THAI NGUYEN UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES

LO THI NHUNG

A STUDY ON COMMON GRAMATICAL ERRORS IN PARAGRAPH WRITING OF NON - ENGLISH MAJOR STUDENTS AT HOA BINH TEACHER'S TRAINING COLLEGE

(Nghiên cứu những lỗi ngữ pháp phổ biến trong viết đoạn văn của sinh viên không chuyên Anh tại trường CĐSP Hòa Bình)

M.A THESIS

Field: English Linguistics
Code: 8220201

THAI NGUYEN - 2019

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DECLARATION

I certify my authorship of the study report entitled

"Common Grammatical Errors in Paragraph Writing of non - English major students at Hoa Binh teachers' training college "

In fulfillment of the requirements for the degree Master of Arts

Hoa Binh, June 18th 2019

Trainee

Lo Thi Nhung

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ACKNOWLEDGEMENTS

I am deeply indebted to a number of people for helping me to make this M.A thesis possible. First and foremost, my deepest gratitude goes to Assoc. Prof. Dr. Hoang Tuyet Minh, my supervisor, who supported and encouraged me generously throughout this study. Without her excellent academic guidance and support, my thesis would not have been completed.

I would like to sincerely thank the anonymous participants who contributed data to this study. Without their outstanding cooperation, this thesis would not have been completed.

My appreciation is also extended to a number of staff members of Department of Foreign Languages at Hoa Binh Teacher's Training College for their assistance in statistical issues and for their assistance in editing work.

I would like to thank my family, especially my parents and my husband for their constant source of love, support and encouragement in times of difficulty and frustration.

Finally, I would like to thank my readers for their interests and comments on this thesis.

While I am deeply indebted to all these people for their help to the completion of this thesis, I myself remain responsible for any inadequacies that are found in this work.

Lo Thi Nhung

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ABSTRACT

This paper studies common grammatical errors in paragraph writing committed by non- English major students at Hoa Binh teachers' training college and the causes of these errors. To achieve the desired aims of current study, the author combined both qualitative and quantitative methods, including the instrument namely students' writing analysis. The participants in the research were fifty non - English major students of two K26A and K26B primary education classes of primary Department at Hoa Binh teachers' training college.

Research results show that non- English major students often commit errors in verb tenses and forms, subject – verb agreement, prepositions, and plurality. Furthermore, the main causes of these errors are mother tongue interference, overgeneralization, ignorance of rule restrictions, incomplete application of rules and false concepts hypothesized; in which interference of native language and overgeneralization are the most common ones. In order to overcome these errors, it is suggested that teachers should help students practice writing and correct their writings effectively by suitable and flexible techniques.

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LIST OF ABBREVIATIONS

ESL	: English as a Second Language
EFL	: English as a Foreign Language
EA	: Error Analysis
L1	: The First Language
L2	: The Second Language

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PART A: INTRODUCTION

1. Rationale of the study

Nowadays, English is the most popular foreign language taught in Vietnam. It helps Vietnam closer to other countries in the world and is the key to access the latest achievements in science and technology. Therefore, learning English is essential for Vietnamese to satisfy their needs in modern society. Furthermore, in the process of learning foreign language, the learners' primary goal is to improve their communicative competence. In order to obtain this, it is compulsory for them to be good at four skills in English: reading, writing, listening, and speaking. Among these, writing is considered a very important proficiency which helps people to communicate with each other through messages. Hornby (2003, as cited in Murtadha, 2010) explains that writing is a process of expressing ideas down on paper and is a means to transform thoughts into words to communicate information clearly. Besides, writing makes a great contribution to enhance other skills in language, improve learners' logical way of thinking as well. It is undeniable that writing plays the utmost important role in learning English.

To evaluate learners' writing proficiency, teachers often examine their written papers. This is one of the most effective ways mentioned in a number of studies. For instance, Muammar Rifqi (2016) implemented a study on the analysis of grammatical errors in the writing samples at English Education Department of Islamic Education; Abeywickrama (2010) conducted the investigation on errors in English writing of Sinlaha speaking undergraduates. In Vietnam, it has also been taken a lot of notice of analysis of students' writing. For instance, Le Thuy Trang (2014) conducted a study on the errors analysis of Pre-Intermediate EFL Students' Writings at Leecam Language; Hoang Thi Hong Hai (2003) studied grammatical and textual errors in paragraphs by second year students at English Department - College of Foreign languages - Vietnam National University. Besides, many other researches on this field have been carried out. These studies have been implemented on different learning contexts as well as different learners.

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