



Error Analysis and Enlightenment in Junior High School English Autonomous Writing

Liu Shanshan Su Yujie
Wenzhou University 325035, China

ABSTRACT

English writing is one of the language output skills, which is the embodiment of the comprehensive use of English language ability of English learners. It is also the focus and difficulty of teachers in English teaching. Based on the theory of error analysis, this paper analyzes the common types of mistakes in junior middle school students' English writing and their causes, and expounds how teachers improve junior middle school writing teaching for students' common writing mistakes in order to help improve students' English writing level.

Keywords: error analysis, English writing, Teaching

With the development of globalization, countries in the world are becoming more and more closely connected. English, as an official communication language, plays an indispensable role in the process of social and personal development, so it is of great significance to learn English well. The traditional learning of English involves listening, speaking, reading and writing. In the current junior middle school English class, reading and listening, as input knowledge, are more emphasized by teachers; While writing and speaking are output knowledge, which are more likely to be ignored by teachers in the context of exam-oriented education. However, writing can be used to test the comprehensive language ability of English learners, and in all kinds of English tests, writing is a required type of question. This paper aims at the problems and mistakes encountered by students in the English writing of online independent learning, uses the theory of error analysis to explore junior high school English writing, and puts forward some English writing suggestions based on the problems found, in order to reduce mistakes and help students better use English writing.

1 ERROR ANALYSIS THEORY

In the 1970s, researchers began to treat error analysis as an important way to study second language acquisition. P. Corder is the earliest advocate of the theory of error analysis in the modern sense. He proposed that it is necessary to conduct systematic analysis and research on learners' errors in order to identify the sources of errors and provide a basis for eliminating these errors in the teaching process. To put it simply, error analysis is a systematic study of learner mistakes in second and foreign language learning. Its purpose is to understand the proficiency level of learners to master a certain language, how learners learn the language, the causes of learners' mistakes in learning the language, the common difficulties of learners in learning the language, so as to arrange the teaching content and improve the teaching method.¹

¹ 闫涛. 错误分析理论与写作教学 [J]. 文教资料, 2006, (30): 115-6.

“Error” is different from “mistake”. A mistake refers to a mistake that the learner can correct by himself, such as a slip of the tongue, while an error is caused by the learner’s lack of relevant language knowledge and therefore cannot be corrected by himself.² According to the development characteristics of learners’ interlanguage, Corder classifies errors into pre-systemic errors, systemic errors and post-systemic errors. Pre-systemic errors are mainly due to the fact that learners are learning and mastering a brand-new language content, are in the exploratory stage, and their awareness of language rules is vague. The learner cannot explain this kind of error clearly and cannot correct it by himself. Systemic error is when the learner has mastered a rule of a language and has made an assumption about that rule that is actually wrong. The learner is able to explain such errors, but fails to correct them in time. Post-systemic errors mainly mean that learners have mastered a language rule and can use it correctly; But have temporarily forgotten the rule, resulting in such errors.³

For teachers, by systematically analyzing learners’ errors, they can understand learners’ progress and the difference between them and the target, and adopt corresponding teaching methods and strategies accordingly to help learners to accept the language more quickly. For learners, through errors, learners can understand their own learning situation and shortcomings, and then consciously strengthen learning.

" THE PROCESS OF ERROR ANALYSIS

Learner Corpus Collection

A total of 83 students were involved in this survey, including 40 boys and 43 girls, all of whom were junior high school students. A total of 64,503 words were collected from 10 independent writing sessions in the upper and lower grades of seventh grade. The topics were related to the texts they had learned, such as shopping, celebrating festivals, running for class monitors, imagining their future life, and so on.

Common Types of Errors in Independent Writing

Pre-system errors

Students are exposed to a lot of words in daily reading, but they can master only a few words. Therefore, in the real writing process, learners often make pre-system errors such as spelling or improper use of words.

Word misspelling is mainly manifested as the addition or omission of letters when spelling a word.

For example: *Thirnd, you pay for them in the cashier desk.* “thirnd” is a typo. The correct word is “third”.

The main grammatical errors include the single and plural of nouns, tenses and voices of verbs, article errors, prepositions errors, adjectives errors and missing components.

² Corder, Pit. 1967. *The significance of learner’s Errors* [J]. IRAL

³ Corder, Pit. 1984. *Learner Language and Teacher Talk* [J]. AVLK.

For example:

1. A bank opposite the restaurant.
2. Then I'm going to help my mother do cleaning for room. And on the evening, I'm going to watch football match.

The predicate verb is missing in the first sentence. There are two separate sentences in the second sentence, and the preposition "for" is used incorrectly in the former sentence, because "do cleaning" is a phrasal verb, and it is not necessary to have a noun phrase after it, so "for room" can be deleted. The preposition "on" in the latter sentence should be changed to "in".

System Error

Because of the difference in the expression of English thinking and Chinese thinking, systematic errors similar to Chinese errors may occur in writing. For example, when expressing the sentence "*I like spring very much*", students will write "*I very like spring*", ignoring the difference in English and Chinese word order.

The thinking difference between English and Chinese will also lead to many related word errors in English writing. Most students only put together simple sentences in their writing, and rarely or never use connective words. As a result, the structure of the essay is not compact enough and too loose.

Post System Errors

Junior high school students begin to focus on the study and arrangement of grammar rules, so in the learning process, they often have an unstable understanding of some rules, and there are often misuse or misapplication of different rules in specific use.

For example, students have learned and mastered the usages of "am", "be going to" and "enjoy", but there are still errors like "*I am enjoying myself*" and "*I'm get up early*" appearing simultaneously in actual writing. In addition, although students have mastered the past tense of verbs to add the suffix "-ed", they will still appear in the writing of "*I'm hungered*".

III ANALYSIS OF THE CAUSES OF ERRORS

Based on the theory of contrastive analysis, the first reason is interlingual interference, which is mainly embodied in the interference of mother tongue to second language learning. With the development of error analysis theory, empirical studies show that there is a second reason, that is Intralingual interference, which mainly focuses on the intralingual effects of language learning. In addition to the above two reasons, teachers' teaching methods, students' learning methods and other factors will also have an impact on students' errors.⁴

Interlingual Errors

That is, the negative transfer effect caused by the influence of the learner's mother tongue when learning and using English. Transfer refers to the influence of mother tongue or old language knowledge on new language knowledge in language learning. If the mother tongue promotes the language learning, it is positive transfer; If it interferes with the learner's language learning,

⁴ 江星羽. 运用错误分析改进初中英语写作教学的实践研究 [J]. 新智慧, 2021, (05): 105-6.

it is negative transfer. The negative transfer of mother tongue includes the negative transfer of language and the negative transfer of cultural thinking, which may be reflected in the aspects of word order and vocabulary choice in writing. Linguists have found that the interference of mother tongue is the main source of second language acquisition disorders. Junior high school students often apply the rules and structures in their mother tongue to the target language when writing, resulting in Chinese-style errors.

Intralingual Errors

The reason for the error is that the learner does not fully understand the rules of the target language and has nothing to do with the mother tongue. There are two aspects that lead to intralinguistic errors: Overgeneralization and Gross-association. The former refers to learners' misapplying previously learned strategies that are applicable to a certain situation to a new situation; The latter refers to the confusion caused by associations of similar spelling, pronunciation, grammar rules, etc., encountered by learners in the process of language learning. When writing, it may be reflected in the single and plural of nouns, verb tenses, etc.

Other Mistakes

Such as teaching methods, cultural differences and so on. In writing teaching, teachers take different teaching methods for different students, different students' cultural background, family background, may affect students' writing methods and writing content.

^{IV} ENLIGHTENMENT TO JUNIOR HIGH SCHOOL ENGLISH WRITING TEACHING

Follow the Principle of Diversified Teaching

Following the principles of diversity requires two things:

(1) Diversity of means of expression

English is rich in means of expression, and the same meaning can be expressed by different sentence patterns. In the process of writing teaching, an important way for teachers to guide students in writing is to guide students to use different sentence structures to express the same meaning. This can not only make up for students' lack of language knowledge, but also enlighten students' thinking, so as to turn knowledge into skills and use language flexibly. for example: *I got up late this morning. I had to catch the bus. I was late for school.* Teachers can teach students to express this simple sentence in several different ways.

1. I got up late this morning and I had to catch the bus, so I was late for school.
2. I was late for school because I got up late this morning and I had to catch the bus.
3. I was late for school. It was because I got up late and had to catch the bus.

The Diversity of Writing Style and Training Forms

From the stylistic point of view, they can write narrative essay, expository essay, argumentative essay, you can also write notes, letters, notices and other styles.

In terms of form, they can use oral composition, or they can continue to write stories; They can write an outline to train the layout of the article, and they can also allow students to expand, abbreviate, imitate and continue writing compositions, so that students can master the writing skills. These writing forms are helpful to cultivate students' imagination and comprehensive ability. Students are required to accumulate the knowledge they have learned, refine and

transform it into beautiful words with emotional colors. Through this diverse writing exercises, the overall writing level can be improved.

Combine Listening, Speaking and Reading Effectively to Increase Language Input

Stephen Krashen proposes the Comprehensible Input hypothesis, which holds that language learners can acquire a second language by hearing and understanding information that is slightly above the current level of the second language (Comprehensible Input+1).⁵ Understanding large amounts of second language input is both necessary and important for second language acquisition. Language output is produced naturally by receiving a large number of intelligible inputs. In teaching English writing, teachers should follow the principle of combining listening, speaking and reading, because writing does not exist in isolation. Although listening, speaking, reading and writing have their own characteristics, in essence, the relationship between them is interdependent and mutually promoting. Listening and reading are input knowledge while reading and writing are output knowledge. Specifically, speaking can lay the foundation for writing, while writing is the development of speaking; Using listening as a means of input to get what is written, and writing to reflect the results of listening. Reading a lot broadens your horizons and provides you with a variety of material to write about. In a word, only when students have enough language input ability can they apply it to their writing.

Enrich Western Cultural Education and Cultivate English Thinking Habits

The Chinese mistakes students make in writing are mainly caused by the lack of understanding of Western culture. Therefore, teachers should enrich the education of western cultural background and cultivate students' cross-cultural awareness in their daily teaching, so as to help students form English thinking. Teachers can select some documentaries of Western countries for students to play in class, and guide students to enjoy more excellent western movies and British and American literary works in daily life, so as to expand students' understanding of Western countries, create a good language learning situation for students, cultivate students' English thinking mode, and improve students' interest and motivation in English learning.

Pay Attention to Basic Training and Guide Students to Use It

The spelling errors and grammar errors of students are mostly caused by the lack of basic knowledge. Therefore, on the one hand, teachers should strengthen students' spelling and use of words in teaching, consolidate and test students' word foundation in listening, speaking, reading and writing, and emphasize the use methods and applicable situations of English vocabulary to students, so as to deepen students' understanding and mastery of words. On the other hand, English writing is essentially a combination of sentence patterns, so it is necessary to improve students' understanding and application of sentence patterns, learn a variety of expressions of one meaning, and flexibly replace vocabulary and sentence patterns. In addition, when teaching grammar, teachers should not only stay at the surface of grammar teaching, but also help students to use it in real contexts. As for the negative influence of mother tongue transfer, teachers should gradually guide and actively give feedback and help to students. Of course, students themselves should also do more exercises, pay attention to the important and difficult points in class, and pay attention to accumulation. Only by ensuring a certain amount of "input" can there be a more complete and appropriate "output".

⁵ Krashen, S. D. *Principles and Practice in Second Language Acquisition* [M]. Oxford: Pergamon, 1982.

With The Help of Intelligent Evaluation System, Enrich the Error Correction Methods and Improve the Efficiency of Error Correction

In traditional English writing teaching, due to the large number of students and heavy workload, teachers do not have too much time for composition correction. Therefore, composition correction is incomplete, does not give clear suggestions, and does not have much practical effect on students. Some teachers also ask students to evaluate each other directly in class, but they cannot guarantee the efficiency of students' error correction, and it is difficult to classify students' errors. With the popularization and development of the Internet, online intelligent composition marking system begins to appear, teachers can use the marking network, intelligent marking, etc.,⁶ to improve students' English writing level.

CONCLUSION

Writing is a comprehensive reflection of students' cognitive level and English expression ability, which is very important in the process of English learning. At present, teachers lack a systematic cognition of students' errors in English writing and pay little attention to writing teaching. In fact, it is quite normal for students to make mistakes in writing. In teaching, we should analyze the errors in time, analyze the types of errors and their causes, and take correct teaching strategies to make up for them.

References

- [1] Corder, Pit. 1967. *The significance of learner's Errors* [J]. IRAL
- [2] Corder, Pit. 1984. *Learner Language and Teacher Talk* [J]. AVLK.
- [3] Krashen, S. D. Principles and Practice in Second Language Acquisition [M]. Oxford: Pergamon, 1982.
- [4] 戴炜栋, 束定芳. 对比分析、错误分析和中介语研究中的若干问题——外语教学理论研究之二 [J]. 外国语(上海外国语大学学报), 1994, (05): 1-7.
- [5] 韩好, 陈雪. 错误分析理论对初中英语写作教学的启示[J]. 海外英语 2021, (19): 58-9.
- [6] 贺竟岩. 浅析错误分析理论在初中英语写作教学中的应用 [J]. 校园英语, 2018, (49): 160-1.
- [7] 江星羽. 运用错误分析改进初中英语写作教学的实践研究 [J]. 新智慧, 2021, (05): 105-6.
- [8] 闫涛. 错误分析理论与写作教学 [J]. 文教资料, 2006, (30): 115-6.
- [9] 王磊, 许霄羽. 基于批改网的工科大学生英语写作错误分析[J]. 西安石油大学学报, 2014(24).
- [10] 张天林. 初三英语写作中的错误分析及其教学路径探析 [J]. 文科爱好者(教育教学), 2020, (02): 99+101.

⁶ 王磊, 许霄羽. 基于批改网的工科大学生英语写作错误分析[J]. 西安石油大学学报, 2014(24).