

An Analysis of Grammatical Errors in Students' English Compositions

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Abstract: Grammatical errors are common in students' writing and, to some extent, hinder effective communication. Understanding the nature and frequency of these errors can help teachers and students improve their writing skills. As the last of the five skills, English writing can best reflect the comprehensive ability of English learners, while writing teaching has always been a weak link in English teaching. This paper mainly analyzes the grammatical errors in students' English compositions, identifies and analyzes common grammatical errors in students' English compositions through relevant methods such as literature analysis, and proposes relevant countermeasures and suggestions for the current situation of students' English writing learning and teaching based on these found problems. To improve students' pragmatic competence in English and teachers' attention to pragmatic knowledge competence.

Keywords: English pragmatics, Pragmatic errors, Grammar, English writing, English teaching

1. Introduction

Writing is essential features in learning a language because it provides a very good means of foxing the vocabulary, spelling and sentence pattern [1]. By sorting out and analyzing the literature, this paper finds some mistakes and improper phenomena in the syntactic, semantic and pragmatic aspects of writing. Therefore, the study of grammar in students' compositions helps improve the effect of Chinese teaching on students' writing ability, and it has very good practical significance.

The main manifestations of this error are improper use of words, improper use of tense, incomplete composition and improper word order. The second problem is semantic error, mainly reflected in the semantic collocation of related words. The last is the problem of pragmatic malpractice. Another common grammatical problem is subject-verb inconsistency. This often happens when students are trying to construct complex sentences, and they may forget to adjust the morphology of the predicate according to the number or nature of the subject predicates morphology according to subject number or nature. There is also the wrong use of tenses. When writing, students may confuse different tenses or fail to use the appropriate tenses to convey their meaning accurately. Grammar problems are often related to students' language habits and reading quantity. Therefore, the key to solving these problems is to improve students' language literacy and improve the accuracy of grammar use through practice.

Many educators and scholars have discussed the study of grammar in students' compositions from various perspectives. They collected and analyzed the composition samples of students and

summarized the common types and characteristics of grammar errors through the analysis of a large number of students, which provided a basis for targeted teaching. From the aspects of students' cognitive characteristics, learning habits, teaching environment and so on, the researchers explore the reasons for students' grammatical errors in composition and provide ideas for improving teaching methods.

There are still shortcomings in the research. First, most research objects are limited to students in a specific section or region, and there is a lack of larger scope and deeper discussion. Secondly, the research method is mainly qualitative analysis, and the quantitative research is relatively few, which affects the objectivity and accuracy of the research results to a certain extent. In addition, the research on teaching strategies and methods for specific grammar problems is still not deep enough.

By studying students' common grammar mistakes in English compositions, teachers can better grasp students' grammar levels and problems, carry out targeted teaching, and help students effectively improve their English writing ability. This can also find the common problems in applying grammar knowledge, to deeply explore the rules and methods of language learning. It can also understand the grammar mastery and problem points of different students and provide personalized teaching for students. According to students' specific situations and needs, the corresponding teaching programs and strategies are designed to help students overcome grammar barriers more effectively and improve their writing level. It can also help students overcome grammar problems, improve writing level, and enhance learning efficiency. At the same time, it can also find and improve the problems and deficiencies in teachers' teaching and promote the progress and development of teaching work.

Studying the grammatical errors of contemporary Chinese students in English compositions can improve teaching quality, promote the progress of language research, realize personalized teaching, and enhance the efficiency of teaching and learning.

This paper mainly studies and analyzes problems such as improper use of vocabulary, incorrect tense and voice, and disorganized sentence structure in students' writing. This paper shows the types and causes of common grammatical errors in students' writing and provides more specific and targeted teaching guidance for teachers. The authors put forward some effective teaching strategies for students' grammar problems in composition, such as strengthening the training of grammar rules and paying attention to context teaching, which can help improve students' grammar awareness and application ability. By comparing the compositions of students of different classes and different writing levels, the correlation between grammar errors and students' language and other factors is found, which provides a basis for personalized teaching.

From the perspective of second language acquisition, through analysing grammar errors in middle school students' English compositions, we can better understand students' weaknesses in English learning and provide targeted guidance to help them improve their English writing level. Analyzing the current situation of grammar errors in middle school students' English compositions is helpful in finding out the common problems to improve the teaching methods and textbooks and the teaching quality. In addition, the analysis of the current situation of students' grammatical errors can also encourage students to pay more attention to grammar learning to truly understand the meaning of second language acquisition and improve the accuracy and standardization of writing expression.

2. Reasons for Grammatical Mistakes from the Students' Perspective

First, from the perspective of the students themselves, there may be the following reasons for the grammatical mistakes made by contemporary Chinese students in English compositions:

(1) Mother tongue interferes with grammar rules. Students often apply grammar rules from their native language to English grammar, resulting in errors. This is mainly reflected in the subject-predicate structure, verb-object structure, biased structure and semantic collocation of related words.

The grammatical structure of the mother tongue is sometimes very different from that of English. If students do not completely eliminate the interference of their mother tongue, they will easily make grammatical mistakes in English compositions [2].

(2) Weak grasp of English grammar: students may not establish a solid foundation in learning English grammar, resulting in a lack of in-depth understanding of English grammar rules or a weak grasp of English grammar. In this case, it is easy for students to make grammatical mistakes when writing. To improve the grammar mistakes in English writing, learners with a weak English foundation need to strengthen the study and practice of grammar knowledge and improve their grammar level through a lot of reading and writing practice. At the same time, students can also use grammar books, online resources and other tools to assist learning, and deepen the understanding and mastery of grammar rules.

(3) Vocabulary limitations: Native language transfer can also affect vocabulary use, leading to inappropriate or non-existent words in English compositions. The effects of mother tongue transfer on vocabulary use include phonological differences, vocabulary collocation and expression habits, negative cultural transfer and the coexistence of positive and negative transfer. Understanding and overcoming these influences is the key to improving the accuracy of vocabulary use when learning a foreign language.

(4) Pragmatic errors: The cultural differences between the mother tongue and English may lead to pragmatic errors, and students may make errors and missteps in syntax, semantics and pragmatics to varying degrees [3].

(5) Lack of practical opportunities: English composition is a process of using grammar knowledge. If students lack practical opportunities, applying the grammar knowledge they have learned to specific writing is difficult. The lack of practical opportunities will likely lead to grammar mistakes in English compositions.

(6) Improper generalization of grammar rules: Human language learning is constantly summarizing language materials and then drawing rules. Intralingual errors are caused by learners' incorrect or incomplete understanding of the rules of the target language. Due to the limited knowledge of English, learners' over-generalization or inadequate generalization of English rules often leads to errors due to intralingual interference [4].

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3. Influence of Teaching Materials and Methods

From the perspective of teaching materials and teaching methods, there are also some problems:

(1) Limited access to authoritative teaching materials. Textbooks may not provide enough real English material, such as newspapers, novels, or movies, limiting students' ability to learn natural language patterns.

(2) Focus on form rather than function. Some textbooks and teaching methods overemphasize grammatical forms without explaining their communicative functions, leading to confusion and misuse.

(3) Insufficient opportunities for practice. Lack of writing practice and opportunities can also prevent students from gaining confidence and fluency in English communication. According to the possible causes of grammar mistakes in contemporary Chinese students' English compositions, to help students avoid these mistakes, teachers need to give targeted teaching and strengthen students' practice and practice opportunities while encouraging students to pay attention to details and carefully review their compositions.

4. Methods to Address Grammar Problems

Students and teachers need to respond to grammar problems after they are discovered. The error is caused by competence factors [5]. The frequent occurrence of grammatical errors will negatively affect the learning process. Any problem that could cause misunderstanding of English is daily language and mother language [6]. First, students should face these mistakes, maintain a positive learning attitude, and take the initiative to seek solutions. Students need to scrutinize the text carefully, paying attention to basic grammatical rules such as punctuation, subject-verb agreement, and tense agreement, checking whether the sentence structure is clear and logically coherent, and ensuring that the correct parts of speech and morphology are used. Students can consult English grammar books to learn and discuss and communicate with classmates, pointing out each other's mistakes and analyzing correct usage to deepen their understanding of grammar. Sufficient exercises should be built to increase their knowledge of English writing rules and reduce their errors [7]. Students can also take advantage of grammar-checking tools provided by modern technology, which can help quickly spot grammar errors and provide appropriate suggestions and corrections, thus speeding up the revision process and reducing common grammar errors. Asking someone else to check paper is an effective way to find grammatical errors. From the perspective of others, we are more likely to find some problems that we would ignore ourselves. Seeking suggestions and opinions from others and conducting in-depth grammar checks on the paper will help ensure the accuracy and readability of our paper.

Students should strengthen their learning and understanding of English grammar rules and improve their grammar level by learning the knowledge content in grammar books and taking grammar courses. Meanwhile, the use of grammar-checking tools or grammar-checking systems to import the article into these systems can automatically detect errors and give corresponding correction suggestions so that students can correct the subsequent. Seek the help of a professional paper editor or native English speaker who can accurately identify and correct grammatical errors and provide valuable advice and guidance.

For teachers, the first thing to do after finding students' grammar mistakes is to give timely feedback and guidance. Teachers can point out mistakes clearly and explain correct grammar rules to help students understand and correct mistakes. At the same time, teachers can also provide some exercises to help students correct their mistakes. Students can set reasonable learning goals according to their mistakes, and teachers can give suggestions and guidance to help students better plan their learning path. Teachers should believe that "Practice makes a man perfect" for learners to improve their writing skills[8]. The educator must have to illustrate the differences between the grammar of L1 and L2[9]. At the same time, the teacher can regularly track the student's progress and adjust the plan in time to meet the student's learning needs.

Error analysis theory can help students' errors to be correctly classified and attributed and promote students' understanding and correction of errors while also improving teachers' teaching [10]. Grammatical mistakes may make it difficult for readers to understand the sentence's meaning, thus affecting the overall effect of the composition. Grammatical mistakes will also leave readers with the impression that students lack English ability, which is not conducive to establishing a good personal image. Negative exchange in word usage is usually shown by the L2 learners whose local language is Urdu, unintentionally influencing them to discover reciprocals in English words [11]. Grammatical errors prevent us from accurately understanding the structure of a language. Grammar embodies language rules that determine how words are combined into sentences and sentences into paragraphs. If we do not grasp these rules correctly, it will lead to misunderstanding and confusion. This confusion affects not only our understanding of individual sentences but also our grasp of the whole text.

In addition, the errors that occurred in students' writing could be used to mediate students' writing quality [12]. However, students' grammatical mistakes can sometimes reflect how hard they try to learn and use a new language. After correcting the grammatical errors, the essay's expression is clearer and more accurate, and the reader can understand the author's point of view more easily. It can improve students' grades, improve students' English writing ability and enhance their self-confidence. In writing, grammatical errors may cause the reader to question the author's academic ability and professionalism. A student with a poor grasp of basic grammar may be considered academically insufficiently rigorous and serious. Moreover, frequent grammatical errors may hinder students' language learning. If these mistakes are not corrected, students may form wrong language habits, affecting future language learning and application.

5. Impact and Resolution of Grammar Errors

Finding and mastering grammatical errors can significantly improve the quality of writing. Grammar is the skeleton of language, which supports the structure and meaning of sentences. Language cannot be separated from communication [13]. Many times composition grammar errors will affect the child's learning motivation and interest, correct the child's grammar errors not only has little effect but also a lot of harm. This practice violates the child's learning rules and may lead to children not liking to learn or even hating learning. For younger children, grammar is the rule of language, and learning depends on logical thinking and analytical skills. As a result, teaching children grammar rules or correcting children's grammar mistakes is not only useless but also easy to make language learning boring, resulting in children losing interest in learning. Learning predictors will use their native language-related grammar knowledge or logical thinking and bring their habitual thinking into learning English grammar, which will have a great impact on their future learning and obstacles. When the grammatical mistakes are corrected, the sentences will be expressed more accurately and fluently, thus making the whole composition easier to read and understand. This not only enhances the readability of the composition but also improves the accuracy of its expression. Secondly, solving grammar mistakes can help improve students' confidence in English. Students are often troubled by grammatical mistakes in their writing. However, when they try to correct these mistakes and see the quality of the composition improved as a result, they will feel that their English level is constantly improving, thus increasing their confidence in English learning.

This confidence will motivate them to devote themselves to English learning more actively. In addition, solving grammar errors helps to cultivate students' carefulness and patience. During the writing process, students must check every sentence carefully to ensure correct grammar. This requires them to be careful and patient, which will benefit their future studies. Finally, timely detection and resolution of grammatical errors can help students better understand and use English rules. Grammar is the foundation of language learning, and mastering it helps students to have a deeper understanding of the structure and usage of English. English grammar is the foundation of English reading and writing. Learning it can help people understand English articles better and write more easily. A good command of English grammar can improve reading and writing skills so that people can better cope with academic and professional needs. Learning grammar well can also help students strengthen their English listening and speaking ability and help people better understand English speaking and listening because it can help people distinguish the phonetic symbols, grammar and semantics of words. At the same time, learning English grammar can also help people better understand foreign cultures and societies. By constantly correcting grammar mistakes, students can become more familiar with and master these rules to use them more freely in future writing.

6. Conclusion

English, an important foreign language in contemporary China, is widely used in various fields. However, many students' grammatical mistakes in English compositions will affect their English writing level and attract attention. Therefore, it is of unique value to study these grammatical errors. First, studying students' grammatical mistakes in English compositions helps reveal students' problems and difficulties in English learning. By analyzing students' common grammar mistakes, teachers can understand students' weak points in grammar mastery and provide targeted teaching guidance to help students improve their grammar. Secondly, studying students' grammatical errors can promote effective communication and cooperation between teachers and students. Teachers can make personalized teaching plans according to students' grammar mistakes and carry out targeted guidance and corrections to improve students' writing levels. This also provides some implications for teaching practice. For example, teachers should focus on providing explicit grammar teaching, including rules, examples and exercises. In addition, there are technical tools that teachers can use to complement traditional teaching methods. At the same time, students can also have a deeper understanding of their shortcomings in grammar and carry out targeted self-improvement. Finally, studying students' grammatical mistakes in English compositions can stimulate teachers' and students' interest and enthusiasm in English learning. Analyzing students' grammatical errors can help students find and solve problems, improve their English writing level and enhance their learning confidence. At the same time, studying grammar errors can also stimulate teachers to reflect on and improve the teaching methods and strategies, and improve the teaching effect.

Studying the grammatical errors in contemporary Chinese students' English compositions is of great significance and value. In-depth research on this issue can promote the improvement of students' English writing level, improve the quality of teaching, and make positive contributions to the development of English teaching. At the same time, individualized guidance can be developed according to the problem by designing personalized learning plans and exercises to help them overcome their problem areas.

Authors Contribution

All the authors contributed equally and their names were listed in alphabetical order.

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