An Investigation into Common Errors Made by Vietnamese Learners in IELTS Writing Task 2

Hoang Thanh Dung[1], Tran Viet Anh[2*]

[1]*Faculty of Foreign Languages, Industrial University of Ho Chi Minh City, Vietnam*

[2]*Faculty of Foreign Languages, Ho Chi Minh City University of Industry and Trade, Vietnam*

*Corresponding Author: Tran Viet Anh, Faculty of Foreign Languages, Ho Chi Minh City University of Industry and Trade, Vietnam

Abstract: *The recent years have witnessed a rise in the number of International English Language Testing System (IELTS) test-takers. As a mean to measure for English competency, this test assesses language users' four essential skills, with Writing being regarded as a challenging task. Especially in Writing Task 2, many errors have been reported to appear in great frequency. However, in Vietnam, most studies in the field of Writing have only focused on pointing out the errors without systematically classifying them according to the band descriptors. The main purpose of this study is to develop an analysis of the common errors of Vietnamese students against the Writing Task 2's band descriptors. Quantitative research design was employed, with data being collected from 44 students' papers in an IELTS center in Ho Chi Minh City. This study has found that generally the errors fell into Lexical resource and Coherence and cohesion criteria. Several recommendations for IELTS trainers and learners, as well as other researchers have been made in light of these findings.*

Keywords: *IELTS Writing Task 2, common errors, Vietnamese IELTS learners*

1. INTRODUCTION

The trend of studying for IELTS in Vietnam has grown rapidly in recent years. This test is the proof of language competency recognized by over 12,000 organizations across more than 150 countries around the world (IDP Education, n.d.). Its worldwide significance and popularity lead to the need to have more insights into the performance of students in it. Among the four skills tested, Writing is considered to be the most difficult one for Vietnamese test-takers (Nguyen, 2021; Tran & Nguyen, 2021). The 2025's test data reveal that the average score for Writing of Vietnamese learners was only 6.1, the second lowest among the four skills (IELTS, n.d.). IELTS learners often report the difficulty in dealing with Writing Task 2 due to its complicated requirements. Several studies have pointed out a variety of problems in IELTS Writing Task 2 like constructing the appropriate sentences and paragraphs (Tran et al., 2021), organizing and structuring ideas and arguments (Hyland, 2019), or using the vocabulary appropriately (Nguyen & Nguyen, 2022).

The identification of errors in writing has been a major area of interest in the language teaching field as it sheds light on understanding second language acquisition and diagnosing learners' needs (Corder, 1981). Over the past decades, researchers have shown an increased interest in conducting studies on finding the errors in the IELTS Writing with the hope to develop the students' performance. So far, however, there has been little discussion about specific writing errors related to the four marking criteria in IELTS Writing Task 2. Therefore, this study systematically reviews the data for common errors in Writing Task 2 against the band descriptors, aiming to provide a more informed view on this subject of interest. In order to achieve this aim, the research tried to answer the following question: *What are the common errors made by Vietnamese IELTS learners in Writing Task 2?*

2. LITERATURE REVIEW

2.1. IELTS Writing Task 2

The Writing Task 2 of IELTS requires test-takers to write about a given topic in an academic or semiformal/neutral style in at least 250 words. The response should include relevant examples and explanations in order to clarify the writer's ideas. The task has its own band descriptors for

assessment, namely task response (TR), coherence and cohesion (CC), lexical resource (LR), grammatical range and accuracy (GR). The overall band score is the average of the four criteria on the scale of 1 to 9 (IELTS, n.d.).

2.2. Learners' Common Errors in Writing Task 2

2.2.1. Task Response

Several errors related to TR are reported in students' writing papers. One of the most common errors is the unclear development to the stated view, resulting in the partially-completed essays (Panahi & Mohammaditabar, 2015). The lack of background knowledge also leads to the unfinished essays as students have no idea on what to write (Liu and Deng, 2019). Another error that is commonly seen in this criterion is not providing a clear standpoint or not formulating a firm conclusion. Lee and Deakin (2016) and Bagheri and Riasati (2016) highlight that students' essays usually lack focus and a coherent and consistent perspective. Similarly, Virgiyanti (2021) reports the absence of a coherent progression or a concluding idea in students' paragraphs.

Finally, following an appropriate format for the task is also considered challenging for students (Pearson, 2018; Nguyen et al., 2022). They often have difficulty interpreting the prompt of the task, leading to their undeveloped planning due to time constraint (Farid & Saifuddin, 2018; Slater, 2002).

2.2.2. Coherence and Cohesion

The logical progression to clarify the overall message of the essay is what this criterion focuses on. In other words, this is how concepts, language, and information are put together to serve the intention of the writer. Firstly, the inappropriate paragraphing and illogical arrangement of concepts are major errors in students' essays. Their paragraphs often have no topic sentences (Bagheri & Riasati, 2016; Tran & Nguyen, 2020). In addition, they do not arrange ideas in a sequential manner, which results in duplication or conflicts of the ideas (Liu & Deng, 2019). Confusing paragraph division, inappropriate word omissions or additions are also found as frequent errors in students' essays (Bagheri & Riasati, 2016; Lubis, 2018). Secondly, using cohesive devices (such as logical connectors, conjunctions, and pronouns) puts a great pressure on students. It is believed to be the most difficult task for test-takers to master (Canagarajah, 2002). Vietnamese IELTS learners often make errors with employing appropriate lexical strategies like terminology, alternative terms and antonyms (Nguyen & Nguyen, 2022). In the same vein, Pouladian et al. (2017) report that most errors found in writing papers are related to cohesive referential devices, followed by lexical reference.

2.2.3. Lexical Resource

For Vietnamese learners, lexical resource is widely regarded as one of the most difficult criteria (Nguyen & Nguyen, 2022). The poor use of collocations and idiomatic language, mistakes in spelling and word formation, and improper use of words are also evidence of their incompetence in using vocabulary (Bagheri & Riasati, 2016).

Firstly, test-takers usually have difficulties using appropriate collocations and idiomatic expressions. They find it challenging to know suitable word to use in their essay even with the help of a dictionary (Bagheri & Riasati, 2016; Trinh et al., 2021). Secondly, conducting sophisticated paraphrasing is a challenging task for students. Many of them get penalized for producing oblique output which is copied from input (Chandrasegaran, 2000). Inappropriate paraphrasing or restructuring the content is an error that can commonly be found in students' paragraphs (Bagheri & Riasati, 2016; Liu & Deng, 2019). Another error in this criterion is using the wrong word choice. It is reported as the most addressed type among all vocabulary-related errors (Divsar & Heydari, 2017). Likewise, Huang (2006) shows that errors in the usage account for the majority of the errors found. Lastly, spelling and word formation are also problematic for students when completing the writing task. Issues like misspelling, incorrect prefixes and suffixes, or false analogies of the form of the word are commonly detected in students' writing (Panahi & Mohammaditabar, 2015; Pouladian et al., 2017).

2.2.4. Grammatical Range and Accuracy

This criterion assesses how various and suitable the structures like basic, compound, and complex statements are used, and how precise they are. The significance of GR to the overall band score is highlighted in Rimmer (2006). However, learners often have a limited understanding of the

requirements of this criterion, which leads to the overuse of complex structures (Cullen, 2017; Nartiningrum et al., 2021; Panahi & Mohammaditabar, 2015). They also show little confidence in conducting grammatically correct sentences as a result of limited control in sentence structures as well as word and phrase combination. Moreover, punctuation is also an obstacle that hinders students' performance in IELTS Writing Task 2 (Nguyen et al., 2022). This is supported by various studies which point out the problems in using appropriate punctuation among students (Bagheri & Riasati, 2016; Panahi & Mohammaditabar, 2015), indicating that learners' writing contains a number of punctuation and subject-verb agreement errors. Other errors related to subject-verb agreement are shown in Bagheri and Riasati (2016), Nartiningrum et al. (2021) and Pouladian et al. (2017). Lastly, a high frequency of errors with tenses is found by Tran and Nguyen (2020) and Xu and Xu (2021), including inconsistent shifts in tense, inaccurate forms of verbs, and improper usage of perfect tenses.

2.3. Conceptual Framework

Based on the IELTS format and the reviews of some previous studies, the framework of this research is constructed in the diagram below, with errors being categorized and coded according to the IELTS band descriptors. These codes are used as the framework for the error analysis of students' writings.
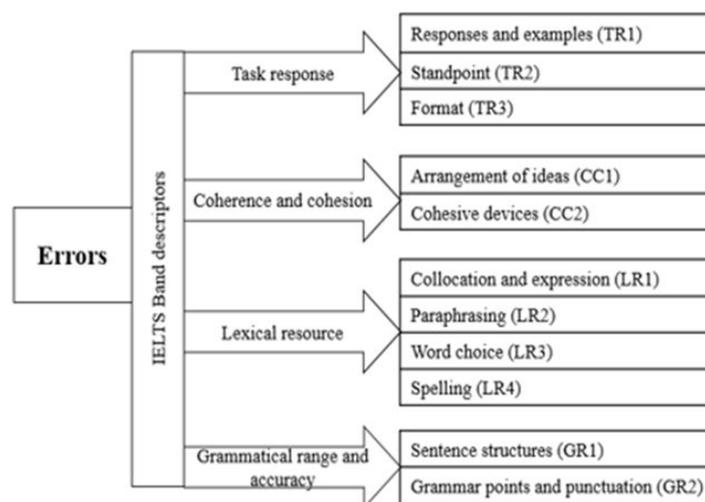

Figure 2.1. *Students' common errors in IELTS Writing Task 2*

3. METHODOLOGY

3.1. Research Design

The quantitative approach was employed to determine the common errors that students may make in Writing Task 2 based on the marking criteria. According to Creswell (2014), this method enables the researchers to "establish the overall tendency" of the study issue.

3.2. Research Setting and Participants

This study was carried out at an IELTS-focused language center in Ho Chi Minh City. The participants were 44 students with similar language proficiency (B2 level - equivalent to IELTS 5.5 band score) in four classes. They were aware of the format and the grading criteria of IELTS Writing Task 2.

3.3. Data Collection and Analysis Procedure

The students were asked to write about an assigned topic for IELTS Writing Task 2 in their final test at the end of the course. All the papers were submitted to the teachers in charge, who had carefully discussed the marking criteria with the researchers. A total of 47 students initially consented to participate in the study. However, three submissions were suspected of cheating and were therefore excluded, resulting in 44 papers being marked. Pseudonyms were used (S1 - S44) instead of the students' names to ensure the confidentiality.

The writing papers were marked using the coded errors shown in Figure 2.1. Each marked error was counted as 1. Two rounds of marking were conducted in order to increase the reliability of the marking process. In the first round, the teacher in charge evaluated their own students' writing after

reaching an agreement with the researchers on the assessment criteria. In the second round, the same papers were independently marked by the researchers. Subsequently, the researchers and the teacher compared their assessments to reach a final consensus on the identified errors. The total number of errors in the writing was then calculated and presented in graphs, along with the corresponding percentages, to provide a clear and intuitive representation of the collected data.

4. FINDINGS AND DISCUSSION

4.1. Learners' Common Errors against the Band Descriptors

The frequency of students' errors in four criteria according to the band descriptors of IELTS Writing Task 2 is presented in Figure 4.1.
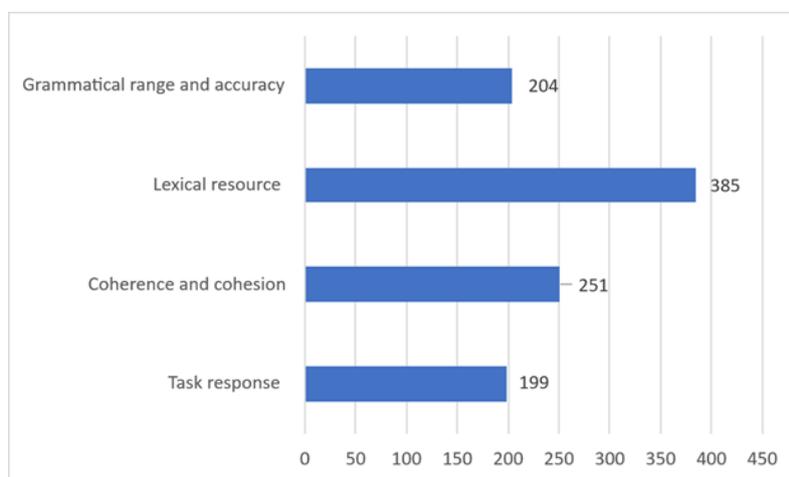

Figure 4.1. *Frequency of errors in student's writings*

The analysis of 44 papers revealed a total of 1039 errors. LR was the major contributor (385 errors) while TR appeared to be the least problematic (199 errors). The figures for the other two criteria, CC and GR, were roughly similar with 251 and 204 errors, respectively. Details for each criterion with the sub-criteria are illustrated in Figures 4.2 to 4.5.
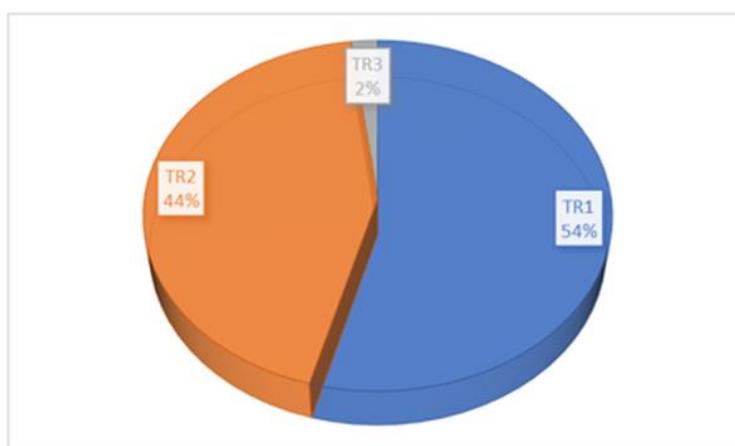
4.1.1. Task Response Errors

Figure 4.2. *The frequency of task response errors*

As presented in Figure 4.2, more than half of the total errors (108 errors, equal to 54%) belonged to TR1, indicating that students did not provide enough evidence and examples for their arguments. They tended to merely list the arguments without providing any kinds of supporting details, which makes their arguments become subjective and less convincing. This also adversely affected their band score as they did not fully meet the requirement of the writing task as the topic asks them to "Give reasons for your answer and include any relevant examples from your own knowledge or experience".

Forty-four percent (87 errors) were found in the TR2 criterion, which related to the way students formed and organized their essays to support a clear standpoint. The focus of the paragraph was

unclear due to the use of ambiguous or off-topic sentences. Especially with essays that require students to express their opinion towards a statement like "Do the advantages of this trend outweigh the disadvantages?" or "Discuss both views and give your opinion", the lack of a clear standpoint was found in great frequency. Other cases included the overuse of supporting details or irrelevant examples. There was only one case in which the student went off the topic (S44).

Only 2% of the errors was about the format (4 errors). Errors in this category were because students did not include the conclusion paragraph or wrote only one body paragraph.
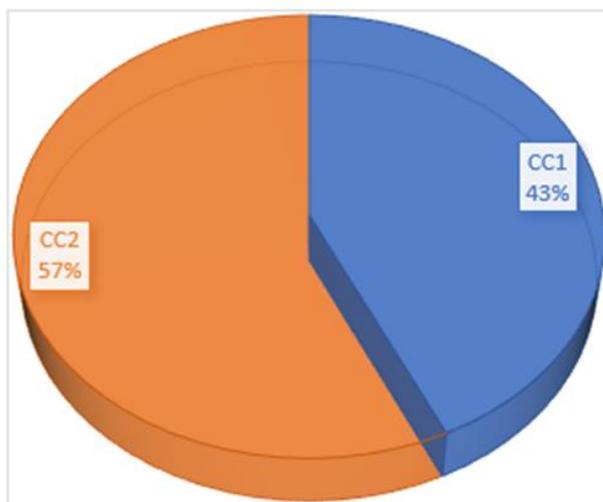
4.1.2. Coherence and Cohesion Errors

Figure 4.3. *The frequency of coherence and cohesion errors*

In this criterion, CC1 accounted for 43% (108 errors), which was related to the way ideas were selected, established, and arranged to support the argument. It was difficult to recognize the main idea of the sentences because students tended to write very long sentences with many clauses. The absence of topic sentences and the repetition of ideas also resulted in an illogically organized paragraph. Finally, the poor arrangement of words and ideas in the sentences was also detected but in a small number. Errors in CC2 constituted a bit higher percentage (57%, with 143 errors), indicating the challenges with using cohesive devices. It is interesting to note that errors in this criterion were found in almost every writing paper. The majority of errors were about the missing of conjunctions and linking words, making the paragraph incoherent with only fragmentary ideas. Additionally, several writings were discovered to misuse conjunctions, which might cause misunderstandings. The failures in using references and substitution were also found in many papers, which affected not only the comprehension but also the overall flow of the paragraph.
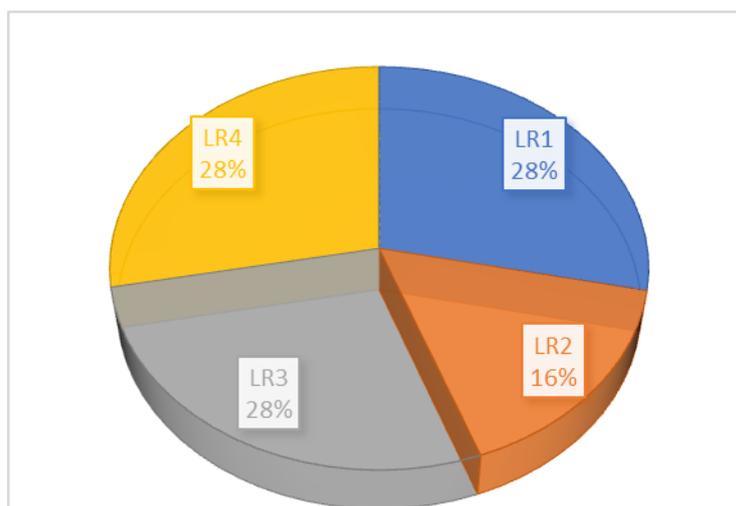
4.1.3. Lexical Resource Error

Figure 4.4. *The frequency of lexical resource errors*

Errors in this criterion were quite evenly distributed among the sub-criteria. About 28% of the errors were listed in LR1, LR3, and LR4 (109, 106, and 108 errors respectively). In more detail, students often had difficulty in using appropriate collocation and expression (LR1). The dysfunctional interlingual translation from Vietnamese to English led to the incorrect use of groups of words in students' writing. In addition, the ignorance of context sometimes resulted in the inappropriate use of words.

Errors related to the word choice were grouped in LR3. This type of error prevented students from conveying their actual ideas. Moreover, students were prone to use wordy sentences and cliché phrases, which resulted in excessively long and unacademic writing. Another commonly found error was about the misuse of word class.

Misspellings and improperly constructed words were identified as errors in LR4. Despite their ability to express the words orally correctly, students frequently struggled to illustrate them in written form. They also showed limited control in using affixes. Almost all of the examined papers had errors in the addition of prefixes to make antonyms or suffixes to indicate the plural forms of the nouns, demonstrating how common this kind of error was in student writing.

With 16%, errors with paraphrasing (LR2) were a little lower than the other three (62 errors). A number of students failed to rephrase the words or ideas to state their arguments. Furthermore, the fact that many papers were marked with high rates of repetition suggested low ability to paraphrase among students.
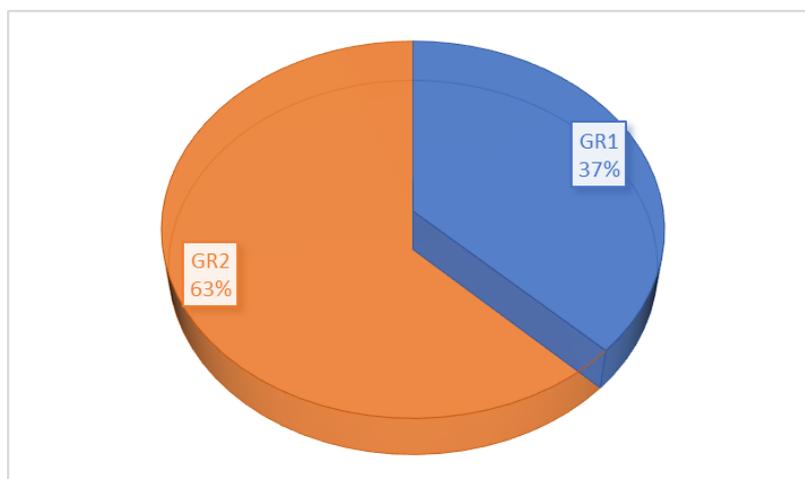
4.1.4. Grammatical Range and Accuracy Errors

Figure 4.5. *The frequency of grammatical range and accuracy errors*

GR2 was more problematic for students, accounting for 63% with 128 errors. In many cases, students placed punctuations at the wrong position in the sentence or left out the necessary ones. The misuse of grammar points like subject-verb agreement, preposition, or passive voice was also commonly spotted. Making such errors made their writing unnatural and might disrupt the flow of thoughts they wanted to express. Failures to conduct well-structured sentences (GR1) were detected with 76 errors, taking up 37%. Students usually omitted necessary clauses when writing complex and compound sentences. This, in turn, reduced coherence at both the sentence and paragraph levels. Besides, numerous errors involved the malformation of fixed grammar structures like conditional sentences or relative clauses, which made it hard to differentiate main ideas from supporting ones, thus reducing the effectiveness of the argument.

4.2. Discussion

Analysis of students' written texts reveals that LR accounts for the largest proportion of errors, which mirrors the findings of Nguyen and Nguyen (2022) and Panahi and Mohammaditabar (2015). This pattern implies that difficulties in selecting appropriate vocabulary are common not only among Vietnamese learners but also among second language learners in general. Notably, the even distribution of lexical error types might imply that learners encountered comparable difficulties with both the form and the meaning of the words. This finding, however, contradicts with the results of

Trinh et al. (2021) and Divsar and Heydari (2017) which found that meaning-related errors were predominant. Such differences may be attributed to variations in learner proficiency. While Trinh et al. (2021) focused on language-major students with at least one year of specialized study, Divsar and Heydari (2017) examined advanced IELTS candidates. These learners displayed higher proficiency than those in the present study, indicating that vocabulary instruction for learners at lower and intermediate levels should give balanced attention to both formal accuracy and semantic appropriateness.

With regard to CC, the present findings are in line with previous research demonstrating that maintaining textual coherence poses considerable challenges for learners (Liu & Deng, 2019; Pouladian et al., 2017). The major difficulties identified were the inappropriate use of cohesive devices and inaccurate referencing, which is in accordance with earlier conclusions by Bagheri and Riasati (2016), Canagarajah (2002), and Pouladian et al. (2017). In addition, findings in this study were similar with Cullen (2017) and Liu and Deng (2019), emphasizing errors related to illogical organization of ideas. However, the present study further highlights a substantial proportion of paragraphs lacking topic sentences, a problem also identified by Tran and Nguyen (2020). These findings suggest that coherence remains a common difficulty among second language learners. For Vietnamese learners in particular, errors with topic sentence construction appear to be especially prominent. The explanation for this may lie in the differences between Vietnamese and English rhetorical conventions. Whereas English academic writing typically requires a clear topic sentence followed by supporting ideas, Vietnamese writing does not always adhere to this pattern. Consequently, learners' decisions regarding paragraph organization are strongly influenced by their first language, often resulting in weak coherence.

Concerning TR, the results partially correspond with those of Farid and Saifuddin (2018), although their participants mainly failed to construct effective introductions, whereas the learners in this study experienced more difficulty with conclusions. Similar observations were made by Slater (2002), who reported that some learners were unable to complete their planned texts or meet the required word count. The present study's finding is also consistent with Liu and Deng (2019) that learners often produced vague arguments without adequately elaborating on them. In addition, unclear standpoint was a frequent error, which accords with the findings of Panahi and Mohammaditabar (2015) and Lee and Deakin (2016).

Regarding GR, the most frequent errors involved punctuation and subject–verb agreement. These results correspond with those of Bagheri and Riasati (2016), Panahi and Mohammaditabar (2015), and Tran and Nguyen (2020), who similarly identified punctuation as a major source of difficulty due to its strong contextual dependence. These findings also mirror Pouladian et al. (2017) and Nartiningrum et al. (2021) who reported high rates of subject–verb agreement errors. Such similar patterns suggest that these grammatical problems are persistent among English learners and may be influenced by first-language interference. Errors in sentence structure and tense usage were also prominent in the present study, supporting the findings of Nguyen et al. (2022) and Xu and Xu (2021), who attributed them to learners' limited ability to distinguish between different tense forms and specific grammatical requirements. Overall, the results emphasize the importance of strengthening learners' understanding of clause integration and tense usage in order to produce grammatically accurate and coherent essays. For learners whose first language lacks non-auxiliary verbs like Vietnamese, attention should be paid to both the formal features and functional use of tense and sentence structure.

5. CONCLUSION

The current study aimed to determine the common errors in students' IELTS Writing Task 2 by employing the quantitative method with the analysis of 44 students' writings. Marking codes based on the IELTS Writing Task 2 band descriptors were used to systematically identify and classify errors in students' writing across four criteria: task response, coherence and cohesion, lexical resource, grammatical range and accuracy. The findings indicate that students made the highest number of errors in the lexical resource criterion (365 errors), followed by coherence and cohesion (251 errors). Fewer errors were found in grammatical range and accuracy (204 errors) and task response (199 errors). These findings have provided some implications for IELTS trainers and learners. For trainers, it is essential to further enhance students' awareness of the band descriptors for IELTS Writing Task 2, since this serves as the foundation for their performance development. Besides, teachers should place

greater emphasis on designing targeted instructional strategies for students to improve vocabulary and ideas. For learners, they should focus more on contextual appropriateness when studying vocabulary and grammar and when generating ideas for their essays.

Despite providing valuable insights into common errors in students' Writing Task 2 performance, this study is subject to some important limitations. First, the relatively small sample size and the inclusion of participants from a single proficiency level mean that the findings may not be generalizable to larger or more diverse student populations. Second, the lack of longitudinal data makes it impossible to provide insights into how the number of errors may vary across different essay types and topics, or how students' performance and perceptions may evolve under varying conditions and over time. Lastly, future research may explore the underlying causes of these errors and propose appropriate pedagogical solutions to enhance the teaching and learning process.

REFERENCES

Bagheri, M. S., & Riasati, M. J. (2015). EFL graduate students' IELTS writing problems and students' and teachers' beliefs and suggestions regarding writing skill improvement. *Journal of Language Teaching and Research*, *7*(1), 198. https://doi.org/10.17507/jltr.0701.23

Canagarajah, A. (2002). Critical academic writing and multilingual students. https://doi.org/10.3998/mpub.8903

Chandrasegaran, A. (2000). An analysis of obliqueness in student writing. *RELC Journal*, *31*(1), 23–44. https://doi.org/10.1177/003368820003100102

Corder, S. P. (1981). *Error analysis and interlanguage*. Oxford University Press.

Creswell, J. W. (2014). *Research Design - Quantitative, Qualitative, and Mixed Methods Approaches* (4th ed.). Sage.

Divsar, H., & Heydari, R. (2017). A Corpus-based Study of EFL Learners' Errors in IELTS Essay Writing. *International Journal of Applied Linguistics & English Literature, 6*(3), 143–149. https: //doi. org/ 10. 7575/aiac.ijalel.v.6n.3p.143

Farid, A., & Saifuddin, M. (2018). Designing IELTS writing material for learners with low level of English proficiency based on needs analysis. *Journal of Research in Foreign Language Teaching (JRFLT)*, *1*(1), 49–61. https://doi.org/10.26594/jrflt.v1i1.1153

Huang, S. J. (2006). A case study of EFL students' writing errors on a web-based writing program. In *International Conference & Workshop on TEFL and Applied Linguistics, Ming Chuan University*.

Hyland, K. (2019). *Second language writing*. Cambridge University Press.

IDP Education (n.d. *What is IELTS? Test Formats & Importance.* Retrieved February 12, 2026, from https://www.idp.com/vietnam/ielts/what-is-ielts/?lang=en

IELTS (n.d.). *IELTS: Home of the IELTS English language test*. Retrieved February 12, 2026, from https://www.ielts.org/

Lee, I., & Deakin, M. (2016). Interactions in the second language classroom: Teacher's intentions and learners' interpretations. *Language Teaching Research, 20*(2), 231–249. https://doi.org/10.1177/1362168815577239

Liu, F. L., & Deng, Z. M. (2019). Production-oriented approach to IELTS Writing Task 2. *Journal of Literature and Art Studies*, *9*(11), 1200–1211. https://doi.org/10.17265/2159-5836/2019.11.012

Lubis, L. R. (2018). An Analysis of Students' Error in Using Cohesive Devices in Writing Analytical exposition text. *Journal Education and Development*, *6*(2), 77–77.

Nartiningrum, N., Rayuningtya, P., & Virgiyanti, D. F. (2021). Error analysis of undergraduate students' writing performances: IELTS-based activities. *Journal of Educational Management and Instruction*, *1*(1), 19–27. https://doi.org/10.22515/jemin.v1i1.3446

Nguyen, H. N., & Nguyen, D. K. (2022). Vietnamese learners' performance in the IELTS Writing Task 2. *International Journal of TESOL & Education*, *2*(1), 170–189. https://doi.org/10.54855/ijte.222111

Nguyen, T. B. T., Nguyen, T. T. B., & Phan, N. Q. (2022). Vietnamese IELTS learners' perceptions of IELTS Writing Task 2 and their performance-based lexical resource. *IELTS Research Reports Online Series, 5*(22). British Council, Cambridge Assessment English and IDP: IELTS Australia.

Nguyen, T. T. (2021). Subject-verb agreement and tense errors in Vietnamese students' English writing. *International Journal of English Linguistics, 11*(4), 78–88. https://doi.org/10.5539/ijel.v11n4p78

Panahi, R., & Mohammaditabar, M. (2015). The Strengths and Weaknesses of Iranian IELTS Candidates in Academic Writing Task 2. *Theory and Practice in Language Studies, 5*(5), 957–967. https:// doi.org/10. 17507/tpls.0505.10

Pearson, W. S. (2018). Written Corrective Feedback in IELTS Writing Task 2: Teachers' Priorities, Practices, and Beliefs. *TESL-EJ*, *21*(4). http://files.eric.ed.gov/fulltext/EJ1172568.pdf

Pouladian, N., Bagheri, M. S., & Sadighi, F. (2017). An Analysis of Errors in Writing Skill of Adult Iranian EFL Learners Preparing for the IELTS. *International Journal of English Linguistics*, *7*(3), 85. https://doi.org/10.5539/ijel.v7n3p85

Rimmer, W. (2006). Measuring grammatical complexity: The Gordian knot. *Language testing*, *23*(4), 497–519. https://doi.org/10.1191/0265532206lt339oa

Slater, S. (2002). *The IELTS Writing Test: text issues and teaching strategies*. *2*(2), 115–131. https://ci.nii.ac.jp/naid/110004462166/

Tran, Q. T., & Nguyen, H. N. Q. (2020). Exploring tertiary English-majored students' academic writing difficulties. *TNU Journal of Science and Technology*, *225*(11), 123–130. https://doi.org/10.34238/tnu-jst.3686

Tran, T. M. L., & Nguyen, T. T. H. (2021). The Impacts of Technology-based Communication on EFL Students' Writing. *AsiaCALL Online Journal*, *12*(5), 54–76. https://asiacall.info/acoj/index.php/journal/article/view/80

Tran, T. Q. T., Nguyen, T. M. N., Luu, T. T., & Pham, T. B. N. (2021). An evaluation of English non-majored freshmen's attitude towards EFL learning at Can Tho University of Technology. *International Journal of TESOL & Education*, *1*(2), 72–98. http://i-jte.org/index.php/journal/article/view/35

Trinh, T. L. A., Tran, T. K. N., Vo, T. B. N., & Huynh, T. T. S. (2021). The Difference Effects of Paper Dictionaries vs. Online Dictionaries. *AsiaCALL Online Journal, 12*(3), 28–38. https://asiacall.info/acoj/index.php/journal/article/view/34

Virgiyanti, D. F. (2021). Error analysis of undergraduate students' writing performances: IELTS-based activities. *Error analysis of undergraduate students' writing performances: IELTS-based activities*, *1*(1), 19–27. https://doi.org/10.22515/jemin.v1i1.3446

Xu, Y., & Xu, Z. (2021). An investigation of tense errors in English writing among ESL learners. *TESOL Quarterly, 55*(2), 411–432. https://doi.org/10.1002/tesq.658

AUTHOR'S BIOGRAPHY

Hoang Thanh Dung is a lecturer at the Faculty of Foreign Languages, Industrial University of Ho Chi Minh City (IUH). She got her Master Degree in TESOL at University of Social Sciences and Humanity, Ho Chi Minh City. Her research interests include teaching English skills, second language acquisition and applying technology in education. **Email:** hoangthanhdung@iuh.edu.vn

Tran Viet Anh is a lecturer of English at Ho Chi Minh City University of Industry and Trade, Vietnam. Her primary research interests include English language teaching, second language acquisition, and artificial intelligence in education. **Email:** anhtv@huit.edu.vn