



MINISTRY OF INDUSTRY AND TRADE



INDUSTRIAL UNIVERSITY OF HO CHI MINH CITY

FACULTY OF FOREIGN LANGUAGES



GRADUATION THESIS

COMMON ERRORS IN WRITING MADE BY SOPHOMORE
ENGLISH MAJORS IN THE FACULTY OF FOREIGN LANGUAGES
AT THE INDUSTRIAL UNIVERSITY OF HO CHI MINH CITY.

STUDENT NAME : VO THI BICH TUYEN

ID NUMBER : 17010781

CLASS CODE : DHAV13A

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Student's declaration: *I declare that this graduation report is entirely my own work and does not involve in plagiarism or collusion. It also has not been accepted as part of a submission to another purpose elsewhere. I accept heavy penalty for any cheating or plagiarism.*

Date submitted :

Signed :

Word count : words

COMMON ERRORS IN WRITING MADE BY SOPHOMORE ENGLISH MAJORS IN THE FACULTY OF FOREIGN LANGUAGES AT THE INDUSTRIAL UNIVERSITY OF HO CHI MINH CITY.

Abstract

In our modern society, English is used as an international language and communication tool, and it plays an increasingly important role in the world. University students are considered pioneers in modern information, and it is obvious that English is one of the important channels for receiving information. However, from the four basic skills of English - listening, speaking, reading, and writing. Writing needs the most comprehensive knowledge, the strongest application, and the most difficult to practice. To find out the existing problems in cultivating the writing ability of university students, the author had a study in an experimental class of the Industrial University, Ho Chi Minh City, to find out problems students face when writing in English. Data were collected from the written assignments of 50 sophomores English majors. The research method combines qualitative, quantitative analysis, and observational. This investigation focuses on analyzing the grammatical errors in written English, finding out the causes systematically, and finally offering some corresponding solutions for teachers and students to improve their English writing ability.

Keywords: Common errors, FFL' sophomores, suggestions, tenses,

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LIST OF ABBREVIATIONS

IUH: Industrial University of Ho Chi Minh City (k trang)

FFL: Faculty of Foreign Languages

L1: First language

L2: Second language

BEL: Bachelor of English Language

CHAPTER 1:

INTRODUCTION

1.1 Rationale

1.1.1 Statement of problem

English is a language with a large vocabulary. Learning and knowing the meaning of words is not easy, and in English, also synonyms are sometimes used for different contexts and interchangeably to avoid repeating words. However, some words interchangeable in the same context will change the sentence content. Therefore, when learning to write English, students often make mistakes in finding the right words that match each context in their writing. In addition, if students lack vocabulary, they will not know what kind of word they need to use, so it is easy to write incorrect sentence structures, making sentences without meaning.

Among the 4 skills that need to be improved, listening - speaking - reading - writing, why most people think that writing English is the most difficult of the 4 skills, not without cause. First, to have a good article, you must have a rich vocabulary and standard grammar, English grammar has a huge difference to in Vietnamese. In addition to the big grammar like conjugation verbs, comparison sentences, relative clauses . There are many other small grammatical structures such as introverts, verbs, etc always make you difficult. Moreover, if you use the wrong grammar when communicating, the listener can still understand through the context, but the fact that you use writing when writing in English will make these errors appear clear and sometimes it is damaging.

According to a study, English learners around the world often spend little time on English writing skills. As in Vietnam, English is not the native language, writing is a skill that teachers often ignore when teaching at school. As for countries using English, the practice of listening to a lot also makes the time spent on this skill decrease. Therefore, it is not too difficult to understand when writing is always a "difficult" skill for English users. According to Rao (2007), *EFL writing is useful in two respects. First, it motivates students' thinking, organizing ideas, developing their ability to seems to be the most problematic difficulty for L2 writers (second language) due to their limited language proficiency or limited linguistic knowledge.*

1.1.2 The reason for choosing the topic

According to Ferris (1995,1999), *“Errors corrections have great impacts on students writing revision.Homstad and Thorson (1996)state that writing in a foreign language is a frustrating and difficult activity for students, so the students are often reluctant to incorporate into these kinds of activities in or outside the classrooms. Particularly in a writing activity, language that L1 had a great impact on students’L2 writing.”*The last and most important mistake that makes it difficult to improve English writing skills is that when writing, the writer often translates the words he wants to write first and then translates the meaning from Vietnamese to English. When I write, I always wonder if I write right or wrong. This makes your writing speed slow and sometimes even discouraged by the lack of vocabulary or grammar, unable to translate from Vietnamese to English.

In short, many learners have difficulty in Writing. They often worry about not knowing what to do next to correct mistakes when writing. The research team decided to choose the topic: *Common errors in writing made by sophomore English majors in the Faculty of Foreign Languages at the Industrial University of Ho Chi Minh city* to analyze errors and propose solutions.

1.2 Research objectives

This study discovers the most common errors that sophomore students of the Foreign Language Department at IUH encounter when learning writing skills because Writing is difficult for students to get high scores at school. These students often ask the question of what are the common mistakes that cause them to lose grades. Realizing that this problem is critical, the researcher conducts research on which errors are common among sophomores when writing essays, and simultaneously, finding out the results will provide solutions to help them minimize mistakes. The target group of second-year students majoring in Foreign Languages, are those who have learned through grammar, as well as studied Writing 1 when they were first-year students. They were also commented on by their teachers about their mistakes, but later, when they continued to study Writing, these

students continued to have grammatical errors that are difficult to fix. This study will show the common mistakes, the differences, the more practical mistakes, to prove the problem more clearly than the previous studies. This topic is interesting and meaningful, so researchers are interested in studying this problem.

After the researcher finds the most common mistakes when students are having difficulty in Writing, counts the number of specific errors, the most important goal to do is to propose clear, practical solutions practical notes to improve better writing skills for students.

By conducting research that delves deeply into a specific problem, researchers hope to find results for the research topic, as well as the team, will discover new things that the researchers will find out prior research is limited. Certainly, the topic will help the team become more united, there are friends in the group who always support each other in problems. There is a very famous saying that “*If you want to go fast. Let’s go alone. If you want to go far. Let’s go together*”. During about 3 months of work, group research to set goals, the whole team must always keep an optimistic spirit, try their best, always support each other to achieve the best results.

1.3 Research questions

The study is mainly focused on finding out the answer to the following questions:

- 1. What are some common errors in writing that Faculty of Foreign Language sophomores at IUH often make?*
- 2. What are some suggestions for the Faculty of Foreign Language sophomores to solve problems relating to mistakes in writing?*

1.4 Scope of the study

The research time is relatively short, so the researcher cannot too deeply what is doing. The researcher's knowledge is a final year student, so I do not have much experience and skills in conducting research. Research subjects are difficult when doing actual surveys: cost, distance, sophomore subjects of IUH to survey are done only in small numbers. The difficulty of the researcher requires the following skills: analyzing information sources, learning to focus on the key issue, learning to brainstorm original ideas and avoid plagiarism, learning to follow the tutor's instructions, organizing ideas within the necessary format. Another limitation of this research is that due to the limited time, the researcher

was unable to analyze many second-year essays at IUH, but only focused on the error of the 50 essays by the instructors, collect information and analyze, give results based on this data.

CHAPTER II:

LITERATURE REVIEW

2.1 Writing

2.1.1 Definition

English is one of the second languages commonly used in Vietnam, has become the language of teaching and learning in regular programs, a compulsory subject for students. However, learning English as an L2 is not an easy task. *Alamargot and Chanquoy (2001) believed to write, one “needs coordinated implementation of a large set of mental activities.” According to Pierpont (1991) “writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.”*

Researchers have given different definitions of Writing skills. *Kutz, Groden, and Zamel (1993) defined that writing was as “a creative discovery procedure characterized by the dynamic interplay of content and language: the use of language to explore beyond the known content.” Allen (1965); Corder (1974) stated that in ESL “writing is the most difficult of the language abilities to acquire”.* In other words, writing is a complex process that takes time and effort to become a skillful writer. These definitions have the same meaning while the difference lies only in the way researchers construct them.

In conclusion, "Writing" is the process of using symbols (alphabet letters, punctuation, and spaces) to convey thoughts and ideas in a readable form. Generally, we write with a pen/pencil (handwriting) or a keyboard (typing). With pens/pencils, we usually write on a surface like paper or a whiteboard. Keyboards are usually attached to typewriters, computers, or mobile devices. Speech recognition programs allow people who cannot see or use their hands to record their thoughts.

2.1.2 The role of writing

According to Shannon Kennedy “Writing is one of the most important exercises related to language learning and a very effective way of converting passive vocabulary to active. Other benefits include its ability to polish the learner’s grammar, particularly when you have the opportunity to have your writing corrected. And, as a creative activity, the process can be rather enjoyable.” Jamie Grill stated that “Writing is important because it improves communication skills, creative thinking and creativity. Writing is necessary for both school and work. Writing also helps the writer express ideas, beliefs and personality.”

Staff Writer (2020) stated that “Professional writing and writing for school have a different role than personal writing. Formal writing encourages critical thinking in the form of essays, research papers and articles, which helps the writer learn how to interpret the world around him in a meaningful manner. Writing about a topic improves the writer's understanding of the topic, and papers with a slant help the writer understand how to successfully construct professional arguments and debates about a topic. Learning how to structure arguments and articulate opinions in writing translates well to the spoken word, helping people to be better at presenting facts and opinions in a calm, rational way.”

In short, writing is an important part of life, whether at work or school, as a hobby, or in personal communication. This skill helps writers express feelings and thoughts to others in a relatively permanent form. Personal writing builds a connection between writer and reader in a different way than oral communication, and it helps people organize their thoughts when they see them on paper or a screen.

2.1.3 Using tools to improve writing

Mary Walton(2017) said that “Writing is a multilayered and difficult skill to master. Many students struggle with getting their writing to express what they mean, so they get frustrated. The key to improving writing skills involves practice, practice and more practice.” *Mary Walton is a professional tutor and writer based in Santa Monica, California.* The author 'has found seven online tools that are useful to help high school or college students hone writing skills and make them more effective writers.

2.1.3.1 Australian Help: The author asks all my students to bookmark this comprehensive resource. Whatever causes them issues, they can probably find answers here. The site offers a detailed grammar guide, a guide on listing citations, and assistance on writing assignments from research papers to book reviews and more.

2.1.3.2 Visuwords: If your students are visual learners, this tool helps them understand words. When they type a word, they get a visual map of the word's meanings and derivations, among other things. The maps show how words relate to one another, as well as how to use them in everyday writing.

2.1.3.3 Easy Word Count: You give your student's word counts so they learn to keep their writing in check. They can paste their essays into this tool and get an instant, accurate word count. Then, if they're running too long, they can start making edits and tightening up their writing.

2.1.3.4 750 Words: As mentioned earlier, good writing comes about through practice. This website gives your students a place and motivation for daily writing. Students earn badges the longer they keep their writing streaks going, so it taps into students' competitiveness.

2.1.3.5 TwinWord: This app offers a great alternative to Microsoft Word for students learning to write. As they type into the app, they get real time feedback on what they're saying. The app also provides an option for checking tone in each article and a synonym tool so students can switch up their word choice and increase their vocabulary.

In summary, these tools can provide a variety of help to every student whenever they need it.

2.2 Grammar

2.2.1 Definition

According to Richard Nordquist(2020), The word grammar comes from Greek, meaning "craft of letters."It's an apt description. In any language, grammar is:

- The systematic study and description of a language (as compared with usage).
- A set of rules and examples dealing with the syntax and word structures (morphology) of a language.

The Editors of Encyclopaedia Britannica said that” grammar, rules of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation. The word grammar also denotes the study of these abstract features or a book presenting these rules. In a restricted sense, the term refers only to the study of sentence and word structure (syntax and morphology), excluding vocabulary and pronunciation.” While Yule stated that “grammar is the process of describing the structure of phrases and sentences by considering its order in a language (2006: 74)”

Resume, grammar is the structure and system of a language, or languages in general, usually considered to consist of syntax and morphology.

2.2.2 Types of Grammar

Richard Nordquist (2018) was found nine types of grammar

2.2.2.1 Comparative Grammar: R. Freidin, *Principles and Parameters in Comparative Grammar*. MIT Press, 1991 stated that “Contemporary work in comparative grammar is concerned with "a faculty of language that provides an explanatory basis for how a human being can acquire the first language . In this way, the theory of grammar is a theory of human language and hence establishes the relationship among all languages" .

2.2.2.2 Generative Grammar: The generative grammar stored in the brain that allows a speaker to produce language that other speakers can understand is mental grammar.

2.2.2.3 Mental Grammar: The generative grammar stored in the brain that allows a speaker to produce language that other speakers can understand is mental grammar. According to P. W. Culicover and A. Nowak, *Dynamical Grammar: Foundations of Syntax II*. Oxford University Press, 2003 “A grammar formulated by a linguist is an idealized description of this Mental Grammar”.

2.2.2.4 Pedagogical Grammar: "*Pedagogical grammar* is a slippery concept. The term is commonly used to denote (1) pedagogical process the explicit treatment of elements of the target language systems as (part of) language teaching methodology; (2) pedagogical content--reference sources of one kind or another that present information about the target language system; and (3) combinations of process and content"(D. Little, "Words and Their Properties: Arguments for a Lexical Approach to Pedagogical Grammar." *Perspectives on Pedagogical Grammar*, ed. by T. Odlin. Cambridge University Press, 1994).

2.2.2.5 Performance Grammar: John Carroll, "Promoting Language Skills." *Perspectives on School Learning: Selected Writings of John B. Carroll*, ed. by L. W. Anderson. Erlbaum, 1985 stated that "Performance grammar centers attention on language production; I believe that the problem of production must be dealt with before problems of reception and comprehension can properly be investigated".

2.2.6 Reference Grammar: A description of the grammar of a language, with explanations of the principles governing the construction of words, phrases, clauses, and sentences.

2.2.2.7 Theoretical Grammar: "Theoretical grammar or syntax is concerned with making completely explicit the formalisms of grammar, and in providing scientific arguments or explanations in favor of one account of grammar rather than another, in terms of a general theory of human language" (A. Renouf and A. Kehoe, *The Changing Face of Corpus Linguistics*. Rodopi, 2003).

2.2.2.8 Traditional Grammar: "Traditional grammar is prescriptive because it focuses on the distinction between what some people do with language and what they ought to do with it, according to a pre-established standard. The chief goal of traditional grammar, therefore, is perpetuating a historical model of what supposedly constitutes proper language"(J. D. Williams, *The Teacher's Grammar Book*. Routledge, 2005).

2.2.2.9 Transformational Grammar: A theory of grammar that accounts for the constructions of a language by linguistic transformations and phrase structures.

2.3 Relation between writing and grammar

According to Melissa Donovan(2021) "Grammar and writing go hand in hand."Grammar, spelling, and punctuation are the most basic components of good writing. Grammatically correct texts are easier to read, easier to get published, and easier to sell to

readers; in many cases, a firm understanding of grammar also makes the writing process easier.

The connection between grammar and writing is a very important one. The rules of grammar help to govern the way writing takes place, and ensure that it can be easily understood by the people who read it. Every language in the world has different rules for grammar and writing. They all have specific conventions regarding syntax, or the way words are arranged in a sentence, as well as punctuation usage, verb conjugation, and other important aspects of written B. Miller(2021) .

Resume, writing skills are widely applied in the work and life of most English users. To write well, learners must master grammar knowledge, how to handle rich vocabulary, and fluent writing methods. As a simple example, in an office environment, writing skills are used up to 80% through email transactions, reports, plans, contracts. To have a proper and coherent writing style, learners need to master grammar points and accumulate a rich vocabulary.

2.4 Errors

2.4.1 Definition

There are various defines of “error”. According to Cunningsworth (1987) “error is are systematic deviations from the norms of the language being learned.” Besides, James (1998) “ error is the failure of competence owing to leaners’ systematic violation from rules”. Although "error" is defined very differently, other authors such as Dulay and Burt (1982), Norrish (1987), Lennon (1991) also agree on three common features in the definition of ‘error’; those are ‘systematic’, ‘deviation’, and ‘competence’. According to Ellis (2003: 17) “error reflect gaps in learner’s knowledge, they occur because the learner does not know what is correct. In addition to the definitions of "error" of the above authors. Below is the definitions of "error" in the Merriam-Webster dictionary:(1) Error is the quality or state of erring.(2)Error is something produced by mistake.(3)Error is an act that through ignorance, deficiency, or accident departs from or fails to achieve what should be done.(4)Error is an act involving an unintentional deviation from truth or accuracy. In fact, there are many meanings to "error", all definitions are academic in nature, giving readers an overview of what "error" is. There is an some mean about error is display by some expert. In Bahri and Sugeng (2009), James (1998: 77) defined that error is a systematic

deviation; when learner has not learnt something consistently gets it wrong. While in Gass and Selinker (2001: 78), Corder defined that error is a systematic deviation from the norms of the language being learned.

In conclusion, language learners will often make "errors", because they do not often use it as a first language, sometimes they use features in the first language to learn a second language so that this can easily arise errors when writing.

2.4.2 Classification of errors in writing

There are two types of error according to Tarigan (1995: 85), ‘First, Interlanguage errors. This error is caused by interference of students’ mother tongue towards the target language being learned. Second, Intralanguage errors. This error reflects general characteristics of the language rules, for example generalization, imperfect rules’ application, and failure in learning condition of rules’ application.”

2.4.3 Errors analysis

There are some steps of error analysis according to Tarigan (1995: 71)

- *“Collecting Data:* It is the data that contain the errors made by the students, for example; the result of the test, students’ writing, or students’ dialogue.
- *Identifying or classifying errors:* knowing and choosing errors based on language category for example errors in spelling, word formation, word fusion, and sentence arrangement.
- *Ranking the error:* arrange the error based on the frequency of occurrence.
- *Explaining error:* describing the place of error, the cause of the error, and giving an example of the correct ones.
- *Predicting the area which is a risk by error:* predicting the language area which has the potency to cause an error.
- *Correcting the error:* correcting the error and if it is possible, elicit the error through compiling the correct material, appropriate hand out, and relevant teaching technique."

2.5 Results of previous studies

Among the four skills of listening, speaking, reading and writing in learning English. Many students rate that they often make mistakes when learning Writing. This problem has been carried out by many researchers.

2.5.1 Study of Hamza(2012)

According to the first research paper by Hamza (2012), the topic he conducted this research to explain the classification of grammatical errors that university students make in the process of writing English. Data were obtained from twenty English texts written by students as part of their task in the writing class. The findings of the study show that errors can be grouped into fifteen categories, ranging from major to minor errors. These twenty articles will be conducted by a lecturer directly analyzing the mistakes that students often make. These errors were then classified based on the procedures proposed by Etherton (1977). At the classification level, errors are tabulated and grouped. The author uses the statistical method to re-count the number of errors made by students. The contribution of this study is to give six major categories of errors word choice, verb group, article.

2.5.2 Study of LI Fengjie, REN Jia, ZHAO Hongyi (2016)

The second study was carried out by the author's LI Fengjie, REN Jia, ZHAO Hongyi (2016). The focus of this investigation is to analyze grammatical errors in written English, to find out the possible reasons, system, data was collected from the writing assignments of all students in one semester last year. Materials for this paper were collected from 18 students of an Experimental Class at Tianjin University of Finance and Economics, each of the 18 students wrote 8 works based on seven different ways to develop a passage. From the analysis of the university English written corpus, the author found that the students made a lot of grammatical errors. The total number of errors that these three authors found was 10 major errors (nouns, verbs, adjectives, articles, adverbs, prepositions, conjunctions, sentence fragments, subject-predicate disagreement, part of speech)

The good thing about this research is to find out 3 reasons that most students encounter in Writing. First, Mother Tongue Interference, the difference between mother tongue and second language. Second, Differences in Cultural Backgrounds, each language used will have different cultures, so learning a foreign language is associated with learning the literature of the country you want to learn that foreign language. Third, Incomplete and Unsystematic English Knowledge, students do not have enough vocabulary to use about a new foreign language.

The proposed solution of this study is: If teachers can combine language comparison, error analysis, and comparative culture, and natural language acquisition, then it can help students to use known knowledge to perform effectively transform Chinese into English thinking. The teaching of grammar for students should apply to the context of specific language use according to the use situation so that students can easily apply.

2.5.3 Compare two above studies

Summarizing the research papers with the following common points, the research articles of Hamza (2012), LI Fengjie, REN Jia, ZHAO Hongyi (2016), all use the method of direct data collection of the students, then will conduct a direct analysis on the samples, next, make a statistical table of the percentage of errors, each type accounts for what percentage of the total number of errors, then group them, giving the last number.

Although these two studies have similar methods of collecting data, the research subjects are different, the results of the first study found that the total grammatical errors that students make the most are 6 errors. In study two, the total grammatical error was 10. However, research by LI Fengjie, REN Jia, ZHAO Hongyi (2016), found 3 reasons mains that most students make mistakes in the Writing skills mentioned above. Both of these studies produced the same 3 common errors such as verbs, articles, prepositional.

2.5.4 Study of Thai Cong Dan (2014)

The third research paper of three authors Thai Cong Dan, Vuong Minh Duc, and Phu Thi Hong Chau (2014). This study focuses on common mistakes when writing passages of first-year English majors students Can Tho University. Relevant data for the study were collected from student writings and in-depth interviews. The author uses a flawed analysis research method using quantitative results from the production process by student writing

and qualitative findings from interviews. The tools of this study were: Paragraph writing test and Interview performances. The total number of errors analyzed is 13.

There are limitations to this study: mistakes in the subject-verb agreement were less common in the participants' text production, although these errors were found in the study is low, but that does not mean that these students have a good knowledge of this grammar score. It can be explained that if students have difficulty identifying a particular noun or a noun in certain words in a noun phrase, they will simply avoid using this grammatical structure.

2.5.5 Study of Nguyen Minh Nhut (2020)

The fourth research paper by Nguyen Minh Nhut (2020), research on the grammatical errors of Vietnamese people when learning to write English. The article studies the difference between Vietnamese and English grammar, the inter-grammar interference that learners are prone to. The author uses questionnaires to survey the opinions of forty non-English major students. The content of the questionnaire is designed concerning an educational topic, in which the vocabulary used in each question is at a basic level to match the current level of students. Research method: first, the author collects Analyzed data, then started to make statistics based on the combination of the Association Model (Dastjerdi & Abdolmaleki, 2012) and the Analytical Model error accumulation (ATA, 2010). The contribution of the research found 4 groups of grammatical errors, which Vietnamese people or students often make when learning to write English: inflectional morphosyntax, word order, copula 'to be', and article.

2.5.6 Compare two studies (2014), (2020)

However, this paper has some limitations, possibly due to two main factors. The first factor could be due to each participant's ability to use English as a better student could tackle the question of the weaker student; therefore, the latter has a higher error rate. Second, some survey respondents may avoid answering several questions in the same set of questions.

Research paper by Thai Cong Dan, Vuong Minh Duc, and Phu Thi Hong Chau (2014) and Nguyen Minh Nhut (2020) has the same research topic as analyzing grammatical errors of Vietnamese people when learning to write English. These two studies are similar, both suggesting that two common mistakes made by students are articles and subject/verb agreements. The difference between the two studies is the research method, while study 3,

conducted data collection and quantitative analysis; In-depth interviews with participants, and qualitative analysis. In study 4, the author collected data by questionnaire. The research results of Thai Cong Dan, Vuong Minh Duc, and Phu Thi Hong Chau (2014) are 13 mistakes and Nguyen Minh Nhut (2020) are 4 mistakes in learners.

2.5.7 Compare similar, difference of above studies with this study

All four of the above research papers have produced research results, which have made statistics of grammatical errors in the subject of English Writing. Among the above research papers, the author also points out some solutions to suggest for learners. However, the above studies still have limitations: First, the limitation stems from the topics of the participants' posts. Since research results were only extracted from a specific topic, it is uncertain whether the collected articles could provide enough convincing evidence of students' English writing ability. The second factor could be due to each participant's ability to use English as a better student could tackle the question of the weaker student; therefore, the latter has a higher error rate. Third, if there is an author using survey questions, some survey participants may avoid answering some of the questions in the same set of questions.

We undertook this study as an attempt to systematically investigate the types and sources of errors in the text. It also explores the linguistic feature in which students make the most mistakes. Error analysis procedures have been used. English majors students also face a problem in choosing the right words to convey the intended meaning of the writer. Then, by suggesting some options to solve the students' difficult areas, the instructor can make the right judgment in the selection and preparation of materials. This study incorporates techniques of qualitative, quantitative research, and observation.

CHAPTER III:

RESEARCH DESIGN

3.1. Research site/context

3.1.1 Industrial University of Ho Chi Minh city

The research was conducted at the Department of Foreign Languages, Industrial University of Ho Chi Minh City. The Industrial University of Ho Chi Minh City with the main campus located in the center of the Go Vap district. For a long time, the school has become a prestigious educational institution for high-quality human resources for the city and surrounding areas. In addition, IUH has a base in Thanh Hoa and a branch in Quang Ngai. IUH has 800 theory rooms and spacious and airy lecture halls, 120 workshops with modern equipment, more than 400 laboratories of all kinds, 940 subjects at all training levels. Programs and textbooks are designed and tailored with health in mind, and the cafeteria is one of the most prominent support services. With the criteria of being delicious, nutritious, and affordable, the restaurant serves thousands of students every day. The university library currently has nearly 300,000 books of all kinds. The university has installed dormitories that provide close to 20,000 student accommodation. The Internet system on campus helps students access the internet quickly. They can also search for information about courses and faculties. Canteens, dormitories, traditional rooms, multi-purpose rooms, electronic libraries, factory systems, laboratories, lecture halls, lecture halls are increasingly being completed according to international standards. All campus facilities are well equipped with network and internet systems.

3.1.2. Faculty of Foreign languages

3.1.2.1 History and development

The Faculty of Foreign Languages has been growing along with the strong development of the Industrial University of Ho Chi Minh City, the Faculty was established in 2005. Currently, the Faculty is in charge of General English training for students of all training levels and training systems throughout the school. Additionally, the Faculty of Foreign Languages also trains students to specialize in the English Language, providing significant and qualified human resources for society. The Faculty has been training 12 university courses, 10 college courses, and 7 vocational College courses.

3.1.2.2 Teaching staff and output standards

The Faculty of Foreign Languages was established under the direct management of the Industrial University of Ho Chi Minh City. It belongs to the young development age group. Regardless of seniority, the Department of Foreign Languages and the lecturers are still trying to improve the technical level of the lecturers, investing in teaching and learning equipment properly. The writer would like to specifically state that the lecturers of the foreign language department are well-trained and highly-skilled, meeting the professional needs of students. In addition to experience, teachers must develop numeracy, leadership, social, and even teamwork skills to relate to society and provide the best education for students at school. The faculty currently consists of 60 full-time staff members who have all the qualifications required for the BEL program and support other faculties in the university that teach general English. During the past 15 years, FFL - IUH has provided thousands of BEL graduates to meet the needs of the Vietnamese labor market. BEL graduates are trained to become language teachers, translators, interpreters, and other English-related professionals in both the public and private sectors. Faculty of Foreign Languages has a program that combines 4 skills of listening, speaking, reading, and writing for students majoring in English. The program of practical skills is taught separately such as listening, speaking, reading, and writing, including 3 levels 1, 2, 3. The focus is on Writing, the difficulty level increases with each level of writing 1, writing 2, and writing 3. This is said to be the most difficult of the 4 English skills.

3.1.2.3 Vision, mission, objective

Immediately after its establishment, many students majored in foreign languages at IUH to learn knowledge from experienced teachers. The Faculty was established with a clear vision, mission, and objective, to train foreign language bachelors with high expertise in the foreign language field, with good morals for society.

First, the vision of faculty: Diversify training types and programs, step by step improve the quality of training to meet the training needs of the school and the increasing demand of the society for human resources with foreign language skills. Promote scientific research for the teaching of language, culture, and theory and method of teaching foreign

languages; building and completing the university training program so that by 2020 it will be accredited to meet national and international standards. Becoming one of the strong and sustainable development faculties, contributing to the brand building of the Industrial University of Ho Chi Minh City, and becoming a prestigious training and training center in foreign languages in the area.

Second, the mission of faculty: Train and foster human resources with foreign language and life skills, build a sense of learning and research for learners to meet the increasing demands of society in the trend of integration of current international cooperation. Contribute to promoting the development of the Industrial University of Ho Chi Minh City as well as the economic, social, and cultural development of the city and country.

Next, the training objectives of the Faculty of Foreign Languages: English bachelor training with enough knowledge, professional skills, political qualities, ethics, professional manners, and good health to be able to work effectively in specialized fields using English Meeting the requirements of society and the economy in the process of international integration. Provides students with relatively broad knowledge of the English language, culture, society, and English-American literature. Train and develop relatively proficient English communication skills in common professional and social communication situations. Fostering professional students to operate and work effectively in specialized fields such as teaching, Translation-Interpretation, professional, business, economic and social fields, etc. Equip students with soft knowledge and skills and positive attitudes such as effective study skills to be able to self-study to continue improving their knowledge and capacity to practice language, initially forming thinking and scientific research capacity.

3.1.2.4 Development strategy

In addition, the development strategy: The Faculty of Foreign Languages recognizes that improving the quality of education is an important task and therefore, in addition to theoretical teaching methods, teachers are encouraged to apply a variety of active teaching methods such as instruction. Learners are focused on, platform-based learning and improve

their creative educational abilities. To improve student academic achievement, the Foreign Language Department organizes each class with a learning supervisor, and during the final year of the undergraduate course, each student undertakes a graduate project under the instruction of a supervisor. Furthermore, scientific research activities and international cooperation are emphasized. The development orientation of the unit includes improving the quality and efficiency of training and scientific research, enhancing the quality and efficiency of international cooperation, developing the quality of the staff teaching, completing the high-quality research, and training-oriented organizational structure.

3.1.2.5 Infrastructure

Learners can feel secure when studying here for 4 years because the School and Faculty of Foreign Languages are very focused on investment facilities and teaching equipment. First, there are 02 blocks with 11 classrooms equipped with air conditioning, intelligent interactive board, and multimedia projectors that make the foreign language learning space at the Faculty become extremely comfortable, dynamic, modern. Next, the Faculty of Foreign Languages is equipped with a multi-media LAB room with dozens of computers to meet the needs of learning foreign languages, listening and speaking, practicing subjects in the curriculum, and learning of students.

During the past 15 years, FFL - IUH has provided thousands of BEL graduates to meet the needs of the Vietnamese labor market. BEL graduates are trained to become language teachers, translators, interpreters, and other professionals related to English in both the public and private sectors. The Foreign Language Department has a study program that combines four skills: listening, speaking, reading, and writing for students majoring in English. Practical skills programs are taught separately such as listening, speaking, reading, and writing, including 3 levels, 1,2,3. The focus is on Writing, the level of difficulty increases with each level of writing 1, writing 2, and writing 3. This is arguably the hardest of the four English skills.

3.2. Participants/Objects

Fifty second-year students majoring in the English language from the Industrial University of Ho Chi Minh City were selected to join the study. This group of students will write an essay in English on the topic: How technology affects learning English. The students participating in this study are those who majored in Foreign Languages, they have learned English before when they were middle and high school students, even as freshman students at the University. They also studied in grammar class, writing 1. Before participating in this study, these students already have an English background, already know how the article is structured, how to present it properly, and order words in English. The topic of this writing is relatively easy and not too difficult compared to their current level. The time to do a student's essay is 60 minutes, after which the teacher will directly record and review the content and grade. The researcher will contact the topic guide, ask for permission to receive these 50 articles on conducting research, present their ideas, mistakes in writing incorrect sentences, and mistakes are the same. Finally, make a list of the most common mistakes in Writing. The most common mistakes to make and the most difficult to fix, the research team concludes and proposes some solutions to improve.

3.3. Research methodology and research methods

3.3.1 Research methodology

3.3.1.1 Qualitative research

The methodology used in this study is both qualitative and quantitative. The qualitative research method of the study can draw in-depth opinions from the participants. (Pritha Bhandari, 2020) finds that qualitative research involves the collection and analysis of non-numerical data (such as text, video, or audio) to understand concepts, opinions, or experiences. It can be used to gather insights about an issue or generate new ideas for research. The specific reason for this is that this study focuses on a descriptive method, with a focus on error analysis. Furthermore, observation is also used in this type of research because I need to read the second-year written exams carefully. That means observation and analysis are the main activities, they prefer natural and unregulated settings. Therefore, the topic of interest in this thesis is the writing error in the test or the student's notes.

3.3.1.2 Quantitative research

While quantitative research method uses large-scale exploratory methods such as questionnaires, formal interviews, and other methods to collect data. However, in this study, the survey will not be conducted directly from the research subject but uses other features of the quantitative research method such as generating statistics, numbers, and research results that are of great interest and value.

3.3.2 Research methods

A researcher's data collection method is the action he or she takes to obtain the information needed for the analysis. Data collection is very important to research. The explanation for this is that without the data, the study would never have happened. To conduct a successful study, more attention must be paid to data collection.

In this study, researcher directly analyzed 50 tests of the study subjects to collect the necessary data. Therefore, the method used is to observe the actual test. By collecting this data, the researcher needs to read the tests attentively as he has to scrutinize the data through the writing errors in the student's regular test. The researcher must identify all the errors that students commonly make in their written tests and divide them into subgroups of error types.

3.4. Procedures

3.4.1 Phase 1: Learning about research topics

In this phase, I had to read many other people's previous studies that relevant to the chosen topic to get more information about what I am researching. Then I read carefully their researches and oriented my research. Based on other authors' studies, I found their ideas and opinions which I thought are good views and related to my research and then I had my direction for what I'm going to do in the research. After the reading is summarizing relevant studies by finding the similarities and differences between other authors' studies and my research. Searching for definitions of all terms that will be used in my study. The last step in this phase is to determine the methodology and methods that I would use in my research.

3.4.2 Phase 2: Collecting data

At the data collection stage, in other words, data is writing tests of second-year English

language majors in the FFL at IUH. I asked the lecturers who are teaching writing subjects for sophomores for help by asking for 50 students (both male and female) writing tests to analyze the errors that they often make while doing the tests.

3.4.3 Phase 3: Analyzing data

At this time, I started to analyze the collected data. I try to read carefully and find out the error on 50. After detected all errors in all writing, I analyzed them, and then I divide them into many different kinds of errors.

3.5 Data analysis

The method of this study is mainly observation and direct analysis of the test performed by the researcher. The purpose of the research was to find out the common mistakes that second-year students make, so I directly analyzed the tests, found errors, and classified them. Then, for each error type, I count all the tests with errors and manually compile all the data to convert them to percentages

CHAPTER IV: FINDINGS AND DISCUSSION

4.1 Findings

The technique of writing a great essay is more than just building words without making mistakes in language or description errors. But no matter how complex the structure, grammar is the first step. There are mainly three parts to learning English: pronunciation, vocabulary, and grammar. Renowned linguist Wilkins David. A (1972) said "Without grammar very little can be conveyed. Because vocabulary is some isolated parts. If you only have vocabulary but no grammar, the vocabulary is like the yellow leaves out of the trunk, they are lifeless. "

After finding the errors in 50 writing tests of sophomore, the analysis begins to be underway. Through analyzing 50 writing tests, the results of the analysis showed that the second-year students of the Faculty of Foreign Language at the Industrial University of Ho Chi Minh City made 9 types of mistakes in writing: spelling, word types misuse, tense, article, preposition, plural form, conjunction, punctuation and writing structure. The distribution of those errors is shown in figure 4.1.

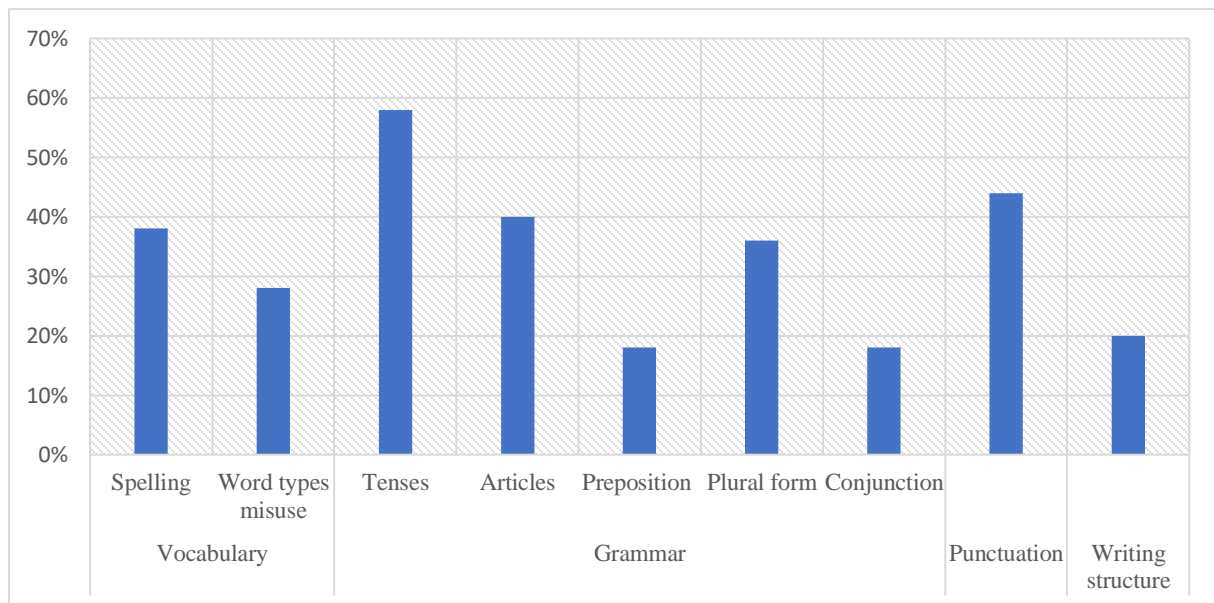


Figure 4.1. Errors in writing tests of FFL sophomores at IUH

In the error detection test of second-year students at the Industrial University of Ho Chi Minh City. The research team found some extra errors that some students encountered: First, there were 9 essays that students make errors about Prepositions (accounting for 18%). Second, conjunctions errors, the number of students making mistakes is also 9 students (total of 50) accounting for 18%. Finally, the structure of writing errors accounts

for 20%. These errors, although not a common variable in this group object, but part of the error are also still existing.

After researching the topic: *Common errors in writing made by sophomore English majors in the Faculty of Foreign Languages at the Industrial University of Ho Chi Minh city*. The researchers found six main errors that students often struggle with within essay writing. The table below is a detailed breakdown of what the group study found:

4.1.1 Errors related to Vocabulary

Table 4.1.1. *Summary of Vocabulary errors in writing tests of FFL sophomores at IUH*

Type of errors	Vocabulary	
	Spelling	Word types misuse
Number of tests in total (which has error)	19	14
Number of test in total (%)	38%	28%

4.1.1.1. Spelling

In total 50 students essays, with up to 19 students spelling errors (38%). Spelling is a concern for students when writing essays. Writing scores are determined by 25% of the vocabulary, including spelling accuracy. According to Richards & Schmidt(2010), “*A way of pronouncing a word based on its spelling and which may differ from the way the word is generally pronounced*”. Too many typos can also seriously reduce your score. Therefore, spelling is very important.

Table 4.1.1.1 Some specific words students are often misspelled

Noun	Verb	Meaning	Spelling errors
Success	Succeed	Thành công	Sucess Succed Succeed (dùng như V ₂ của từ)
Necessity	Need	Cần thiết	Neccessity Necceesity
Explanation	Explain	Giải thích	Explanation
Maintenance	Maintain	Duy trì	Maintainance Mainten

In this sentence, a student uses the misspelled word "Sucess" instead of "Success" (*I tried to contact him but without success.*) Similar pronunciation: This is a group of words that have the same or similar pronunciation, but have a difference in spelling. Specifically, the following groups of words: The group of words with the ending sound is /əl/: This is a sound with many different spellings such as -ple, -pal, and -ble.

Eg2 Correct word: *possible, principle, stable*.

Spelling errors: *possiple, principle, stabel*.

Groups of nouns ending in -ance and -ence: this is considered the most common mistake. (Eg3 Correct word: *Existence, Maintenance, Importance*. Spelling errors: *Existance, Maintenance, Importence*.) A group of words that are similar in spelling, often confusing one word with another. Some common words of this group are as follows:

(Eg4 Pair of words that are easily misspelled: Believe- Receive; Until-Till; ; Loyal- Loyal Affect- Effect; Persevere- Preserve).

4.1.1.2 Word types misuse

According to the statistics in Table 4.1.1, the number of students making mistakes in word types misuse is 14 (accounting for 28%). Word forms are considered part of speech. The most common errors students make when writing sentences are words, especially words whose types have only slight differences in spelling. (Eg1 Incorrect: *I have difficult in learning English*. Correct: *difficulty*)

Adjective form error: Use the adjective form not the noun form in this context. (Eg2 Incorrect: *When I heard the news, I was very anger.* Correct: *When I heard the news, I was very angry.*)

While both *alternate* and *alternative* mean a substitute or a different choice of something, the word *alternate* could also be used to indicate something that is in a constant state of change (e.g., “alternating current”)

Eg3 Incorrect: *Alternate measures were developed to reliably calculate the losses.*

Correct: *Alternative measures were developed to reliably calculate the losses*

The word *principle* is a noun meaning a rule or law (e.g., “principle of conservation of mass”), whereas *principal* is an adjective meaning main or important or primary (e.g., “principal findings of the study”). These two are often mistakenly interchanged because of their similar sounds. (Eg4 Incorrect: *The principle components of the thermochemical state were used to derive the transport equations.* Correct: *The principal components of the thermochemical state were used to derive the transport equations.*). Sometimes, authors may add a prefix or suffix to a root word to form verbs, nouns, or adjectives that are either non-standard or non-existent.

Eg5 Incorrect: *The structural changes were determinated through microscopy studies.*

Correct: *The structural changes were determined through microscopy studies.*

“Boring” is the wrong form of the verb “to bore” for this context. An easy way to remember the difference between “boring” and “bored” is anything that is “boring” is the cause of the boredom and anyone who is “bored” is affected by boredom. In this case you were affected by boredom. (Eg6 Incorrect: *I was boring, so I thought it would be fun to go on a trip and visit the island..* Correct: *I was bored, so I thought it would be fun to go on a trip and visit the island).*

4.1.2 Errors related to Grammar

Table 4.1.2. *Summary of Grammatical errors in learning writing of FFL sophomore at IUH*

Type of errors	Grammar		
	Tenses	Articles	Plural form
Number of tests in total (which has error)	29	20	18
Number of test in total (%)	58%	40%	36%

4.1.2.1 Tenses

According to the statistics from Table 4.1.2, the total number of students making mistakes in using the tense is 29 (50 students in total), accounting for 58%, the error rate is relatively high. The specific grammatical differences between English and Vietnamese, contribute to explaining the reasons for common grammatical errors and thus helping readers to be aware of and correct their English mistakes. English is divided into three tenses: present, past, and future. The present tense is divided into 4 tenses including present simple, present continuous, present perfect, and present perfect continuous. The past tense is divided into 4 tenses including the past simple, the past continuous, the past perfect, and the past perfect continuous. The future tense is divided into 4 tenses including future simple, future continuous, future perfect, and future perfect continuous. Vietnamese does not divide between present simple and present perfect. Therefore, when writing this sentence in English, many students will make the following mistakes Eg1 *When describing having*

studied English for two years. Vietnamese: *Tôi học tiếng Anh được 2 năm rồi.* English (Incorrect: *I study English for 2 years.* Correct: *I have studied English for 2 years.*)

According to (Richards & Schmidt, 2010) “Tense is the relationship between the form of the verb and the time of the action or state it describes”. Eg2 When expressing graduation actions to be completed in the future. Vietnamese: *Tôi sẽ tốt nghiệp (xong) đại học vào năm tôi 22 tuổi.* English: (Incorrect: *I will graduate from the university by the age of 22* .Correct: *I will have graduated from the university by the age of 22*). Eg4 Use *would* not *will* in a sentence describing past events.

Incorrect: *I stayed with her for a while to be sure that she will be okay.*

Correct: *I stayed with her for a while to be sure that she would be okay.*

4.1.2.2 Articles

In the statistics table 4.1.2, there are 20 students who use the wrong or not use the article (accounting for 40%). In Vietnamese, we do not clearly distinguish definite nouns and indefinite nouns. In English, the use of articles is very important to determine whether a noun is an indefinite noun (the listener does not know it) or a definite noun (the listener already knows the noun mentioned is a noun). (Richards & Schmidt, 2010) stated that “A word which is used with a noun, and which shows whether the noun refers to something definite or something indefinite. For example, English has two articles: the definite article *the*, and the indefinite article *a* or *an*”.

Many students confuse in identifying articles in sentences or do not use articles. (Eg1 *Tôi vừa xem xong bộ phim How I Met Your Mother và tôi không thích cái kết của nó.* Incorrect: *I have just finished the series How I Met Your Mother and I don't like an ending.* Correct: *I have just finished the series How I Met Your Mother and I don't like the ending.*)

The rules for articles in English are actually quite complicated. For example, we won't use articles when the noun is in the plural: I love cars. I like to eat apples. However, students often make this mistake. Russel (1993) states that “In English there are two articles-the definite ‘the’, and the indefinite ‘a’ before consonant or ‘an’ for vowel.” Eg2 *I love a*

car hay I like a apple. Same English sentence, but Vietnamese people do not use articles, native speakers use articles. (Eg3 Incorrect: *Yesterday, I rode bus.* Correct: *Yesterday, I rode the bus.*). Don't use an article with uncountable nouns like "skin". (Eg5 Incorrect: *I have a brown skin.* Correct: *I have brown skin.*)

4.1.2.3 Plural form

According to the report of data obtained from table 4.1.2, there are 36% of students make mistakes in the plural form. Common mistakes that students make in the plural form are illustrated with the examples below. Don't use indefinite articles with plural words. (Eg1 Incorrect: *My sister has a children.* Correct: *My sister has a child.*). Some nouns don't change at all when they're pluralized. Eg2 *sheep – sheep; series – series; species – species; deer – deer*).

According to (Ho, 2003) "Vietnamese nouns are not inflected or do not change to a plural form. In other words, they do not in themselves contain any notion of number or amount or it is invariant form", Vietnamese are used "nhung", "cac" before the nouns to indicate noun plural such as "nhung chiec xe" for "cars". Whereas, in the opinion of (Erickson, 2001) "English language uses inflectional forms to mark tense, aspect, number, etc., therefore English requires the use of plural marker –s or –es" (Eg house and houses)

Some nouns have a plural form but are used with singular verbs. (Eg5 Incorrect: *Billiards are played all over the world.* Correct: *Billiards is played all over the world.*). Plural Nouns Used with Plural Verbs (Eg7 Incorrect: *My trousers is too tight.* Correct: *My trousers are too tight.*). A singular noun ending in s, x, sh, ch, o, z becomes plural by adding -es. (Eg9 Incorrect: *Could you peel the potatos for me, please?* Correct: *Could you peel the potatoes for me, please?*). A singular noun ending in a consonant y changes to the plural by adding -ies.

Eg10 Incorrect: *I keep pennyes and other small coins in a jar.*

Correct: *I keep pennies and other small coins in a jar.*

4.1.3 Errors related to Punctuation

Table 4.1 3. *Summary of other kind of errors in learning writing of FFL sophomores at IUH*

Type of errors	<i>Punctuation</i>
Number of tests in total (which has error)	22
Number of test in total (%)	44%

4.1.3.1 Run-on sentence

Although the punctuation is very small, most students forget to use it in the wrong place, making the essay confusing for readers. In English, between simple sentences (independent clauses) there must be period, or semi-colon, or coordinator or subordinator. If a sentence has two or more independent clauses written together without using punctuation to separate it, the sentence is said to be a “run-on sentence”. (Eg1 *Incorrect: He walked all the way home, he shut the door. Correct: He walked all the way home. He shut the door .or Correct: After he walked all the way home, he shut the door.*)

4.1.3.2 Stringy sentences

Stringy sentences: long and hard to understand sentences. (Eg2 *She eats some candies, and then she eats some ice-creams, and she eats too much, so she has an upset stomach, so she cannot go to school .*). Using a semicolon instead of a comma: The conjunctive adverb “however” shows a connection between the two independent clauses; do not use a comma to connect two independent clauses without a coordinating conjunction (and, but, or, nor, etc.). (Eg3 *Incorrect: The specimens were treated properly, however, they were not stored properly. Correct: The specimens were treated properly; however, they were not stored properly.*)

4.2 Suggestion

4.2.1 Teachers

Teachers should incorporate compare languages, analyze mistakes and cultures compare and acquire language naturally, then it can help students use what they already know to do change Vietnamese thinking to English positively effectively.

English teachers should design some practice activities around the main grammar phenomenon through teaching English grammar so that students can learn grammar for real use. In this way, the knowledge of grammar will leave a more lasting impression on the students' minds. *“Sharwood Smith (1942) said that learners who have focused on grammar directly and have had a lot of opportunities to use grammar linking to the language environment are more likely to put the rules of grammar in long-term memory.”*

Teachers should introduce vocabulary or situations through pictures or reading comprehension activities, students understand how to present an article according to certain purposes or requirements. Guided questions or questionnaire: Through the topic or a sample article, the teacher gives some prompting questions related to the topic of the article to lead students into the main content.

The teacher asks students to practice in groups, listing ideas related to the topic under discussion. Then the teacher summarizes the ideas on the board or asks representatives of the groups to present. “Transformation”: The teacher gives students a sample essay. Students read and understand the text. Then the teacher asks the students to change some of the information given by the teacher and rewrite the essay.

There are many ways to correct errors, but it is best to suggest that students recognize their own mistakes and correct themselves. Teachers can only underline errors for students to correct themselves, can write in the margin the type of error (wrong - tense, wrong preposition - pre, spelling error - spell .etc) so that students can find their own mistakes and correct them.

4.2.2 Students

There are some suggestions on how to overcome common errors when learning Writing skills in English for students:

4.2.2.1 Master basic grammar knowledge: students can overcome errors in the use of tenses, structures, sentences, words, punctuation, spelling, .etc. Students should learn from simple knowledge carefully to complex. Whenever you are unsure about the usage of a word, phrase, or punctuation, you should check it out in your grammar book or look it up in a dictionary so that you can use it correctly.

4.2.2.2 Reading books and documents: Creating a habit of reading books in your spare time is necessary but remember that you should read carefully and deeply. This reading will help us learn words, sentence structure as well as expressions, and writing styles in English. This way we will find it easier to express ourselves and get rid of the habit of translating word by word. Here are the important steps when reading a book:

- Find out special phrases, sentence structures, and expressions like a native
- Underline or write them in your notebook
- Make sentences with them and practice regularly until you can make sure you don't forget and use them perfectly

4.2.2.3 Practice translation: This is a very good way because through it we learn new words, structures, and how to express them in English essays.

4.2.2.4 Check for errors after writing: There are some errors that we may not notice in the writing process (due to misspelled, misspelled, ...) but when we re-read, we will find out immediately. It is therefore very important for students to re-read their sentences or writings after they have finished.

4.2.2.5 Rewrite: Rewriting is also an effective way to reduce errors and add new ideas that students may not have come up with in the first draft. Moreover, students will find it easier because the mistakes have been underlined by the teacher, and the students' strengths and weaknesses have been pointed out so they can correct them. The fact that students can adjust and supplement their rewrite both in terms of grammar and content will help them develop their writing skills and build confidence when writing later.

4.3 Discussion

4.3.1 Result

The research was based on 50 sophomores' written exams. By identifying, analyzing, and classifying errors, the results show that there are 6 common writing errors that second-year English majors in the FFL program of the Ho Chi Minh City University of Industry often make acquired: (1) Spelling, (2) Misuse of Words, (3) Tenses, (4) Articles, (5) Plural Forms, and (6) Punctuation. All data and figures were analyzed by 5 team members to come up with the results of the study. Researchers consider 50 written tests to be 100% and each error is calculated as a percentage based on these 50 tests. Specifically, Spelling (38%), Misuse of Word Types (28%), Tenses (58%), Writing (40%), Plural Form (36%), and Punctuation (44%). As you can see, the error type with the highest percentage is Tenses (consisting of 29 tests out of 50 tests). While the type of error with the lowest percentage is the misuse of word types (including 14 tests out of 50 tests).

4.3.2 *The practical significance of the study*

After statistical analysis results as above. The researchers found that the study was subjected to direct statistical analysis by the members of the research team, and the results obtained were supported by the grammarly.com software. As a result, the research team believes that writing learners will notice detailed errors, to overcome the most common mistakes that most students encounter, teachers will recognize the teaching method Writing prompts for learners. In the past, there were many studies on this topic, but it was still very limited because the error was not common, not specific solutions to overcome each error were given, only generalized and difficult to understand for learners.

4.3.3 Compare with previous studies

The research on “Common Errors In Writing Journals Of English- Major Students At Ho Chi Minh City Open University” by Pham Vu Phi Ho, Pham Ngoc Thuy Duong (2015) was conducted at Chi Minh City Open University The National College of Education Ho Chi Minh City. Found the results of the research, 11 errors. Most students have the most difficulty in using "tense" in English. Finally, our research is similar to previous research, all found that the most common grammatical error is using "tense" which accounted for 58%. For example, in this sentence, many learners often write “I studied English for 5 years.” This sentence is wrong. They should write “I have studied English for 5 years”

In the study of LI Fengjie, REN Jia, ZHAO Hongyi (2016) about “Grammatical Mistakes In College English Writing: Problem Analysis, Reasons, And Solutions.” The authors found 10 mistakes made by students. The authors pointed out the mistakes but did not focus on the most common mistakes that learners often encountered. The study of the three authors above has a similar result with this study, all concluded that students made the error of “Articles”.LI Fengjie said that “Mistakes in articles can be classified by three kinds: 1. Mistakes in lack of articles; 2. Multi-purpose articles 3. Misuse in articles” such as When you are talking about a person or thing for the first time, use the indefinite articles (a and an) with them. I saw a boy. (NOT I saw the boy).

Research by Seeeen Rana , Lateefa Al Owaidh, and Nwair Al Harbi (2019) found a total of 10 errors. The results of this study have many similarities with this study. Research 2019, shows Verb Tense 11%, Article 5%, Plurality 9%, Run-on Sentences 7%. Meanwhile, in this study, the researcher gave the following results Tenses (58%), Articles (40%), Plural Form (36%), Punctuation (44%). Although the percentages of the two studies were different, up to 4 errors were similar. Besides, the research papers of Nguyen Minh Nhut (2020) and Cong Dan, Vuong Minh Duc, and Phu Thi Hong Chau (2017) have many similar results. In the total number of results found, there are 3 duplicate errors (Tense and aspect, Subject-verb agreement, Article). Although the time, object, method are different, there are 3 the same errors. This makes sense, the students who make this mistake are all influenced by their mother tongue, do not know the difference between English and Vietnamese, and do not understand the language rules.

4.3.4 What is new in this study

- Firstly, the previous studies only found common errors, while our study found all 9 errors. However, there are 6 main or core errors that students encounter the most, so the research team goes into depth analysis of these errors.
- Secondly, the previous studies only provided general solutions, while this study will provide specific recommendations for each error. A clear and specific solution for students and teachers of Writing.
- Thirdly, the research method combines qualitative, quantitative, and observational analysis. In this study, the researchers collected data, then analyzed it directly, calculating the percentage. Previous studies used questionnaires, interviews, recordings, and statistical tools.

CHAPTER 5:

CONCLUSION

5.1 Conclusion

In this study, the researchers collected 50 essays written by second-year students at the Faculty of Foreign Languages at the Industrial University of Ho Chi Minh City. This is a writing test, taken in the classroom. After the assignment time, the subject teacher collected essays from students. The research team contacted teachers to receive these papers, then conducted qualitative and quantitative analysis, and observation to find results for two research questions:

5.1.1 Six common errors

The researchers found the 6 most main errors that students have difficulty writing, the following are the errors sorted from highest to lowest: tenses, punctuation, spelling, articles, plural form, word type misuse.

5.1.2 Solution and reason to conduct

The research team has come up with several practical and specific solutions, suitable for each type of error so that learners can easily apply to write. At the same time, the study aimed to give various English learning strategies that the researcher has adopted throughout their educational stages. These Writing-learning problems cause to weaken the students' reading comprehension, writing skills, and communication skills due to lack of knowledge. In general, learners' attitudes influence their actions, and IUH sophomores had a clear understanding of the importance of English skills, as well as appropriate strategies for expanding knowledge. Students, on the other hand, should work on increasing their motivation to learn English and determining their best learning writing strategies.

In the past, there have been many studies by the authors on this topic, however, we found that there are two reasons to carry out the study: the first is that the current knowledge is still lacking and not proving to clarify this issue. The second is that this problem comes from the practice that no previous research has focused on solving.

5.2 Recommendations

5.2.1 Students

The practical significance of this topic helps learners to see their errors. Based on the specific solutions mentioned above, these students will have solutions to improve vocabulary, grammar, punctuation, to get a higher score. In addition, it requires learners to actively memorize the rules in English, to avoid repeating basic errors.

First of all, learners should grasp as many learning strategies as possible and apply them correctly and creatively to new contexts to produce good and acceptable sentences. In addition, learners need to have a self-disciplined attitude in learning, spend most of their free time reading English books and newspapers to enrich their language knowledge. Finally, students should get into the habit of thinking, writing everything in English, and avoiding literal translation from L1 to minimize the negative influence of their mother tongue.

5.2.2 Teachers

In this research, the authors found that students' errors have a certain order, and English teachers must adopt several effective teaching strategies in teaching to help students reduce or even avoid errors and call student attention to foster grammar skills. The first thing is to strengthen student guidance learn strategy. One of the important tasks of English courses is to ensure students develop some good writing habits. The teacher must consciously strengthen guidance student learning strategies, let them learn, and use English Grammar step by step through the learning process. The second is to strengthen comparisons and analysis of original language and target language, pay attention guiding students to think in English, making practices for keys sentence patterns, formations, sounds, and other main languages as many phenomena as possible, and this will stimulate the student's brain continuously. From this study, teachers will realize that teaching a second foreign language to students needs to mention the difference between the two languages, English and Vietnamese so that students can avoid confusion.

5.3 Limitations of the study

Although, researchers have been trying to find results and solutions for this study. However, this study has the following limitations:

Firstly, the study results are based on fifty second-year students, so it may not be reliable and generalizable to other contexts. Secondly, the proposals for improved research have not been directly implemented, so it is not convincing. Finally, the research period is relatively short, so the researcher cannot go into depth to research what is being done. Research subjects, only focus on analysis in a limited number. The knowledge of the researcher is a senior student, so I do not have much experience and skills in conducting

research. When conducting study, researchers need to refer to many previous studies, but avoid plagiarism.

5.4 Further study

In the future, after completing this study. Researchers have more time, will continue to conduct an in-depth analysis of problems related to this topic, such as what tools are useful to supplement writing to help students correct grammatical errors in English; analyze and compare the difference between English and Vietnamese grammar or how to learn vocabulary to remember longer and use the right communication context in English, or how to learn a new foreign language effectively.

REFERENCES:

APPENDICES

- Chụp hình bảo vệ
- Evaluation from the supervisor
- Evaluation from the examiner
- Progress form