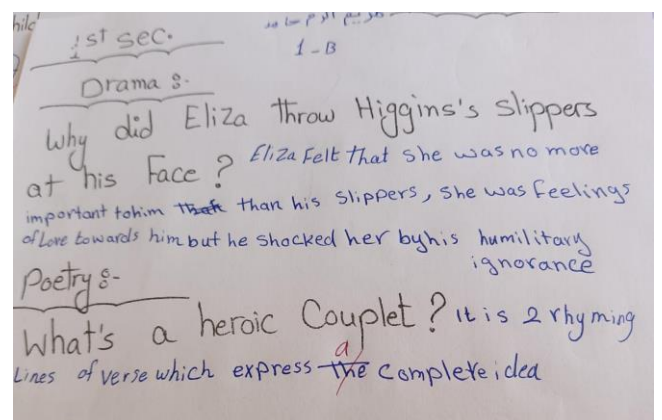


Figure 7

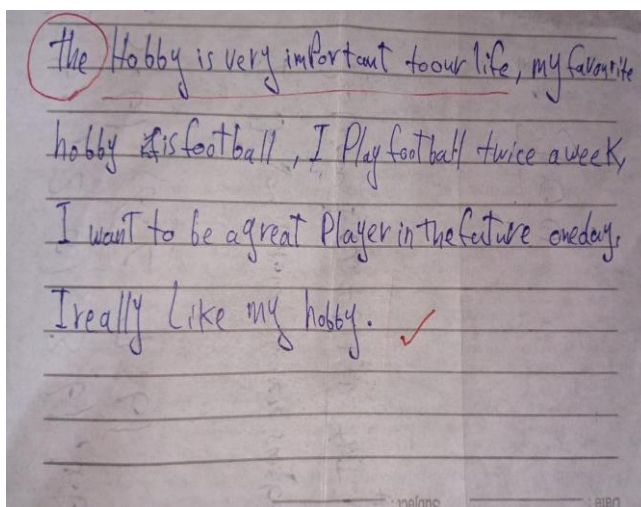


Figure 8

Lexical errors include other types of errors that involve poor word formation, illogical choices, and incorrect collocations. It happens when a word is selected improperly. For example, the terms "big" and "significant" can have different meanings as in figure 9.

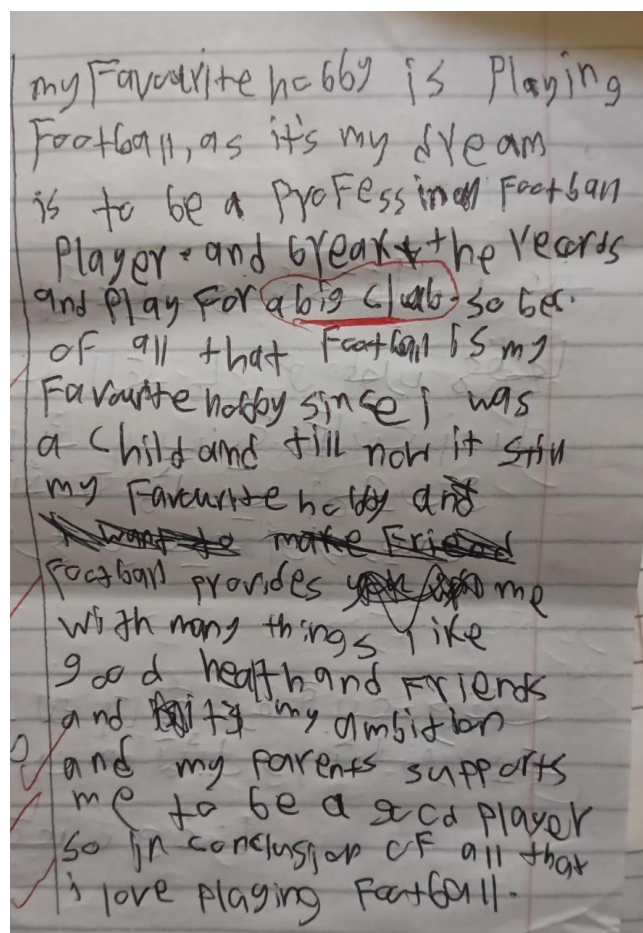


Figure 9

Lastly, mechanical errors are any mistakes that impair the text's spelling, punctuation, and capitalization and render it unintelligible. (Oguan & Del Va, 2022).

The research examines the types and frequency of writing errors made by Saudi undergraduate EFL students. It involved two groups: a control group and an experimental group that received additional writing practice over two months. Consequences demonstrated that the experimental group made fewer and less varied errors corresponding to the

control group. The study highlights how targeted writing exercises can reduce errors and improve writing skills. It also indicates that issues like first language interference, overgeneralization, limited language knowledge, and weak teaching methods contribute to students' writing challenges. The findings suggest that teachers and curriculum designers should enhance writing instruction and materials. While the study offers useful understanding, it also leaves some questions open for future exploration (Khan, 2022).

A number of factors, including psychological problems like low self-esteem and writing anxiety, can contribute to problems with cohesion and coherence in English writing. The main causes of incoherence and textual deviation, according to research conducted in the Arab world, are parallelism, sentence length, and improper use of linking words (Ahmed, 2010).

According to Manik, Purba, and Rostina (2017), these errors can happen for a number of reasons: Mother tongue interference, in which English structure is influenced by their native language. Naturally, a deeper comprehension of the errors and their causes in EFL writing will assist teachers

in identifying the language learning challenges of their students. Additionally, it will support the implementation of suitable teaching methods to improve the learning outcomes of EFL students. Overgeneralization occurs when the student shows that they understand a general rule, but they do not know all its exceptions. For instance, given that a student most likely heard "went" and never heard "goed," why would he say "goed" rather than "went" or "foots" instead of "feet"? Misinterpretation of Teaching Methods can be one of the reasons (Fiveable, 2024).

Speaking

Speaking skill is "the ability to communicate verbally in an efficient way, which includes presenting ideas in a clear manner, engaging in conversations, and exchanging information in an organized manner" (ScienceDirect, 2016). Brown (1994), Burns and Joyce (1997) state that speaking is "an interactive that includes producing, receiving, and processing information.

Speaking skills are "the capacity to express opinions or thoughts and feelings to a person or group in a verbal way" (Mishra, 2017). Speaking is considered to be the most required skill for an

individual to be qualified in a foreign language (Kürüm, 2016). By speaking, we do not solely produce words through mouth. It means transferring the message through words of mouth. Speaking has received a huge amount of attention from both the language teachers and the language learners. This is because speaking is a significant part of the language learning process (Bahrani & Soltani, 2012).

According to Harris (1974), there are five sub skills of speaking such as pronunciation, grammar, vocabulary, comprehension, and fluency. Consequently, these components provide a better comprehension of the communication process (Satriwan & Skolastika, 2023). According to Cambridge dictionary pronunciation means the way in which a word or letter is said correctly. When people are confident in their pronunciation, they are more likely to participate in conversations and express their thoughts. This satisfaction can lead to more practice, which leads to improve in speaking skills. Fluency means “the ability to speak or write a language smoothly”. Fluency is important in both oral and written communication. In oral communication, it helps us to speak

confidently and smoothly, which can be important in public speaking, job interviews, presentations, conferences. It is also important in cross-cultural communication, as it enables us to communicate efficiently with people from different language backgrounds. Fluency is a key component of effective communication, as it allows us to express ourselves clearly and efficiently, build rapport with others, and achieve our communication desires. Accuracy refers to “the correctness and preciseness of language use, including proper grammar, vocabulary, and pronunciation”. On the other hand, fluency revolves around the ability to speak effortlessly, confidently, and without hesitations or unnecessary pauses.

There is a strong relationship between reading and speaking skills. We cannot deny that students who develop great reading vocabulary tend to enhance large speaking vocabulary (Mart, 2012). In the globalization era we are in need of mastering speaking skills because speaking skills play a major role to get success in their respective fields. So, speaking is the most significant skill among all the four language skills to communicate well globally (Rao, 2019).

However, speaking skills are important; Speaking development has been ignored in the classroom, and frequently, spoken language in the classroom is used more by teachers than by students (Al Hosni, 2014). Students did not get an opportunity either in the classroom or outside to practice speaking English because Speaking is not part of examinations, so students do not give it the proper attention, but in fact speaking requires attention and practice all the time (Bashir, Azeem, & Dogar, 2011).

This study examined the elements that lead to speaking errors among EFL secondary school students. Information for the study is gathered through interviews and open-ended studies. The findings indicated that students' speaking skills are severely lack of confidence, inadequate vocabulary, and a negative classroom environment. Peer evaluation and fear of making errors were both identified by students as major barriers. The research paper offers guidelines for ways to get better, like joining English clubs, practicing often, and creating a supportive learning environment. The study emphasizes the value of giving students the tools they need to overcome speaking errors,

boost confidence, and improve communication abilities. EFL learners can overcome speaking errors by focusing on self-awareness, strategic practice, and addressing the factors that hinder their speaking abilities (Maliki et al., 2025).

EFL students face obstacles in language learning such as the learners' timidity, which prevents them from speaking English in fear of making errors in front of the audience, lack of encouragement, loss of motivation, and the influence of the crowdedness and the large class sizes (Alsalihi, 2020).

Numerous challenges that secondary school students encounter have been discovered when learning English as a foreign language, particularly in producing sounds such as /P/ and /B/. A number of them have not mastered the accurate pronunciation of these sounds. They also struggle with pronouncing the [θ] sound, which is one of the two sounds typically represented by the English letter "Th" 'The other is the [ð] sound' as in figure 10. Most of the students tend to hesitate when speaking, expressing themselves in a monotone manner.

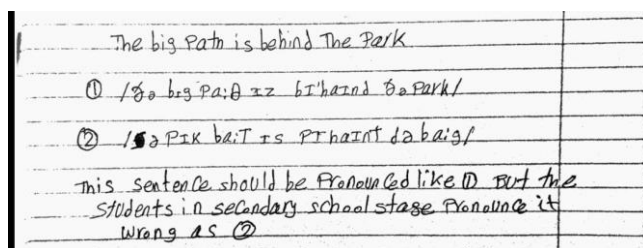


Figure 10

The inability of Arab ESL learners to distinguish between the phonemes /p / and /b / is an example of a phonological error; for instance, we hear them speak "pird" and "brison" rather of "bird" and "prison." Lexical errors include the usage of incorrect lexical items in the second language or improper direct translation from the learner's original tongue. Lexical errors include things like "The clock is now ten" and "This is the home that my father built" (Burt & Kriparsky, 1974).

Cook (2012) claimed that habitual sound production, which is formed via repetition and fixed mispronounced, makes up pronunciation. Stress is one of the primary causes of pronunciation problems. Stress, according to Nuhiu (2002), is the degree of emphasis given to a syllable. A word with four syllables, for example, may be difficult to understand and even unpleasant to hear if it has incorrect or absent stress. In a similar vein, the word present can serve as a verb, or a noun based on the location of the stress. Without a clear

context, it could be hard for listeners to understand what it means. A significant communication barrier is poor pronunciation. McCrocklin (2012) noted that pronunciation errors are a major contributor to communication breakdowns and that they are both frequent and challenging to resolve.

(Burt & Kiparsky, 1974) made a distinction between local and global errors. Communication and comprehension of the meaning of an utterance are not impeded by local errors. However, because global errors alter the meaning of utterances and interfere with communication, they are more dangerous than local errors. The usage of articles, prepositions, auxiliaries, and noun and verb inflections are all examples of local errors. Global errors include, for instance, a sentence's incorrect word order. Lastly, all linguistic components phonological, morphological, lexical, and syntactic are involved in language learning errors.

Interlingual errors are errors brought on by the native language's influence. Transfer or interference errors are other names for interlingual errors. (Fries, 1945 & Lado, 1957) emphasized the idea that the original language has a primarily

negative role. Negative transfer or interference is still recognized as a significant factor in L2 learning (Ordens, 1977; Kellerman, 1979 & Touchie, 1983). The challenge of the target language is the cause of intralingual and developmental problems. The following are examples of intralingual and developmental factors: Simplifying: using the simple present instead of the present perfect continuous could be an example of simplification.

Fossilisation: Some errors particularly in pronunciation are challenging to correct. The inability to distinguish between (p) and (b) in English.

Listening

According to the Cambridge English Dictionary, "to give attention to someone or something in order to hear him, her, or it " "Being able to display interest in the topic discussed and understand the information provided." Institute of Corporate Finance One definition of listening skills is "the ability to display interest in the topic discussed and understand the information provided." "Listening skills are the ability to actively understand information provided by the speaker

and display interest in the topic discussed.", "The ability to actively listen, absorb information, and respond thoughtfully to a speaker."

Listening was one of the most underappreciated skills in second and foreign language education. Both researchers and language teachers gave reading, grammar, and teaching listening more thought, but they did not recognize them as crucial elements of language training. English Language Teaching (ELT), listening was utilized to impart new grammar through sample conversations. Listening comprehension has recently gained increased attention in the realm of language instruction. Listening skills have been studied by several scholars. Listening is important in both academic and ordinary contexts because it is necessary to sustain emotional communication. (Gou & Wills) stated that out of the four main English language skills, listening is the one that is most affected. Listening has grown in importance along with speaking, reading, and writing, it has started to be incorporated into language education programs. Listening is an essential component of communication in people's daily lives. "It is the medium through which people gain a large

proportion of their education, their information, their understanding of the world and human affairs, their ideas, and their sense of values."

Peterson (2020) stated that "no other form of language input is as easy to process as spoken language, received through listening, learners can establish a base for more fluent productive skills by creating an awareness of the interworking of language systems at various levels." Although most people think that speaking and writing in a L2 proves one is competent in it, we think that having good listening skills makes it hard to communicate effectively. That is, listening is the primary skill in language development, as we have shown with explicit affirmations in the past. The purpose of listening training is to assist English language learners with managing hearing in natural contexts.

Listening sub-skills are perceived by learners as more difficult than other language skills because of its numerous interrelated sub skills, which include hearing, understanding, remembering, evaluating, and reacting. Top-down versus bottom-up: listening over lunch, your friend tells you about a recent holiday that went terribly wrong. You pay close attention and break off as needed, sometimes

out of surprise or sympathy. Another acquaintance calls you the following Saturday and invites you to a party at her house. You have never been to her apartment before, so she gives you directions. You listen intently and make notes. What is your listening style in each situation? Are they different in any way? Most likely, understanding the main idea and figuring out when a reaction was expected were your top concerns when reading the Christmas narrative. However, if you want to come without any issues, it may be more important to understand the specific phrases when listening to party directions. Your listening approach to the holiday tale may be characterized as top-down listening. This relates to using past knowledge to interpret the meaning of the communication. Background knowledge is made up of context, and co-text. After deciding on a holiday's theme, we may "match" the incoming sound signal to our preconceived notions of what we could hear and fill in specific specifics. Our knowledge of the kind of events that can take place during a holiday makes this possible. However, it is necessary to dissect and decode the acoustic signal piece by piece to

comprehend instructions to a friend's house (Morley, n.d.).

If we are to recognize, for instance, the name of a street or an instruction to catch a certain bus, the skill to break the stream of speech down into individual words becomes much more significant. In the classroom depending on their motives, our students will need to blend the two approaches in real-world listening scenarios, with a stronger emphasis on top-down or bottom-up listening. But since the skills needed for the two types of hearing are so different, they can also be exercised separately. Tasks that need top-down listening Do you ever ask your students to predict ahead of time what will be covered in a listening exercise? They might make use of images, keywords, or their understanding of the topic or situation (Morley, n.d.).

In recent years, EFL listening resources have shifted towards top-down listening strategies to help children effectively listen even when exposed to new structures or vocabulary. This is particularly important for students who struggle to identify familiar expressions in quickly connected speech. Teachers can use dictogloss to help students identify

word divisions to enhance bottom-up listening skills. Students should be encouraged to integrate top-down and bottom-up processes through activities that focus on each strategy separately to enhance listening abilities in listening classes or real-world situations (Morley, n.d.).

According to Pourhossein Gilakjani and Ahmadi examined the factors that influence English listening comprehension and how to help students get better on it. The study covered definitions, processes, strategies, challenges, teaching methods, and activities related to listening comprehension, which is important for EFL learners because 40–50% of communication is listening. It calls for active engagement, using both top-down and bottom-up processing to understand meanings. The study also makes clear how important it is for teachers to support active listening and create a supportive learning environment (2011).

Reading

For the majority of people, reading plays a vital role in our daily lives. In general, "reading" refers to both the activities that beginning readers engage in while learning to read and the activities that

proficient readers engage in when reading fluently. However, these two types of readers engage in different activities, with specific needs as they work to improve their reading abilities. At the two extremes of reading proficiency, and at various levels in between, reading involves activities that require different knowledge, needs, and purposes (Grabe & Stoller, 2011).

Language problems are a common cause of reading difficulties for intermediate-level EFL learners (Rivas, 1999). Reading in a foreign language is also closely related to thinking in that language to read effectively in English, learners must think in English as they read, and if they think in a different language and then translate into English, comprehension becomes difficult, and this translation process is time-consuming and frequently results in incomplete comprehension. For the purpose of truly understand a text, learners must make logical connections between the ideas and information presented, drawing conclusions based on their prior knowledge.

Reading is frequently viewed as a one-way activity in classrooms, with a primary emphasis on word recognition. During reading, teachers often

pause their students to correct them or to inquire about the meaning of specific words. Students are occasionally told to place their index finger on the words they are reading when they are requested to read aloud. Although this method could appear beneficial, it might also promote a sluggish, loud, and subvocalization-based reading style that could last a lifetime. Teachers need to understand that the brain analyses words in meaningful clusters, even though the eyes may focus on individual words. When reading aloud, pointing to each word with the index finger slows down the reading process, which can be harmful (Mourtaga, 2006).

Slow reading, according to Smith (1994), "tends to create tunnel vision, overloads short-term memory, and leaves the reader floundering in the ambiguity of language" (153). Furthermore, subvocalization hinders comprehension, just like loud reading does (Smith, 1994: 160). According to Hargis (1999), readability is determined by a number of variables, including sentence complexity, the frequency of challenging words, and their quantity. EFL students sometimes claim that reading English texts is challenging due to the abundance of unfamiliar terminology. Students

frequently cite the difficulty of grasping new vocabulary when asked why they find English difficult.

Skimming and scanning both of them is rapid reading technique used to highlight important content as well as these similarities. They have also differences skimming used to get the general idea of a text without giving an importance to details it is the overall view of the text. In contrast, scanning used to find word, fact, date or a number (Singh, 2025).

Reading comprehension skills are influenced by various factors, including the complexity of the text, anxiety during reading comprehension, environmental influences, interests and motivation decoding or word recognition speed, and medical issues. The quality and fluency of the reader's language and their understanding of its various applications and meanings, significantly impact their proficiency. Vocabulary helps us to explain unfamiliar concepts using context. The environment affects reading comprehension. That is making it more difficult to concentrate. Reading anxiety affects comprehension, as students may struggle to fully comprehend directions due to the

demands of assignments. Motivation and interest are crucial for reading comprehension, as boring material can hinder focus. The speed of word recognition or decoding also affects comprehension, with those decoding issues reading slower and struggling more. Health issues, such as hearing loss, speech issues, and attention deficit disorder, can also impact reading comprehension skills, as they hinder participation in oral reading and class discussions.

A wide variety of passages covering subjects ranging from sports to science, business, and law are provided. Every subject is of wide interest. They cover topics that are engaging and suitable for test-takers (Kaur, 2018).

In reading comprehension, linguistic content such as graphs, diagrams, and illustrations is also included. Students have a significant advantage when they know ahead of time what they must complete for each kind of work. In this manner, students will simply read the instructions to validate their prior knowledge throughout the test. Furthermore, professors themselves are occasionally ignorant of the difficulties students face and how to get over their dread of reading (Kaur, 2018).

Teachers are ignorant of the difficulties that students face, thus it is critical that they attempt to comprehend the issue to offer solutions or strategies for overcoming the fear of reading comprehension. The primary issue that attributed to their poor reading habits is vocabulary. Students ought to be motivated to learn more vocabulary and to read more literature. Each student should be encouraged to learn how to use at least five words each day. The instructor should start this exercise from the classroom. There are certain exercises that may be used to encourage students to read and aid with vocabulary memorization. Among the most relevant playing games instead of reading and having discussions is one of the most relevant ways that both students and teachers find enjoyment (Kaur,2018).

Mourtaga (2006) studied the reading challenges faced by Palestinian EFL students in the Gaza Strip, identifying four main reasons: a misconception of the reading process, limited English proficiency, differences between English and Arabic, and the complexity of English spelling and pronunciation. Some students struggle because teaching often emphasizes pronunciation over comprehension.

Using examples from student work and teacher surveys, the study highlights both oral and silent reading issues. This study points up the urgent need to improve reading skills, which remain below the desired level. It implies that collaboration between teachers, students, and institutions can foster better reading habits, but acknowledges that political instability and limited access to resources, like libraries, are major obstacles.

McEwan (2004) asserted that to enhance students' reading comprehension, educators should implement the activating, inferring, monitoring–clarifying, questioning, searching–selecting, summarizing, and visualizing–organizing are the seven cognitive methods of proficient readers.

A misunderstanding about the nature of executive control or strategic processing to believe that a set of tactics can be easily taught to students and practiced on a regular basis. Students need to be taught the structure of several reading comprehension exercises for students to relate to any comprehension exercises and create a map by extracting the primary theme from each paragraph. The second thing that should be emphasized to students is that assumptions are the root cause of all

problems. Therefore, it is preferable to read a paragraph carefully, taking note of all the terminology and keywords, rather than attempting to guess the answer. It is necessary to encourage students to take notes when reading paragraphs. Because each paragraph in the passage contains a primary theme that may differ from those of other paragraphs. Next to the text, students might put the primary theme. It is crucial to provide a single response to the question in reading comprehension exercises. Therefore, even if students see many options, they should be told to provide only one response. Students need to be inspired to go over the terminology they have learned each day. Students' comprehension should be routinely observed. They can see how, for example, asking oneself, "What is unclear here?" such as "What information am I missing?" together with "What else should the author be telling me?". Children need to be taught how to summarize and make predictions (Kaur, 2018).

4.Methods of Research and the tools used

This study uses qualitative research methodology to explore the challenges and methods for improving students' listening abilities in educational settings. The research focuses on the lived experiences and viewpoints of participants, examining their attitudes, perceptions, and behaviours during listening exercises. Twenty students from first-year secondary school aged 15–16 were included in the sample. A listening passage was used as the main data gathering instrument, and structured questions were created to evaluate students' listening comprehension. The data was analysed using multiple-choice and open-ended questions, and observations to gain a comprehensive understanding of the elements influencing listening comprehension.

This research employed a descriptive qualitative approach to analyse recurrent errors in EFL writing skills. The research aims to identify, classify, and describe recurrent errors made by EFL secondary-stage students. This research used pre-test, post-test, interview, direct observation and checklist were used to collect qualitative data on students' writing difficulties and perceptions. The research is referred to as “descriptive qualitative” because it

aims to identify, categorize, and describe. To provide a detailed explanation of the patterns of errors made by learners. Researchers use pre-test and post-test that emphasize is not on statistical measurements but qualitative describing how errors change over time.

Case study:

Ten students from first year of secondary stage participated in this study. The students are homogenous with a high level of English in an EFL setting. Despite their high-level skills, these learners still face challenges in specific areas in writing. The test aimed to identify common challenges faced by students through analysis of their test response.

In the Pre-test step:

Researchers choose specific 8 multiple choose questions which target (word order- articles- prepositions and punctuation) also open-ended questions which is write a short paragraph (5-7 sentences about their favourite hobby). The researcher clarified the objective of the pre-test and furnishing any necessary guidance.

In the Treatment step:

Researchers provided students with feedback on their responses and point out their mistakes. They

gave them instructions on how to write more accurately using prepositions, punctuation, sentence structure, and spelling. They will first study common collocations to learn prepositions in context. Subsequently, they are given texts to correctly punctuate each punctuation mark after being shown how to do so. The students will be reinforced by frequent feedback and peer editing, guaranteeing consistent improvement prior to the post-test evaluation.

In the Post-test step:

Similar to the pre-test, the post-test materials were given out by the researcher with the intention of assessing the students' writing abilities. This made it possible for the researcher to gauge the students' progress. The researchers determined the overall improvement by comparing the greatest and lowest scores. Additionally, the researchers evaluated the strengths and shortcomings identified by testing and identified areas that need more instruction.

Finally, the researchers shared the test results and provided the students with feedback. While highlighting the students' progress, the researcher also pointed out areas for improvement. The objective of pre-test and post-tests is to evaluate

advancement and provide guidance for instruction. Offering feedback and establishing a nurturing learning atmosphere will enhance students' motivation and foster their active participation in enhancing their writing proficiency

The reading and speaking abilities of secondary school students were evaluated. When students were recorded, it was discovered that they had fossilized errors and poor reading strategies. Additionally, the students had trouble with vocabulary, accuracy, fluency, intonation, and pronunciation. Their chances of being hired for higher positions are hampered by their fossilized errors, mispronounced words, and confused sounds. Additionally, they had trouble with the voiced dental fricative phoneme / (as in this) or /θ/ (as in thing), as well as the digraph (th). They also lacked proper grammar and vocabulary. Although the experience surprised them, they found it to be helpful. They found it helpful that they were urged to speak their minds and practice the language every day. They can progressively increase their fluency by concentrating on practice and honing their language abilities.

5. Limitations

The researchers faced numerous obstacles during the project, which included:

1. The researchers ran into difficulties when conducting the research at the school because of a high rate of absence, which had an impact on the student sample size.
2. There was not enough class time to provide the sample of students' additional exercises.
3. The students asked to repeat the clip one or two more times, which led to an increase in the time. The number of students was not sufficient to generalize the research and identify errors due to their absence from school. The time was before the break, so it's possible that the students weren't focused enough to achieve better results.
4. The majority of students performed well academically, with minimal common errors.

6. Results of Research

Writing

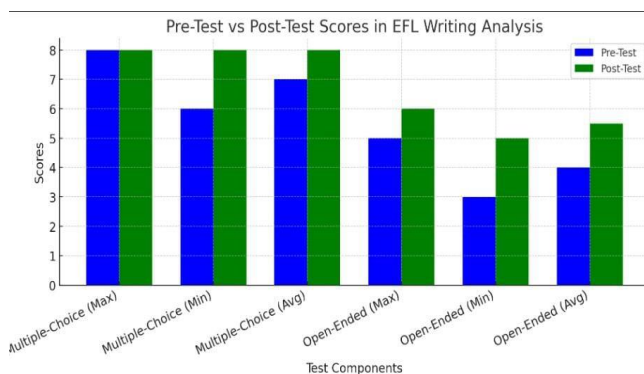


Figure 11

In this study, the researchers administered a pre-test before the intervention and a post-test following the intervention. The aim was to identify the recurrent errors made by EFL students in writing skills. The researchers found that in the pre-test, the highest grade in first questions which are multiple-choice questions was 8 out of 8, while the lowest grade was 6. Furthermore, the average score of the students' grades on the multiple-choice questions was 7. Additionally, the highest grade on the second question, which was an open-ended question, was 5 out of 7, while the lowest grade was 3. Furthermore, the average score on the open-ended question was 4.

The researchers found that in the post-test the maximum score in the first questions which are multiple-choice questions was 8 out of 8, while there was no minimum score, as all participants received 8 out of 8. Furthermore, the arithmetic

mean of the participants' scores was 8. Additionally, the maximum score on the second question, which was an open-ended question, was 6 out of 7, while the minimum score was 5. The arithmetic mean of the participants' scores was 5.5.

The pre-test and post-test results indicate that EFL students frequently make recurrent errors in writing, particularly in areas such as sentence structure, word choice, and punctuation. A consensus among students suggests that these errors occur due to a lack of familiarity with English writing patterns and insufficient practice in written expression. The results highlight the need for targeted pedagogy to address these recurrent errors and improve students' overall writing proficiency. Based on the results, it is recommended that educators combine straightforward error analysis and reformist feedback strategies to help students recognize their writing mistakes. The researchers suggest that future studies should investigate the root causes of these recurrent errors and explore effective pedagogical interventions to enhance students' writing accuracy.

Speaking and Reading

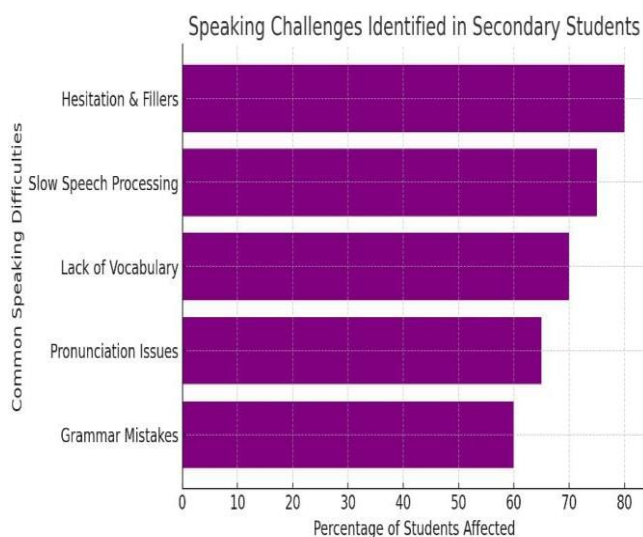


Figure 12

The researchers made an interview on students from the first and the second year in the secondary stage to check their speaking skills and asked them questions related to their plans for the next holiday, talking about their best friends, their daily routine, and talking about what they did last weekend. The researchers applied this strategy on approximately 16 students. We realized that there is something common between them which is that they barely know how to think in English, they utter their speech in hesitancy with excessive use of filler words and take time to speak their minds. English is a hard language, so it takes a lot of time and effort to master it, and the students should practice it regularly. Lack of practice will lead to lack of accuracy, fluency, wrong pronunciation, poor Grammar, and vocabulary knowledge. Our role

every Wednesday that teachers try to speak with them in English and let them get used to the language and know the correct pronunciation of words and by time they will get familiar to how to speak in a correct way and use the language efficiently. The researchers recommend that all the educational institutions should pay attention to the speaking skills and specify a weekly session for speaking only to enhance.

Students' language and their speaking skills, and this session will include new vocabulary, Tips for improving speaking skills like how to speak effortlessly and in confidence, preparing reading passage that's suitable for their level to enhance both the reading and the speaking skills, check their level regularly with methods of assessment like quizzes or making interviews with them.

This link is a sample for students' errors in reading and speaking.

1. https://eduasuedu-my.sharepoint.com/:p:/g/personal/english-a2022_148_edu_asu_edu_eg/EQ24cwIIQRpDtgcxclzA63cBl28bCEd5QhOo7X9Cnbhy2Q?e=gkwN2e

2. https://eduasuedu-my.sharepoint.com/:p:/g/personal/english-a2022_148_edu_asu_edu_eg/ESjLo6nuhYFHrqUNQOClsNoBE9AqX7N7hoYGxLk66X_NTw?e=T8NZ8q

Listening

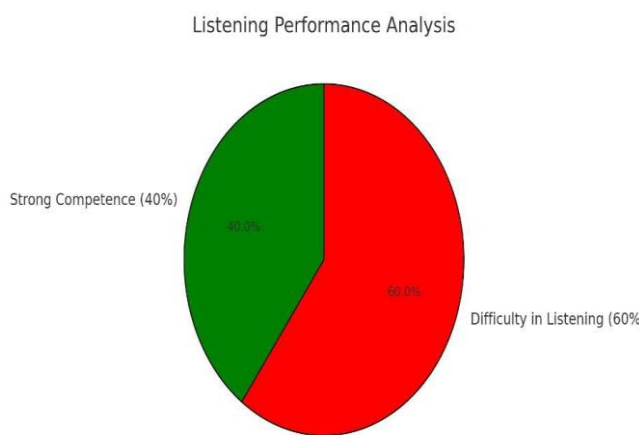


Figure 13

Students' ability to understand and correctly answer the listening problems showed clear patterns, according to the examination of their listening performance. A significant degree of listening competence was demonstrated by the 40% of participants who received full grades. Based on the given audio resources, these students consistently showed the capacity to comprehend the primary concepts, decipher details, and deliver appropriate answers to questions. On the other hand, 60% of the students displayed varied levels of difficulty, which resulted in inaccurate answers.

These errors frequently resulted from difficulties, such as misinterpreting important facts, having trouble understanding new words, or being distracted during extended audio parts.

Data from the test and observations also showed that students who made errors often used insufficient listening techniques, including concentrating on single words rather than understanding the context as a whole. The results imply that although some students perform very well on listening exercises, most need specialized assistance to improve their comprehension abilities. This framework integrates qualitative insights into the reasons behind the students' errors with the quantitative data (40% and 60%).

7. Interpretation of the results

Writing

The pre-test revealed that most of the students have a high proficiency level. However, despite their strong overall performance, they still face some writing difficulties. These include taking a long time to form simple sentences, structuring and organizing paragraphs, arranging ideas, linking sentences, and finding suitable words that fit the context. Additionally, the students struggle with

punctuation. One of the main reasons for these challenges is their lack of sufficient training to overcome them, and limited exposure to exercises that enhance their knowledge and improve their skills. Furthermore, their limited vocabulary poses a significant challenge in writing, along with their weak understanding of writing rules, poor sentence structuring, difficulty in organizing their thoughts, and most importantly their fear of making errors. After conducting the test, it became clear that their performance and results showed relative improvement, and they took less time to construct sentences. To further develop their abilities and help them learn from their errors, they need continuous feedback for assessment, as well as writing exercises that allow them to express their thoughts, ideas, and opinions effectively.

Speaking and Reading

Reasons for Improving Students' English-Speaking Skills: 1. Lack of fluency and confidence, students overuse filler words and be hesitated while speaking because they are not confident in speaking English. That is why regular practice helps them speak more fluently and confidentially. 2. Some students struggle with grammar, vocabulary, and

pronunciation. Therefore, the researchers should focus on speaking sessions to address these gaps. 3. The students are not used to thinking in English, which slows down their speech. So, the researchers should encourage them to think and respond in English, mastering speaking skills in English give students better opportunities in education and future careers. 4. Speaking is often neglected: In many schools, the focus is more on reading and writing. 5. Speaking gets less attention, even though it is a vital communication skill. Practice makes progress: Speaking regularly in a structured environment helps students get comfortable and improve steadily. Speak confidently are more likely to participate in class, presentations, and discussions.

Listening

Difficulties in misinterpreting important facts Reason: 1. The crucial information in the audio was difficult for the students to accurately analyse and understand. This implies that they had trouble understanding the main points being made. 2. Difficulty understanding new vocabulary: The students struggled to comprehend and grasp the meaning of new terms or vocabulary that they came

across in the audio. This suggests that they are lacking in vocabulary. 3. Being sidetracked while listening to long audio: reason: the longer, more drawn-out audio portions of the test were difficult for the students to concentrate on. This suggests problems with maintaining focus. 4. Emphasizing individual words over context: Instead of attempting to comprehend the audio's entire context and meaning, the students preferred to focus on individual words. This implies a deficiency in comprehensive listening comprehension abilities.

8. Conclusion

Despite having studied English since kindergarten, the number of EFL students still have unsatisfactory English proficiency. Error analysis has been used extensively to understand the process of learning English. This research aimed to explore the recurrent errors and their types made by some Egyptian secondary school students in the four skills of English: listening, speaking, reading, and writing while learning it as a foreign language. It also investigated the causes of these errors. This approach was chosen to understand the common challenges that secondary school students

encounter. The researchers expected to find many significant errors that are hard to solve but the researchers found that the average of students has quite good academic achievement and their errors are normal and solvable.

In a thorough examination of students' work across a few types of assessment, the researchers discovered that although several students made progress over time, some common errors remained. By considering the study findings, it can be concluded that these errors do not happen at random; rather, they show common patterns brought on by issues, such as influence from the mother tongue, insufficient practice, overgeneralization of rules, a lack of exposure to real-world language use, and gaps in instruction. Pronunciation issues, hesitation, taking time to make sentences and misinterpretations of spoken input were frequently noted in speaking and listening, and they were frequently associated with a lack of familiarity with native stress patterns and intonation and using insufficient listening techniques including concentrating on single words rather than understanding the context as a whole. While writing was characterized by grammatical

errors, punctuation, word choice, spelling problems, and structural weaknesses, reading errors were often linked to a limited vocabulary and inadequate comprehension strategies. This study emphasizes how essential it is to use focused interventions to address these recurring errors. It highlights the necessity of more targeted teaching methods that blend opportunities for students to practice using English outside of the classroom with explicit grammar instruction. Students can increase their overall proficiency and more effectively internalize the proper language forms by using interactive exercises and authentic materials. There are some recommendations that can be made to the teachers in relation to the research such as giving feedback to students once they notice any mistakes since we noticed that students are not aware of their errors. The study also emphasizes how important it is to use individualized learning techniques to help them recognize and fix their errors. The usefulness of various teaching strategies and resources in lowering these frequent errors and enhancing EFL results for Egyptian secondary students should be investigated in future studies. In summary, this study adds to the expanding corpus of knowledge

on language learning in Egypt and provides useful advice for teachers looking to improve their students' English language proficiency. Students can improve their confidence in their language skills and better prepare for the demands of real-world communication by correcting frequent errors.

9. Abbreviations

EFL: English as Foreign Language,

ESL: English as Second Language.

ELT: English Language Teaching.

L1: First Language.

L 2: Second Language.

10. Recommendations

Exploring the effects of teacher's feedback in reducing common language errors among EFL learners in Egyptian secondary school.

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