



An Inquiry into the Editing Styles and Linguistic Pitfalls of Language Editors in Undergraduate Research of Letran Manila

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ABSTRACT

Research papers are works of literature and literature would not exist without language use. This study dwelled into the extent to which language is correctly and appropriately used by college student researchers through the lens of Letran's official set of language editors. Ultimately, it intends to forward a formulation of a uniform set of policy guidelines in language editing, that of which both the editors and the researchers would benefit from. Through the conduct of semi-structured interviews, the stories and experiences of the language editors who are working on college research papers are portrayed through the lens of narrative and thematic analyses. Questions about their editing procedures and the linguistic strengths and weaknesses of the papers they work on are asked and digested. Although most of the informants perform language editing in a decentralized manner, particularly in their first time, they eventually learn how to do the job in a harmonized way through the guidance of Letran's research office and the senior editors. Some common language errors they encounter are on verb tenses, subject-verb agreement, punctuations, coherence, conciseness, and other pitfalls that can be considered isolated but relevant. Meanwhile, the editors find the research papers commendable in terms of format and tone. These findings establish linguistic aspects that should be avoided and should be given further attention both by the researchers and the language editors. Letran's research office may also benefit from the narratives of the editors with language editing appointments, specifically in establishing a unified set of policy guidelines.

Keywords: Language editing, proofreading, grammar, mechanics, research manuscript

INTRODUCTION

Background of the Study

It is believed that as early as the 17th and 18th centuries, the practice of proofreading research works prior to publication has already been implemented (Accuracy Matters, 2019). Today, researchers of countries in which English is not the primary language make use of manuscript correcting and editing services. Practices that range from simple proofreading to extensive editing and rewriting are universally required by journals and scientific institutions (Lozano, 2014).

Sentence-level editing in global standards focuses merely on checking grammar, punctuation, mechanics, spelling, and word choice errors. However, Chromik (2002) highlights in his presentation that global proofreading should also take a look into any other errors, specifically those that impact one's understanding of an academic paper being read.

Harwood (2024) enumerates two purposes why language checking and editing services are being availed. Students have their works such as essays, researches, and theses proofread for assessment purposes. On another hand, research outputs of academicians undergo proofreading for the purpose of publication or submission to conferences.

In the Author Services tab of Elsevier (n.d.), the significance of proofreading is emphasized in the production of high-quality academic documents. Aside from turning manuscripts into comprehensible bodies of work, proofreading also significantly contributes to the acceptance of research papers in distinguished journals.

Specifically, language editing post-research writing minimizes writing errors and can elevate the paper's quality. "Errors in writing can be detrimental and affect understanding of the meaning" one wants to convey (Arisah et al., 2024).

Proofreading one's own work should almost not be done despite the difficulties researchers may encounter when looking for proofreaders. This is mainly so due to writer bias since checking one's own work makes them blind to their own errors. Reading your own work only shows you what you want to write and not how you wrote it. External proofreaders see otherwise, making them necessary to fixing your papers accordingly (Enago Academy, n.d.).

In the case of students, Arisah et al. (2024) indicated in their presentation that teachers are typically the ones proofreading. They mainly give reminders for students prior to submission. Nonetheless, language experts and professionals are still the advisable individuals who should proofread academic works (especially those who have gained formal trainings in proofreading).

In ensuring the quality of writing research works, the role of effective proofreading cannot be emphasized enough. Extensive proofreading exceeds basic automated commands such as spelling check. Scholars distinguish editing from proofreading, with one focused on the paper's conciseness, cohesion, and clarity while the latter is merely checking on sentence-level errors like spelling and grammar.

When done meticulously, proofreaders may employ certain strategies, including slow reading, reading aloud, and chunking. Conventional physical techniques done on printed works, meanwhile, utilize proofreading marks (Touro University, 2026; University of Nevada, n.d.). Another strategy for effective proofreading emphasizes the importance of taking breaks to gain "fresh eyes" looking into the document.

With all these being said, systematized, standardized, and institutionalized guidelines for proofreading research works, particularly undergraduate outputs, are still lacking. Language experts are working independently on documents according to their knowledge and unique orientations. Despite being guided by conventional proofreading styles and processes, the unification of this undertaking is yet to be achieved.

Habibie and Hyland (2017) found out from a survey they conducted that professional guidelines in organizations, despite being mandated in selected organizations, are not universally enforced. The survey indicated that proofreading guidelines must express clearer descriptions regarding the language quality expected from proofreaders and a better procedure for the certification of language editors.

This study then intends to institutionalize the process of undergraduate research proofreading by forwarding a unified set of guidelines that will look at this process not merely as error-correction but as integral part of research writing and publishing.

Research Objectives

This study aims to employ a deep narrative and thematic analyses on the language editing styles of proofreaders when working on college research manuscripts to forward an operational protocol in ensuring linguistic soundness of academic papers.

Specifically, this study intends to answer specific research question to fulfill the following objectives:

1. Describe the processes that language editors follow and the unique styles they practice in editing academic manuscripts.
2. Determine the aspects of solecism and syntactic ambiguity (e.g., structure, spelling, grammar, punctuation, formatting, and inconsistencies) editors commonly encounter in language editing tasks.
3. Identify the aspects of linguistics that will be included in an academic paper writing protocol formulation that ensures accuracy, consistency, correctness, and professionalism prior to publication.

RESEARCH FRAMEWORK

Theoretical Framework

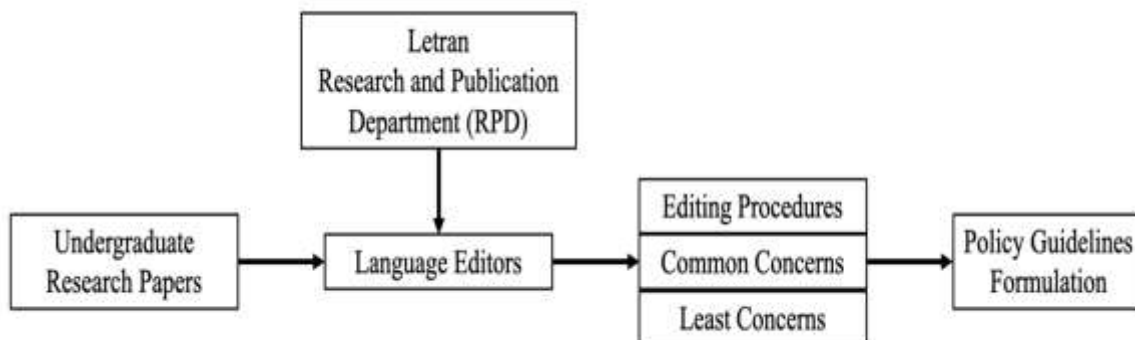
This study anchored its undertakings on the contrastive analysis framework forwarded by Fries and Lado in 1945 (Khansir & Pakdel, 2019). This approach focuses on the comparison of two systems: one's mother language and their foreign language. Analyzing the gap between the two can establish learners' language errors using the standards of the foreign language as the baseline for second language learning and acquisition. This approach can further establish the aspects of solecism researchers commonly commit in academic manuscripts.

Forwarded by Stephen Corder in 1970 (as cited in McMahon in 2021), error analysis is the systematic way of identifying and understanding errors that are committed by second language learners. Contrary to contrastive analysis, error analysis considers that the linguistic pitfalls of the second language users may be due to several external factors aside from those that are linked to the users' first language (L1).

Conceptual Framework

The narratives of the Colegio's language editors are the main focus of this study through an inquiry into their proofreading. The linguistic aspects that they normally encounter in undergraduate papers are thematized under two things: errors, which are categorized as their common concerns, and the commendable features in their writing, which falls under their least concerns.

Figure 1. Conceptual framework of the study



Scope and Limitations

This study, particularly the questions that were asked during data gathering, particularly investigated two things: the procedures of that language editors follow when editing as well as the experience they had from college research papers in terms of linguistic pitfalls. Regarding their experiences, both the good and the bad were asked, not just the common errors editors encountered but also the aspect of language that they consider as their least priority when proofreading.

Consequently, despite the limited number of possible participants following the set criteria for selection, those who edit research outputs of senior high school students (and lower) were not included. Majority of the authors of these papers belongs to the minor group in terms of age, thus, including their outputs under scrutiny for the study purpose would classify as subjects belonging to the vulnerable age group.

METHODOLOGY

Research Design

Digging deep into the stories and experience of the language editors, this study utilized the use of narrative design. Through semi-structured interviews, the narratives of Letran's official pool of language editors on their



proofreading procedures, struggles, and techniques were elicited. McLeod (2024) defined narrative analysis in qualitative research as a methodology that understands stories created out of individuals' experiences. Likewise, it puts emphasis on the understanding of context wherein the narrative is "constructed, recognizing the influence of historical, cultural, and social factors on storytelling."

Sampling Method

This study made use of a purposive sampling technique wherein the language editors of the study locale is the population. As of the study's writing, there are six language editors who are assigned to work on college research manuscripts. However, only five out of six editors agreed to participate in the study. The participants were selected automatically if and when they are: language editors who work on college research, of adult age, and those who have at least one full year of language editing experience.

Research Locale

Colegio de San Juan de Letran is a private Catholic Dominican educational institution located within the walled city of Intramuros. Now in its 405th year of operation, it was founded in 1620 by Don Juan Geromino Guerrero, a retired Spanish officer and one of the Knights of Malta, originally as a home for the orphans. At present, it offers academic programs from pre-elementary until post-graduate studies the covers programs in education, business, engineering, and liberal arts. One of its key departments under the Academic Affairs Division is the Research and Publication Department, commonly known within the Letran community as RPD. Their office is in-charge with everything research-related, whether it be students, faculty, or employee. Consequently, one of the services their office offers is language editing. It is a requirement to all research outputs of the clients they cater to. Thus, their office yearly establishes its official pool of language editors, who serve as the focus of this research.

Data Gathering Procedure

The language editors officially commissioned by the Research and Publication Department of the research locale to provide language editing services to the students were interviewed using a semi-structured researcher-made set of questions. The researcher sought the endorsement of RPD and the participants were contacted for the scheduling of the interviews. Each interview, held online via Google Meet using a link provided by the researcher, ran for around 20 to 30 minutes. The host of the meetings, the researcher, recorded the entire meeting upon the interviewees' consent. The audio recordings were then converted to text via transcription methods.

Data Analysis

Narrative analysis was used as the lens in analyzing the data gathered from the participants. Narrative analyses is a treatment of qualitative data that isolates the stories and experiences of the informants and use them as the focus of interpretation. The interview transcriptions were coded and thematized for easier analysis. Interpretations were drawn from the generated codes and themes while only looking through the narrative lens.

ETHICAL CONSIDERATIONS

Social Value

As an institution with a strong research culture, Colegio de San Juan de Letran will benefit further from a protocol formulation that aims to guide its pool of language editors in a specific, standards-based set of policies. Relying on individual expertise in language when assigning college papers to edit has been the practice and the existence of a unifying guideline would solidify the language editing service of Letran's Research and Publication Department. Likewise, student researchers will also be apprised with the aspects of solecism and syntactic ambiguity in writing academic papers that need paying attention to. Upon accomplishment of this study, the Colegio's Research and Publication Department will be given a copy of the research as well as the set of protocols in language editing that this paper will develop upon its conclusion.

Informed Consent

The study's informants will be asked to participate willingly through the endorsement of the Colegio's Research and Publication Department. All participants will be provided with the study's data protection plan, informed consent, and the waiver that allows them to withdraw from the study if and when they choose to.

The researcher will ensure that all pertinent documents involved in the participants' informed consent are in the language that they can fully comprehend.

Vulnerability of the Participants

All participants are of legal and adult age who are part of Letran RPD's pool of language experts. Their answers during the interview may expose their unique styles in language editing, the procedure that they individually follow, as well as the common corrective actions they apply in the process of copyediting. However, none of these data will cause harm to the language editors, the authors of the research papers who became their clients, and the Colegio's Research office.

Risk and Benefits

This study does not aim to expose language editors' procedures and copyreading styles nor the language faultiness of students' research works. It will likewise not harm the research department by gathering data from its pool of language experts criticize the language editing service they offer to the student body.

Instead, the policy formulation on language editing intends to provide a unifying standards-based methodologies in the process of language editing that will benefit the editors, the research authors, and RPD.

Privacy, Transparency, and Confidentiality

All interviews with the language editors will be conducted in a secured space where nobody else can hear. The transcription of the interviews will be crosschecked for misspellings and contexts wrongly expressed. Furthermore, all participants will be addressed in the paper anonymously and their answers will be treated with utmost confidentiality. Once data has been analyzed, the researcher will send a copy to all participants for their checking and approval.

Ultimately, all data files, including audio recordings, interview transcriptions, and other documentations during data gathering will be permanently deleted five months after the accomplishment and acceptance of the study.

RESULTS AND DISCUSSION

Participants' language editing styles and procedures

The language editors of Letran are well guided by the Research and Publication Department as to the processes they should follow and observe when language editing. However, we cannot get away from the unavoidable reality that each language editor has their unique way of doing things, including editing research papers.

Table 1. Common language editing styles

Editing Styles	P1	P2	P3	P4	P5
Does initial reading	Yes	Yes	Not mentioned	Yes	Yes
Checks format	Yes	Yes	Not mentioned	Not mentioned	Yes
Edits on MS Word	Yes	Yes	Yes	No	Not mentioned
Applies direct editing	Yes	Yes	Yes	Yes	Yes

Nonetheless, it is deducted from the interviews (see Table 1) that most of the language editors follow certain steps in the conduct of language editing. What's common among their unique processes is that most of them begins with browsing the manuscript before going into the actual editing. "[I] browse first or read all the paper first before I start editing," "First, I usually read it straight, most of the time, skimming and scanning just to see if their argument makes sense or if the flow is logical," and "First, I browse the paper or I do initial reading of the paper," said Participants 1, 4, and 5 respectively. Similarly, Participant 2 edits the physical structure first "before delving into the grammar side of it."

It is interesting to note that Participant 5 has specified two language editing procedures she applies when working on college papers. "I do concise editing by making the sentences shorter and less verbose. This strategy helps readers understand ideas better. I also do minimalist editing, focusing only on the errors to preserve the original voice of the researcher."

Another common among their answers is the strict adherence to the 7th edition guidelines set forth by the American Psychological Association or APA. Participant 2 stated, "I edit the paper or the manuscript according to... I actually follow the APA 7th edition." This was backed up by Participant 5, saying, "I follow the APA guide when doing the language editing." When checking the grammar aspect of the paper, Participant 2 also follows the guidelines of APA. "One guide that I follow or the style that I usually do is APA 7... [specifically] for [verb] tenses," Participant 2 said.

When it comes to their preference on where they perform the actual language editing of manuscripts, all except one participant download the assigned manuscript and edit the papers on Microsoft Word. "I download it first as Microsoft Word since the format of the papers sometimes change on Google Docs," and "I prefer downloading it as a Microsoft document first," where some of the statements said particularly by Participants 1 and 2. However, Participant 4 indicated that due to the accessibility of the tablet, she does her language editing on Google Docs.

To answer the question on how the language editors actually do the editing of research manuscripts, almost everyone have experienced primarily commenting and suggesting corrections on the document file and returning them to the authors for manual editing. These were commonly practiced by the participants specifically when they were new to the designation.

Eventually, they learned to directly apply the changes and edits to the documents after being advised by either the RPD director or a seasoned language editor. "My dilemma before when it was my first time after accepting the designation of being a language editor was to give the comments on what the students have to change in the paper," said Participant 1 while the others named the RPD director and a senior language editor in the same department who instructed them on what should be done when editing research manuscripts.

A recent article by the Learning Center (2025) forwarded staged that are commonly done when editing and proofreading scholarly works. As per the article, editing involved structural editing prior to the actual checking of argument and clarity as well as the language and style. Proofreading is the actual process of improving the papers in terms of grammar, mechanics, formatting, and compliance to referencing and citation styles. Interestingly, the language editors of Letran seem to perform a similar procedure of editing and proofreading, with the addition of initial skimming to most of the participants.

Linguistic pitfalls language editors encounter

The very heart of language editing assignments is the identification of errors in research manuscripts and correcting them. That is why the RPD ensures that all of their editors are language experts. These editors encounter all sorts of errors in research papers, be it in grammar, mechanics, formatting, or other aspects that would make research papers linguistically sound. The first solecism that the participants described specifically identified the correct tenses of verbs (see Table 2).

Table 2. Common language errors in college research papers

Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
Verb tenses	Verb tenses	Mechanics	Verb tenses	Conciseness
Subject-verb agreement	Subject-verb agreement	Run-on sentences	Subject-verb agreement	Coherence
Punctuations	Mechanics	Contractions	Pronoun antecedent	Mechanics
Conciseness		Sentence voice		

Participant 1 said, “Some papers struggles on what verb tense to use. They are still in the present tense of even future tense while reading, even though the analysis is already done.”

Participant 2 said, “Especially in the methodology, the verbs are still in the future tense (using ‘will’), but their paper is already done and should have been changed into the past tense,” while Participant 4 confirmed this when answering the question with “the past and present tense.”

Another common linguistic pitfall the participants usually encounter are errors on subject-verb agreement, which one participant jokingly called, “subject-verb disagreement.”

The same three participants mentioned, “The way [the researchers] use plural and singular [verbs] on nouns,” and “[The subject and verb] really do not agree with each other. They have a disagreement.”

When it comes to the mechanics of the way college students write their research papers, the participants mentioned the confusions on the correct use of punctuations. When asked the question during the interviews, both Participants 1, 3, and 5 included “punctuations” in their answers.

Next common confusions are when and where to write things in bold, italicize words, and capitalize letters. “Another common error is when [researchers] do not know when to bold and italicize words or important details. What else? Oh, the use of quotation sometimes,” Participant 2 said. He added, “...the paper did not translate the quotation. The exact verbatim words of the participant. Actually, it’s in Filipino. And then that is what [the author] put in the research, specifically in the results and discussion.”

Participant 3 made a rundown of mechanics errors usually encountered on papers by saying, “Usually, the errors that I see are punctuation, capitalization, and the citation format. As simple as how to write “et” and where to place the period, they sometimes get confused. When it comes to the citation of online sources, that’s what they often exclude.” She also added that it is one of her pet peeves when she encounters errors on “contractions.” For example, writing “they’re” instead of “they are.”

Syntactic ambiguity in college research papers occurs when authors do not appropriately split long paragraphs and write with wordiness. These, together with run-on sentences here and there, results to their writing lacking coherence. “There are instances where one paragraphs focused on too many ideas where it can be split into multiple paragraphs,” said Participant 1. Similarly, Participant 3 narrated that she encounters run-on sentences, saying, “I was able to edit once where there was one paragraph. It has like one or two sentences composed that’s just one continuous sentence.” Participant 5 enumerated “wordy paragraphs” and lack of “coherence” when answering the interview question while Participant 1 said that, “Some of the students struggle with the conciseness of their paper. There are redundant ideas in one paragraph.”

In a similar study by Onwuegbuzie in 2017, the most prevalent grammatical errors committed by authors in formal writing are the use of colloquial phrases, split infinitives, and subject-verb disagreement. Although the third most common errors validate this study’s finding, errors on verb tenses is twentieth in the ranked list produced by that study with a frequency of only 4.2%. Meaning, the results of this study is far from the data procured by that of Onwuegbuzie.

Commendable linguistic aspects in college research papers

After tackling the different struggles of college researchers as experienced by the participants when language editing manuscripts, it is also essential to note their linguistic strength in writing. While Participant 1 specified that “they follow certain format or outline, they follow the IMRAD [format]” and Participant 5 included “logical organization” in her answer, most of the language editors expressed that there really are manuscripts that require minimal editing (see Table 3).

Table 3. Linguistic strengths of college research papers

Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
Minimal editing	Minimal editing	Minimal editing	Vocabulary	Logical organization
Format	Sentence construction	Sentence construction	Jargons	
Writing in academic tone				

Participant 1 said, “There are papers that really needs few edits in the content of their research,” while Participant 2 emphasized that the papers are already fine themselves, specifically stating, “...they know how to construct sentences, they know how to very sentences.”

Participants 2 and 3 also commended the way college students construct their sentences when writing research. “Their papers are well written even if the words that they use are just simple. Their sentences are grammatically correct, it’s just that, they could have been presented better,” said Participant 3. Participant 2 even added, “It’s beautiful how they express their thoughts and ideas.”

Consequently, the language editors also comment positively on the researchers’ writing tone. Participant 2 expressed, “College students, they are equipped in writing academic papers,” while Participant 4 elaborated on this. She narrated, “The students know the right vocabulary to use in their specific field... Their passion in their specific subject is clearly manifested. They are aware of the right terminologies... they use these in the field of the study they are writing about.”

Corrective Measures of the Language Editors

After discussing the strengths and weaknesses of college research papers in terms of language, the editors were next asked about the corrective measures that they usually execute. As they have previously mentioned, all language editors already apply the changes and edits directly into the manuscripts after learning from other experienced editors that leaving the corrections to the researchers should not be the practice. This is aside from isolated instances where comments really has to be left for the researchers to resolve. Participant 4 described her editing style as “direct,” for instance, automatically applying corrective measures on the sentence’s voice.

However, sometimes, leaving comments are inevitable. For example, Participant 3 expressed that sometimes, she could not really get the idea of a sentence. “I comment that they are the ones who should revise because at times, I couldn’t get what they are trying to say and I couldn’t trust my judgment. I may unintentionally change their tone and delivery. Thus, it would be better if the researchers themselves would do the revising.” Relevant to this, Participant 1 is careful when applying direct corrections, saying, “...without of course eliminating important details or information on that certain or specific paragraph.”

Although some would turn on the “Track Changes” feature of Microsoft Word when applying the corrections and edits, others do not. Participant 1 humbly admitted, “One of the things that I need to improve is that I need to tell them [the researchers] or notify them of the things that were changed in their paper.”

Recommendations for Language Editing Policy Development

Consolidating the interview answers in order to forward a possible policy development and implementation,

ironically, is where the participants gave answers that vary (see Table 4).

Table 4. Focus area and the least concerns of language editors

Participant	Focus Area	Least Concerns
1	Formats	Format
	Policy implementation and dissemination	
2	Mechanics	Academic tone
	Policy updates	
3	Mechanics	Content
	Adviser role	
4	Logical flow	Spelling
	Academic tone	
5	Grammar	
	Coherence	
	Citation	

Starting with where the interviewees agree on, Participant 1 and 2 both highlighted that policy implementation and dissemination has to be further improved. Participant 1 find it difficult to edit papers with different format, leading to a limitation where she only focused her editing on the grammatical aspect instead of also doing something on the format. It is a matter of not being sure with which one is correct.

She suggested that “It would be helpful if the Research Department would have a uniform [format]—I know that they are already implementing this one—but a stricter implementation when it comes to following a certain format.” Similarly, Participant 2 recommended at least a session or two about the technicalities of writing research papers, specifically on structure. “From time to time, there are changes. So, I think we also have to update our students regarding those changes.”

Ironically, the same participant commented that format is the least of an editor’s concern. According to her, as long as a unified format among all papers is established, regardless of their program, “I think that this is just what they have to maintain.”

Despite being previously commended by one language editor, Participant 4 mentioned that the academic way of writing as far as tone is concerned still has to be a concern among editors, saying, “ Sometimes, the students try to sound smart by using highfalutin words. Sometimes, these words add nothing to their paper. Sometimes, they are no longer necessary.” This was challenged, however, by Participant 2, when he said that one of the editors’ least concerns is tone because the students can already “...differentiate an academic paper to literary [writing].”

Other points for improvement that the participants enumerated are concerns on technicalities, mechanics, grammatical errors, and even citations formats. Participant 4 has observed that the logical flow is another concern because “...sometimes, it is obvious that the contents of their paper are copy-pasted, resulting to their sentences becoming disconnected and leading to their papers falling apart.”

As a seasoned language editor, Participant 3 also noted that mechanics of the papers become a concern among editors since it seems as if “...there are advisers who do not really check their students’ papers [in terms of technicalities].” As per her observation, the adviser usually discuss the papers with their advisees in general and they could not notice some problems with the papers.

Consequently, the actual content of the college research papers as well as the spelling of words are the least of the participants’ concern when language editing. For Participant 3, even when she notices contents that need correcting, “...it is already beyond our scope.” Participant 4 no longer focuses much of her editing and correcting

on spelling because according to her, “Nowadays, word processors already have autocorrections... Let’s just focus on how they use the words instead of how they spell.”

CONCLUSIONS

The beauty of a qualitative approach as fairly utilized in this study is that it was able to extract unique narratives, experiences, and opinions of the participants. Despite being well-guided by Letran’s Research and Publication Department, the official pool of language editors who are designated to provide editing services to collegiate-level research works still possessed varied narratives when it comes to working on research outputs. For instance, the way they approach an editing assignment differs. Some would immerse oneself directly into editing while others would follow a step-by-step and level-by-level copy reading and editing. While some would edit using Microsoft Word, a participant works using Google Docs. The language editors encounter common errors from the paper being assigned to them. Usually, they correct verb tenses, subject-verb agreement, punctuations, and other mechanics of technical writing. Consequently, each participant has a unique narrative as to the linguistic pitfalls of college researchers. Citation formats, tone in writing, confusing pronoun antecedents, wordy paragraphs, and incoherent writing are some of the unique linguistic errors specified by the language editors. On a positive note, the editors find the writing tone (in academic and professional writing), use of specialization-related terminologies, and formatting of college researchers commendable. These pave a way for recommendations to be forwarded on the formulation of a proposed policy for academic writing and editing protocols.

Implications

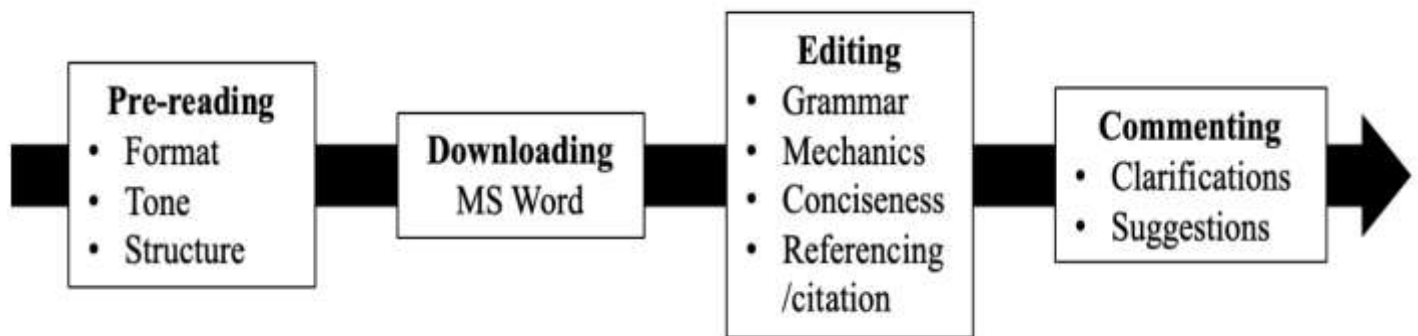
The narratives of the editors are both relevant and essential to further developments within the working structure of Letran RPD’s language editing services. Prior to this, nonetheless, the researcher would like to forward these recommendations to the research methods professors and students in the collegiate level of Letran. Although it may seem like it should entirely be the language editors’ job to make the manuscripts linguistically sound, it is still worth highlighting how college researchers can write their papers almost already polished through this study’s findings.

Prior to submission to the office when applying for language editing services, and even during the entire duration of research writing, the students may already avoid the common linguistic pitfalls identified in this research through the lens of language experts. Specifically, based on actual results, research authors should be careful on the verb tense that they use as well as the verb form, which should match their sentences’ subjects. The researcher then recommends that even during the proposal stage, authors may already write their paper in the past tense. This is to save the time, effort, and confusions that they may encounter when submitting their finished research post-final defense. Other common mistakes that they may possibly commit along the process of writing such as punctuations, capitalizations, italicization, and other mechanics should already be addressed as early as the initial writing stages.

This study also found out that although the researchers write sentences that are grammatical, they should still not disregard achieving coherence and conciseness. Long sentences and paragraphs may be split into multiple ones for ease of reading and understanding. These findings may further be expounded if triangulation methods are employed. Focus group discussions, where the participants can confirm the answers of other editors and reaffirm their answers, as well as coding validity tests conducted on qualitative data could be done.

Ultimately, to the Research and Publication Department and to its pool of language experts, the common aforementioned linguistic aspects that should be dealt with as well as those that require the least concern should be considered. Specifically to RPD, the editors would appreciate it if the uniformity in format would be strengthened. If not feasible due to the demands of different college programs, the proper dissemination of these formats should be formally communicated to the language editors. Lastly, the study recommends the expansion of its participants and include language editors from other institutions of similar caliber to boost the findings’ applicability to a broader welfare.

Figure 2. Language editing protocol framework



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