

## Research Article

**Cite this article:** Khau, H. A., & Nguyen, H. T. (2025). Grammar challenges in report writing under curriculum reform: A case study of English majors in a Vietnamese university. *Educational Process: International Journal*, 16, e2025251.  
<https://doi.org/10.22521/edupij.2025.16.251>

**Received** April 12, 2025

**Accepted** May 8, 2025

**Published Online** June 13, 2025

**Keywords:** English majors, grammar, grammatical errors, report writing

**Author for correspondence:**

Anh H. Khau

✉ [anhkhau@tvu.edu.vn](mailto:anhkhau@tvu.edu.vn)

✉ Tra Vinh University, Vietnam



OPEN ACCESS

© The Author(s), 2025. This is an Open Access article, distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>), which permits unrestricted re-use, distribution, and reproduction, provided the original article is properly cited.

## Grammar Challenges in Report Writing Under Curriculum Reform: A Case Study of English Majors in a Vietnamese University

Anh Hoang Khau , Trang Huynh Nguyen

### Abstract

**Background/Purpose.** Grammar plays a crucial role in clarifying and cohering written and spoken communication throughout academic contexts. This study investigates how senior English majors use grammar to write reports, a critical skill for effective communication.

**Materials/Methods.** A summative content analysis was conducted to examine the types of grammatical errors found in 49 reports written by 49 students. Additionally, nine Vietnamese-speaking English teachers were asked to evaluate selected extracts based on meaning clarity and instances of language interference using a two-point scale ("agree" or "disagree").

**Results.** The results show that students had various grammatical problems; the three most frequent ones were run-on sentences, poor word choice, and erroneous use of the simple past tense. Furthermore, most teachers said students had great difficulty expressing their ideas clearly and that first-language interference was regularly seen in their writing.

**Conclusion.** These findings point to the need for improved instructional strategies and curricular adjustments to address students' ongoing grammatical errors in their writing. They suggest that curricula should focus more on grammar accuracy and language interference issues to enhance students' written communication skills.

## 1. Introduction

Mastering English grammar is crucial for English as a Foreign Language (EFL) students to improve their writing proficiency (Muhsin, 2016). Grammar serves as the foundation for effective written communication, yet it remains a persistent challenge for EFL learners due to the structural differences between their first language and English (Atashian & Al-Bahri, 2018). This paper takes this opportunity to examine how Vietnamese-speaking English majors use English grammar in their graduation practicum reports within the new curriculum. The English curriculum at this university (anonymously called “X school”) has recently shifted grammar from a separate subject to integrating it into language skills classes. In the process, explicit grammar instruction has been deemphasized, and language skills are now the focus. There is no question that grammar instruction is effective regardless of whether it is explicit or implicit. Hinkel (2024) said that teachers can focus on grammar instruction separately, particularly in academic settings, where a solid understanding of grammatical rules is seen as foundational for writing proficiency. Similarly, Swan (2005) advocated for a more explicit approach to grammar teaching, where grammar is presented as a standalone focus, especially in contexts where learners need clear rules and structures to build their language skills. However, Ellis (2006) stated that it depends on the learners’ developmental stage. Further research should examine how instruction impacts learners’ implicit grammar knowledge. Ellis emphasized the need for integrating grammar into communicative language teaching (CLT), focusing on fluency rather than solely on accuracy. Due to this change in the curriculum, the purpose of this study is to examine how senior English majors have applied their grammatical knowledge in their practicum reports.

Despite the significance of grammar in academic writing, there is a gap in the literature regarding the specific impact of recent curriculum reforms on students’ grammar usage in practical writing contexts, particularly in EFL settings like Vietnam. Previous studies have extensively examined grammatical errors in student writing (Ellis, 2006; Muhsin, 2016), but they have not sufficiently explored how changes in curriculum, such as integrating grammar into broader language skills classes affect students’ grammatical performance, particularly in tasks like report writing. Additionally, there is limited research on the role of first-language interference in these settings and how it contributes to persistent grammatical challenges. This study aims to fill this gap by investigating how senior English majors at a Vietnamese university used grammar when writing graduation practicum reports within a newly reformed curriculum, using the following research questions:

1. How did senior English majors apply grammatical knowledge when writing their graduation practicum reports?
2. Did their grammatical errors impede the understanding of their reports?
3. Is there evidence of first-language interference in their reports?

As a result of this research, curriculum developers can determine whether grammar instruction should be integrated or separated from language skill classes. Furthermore, English teachers may have to rethink how they teach grammar to improve their students’ writing skills.

## 2. Literature Review

### 2.1. Theoretical Background

We refer to “errors” rather than “mistakes” in this study, following Ellis (1997), who defined errors as gaps in learners’ knowledge, while mistakes are occasional lapses in learners’ performance. In the same way, James (2013) noted that errors are unintentional deviations from language norms and cannot be self-corrected, while mistakes can be intentional or unintentional.

This study focuses on “prescriptive grammar,” which, as described by Katz and Blyth (2008), suggests to language learners what they should say to produce a language correctly. For example, in

the simple past tense, a learner must say, “I went to school yesterday,” instead of “I went to school yesterday. In this study, English grammar was examined in terms of the simple past tense, run-on sentences, word choice, unclear grammar meaning, language interference, sentence fragments, sentence connectors, passive voice, collocations, parts of speech, prepositions, parallel structures, nouns, adjective clauses, and articles.” Table 1 below briefly describes definitions of related grammatical points.

**Table 1.** Grammatical aspects investigated in the study

| Grammatical points                    | Explanations                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The simple past tense                 | According to Celce-Murcia and Larsen-Freeman (1999), the simple past tense refers to an activity, a habitual or repeated action/event that happened and ended in the past. It also refers to an activity that has a duration of time in the past.                                                                                                                                                                                                                             |
| Run-on sentences                      | Savage and Shafiei (2012) defined two sentences that combine with no correct punctuation as run-ons and stated that the errors can be corrected using a full stop between two sentences to make a complete, simple sentence or add a comma and a conjunction to make compound sentences. Similarly, Oshima and Hogue (2007) said that this error is considered a run-on sentence if two sentences merge without a comma or a connector (coordinating conjunction).            |
| Word choice                           | Word choice is idiomatic (Engber, 1885), and a native speaker uses words naturally and has the intuition to judge whether the words used are natural (Lieber, 2021).                                                                                                                                                                                                                                                                                                          |
| Unclear meaning caused by grammar use | If learners do not use precise grammar and vocabulary, their intended message may become muddled. Their message is particularly problematic in second-language writing, where clarity and coherence are crucial (Engber, 1995).                                                                                                                                                                                                                                               |
| Language interference                 | Ellis (1997) considered language interference an error caused by using a learner’s mother tongue while learning a second or foreign language. The more distinctive the grammatical structures of the first and second languages are, the more errors the learner will make when using the second language. Similarly, Lott (1983) regarded language interference as an error caused by the influence of a learner’s first language on acquiring a foreign or second language. |
| Sentence fragments                    | Generally, when a sentence lacks a subject or a verb, it is considered a fragment, except for some cases like imperatives and short informal questions (Savage & Shafiei, 2012). Likewise, Oshima and Hogue (2007) contended that a sentence is a fragment if it does not contain the subject and the verb.                                                                                                                                                                   |
| Sentence connectors                   | According to Maurer (2006), sentence connectors are words and phrases that link ideas between sentences. Two common examples are coordinating conjunctions and subordinating conjunctions.                                                                                                                                                                                                                                                                                    |
| Passive voice                         | This structure combines the verb be and a past participle verb (Altenberg & Vago, 2010).                                                                                                                                                                                                                                                                                                                                                                                      |
| Collocations                          | English collocations refer to words that usually go together in a natural speech (O’Dell & McCarthy, 2017). According to Osuchowska (2001), it is noticeable that collocations take place when two or more words are combined.                                                                                                                                                                                                                                                |
| Parts of speech                       | Eastwood (1994) mentioned eight different kinds of English words, called “word classes” or “parts of speech. They are verbs, nouns, adjectives, adverbs, prepositions, determiners, pronouns and linking words.                                                                                                                                                                                                                                                               |

|                     |                                                                                                                                                                                                                                                                                           |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prepositions        | English prepositions describe the relationship between two words (usually between a noun/pronoun and another word) in a sentence (Umstatter, 2007).                                                                                                                                       |
| Parallel structures | An example of parallelism is the presence of words, phrases, and clauses that function parallel in a sentence, so they should have equal and balanced forms (Hamilton, 2003).                                                                                                             |
| Nouns               | According to Umstatter (2007), a noun can generally be a person, a thing, an idea, or an event; it can be a proper or common noun.                                                                                                                                                        |
| Adjective clauses   | According to Altenberg and Vago (2010), a relative clause is a dependent or subordinate sentence that gives the reader more details about a noun or noun phrase in the main clause. It has a subject and a verb; in essence, it serves as an adjective to modify the noun or noun phrase. |
| Articles            | English articles are used to define nouns; indefinite articles (a, an) are used to describe unspecified nouns, and a definite article (the) is used to mention a specified noun (Murphy, 2001).                                                                                           |

## 2.2. Related Studies

The review was mostly about how English as a Foreign Language (EFL) students use grammar in their writing, and it looked at many studies related to the subject and grammar learning strategies.

Do (2023) examined 57 11th-grade students in Hung Yen Province through five writing tests and revealed language use and paragraph management errors. The move to multiple-choice assessments undermined students' writing skills. The study recommends reforming English language programs to focus on writing and conducting writing competitions to increase student achievement. Nguyen et al. (2022) analyzed sentence structure errors in 80 English language learners' texts and found seven common problems, including run-on sentences and pending modifiers. They found that errors were influenced by natural language interference and lack of grammatical knowledge. Fitrawati and Safitri (2021) analyzed 30 essays by Indonesian-speaking English majors, finding dominant grammar errors in verb use (subject-verb agreement, past tense) and noun formation (countable vs. uncountable). Errors also occurred in prepositions, which are absent in Indonesian, and in using personal, possessive, and reflexive pronouns. Wulandari and Harida (2021) found that the most common grammatical errors in original English essays include the incorrect use of determiners, adverbs, punctuation, and times. These errors are caused by the interference of the dominant language, sloppy translation, and the influence of the first language. Rana et al. (2019) found that native English speakers make grammatical errors due to language transfer from their native language. They recommended alternative analysis, grammar learning, and other grammar-focused exercises to address these issues. Atashian and Al-Bahri (2018) found that Arabic students need help with places, idioms, and pronouns, possibly because of their first language and a lack of practice. They recommended teaching grammar differences, encouraging reading and writing, and giving feedback. Singh et al. (2017) found that ESL students often make subject-verb agreement and complex errors in complex sentences. They advised teachers to provide feedback, ask students to rewrite essays, and incorporate grammar into writing lessons through mini lessons, writing conferences, and peer feedback. Li et al. (2016) found ten categories of errors in students' English writing, including nouns, verbs, articles, and sentence segments. The students encounter these errors, possibly because they lack an understanding of English culture and language. The researchers recommended more practice in and out of the classroom to help students retain grammar rules longer. Muhsin (2016) found four types of errors in students' use of the simple, the most common form of error. The author considered that students had these errors possibly due to their first language interference, and the study recommended explicit grammar instruction, creative resources, and other writing activities. Luthfiyati et al. (2015) found that senior undergraduates struggled with grammar in narrative writing, especially using the simple past tense. Errors stemmed from translating ideas into Indonesian

structures. The study recommended explicit grammar teaching, feedback, and more writing practice. Thomas (2014) found that students find it challenging to cope with the mother tongue's interference and translate ideas from their first language. The study recommended using real-life examples, encouraging reading and listening to English media, and using a conversational teaching approach. Polio (1997) found that second-language learners make grammatical errors, such as vocabulary and subject-verb agreement. This article discusses how these errors affect writing quality and measures language accuracy with error-free T-units and global error scores.

Ajabshir and Ebadi (2023) found common errors of language learners in verb forms, sentence structure, punctuation and word choice. Similarly, Teng and Zhang (2020) pointed out the issues of time, text and flow context. Wu and Garza (2014) identified subject-verb agreement, sentence segments and demonstratives as major problems, influenced by Chinese grammar rules. Ellis (2006) emphasized the positive effect of grammar training in reducing errors such as incorrect use of tense and function. Ferris and Roberts (2001) also reported frequent problems with vocabulary, text, and subject-verb agreement and suggested that clear error correction helps with self-correction.

### **2.3. Strategies to Improve English Grammar**

Yang et al. (2023) discussed the impact of teacher feedback on EFL students' self-regulated writing strategies. They considered the role of feedback that can encourage students to form strategic writing behaviours, such as self-reflection and cognitive engagement. Kim and Emelyanova (2021) suggest that corrective feedback from peers or groups improves writing skills, promotes collaborative learning, and reduces teacher workload in large classes. Dizon and Guide (2024) argued that automated writing assessment tools (AWE) such as Grammarly can supplement teacher feedback but should be used cautiously due to occasional errors. Combining AWE with teacher feedback and student advice recommends using these tools. Wu and Garza (2014) advocated engaging students in various writing activities, using interactive games, authentic activities, and real-world materials, with positive corrective feedback to improve writing.

In summary, Nguyen et al. (2022) and Wulandari & Harida (2021) discussed how errors like run-on sentences and sentence fragments often arise due to the influence of students' native languages, like how Vietnamese students might struggle with these issues because of the structural differences between English and Vietnamese. Fitrawati and Safitri (2021) and Muhsin (2016) mentioned how language interference affects verb use and tense errors, which reflect the purpose of the present study. Fitrawati and Safitri (2021) and Luthfiyati et al. (2015) focus on subject-verb agreement and tense errors in Indonesian-speaking students. These studies are well aligned with the purpose of the present study, examining how Vietnamese students used English tenses. Singh et al. (2017) and Rana et al. (2019) emphasised the need for feedback on these errors, which are supportive references to advocate grammar instruction. Rana et al. (2019) and Li et al. (2016) mentioned that vocabulary errors are often a result of insufficient context or unfamiliarity with English collocations. Ellis (2006) and Ferris and Roberts (2001) highlighted the importance of explicit grammar teaching and error correction for improving student writing. Singh et al. (2017) and Atashian and Al-Bahri (2018) also emphasized providing feedback and incorporating peer feedback to help students improve their writing skills. Do (2023) recommended reforming English language programs to focus more on writing and conducting writing competitions.

## **3. Methodology**

### **3.1. Research Design**

To have qualitative and interpretive data based on the student's scripts and contextual knowledge, the authors applied the summative content analysis by Hsieh and Shannon (2005) to set keywords for grammar analysis in their reports. Then, a two-scale "Agree" or "Disagree" remark

survey was utilized to obtain the Vietnamese-speaking teachers of English's remarks on the suggested extracts having language interference and unclear meanings.

### 3.2. Participants

The study investigated 49 graduation reports written by 49 senior English majors in the final semester of their English bachelor program. Then, to answer the second and third research questions, the authors had nine English teachers working at the English department, School X, remark on the texts extracted from the students' reports. These extracts were chosen by the authors who considered that the written texts have unclear meanings or indicate language interference.

### 3.3. Materials

To answer the three questions "How did English-majored senior students apply grammatical knowledge to writing their graduation practicum reports?", "Did their grammatical errors impede understanding of their reports?" and "Is there any evidence of language interference in their reports?" First, the study used the students' reports as materials for analysis. A total of 49 reports written by 49 English-majored senior students were collected. The report has four questions prompting the students to write their report about their practicum site. The questions are "What are the main reasons you chose your practicum place?", "What tasks/activities did you do at the practicum place?" "What are the benefits you gained from your practicum time?" and "What are the challenges you faced during your practicum time?" Finally, to judge whether students experienced types of errors, the authors also invited two other English teachers to join in remarking on students' use of grammar.

Second, the study employed the opinion survey (two scales: agree or disagree) to collect the English teachers' remarks on the texts extracted from the students' reports, which were applied to answer the second question (remarking 30 extracts) and third research question (remarking nine extracts).

### 3.4. Procedures

In a bachelor English program at this university, all English majors must participate in a graduation practicum at the end of the final year of study. It lasts six weeks, and students have two more weeks to write their report after the practicum honestly. After completing their graduation report, they submitted it to the committee for grading. Therefore, we had an opportunity to use their reports for grammatical analysis. As the faculty recorded these report samples, we needed to seek permission from the head of the faculty to assess them. Informally, we committed to not revealing any students' names in the manuscript. We told the head the purpose of the study, which aims to inform students about English grammar use so that future curriculum adjustments can be made to improve their grammar skills. We initially intended to collect all the students' written reports to select a sample for our study. However, we had only 49 samples available for analysis because the teachers had not graded some samples. These students enrolled in the academic school year 2019-2020 and graduated in July 2023. Before writing their reports, the students were sent to do a practicum at places that can help them apply their knowledge to complete related work at their site, such as translating company documents from English to Vietnamese and vice versa or being teaching assistants in state schools and language centers in and outside of the province.

When applying the summative content analysis, Hsieh and Shannon (2005) suggested that keywords are identified before and during analysis. Nonetheless, upon receiving the students' reports, we started to write keywords first based on the prompted questions asked in the report and second based on the pilot analysis. We chose ten random reports for the pilot. After examining ten reports, we concluded the keywords and started to look for the theories about them. These keywords are the simple present tense, sentence fragment, sentence connectors, run-on sentences, passive voice, collocations, word choice, parts of speech, prepositions, parallel structures, nouns, adjective

clauses, articles, unclear meaning, and language interference. Next, we looked for these keywords to examine whether the students used these grammatical points accurately. Then, to answer the first research question, we counted the frequency and percentage of every mistake related to these grammatical points except the keywords “unclear meaning” and “language interference”, which were analyzed using another instrument by applying the English teachers’ opinion survey.

To answer the second and third questions, we extracted the texts that we considered unclear and contained language interference. However, to have objective remarks, we delivered these extracted texts to 10 English teachers for their opinions (Note. One teacher could not participate in the study, so only nine returned their responses). They were required to read these extracted texts carefully before they decided to tick the Agree or Disagree box with the authors’ opinions. After receiving the teachers’ responses, we calculated the percentage of their agreement and disagreement.

The data collected from the students’ reports and the teachers’ opinion survey were sent to Microsoft Excel for percentages analysis. The key findings were illustrated using the bar charts presented in the result section.

## 4. Results

### 4.1. The commonly found errors in the reports (theme 1)

Figure 1 depicts the common errors found in the students’ reports, including 13 grammatical points: simple past, sentence fragments, run-on sentences, sentence connectors, passive voice, collocations, word choice, parts of speech, prepositions, parallel structures, nouns, adjective clauses, and articles.

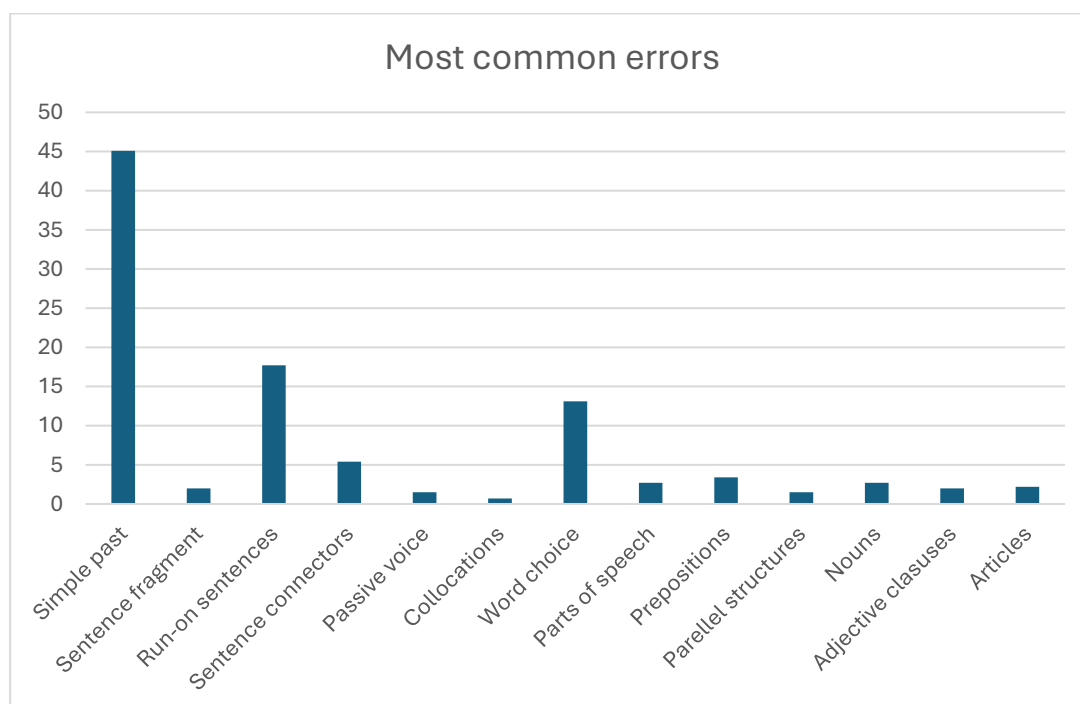


**Figure 1.** Most common errors found in the students’ reports

*\* Note: The chart shows the frequency of different grammatical errors identified in the students’ reports.*

As can be seen in the bar chart, the vertical axis represents the percentage of common mistakes, while the horizontal one depicts the most common errors. The most common error type was related to tense usage (simple past). The simple past tense, the run-on sentences, and word choice are the common errors in this chart, 45,1%, 17,7%, and 13.1%, respectively. Although the simple past tense is relatively familiar to students when they study English (seen in their English curricula in secondary

and high school education, and even in their bachelor English program), they used the simple present tense to describe what happened. There is no exception in our case. Most senior students used the simple present tense to write their practicum reports. The following example represents this error type.

2. What tasks or activities did you do at the practicum place?  
(80 to 100 words)  
When I worked at the internship, there is a lot of work assigned to us to do every day depending on the day, most of the work that i will do is bring students to class and into class observe and support the teacher to manage the class and i also assigned the task of correcting and grading the students. Sometimes I stay under the counter to take notes or go to the teaching assistant's room for other interns and on weekends I usually review for students who are not very good

As seen, the students mainly used the simple present tense, such as “there is”, “I stay”, and “I usually review for”, and the student even used the simple present tense to talk about the past, such as “that i will do”.

The second most common mistake found is run-on sentences. Most students did not use a sentence connector when they wrote compound sentences, or they tended to use a comma between the two independent clauses instead of a full stop to break the two independent clauses, which may make the reader challenging to understand the intended meaning. Below is an example of this error.

These are common challenges during internships, I worry about work. My ability is not high, I don't have a rich vocabulary, I'm afraid of not being able to work, I lack experience, I have time pressure, and I'm afraid of criticism. For example, At first I felt awkward when foreign tourists entered the hotel, then I tried to communicate with customers with all I had, and I did. from the people around me. Conclusion I had a great experience that helped me understand my career, how to behave in social relationships.

As seen, the student wrote, “My ability is not high, I don’t have a rich vocabulary, I’m afraid of not being able to work, I lack experience”. Commas connect these sentences. The last common error found in their report is word choice. The students tend to think of the meaning in their mother tongue before choosing an English word. As a result, their chosen words sound unnatural in English in many cases, as shown in the following example.

more soft skills through practice. For example, I know how to manage events, plan events, understand the necessary preparations, and promote and communicate for the Center. I now have a better knowledge of the teaching profession. Interacting with the job instructor and the new job during the process of working has brought me a lot of practical lessons for me

The above example shows that the student used “job instructor” instead of his supervisor and “the new job” instead of the new task. In addition to those significant errors, the students encountered many other errors, such as sentence fragments, sentence connectors, passive voice, collocations, parts of speech, prepositions, parallel structures, nouns, adjective clauses, and articles. However, these errors were only sometimes found in their reports.

## 4.2. The teachers' remarks on the suggested unclear-meaning extracts (theme 2)

Figure 2 presents the English teachers' remarks on the unclear extracts suggested by the authors. The teachers would remark "agree" or "disagree" with these extracts.

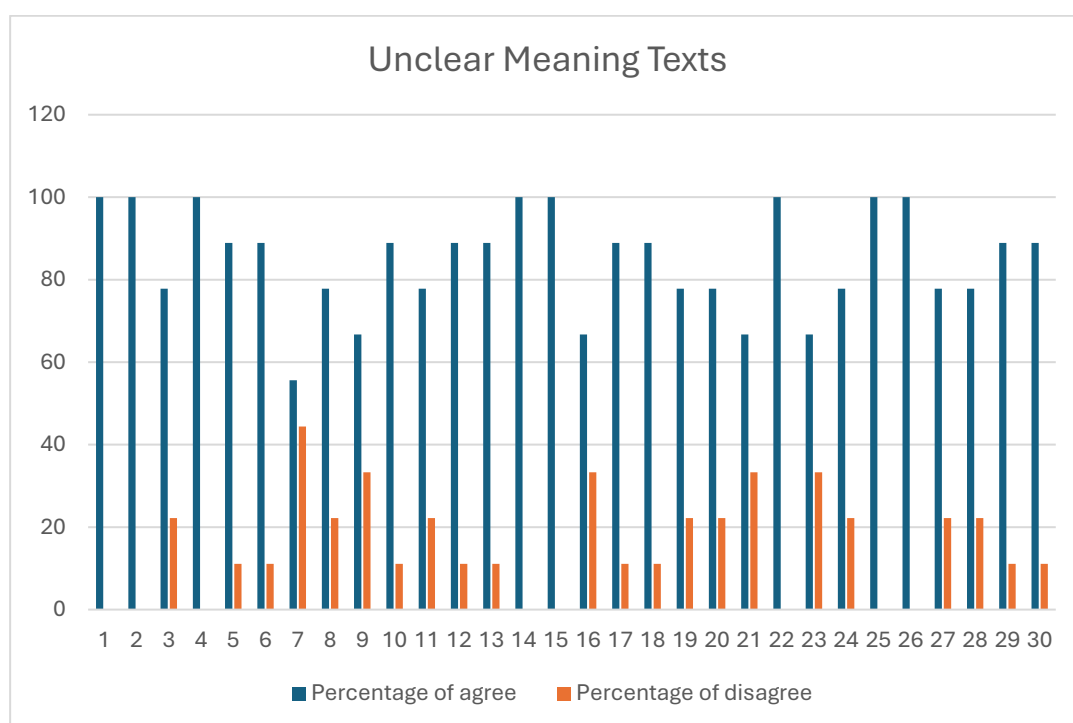
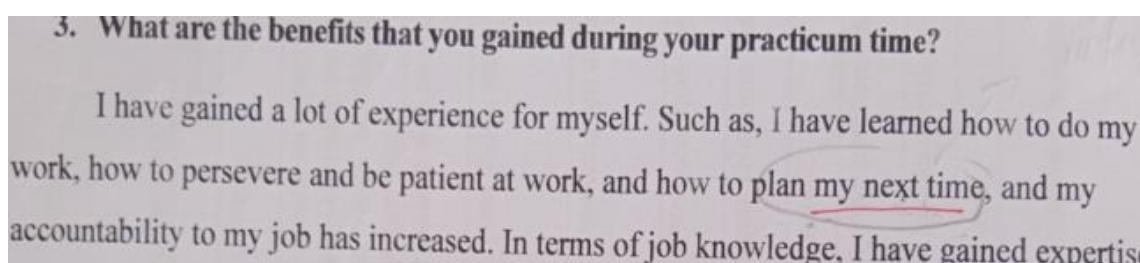


**Figure 2.** Teachers' remarks on the students' extracts regarding meanings

*\* Note: This chart presents the percentage of agreement and disagreement regarding unclear meaning in student texts, as evaluated by teachers. The blue bar indicates the percentage of agreement, and the orange bar shows the percentage of disagreement.*

The bar chart has percentages of the teachers' agreement on the vertical axis, whereas the number of texts considered unclear is on the horizontal one. As mentioned in the methodology, the authors found 30 extracted texts from the students' reports and considered them unclear by the authors. As readers could interpret this type of error differently, the authors sent selected extracts to nine Vietnamese-speaking English teachers—who were also members of the committee responsible for grading the students' reports—for their opinions, ensuring more objective evaluations. At first glance, most teachers agreed with the authors' opinion and even totally agreed with the authors in cases of extracts 1, 2, 4, 14, 15, 22, 25, and 26 (100% of the participating teachers agreed with this group of extracts). One sample is provided as follows.



The student wrote, "such as, I have learned how to do my work, how to persevere and be patient at work, and how to plan my next time", which confuses the reader. The participating teachers considered the message was unclear. For instance, "how to plan my next time" is not precise. What does "next time" mean? The second group of extracts that received more agreements belongs to Extracts 5, 6, 10, 12, 13, 17, 18, 29, and 30 (88.9% of teachers' agreement given to each extract). One sample is provided as follows.

very professional instructor. The work I am doing in the past time is mostly related to communication culture, behavioral experience, persuasion ability and product knowledge, so it can be said that the knowledge learned in school has not been applied yet. meet all the needs of the current job of the job. Through all those challenges, I

The student wrote, "...the knowledge learned in school has not been applied yet. meet all the needs of the current job of the job". It is unclear what "meet all the needs of the current job of the job" means. The third group of extracts that obtained more teachers' agreements belongs to Extracts 3, 8, 11, 19, 20, 24, 27, and 28 (Each extract received 77.8% agreement). One example is provided.

4. What are the challenges that you faced during your practicum time?

During my internship, I had a small problem at work. The first difficulty is that my communication skills are a bit poor. Because I'm a newbie, it's hard for me to blend in with everyone in the room, and I'm shy. I don't dare to offer opinions, and I don't dare to ask questions. During the internship, I encountered difficulties: I did not know how to use office machines such as printers and copiers. In addition to my trouble, the environment where I practiced was very good. Most of my colleagues are cheerful and friendly. During my internship at the company, thanks to the

As seen in this extract, the writer needed to clarify what "a small problem" was. "During my internship, I had a small problem", but later, the student wrote, "During my internship, I encountered difficulties". These two sentences confuse the reader. The next group of extracts are Extracts 9, 16, 21, and 23 (Each extract received 66.7% agreement). One example is given.

practical working skills. I feel more confident as I develop more relationships. Also, I developed various communication skills and a more effective working style through the company, which has given me more opportunity to interact with clients and practice my English and communication abilities. Coming to the company also taught me how to design a tour program, including the time and location. Also, I received

The student wrote, "Coming to the company also taught me how to design a tour program, including the time and location". First, the student confuses the reader by saying, "Coming to the company taught me". Hence, is it coming from the company, or did the people at the company teach the writer? Second, what does the student mean when he refers to "the time" and the location" in this context? The question was left unanswered. Finally, Extract 7 received the lowest percentage of agreement (55.6%). One sample is provided.

Initially, the Tra Vinh King Sejong Institute's objective to teach Korean to Vietnamese students was just one of the numerous valid reasons I had for choosing it. Firstly, Korean is considered one of my favorite languages, and it is the one I have studied throughout this university to be able to communicate with Koreans. Thus, In the age of global integration, learning about various cultures includes Korea, which is Vietnam's main partner. It will assist me in deeper understanding Korean culture. Secondly, teaching

What does the student mean when he said, “Thus, in the age of global integration, learning about various cultures includes Korea, which is Vietnam’s main partner”? The student talked about Tra Vinh King Sejong’s Institute in this context. It seems unclear. Nonetheless, the surveyed teachers seem to disagree with this extract, and only some agreed with this student’s script.

### 4.3. Language interference found in the students’ reports (theme 3)

Figure 3 demonstrates the English teachers’ remarks on nine extracts suggested by the authors regarding first language interference.

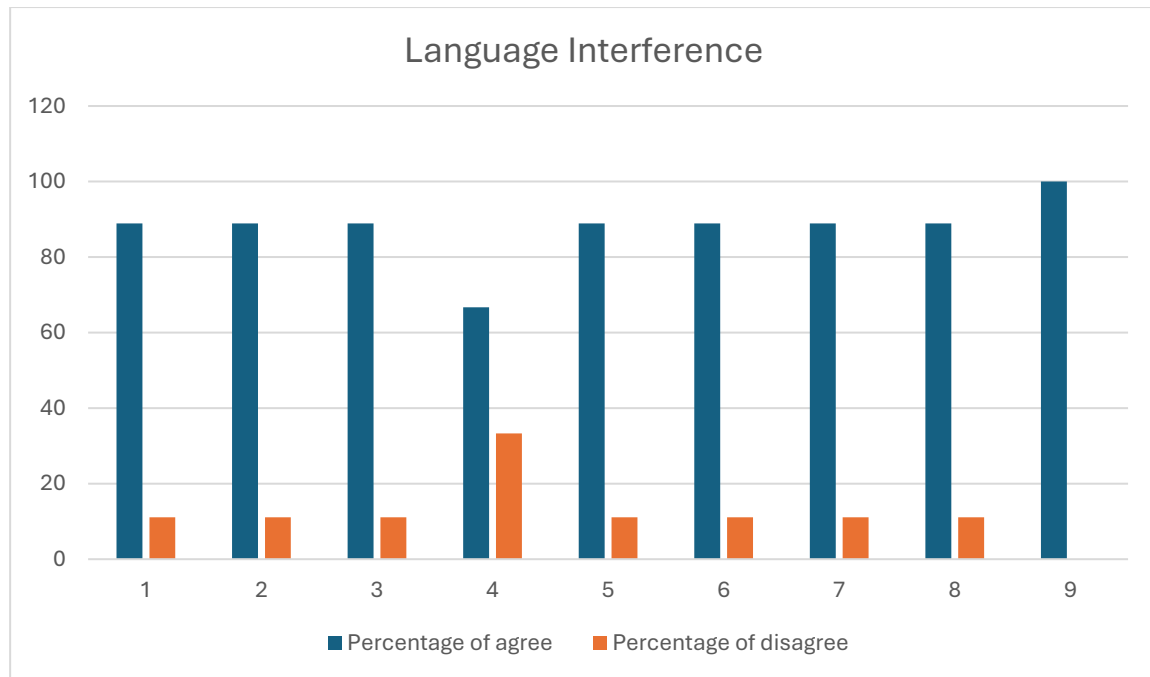


**Figure 3.** The teachers’ remarks on the students’ texts regarding language interference

*\* Note: This chart illustrates the percentage of agreement and disagreement regarding language interference in student texts, as assessed by teachers. The blue bar indicates the percentage of agreement that the students’ writing exhibited signs of language interference, and the orange bar indicates the percentage of disagreement.*

The vertical axis represents the percentages of the teachers’ agreement and disagreement with the suggested extracts with unclear meanings. The horizontal represents the number of the students’ texts evidencing first language interference. At first glance, Extract 9 received 100 per cent of the teachers’ agreement. The extract is provided below.

As can be seen, the Vietnamese word order in a sentence is applied to this sentence: “so, I chose my practicum place in Primary School”. Instead, it is better to say, “so, I chose a primary school my practicum place”. Another Vietnamese language interference is the clause. For example, “when I stand teaching”, means “khi tôi đứng lớp” in Vietnamese. This sentence provides evidence of first language transfer. Extracts 1, 2, 3, 5, 6, 7, and 8 also obtained the teachers’ high agreement (88,9% of the participating teachers agreed with these items), as illustrated below.

1. What are the main reasons why you chose your practicum place?

First of all, I am very grateful to my teachers for imparting useful knowledge to help all students achieve their dreams, so I desire to can work similarly to my teachers.

This example had a Vietnamese interference when the student said, “so I desire to can work similarly to my teachers”. “Tôi khao khát có thể làm việc như giáo viên tôi” also reflects Vietnamese word order in the sentence. The following example is provided as another supporting evidence.

was a challenge for me when to prepare lesson plans. When preparing lesson plans, required me to have my own laptop. If I have any parts that could not know, I would ask

The student wrote, “When preparing lesson plans required me to have my own laptop”, which means in Vietnamese as “Khi chuẩn bị giáo án đòi hỏi tôi có máy tính riêng”. The student copied the word order from Vietnamese into this context. In English, “When preparing lesson plans” cannot be the sentence’s subject. Another issue in this extract is “If I have any parts that could not know, I would ask”. The student copied his Vietnamese way of saying “Nếu tôi có phần nào không hiểu, thì tôi sẽ hỏi”, but, in English, the relative pronoun “that” is used to modify “parts” in this case, so it is not suitable. The student should have added “I” after “that”. Finally, Extract 4 received 66,7% of teachers’ agreement, the lowest in this series.

Before I taught kindergarten or primary, I prepared the lesson plan, So, I felt more confident about teaching it. Furthermore, I also researched teaching methods. As a result, I could manage my time as well as control the classes, and I have acquired new skills and knowledge about effective teaching methods. Especially, I found some games

This example reflects a Vietnamese influence in the following clause: “Before I taught kindergarten or primary”. In Vietnamese, it can be said, “khi dạy mẫu giáo hay tiểu học”, but if it is transferred to English, it can be weird. It is better to say, “Teach kindergarten or primary school students/pupils”, not teaching a place.

## 5. Discussion

The results show that students still need assistance with most English grammatical points when writing their graduation reports. Most notably, they faced difficulties using the simple past tense, as identified in the first research question. Although the guided questions used the simple past tense in their reports, the students primarily used the present simple tense. In Vietnamese, verbs are not conjugated, and an adverb of time indicates past meaning, typically placed at the beginning of a sentence. For example, “Hôm qua tôi đi xem phim” (Yesterday I go see movies; instead of Yesterday I went to see movies). We found that our results aligned with other studies in terms of tenses. For instance, Indonesian students needed improvement with tenses since Indonesian also does not apply verb tenses (Fitrawati & Safitri, 2021; Luthfiyati et al., 2015; Wulandari & Harida, 2021). Rana et al. (2019) and Atashian and Al-Bahri (2018) also found that English majors whose first language is Arabic struggled with tenses. Overall, EFL students whose first language is not English often need assistance using English tenses in their writing. Therefore, English teachers should emphasize this difference when teaching Vietnamese-speaking students. Teachers may give students activities, such as asking them to write a diary about their last holiday or childhood.

The second most common error found is run-on sentences. The students used commas instead of a full stop or a coordinating connector after an independent clause before writing another. This habitual use may stem from the student’s primary focus on processing meaning and ideas rather than on the types of clauses. The outcome aligns with the findings of Li et al. (2016), who found that students were reluctant to use coordinating conjunctions to link sentences, leading to run-on sentences, or struggled with subordinating connectors, resulting in fragmented sentences (Singh et al., 2017). Hence, English teachers should first have students write independent clauses or complete simple sentences. Once students know how to construct this sentence, they can practice coordinating conjunctions to link two simple or independent clauses to make compound sentences.

Word choice is the third most frequent error. Students appeared to struggle with understanding the meanings of English vocabulary, which affected their ability to use it correctly in context. For

example, in their reports, some of the students could not distinguish the meaning of “work”, “job”, and “task”. The result also corresponds to Rana et al.’s (2019) when students had difficulty choosing the correct vocabulary for a specific context. Rana et al. (2019) advised EFL teachers to teach language in contexts, allowing students to use vocabulary appropriately. Researchers have found that humans can detect word choice errors more readily than computers (Chen et al., 2017). Thus, English teachers should have them manipulate word choice in contexts by asking them to do fill-in-the-blank exercises and read more English texts to see what words native English speakers use to describe or explain given situations (Wu & Garza, 2014). Peer support can also be a valuable way to help them improve grammar (Kim & Emeliyanova, 2021). However, intermediate-level students can use computer-assisted platforms like Grammarly to enhance their word choice (Dizon & Gayed, 2024).

Regarding unclear meaning, most of the surveyed teachers agreed with the authors that many extracts from the students' reports lacked clarity and caused confusion. For instance, one student wrote in his or her report that “how to plan my next time” was ambiguous. Instead, he or she should have explained or provided a supporting idea to make “next time” clear to the reader. Another student said, “the current job of the job”, which confused the reader. To clarify, he or she should have explained the meaning of “jobs” in this situation. Most students' sentences describing their practicum tasks lack sufficient explanation or reference, leading to confusion for the readers. To avoid unclear meaning in writing, students should reread their work to ensure clarity and ask themselves if it conveys what they intend to say. From there, they can elaborate on their ideas in detail. Yusuf et al. (2021) found that readers need clarification of the writer's intended meaning when words are arranged incorrectly in a sentence. In addition, the choice of words in context also influences the clarity of the writer's intended meaning, as noted by Wulandari and Harida (2021) and Hans and Hans (2017).

Regarding language interference, most students used the simple present tense to describe events that had already occurred in the past. There is no verb conjugation in Vietnamese; the same verb form is used regardless of tense. In addition, students tend to overuse commas to add more details to their texts, leading to run-on sentences that force readers to guess the subject and predicate. It is not advisable to have students use many connectors or commas to connect several independent clauses or simple sentences simultaneously in one sentence because this can cause confusion of meaning. However, it is often observed that a long paragraph in Vietnamese contains only one complete sentence, with commas separating shorter sentences. This sentence structure habit significantly influences how Vietnamese students construct their English sentences.

Moreover, students tended to choose English vocabulary and word order based on their original thinking in Vietnamese. For instance, one student wrote, “When teaching kindergarten or primary”, and “When preparing lesson plans required me to have my own laptop”. Hence, Vietnamese-speaking students of English need to compare the structures of Vietnamese and English to recognize and understand the differences. Another suggestion is that students should practice thinking in English to avoid the influence of their mother tongue. Other studies on EFL students' English grammar use have also found similar results. For example, Yusuf et al. (2021) and Luthfiyati et al. (2015) found that Indonesian EFL students tended to think in their mother tongue before they wrote their essays. Hardly do students avoid borrowing their first language's structures to form English counterparts (L2) because students in the outer circle countries, such as Vietnam and Indonesia, usually start to learn their mother tongue early in their life and usually start to learn English later in their life with limited hours and in a non-English speaking environment, so it is unavoidable to either consciously or unconsciously borrow their first language's structures to generate English counterparts. Generally, it is undeniable that a habit of writing in their mother tongue influences how they construct English clauses. Therefore, while teaching English to EFL students, teachers should compare the structures of the two languages as much as possible to help students correctly arrange words in a sentence and

get them to know that when writing, they must never forget to use tenses to express their intended ideas.

Moreover, when teaching EFL students, EFL teachers should teach students how to use words in particular contexts and ask them to underline words that always co-occur or words that must be used in a specific context and not be used in another. For example, educational news from BBC or CNN can be a good source for EFL students to practice using vocabulary to make their English sound natural, thereby preventing a sense of mixed use of their first language and English. Thomas (2014) also introduced this method, suggesting using social media to improve writing.

EFL learners can improve their grammar in writing by asking learners to use the process and self-regulatory-oriented feedback provided by either peers or teachers (Yang & Zhang, 2023) to develop their grammar knowledge and fluency during language development (Yusuf et al., 2021). Regarding language selection for writing, learners can use automated writing evaluations, such as Google documents and web-based feedback, to sharpen their writing regarding language clarity (Al-Inbari & Al-Wasy, 2023) or use an online discussion forum created by the school to help undergraduates improve their English writing (Jamali & Krish, 2021) as this non-threatening platform can help students share their ideas and linguistic knowledge while they write reports or complete their writing assignments. Learners can also learn grammar by comparing the two structures of the two languages to prevent language interference (Atashian & Al-Bahri, 2018). Finally, Ganapathy et al. (2022) suggested using a genre-based pedagogical framework by incorporating many grammar-related activities to meet the learning needs, helping EFL students enhance their writing skills.

## 6. Conclusion

The current study explores how senior English majors applied grammatical knowledge to writing their graduation reports. It revealed that the students had incurred many types of grammatical errors, but mainly in using the simple past tense, run-on sentences, and word choice. The second concern about their grammar use is that many students' English sentences are unclear in meaning, and many tend to borrow their first language to construct their English sentences in the student's reports. With these results, the grammar curriculum and lessons must suitably adapt to the program. Teachers should consider whether to teach grammar implicitly or explicitly so that students can apply it well in writing their reports (Alfaruqy et al., 2022; Do, 2023). Through the results, curriculum developers and language teachers should treat grammar as a subject to be taught at all levels towards authentic and communicative.

## 7. Suggestions

It is inevitable to have limitations. First, the study should have discussed all the grammatical errors found in the students' reports, but due to time constraints, it failed to do so. Second, the reports investigated were limited; instead of investigating all the students' reports on this course (about 125 students in total), we had only 49. Third, the study could not explore other aspects of their reports, such as the cohesion and coherence of the reports and other elements of academic writing, e.g. audience, occasion/contexts, message, purpose, and genre (Irvin, 2010), so the whole picture of these students' grammar was not investigated in depth. Fourth, only nine English teachers could participate in the study because it was challenging to have all teachers in the department participate in this survey due to their teaching and administrative workload. In addition, students might have asked for support from others while writing their reports; although they had been told to write their reports honestly to have a more reliable resource, future research should be conducted; that is, when students are monitored while they are writing their reports. To test whether senior English majors use grammar effectively, educators can have them participate in other writing genres, such as writing diaries and professional emails. A final suggestion is that future studies compare students' use of grammar across universities that have implemented reforms in grammar instruction.

## Declarations

**Author Contributions.** Khau Hoang Anh initiated the research idea, wrote the introduction, literature review, methodology, and analyzed the data. Nguyen Huynh Trang reviewed the draft and provided feedback for the manuscript's improvement. Finally, both authors made revisions based on the reviewers.

**Conflicts of Interest.** The authors declare no conflict of interest.

**Funding.** We gratefully acknowledge the support of the time and facilities provided by Tra Vinh University (TVU) for this study. We also extend our gratitude to the University of Economics Ho Chi Minh City (UEH), Vietnam, for their financial grant supporting this research.

**Ethical Approval.** The study maintains the confidentiality of the students' names. The goal of this work is to consider how to optimize students' grammar in their academic writing, so other information related to this group of participants was not revealed.

**Data Availability Statement.** The data were screenshots for analysis, as seen in the manuscript text.

**Acknowledgements.** We gratefully acknowledge the support of the time and facilities provided by Tra Vinh University (TVU) for this study. We also extend our gratitude to University of Economics Ho Chi Minh City (UEH), Vietnam, for their financial grant supporting this research.

## References

- Ajabshir, Z. F., & Ebadi, S. (2023). The effects of automatic writing evaluation and teacher-focused feedback on CALF measures and overall quality of L2 writing across different genres. *Asian-Pacific Journal of Second and Foreign Language Education*, 8(26), 1–16. [https://doi.org/10.1186/s40862-023-00201-9&#8203;;contentReference\[oaicite:0](https://doi.org/10.1186/s40862-023-00201-9&#8203;;contentReference[oaicite:0)
- Alfaruqy, D., Setyawan, H., & Rohman, T. N. (2022). Exploring first-year EFL students' problems in essay writing. *ELE Reviews: English Language Education Reviews*, 2(1), 1–12. <https://doi.org/10.22515/elereviews.v2i1.4453>
- Al-Inbari, F. A. Y., & Al-Wasy, B. Q. M. (2023). The impact of automated writing evaluation (AWE) on EFL learners' peer and self-editing. *Education and Information Technologies*, 28(6), 6645–6665. <https://doi.org/10.1007/s10639-022-11458-x>
- Atashian, S., & Al-Bahri, K. (2018). Towards Arab students' grammatical errors in academic writing & their perceptions. *Arab World English Journal (AWEJ)*, 1, 140–145. <https://dx.doi.org/10.24093/awej/MEC1.10>
- Altenberg, E. P., & Vago, R. M. (2010). *English grammar: Understanding the basics*. Cambridge University Press.
- Celce-Murcia, M., & Larsen-Freeman, D. (1999). *The grammar book: An ESL/EFL teacher's course* (2<sup>nd</sup> Ed.). Heinle and Heinle.
- Dizon, G., & Gayed, J. M. (2024). A systematic review of Grammarly in L2 English writing contexts. *Cogent Education*, 11(1), 2397882. <https://doi.org/10.1080/2331186X.2024.2397882>
- Do, P. T. V. (2023). Common written error analysis committed by EFL graders. A case study at a secondary school in Vietnam. *Pegem Journal of Education and Instruction*, 13(1), 1–12. <https://doi.org/10.47750/pegegog.13.01.01>
- Eastwood, J. (1994). *Oxford guide to English grammar*. Oxford University Press.
- Ellis, R. (1997). *Second language acquisition*. Oxford University Press.
- Ellis, R. (2006). Current issues in the teaching of grammar: An SLA perspective. *TESOL Quarterly*, 40(1), 83–107. <https://doi.org/10.2307/40264512>
- Engber, C. A. (1995). The relationship of lexical proficiency to the quality of ESL compositions. *Journal of Second Language Writing*, 4(2), 139–155. [https://doi.org/10.1016/1060-3743\(95\)90004-7](https://doi.org/10.1016/1060-3743(95)90004-7)

- Ferris, D., & Roberts, B. (2001). Error feedback in L2 writing classes: How explicit does it need to be?. *Journal of Second Language Writing*, 10(3), 161–184. [https://doi.org/10.1016/S1060-3743\(01\)00039-X](https://doi.org/10.1016/S1060-3743(01)00039-X)
- Fitrawati, F., & Safitri, D. (2021). Students' grammatical errors in essay writing: A pedagogical grammar reflection. *International Journal of Language Education*, 5(2), 74–88. <https://ojs.unm.ac.id/ijole/article/view/15241>
- Ganapathy, M., Kaur, M., Jamal, M., & Phan, J. (2022). The effect of a genre-based pedagogical approach on Orang Asli students' EFL writing performance. *Malaysian Journal of Learning and Instruction (MJLI)*, 19(1), 85–113. <https://doi.org/10.32890/mjli2022.19.1.4>
- Hamilton, S. (2003). *Solving common writing problems*. Prentice Hall.
- Hans, A., & Hans, E. (2017). Role of grammar in communication–writing skills. *International Journal of English Language, Literature and Humanities*, 5(1), 39–50. <https://doi.org/10.24113/ijellh.v5.issue1.42>
- Hashemi, M., & Gholami, J. (2016). Incorporating effective grammar instruction into the classroom. *Journal of Language Teaching and Research*, 8(3), 567–573. Retrieved April 27, 2025, from <https://scholarworks.uni.edu/hpt/40>
- Hinkel, E. (Ed.). (2024). *Practical grammar teaching for the second language classroom*. New York, NY: Routledge.
- Hsieh, H. F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, 15(9), 1277–1288. <https://doi.org/10.1177/1049732305276687>
- Irvin, L. L. (2010). What is “academic” writing? In C. Lowe & P. Zemliansky (Eds.), *Writing spaces: Readings on writing, volume 1* (pp. 3–17). Parlor Press.
- Jamali, M., & Krish, P. (2021). Fostering 21st century skills using an online discussion forum in an English for specific purpose course. *Malaysian Journal of Learning and Instruction*, 18(1), 219–240. <https://doi.org/10.32890/mjli2021.18.1.9>
- James, C. (2013). *Errors in language learning and use: Exploring error analysis*. Routledge.
- Katz, S., & Blyth, C. S. (2008). *What is grammar?*. Heinle Cengage Learning.
- Kim, Y., & Emeliyanova, L. (2021). The effects of written corrective feedback on the accuracy of L2 writing: Comparing collaborative and individual revision behavior. *Language Teaching Research*, 25(2), 234–255. <https://doi.org/10.1177/1362168819831406>
- Li, F., Ren, J., & Zhao, H. (2016). Grammatical mistakes in college English writing: Problem analysis, reasons and solutions. *International Journal of Applied Linguistics and Translation*, 2(3), 20–28. <https://doi.org/10.11648/j.ijalt.20160203.11>
- Lieber, R. (2021). *Introducing morphology*. Cambridge University Press.
- Lott, D. (1983). Analyzing and counteracting interference errors. *ELT Journal*, 73(3), 256–261. <https://doi.org/10.1093/elt/37.3.256>
- Luthfiyati, D., Latief, M. A., & Suharmanto, S. (2015). Mistakes in writing narrative texts made by the students of senior high school. *Jurnal Pendidikan Humaniora*, 3(2), 161–164.
- Muhsin, M. A. (2016). Analyzing the students' errors in using simple present (A case study at Junior High School in Makassar). *Pacific Science Review B: Humanities and Social Sciences*, 2(3), 81–87. <https://doi.org/10.1016/j.psr.b.2016.09.006>
- Maurer, J (2006). *Focus on grammar: An integrated skills approach*. (3<sup>rd</sup> ed.). Pearson Education.
- Myhill, D., Jones, S., & Watson, A. (2022). *Grammar for writing*. National Council of Teachers of English. [https://ncte.org/blog/2022/06/grammar-for-writing/?utm\\_source=chatgpt.com](https://ncte.org/blog/2022/06/grammar-for-writing/?utm_source=chatgpt.com)
- Murphy, R. (2001). *Essential grammar in use: A self-study reference and practice book for elementary students of English; With answers*. Cambridge University Press.
- Nguyen, T. H. S., Nuyen, A. M. T., Nguyen, N. N. L. C., & Nguyen, N. H. L. (2022). An analysis of sentence structure errors in essay writings committed by sophomores at Can Tho University,

- Vietnam. *European Journal of Applied Linguistics Studies*, 5(2), 84–98. <http://dx.doi.org/10.46827/ejals.v5i2.372>
- O'Dell, F., & McCarthy, M. (2017). *English collocations in use: Advanced; How words work together for fluent and natural English; Self-study and classroom use - Intermediate* (2<sup>nd</sup> ed.). Cambridge University Press.
- Oshima, A., & Hogue, A. (2007). *Introduction to academic writing*. (3<sup>rd</sup> ed.). Pearson/Longman.
- Osuchowska, D. (2001). *English at work. An English-Polish dictionary of selected collocations*, Wydawnictwo Naukowe PWN, Warszawa.
- Polio, C. G. (1997). Measures of linguistic accuracy in second language writing research. *Language learning*, 47(1), 101–143. <https://doi.org/10.1111/0023-8333.31997003>
- Rana, S., Owaidh, L. A., & Harbi, N. A. (2019). Grammatical errors in English writing made by senior students of English department at Jubail University College-: Problem analysis, reasons and solutions. *International Journal of Arts and Commerce*, 8(5), 23–34.
- Savage, A. & Shafiei, M. (2012). *Effective academic writing 1*. (2<sup>nd</sup> ed.). Oxford University Press.
- Singh, C. K. S., Singh, A. K. J., Razak, N. Q. A., & Ravinthar, T. (2017). Grammar errors made by ESL tertiary students in writing. *English Language Teaching*, 10(5), 16–27. <https://doi.org/10.5539/elt.v10n5p16>
- Swan, M. (2005). *Practical English usage 3rd edition*. Oxford university press.
- Teng, L. S., & Zhang, L. J. (2020). Empowering learners in the second/foreign language classroom: Can self-regulated learning strategies-based writing instruction make a difference?. *Journal of Second Language Writing*, 48, 100701. <https://doi.org/10.1016/j.jslw.2019.100701>
- Thomas, J. (2014). Case study of error analysis of the usage of tense in English by I year engineering students from Tamil Medium Schools. *IMPACT: International Journal of Research in Humanities, Arts and Literature*, 2(3), 47-52. Retrieved April 27, 2025, from [www.impactjournals.us](http://www.impactjournals.us)
- Umstatter, J (2007). *Got grammar: Ready to use lessons and activities that make grammar fun!*. John Wiley & Sons.
- Wu, H. P., & Garza, E. V. (2014). Types and attributes of English writing errors in the EFL context-A study of error analysis. *Journal of Language Teaching and Research*, 5(6), 1256. <https://doi.org/10.4304/jltr.5.6.1256-1262>
- Wulandari, R. S., & Harida, R. (2021). Grammatical error analysis in essay writing. *Deiksis*, 13(1), 73–81. <https://doi.org/10.26714/lensa.10.2.2020.218-233>
- Yang, L. F., Zhang, L. J., & Dixon, H. R. (2023). Understanding the impact of teacher feedback on EFL students' use of self-regulated writing strategies. *Journal of Second Language Writing*, 60, 101015. <https://doi.org/10.1016/j.jslw.2023.101015>
- Yusuf, Y. Q., Mustafa, F., & Iqbal, R. M. (2021). An inquiry into grammatical errors in writing committed by high-achieving EFL students. *International Journal of Language Studies*, 15(2), 1–12.

### About the Contributor(s)

**Khau Hoang Anh**, is a lecturer at the School of Foreign Languages, Tra Vinh University, Vietnam. His research interests include educational leadership and administration, English teaching methodology, second language acquisition, and educational psychology. He has published extensively in leading international journals.

Email: [anhkhau@tvu.edu.vn](mailto:anhkhau@tvu.edu.vn)

ORCID: <https://orcid.org/0000-0001-6457-7579>

**Nguyen Huynh Trang**, Associate Professor (Foreign Languages), is a lecturer at University of Economics in Ho Chi Minh City, Vietnam. Her research interests include linguistics, English teaching methodology, second language acquisition, and educational psychology.

Email: [trangnh@ueh.edu.vn](mailto:trangnh@ueh.edu.vn)

ORCID: <https://orcid.org/0000-0002-6683-7028>

---

**Publisher's Note:** *The opinions, statements, and data presented in all publications are solely those of the individual author(s) and contributors and do not reflect the views of Universitepark, EDUPIJ, and/or the editor(s). Universitepark, the Journal, and/or the editor(s) accept no responsibility for any harm or damage to persons or property arising from the use of ideas, methods, instructions, or products mentioned in the content.*

---