BỘ GIÁO DỤC VÀ ĐÀO TẠO

TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

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KHÓA LUẬN TỐT NGHIỆP

NGÀNH : NGÔN NGỮ ANH – NHẬT

Sinh viên   **: Phạm Thị Thùy Phương**

Giảng viên hướng dẫn: Mrs. Nguyễn Thị Quỳnh Hoa

HẢI PHÒNG – 2021

A STUDY ON COMMON GRAMMATICAL AND LEXICAL ERRORS IN WRITING SKILL MADE BY THE FIRST YEAR ENGLISH MAJOR STUDENTS AT HAIPHONG UNIVERSITY OF MANAGEMENT AND TECHNOLOGY AND SOME SUGGESTED SOLUTION

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY
NGÀNH: NGÔN NGỮ ANH – NHẬT

Lớp   : NA1901N
Sinh viên   : Phạm Thị Thùy Phương
Giảng viên hướng dẫn: Mrs. Nguyễn Thị Quỳnh Hoa

HẢI PHÒNG– 2021

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NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

Sinh viên: Phạm Thị Thùy Phương   **Mã SV**: 1512753049
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Ngành: NGÔN NGỮ ANH – NHẬT
Tên đề tài: A study on common grammatical and lexical errors in writing skill made by the first year english major students at haiphong university of management and technology and some suggested solutions

NHIỆM VỤ ĐỀ TÀI

1. **Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp**

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3. **Địa điểm thực tập tốt nghiệp**

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Người hướng dẫn thứ nhất:

Họ và tên:...

Học hàm, học vị:..

Cơ quan công tác:..

Nội dung hướng dẫn:...

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Học hàm, học vị:...

Cơ quan công tác:...

Nội dung hướng dẫn:……………………………………………

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Đề tài tốt nghiệp được giao ngày 12 tháng 10 năm 2020

Yêu cầu phải hoàn thành xong trước ngày 31tháng 12 năm 2020

Đã nhận nhiệm vụ ĐTTN   Đã giao nhiệm vụ ĐTTN

    Sinh viên   Người hướng dẫn

Hải Phòng, ngày   tháng   năm 2020
TRƯỞNG KHOA

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và ên giảng viên: ....

Đơn vị công tác: ....

Họ và tên sinh viên: .... Chuyên ngành: ....

Nội dung hướng dẫn: ....

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Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp

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1. **Đánh giá chất lượng của đồ án / khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu…)**

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3. **Ý kiến của giảng viên hướng dẫn tốt nghiệp**

Được bảo vệ ☐   Không được bảo vệ ☐   Điểm hướng dẫn ☐

HảiPhòng, ngày ... tháng ... năm ......

Giảng viên hướng dẫn

(Ký và ghi rõ họ tên)

QC20-B18

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM
Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN CHẤM PHẢN BIỆN

Họ và tên giảng viên: ....

Đơn vị công tác: ....

Họ và tên sinh viên: .... Chuyên ngành: ....

Đề tài tốt nghiệp: ....

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1. Phần nhận xét của giáo viên chấm phản biện

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2. Những mặt còn hạn chế

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3. Ý kiến của giảng viênchấm phản biện

Được bảo vệ ☐   Không được bảo vệ ☐   Điểm phản biện ☐

HảiPhòng, ngày ... tháng ... năm ......

Giảng viên chấm phản biện

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Student

Pham Thi Thuy Phuong

Table Contents

PART I: INTRODUCTION

1. Rationale

Nowadays, English is used in a majority of countries in the world, as it is one of the most important languages for international communication. It has become a compulsory subject in many schools, colleges and universities. However, it is not easy to master a foreign language. Like many other universities, English major students at Haiphong University of management and technology are taught four skills such as listening, writing, reading and speaking right from the first term. Of the four skills, many students consider writing the most difficult because it requires the knowledge and professional use of grammar and lexis to write a composition as well as a complete essay. Writing is different from speaking. In spoken language, we use many unfinished sentences and ungrammatical structures. However, written language requires formal lexis, correct spelling and grammar structure as well as well organized sentences and ideas.

Moreover, English is not easy to learn because English grammar is rather complicated . In fact, writing is used as a basic study skill and requires a hard work process and practice continuously. First-year English major students at HPU are used for many writing tasks such as writing subject paragraphs, a letter, etc. They have to think clearly about what and how to write to has good writing. So it's time we need to pay more attention Usage of grammar and vocabulary is appropriate because good grammar and vocabulary show that a student or writer has good English skills. A student in The first year should seriously consider the grammar and usage of the inner vocabulary write. However, many freshman English majors are actually Many errors in grammar and vocabulary, this prompted me to choose a study of Grammar and vocabulary errors made by first-year English major students

Hai Phong Private University of management and technology made my graduation article.

2.Aims of the study.

The minor purpose of the study focuses on helping the first year English major students at Haiphong University of management and technology as well as myself to have a general understanding of errors in writing skill. The major aim is identifying the grammatical and lexical errors in details, their possible causes of making these errors and suggested solutions. That includes:

➢ Analyze the most common grammatical errors in English sentences when writing paragraphs, essays, topics, a letter, etc.

➢ Finding the possible causes as well as effective solutions for these frequently-made grammatical and lexical error to help English majors students in HPU with promoting and enhancing English writing skill.

3.Scope of the study.

Grammar and lexis are ranked as main and difficult aspects in linguistic. Moreover because of limited time and knowledge, the study only focuses on finding out the most common grammatical and lexical errors made by the first year English major students when they write the compositions as writing tasks in their second semester of the first year . From that point, I hope to be able to carry out the study of identifying the common errors of grammar and lexis and helping them find out the effective solutions.

4.Method of study.

With the purpose of the study is to help the first year English major students find out their common grammatical and lexical errors in writing composition and the causes of these errors, my methods are :

• A survey among the first year English major students at HPU is carried out to find out their common errors and major causes.

• Analyze the data to find grammatical errors, writing errors.

- Material collection through reference books related to English writing, grammar, and lexis.

5.Design of study.

My graduation paper includes four parts as following:

Part I: Introduction is the introduction of my study including rationale, aims of the study, scope of the study method of study and design of the study.

Part II: The study on grammatical and lexical errors of the first year English major students, the main part of my study contains three chapters.

- Chapter 1: Theoretical background supplies the readers with the theoretical background including the theory of academic writing, composition, error, grammatical error and lexical error .

-Chapter 2: Grammatical and lexical errors of the first year English major students at HPU. All the most common errors in using grammar and lexis of the first year English major students are specifically mentioned.

-Chapter 3: Causes of errors and the suggested solutions to avoid these errors.

Part III: Conclusion and suggestions for further study.

PART II: DEVELOPMENT

CHAPTER 1: THEORETICAL BACKGROUND.

1. Academic writing.

1.1. <u>Definition</u>

Writing is one of the most important skills in second language acquisition. Writing includes conceptual development, language expression, and experience in a wide range of writing topics. Each subject has different ideas, language proficiency and understanding of topics, teaching Writing skills, so it is a big challenge for general and English language teachers. especially. In the history of teaching English writing, there are two main directions commonly used by educators as well as researchers, which are the product approach and the product approach. a process approach (Reid, 1995; Ferris, 2005). The two directions of teaching Writing skills above are two completely different methods of guiding learners to approach and practice writing skills. If the instruction of product-based Writing skills focuses on language accuracy, process-oriented Writing skills focus on how to develop, organize ideas as well as evaluate learners' progress in the lesson. write. Applying the instruction of Writing skills depends on each student's object as well as the type of lesson. When it comes to Writing, you might think of simply writing a very long, text-based essay. However, the Academic Writing is clear, concise, focused, structured, and evident. Its purpose is to help readers understand. It has a formal tone and style, but it is not complicated and does not require the use of long sentences and complicated vocabulary. Each major will have certain writing conventions, vocabulary and style of discourse that you will become familiar with during your studies in college or university.

1.1.1Paragraphs & Topic Sentences

A paragraph is a series of sentences that are organized and coherent, and are all related to a single topic. Almost every piece of writing you do that is longer than a few sentences should be organized into paragraphs. This is because paragraphs show a reader where the subdivisions of an essay begin and end, and thus help the reader see the organization of the essay and grasp its main points.

Paragraphs can contain many different kinds of information. A paragraph could contain a series of brief examples or a single long illustration of a general point. It might describe a place, character, or process; narrate a series of events; compare or contrast two or more things; classify items into categories; or describe causes and effects. Regardless of the kind of information they contain, all paragraphs share certain characteristics. One of the most important of these is a topic sentence.

1.1.2TOPIC SENTENCES

A well-organized paragraph supports or develops a single controlling idea, which is expressed in a sentence called the topic sentence. A topic sentence has several important functions: it substantiates or supports an essay's thesis statement; it unifies the content of a paragraph and directs the order of the sentences; and it advises the reader of the subject to be discussed and how the paragraph will discuss it. Readers generally look to the first few sentences in a paragraph to determine the subject and perspective of the paragraph. That's why it's often best to put the topic sentence at the very beginning of the paragraph. In some cases, however, it's more effective to place another sentence before the topic sentence—for example, a sentence linking the current paragraph to the previous one, or one providing background information.

Although most paragraphs should have a topic sentence, there are a few situations when a paragraph might not need a topic sentence. For example, you might be able to omit a topic sentence in a paragraph that narrates a series of events, if a paragraph continues developing an idea that you introduced (with a topic sentence) in the previous paragraph, or if all the sentences and details in a paragraph clearly refer—perhaps indirectly—to a main point. The vast majority of your paragraphs, however, should have a topic sentence.

1.1.3 PARAGRAPH STRUCTURE

Most paragraphs in an essay have a three-part structure—introduction, body, and conclusion. You can see this structure in paragraphs whether they are narrating, describing, comparing, contrasting, or analyzing information. Each part of the paragraph plays an important role in communicating your meaning to your reader.

Introduction: the first section of a paragraph; should include the topic sentence and any other sentences at the beginning of the paragraph that give background information or provide a transition.

Body: follows the introduction; discusses the controlling idea, using facts, arguments, analysis, examples, and other information.

Conclusion: the final section; summarizes the connections between the information discussed in the body of the paragraph and the paragraph's controlling idea.

1.2. Characteristic features.

Academic writing differs from other kinds of writing (personal, literary, journalistic, business, etc) in several ways. Its differences can be explained by its special audience, tone and purpose.

1.2.1 Audience.

Whenever you write, consider your audience who will read what you have written. Knowing your audience will help you reach your goal of communication clearly and effectively. For example, one may write letters to friends to tell them what a great time you had in school while neglecting your studies. One may have to write an essay for a history, political science, psychology, or English exam. Learner may have to write a letter to a prospective employer. Each of these letters has a specific audience, and what the writer says and how the writer says about it will affect audience,,s understanding of the message. In academic writing, your audience is primarily your professors.

1.2.2 Tone.

Not only should you be concerned with your audience, but should the tone of writing which depends on subject matter and audience. Tone is writer,,s style or manner of expression. It reveals writer,,s attitude towards the subject by choice of word, grammatical structures and even by the length of the sentences. For example, a letter to a friend would have a friendly personal tone; it would probably contain some slang expressions and many active verb forms. A technical or scientific paper, by contrast, would contain more passive verb forms and technical lexis; it would have a highly formal, impersonal tone.

1.2.3 Purpose

No matter what kind of writing you do, you should have a special and clear purpose. In literary writing, the purpose is often to entertain, whereas journalistic writing is usually seeks to inform or persuade. In academic writing, your purpose will most be often to explain. It may also be to

persuade or to convince your audience of the correctness of your point of view on a particular issue.

There are three general purposes for writing and they can all occur in a single essay, although usually one of the purposes is dominant:

- To entertain (amuse, give pleasure).
- To persuade (convince, change the reader,,s mind).
- To explain (educate, inform)

2. Composition.

❖ Composition is the field of writing , focusing especially on writing at the college level.

(www.en.wikipedia.org/composition)

❖ Composition is the collection of written or oral language into a text that has meaning. It is usually a long piece of writing, so writing a single word is not a composition. Writing to convey a message, or making a piece of text for a purpose is composition

(Gorman, T.P., Purves, A.C., & Degenhart, R.E. (Eds.)

❖ The process of putting words and sentences together in conventional patterns. An essay, usually brief and written for training purposes

3 Error

❖ Error means an act involving an unintentional deviation from truth or accuracy.

(www.bingotermdict.com.Gw&psj=1&bav=on.&fp=60d7615)

❖ According to Merriam Webster, error is the amount of deviation from a standard or specification.

❖ Error is the state or condition of being wrong in conduct or judgement.

(www.oxforddictionaries.com)

4 Grammatical errors.

4.1.Definition of grammar.

- ✓ The whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology, etc. A particular analysis of the system and structure of language or of a specific language.

  (www.dictionary.com 58d28f6&biw=1280&bih=648)

- ✓ Grammar is the set of structural rules that governs the composition of clauses, phrases and words in any given natural language. The term refers also to the study of such rules, and this field includes morphology, syntax, and phonology, often complemented by phonetics, semantics, and pragmatics.

  (www.enwiki.org/grammar60d7615bd58d28f6)

- ✓ Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. And it can help everyone not only teachers of English, but teachers of anything, for all teaching is ultimately a matter of getting to grips with meaning.

  (David Crystal, "In Word and Deed," TES Teacher, April 30, 2004)

4.2 Grammatical error classification.

4.2.1.Subject-verb agreement *: The verb does not agree with the subject.*

Eg : Error: A bouquet of yellow roses lend color and fragrance to the room.

Correction: A bouquet of yellow roses lends color and fragrance to the room.

4.2.2.Subject omission: *The subject is missing in the sentence.*

Eg : Error: She visited the doctor because had a terrible headache.

Correction: She visited the doctor because she had a terrible headache.

4.2.3.Word order: *The order of the words in a sentence is not correct.*

Eg :Error: In middle school I am.

Correction: I am in middle school.

4.2.4.Adjective / Adverb: *An adjective form has been used instead of an adverb or vice versa.*

Eg :Error: My grandfather drives very careful.

Correction: My grandfather drives carefully.

4.2.5.Verb form: *An incorrect form of the verb has been used*

Eg :Error: We were questioning by the police officer.

Correction: We were questioned by the police officer.

4.2.6.Verb tense: *An incorrect verb tense has been used*

Eg :Error: I told him that he can drop by any time and I will be happy to help him.

Correction: I told him that he could drop by any time and I would be happy to help him.

4.2.7.Pronoun: *The wrong pronoun has been used or the reference is not Clear*

Eg : Error: When my grandparents got married, them did not have any money.

Correction: When my grandparents got married, they did not have any money.

4.2.8.Comparative: *The comparative form is not correct; the student did not use a comparative form where it was required; the student used a comparative form where it was not required.*

Eg : Error: My brother grew more stronger than my cousin.

Correction: My brother grew stronger than my cousin.

4.2.9.Demonstrative adjective: *The wrong demonstrative adjective was used.*

Eg : Error: These puppies are very playful.

Correction: This puppies are very playful.

4.2.10.Article: *The student used the wrong article; the student did not use any article.*

Eg : Error: Mia likes to paint and play piano.

Correction: Mia likes to paint and play the piano.

4.2.11.Possessive noun: *The apostrophe + s („s or s‟) was misplaced or Omitted*

Eg : Error: My two sister‟s dolls had been stolen.

Correction: My two sisters‟ dolls had been stolen.

4.2.12.Parallelism: *In a series of elements, these are not presented in a parallel form.*

Eg : Error: She enjoys reading, to swim, and visit his friends.

Correction: She enjoys reading, swimming, and visiting his friends

4.2.13.Preposition: *The wrong preposition has been used.*

Eg : Error: There is some milk at the fridge.

Correction: There is some milk in the fridge.

4.2.14.Run-on sentences: *Two independent clauses that have been run together without an appropriate conjunction and/or mark of punctuation between them.*

Eg : Error: He don't play badminton well his have a poor backhand.

Correction: He don't play badminton well because his have a poor backhand.

4.2.2.Overgeneralization :*The application of a grammatical rule in cases where it doesn't apply.*

Eg : Error : We goed to the supermarket yesterday.

Correction : We went to the supermarket yesterday.

4.2.3.Negative transfer

It is the interference of the mother- tongue language to a second one.

- The Vietnamese students often use passive voice in active sentences in

English language.

Eg : Error: Titanic was sunk.

Correction: Titanic sank

-The Vietnamese students usually apply literal translation in their writing .

Eg : Error : I am go to school.

Correction: I go to school.

5.Lexical errors

5.1. Definition of lexis.

- Lexis has been defined variously. Here are some main definitions of lexis:
- Lexis is an important aspect of creating a suitable style or register. It means the lexis of a language as opposed to other aspects such as the grammar of the text.

(www.englishlearning.com.C8kWYjwuAVg&psj=1)

- According to Richard, Platt (1992), lexis is "a set of lexemes, including single words, compound words and idioms."(p. 40). Whereas, the Advanced Learner"s Dictionary (1995:1331) offered its own

definition. Lexis here is simply understood as "the total number of words in a language."

- Lewis and Hill (1985) also shared Ur"s idea in that he considered a lexis item more than one word. They also mentioned a temptation to think that the core of learning a foreign language was to use words for old things. However, in fact, it was more complicated than that.

5.2. Lexical errors classification.

5.2.1. Synonym errors.

5.2.1.1.Definition.

Two words are synonymous is they have similar meaning and are often used interchangeably. But look a little closer at common synonyms, and you'll

realize that the two words aren't always 100% the same and interchangeable. 100% same	quick/rapid, sick/ill, couch/sofa
regional	tap/faucet/spigot, skillet/pan, hot cakes/pancakes, soda/pop
formality	pass away/die/pop off
emotion/political	freedom fighter/guerrilla/terrorist
legal	kill/manslaughter/murder

5.2.1.2.Synonym errors :

- **Amazing**- incredible, unbelievable, fabulous, wonderful, fantastic,

astonishing, astounding, extraordinary.

AMAZING (an amazing decision)	**Unbelievable** (Unbelievable skill)
	Wonderful (The child‟s skill is very wonderful for his age)
	Extraordinary (Her talents are quite extraordinary)

- **Fast** (adj) - quick, rapid, speedy, fleet, hasty, snappy, mercurial.

FAST (A fast train)	**Quick** (a quick train)
	Rapid (A rapid river)
	Speedy (a speedy answer)

- **Beautiful** - pretty, lovely, handsome, attractive, gorgeous, dazzling, splendid, magnificent, comely, fair, ravishing, graceful, elegant, fine, , pleasing, delicate, stunning, glorious,

BEAUTIFUL (A beautiful girl)	**Handsome** (A handsome boy)
	Gorgeous (A gorgeous spring morning)
	Magnificent (She looked magnificent in a long dress)

- This is a list of synonyms for words commonly used in students' writings:

Angry- mad, furious, enraged, excited, wrathful, indignant, exasperated, aroused, inflamed

Answer- reply, respond, retort, acknowledge

Ask- question, inquire of, seek information from, put a question to, demand, request, expect, inquire, query, interrogate, examine, quiz

Bright - shining, shiny, gleaming, brilliant, sparkling, shimmering, radiant, vivid, colorful, lustrous, luminous, incandescent, intelligent, knowing, quickwitted, smart, intellectual

Calm - quiet, peaceful, still, tranquil, mild, serene, smooth, composed, collected, unruffled, level-headed, unexcited, detached, aloof

Come - approach, advance, near, arrive, reach

Cool - chilly, cold, frosty, wintry, icy, frigid

Dangerous - perilous, hazardous, risky, uncertain, unsafe

Dark - shadowy, unlit, murky, gloomy, dim, dusky, shaded, sunless, black, dismal, sad

Decide - determine, settle, choose, resolve

Describe - portray, characterize, picture, narrate, relate, recount, represent, report, record

Destroy - ruin, demolish, raze, waste, kill, slay, end, extinguish

Difference - disagreement, inequity, contrast, dissimilarity, incompatibility

Do - execute, enact, carry out, finish, conclude, effect, accomplish, achieve, attain

End - stop, finish, terminate, conclude, close, halt, cessation, discontinuance

Fall - drop, descend, plunge, topple, tumble

False - fake, fraudulent, counterfeit, spurious, untrue, unfounded, erroneous, deceptive, groundless, fallacious

Famous - well-known, renowned, celebrated, famed, eminent, illustrious, distinguished, noted, notorious

Fear - fright, dread, terror, alarm, dismay, anxiety, scare, awe, horror, panic, apprehension

Funny - humorous, amusing, droll, comic, comical, laughable, silly

Get - acquire, obtain, secure, procure, gain, fetch, find, score, accumulate, win, earn, rep, catch, net, bag, derive, collect, gather, glean, pick up, accept, come by, regain, salvage

Good - excellent, fine, superior, wonderful, marvelous, qualified, suited, suitable, apt, proper, capable, generous, kindly, friendly, gracious, obliging, pleasant, agreeable, pleasurable, satisfactory, well-behaved, obedient

Great - noteworthy, worthy, distinguished, remarkable, grand, considerable, powerful, much, mighty

Gross - improper, rude, coarse, indecent, crude, vulgar, outrageous, extreme, grievous, shameful, uncouth, obscene, low

Happy - pleased, contented, satisfied, delighted, elated, joyful, cheerful, ecstatic, jubilant, gay, tickled, gratified, glad, blissful, overjoyed

Hate - despise, loathe, detest, abhor, disfavor, dislike, disapprove, abominate

Have - hold, possess, own, contain, acquire, gain, maintain, believe, bear, beget, occupy, absorb, fill, enjoy

Help - aid, assist, support, encourage, back, wait on, attend, serve, relieve, succor, benefit, befriend, abet

Hide - conceal, cover, mask, cloak, camouflage, screen, shroud, veil

Hurry - rush, run, speed, race, hasten, urge, accelerate, bustle

Hurt - damage, harm, injure, wound, distress, afflict, pain

Idea - thought, concept, conception, notion, understanding, opinion, plan, view, belief

Important - necessary, vital, critical, indispensable, valuable, essential, significant, primary, principal, considerable, famous, distinguished, notable, well-known

Interesting - fascinating, engaging, sharp, keen, bright, intelligent, animated, spirited, attractive, inviting, intriguing, provocative, though-provoking, challenging, inspiring, involving, moving, titillating, tantalizing, exciting, entertaining, piquant, lively, racy, spicy, engrossing, absorbing, consuming, gripping, arresting, enthralling, spellbinding, curious, captivating, enchanting,
bewitching, appealing

Keep - hold, retain, withhold, preserve, maintain, sustain, support

Kill - slay, execute, assassinate, murder, destroy, cancel, abolish

Lazy - indolent, slothful, idle, inactive, sluggish

Look - gaze, see, glance, watch, survey, study, seek, search for, peek, peep, glimpse, stare, contemplate, examine, gape, ogle, scrutinize, inspect, leer, behold, observe, view, witness, perceive, spy, sight, discover, notice, recognize, peer, eye, gawk, peruse, explore

Love - like, admire, esteem, fancy, care for, cherish, adore, treasure, worship, appreciate, savor

Make - create, originate, invent, beget, form, construct, design, fabricate, manufacture, produce, build, develop, do, effect, execute, compose, perform, accomplish, earn, gain, obtain, acquire, get

Mark - label, tag, price, ticket, impress, effect, trace, imprint, stamp, brand, sign, note, heed, notice, designate

Place - space, area, spot, plot, region, location, situation, position, residence, dwelling, set, site, station, status, state

Popular - well-liked, approved, accepted, favorite, celebrated, common, current

Put - place, set, attach, establish, assign, keep, save, set aside, effect, achieve, do, build

Quiet - silent, still, soundless, mute, tranquil, peaceful, calm, restful

Right - correct, accurate, factual, true, good, just, honest, upright, lawful, moral, proper, suitable, apt, legal, fair

Run - race, speed, hurry, hasten, sprint, dash, rush, escape, elope, flee

Scared - afraid, frightened, alarmed, terrified, panicked, fearful, unnerved, insecure, timid, shy, skittish, jumpy, disquieted, worried, vexed, troubled, disturbed, horrified, terrorized, shocked, petrified, haunted, timorous, shrinking, tremulous, stupefied, paralyzed, stunned, apprehensive

Show - display, exhibit, present, note, point to, indicate, explain, reveal, prove, demonstrate, expose

Slow - unhurried, gradual, leisurely, late, behind, tedious, slack

Stop - cease, halt, stay, pause, discontinue, conclude, end, finish, quit

5.2.2.Stylistic errors.

5.2.2.1.Definition.

Stylistics can be by and large described as the study of style of language

usage in different contexts, either linguistic, or situational.

5.2.2.2.Stylistic errors.

There are many kinds of stylistics in writing but, I specially mention to the

common stylistic errors made by the first year English major studen

5.2.2.2.1. Verbosity.

Verbosity or prolixity refers to the school of writing where writers use too

many words or a twisted or shadowy language to narrate the events.

5.2.2.2.2. Underspecification.

Underspecification refers to the field of writing where writers use few words

that makes the sentences very short and uncombined.

5.2.3.Collocation errors.

5.2.3.1. Definition.

Collocation is a familiar grouping of words, especially words that habitually

appear together and thereby convey meaning by association.

(www.englishcollacation.com)

A collocation is two or more words that often go together. These

combinations just sound "right" to native English speakers, who use them all

the time. On the other hand, other combinations may be unnatural and just

sound "wrong".

(www.learningenglish.com)

5.2.3.2. Collocation errors.

There are many collocation that we use in writing composition, but I have only studied on the most common collocation errors that the first year English major students often make.

5.2.3.2.1. Restricted combination.

a) Verb + Noun:

- Swimming pool

E.g : What a beautiful swimming pool!

❖ This is a list of verb+ noun collocations that they often use:

    - Have a visit / breakfast / a bath / a rest

    - Take a break / a look / a seat / notes

    - Keep a diary / a secret / quiet / control

    - Break a leg / the rules/ the law

    - Save time / electricity / energy

    - Make a decision / a mistake / a phone call

    - Do homework / research /housework/ business

    - Pay attention / a fine / cash.

b)Adjective + Noun:

- full moon :

E.g : **I always feel crazy at full moon.**

❖ This is a list of verb+ noun collocations that they often use:

    - Burning ambition

    - Crushing defeat

    - Haunting melody

    - Vast distance

    - Unnecessary expenditure

    - Upward trend

    - Detrimental effects

    - Adverse consequence

    - Positive outlook

c)Verb + Preposition:

- succeed in :

E.g : **I think he will succeed in his career.**

- dream of :

E.g : **She always dreams of being a famous people.**

- ❖ <u>This is a list of verb+ preposition collocations that they often use :</u>
  - -Argue about
  - -Complain about
  - -Think about
  - -Look at
  - -Wave at
  - -Advertise for
  - -Hope for
  - -Look for
  - -Live on
  - -Apologize to
  - -Belong to
  - -Collide with

d)Noun + Verb:

- Sunrise :

E.g : **I like to get up at sunrise.**

- ❖ <u>This is a list of noun + verb collocations that they often use:</u>
  - - Snow falls
  - - Planes take off
  - - Dogs bark
  - - Wolves howl
  - - Cats moan
  - - Bulls bellow

e) Noun 1+ Noun 2:

- Football :

Eg : **Shall we play football today?**

- fire-fly :

Eg : **In the tropics you can see fire-flies at night.**

❖ <u>This is a list of noun 1+ noun 2 collocations that they often use:</u>
  - A bundle of clothes
  - A sheaf of papers
  - A loaf of bread
  - A bar of chocolate
  - A stick of gum
  - A roll of film
  - Population growth
  - Traffic congestion
  - Root cause
  - Minority group

f) Noun + Preposition:

- Influence on:

Eg :**This has had a great influence to on our thinking.**

The verb takes a direct object with no preposition.

 Eg :**This has greatly influenced our thinking.**

❖ <u>This is a list of noun + preposition collocations that they often use:</u>
  - Association with
  - Admiration for
  - Contrast with
  - Comparison between
  - Effect on
  - Preference for

- Protection from

- Reduction in

- Rise in

- Responsibility for

- Solution to

5.2.3.2.2. Multi-word expression.

a) Phrasal verbs.

- go through :

Eg : **He went through all his money.**

- call off :

Eg :**They called out off this afternoon's meeting.**

This is the table of common separable & inseparable phrasal verbs we often

make mistakes:

Separable phrasal verbs	Inseparable phrasal verbs
bring up fill up find out give away hang up hold up leave out look up make out point out	call on get over go over look after look into look for run into take after wait on

Separable phrasal verbs	Inseparable phrasal verbs
set up	
take off	
throw away	
try on	
turn on	

b)Idioms.

Idiom is a group of words established by usage as having a meaning not deducible from those of the individual words.

- as easy as pie (very easy) :

Eg : **He said it is a difficult problem, but I don't agree. It seems as easy as pie to me!**

During the first year , English major students do not often use idioms in their writing, so the idioms is given for reference.

- ace in the hole: something other people are not aware of that can be used to your advantage when the time is right.

- a fool and his money are soon parted: people are not careful their money spend it quickly.

- bend over backwards : try very hard.

- bite off more than one can chew : take responsibility for more than one can manage.

- change one's mind : decide to do something different from what had been

decided earlier.

- in the red : the business is losing money, it is unprofitable.

- keep one's chin up : remain brave and keep on trying.-

- to get the ball rolling : start something, especially something big.

- cost an arm and a leg means : very expensive.

- fresh out of something means : to have no more of something.-

- drive someone up a wall :to make someone very angry.

-make ends meet (often used negatively) : to have enough money to buy everything we need.

CHAPTER 2: RESEARCH METHODOLOGY

The purpose of this section is, firstly, to introduce the methods based on which this study is carried out. Moreover, it presents techniques employed in this research, namely survey questionnaire .

1. Survey Research

Among the research methods, survey research is one of the most important areas of measurement in applied social research. The broad area of survey research encompasses any measurement procedures that involve asking questions of respondents. A "survey" can be anything form a short paper-and-pencil feedback form to an intensive one-on-one in-depth interview.

According to Kathleen Bennett DeMarrais, Stephen D. Lapan, survey research can be defined most simply as a means of gathering information, usually through self-report using questionnaires or interviews. However, most survey research falls within the framework of no experimental or co relational research designs in which no independent variable is experimentally manipulated. When used in this context, information gathered from surveys is typically used either for purely descriptive purposes or for examining relations between variables. Moreover, surveys can also be used as a method of data collection in qualitative research which comprises only one of many sources of data and in quantitative research which is primary method of data collection. Often subsumed within the definition of survey research is the requirement of some type of rigorous sampling procedure (Miller, 1983). Some other authors even make a distinction between a survey as data collected from a sample and a census as data based on all unit of a given population "The purpose of a survey is to learn about characteristic of an entire group of interest (a population) by examining a subset of that group (a sample)".[3]

Survey research can be also defined in terms of the type of information gathered or the purposes for which the information is collected. It is contended that the

reasons for conducting survey include influencing a selected audience, modifying a service or product, and understanding or predicting human behavior.

1.1. Steps in conducting a survey research

In the process of conducting a survey research, the researcher must make a series of careful decisions about how the study will be carried out. These include a great deal of steps such as: determining the purpose of the study; stating the research question(s); specifying the population and drawing a sample from the population; deciding on the methods of data collection; developing instruments, and training data collectors or interviewers; collecting data; analyzing the data; and addressing non response. Understanding these steps will help researchers assess and construct their own meaning from reports of surveys that they read.

1.1.1. Defining a Population

After stating the research question(s), it is advisable to define a population. The population is the entire group of entities or persons to whom the results of a study are intended to apply. The population can vary widely de pending on the research question and the purpose of the study. It can be a set of schools, a group of persons such as students or teachers or a set of instances of language use.

1.1. 2. Sampling

Sample is a crucial factor in the survey research as it is not possible to survey the entire group of interest (the population) but a subgroup (a sample). The selected sample must be similar to the population of interest in important ways if the results of the study are intended to apply to (be representative of) that population.

1.1.3. Methods of Collecting Survey Data

While conducting the survey research, the most prevalent data-collection methods are questionnaires, interviews and direct observations of language use.

In addition, many other types of information can be gathered including test results, compositions, or reactions to L2 oral or written-language data.

Questionnaire is the most common method of data collection in L2 survey research. It can range from short 5-item instruments to a long document which requires one or two hours to complete. Items in the questionnaire can be open-ended format (allowing respondents' to reply in their own words) or closed, requiring the respondents to select one from among a limited number of responses. The discourse structure of questionnaire is important to consider as it seems obvious that the respondent must be able to understand the language of the questionnaire.

Observing and Collecting Language Data is not commonly used data collection technique in L2 educational research as it is so time-consuming.

1.1.4 Data Analyses

Descriptive Analyses of the results of a survey are often reported in frequencies and percentages. These descriptive statistics are numbers that summarize the data.

Co relational Analyses can be applied along with the descriptive analyses to analyze relationships among variables.

Analyses of Precision of estimates and of Nonresponsive are an analysis of the precision (accuracy) of the results. Precision refers to the accuracy with which the results from the study of the sample represent the results for the population.

1.2 Techniques employed in this study

1.2.1 Data collection

In order to complete this minor thesis, both quantitative and qualitative methods have been conducted to collect data. They include: questionnaire, and informal interview.

1.2.1.1 Questionnaire

Questionnaire was used as the first tool to collect data for this study. This kind of method has proved to be cost-effective and time-saving since it could yield a variety of data ranging from factual, behavioral to attitudinal from numerous respondents in different situations.

In this research, a great number of question types categorized by Nunan (1995) including frequency, list, category and ranking questions had been applied. In that way, some serious limitations of questionnaires which are simplicity and superficiality of answers, unreliable and unmotivated respondents, respondent literacy problems and fatigue effects, seemed to have been solved.

a. Aims of the questionnaire

The survey aims at investigating the benefit of applying PBL to the teaching English speaking skills

b. Selection of participations:

Twenty lectures from Foreign Languages Department of Hai Phong University of management and technology participated in the study.

Most of the lecturers are MAs and have been teaching English for more than five years.

2 The participants

 The common grammatical and lexical errors in writing compositions made by the first year English major students The participants were 30 first year English majors students at Haiphong University of management and technology. Overall, the participants were similar in age, ranging from 19 to 20 years old, but factors such as sex and age were not controlled in this study. The participants had little previous English-writing experience in their primary and secondary schools. When they studied at HPU , they are taught two basic writing courses in their first year focused mainly on grammatical structures and

lexis throughout "Tapestry writing 1 and 2 " books. The participants were given a survey questionnaire containing 12 questions. The participants were required to answer those questions in about fifteen minutes.
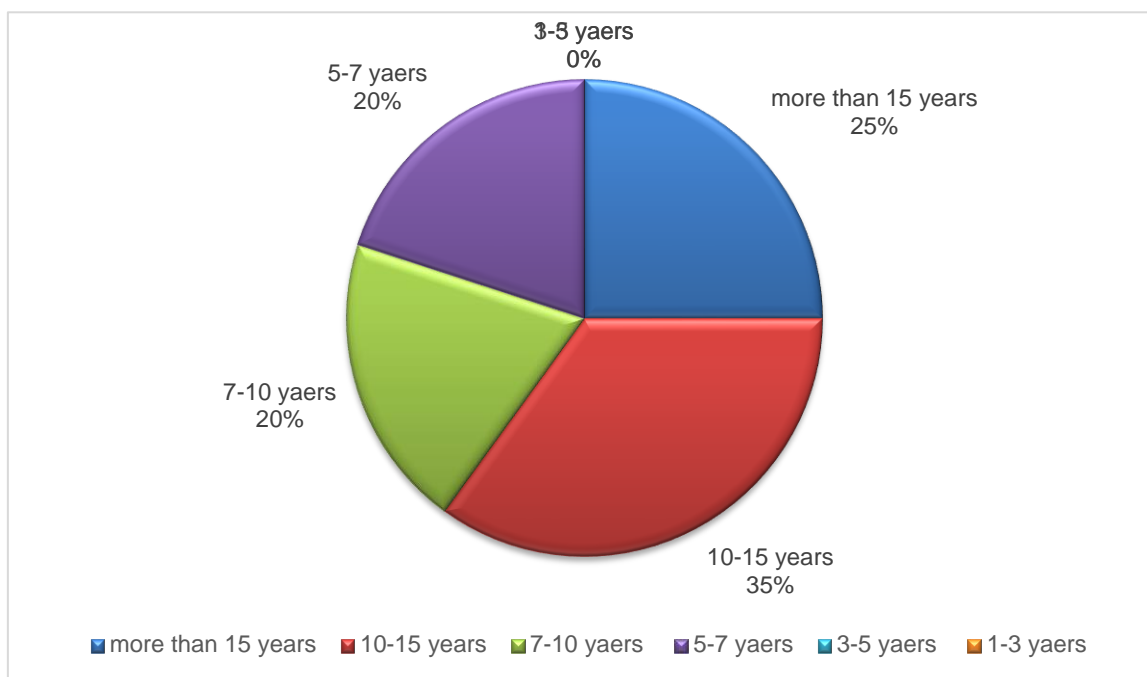

Figure1 : years of teaching English

3. Survey questionnaire and data analysis

1.What are the common grammar error rules in your posts ?

Table 1: Frequency of ignorance of rules :

Type of errors	Number of students make errors	The percentage of students make errors
Subject-verb agreement	27	90%
Subject omission	6	20%
Word order	9	30%
Adjective / Adverb	18	60%
Verb form	21	70%
Verb tense	25	83%
Pronoun	17	57%
Comparative	11	27%
Demonstrative adjective	7	23%
Article	16	53%
Possessive noun	4	13%
Parallelism	23	77%
Preposition	29	97%
Run-on sentences	22	73%

The above table shows that the popular errors made by the first year English major students are subject-verb agreement, adjective / adverb ,verb form , verb tense, pronoun, article , parallelism , preposition , run-on sentences in which the subject- verb agreement errors are made by 90% students and the preposition errors are made by 97% students specially. And adjective / adverb ,verb form, verb tense ,pronoun, article, parallelism, run-on sentences made by the percentage of students are respectively: 60% , 70% , 83%, 57%, 53%,77% and 73%.

Besides , basing on the other question : "Which error do you often make in writing ?". Most frequent type of error is overgeneralization (50% of total of errors in three types). 42% students choose negative transfer that they often make mistakes. These statistics are shown in the following chart:
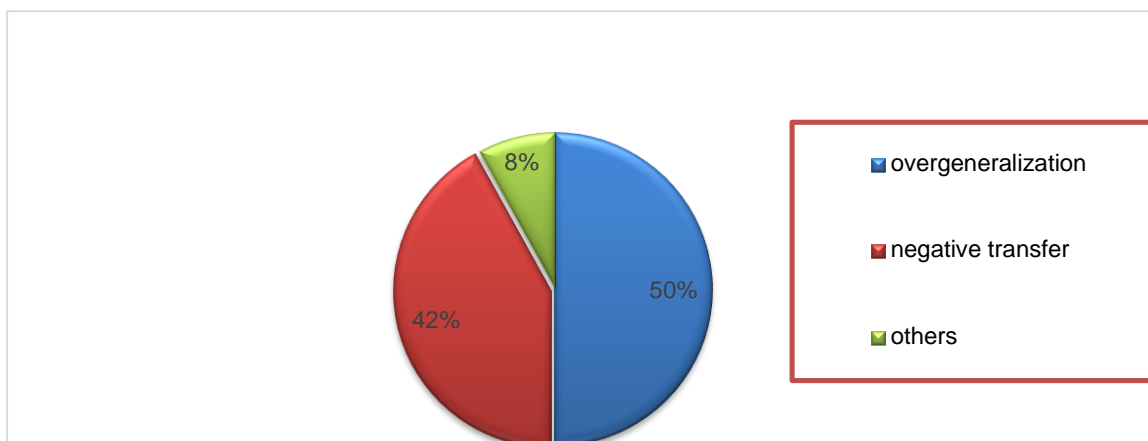
1.2. *What are the common vocabulary mistakes you make when writing?*

Of the three main lexical types of error, "collocation errors" were the most frequent (71%), followed by "synonym errors"(66%), and "stylistic errors" (57%) while connotation errors are only 12% . These statistics are shown in the following table :

Table 2: Frequency of lexical errors :

Type of errors	The percentage of students make errors
Connotation	12%
Assumed synonyms	66%
Wrong collocations	71%
Verbosity/ underspecification stylistics	57%
Misspelling	27%

CHAPTER 3: FINDINGS AND DISCUSSION

I.Conclusion

In this chapter, the results are presented in detail and discussed in turn. It is to reorganize students' perceptions of the benefits of critical thinking in improving writing skills through data from questionnaires using pie charts and columns, presented corresponding to the sequence of Questions and immediate conclusions on each picture.

1.The major causes of grammatical and lexical errors in writing compositions of the first year English major students.

The chapter 2 shows the common grammatical and lexical errors of the first year English major students. To find out solutions, firstly, researcher has to discover what leads to above grammatical and lexical errors. So what are the causes? Through survey, some causes that will be presented concretely were found out.

1.1. <u>Poor knowledge of English grammar.</u>

Almost all students are aware of the importance of grammar in writing.

The result of the survey presents that there are 85% of first year English major students asserts that grammar are very important, 10% a little important and 5% unimportant.
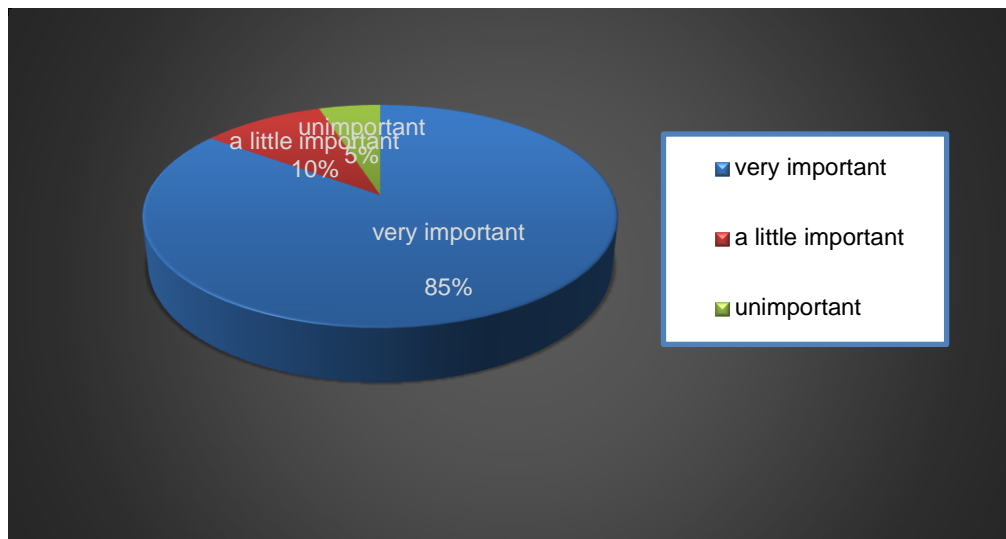
Moreover, when the students were asked about the frequency of checking grammar using after writing, the result is different. The majority of students always check grammar after finishing writing. Just only 5% of students says that they never do that. 15% students sometimes and 20% usually checks grammatical structures. These statistics are shown in the following chart:
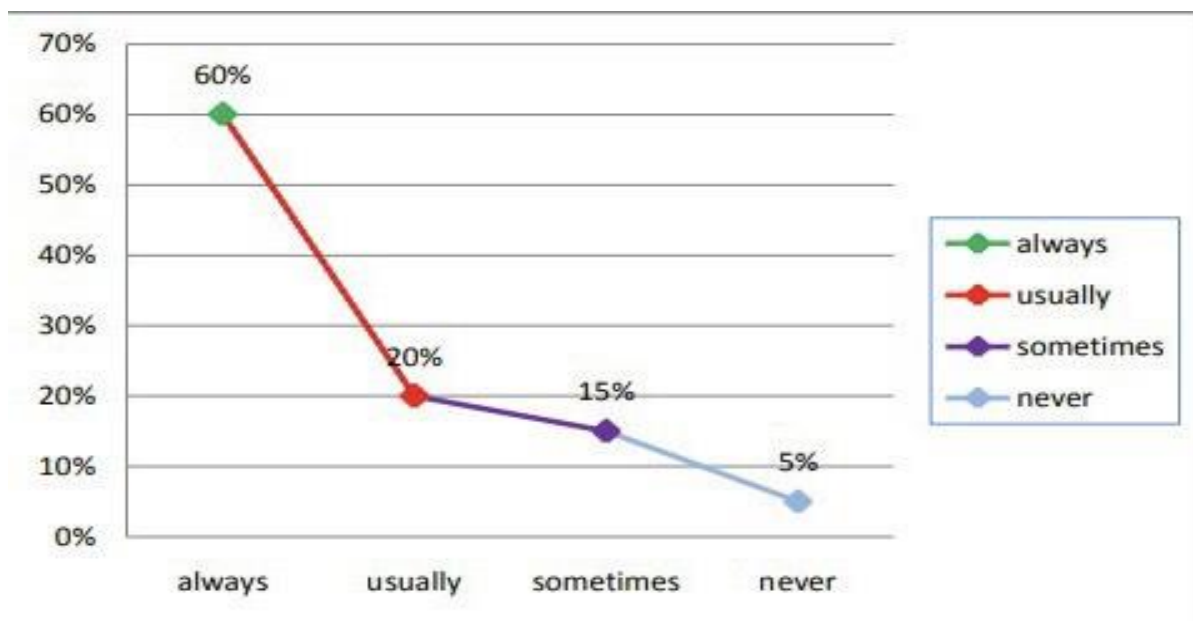

Poor grammar is one of the main reasons leading to the grammatical errors. While writing, students only think about what and how they will write about the topic. Besides, the first year students are only taught easily sentential

structures because their curriculum does not require specialized knowledge. Furthermore , they use grammar due to their habit using at high school without concrete understanding their structures and functions of the elements in a sentences. As the results , they write the very foolish and incomprehensive sentences.

1.2 Laziness.

As the survey said in 1.1, the first year English major students understand the importance of grammar in writing. Nevertheless, when the students were asked about the frequency of doing their homework, the result is very different. The majority of students never do their grammar exercises at home. Just only 15% of students say that they often do that, 30% students rarely . These statistics are shown in the following chart:
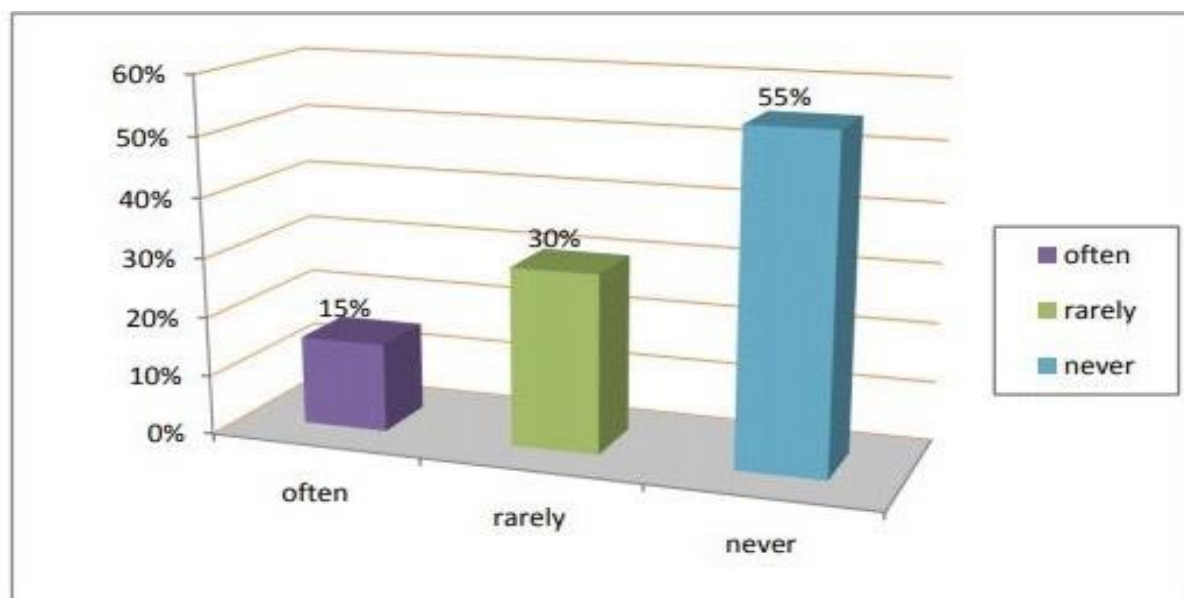
Doing homework is a very necessary thing to help students improve their knowledge. However, almost the first English major students do not do that. They think that it is too much for them to listen teacher‟s lessons in the

classroom.

## 1.3   The influence of using Vietnamese grammar.

Many errors are made by the habit of the students who are still affected by Vietnamese writing. They combine the words or sentences together messily, they write anything what they think without rule. Especially, when the students were asked about the habit of the literal translation in writing, just only 16% of students says that they never do that. 30% students sometimes and 54% always do this .These statistics are shown by the following chart:
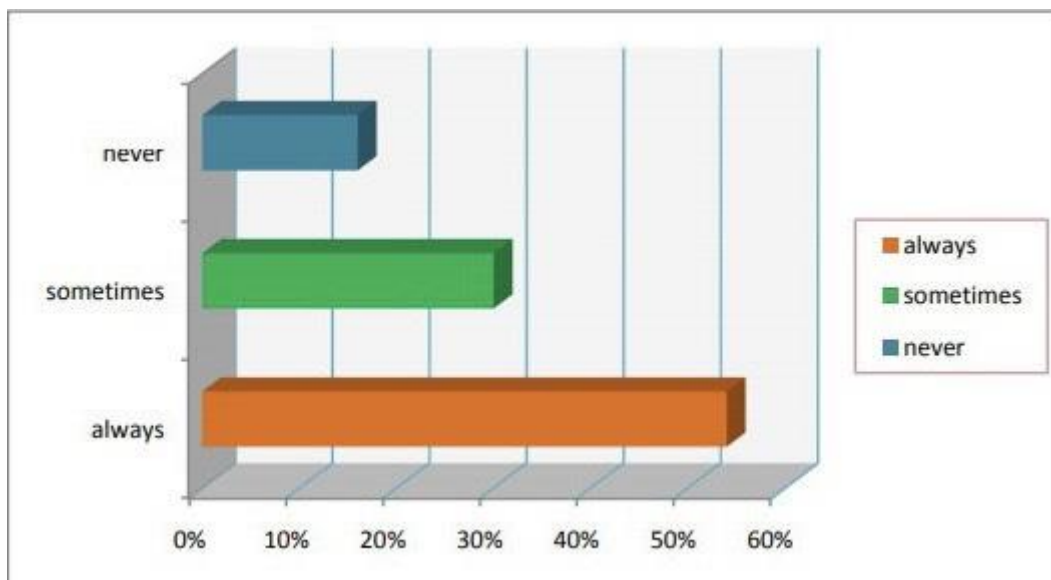
1.4   Poor knowledge of English lexis

Basing on the question "How often do you use dictionary in writing ?". The results given in this question indicate that 70 % the students always look up words in writing, 25% sometimes and only .5% never. These statistics are shown in the following chart:
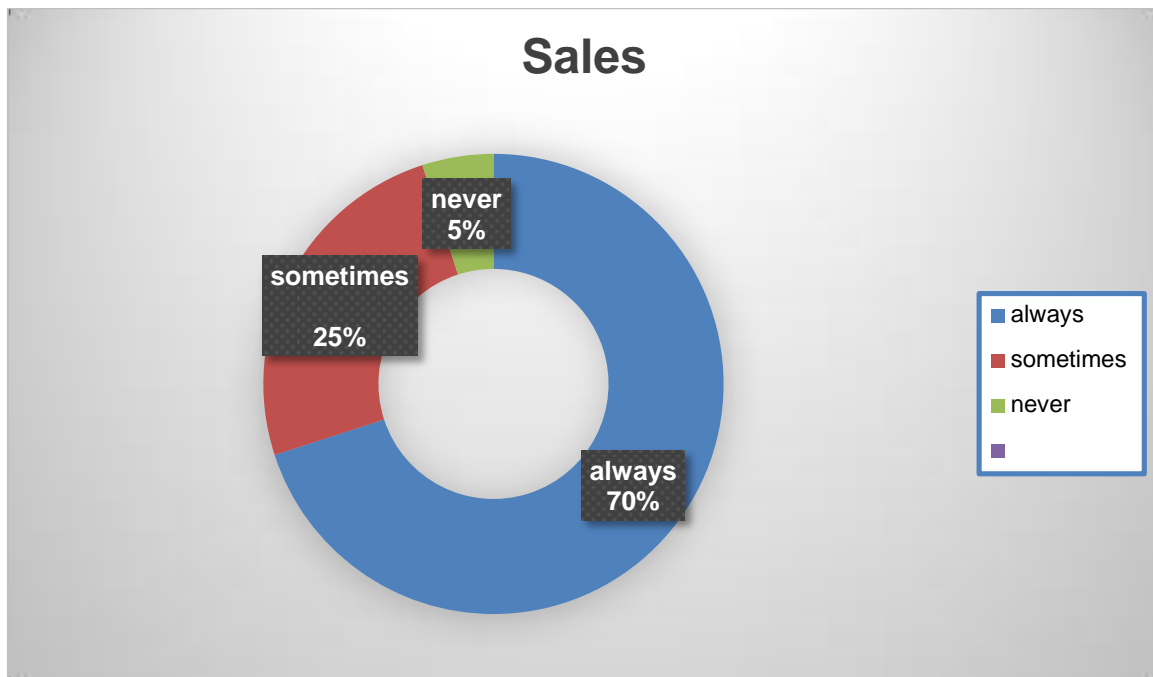
Poor lexis is main reason leading to the lexical errors. While looking up words in dictionary, students only search the meaning of that word ,so they do not know its usage. Therefore, they easily make mistakes.

2   Suggested solutions.

After discovering the reasons leading to the common grammatical and lexical errors, readers can find out solutions for their errors. This part will give readers some solutions to avoid these errors.

2.1 Self- correction.

It is a very good way for students to correct errors independently. Ideally the students will realize errors have been made and fix them automatically. At this point the students have opportunities to think about and revise their initial errors .When they know how to correct the errors, they remember those errors in a long time. The students should note those structures or phrase in handbook . It is very useful for students to learn grammatical structures and vocabulary.

2.2 Peer correction.

Peer correction plays an essential role in the process of writing because that helps the writer get the comments and suggestions to edit his or her composition. Through classmates' feedback, students can know what kinds of errors they made and how to cope with those errors. Therefore, if students can get a "productive feedback", they can correct their own errors and avoiding making the similar errors in the later writing tasks.

2.3 Teacher correction.

The correction of teacher plays a quite important role in students writing . The teacher should give students table of abbreviation correction symbols and the students are required to write those symbol in the wrong sentences. That helps students understand those errors clearly. Furthermore, the teacher should bring the issue of errors correction into their lessons when they teach writing compositions. This method helps students accumulate knowledge of grammar and lexis much more because they frequently approach to those errors.

PART III. CONCLUSION

I. Conclusion

There are many important factors creating a good writing composition. Grammar and lexis are considered the most important factors. Throughout my study, I found out the most common errors in using grammar and lexis of first year English major students in Haiphong University management and technology , the reasons and solutions for these errors. The common errors are found in using tenses, subject &verb, adverb, noun & pronoun, etc. In my study, the rationale, aims, methods, scope and design of the study are mentioned in the part I in hope that the reader will have an overview on my study. Part II includes three chapters. Chapter 1 introduces the theoretical background including an overview on academic writing, composition, error.

Chapter 2 shows clearly grammatical and lexical errors of first year English major students at HPU. Chapter 3 gives reader causes leading to the presented errors and suggested solutions. Part III contains the conclusion and suggestions for further study.

I am fully aware that shortcomings and mistakes are unavoidable. I wish to receive any comments and contributing ideas from others. I also hope that my graduation paper will be useful for first year English majors in Haiphong Private University of management and technology as well as other English learners.

II. Suggestions for further study

Due to the limitation of time and knowledge, this graduation paper has not yet covered the other aspects of grammar and lexis. Beside the common grammatical and lexical errors of the first year English major students at HPU, there involves a lot of other aspects such as using grammar and lexis effectively

in paragraph writing and essay writing, grammatical and lexical errors of other grades of English major students , etc. These issues are suggested for further study. Once again, all sincere thanks are sent to everyone who gives me supports and encouragements as well as precious help during the study.

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SURVEY QUESTIONNAIRE

These survey questionnaires" aim is to find out your grammatical and lexical errors when writing compositions in English. Your answers will be used for research purpose of my graduation paper:"A study on common grammatical and lexical errors in writing compositions made by the first year English major students at Haiphong Private University and some suggested solutions.". Your completion of this questionnaire will provide valuable information for my study and your contribution is of great help for the fulfillment of my graduation paper. Please answer the following questions as honest as you can.

 1.How long have you been learning English?

a. 3 years

b. 7 years

c. more than 7 years

2.Do you like learning English grammar?

a. Yes

b. No

3.How do you think about the importance of grammar in English writing?

a) Very important.

b) A little important.

c) Unimportant.

4.Do you pay attention to grammar when you write English compositions?

a) never

b) sometimes

c)usually

d) always

5.Please put a tick to the choice if you ever made these errors while writing

English:

	Usually	Sometimes	Never
Subject-verb agreement			
Subject omission			
Word order			
Adjective / Adverb			
Verb form			
Verb tense			
Pronoun			
Comparative			
Demonstrative adjective			
Article			
Possessive noun			
Parallelism			
Preposition			
Run-on sentences			

6.Which grammatical error do you often make in writing ?

a) Overgeneralization.

b) Negative transfer.

c) Others.

7 .Reasons why you made these errors:

	Yes	No
1. You aren"t good at grammar.		
2.Literal translation.		
3.Lack of carefulness		
4.Others		

8.How often do you check grammatical structures after finishing your

writing?

a)always

b) usually

c) sometimes

d) never

9. How often do you do your homework?

a) often

b) rarely

c) never

10. Is lexis important in writing composition?

a.Yes

b.No

11.Please put a tick to the choice if you ever made these errors while writing English:

	Always	Rarely	Never
Synonym errors			
Wrong collocations			
Stylistic errors (verbosity/underspecification)			
Misspelling			

12. How often do you use dictionary in writing ?

a) always

b) sometimes

c) never

THANK YOU SO MUCH FOR YOUR COOPERATION !