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Omani Students' Written Errors and Improvements with Special Reference to Paragraph Writing: A Cross-Sectional Study

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ABSTRACT

The present study aimed at discovering the writing errors of Omani undergraduate students with special reference to essay writing. In this regard, fifty writing final examination papers from five different levels were selected to be investigated. To begin with, the writings of the students were categorized into two different classes based on their levels, i.e., the upper vs. the lower levels. Then, using a ten-dimensional model developed by Sattayatham & Ratanapinyowong (2008), each criterion for good paragraph writing was reviewed. In case the criterion was not observed by a student, it was noted down by the researchers. In search for statistical significant differences among the frequencies of errors in the two levels, the Chi-Square procedure was applied. The result of the test revealed statistically significant differences among the frequencies of the errors committed by the two afore-mentioned groups of students. Finally, some relative discussions were made in terms of the nature of errors committed by each group of students.

Keywords: Written Errors, Paragraph Writing, International Foundation Program, Ten-Dimensional Model, Omani Students

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Mr. Peyman Nouraey (FFS Research Coordinator), Dr. Joseph Cuarteros (FFS Quality Assurance Coordinator), and Mr. Monam Khemiri (FFS Lecturer) published a paper on the writing skills of Gulf College undergraduate students. The paper "Omani Students' Written Errors and Improvements with Special Reference to Paragraph Writing: A Cross-Sectional Study" was published by the *International Journal of English Language and Translation Studies* (Vol.4, issue 2). The journal is indexed in ISC, the world's third most famous database in the realm of Humanities and Social Sciences. The paper aimed at investigating the written errors of Gulf College students in the FFS and highlighted the significant progressions made by the students as they deal with the International Foundation Programme (IFP). This paper is accessible through <http://eltsjournal.org/archive/11-4-2-16.pdf>