HAIPHONG PRIVATE UNIVERSITY

FOREIGN LANGUAGE DEPARTMENT

GRAMMATICAL ERRORS

MADE BY ENGLISH MAJOR STUDENTS

AT HAIPHONG PRIVATE UNIVERSITY WHEN SPEAKING ENGLISH AND THE SOLUTIONS

Name: Vu Thi Ngoc Linh

Class: NA1301

AI PHONG, 2013

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Supervisor: Nguyen Thi Thuy Thu, M.A

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Student

Vu Thi Ngoc Linh

PART I: INTRODUCTION

1. Rationale

Language is a typical and essential product of each nation because it is the individual feature of each country. When learning a foreign language, it is necessary for learners to learn four skills: listening, speaking, reading and writing. Thank to it, learners can master and use this foreign language. In all four skills, speaking can be considered to be the skill which requires learners to spend very much time learning and practicing. Most of the students face up with the difficulties in studying speaking at first. In fact, studying speaking well is one of the key which helps learners step by step discover this interesting language.

Moreover, English is not easy to learn because English grammar is rather complicated. In fact, many English learners have the misconception that when they have memorized many grammar structures and can write well, they can speak well. Yet, when they stand up to speak on something, things do not appear to be as easy as they expected. Sometimes, learners can speak on something and feel satisfied their speeches after finishing them. But they rarely take notice of or even recognize some sentence problems related to grammar structures that may occur. With the hope that learners can find out some experiences of grammatical errors during speaking and of being corrected, a study on **"Grammatical errors made by English major students at Hai Phong Private University when speaking English and the solutions"** is chosen as the topic of this graduation paper.

2. Aims of the study

This study aims at:

Providing learners an overview of English sentences and some parts of speech in English sentences (particularly Subject and Verb).

Analyzing most common grammatical errors in English sentences during speaking related to Subject and Verb.

Giving some causes and suggested solutions to overcome these mistakes, to help English major students in HPU with promoting and enhancing English speaking skill.

3. Methods of the study

_ A survey was conducted for the 1st and 2nd English major students at HPU about grammatical errors when speaking English and the solutions. The survey questionnaire has been designed as the key data collection instrument of the study. Collecting and analyzing data have been used.

_ Interviewing students.

_ Consulting several ideas with supervisor.

_ Gathering information through reference books and related Websites.

4. Scope of the study

In the communication, the mistakes made by learners are unavoidable. Thus, we had better look at the mistakes, a part of learning English, to answer the questions: causes and how to correct them. There are many different types of errors during speaking English: Lexical errors, grammatical errors, pronunciation errors, written errors… However, for the limitation of knowledge and experience, I am not capable of studying all. Therefore, only the grammatical mistakes related to Subject and Verb are covered in this graduation paper.

5.   Design of the study

The study consists of three parts: Introduction, Development, Conclusion

- Part I: Introduction on showing reasons to choose the study, aims, methods, scope and design of the study.
- Part II: The main part of the study: including four chapters

   Chapter I: The theoretical background of English sentences

   Chapter II: Common grammatical errors related to Subject and Verb in sentence

   Chapter III: Data collection and analysis

   - Comment on the interview and survey questionnaires

   - Data collection and analysis

   - Main findings

   Chapter IV: Some suggested solutions
- Part III: Summarize and make a conclusion to the main points which have been explored in the study, propose recommendations to develop the effectiveness of teaching and learning English.

PART II: DEVELOPMENT

CHAPTER I:

THEORETICAL BACKGROUND

I.1. Understanding speaking skill

"Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words". (Bygate. M, 2009: 3)

There are three kinds of speaking situations in which we find ourselves:

_ Interactive,

_ Partially interactive, and

_ Non-interactive.

"Speaking in a second language involves the development of a particular type of a communication skill. It has occupied a peculiar position throughout much of the history of language teaching. Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second languages. Ours learners often need to be able to speak with confidence in order to carry out many of their most basic transactions. It is the skill by which learners are most frequently judged and through which they make and lose friends" (Bygate. M, 2009: 3)

According to Oxford Advanced Learner's Dictionary (2005), "speaking is the activity of using voice to say something"

Speaking, as stated by Chaney & Burd (1998) is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts".

"Speaking is an interactive process of constructing meaning that involves producing and processing information" (Brown 1994; Burn & Joyce 1997).

I.2. Sentence definitions

We have used sentences all our life to communicate our ideas in both spoken and written language. There are different ways to define a sentence but we would prefer a traditional grammar-based definition:

"The sentence is the largest grammatical unit which expresses a complete thought or idea and has a definite grammatical form (one finite verb, one subject) and a certain intonation. It could be said in another way that the sentence is a unit of speech which expresses a more or less complete thought and has a definite grammatical form and a certain intonation. Every sentence shows the relation of the statement to reality from the point of view of the speaker".

(https://en.wikipedia.org/wiki/Clause)

Element is usually a small amount of something, thus, sentence element is a small amount of sentence. A sentence may alternatively be seen as comprising five units called elements of sentence. Structure: subject, verb, complement, object and adverbial, which are abbreviated as S, V, C, O, A.

Ex: John carefully searched the room.

        S   A   V   O

<p align="center">The girl is now a student at a large university.</p>

<p align="center">S   V   A   C   A</p>

<p align="right">(Henno Parks, 2010)</p>

I.2.1. Subject

"Subject is identified syntactically by the features of position, concord, pronominalisation and reflection in tag questions. Semantically, almost all participant roles can be associated with the subject. It can be realized by a wide variety of group and clauses". (Angela Downing and Philip Locke, 2006)

According to Oxford Advanced Learner's dictionary, "subject is word(s) in a sentence naming who or what does or undergoes the action stated by the verb, or word(s) in a sentence about which something is stated".

Ex: *I* am keeping most of my money in the blank.

       They are placing the blame on us.

       The kettle is now on the store.

As A Comprehensive Grammar of the English Language stated, "the subject is often described as the constituent defining the topic of the sentence _ that which the sentence is "about" and which it presupposes as its point of departure". Contrary to the above definition, which is more about syntactic, this one is more about semantic part of the sentence.

Subject can be expressed by a wide variety of groups and clauses but it's usually a noun or a pronoun.

Subjects determine number (singular or plural) and person concord with the verb. Concord is manifested only in those verb forms which show inflectional contrast:

Ex: *The librarian/ he/ she has* checked the book.

The librarians/ I/ you/ we/ they have checked the book.

I.2.2. Verb

Verb is word or phrase indicating an action, an event or a state, or a condition of the subject such as *bring, do, eat, play, sleep, etc.*

Ex: She *left* yesterday.

He *eats* two sweet cakes.

Did they *leave* yesterday?

She *will leave* tomorrow.

According to Quirk. R (2010: 134), "verb, as a class of words, can be divided into three major categories, according to their function within the verb phrase, we distinguish the open class of FULL VERBS (or lexical verbs) such as *leave* from the closed classed of PRIMARY VERBS (*be*, *have* and *do*) and of MODAL AUXILIARY VERBS (*will, might, can,* etc)". Of these three classes, the full verbs can act only as main verbs, and the primary verb can act as either main verbs or an auxiliary verb".

Primary verb: have, do, be:

Form: have, has, had

do, does, did

be, am , is, are, was, were, been, being

Modal auxiliary verb: can, could, may, might, must, shall, should, will, would, ought to

In addition to this, some verbs (variously termed marginal modals, semi-auxiliaries, etc) have a status intermediate between that of main verbs and that of auxiliaries.

As with most meaning-based criteria, the semantic definition above is somewhat misleading. For instance, nouns divided from verbs through zero derivation (*strike, kick, throw*) will maintain their verbal sense of action. Like nouns, verbs have a limited potential for taking inflectional endings. English has below inflections for verbs:

_ Base form (we symbolize verbs with this inflection as V)

        Ex: I *play* that game.

_ -S form : Third person singular present tense (we symbolize verbs with this inflection as Vs)

        Ex: Ann *plays* that game very well.

_ Past tense (we symbolize verbs with this inflection as V-ed)

        Ex: Ann *played* that game last night.

_ Present participle form (we symbolize verbs with this inflection as V-ing)

        Ex: Ann *is playing* that game now.

_ Past participle form (we symbolize verbs with this inflection as V-en)

        Ex: Ann *has played* that game since 2010.

Traditionally, V-ing is sometimes called the progressive since it is often used to form the progressive verb structure, as in *is playing*. However, V-ing also occurs in structures traditionally known as gerunds. Only the progressive use of *ing* is regard as an inflection.

Also, V-en has been called the past participle form of the verb. However, V-en can function as the head of the verb phrase.

The ability to accept these inflections is sufficient to qualify a word as a verb in English. However, because of both zero derivation and identical spelling of certain derivational endings, it will always be necessary to confirm that a word in a specific sentence is actually a verb. Therefore, a word is a verb if it actually ends in a verb inflection.

We must distinguish between main verbs and auxiliary verbs. The main verbs can appear themselves in a verb phrase; an auxiliary verb regularly appears only preceding a main verb.

I.3. What is concord?

"Concord (also termed agreement) can be defined as the relationship between two grammatical units such that one of them displays a particular feature that accords with a displayed feature in the other". (Quirk.R, 2010)

Ex: *Economics has* become an increasingly popular course at university.

I know what is on your mind

There are five kinds of concord: subject – verb concord, subject – object concord, subject – subject complement and object – object complement concord, distributive concord, and pronoun concord.

I. 4. Significance of grammar in speaking English

I.4.1. *To maintain uniformity*

If everyone starts using language as per his/her own whims and fancies, then the language will have too many variations. It will give language an ambiguity and vagueness. More than that, we would have miscommunications

and communication problems, as no one language would be accepted as a universal standard.

I.4.2. To be legible

If the language doesn't make sense, it will not work. An improperly constructed sentence may not communicate the intended information to the listener or reader. Use of wrong words or mismatched punctuation can actually change the entire meaning of the sentence, thereby leading to miscommunication. You need to understand that the end purpose of grammar is communication of thoughts and ideas through language. If you are not understood, then the whole point of communication is lost. Imagine you going to a distant land and using a dictionary of local language to talk. You may pick the right words but the way you put them together can be really funny or even dangerous.

I.4.3. To Sound Good & Interesting

A grammatically sound piece of prose or verse sounds good and interesting. When you are talking or writing something without proper grammar, it actually makes the recipient disinterested. For the language to have a flow and seem interesting, it is very necessary to abide by the rules of grammar in the sentences. The communication becomes ineffective, if the other person is disinterested in what you are putting forth.

I.4.4. Professionalism

Language used in business and professional speaking and documents should be free from any grammatical error, as the whole responsibility of pushing deals through and effective interrelated work is dependent on these documents and discussions.

(http://lifestyle.iloveindia.com)

CHAPTER II:

COMMON GRAMMATICAL ERRORS RELATED TO SUBJECT AND VERB IN SENTENCE

II.1. Mistakes in combination between Subject and Verb

II.1.1. Subject is not defined clearly

Normally, the subject in this case is a Noun phrase: a flock of birds, the hand of bananas… so learners often consider birds or bananas as the subject of sentence. Another situation is that the subject of sentence is Noun without signals of number: license, memoranda… also causes mistake in defining the number of Verb.

Incorrect: A flock of birds *are* flying in the sky.

(The subject of this sentence − A flock of birds − is singular, so the Verb must be singular)

Correct: A flock of birds *is* flying in the sky

Incorrect: The memoranda *is* not important.

Correct: The memoranda *are* not important.

Some examples:　　*The study* of languages *is* very interesting.

Serveral theories on this subject *have* been proposed.

The view of these disciplines *varies* from time to time.

The danger of forest fires *is* not to be taken lightly.

Some words like that: *flock of birds/ sheep, school of fish, herd of cattle, pride of lions, pack of dogs.*

In order to define clearly the Subject in this case, learners should consider carefully the number of Noun which is used as the Subject of sentence. Then, they can decide whether the Verb is singular or plural.

(http://2012books.lardbucket.org/books.html)

II.1.2. Elements standing between subject and Verb

In spoken and written English, sentence with elements standing between subject and verb should be used carefully. The mistake may happen when learners combine these elements with the main subject of sentence and place this whole phrase as the subject of sentence. Let's see the following example:

Ex: She, as well as us, *feels* sad when he leaves.

(In this sentence, the subject – *She* – is singular, so the verb must be singular. The phrase *"as well as"* is only the modifier for the subject, therefore, it does not play as subject of sentence.)

Incorrect: *Miss Ann*, together with some friends *are* having a big party.

Correct: *Miss Ann*, together with some friends *is* having a big party.

Some words like that: *together with, along with, as well as, accompanied by*

Ex: *Mary*, along with her manager and some friends, *is going* to a party tonight.

Mr. Robbins, accompanied by her wife and children, *is* arriving tonight.

(http://2012books.lardbucket.org/books.html)

To correct this type of mistake, it is necessary to understand that elements standing between Subject and verb are only the additional information to clarify the main Subject. So, please ignore this part and pay more attention to the main Subject.

Incorrect:　His father, *as well as* his mother and his brother, *like* listening to the music.

Correct:　His father, *as well as* his mother and his brother, *likes* listening to the music.

II.1.3. Elements of subject are connected to each other by the conjunction "or"

If there are two nouns or pronouns as subject of a verb and they are connected to each other by the conjunction "or", the one which stands closely to the Verb will decide the verb.

Ex:　You or he *is* to feed the cat.

Incorrect: We or John *are* certain to be punished.

Correct:　We or John *is* certain to be punished.

(http://2012books.lardbucket.org/books.html)

The principal of this circumstance lies on the conjunction "or". It splits sentence into two clauses:

Ex:　You or he *is* to feed the cat.

can be paraphrased: *"You are to feed the cat or he is to feed the cat"*

Therefore, learners should rewrite the sentence in full form if they could not be confident about their choice of Verb.

Incorrect: Jimmy or you *is* to see them off at the airport.

Correct:　Jimmy or you *are* to see them off at the airport.

II.1.4. Indefinite Pronouns

any + singular noun	no + singular noun	some + singular noun
anybody anyone anything	nobody no one nothing	somebody someone something
every + singular noun		
everybody	everyone	everything
each	either	neither

Ex: *Everybody* who *wants* to buy a ticket should be in this line.

Something is in my eye.

Anybody who *has* lost his ticket should report to the desk.

Neither of his pens *is* able to be used.

If *either* of you *takes* a vacation now, we will not be able to finish the work.

No problem is harder than this one.

Nobody works harder than John does.

(http://englishplus.com)

II.1.5. "None" and "No"

"None" and "No" are both used with singular and plural Nouns

None of the + non-count noun + singular verb

None of the + plural count noun + plural verb

Ex: *None* of the counterfeit *money has been* found.

None of the *students have finished* the exam yet.

No + {singular noun / non-count noun} + singular verb

No + plural noun + plural verb

Ex*:*   *No example is* relevant to this case.

No examples are relevant to this case.

(Angela Downing and Philip Locke, 2006)

II.1.6. V-ing is used as Subjects

When V-ing is used as Subjects, verbs in the sentences must be 3rd person singular Verbs.

Ex: *Knowing* her *has made* him what he is.
Not studying has caused him many problems.
Washing with special cream *is* recommended for scalp infection.
Being cordial is one of his greatest assets.
Writing many letters *makes* her happy.

(http://www.englishforums.com)

II.1.7. Collective Noun and definition of "collective"

A collective noun, as its name, indicates two or more people, objects, or ideas, etc. In general, the collective Noun is regarded as a singular Noun, therefore it requires a verb in singular form.

Ex: The committee *has* had a meeting and it has rejected the proposal.

However, sometimes, the collective Noun refers to the plural and in this case the Verb must be plural.

Ex: The club *are* discussing the tasks.

Following is the mistake in using collective Noun

Incorrect: The jury *are* giving *their* verdict now.

Correct: The jury *is* giving *its* verdict now

There are some Nouns refer to a group or organization. In fact, they are singular Nouns. Therefore, pronouns or verbs after them will be 3rd person singular

Congress family group committee class	Organization team army club crowd	Government jury majority minority public

Ex: *The committee has* met, and it has rejected the proposal.

The family was elated by the news.

The crowd was wild with excitement

Congress has initiated a new plan to combat inflation.

The organization has lot many members this year.

Our team is going to win the game.

However we should remember some complicated cases that:

The majority + singular verb

The majority of the + plural noun + plural verb

Ex: *The majority believes* that we are in no danger.

The majority of the students believe him to be innocent.

All the collective noun of time, money, measurement, etc… when referring to it as a unity is used as a singular noun. Hence the verbs and pronouns followed them must be the 3rd person singular.

Ex: *Twenty-five dollars* is too much for the meal.

     Fifty minutes isn't enough time to finish this test

     Twenty dollars is all I can afford to pay for that radio.

     Two miles is too much to run in one day.

If above Subjects refer to the whole collection, the Verb is singular. However, if they refer to the member of the collection, the Verb is plural.

The outstanding feature to remember is that when Subject is a collective Noun, the Verb can be either singular or plural. Therefore, the decision of Verb depends on the presence of collective Noun on sentence.

(http://www.trans4mind.com/personal_development/ grammar/parts – of - speech.htm)

II.1.8. *"A number of" and "The number of"*

A number of + plural noun + plural verb

     Ex: *A number of students are going* to the class picnic

     A number of applicants have already been interviewed.

The number of + plural noun + singular verb…

     Ex: *The number of days* in a week *is* seven.

     The number of residents who have been questioned on this matter *is* quite small.

II.1.9. *"There is" and "There are"*

When we use sentence with "there is" and "there are" we often refer to the order like that:

     Ex: There *are* books in the bag.

However, the above order is reversely used, not in natural order:

     Ex: Books *are* there in the bag.

So, it makes learners distracted in recognizing the Subject.

Here is the similar case:

Incorrect: There *is* a few errors in this paragraph.

Correct: There *are* a few errors in this paragraph.

Some structures related to "There is": *there is certain/ sure/ likely/ bound to be*

Ex: *There is sure to be* trouble when she gets his letter.

Do you think *there is likely to be* snow.

(Henno Parks, 2010)

To correct a lack of subject/verb agreement, learners must identify the subject of the verb and then change the verb to agree with that subject. Do not be fooled by words that may come between the subject and the verb.

II.2. Common mistakes in tense usage

The term "tense" simply indicates the time. Therefore, we form a relationship in time in utterance or speech by using the correct tense of Verb.

According to Quirk. R (2010), there are only 2 main tenses in English: present and past tense which cannot be considered separately from 4 aspects (denote the manner in which the action is performed): simple, progressive, perfective progressive aspect.

Aspect/ tense	Simple	Progressive	Perfect	Perfect Progressive
Present	V, Vs	am, is, are + Ving	have/ has + Ved2	have/ has + been+ Ved2
Past	Ved1	was/ were + Ving	had + Ved2	had been + Ved2

There is no obvious future tense in English corresponding to the time/ tense relation for present and past. Instead there are several possibilities for

denoting future time. Futurity, modality, and aspect are closely related, and future time is rendered by means of modal auxiliaries or semi-auxiliaries, or by simple present forms or progressive forms.

II.2.1. Shift in tense

Shift in tense occurs when learners combine two or more tenses which are not synchronic in a sentence.

Incorrect: She *promised* she *will* not tell anyone my secret.

Correct: She *promised* she *would* not tell anyone my secret.

(http://grammar.about.com)

Unless required by context, learners should be consistent in using tense or combining tenses in a sentence, avoid making mistake by shifting tense.

II.2.2. The general truth

The general truth is an event happening in the past or in the present and in great possibility will happen in the future.

Ex: The sun *rises* at the East

Water *freezes* at 0oC

Fire *is* hot

The general truth often causes difficulties to a sentence in the past tense because learners tend to use the past tense to express the general truth in this case.

Incorrect: Last week, our clearyman reminded us that living the upright life *was* a discipline

Correct: Last week, our clearyman reminded us that living the upright life *is* a discipline

The general truth often remains for a long time, so that it always requires the verb in the present tense.

Incorrect: Professor Jacques told us yesterday that iodine *was* effective in removing silver nitrate stains.

Correct: Professor Jacques told us yesterday that iodine *is* effective in removing silver nitrate stains.

(http://grammar.about.com)

II.2.3. *Mistakes between the present perfect tense and the simple past tense*

Present Perfect Simple	Past Simple
Unfinished actions that started in the past and continue to the present: • I*'ve known* Julie for ten years (and I still know her).	Finished actions: • I *knew* Julie for ten years (but then she moved away and we lost touch).
A finished action in someone's life (when the person is still alive: life experience): • My brother *has been* to Mexico three times.	A finished action in someone's life (when the person is dead): • My great-grandmother *went* to Mexico three times.

A finished action with a result in the present:	A finished action with no result in the present:
• I*'ve lost* my keys! (The result is that I can't get into my house now).	• I *lost* my keys yesterday. It was terrible! (Now there is no result. I got new keys yesterday).
With an unfinished time word (this week, this month, today): • I*'ve seen* John this week.	With a finished time word (last week, last month, yesterday): • I *saw* John last week.

We use the past simple for past events or actions which have no connection to the present and the present perfect for actions which started in the past and are still happening now OR for finished actions which have a connection to the present. Moreover, we can not use the present perfect with a finished time word

Ex (NOT): I*'ve been* to the museum *yesterday.*

Some examples:
I have been a teacher since 1989
I have already seen that movie

Most has just finished his homework

The value of the Johnsons' house has doubled in the last four years.

The mistakes occurs when learners use the simple past tense in the sentence which requires the present perfect tense

Incorrect: I did not drink any coffee so far today

Correct: I have not drunk any coffee so far today

Therefore, learners have to distinguish between the use of the present perfect tense and the simple past tense. There always have some signals to highlight the form of these two tenses. While the former is marked by adverbs of time: just, already, yet, for, since, etc…, the later is the presence of: yesterday, last (week/ month/ year/ etc).

II.3. Common mistakes in voice usage

Inappropriate passive or active voice

The active and passive voice are not grammatically correct or incorrect; however, speakers often choose inappropriately which voice to use. The passive voice has the effect of removing the actor from the subject position or from the sentence entirely. This removal is appropriate in certain situations, particularly in science and business. Otherwise, you should typically use the active voice.

Incorrect: I poured the solution into the beaker.
(The active voice would be inappropriate here if this is part of a lab report. In science writing, the person performing an experiment should be irrelevant to the process.)

Correct: The solution was poured into the beaker.
(Using the passive voice, the "I" can be removed from the sentence.)

Incorrect: Native Americans were repeatedly pushed further west.
(Removing the actor from this sentence is inappropriate because it is important here to know who caused this action to occur.)

Correct: European settlers repeatedly pushed Native Americans further west.
(Using the active voice makes it clear who caused the action.)

(http://wac.gsu.edu/49577.html)

II.3.1. What is active voice?

An author may write a sentence in one of two "voices"—active or passive.

The active voice emphasizes the performer (or agent) of the action:

> Ex: Wind disperses plant seeds.
>
> Smith et al. investigated the relationship.
>
> We have analyzed the results.
>
> (http://grammar.about.com)

The active voice is **direct** (performer–verb–receiver), vigorous, clear, and concise. The reader **knows** who is responsible for the action.

II.3.2. What is passive voice?

The passive voice, in contrast, emphasizes the receiver (or product) of the action:

> Ex: Plant seeds are dispersed [by wind].
>
> The relationship was investigated [by Smith et al].
>
> The results have been analyzed [by us].
>
> (http://grammar.about.com)

The passive voice is indirect (receiver–verb–performer) and can be weak, awkward, and wordy. Passive voice uses a form of the verb *to be* followed by a past participle (e.g., *dispersed, investigated*) and a *by* phrase. If the *by* phrase is

omitted (the truncated passive), the reader will not directly know who or what performed the action.

A particularly awkward and ambiguous form of the passive voice occurs when an author uses *it* as the receiver rather than the first-person pronouns *I* or *we:*

> Ex: It is concluded that the treatment is effective.

These types of passive-voice sentences are a form of hedging.

Some examples:

> **Incorrect**: The jockeys were exercising their horses; *the troughs were being filled by the grooms;* and the stable boys were laying out the hardnesses.

> **Correct:** The jockeys were exercising their horses; *the grooms were filling the troughs;* and the stable boys were laying out the hardnesses.

> The object of an active voice sentence becomes the subject in a passive voice sentence. Therefore, the verbs in passive sentences MUST be transitive. That is, they must be verbs that can have an object.

Passive voice can be used in three situations:

_ When you don't know who did something. For example,

>   Ex: My handbag was stolen.

_ When the action is more important than who did it.

>   Ex: John was just promoted at work.

_ When you want to avoid blaming someone.

>   Ex: The outstanding payment hasn't yet been paid.

In other cases, it's better to use active voice. There are two benefits to this:

_ Learners' speeches will be more energetic and engaging.

_ Learner can avoid making grammar mistakes like those above.

The ability to recognize the parts of speech of sentence will help learners edit a variety of problems such as Subject – Verb agreement, sentence fragments, etc. Moreover, the accuracy and fluency in English usage will certainly make learners the masters of linguistic.

In the process of learning a new language, almost every learner finds grammar difficult and boring. They are often confused with a great deal of complicated theory such as rules and structures. However, without grammar, language in communication could not be interpreted accurately and systematically or everything would be in ambiguity.

Apart from vocabulary, students need to know grammar to understand how a sentence is written or how words are combined together to understand the proper meaning. Without grammar or with a poor knowledge of grammar, they may get confused with complicated expressions. On the other hand, when students have a sound basis of grammar knowledge, they feel easy to improve our four language skills.

In speaking, producing comprehensible meaningful sentences and utterances, and relating them depend to a large extent on grammar.

Therefore, having good grammar not only provides the learners with necessary items of language as well as the standard rules but also gives them opportunities for better communicative practices languages in use.

CHAPTER III:

DATA COLLECTION AND ANALYSIS

III.1. Comment on the interview and survey questionnaires

III.1.1. Comments on the informants

The survey is conducted by 60 English major students of the 1st and 2nd year at Hai Phong Private University. Students are really the best source of data collection. Therefore, I carried out collecting information by giving the first and second year students the survey questionnaires, interviewing some students and recording 20 students' speeches about one topic.

III.1.2. Comments on the interview

In the interviewing, I have gathered 20 students and asked them to talk about a given topic "The benefits of doing exercise every day". Each person speaks in a short time and I recorded them.

Besides, with the aim of finding out students' views about speaking skill, I interview some students. Firstly, I outlined some kinds of question: what do you feel about speaking lessons? Do you like it? Are you confident while speaking? What grammatical errors you often make while speaking? Would you like your teacher to correct your mistakes while speaking? Can you give some suggested solutions you have carried out to correct mistakes yourself? I interviewed them individually and took note.

III.1.3. Comments on the survey questionnaires

III.1.3.1. Purpose of the survey questionnaires

With a view to provide a thorough insight into the real situations of students' English speaking, survey within the scope of the study is conducted

with 60 English major students of the 1st and 2nd year at Hai Phong Private University. The major aim of the study is to collect and analyze data regarding to grammatical errors made by students when speaking, causes and suggested solutions. The survey questionnaires are designed for the following purposes:

_ To find out the attitudes, thoughts of students with English speaking and the importance of grammar in speaking English.

_ To detect the grammatical errors made by students in communicating process.

_ To analyze some reasons leading to these mistakes and get some suggested solutions from students.

III.1.3.2. Design of survey questionnaires

The survey questionnaires consist of 7 questions designed for students to study real situations of students' English speaking. Students were asked to tick the most suitable answers which correspond with their opinions. The survey questionnaires include 3 parts:

Part 1: How long have you been learning English?

Part 2: What do you think about the role of speaking skill? Do you like learning English grammar? How important is grammar in English speaking skill? How often do you make listed mistakes when speaking English? Why do you make these mistakes?

Part 3: Can you give some suggested solutions for these mistakes you have made?

III.2. Data collection and analysis

III.2.1. Interviewing data collection and analysis

After listening to all the recordings again, I could detect their fundamental errors based on listed mistakes on survey questionnaires. Many of them made errors in verb tenses (65%). They used the simple present tense to express the sentence "I do exercise 1 year ago". Other which occupied 45% made errors in how to use "There are", "there is" when listing the benefits of doing exercise daily. 15 out of 20 people said "Doing exercise are very useful to our health" instead of "doing exercise is very useful to our health."

	Yes	No
1. Mistakes in combination between Subject and Verb (S –V concord)	75%	25%
2.Mistakes in tense usage	65%	35%
3.Mistakes in voice usage (shift from active voice into passive voice)	20%	80%
4.Mistakes in lacking "s" in plural Noun as Subject (plural and singular form)	85%	15%
5.Mistakes between *"There is"* and *"There are"*	45%	55%

In the interviewing, most people said that they found speaking lessons interesting and they are fond of participating in. However, many of them did not

felt confident while speaking. They were shy. Therefore, they forgot grammatical structures incidentally and made mistakes.

III.2.2. Survey questionnaires data collection and analysis

After the survey was implemented on 60 students, the statistic were totaled up and indicated throughout the following charts. Each chart shows us the number of students who chose the most suitable answer for them in each question. This number is counted in percentage unit and the kind of chart are bar, pie, table...The data can be easily seen in the below charts.

III.2.2.1. Question 2: What do you think about the role of speaking skill?
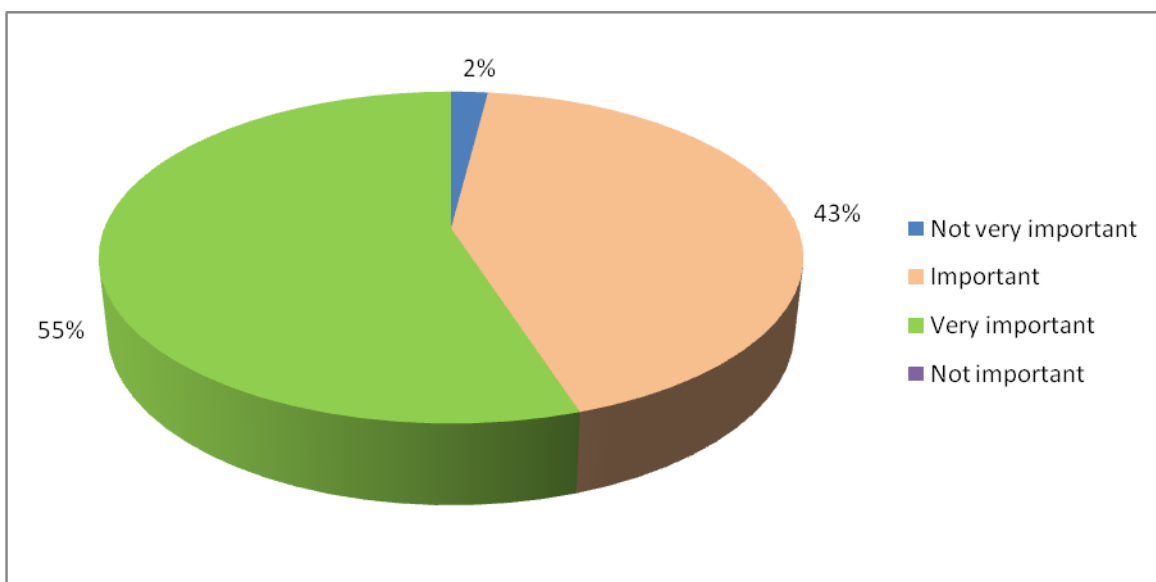
Chart 1: The role of speaking skill

As you can see from the pie chart speaking skill is very important with the highest rate (55%). Besides speaking skill, there are three others skills as reading, listening and writing. Communication becomes essential skill in modern life. It is a mean to express own feeling which we are still poor understand or distorted. And the number of students who think that the role of speaking skill is important which occupied 43%. At university, the students can communicate with their teachers even foreigners. It is really a easy thing if you

aware its role. Everywhere you go you can find language. The teachers let their students practice speaking English every day to make them become automatic order to every when you can see any signal, you can call them easily. The smallest rate (2%) is decision of some students with considering that if they cannot know how to combine all four skills in studying language, they will not have effective learning period. Therefore, profession in each skill is necessary to become a well- rounded communicator but the ability to speak skillfully provides the speaker with several distinct advantages. The capacity to put words together in a meaningful way to reflect thoughts, opinions, and feelings provides the speaker with these important advantages. None of them think speaking play a very unimportant role.

III.2.2.2. Question 3: Do you like learning English grammar?
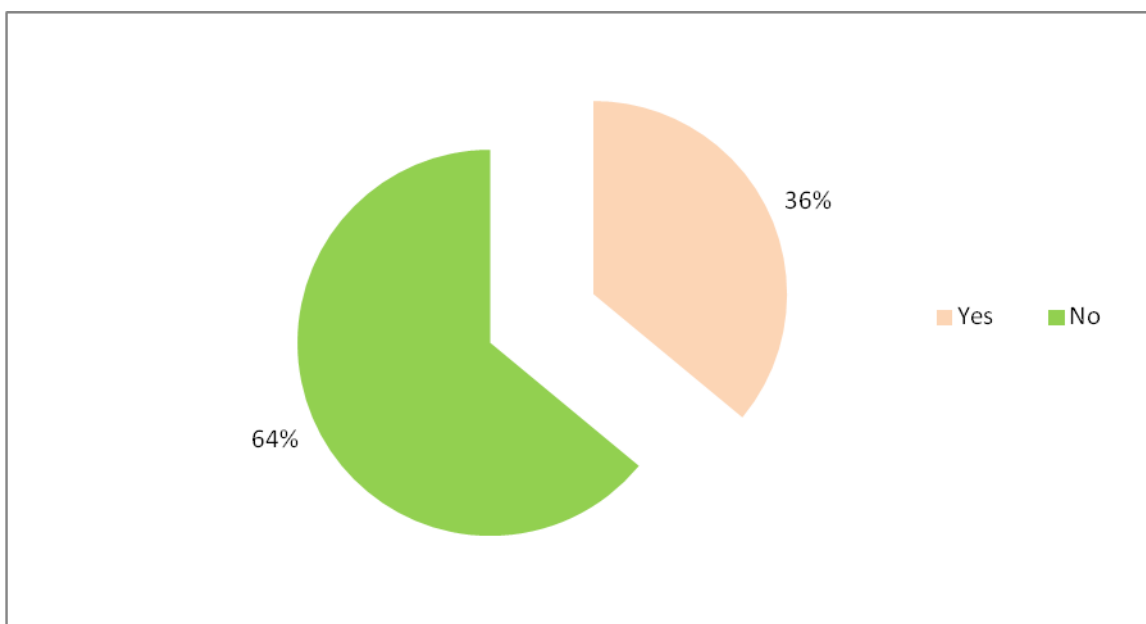
Chart 2: Students' interest in English grammar

Through 60 surveyed students, we can see that there are over 60% of them not like learning grammar. In the interview, many students said that learning grammar is very difficult and boring. They always feel tired of grammar lessons.

Therefore, this is one of the most common reasons leading to making grammatical errors (which will be detailed in Causes analysis). Contrary with them, others like learning grammar which occupied 36%. They said that good grammar is the basis of the accuracy in foreign language learning, especially in speaking skill learning because many learners speak English without paying attention to grammar structures and make speeches in ambiguity.

III.2.2.3. Question 4: How important is grammar in English speaking skill?
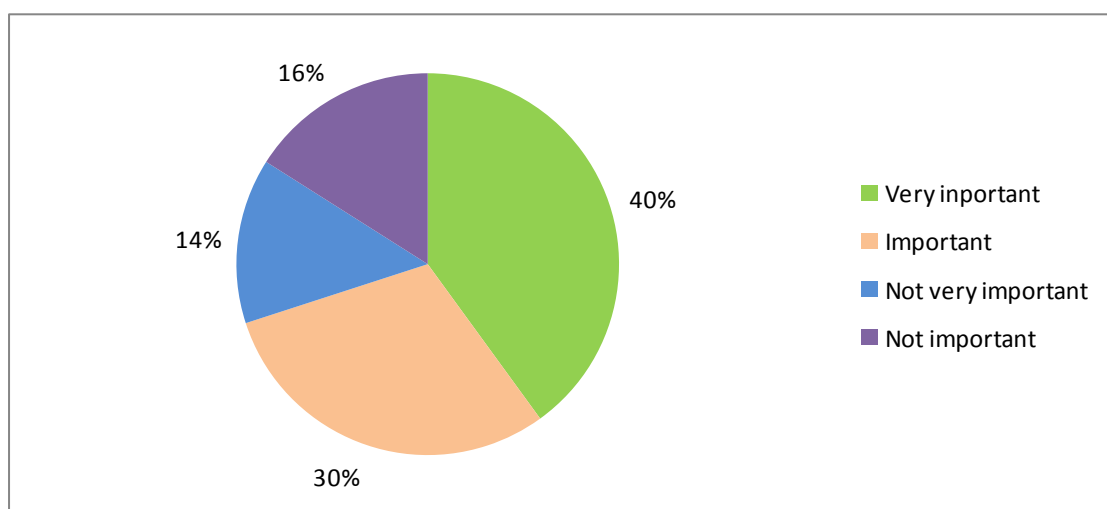
Chart 3: The important of grammar in speaking skill

Without grammar the language falls apart or collapses. With the high rate of 40% students says that grammar plays a very important role in speaking skill, 30% agree that grammar is important. That's why both students and teachers should pay much more attention to this matter. Without having perfect grammar, we still can communicate, but not accurately. We cannot communicate well enough as we have poor knowledge on grammar. Teaching grammar is an essential stage in teaching language and the teacher who knows a lot about grammar is more effective in her work, but students learn their mother tongue when they are children without knowing its grammar. Therefore, we should

create positive language that the learners may have the chance to practice what they have learned practically.

The advantages of knowing correct grammar, learners can easily get other's attention when they are vocalizing those words or sentences correctly, it can help them to be more confident in facing different people in their different fields, learners can easily get jobs like being a call center representative, they can get along with the high society people, it can enhance their vocabulary wordings, it will enhance their ability to create some exception all essay of learners' own.

III.2.2.4. Question 5: How often do you make these mistakes when speaking English?

	Always	Usually	Seldom	Never
1. Mistakes in combination between Subject and Verb (S –V concord)	50%	35%	10%	5%
2.Mistakes in tense usage	40%	30%	25%	5%
3.Mistakes in voice usage (shift from active voice into passive voice)	10%	10%	60%	20%
4.Mistakes in lacking "s" in plural Noun as Subject (plural and singular form)	70%	20%	7%	3%
5.Mistakes between "*There is*" and "*There are*"	25%	20%	50%	5%

As you can see from above table, you can realize that there are a number of students always make mistakes in combination between Subject and Verb which occupied 50%. 35% of them usually make it. This is a large number that most surveyed students make this mistake when speaking English. Similar to this error, there is a high rate of students always make mistakes in lacking "s" in plural Noun as Subject with 70%. A smallest rate (3%) is decision of students that they never make this mistake. 40% of them always make mistakes in tense usage. Especially, they always make mistakes between the present perfect tense and the simple past tense. And there are just 10% always make mistakes in voice usage and 25% in mistakes between "There is" and "There are".

III.2.2.5. Question 6: Why do you make these above mistakes?
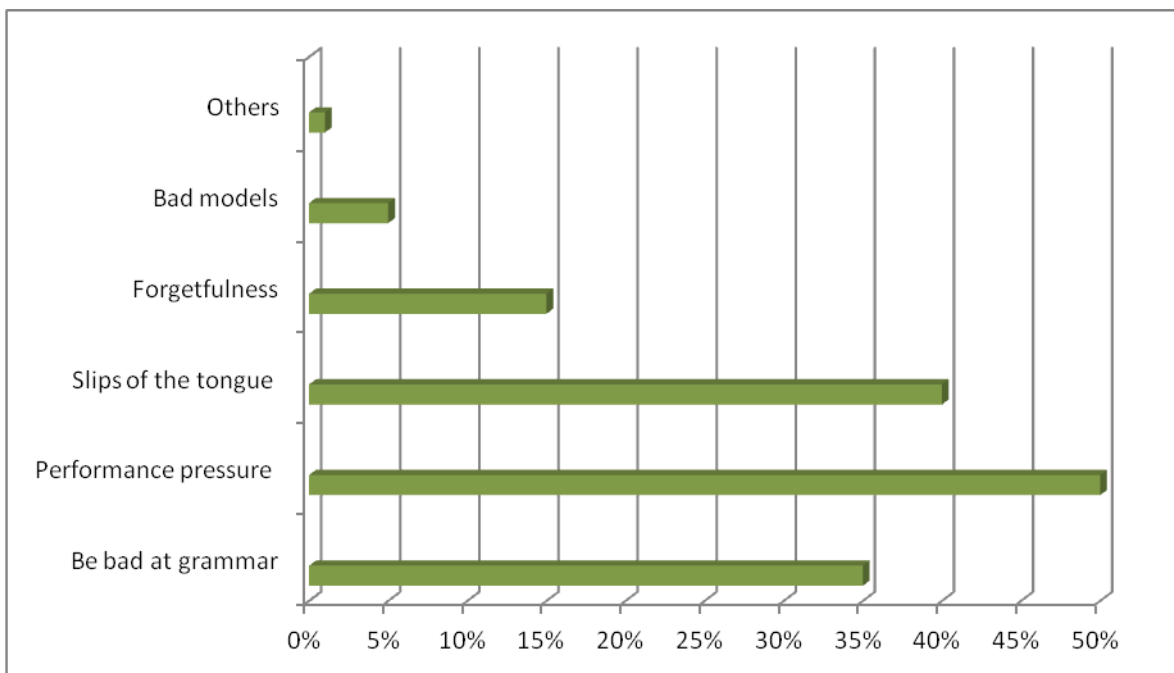
Be bad at grammar	Performance pressure	Slips of the tongue	Forgetfulness	Bad models	Others
35%	50%	40%	15%	5%	1%

In the process of learning a new language, the mistakes made by learners are inevitable. According to the above survey questionnaire, we can see that the first and second students usually make mistakes when speaking, typically mistakes in combination between Subject and Verb and mistakes in tense usage. Therefore, we should find out the causes before giving suggested solutions. According to the survey, we can see clearly the main reasons that led to the students' grammatical mistakes. There is a highest percentage with 50% of the student choice performance pressure. Many students feel nervous when speaking a foreign language in public. They are embarrassed or afraid of speaking because of lacking confidence in themselves. This is a very common cause for not only English learners but also other foreign language learners in the world.

Besides, slip of the tongue problem is also a common reason with a large proportion with 40% of surveyed students. They know exactly about the grammatical structures but they make grammatical mistakes inadvertently when speaking. Spending less time practicing speaking is one of reasons leading to this problem. There are many students who are good at writing skill and they do not have any grammatical errors. However, it is quite contrary with speaking skills. They often have grammatical errors. It seems to be that they have forgot the knowledge of grammar and they just talk and talk to complete their presentations without attention to grammatical problems.

In addition, one of main reasons leading to making mistakes is that students are not good at grammar which occupied 35 %. We can see that without having good grammar, we still can communicate, but not accurately. We cannot communicate well enough as we have poor knowledge on grammar. Our speeches could not be interpreted accurately and systematically or everything would be in ambiguity. Therefore both teachers and students should pay more

attention to grammar on speaking lessons. I think teaching grammar is an essential stage in teaching language.

There is a low rate (5%) of students choose bad models reason. They said that, sometimes, they heard incorrect English all the time – from the TV, in conversations, from some non-native English teachers, and of course, from their friends. They repeat these mistakes unconsciously. These become their habits and it is hard to change. It need time to make them master their English.

III.3. Main findings

By giving these above survey questionnaires and interview, we have an overview on English speaking situation of the 1st and 2nd English major students at Hai Phong Private University. Grammatical errors they made most are mistakes in lacking "s" in plural Noun as Subject which occupied 70% and mistakes in combination between Subject and Verb with over 50%.

In above analysis on causes, the major reason leading to mistakes is performance pressure. Learners feel embarrassed and nervous when speaking in public. They lack confidence in themselves. They have forgotten what they would talk about and how correct sentences are and they made mistakes.

Besides, not being good at grammar is another major reason. Learners do not know exactly correct structures. They have talked about something without making sure of accuracy.

In chapter 3, we have got the expected findings that reveal students' views on grammatical errors they usually made when speaking English as well as reasons leading to them. Basing on these findings, chapter 4 will provide us with some suggested tips for both teachers and students to improve English speaking skill.

CHAPTER IV:

SOME SUGGESTED SOLUTIONS

IV.1. Suggested solutions for teacher

IV.1.1. Creating the comfortable speaking environment

IV.1.1.1. Positive attitude

Teachers should have a positive attitude towards learners' mistakes as it is inevitable and very practical during the study. Thanks to them teachers identify the types of errors learners often make to know what is needed, something that lacks to adjust lessons' content and teaching method more suitable.

IV.1.1.2. Take the initiative

Teachers should take the initiative to find out the main causes of each type of error to take measures for the appropriate fix. Besides, teachers just should fix certain errors, depending on the purpose of that day's lesson.

IV.1.1.3. Create conditions for learners

Teachers should create conditions for learners to detect and correct errors. You can see this as an opportunity for students to self-identify errors and correct them as soon as they know mistakes. Through error detection, correction, the independence, autonomy and creativity of students in the English study are increased.

Student: Do you go to the cinema yesterday?

Teacher: Mm…try again? (Warning to students to correct)

Teacher: Yesterday? (Suggesting for students to fix)

Student: Ah! Did you go to the cinema yesterday?

Teacher: Good! (Compliment)

(Bygate. M, 2009:75)

IV.1.2. Speaking teaching tips

IV.1.2.1. Group work and pair work

Pair work or group activities are very effective methods. It helps students feel more confident in communication. Students can talk to their friend about the given topic in a relaxed manner. And if there are any mistakes, other people would be willing to comment and correct immediately. Thus students will have time to prepare for a perfect presentation and avoid making grammatical errors. Below tips are how to set up group work:

_ Be sure to fully explain the procedure before splitting the class up.

_ Always demonstrate either yourself of with the help of a volunteer exactly what they have to do.

_ Ask them to tell you what they have to do before they do it (in their mother tongue if need be) to check their understanding.

_ Have fill in activities ready for the quick finishers – but be sure that they have completed the task correctly first and haven't just finished early because they misunderstood what they had to do.

_ Don't forget to have feedback time after pair work so that the learners don"t feel that they have been wasting time. It is important to share their work as a whole group although this does not have to be systematic.

_ Set a clear time limit.

a. Interview

Teachers give students advice speaking activity. Teachers ask students work in group and then they interview each other with given questions. After that, students write short reports and talk about others' ideas by using correct verb tenses and reported speeches.

Name: _____ Class: _____

Help we need some advice!

Look around the classroom and write the information in the correct box.

Name:	What's the matter with him/her?	What should she/he stop doing to be healthy?	What should she/he start doing to be healthy?
Emma			
Rob			
Adele			
Ami			
Melissa			
John			

b. Telephone conversations

Sitting back to back they can practice telephone language with each other to improve grammar in speaking skill with some simple conversations such as:

A: What is your name?

B: My name is Linda.

A: Where are their books?

B: Their books are on the table.
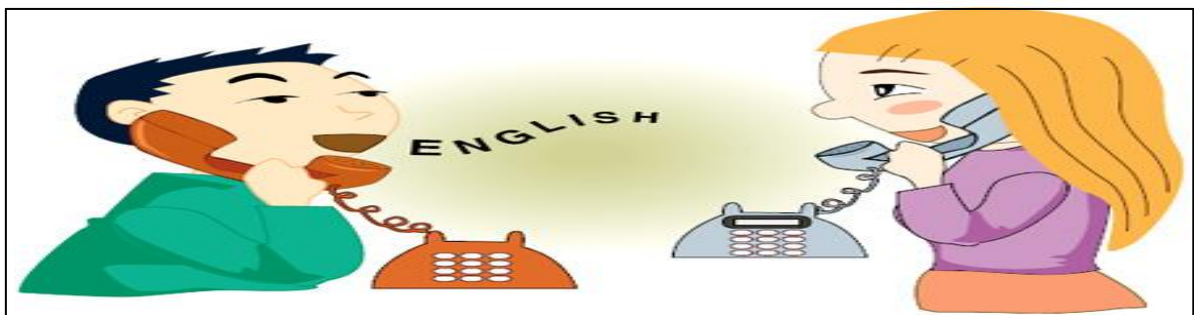
IV.1.2.2. How to encourage students to speak

a. Encourage student interaction

A teacher should aim to create a comfortable atmosphere where students are not afraid to speak and enjoy communicating with him/her and their fellow students.

b. Make speaking activities communicative

The aim of communication activities is to encourage purposeful and meaningful interaction between students. Communicative tasks are designed so that students have a reason or a purpose for speaking: they are bridging information or finding out about the opinion gap; they are asking for or giving real information or finding out about the opinions of their fellow students. Not only are these activities which mirror real – life interaction. Even quite controlled activities can be made communicative if the students are talking about real events and opinions. In free activities students have to listen and respond in real time without knowing what is about come next and successful communication is of greater priority than complete grammatical accuracy.

c. Plan speaking activities carefully

Speaking activities need to be very carefully structured at first, especially at lower level, so that the students have few demands on them. It is often difficult for students to come up with ideas at the same time as having to cope with the language. They need something to speak about such as a picture; or a purpose – like performing a role play from a context of a reading text. As they become used to doing controlled and guided activities students become surer of themselves and more adventurous so that free activities can be attempted. Free activities, however, still need careful planning if they are not to fall flat. Carefully set up tasks (role play, picture description, debate, problem solving,

ranking tasks, etc...) provide a reason, purpose and guidelines within which students can speak more freely.

IV.1.2.3. Perfect time to correct the students' errors

According to Lightbown & Spada (1999:16), the correction for students is one of the tasks of teaching foreign languages. Therefore, the correction should be done effectively that can encourage learners actively on English speaking.

Indicating errors is necessary in other subjects in general and English in particular. If teachers let students make mistakes without correction, it means that they have unwittingly supported the mistakes they make. Many teachers fear that if they do not correct, there are more and more errors will be made. This will create a trail in the use of language and it is difficult to edit later. Teacher's correction is also supported by most of students.

However, many teachers also worry that their correction will make students become more timid and fluency which is opposed to what they are trying to encourage students. Therefore, teachers should know how to correct the students' mistakes without affecting on the students' psychology.

a. *When might teacher avoid correcting students' errors?*

_ When the teacher's involvement would interrupt the flow of students' speeches.

_ When correcting the error is significantly beyond the students' current abilities in English.

_ When the error was a slip of the tongue.

_ When teachers are worried that correcting a students' spoken errors in front of their friends will knock their confidence.

_ When teachers lack confidence in our own grammatical knowledge and fear being found out.

b. When and how can teachers give immediate correction?

The effect of the correction for students will be much higher if teachers do it at the end of each session (follow - up activity). It will become an opportunity for both teachers and students to communicate, exchange, and learn from experience. Please provide the positive feedback when students did make every effort to convey something that is not easy for the current level of them.

On the other hand, according to Bygate. M (2009:102), teachers should classify errors and give suggestions for students correct mistakes based on what they have learned. Teachers should use the following tips for the correction that it not only becomes a part of the lesson but also an effective learning tool for students:

_ Do correction at the end of the lesson.

_ Take note errors that many students make during speaking.

_ Classify errors.

_ Comment on students' presentations and suggest some errors they make.

_ Ask students to comment on their mistakes and explain why they make these mistakes.

Most learners are expected that their teachers would point out mistakes and give suggestions for correction. However, the ways teachers point out students' errors play an important role. Because after correcting, whether students still have confidence to continue using foreign language? Therefore, the correction should be carried out as a last activity of the sessions and English learners will feel more confident for next presentations.

IV.2. Suggested solutions for students

According to Bygate. M (2009: 120), because speakers have less time to plan, organize and execute their message, they are often exploring their phrasing and their meaning as they speak. This gives rise to four common features of spoken language. Firstly, it is easier for speakers to improvise if they use less complex syntax. In addition, because of time pressure, people take short cuts to avoid unnecessary effort in producing individual utterances. This often leads speakers to abbreviate the message and produce 'incomplete' sentences or clauses, omitting unnecessary elements where possible. This is known as "ellipsis". Thirdly, it is easier for speakers to produce their message if they use fixed conventional phrases. And finally, it is inevitable that they will use devices to gain time to speak. All of these devices facilitate production.

There are four main ways in which speakers can facilitate production of correct speech: by simplifying structure; by ellipsis; by using formulaic expressions; by the use of fillers and hesitation devices.

IV.2.1. Simplification

"Simplification can be found mainly in the tendency to tack new sentenceson to previous ones by the use of coordinating conjunctions like 'and', 'or','but', or indeed no conjunction at all. This way of connecting sentences is

called 'parataxis'. Instead of parataxis, a speaker might use 'hypotaxis',that is, subordination. Subordination, however, often involves more complex sentence-planning. While in writing we have time to use a lot of subordination, time pressures in speech often tend to make the use of subordination more difficult. So parataxis can be understood as simplification strategy in the production of speech.In addition to parataxis, speakers often avoid complex noun groups withmany adjectives preceding them. Instead, they tend to repeat the same sentence structure to add further adjectives separately. As a result, oral language tends to be more 'spread out' and less dense than written language".

<div align="right">(Bygate. M, 2009:120)</div>
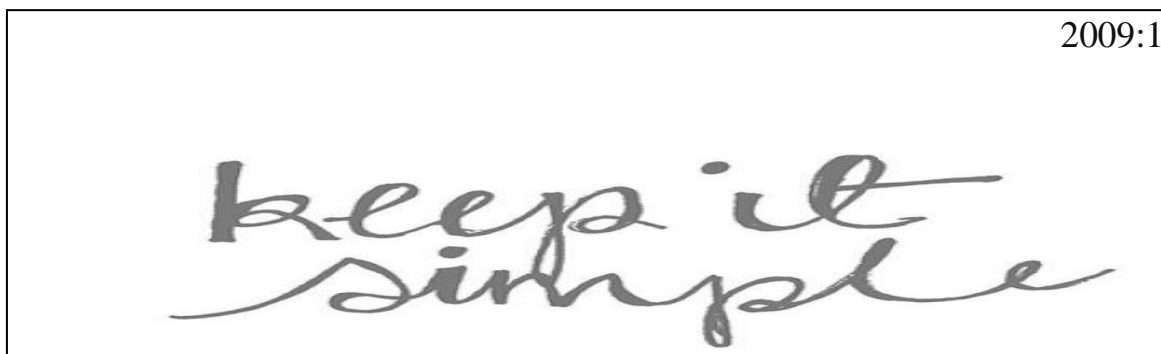
There are a number of surveyed students say that they try to build very complicated sentences by using the present perfect tense or conditional sentences during speaking. Therefore, they make severely mistakes. They also agreed that they should say simple sentences that you have seen many times, not what you want to say (complicated sentences). They may feel that they are not expressing their thoughts, but it is effective English learning method.

IV.2.2. Ellipsis

"Ellipsis is also used to facilitate production when time is short. This consists of the omission of parts of a sentence, like syntactic abbreviation. Examples include: 'Who?', 'On Saturday', 'the big one', 'does what', 'Why me?''Green'. In order to understand, a listener must have a good idea of the background knowledge assumed by the speaker. In most speech situations this can be counted on. Thus for example, when someone says 'Look','Why don't you come out?', or 'John knows', the speaker and listener both know (although a hearer might not), what there is to look at, what the person could come out of, and what John knows. In order to speak economically, it is necessary and normal to exploit ellipsis: we do not always speak in complete sentences". (Bygate. M, 2009:121)

IV.2.3. Formulaic expressions

"A third tool used for facilitating the production of spoken language consistsof sets of conventional 'colloquial' or idiomatic expressions or phrases. These are sometimes called formulaic expressions. They consist of all kinds of set expressions, not just idioms, but also phrases which have morenormal meanings, but which just tend to go together". (Bygate. M, 2009:121)

IV.2.4. Time-creating devices

The final set of strategies used to facilitate the production of speech are time-creating devices. "These tend to give speakers more time to formulatewhat they intend to say next. Features here include the use of fillers, pauses,and hesitations. One frequent kind of filler is the use of phrases like 'well','erm', 'you see', 'kind of', 'sort of, 'you know', and so on. Another kind of filler arises when speakers rephrase or repeat what they or their interlocutors have said. A final strategy is simply to hesitate, repeating words while trying to find a needed

word. By doing this, they give themselves more time to find their words or organize their ideas".

IV.2.5. Be slow and careful

As interview, some learners said that they should speak slowly at the beginning. When they're speaking, it is okay to build a sentence for some times in their head before they open the mouth. Fluency and accuracy are easy to achieve by slowly talking.

Therefore, it is much better to be *slow and correct* than *be fluent and make a lot of mistakes*. If learners speak slowly and correctly, they can easily improve their speed and become fluent and correct. But if they are fluent and make a lot of mistakes, it is much harder to fix mistakes and become fluent and correct.
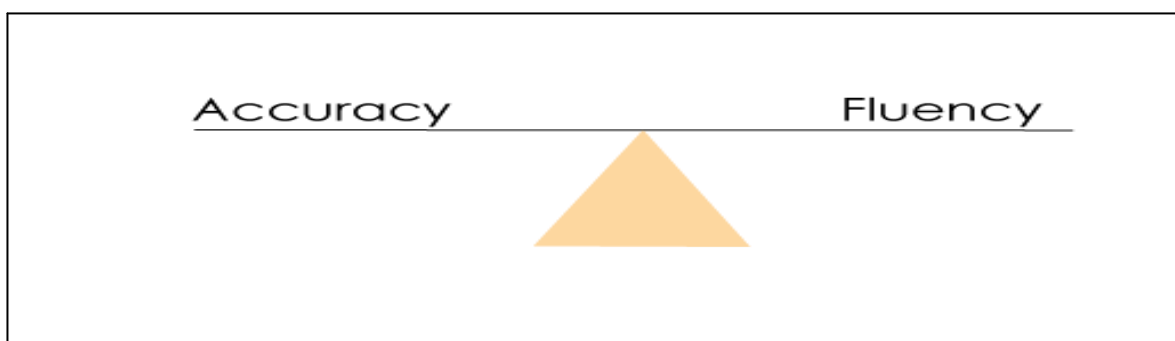
IV.2.6. If learners are not sure how to say something, don't say it

Several interviewed students about the solutions for grammatical errors when speaking English said that they should not say things that they are not sure. That is absolutely right. They said they could try to look for the correct sentences in a dictionary or on the Web when writing lessons but when they are in the speaking lessons, they don't have time for that. So it is a good idea to say something else _something that they know is correct.

As being stated by Bygate. M (2009:125), "instead of avoiding the problem, the learner may rather alter the message so as to make it more manageable. This has been called meaning replacement".

IV.2.7. Speak as much as learners can

Nothing can replace speaking practice when it comes to learning English! Most of surveyed students said that speaking English as much as they can is one of the most useful methods to improve speaking skill and its accuracy.
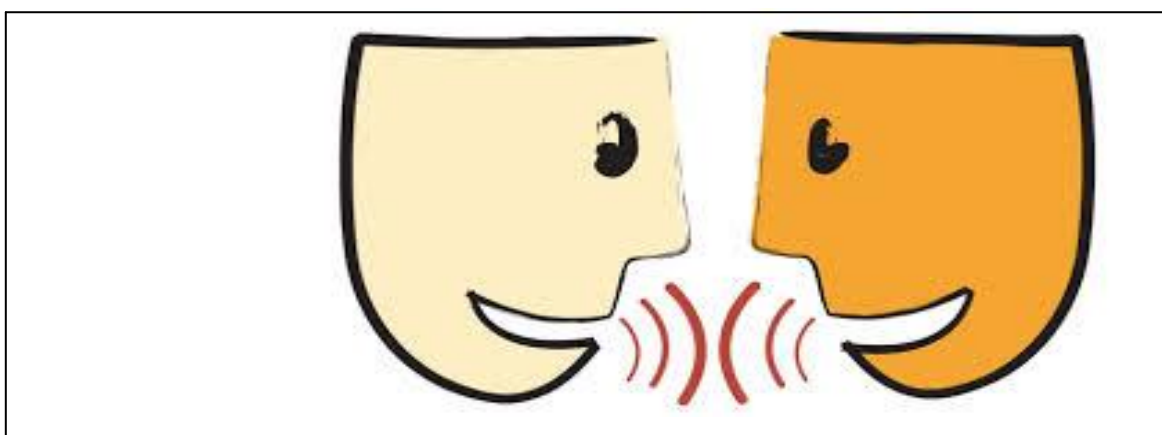
IV.2.8. Making a plan

"After having found learners' motivation to learn English, learners can start making a plan that should include a variety of spoken English exercises. It needs to be adjusted to their own personal needs, to the time they can devote, to the deadline they set yourself, etc. A plan does not need to resemble the lessons' schedules we all remember from school; it will be rather a set of points that will lead them to achieve their goal".

(http://www.ecenglish.com)

In addition, by conducted surveyed students' views, there are some other suggested solutions which learners found them effective:

IV.2.8.1. Enrolling on an English course

There are special classes devoted to conversations, take care to choose the ones that are taught by a native speaker. Therefore, learners will get used to the native pronunciation and intonation.
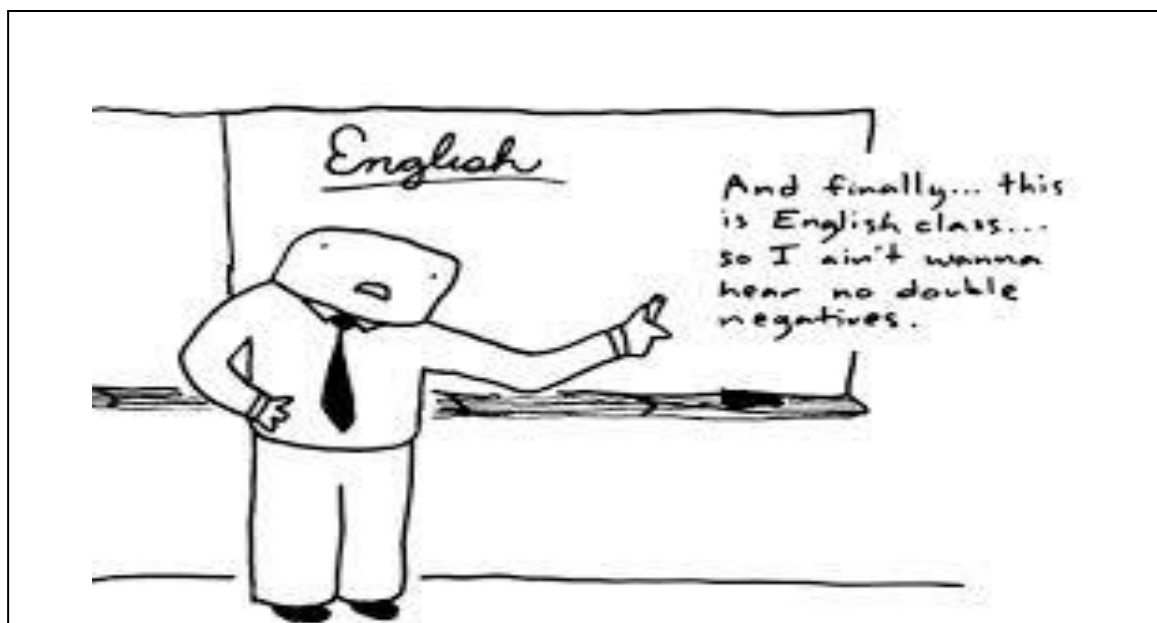
IV.2.8.2. Speaking English with their friends

They said that they would not be so stressed and would be able to learn to express themselves more easily. During that time, you would lose barrier that kept them from using English. Moreover, together with their friends, they can correct their mistakes. After all, every people learn on their mistakes. You will make the same mistake twice, but from the third time you will use the correct from. It will be more effective if they speak English with their friends from other countries.

IV.2.8.3. Speaking English to yourself

It is one of the best and most recommendable free spoken English exercises and it does work.

IV.2.8.4. Watching English movies or TV series

They watched English movies or TV series without over-voice

IV.2.8.5. Listening to the English radio

Listening to the English radio or to the songs, watch English TV channels or English news _the situation is similar to the previous one, learners train their listening skills, comprehension skills and learn new vocabulary in the same time. They can even keep a notebook they will fill in with some interesting words they heard. More they listen, more they speak.

IV.2.8.6. Reading an article

Reading an article on the net, a magazine, a newspaper or a book – this way they build up their vocabulary and they see which words are used in everyday language and in what context. For it is important to not only learn the words, but also be able to use them in correct collocations

IV.2.8.7. Visiting an English-speaking forums/ clubs

They will learn how the natives use their language and this will result in English speaking without making mistakes, especially grammatical mistakes.

PART III: CONCLUSION

1. Review of the study

Throughout this study, I have tried my best to highlight the essential problems of grammatical errors in speaking English that learners have often made. This study is concerned with much more interesting questions: when/ how to make mistakes and when/ how to correct them. The study also suggests some practical tips for helping learners accept and learn from the mistakes as the useful way in the learning English speaking. With the main chapters, the study has dealt with:

Certain concepts most relevant English sentences: definition of English speaking, sentence, main parts of speech in sentence (Subject and Verb).

Common grammatical errors related to Subject and Verb usage in sentence during speaking English.

Some causes and suggested solution to overcome the mistakes.

In conclusion, I think that making mistakes is a part of learning. It does not matter if learners make mistakes providing that they look at different ways to correct them. I hope that this study may become a small "glossary" to learners who interests in this issue.

2. Limitation of the study

This study aimed at dominating the most common grammatical errors in English speaking illustrated by examples as well the way to correct them. However, the mistakes and the shortcomings are unavoidable in the writing duration. As well as for the limitation of knowledge, experience and time, only

grammatical errors related to Subject and Verb are presented and only the most common ones are connected in each of the performance.

3.   Suggestion for further study

Although in this study the shortcomings are unavoidable due to the lacking of experience and knowledge of the writer, a small effort to make the learning English speaking skill become more interesting has been carried out. With the hope that the study can go further in detail in latter time, if I have a chance, I certainly would like to do another research of not only grammatical mistakes related to two parts of speech in sentence (Subject and Verb) but all parts of speech in English sentence in English speaking skill as well.

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- Website : http://www.perfect-english-grammar.com

- Website : http://www.ecenglish.com

APPENDIX: SURVEY QUESTIONNAIRES

These survey questionaires aim to find out your grammatical errors when speaking English. Your answers will be used for research purpose of my the graduation paper *"Grammatical errors made by English major students at HaiPhong Private University when speaking English and the solutions"*. Your completion of this questionaire will provide valuable information on my thesis and your contribution is of great help for the fulfillment of my dissertation. Please answer the following questions as honesty as you can.

1.How long have you been learning English?

     a. 3 years   b. 7 years   c. more than 7 years

2.What do you think about the role of speaking skill?

     a.Very important   b. Important

     c. Not very important   d. Not important

3.Do you like learning English grammar?

     a.Yes   b. No

4.How important is grammar in English speaking skill?

     a.Very important   b. Important

     c. Not very important   d. Not important

5. How often do you make these mistakes when speaking English?

	Always	Usually	Seldom	Never
1.Mistakes in combination between Subject and Verb (S –V concord)				
2.Mistakes in tense usage				

3.Mistakes in voice usage (shift from active voice into passive voice)				
4.Mistakes in lacking "s" in plural Noun as Subject (plural and singular form)				
5.Mistakes between *"There is"* and *"There are"*				

6.Why do you make these above mistakes?

	Yes	No
1. You are bad at grammar		
2. Performance pressure (you feel shy and not confident when speaking)		
3. Slips of the tongue (you have good knowledge of grammar but you are wrong in pronunciation)		
4. Forgetfulness (you forget some grammars)		
5. Bad models. You hear "incorrect" English all the time – from the TV, in conversation, from some non-native English teachers, …		
6. Others		

7.Can you give some more suggested solutions for these mistakes you have made?

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TABLE OF CONENT