

## Difficulties in Writing English Abstracts from the Perspective of Master Students of Economics at Jijel University

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### Abstract:

This study aims to identify the common errors made by Master two economics students and determine their difficulties when writing abstracts of their dissertations in English. Moreover, this research seeks to propose solutions that may help them efficiently perform academic writing tasks required to submit their dissertations in their faculty where English is considered a second foreign language. The sample consisted of 25 English language abstracts (out of 100) written in by Master two students of economics enrolled at Jijel University during the academic year of 2019. The abstracts in question were samples of written drafts that supervisors had not yet corrected. In order to undertake this research task, an error analysis of the abstracts was conducted. The data revealed that Master two economics students have difficulty distinguishing between the essentials and mechanics of English writing, mastering the abstracts' rhetorical structure, using formal language and appropriate vocabulary with greater frequency in the domain of specialization, and developing and coherently arranging ideas, besides using proper grammar, spelling, and punctuation. Furthermore, the errors discovered in the abstracts in this study have pedagogical implications for English language learning, especially in writing courses.

**Keywords:** Abstract, Error Analysis, English Academic Writing, Master two students of economics.

### 1. INTRODUCTION:

English is a significant language of scientific research used in academia. It is also the language of the internet and knowledge accessibility. Lingua franca is commonly the name given to this prestigious language to mean that it is a shared means of expression among humans worldwide, even though it has many variants or Englishes (Yakhontova, 2003, p. 14).

The knowledge of English allows learners, professionals, and researchers to get access to the latest information in their fields. Unless one can understand how to plan their communications to optimize their chances of success and effectively interact with others in whatever variety of English being used, he/she will meet insurmountable problems in all spheres of academic fields and all walks of life.

In scientific research, writing is considered the most complex language skill that must be mastered (Richards & Renandya 2002, p. 303). In fact, students in higher education are increasingly required to conduct their studies in the English language; and this imposes on them a reasonable mastery of this scientific language to adequately produce specific writing genres such as

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essays, abstracts, summaries, critical reviews, and research papers (Dudley-Evans & St. John, 1998).

Abstracts have become one of the most prominent scientific genres used in academia (Busch-Lauer 2012; Swales/Feak 2009). They seem to be an essential part of research articles and papers or Master's and Ph.D. dissertations. The abstract and the title are the first things readers see when they open an article. It connects them to the rest of the work.

Murray and Beglar (2009) present more strategic objectives that students should consider when writing abstracts. First, in writing abstracts, writers should provide a comprehensive overview to make the readers insightful about the content of the thesis and consider its relevance to the readers' research. Additionally, abstracts enable the reader to determine whether or not s/he should carry on reading the entire paper. Secondly, writing abstracts denotes summarizing the most important issues of the study and providing information on how the researcher dealt with the issue under investigation. In so doing, readers might be more informed about the problem upon which the research revolved.

Although several definitions are provided to the word "abstract", the common approach to writing the abstract is to consider it a 'miniature paper' (Murray & Beglar, 2009). This traditional description of abstracts represents the various stages of research in the generic structure of abstracts, mostly following the typical IMRaD, Introduction – Method – Results – and – Discussion. The structure consists of only four moves, as in Samraj (2005) and Bhatia (1993). These main sections of abstracts (introduction, methods, results, and discussion) refer to four moves or stages: purpose, methods, results, and conclusions. While there is no consensus concerning the numbers and the names of moves that characterize the abstract, this four-move structure seems to be generally accepted by most fields of study. The details provided and the order in which it is presented is also quite traditional and conventional. (Gillett, Hammonde & Martala, 2009, p. 232).

Tippett (2005) defines an abstract as a concise summary of the entire paper. However, Maksymchuk, Onyshchenko, and Trotsyuk (2010) put this definition into question. According to them, a summary is a shortened version of a text aimed at displaying the essential information of the text; this summary is a review that evaluates the extensive work and often appears at the end of a research paper as a rehashing of the crucial findings and conclusions without referring to the method and the content.

Unlike the summary, the abstract, as commonly understood, is a description or factual overview of a much longer study that is intended to provide the reader with a complete and accurate understanding of the entire article " (Bhatia, 1993, p. 78). It is also a self-contained, short, and powerful statement that describes a paper rather than evaluates or defends it (i.e., it is an original document rather than an excerpted passage. In writing abstracts, components vary according to discipline; the typical abstract should open with a brief but precise statement of the problem, followed by a description of the participants. If necessary, the research method then describes the significant findings the conclusions reached. (Murray & Beglar, 2009, p. 143).

Error Analysis (EA) is becoming a preferred second or foreign language analysis method to understand better economic learners' difficulties in writing sentences and making good abstracts. Error analysis is one of the most effective methods for linguistic studies that focus on learners' errors. The error analysis method compares learners' errors in the target language as well as within the target language itself (Zawahreh, 2012). According to Corder (1967), error analysis is divided into two types: theoretical and applied. Theoretical learning is concerned with determining whether and how students learn a second or foreign language. The applied form aims to help students learn more efficiently by using their native language for pedagogical purposes.

The value of error analysis in the teaching and learning process cannot be overstated. It aids teachers and course developers in recognizing student errors, understands why they occur, and how these errors can be avoided. Knowing the causes of errors helps teachers to address problem areas of their students' language learning by creating appropriate instructional materials and using successful strategies to correct errors (Darus & Subramaniam, 2009). Error analysis provides proof of the learners' writing difficulties (Kırkgöz, 2010; Seitova, 2016; Sompong, 2014). The findings of error analysis include factual details that can be used.

Many studies have been conducted to classify errors in written texts of various genres and levels. These research studies (e.g., Darus & Subramaniam, 2009; Erkaya, 2012; Watcharapunyawong & Usaha, 2013; Alkhasawnah, 2014; Sermsook, Liamnimitr, & Pochakorn, 2017; Seitova, 2016; Khansir, 2016; Promsupa, Varasarin & Brudhiprabha, 2017; Amnuai, 2020) yielded some intriguing findings.

In the light of what has been stated, the current study investigates the significant problems encountered by Master two economics students when writing abstracts in English as important educational activities to postgraduate ESP (English for specific purposes) students. Nonetheless, the term "abstract" is not used synonymously with the word "summary" in the present research paper, although the Arabic translation may indicate that.

Hence, The objective of the latter is to shed light on the common errors committed in the writing of English abstracts of economics Master dissertations at the economic sciences department of Mohammed Seddik Ben Yahia University-Jijel and find out the leading causes of these difficulties in English abstracts writing in order to come up with feasible solutions that will aid them in performing abstract writing tasks more efficiently required as they pursue their final studies in a university where English is considered as a second foreign language

This study analyzes the errors produced by Master two economic students in writing a dissertation's abstract in the English language. The analysis comprises different aspects such as grammar, genre, spelling, punctuation, cohesion, form, and language writing style. The following questions were posed in order to achieve these goals:

1. What are the common errors made by the economics' Master two students in their English version of dissertations abstract?
2. What types of errors do ESP learners produce in writing their Master two

dissertations' English version of the abstract?

3. What factors are behind the poor writing quality of English abstracts in economics sciences Master two dissertations?

## 2. Methods:

As the present research endeavors to investigate the problems encountered by economics Master Two students in writing the abstracts of their dissertations and explaining and describing the problem, explanatory research was conducted. According to Louis, Lawrence, and Keith (2007), explanatory research is a type of research design that focuses on explaining the aspects of this study and providing deep insight into a specific subject, which gives birth to more subjects and provides more opportunities for the researchers to study new things and questions new things. In our study, the suitable method of explanatory research design includes case analysis. Understanding and tackling the problem could be more efficient by dealing with the carefully selected cases of the phenomenon.

### 2.1 Participants

25 students out of 100 studying at Master two levels at economics sciences department of Mohammed Seddik Ben Yahia University- Jijel during the academic year 2019 were gathered and selected randomly to be examined. The subjects were selected based on convenience sampling as they were available, accessible, and willing to participate in the study. They handed 25 abstracts written in English.

### 2.2 Data collection

As a means of collecting data for this study, 25 of the students' English language written abstracts were submitted to the economics sciences department (University of Jijel) at the end of 2019. These abstracts were analyzed to examine the types of errors they committed. The main aim behind applying this technique was to have an insight on students' current writing skill level and attempt to unveil the errors the students of economics usually commit in writing their English abstracts. It is worthy of note that these dissertation abstracts are drafts that supervisors did not yet correct.

### 2.3 Data analysis

Errors analysis is one of the primary forms of qualitative data analysis. It is a process of concluding the occurrence, nature, reasons, and effect of unsuccessful language (James, 1998, p.1). It is a process through which the many errors made by language learners are analyzed according to the linguistic classification of writing errors. Those errors will be such a constructive input of the language learning process for learners. The techniques of data analysis in this research involved six steps as follows:

- a- Firstly, analyzing the writing errors of dissertations' abstracts of economics sciences department at Jijel University in English language by using descriptive method. For this purpose, errors analysis applied by taking sentence as the unit of analysis.
- b- The analysis did base on the types of error. These types include the following:
  - 1) Rhetorical structure errors: this category deals with the errors related to Bhatia's (1993) model, following the typical IMRaD: introducing

purpose, describing methodology, summarizing results, and presenting conclusions.

- 2) Informal writing errors: this category deals with the errors related to contractions, direct questions, phrasal verbs, number/bullet points, repetition, basic language, place adverbs within the verb, and inappropriate negative forms.
  - 3) Personal language errors: this category encompasses errors such as expressing emotions and thoughts without supporting them with information and references. There is a lack of objectivity in writing when using personal singular pronouns, personal plural pronouns, emotive adjectives, and subjective adverbs.
  - 4) Inaccurate specialized terminology: this category explains the errors related to the misuse of concrete words and terminology that convey a specific meaning.
  - 5) Uncautious language errors: this category shows complete certainty when describing the findings and conclusions.
  - 6) Cohesion errors: This category refers to the errors related to the illogical of the organized flow of ideas in which the various parts are not connected to form a unified whole.
  - 7) Grammatical errors: this category discusses the errors related to Tenses, prepositions, subject-verb Agreement, relative clauses, Sentence construction, nominalization, passive voice, and articles
  - 8) Punctuation errors: this category deals with punctuation and capitalization errors.
- c- Spelling errors: this category deals with the errors related to orthography  
Classifying the errors into nine types of errors,
- d- Calculating the total number and percentage of each type of errors to find out the amount of each type of errors by using the following formula:

$$P = \frac{F}{N} \times 100\%$$

P: Number of percentages

F: Frequency of types of errors in writing abstracts in English

N: Number of whole errors in abstracts.

- e- The researcher finds the frequency distribution of the errors. Hence, the researcher can conclude that what happened in the students' english writing skill and the problem why the students made errors.

### 3. RESULTS

This section presents the results of the current study. The results of frequencies of errors shown in Table 1 aim to answer the research objectives mentioned above.

#### 3.1. Types of Errors Committed by Students when Writing English abstracts

This section intends to show the results which aim to give answers to the first research question: What type of writing errors committed by economic

Master two students at Jijel university?

**Table 1: Frequency of Writing Errors Committed by the Students**

Types of writing errors	Frequency	Percentage%
Abstracts' structure (Genre)	97	9.64
Informal writing	137	13.60
Personal writing	108	10.73
uncautious writing	87	8.64
Inaccurate specialized terminology	104	10.32
Spelling words	110	10.93
Grammar rules and sentence structure	156	15.49
Punctuation	124	12.31
Ideas order and cohesion	84	8.34
<b>Total</b>	<b>1007</b>	<b>100</b>

As shown in Table 1, the economic students committed several errors when writing English abstracts. The most frequent error was the grammatical errors (f=156). The majority of the students face numerous difficulties in constructing grammatically correct sentences when writing in English. This is followed by formal writing difficulties (f=137). The results also show that many students have problems using punctuation when writing in English (f=124), but they have fewer difficulties with correct spelling (f=110).

Moreover, Table 1 shows that excessive use of the personal style in abstract writing is the fifth type of difficulty students encounter when writing in English (f=108). This finding is approximately similar to the frequency of technical language difficulties (f=104). It appears that the participants often use inappropriate specialized terminology, which reflects their lack of knowledge about relevant vocabulary in their specific discipline.

Additionally, the findings reveal that the frequency of difficulties in covering all the essential academic elements of the abstract structure (f= 97) exceed those of employing the cautious way of explaining the findings (f= 87) and demonstrating coherence and progression of ideas when writing in English (f= 84). In fact, the results indicate that Master two economic students are incapable of paraphrasing, using their own words, choosing the appropriate terminology, and building meaningful sentences. This reflects their inability to distinguish between an "abstract" and a "description," as well as their inability to write in both English and Arabic.

### 3.2. Nine Most Frequent Errors and Examples of Errors

The interference of Arabic language (L1) with English as a foreign language prevents the participants from expressing the gist of their dissertations by using their own critical thinking and writing English academically without resorting to a literal interpretation. In the following section, examples of these difficulties are presented.

#### a. Abstracts' Structure (Genre) Difficulties

The majority of Economic students do not follow the traditional structure of abstracts as Bhatia's model (1993): introducing purpose, describing methodology, summarizing results, and presenting conclusions. The analysis of abstracts reveals various issues. Many abstracts missed one or two moves or more; some abstracts lack logical ordering, and others insert unconventional moves.

### Example 1

The following is an example that misses two moves (methodology and conclusion).

#### Abstract

"(Sentence 1) The aim of this research is to know the impact of oil price changes on the balance of payments, as it is considered one of the most important researches in the current time to explore the future prospects, especially in the current economic conditions in the country. (Sentence 2) The study aims: to identify the oil industry and its status in the world, and highlight the main players in the oil markets, the analysis of the Algerian balance of payments as one of the most important economic indicators and the impact of changes in oil prices.(Sentence 3)

The Algerian balance of payments was very sensitive and effected by changes in oil prices. (Sentence 4)"

In this abstract, the student first presents the purpose of the study directly in sentence 1 and sentence 2. Then the results of the study are shown in sentence 3 and 4. However, there are no corresponding descriptions of the methodology and the conclusion of the research.

### Example 2

the abstract below misses the results, and the conclusion moves.

#### Summary

"(Sentence 1) This study aims at introducing the stages of development of the international monetary system from the gold base system to the free float system in the first chapter.(Sentence 2) In the next chapter we discussed in detail the different definitions of emerging markets in the global system by showing the most important indicators of economic, military and political power , especially in the so- called countries.(Sentence 3) In this study ,we also attempted to develop scenarios for the global system, as the closest scenario in the future."

This abstract indicates that graduate students seem to be confused between the two terms abstract and summary. Thus, they use the term "summary" while "abstract" is needed. They present the purpose of the study directly in sentence 1 and sentence 2. Then, the methodology of the study is shown in sentence 3. However, the results and conclusion moves are missing in the subsequent abstract.

### Example 3

The last abstract displays an unusual structure or form. The following of the various stages of the typical IMRaD is unavailable.

#### Summary

" The investment setting constitutes the main factor to attract investments, since investments involve the transfer of the latest technological developments, and contribute to the enhancement of export opportunities as well as to the reduction of imports. Foreign direct investment, with its different forms, is considered as an important indicator in the transfer process of the resources to the host country, whether it is financial, technological or it is related to human experiences and competencies.

However, the role of inter-Arab investments in the fulfillment of the Arab economic integration as the Arab world is an integral part of the world. Therefore, the economic integration became a prominent issue among the Arab countries, and the phenomenon of Arab economic integration turned to be very crucial."

The example above shows that economics students use more than one well-developed paragraph in one page (APA) with double-spaced. This abstract illustrates the insertion of unconventional moves and the missing of all the essential academic moves (aim, methodology, results, and conclusion)

### b. Formal writing difficulties

Developing command of formal style is extremely important for Economic two Master students wishing to master the conventions of English writing abstracts.

Formal academic English will generally avoid:

<p><b>Contractions :</b> <b>It's</b> one of the best ways to facilitate the tracking of indirect cost.</p>	→	<p><b>It is</b> one of the best ways to facilitate the tracking of indirect costs.</p>
<p><b>Direct question :</b> This study has addressed the subject of the impact of the monetary policy to control the supply of money - The Case of Algeria – during the period (2000-2013), falling under the main question: "<b><u>What is the impact of monetary policy to control the supply of money?</u></b>"</p>	→	<p>This study <b>addressed</b> the impact of the monetary policy in controlling the supply of money - <b>The Case of Algeria</b> – during the period (2000-2013).</p>
<p><b>Phrasal verbs :</b> In our study, we tried <b>to find out</b> the impact of the exchange rate policy in on correcting the balance of payments defect.</p>	→	<p>This study aims <b>to discover</b> the impact of the exchange rate policy on correcting the balance of payments defect</p>

### c. Impersonal style of writing difficulties

Abstract writing maintains an objective and scholarly tone. It is, therefore, important to identify the personal pronouns, adjectives, and adverbs difficulties that Master Two students make when writing abstracts in English at the department of economic sciences, university of Jijel, and to show preference toward impersonal style.

<p><b>Possessive pronoun :</b> Thus, <b>our</b> objective through this research is to highlight the role played by public accounting in administrative decision making.</p>	→	<p>Thus, <b>this research aims to highlight the role of</b> public accounting in administrative decision-making.</p>
<p><b>Subjective pronoun:</b> In this research, <b>we discussed</b> the problem of replacing electronic means of payments instead of the conventional ones in Algeria.</p>	→	<p><b>This research deals</b> with replacing electronic means of payments instead of the conventional ones in Algeria.</p>
<p><b>Emotive adjectives:</b> <b>Unfortunately, we</b> reached a result that <b>it is not possible</b> to declare the existence of the replacement of <b>traditional electronic</b> means of payments despite the efforts which made by the state to develop the electronic payment infrastructure.</p>	→	<p><b>The</b> result reached, indicates, or declares that <b>there is no</b> replacement/or substitution of the <b>electronic</b> means of payments instead of <b>traditional ones</b> despite the efforts made by the state to develop the electronic payment infrastructure.</p>



**d. Hedging writing difficulties**

to be accurate and protect the students of economics from being criticized for possible errors or invalid claims. The main linguistic ways of doing this are as follows :

<p><b>By using modal verbs:</b> The quality of service that the bank offers contribute positively on building competitive advantage with large benefits</p>	→	<p>The quality of service that the bank offers <b>may/could</b> contribute positively to building a competitive advantage with large benefits.</p>
<p><b>By using verb phrases that distance the writer from the statements or conclusions he/she makes:</b></p>		
<p>This study found that the exchange rate policy adopting in Algeria was not effective in correcting the balance of payments imbalance</p>		<p>This study found that the exchange rate policy adopting in Algeria <b>seems to be ineffective</b> in correcting the balance of payments imbalance.</p>
<p><b>By using a there is construction with the word possibility:</b></p>		
<p>From these results, the absence or the lack of this effect in Algeria is originally due to the relative absence of the cause of the impact which is the electronic banking transactions within the Algerian banking system.</p>	→	<p><b>There is a strong possibility that</b> the absence or the lack of this effect in Algeria is originally due to the relative absence of the cause of the impact, which is the electronic banking transactions within the Algerian banking system.</p>

**e. Specialized terminology difficulties**

Another critical difficulty of English abstract writing committed by the economics students is the infelicity to choose more specific, appropriate, and accurate alternatives when selecting words of different parts of speech.

<p><b>Inappropriate terminology :</b> Studies have showed that these Islamic financial sukuk are considered as an essential tool for <b>accumulating</b> the necessary financial resources to finance the investment projects that benefit the individual and the society as a whole.</p>	→	<p>Studies have shown that this Islamic financial sukuk is considered an essential tool for creating, pooling, or collecting the necessary financial resources to finance the investment projects that benefit the individual and society</p>
<p><b>Specific determinate words:</b> The <b>very</b> important role.</p>	→	<p>The crucial role.</p>
<p><b>Inappropriate terminology:</b> The aim of this study is to know the <b>benefits</b> that banking marketing <b>offers improving</b> competitive advantage of banks.</p>	→	<p>This study aims to know the <b>role</b> that banking marketing <b>plays to improve</b> the competitive advantage of banks.</p>

<p><b>Inaccurate vocabulary:</b>                  .....with a link to this growth and change <b>interviews currency bloc</b> especially against foreign assets, <b>wish came on top of construction cash</b> in Algeria.</p>	→	<p>.....with a connection to this growth and change <b>the monetary mass interviews</b>, especially against foreign assets, <b>which occupied by the forefront of monetary creation</b> in Algeria.</p>
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**f. Spelling words difficulties**

English spelling is rather tricky and irregular. The following examples of difficulties will help Master two economics students develop the necessary attention toward spelling.

<b>Prefixes/ Dropping and adding letters:</b>		
<p>This <b>search</b> aims at identifying the areas in <b>wich</b> these remittances are used by the families of migrants and the most important channels of money transfer.</p>	→	<p>This <b>research</b> aims to identify the areas in <b>which</b> these remittances are used by the families of migrants and the most important money transfer channels.</p>
<p><b>i/e rule:</b>                  To <b>acheive</b> the objective of the study, the SPSS program was used to analyze the data.</p>	→	<p>The SPSS program was used to analyze the data to <b>achieve</b> the objectives of the study.</p>
<b>its (possessive pronoun) / it's (it is) :</b>		
<p>.....by taking into account the different types of these sukuk and <b>it's</b> importance.</p>	→	<p>.....by taking into account the different types of these Sukuk and <b>its</b> importance.</p>
<p><b>Affect (verb)/effect (noun):</b>                  The Algerian balance of payments was very sensitive and <b>effected</b> by changes in oil prices.</p>	→	<p>The Algerian balance of payments was very sensitive and <b>affected</b> by changes in oil prices.</p>

**g. Grammar rules and sentence structure difficulties**

Although the systematic discussion of grammar questions lies inside the course scope available in the economic sciences department, there is still a need to review the themes that usually cause problems for Economic learners. The areas widely covered in courses (such as verb tenses) will not be considered here.

<p><b>Sentence structure:</b>                  So <b>tooks</b> the top of priority in the 19<sup>th</sup> century</p>	→	<p>So, <b>it took</b> the top of priority in the 19<sup>th</sup> century</p>
<p><b>Agreement of subjects and verbs:</b>                  This research <b>aim</b> at showing the very important role of the Islamic financial sukuk in funding economic projects of development.</p>	→	<p>This research shows the vital role of the Islamic financial Sukuk in funding economic projects of development.</p>

<p><b>passive form order :</b>                  Characterized by the policy of the money supply in Algeria continued growth and the increasing rates of money supply.</p>	→	<p>The money supply policy in Algeria <b>was characterized by</b> a continuous and increasing growth in the rates of the money supply).</p>
<p><b>Sentence length/Sentence structure:</b></p>		
<p>The study aims <u>to</u> identify the oil industry and its status in the world, and <b>highlight</b> the main players in the oil markets, the analysis of the Algerian balance of payments as one of the most important economic indicators and the impact of changes in oil prices.</p>	→	<p>The study aims to identify the oil industry and its status in the world, highlight the main players in the oil markets, analyze the Algerian balance of payments as one of the most important economic indicators, and explore the impact of changes in oil prices.</p>

**h. Punctuation difficulties :**

The misuse in English of such punctuation marks by the Master students of economics as the full stop, or period, the colon, the semicolon, the hyphen, the dash is the same as in the Arabic language. We will consider only using the marks with which economic students might be less familiar (the apostrophe, the comma) and the capitalization a source of significant differences and difficulties.

<p><b>Semicolon/Comma</b>                  Our study aims to know the role of sovereign wealth funds in reducing the risks of oil price fluctuations, through studying the case of the United Arab Emirates, using the Mubadala Fund as a model; and the most important results that we have reached is that sovereign wealth funds contribute to cover the budget deficit by not a few rates; and has an effective role in reducing the risk of fluctuations in oil prices and contribute to the diversification of the economic base.</p>	→	<p>This study aims to know the role of sovereign wealth funds in reducing the risks of oil price fluctuations through studying the case of the United Arab Emirates using the Mubadala Fund model. <b>The</b> most important results we have reached are that sovereign wealth funds cover the budget deficit by not a few rates. <b>It</b> has an effective role in reducing the risk of fluctuations in oil prices and contributing to the diversification of the economic base.</p>
<p><b>Comma Splice:</b>                  This study examines the subject of tax reforms and their role in supporting and promoting domestic investment in Algeria through the state of Jijel as a model, <u>the</u> Algerian tax system has defined several reforms amendments to tax laws and legislation as well as tax administration through a review of fiscal stimulus policy.</p>	→	<p>This study examines the subject of tax reforms and their role in supporting and promoting domestic investment in Algeria through the state of Jijel as a model. <b>The</b> Algerian tax system has defined several reforms amendments to tax laws and legislation <b>and</b> tax administration through a review of fiscal stimulus policy.</p>
<p><b>Capitalization/Period/ aphostrophe:</b></p>		

<p>This research aims at showing the very important role of the Islamic financial sukuk in funding economic projects of development, by taking into account the different types of these sukuk and <b>it's</b> importance, via considering the sudanian and malaysian experience in such field, studies have showed that these Islamic financial sukuk are considered an essential tool for accumulating the necessary financial resources to finance the investment projects that benefit the individual and the society as a whole</p>	→	<p>This research shows the crucial role of the Islamic financial sukuk in funding economic development projects by considering the different types of <b>Sukuk</b> and <b>its</b> importance by considering the <b>Sudanian</b> and <b>Malaysian</b> experience in such a field. <b>Studies</b> have shown that this <b>Islamic Financial Sukuk</b> is considered an essential tool for accumulating the necessary financial resources to finance the investment projects that benefit the individual and society.</p>
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**i. Ideas order and cohesion difficulties:**

As transitional expressions show various kinds of logical relations, Economic Master two students face numerous difficulties to group them according to their meaning and function. The following examples illustrate the inadequate linking of words and phrases, which permit the establishment of the logical relationship between ideas within a sentence or between sentences

<b>Additional signal/Comparison and contrast words:</b>		
<p>This study found a positive relationship <b>between</b> the price of barrel of oil <b>to this</b> exchange rate, <b>And</b> the price of a barrel of oil <b>to the</b> interest rate, <b>on the other hand,</b> <b>between</b> oil prices <b>to</b> the volume of loans granted to this economy <b>from the third.</b></p>	→	<p>This study found a positive relationship <b>between</b> the price of a barrel of oil <b>and</b> the exchange rate, <b>between</b> barrel oil price <b>and</b> the interest rate, <b>and</b> the price of a barrel of oil <b>and</b> the volume of loans issued to this economy third.</p>
<p><b>Emphasis words:</b> <b>Here,</b> Algeria began the march of its monetary policy, it has acted to use it in line with the achievement of its objectives of stability and economic development.</p>	→	<p><b>At this point,</b> Algeria began the march of its monetary policy, <b>and</b> it has acted to use it in line with the achievement of its objectives of stability and economic development.</p>
<p><b>Illustration words:</b> The objective is to analyze the money supply policy in Algeria and the extent the growth in the volume of the monetary mass is linked to the growth of the private sector, and the standard study has proven its importance in the development of the private sector.</p>	→	<p>The aim is to analyze Algeria's money supply policy and the extent <b>to which</b> the growth in the volume of the monetary mass is related to the growth of the private sector, <b>as</b> proved <b>by</b> a standard study.</p>

#### 4. DISCUSSION AND CONCLUSION

The present study's findings indicate that writing is problematic for many ESP students at all stages because of both learning styles and learners' attitudes. The nine most frequent error types committed by the economic students range from the most frequent to most minor frequent: grammar, informal language, punctuation, spelling, impersonal style, inaccurate specified terminology, abstract rhetorical structure, and uncautious language and cohesion. The present study's findings revealed the students' writing inability and insight into students' problems when writing their abstracts in the English language.

The results are pedagogically beneficial and represent teaching and learning processes. Accordingly, they should balance multiple issues when writing English abstracts such as content, organization, purpose, grammar, vocabulary, register, and mechanics such as capitalization, punctuation, and spelling.

The key causes of these findings may be related to carelessness, intrusion from the first language, and translation. The first explanation is often linked to a lack of motivation as a result of many teachers' materials and presentation styles not suiting them. Furthermore, Arabic interference and the negative transfer of the mother tongue rules can compete with economic students' English language habits. Thus when students want to translate from one language to another, the first language will obstruct their translation. This is the most popular reason for the mistakes encountered by the economic students.

Additionally, ESP students often suffer from the traditional method adopted in teaching ESP classes at the Algerian higher educational systems. This might be since, so far, there are no published textbooks relevant to their field of studies that have led to poor English writing lessons as most of the teachers are untrained to instruct English to economics Master two students

ESP students are required to produce written products that show mastery of all of the above elements in the new language, despite the fact that writing has been taught as a product rather than a process for several years. Therefore, teachers emphasize grammar rather than making decisions about the content and the organization of ideas. The difficulties in both content and genre in writing abstracts, as revealed in the study, resulted from not valuing ESP classes at the economic sciences department of Jijel University.

As a result, Master two economics students' poor achievement in writing abstracts in the English language might be allied with the weak foundations upon which ESP is instructed, inappropriate methods adopted in teaching English at the department as mentioned above, the over-focus on teaching grammar and reading comprehension at the expense of considering students' needs to learn content and form (Mousavi et al. 1). Besides, time constraints might be considered the reason behind their unacademical writings, lacking style and register.

This study has been conducted to improve Master two economics students' quality of writing abstracts. It attempted to shed light on the issues these students need to know before engaging in the process of writing good English abstracts. The present research paper unveiled the common difficulties encountered by the participants through giving practical examples from their produced written samples. More importantly, it subsequently proposes some pivotal features that need to be considered to produce fine pieces of academic English written abstracts. These features are highly needed to be included in an official textbook that should be used to instruct ESP classes at the economic sciences department of Jijel University. Their suggestions for improvements of the English language abstract as listed below.

- Use correct spelling, grammar, and punctuation.

- Write in an objective, neutral manner.
- Accurately use the terminology of the economic discipline.
- Ensure that the student language is rich enough.
- Write in an academic style, avoid colloquial language, jargon, and slang.
- Arrange the ideas in a strict logical order.
- Pay special attention to the structure and the organization of the abstract elements.

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