

An Error Analysis of Criminology Students' Texts

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ABSTRACT

The use of written English is essential in criminology. This can be proven by its purpose when writing technical documents such as police blotter reports, among others. The researchers explored the textual errors in this paper's Criminology students' essays. Further, it seeks to identify the reasons behind the commission of these errors by the students. Using a qualitative approach and error analysis, the researchers asked twenty-five students to undergo the data-gathering phase. Also, key informants were interviewed to deepen the findings of the study. After a series of writing stages and checking, it is identified that students' common writing errors are in the observance of subject-verb agreement and the use of commas and conjunctions. The researchers also unraveled that the incomprehensibility of grammar rules is why students encounter writing difficulties. This study recommends that a module be developed and implemented in an academic setting to improve students' writing skills in the English language.

Keywords: *error analysis, linguistic errors, criminology, academic writing, college.*

INTRODUCTION

Among the many roles that police officers have is writing documents. In the policing world, officers monitor criminal activities and enforce the law. They also write papers periodically and ensure that these documents are of quality to achieve integrity, accuracy, and comprehensibility.

Across the globe, police officers are given much importance because of the service they render to the public. Also, they are praised because of their dedication to public service and concern for the general public welfare. One of the significant duties of a police officer is to create a valid and accurate blotter report of the latest incident reported to the police office by a criminally victimized individual. The P.A.– CIS (2012) describes a police blotter as an enlistment of events arranged chronologically based on a specifically reported incidence, including names and addresses of people involved. This blotter report must be exact so that all information about the incident is scribbled on the blotter book. The importance of blotter reports is highly emphasized because these reports serve as evidence during the court hearing and suit processing. Suppose these reports are written by the police officers erroneously and incomprehensively. In that case, the court will not acknowledge their utilization as they can be considered invalid and inaccurate statements of an incident. Thus, blotter reports must be regarded as significant technical reports.

In 2001, the Criminal Justice Institute posed that a police officer's skills are assessed mainly based on language in written reports. Any police officer is expected to perform duties within the scope of the law and to record essential details regarding an incident that transpired.

Despite the importance of blotter reports, many police officers need to observe proper syntactic construction in making the entire report. Observably, there have been many grammatical errors in the whole technical write-up. Besides these grammatical errors, there are numerous counts of misspelled words, capitalization problems, and even lousy punctuation marks. Common mistakes in blotter report writing can be traced to the grammatical knowledge of the police officers. One of the significant factors is the substandard college education of these police officers, especially during their tertiary writing and technical report courses.

Similarly, Cabansag (2013) reported that most of his research subjects need to be proficient in written English, specifically on the mechanical side, such as capitalization and punctuation. He also found that many students need help with subject-verb agreement and verb use. Approach (2017) study found that Criminology students have numerous grammatical errors, specifically in verb use and mechanics. At the same time, another survey by Aperocho (2016) found that most students, when analyzed according to gender, commit mistakes in writing, such as using run-on sentences and faulty sentence structures. Hence, grammar and writing classes play a very significant role in shaping a person's writing ability and generally developing quality professionals.

In the world of criminology, grammatical accuracy is a must. This is affirmed by Castigador (2012), who maintained that accuracy is synonymous with correctness, exactness, or preciseness. Preparing a technical document is primordial, and the presented pieces are correct and valid. Thus, it is the writer's responsibility to verify the data's reliability and construction.

Furthermore, it must also be noted that blotter reports must serve their purpose- to explain how an incident happened. The sad fact is that several blotter reports seem not to do this purpose anymore because of the incomprehensiveness due to grammatical errors in the technical information. Good (1996) highlighted that effective use of language is needed in writing documents and descriptions of various natures. He also added that in technical writing, the manner must be objective; the content is technical- practical knowledge.

Gilman et al. (2016) added that writing issues are inevitable, and criminology students commonly experience these challenges. Students need help in constructing sentences and paragraphs. It is a challenge for them to put their ideas into words. It is even more difficult because they have to use English as they contextualize those ideas. Moreover, the complexity of the English language, like the grammatical and mechanical rules, also hinders them from successfully writing what they have in mind.

To be successful in their future career, students need to develop their writing skills; hence, solving this is a must. The problem is that there is a need for more studies in the field of criminology that examine the causes of why students need help in writing or offer practical answers to remedy the problem. Given this, the researchers conducted this study to ensure that a solution is provided and that there would be a language-based study that could help schools offering Criminology as a program design a program or an educational initiative to help mitigate students' writing problems.

This study is beneficial in many ways. Identifying the errors and their reasons will help the criminology students of the recognized institution in this study in pointing out the common mistakes and identifying concrete solutions. This is to ensure that the same paragraph errors would be avoided the next time they write essays. Also, through the findings of this study, language educators will gain knowledge on the analysis of paragraph errors. Consequently, they can develop more effective language teaching strategies to address these errors. Also, an effective feedbacking method to be applied when commenting on students' outputs could be utilized to ensure that students can correct their mistakes in the best way possible. Writing courses must be designed to maximize students' writing skills. Hence, curriculum developers should always hit the target to ensure students are given proper time to hone their skills more effectively. The findings of this study could help curriculum developers craft and implement a writing course molded explicitly for the needs and desired

competencies of the students. Also, the suggestions provided by the participants in this study may be used as a basis for strengthening language curricula in Higher Educational Institutions (HEIs). Lastly, the findings and methods of this study may be used as a framework among researchers should they wish to conduct a similar survey or replicate the methodologies employed herein. Also, the current study's findings may provide them the impetus to conduct follow-up studies regarding the analysis of common linguistic errors.

With the determined urgency and relevance to conduct this study, the researchers have made the following research questions to guide them in exploring the Criminology students' texts: (a) What linguistic features are evident in the students' texts, and (b) What are the common reasons for the commission of these linguistic errors?

METHOD

Research Design

This study employed a qualitative approach to research. Tewksbury (2009) defines qualitative research as a study that centers on events' distinct meanings and traits, also people, their interactions, and experiences with a particular phenomenon. This study includes identifying the common linguistic errors and their reasons for existence. Thus, it is fit to use a qualitative approach to research.

Furthermore, it is to be noted that this study is anchored on James' (1998) Theory of Errors. The researcher utilized Hourani's (2008) common causes of errors checklist to determine the common reasons for these errors.

Participants

Twenty-five Criminology students were asked to participate in the writing stage as the first data-gathering process undertaken by the researchers. Also, key informants from the field of Criminology were subjected to in-depth interviews to seek their knowledge of the importance of language in the area.

Instruments

Four research instruments were used in this study. First were the compositions made by the participants. These essays were used as the texts for analysis. The second was the adapted checklist on the reasons for errors based on the study of Hourani (2008), which required the selected participants to identify possible causes of their writing errors. The third was the FGD questionnaire anchored on Hourani's checklist (2008). It was employed to deepen the discussion on the existence of the mistakes of the respondents. Lastly, the Key Informant Interview questionnaire was used to interview the key informants on the importance of the English language in the field of Criminology.

Data Gathering Procedure

In the conduct of this study, the researchers undertook the following steps.

Asking permission. The researchers wrote a letter asking permission to conduct the study addressed to the Chair of the Department of the selected institution.

Student briefing/study orientation. Students were introduced to the research goals. They were given exposure so that they could participate without any reservation.

Paragraph writing session 1. Students wrote an essay about the topic “What is the importance of good writing skills in the field of Criminology?” There were no limits on the number of words or sentences or even in terms of time so that students would not feel pressured and their essay's quality would not be compromised after the data-gathering phase.

Giving feedback on the 1st Output. Collected paragraphs were checked. The researchers identified mistakes, but no comments were provided. This way, students would know how to self-correct and edit their essays based on their knowledge of grammar. Students were then told to revise their write-ups.

Revision of the 1st Output/Final Writing Session. Given enough time, students edited their essays. Based on

the identified mistakes, necessary changes were included in the compositions.

Giving feedback on the 2nd Output. Attached with the first draft; the second/final draft was submitted. Mistakes made by the students were encircled. The three (3) interraters did corrections. Their final paper was then subjected to error analysis.

Error analysis. Frequency was used to identify the recurring patterns of grammatical mistakes. Only the researchers considered those consistent from the start to the last writing phase as writing errors.

Administering the checklist. Using Hourani's (2008) Common Reasons of Errors Checklist, all participants were required to answer the questionnaire adapted from a recent error analysis research that aims to discover the reasons behind the errors committed by the participants in their compositions. After, results were ranked to determine the top reasons.

Focus Group Discussion. After the writing session and administration of the checklist, seven participants were interviewed to substantiate the reasons behind committing the errors in their essay composition. They were chosen through random sampling. The chosen validators validated the focus group discussion questionnaire before the researcher conducted the interview.

Key Informant Interview. To further learn the importance of good writing skills in the field of Criminology, two (2) key informants were also interviewed; one (1) is a faculty of the Criminal Justice department of the University of Mindanao, and another is from the field of their profession.

Presentation, analysis, and interpretation of data. All data were then finalized by presenting, discussing, and interpreting them using relevant theories.

Data Treatment

This study's error analysis was deemed significant as it accurately determines recurring mistakes. Error analysis is the data treatment utilized since the present study aimed to identify the frequency count of the common linguistic errors in the students' essays. Errors were then categorized based on the Classification of Writing Errors (Chanquoy, 2001).

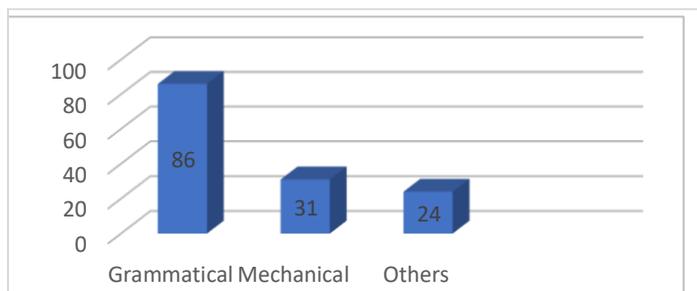
RESULTS

Linguistic Errors

Figure 1 shows the unconditional distribution of errors in the students' essays. These errors are generally categorized as grammatical, mechanical, and other forms of mistakes. The research participants committed a total of 145 errors; 86, or 59%, fall under grammatical errors; 35, or 24%, are mechanical errors; and 24, or 17%, are on

the other forms errors, including word order and redundancy.

Figure 1
Categorical Distribution of Errors



Grammatical errors. As indicated, the highest percentage of errors, with a total of 59% or 86 errors, is on the grammatical aspect of the written compositions of the respondents. The grammatical errors comprised the pluralization of nouns, pronoun-antecedent, verbs (tense and auxiliary/linking), subject-verb agreement, adjectives, prepositions, conjunctions (coordination, subordination, correlative), and articles or determiners. Articles or determiners are also considered grammatical errors because they impact sentence meaning.

Figure 2 shows the distribution of errors related to the grammatical aspect of the participants' essays. It was found that verbs got the highest number of mistakes, which is 28 or 33% out of the 86 errors of the grammatical category committed by the respondents. It is undeniable that using verbs is one of the most commonly committed errors by many. The respondents need help with the use

of tense, the correct use of auxiliary and linking verbs, and the most dominant error, subject-verb agreement. It is observed in the compositions of the respondents the incomprehensibility of the grammar rules. Thus, many of them made numerous errors in subject-verb agreement. Table 1 shows some examples of errors in subject-verb agreement.

Table 1
Sample S-V-A Errors

Subject-Verb Agreement Errors
<ul style="list-style-type: none">• <i><u>Good writing skills</u> in the field of criminology are critical...</i>• <i>...so put only essential words.</i>• <i>As a future law enforcer, <u>good writing skills</u> are fundamental...</i>• <i><u>Criminology</u> also <u>wants</u> to enhance...</i>• <i>... <u>they read</u> your report...</i>• <i>In the field of criminology, <u>good writing skills</u> are very much necessary...</i>• <i>Lastly, <u>good writing skills</u> are necessary...</i>• <i><u>Good writing skills</u> are fundamental in the field...</i>

The participants also need help using conjunction in which the errors are as many as the errors in the observance of subject-verb agreement. The errors are in the inappropriate use of coordinators. It is observed in the compositions that the participants needed to be made aware of the proper use of these coordinating conjunctions. Furthermore, conjunction is part of the content of the developed module since it is included in the three most frequent errors of the participants. The

third most frequent error under the grammatical category is the noun. There are 16 errors found, mainly in the use of correct noun forms. Fourth is the preposition. It is known that the use of prepositions is one of the most difficult, but surprisingly, only nine out of the 145 total errors were committed. The next and the fifth most frequent error is the article/determiner, with seven errors. The participants inappropriately used it, whether the one it refers to is plural or singular. The sixth one is the pronoun with six errors. Specifically, the error is on the incorrect use of the pronoun antecedent. The last most frequent error is adjectives, with three errors. Some of the participants incorrectly used the degrees of comparison.

Figure 2
Grammatical Errors

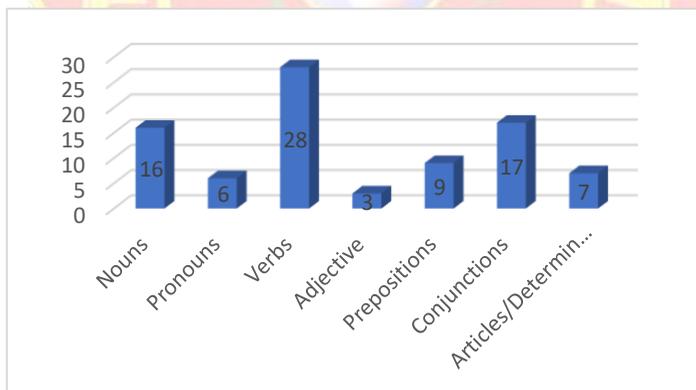


Table 2

Sample Coordinating Conjunction Errors

Incorrect Use of Coordinating Conjunctions

- *You can express what you want to. And you can show me there...*
 - *...so put only essential words. And lastly...*
 - *It will help if you double-check the grammar and spelling so readers also easily understand.*
 - *...to enhance their knowledge, capability, and intelligence during reports and other fields...*
 - *...because it can help you communicate efficiently, especially in writing police reports.*
 - *...it should be brief and concise and make it short and direct to the point...*
 - *And lastly, be factual and objective, which means sticking to your opinion and data, not subjective.*
 - *And as a future law enforcer...*
 - *And the officer also must make his writings narrative and correct and always write the complete...*
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The researchers found out that out of 28 total errors on verbs, 17 errors are subject-verb agreement-related, the highest percentage of errors among all aspects of verbs and the second most frequent error out of the 145 total errors committed. Hence, subject-verb agreement is part of the developed module. Additionally, eight errors are related to auxiliary/linking verbs, and three are to tense use. Shown in Figure 3 is the distribution of verb errors.

Figure 3

Verb Errors

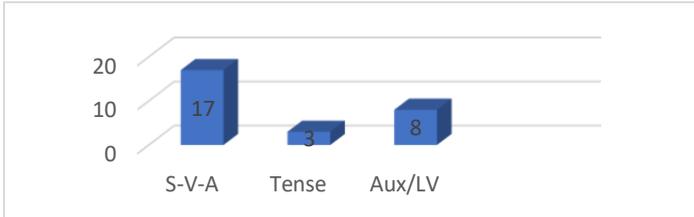


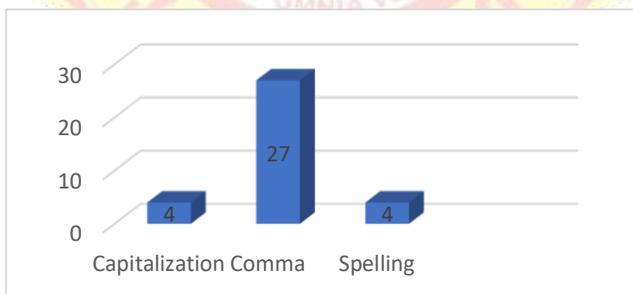
Figure 4 shows the distribution of errors under the mechanical category. As observed, four errors were identified as errors in capitalization. Twenty-seven errors are in comma use. Some participants should have put a comma in the place where a comma should have been placed on the sentence. In addition, of all the 145 errors identified, the highest percentage is on using the comma. Therefore, it is included as one of the contents of the developed module. Lastly, the same as the number of capitalization errors, four errors were found as misspelled words in the students' written compositions. Table 3 shows some examples of errors in the use of commas.

Table 3
Sample Errors on Comma Use

Incorrect Use of Commas

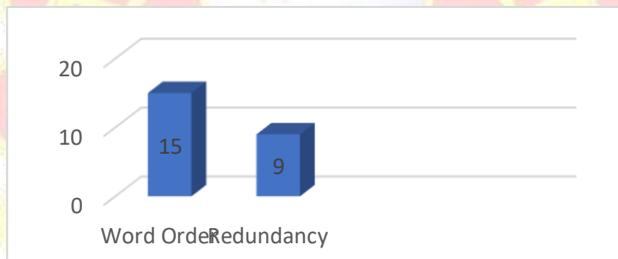
- *For me, writing is the crucial part...*
 - *For me, as a policeman, someday being a good writer is...*
 - *If we make a mistake choosing words, the offended party will become acquitted.*
 - *Lastly, in making reports, we must choose simple words to make them easier to read.*
 - *In short, direct to the point.*
 - *By that, you or we can communicate and easily understand.*
 - *Criminology also wants to enhance...*
 - *It is essential to respond to record them in clear reports, especially immediately...*
 - *The importance of a writer, you should...*
 - *If we make a mistake by choosing words the offended party...*
 - *In the field of Criminology, we must...*
-

Figure 4
Mechanical Errors



Other forms of errors. Shown in Figure 5 is the distribution of different forms of errors committed by the respondents. Observably, 15 errors are related to the order of words in the sentence. Word order refers to the incorrect placement of the words in the sentence that makes the sentence confusing and incomprehensible. Redundancy is also one of the other forms of error. Nine errors were found in the compositions of the participants. Some unnecessary words and phrases made the sentences and paragraphs unclear.

Figure 5
Other Errors



Overall, the study's findings show the three most common linguistic errors committed by criminology students. First is the comma, in which 27 out of the 145 errors were identified. This could be supported by the study of Khansir et al. (2013), who found that the most frequent error made by the respondents was the incorrect use of punctuation. It also coincides with the study of Manzolim and Gumpal (2015), which shows the frequency and percentage of the respondents' mechanical errors (spelling, capitalization, and punctuation). It was found that the punctuation errors have 41.11%. Though

the cited studies did not expressly point out the incorrect use of the comma, they still support the result of the present study since the comma is one of the punctuations. The second highest is the subject-verb agreement and the incorrect use of the conjunction, with 17 errors. Hourani (2008) found that respondents' most frequent error is subject-verb agreement. This corresponds to the study of Nayan (2009) that revealed that students have challenges with subject-verb understanding because of culture-specific grammar rules in their language.

On the other hand, conjunction is part of the most frequent error of the respondents. It is unusual because, in most studies on error analysis, the conjunction was not included in the most frequent mistakes. However, the researchers found it a promising avenue so that errors in conjunctions will also be given importance.

Reasons for Errors

To further understand why the respondents frequently committed the errors previously discussed, the present study adopted the checklist of Hourani (2008) for the Common Reasons for Errors. Furthermore, the respondents were also interviewed regarding the common errors to substantiate and validate the results of this study. Figure 6 presents the unconditional distribution of the common reasons for mistakes committed by the participants.

The checklist is composed of eight reasons: teaching methods in writing (TMW), textbook (T.B.), lack of writing activities and homework (LWAH), the

incomprehensibility of grammar rules (IGR), the incomprehensibility of writing mechanics (IWM), mother tongue interference (MTI), lack of motivation (L.M.), and lack of vocabulary (LV).

Figure 6
Distribution of Reasons for Errors



It was found that the majority of the participants find writing difficult. Its difficulty is substantiated through the focus group discussion. All seven participants in the FGD affirmed that the problem lies in the grammatical aspect and the questions themselves. Some of their responses are, "*Because of grammar, Ma'am,*" "*It depends on the question, Ma'am,*" "*Unfamiliar words in the question,*" "*The questions are incomprehensible,*" and "*We can't relate to the question.*"

The following are the other reasons for the participants' common linguistic errors based on Hourani's checklist (2008) and responses from the focus group discussion.

The teaching methods in writing (TMW). As seen in Figure 6, twelve out of twenty-five participants affirmed that their common errors were due to the teaching method. It was revealed in the interview that their teachers gave questions they could not relate to, and some of the words in the questions were not understandable. On the other hand, 13 said that teaching method in writing is not the reason.

The textbook (T.B.). It is noted that only ten participants found readers as the reason why they committed the common errors in their compositions. However, 15 of them find their textbook helpful. It coincides with the responses of the FGD participants in which some of them said, "I have learned how to compose a specific and direct sentence," "I learned about the concept of redundancy," "I learned how to write exact ideas without flowery words," "I learned about spelling and vocabulary."

Lack of writing activities and homework (LWAH). Findings reveal that 11 participants believe that the limited actions and homework were a reason for their lack of grammatical skills. On the other hand, 14 did not accept this notion.

The incomprehensibility of grammar rules (IGR). As seen in the findings, 18 out of 25 participants affirmed that the incomprehensibility of the grammar rules is one reason for the commission of linguistic errors. Only seven believe that it is not a reason for their mistakes. It is also important to note that IGR is the top

reason for the existence of errors in the compositions of the participants. This result is validated by the FGD responses in which all seven FGD participants believe writing is difficult because they do not know the grammatical rules. Despite their difficulty, they still find grammar activities helpful. The participants revealed that grammar activities helped them in constructing sentences correctly: *"I learned about prepositions," "I know how to use active voice and passive voice," and "I learned how to construct specific sentences."*

The incomprehensibility of the writing mechanics (IWM). Findings show that IWM ranked third as the reason for the errors in the participants' essays. As shown, 16 believe that the writing mechanics affect the effectivity of a composition. On the other hand, nine did not think that IWM was a reason for their errors.

Mother tongue interference (MTI). Of the eight reasons for the errors in the participants' essays, MTI ranked second. Findings show that 17 out of 25 believe that the mother tongue affects the acquisition of the target language, and only eight did not affirm. The responses in the FGD revealed difficulty in acquiring the second language (English) because of the interference of their first language. Most of them use Cebuano (Bisaya) as their mother tongue at home and school.

"In my case Ma'am, I use vernacular in school."

"I use Filipino when I talk with my sister."

“When I’m at home, I use vernacular. When I’m in my sister’s house, I use Filipino.

“I sometimes speak Ilonggo, but most of the time, I speak vernacular.”

“When I’m in our province, I speak Kamayo or Mandaya.”

Therefore, many participants find English very difficult to apply because of its complex rules and usage.

Lack of motivation (L.M.). It was found that 15 participants believed that demotivation in learning the target language was the reason why they committed writing errors. On the other hand, ten did not think that L.M. was a reason for the mistakes. However, in the FGD responses, participants said they are motivated to learn English for personal, career, and future purposes. Some want to learn English for their future careers as police officers. Others said they want to teach their future children to speak English. Also, some are motivated to learn English because they do not want to feel inferior to others who speak English fluently.

Lack of vocabulary (LV). Findings reveal that 15 participants affirmed that LV is the reason for their frequent errors in the paragraphs. However, ten did not demonstrate that they needed help with vocabulary. It was also revealed that it is difficult for the students to write a paragraph because they only know limited words. Thus, the quality of their composition is greatly affected. They also said that sometimes, they do not know how to use the words in a sentence, so they keep repeating the

exact words when they write. Despite the participants' lack of vocabulary, they are still eager to learn for them to construct quality compositions.

Even though the participants were challenged in using written English, it is interesting to note that they are still motivated to learn. Also, the numerous errors they committed do not hinder them from applying the writing mechanics and grammatical rules they have learned and will be learning. As Zawahreh (2012) accentuates, English is one of the most prestigious languages in the world because of its purposefulness in many fields. Hence, the participants believe that through constant practice, they could be better professionals in their field in the future.

Moreover, it must be noted that good writing skills in the criminology field are vital. For the Criminal Justice Institute (2001), a police officer's skills are assessed based on the ability to write reports and other technical documents. The field involves acting within the scope of the law and ensuring quality compositions that have reportorial value in the organization. Therefore, the respondents must achieve a good command of the English language for them to become effective police officers or law enforcers someday.

Importance of Effective Writing Skills in

Criminology as a Field of Practice

Aside from the focus group discussion with the participants, an interview was also done with the two critical informants in the Criminology field for this study to validate that English is vital in their area. One essential practice of informant is the profession in the area, and the other teaches the students about the work. The informants were asked six questions. The first question asked was about the importance of English in their field in general. It was revealed that English is essential since all professions emanating from Criminology use English as the medium of instruction. Also, it is necessary because the laws are implemented using the English language. KII 1 emphasized, *"It is the language widely used in all communications of the PNP."* In addition, KII 2 supports it by responding, *"When they prepare a report, they don't use Filipino or Cebuano; they use English."* Thus, good command of the English language must be possessed by the students.

The second question was about the usefulness of writing skills in their field. In connection with their answers to the first question, KII 2 believes that writing is helpful because *"All police communications are in English. Also, English is more important if students want to become teachers."* This coincides with the response of KII 1,

"Good writing skill is a must in the law enforcement field because the courts in our country conduct all processes in English. The case folder must be written in a coherent and

concise manner. A simple mistake of word usage may undo a case. Grammatical errors will change the meaning of a sentence in a report which will, in turn, affect the case presentation. Thus, it is important for a police officer to have a good grasp of the language and the ability to put it into writing."

The informants' responses validated the usefulness of written English in their field.

They were also asked about the challenges that Criminology students and police officers encountered in written English. Their answers revealed that difficulty with grammatical rules and lack of confidence in writing are significant challenges. KII1 said, *"The common challenges encountered are difficulty translating from a certain dialect to English, spelling mistakes, grammatical errors, and poor writing skills."* On the other hand, KII 2 answered, *"Lack of confidence is the primary reason because they are aggravated by the fact that they have poor writing skills."*

Because of the mentioned challenges, KII2's institution addresses them through conducting activities such as essay writing. Debate, oration, and declamation competitions were also provided to enhance not only their writing skills but also their speaking skills. As for the KII1 case, their office conducts seminars and workshops on report writing to improve the skills of their police officers. In addition, the informants recommended that further training on grammatical aspects and reading comprehension be conducted. Also, they highly

suggested that public speaking must also be included to enhance their confidence and speaking abilities.

CONCLUSION AND RECOMMENDATIONS

Conclusion

Based on the findings, the following concluding statements are presented.

1. Criminology students need help in writing essays using written English.
 2. Common linguistic errors include both grammatical and mechanical aspects.
 3. The criminology students' three most frequently committed errors were on the correct use of the comma, conjunctions, and subject-verb agreement rules.
 4. The top three reasons for their common errors were *Incomprehensibility of Grammar Rules (IGR)*, *Mother Tongue Interference (MTI)*, and *Incomprehensibility of Writing Mechanics (IWM)*. Of the three, IGR is the top reason for their errors. It was difficult for them to construct correct sentences because they needed help understanding the grammar rules.
 5. Despite the students' difficulty in written English, they still have the motivation to learn the
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rules of grammar and its mechanics and apply what they have learned to become competent police officers in the future.

6. The key informants affirmed that written English is vital in the organization, explicitly producing reports or other document types.

Recommendations

The researchers offer the following recommendations.

1. Students should initiate ways to enhance their grammatical proficiency. By acknowledging the role of communication skills in the professional world, students can become more motivated and self-directed toward seeking personal development opportunities.
 2. Language educators must always consider that the mother tongue interferes with effective language learning. Hence, pedagogical strategies apt to the student's level and skills must be devised to deliver language instruction effectively.
 3. The Criminology Department, not only in the locale of the study but also across higher educational institutions, must design a strong language enhancement program that will equip Criminology students with the rudiments of the English language. This ensures they are ready for the field they will engage in.
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4. Language instructors may use the module developed in this study to target the needs of their students when it comes to their mastery level of the use of a comma, observance of subject-verb agreement, and application of conjunction in a sentence.
5. University administrators and education policymakers may propose programs that polish students' grammatical skills in preparation for their entry into the professional world.
6. Future researchers should not only focus on common errors in writing but also delve into the common errors in speaking since police officers are not only tasked to do written reports. They should also explore developing and implementing a language program or a module to address context-specific problems in grammar or communication skills.

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