

Students' Common Errors in English Essay Writing: an Analysis at Thu Dau Mot University

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ABSTRACT: Being good at writing essays is super important for students, but it is often made difficult by common errors that get in the way of clear communication. Sometimes, they make common mistakes that can mess up their writing and make it hard to understand. In this article, we are going to talk about these usual mistakes students make when they write essays. We will also explain why these mistakes happen and give some ideas about how to fix them. We will use research, educational knowledge and what teachers know about teaching to help us figure out how these mistakes make essays not so good, and we'll give some easy tips to help students get better at writing. When we look closely at these mistakes, we can learn a lot. By finding out why they happen, we can understand them better and try to avoid them. This article is like a map that guides students and teachers on a journey to better writing. When students and teachers work together, they can fix these mistakes and make writing even better. So, let's explore the world of essay writing, find those pesky mistakes, and develop better writing habits and improve academic writing.

KEYWORDS: essay writing, common errors, communication, writing practices, students.

1. INTRODUCTION

Writing essays is incredibly important for students across various subjects as it allows them to express their ideas clearly and precisely. However, the process of writing an essay can sometimes be challenging, leading to mistakes that make it hard for readers to understand. This article explores common issues that students often face when writing essays. It covers not only grammar mistakes but also how to organize content in a way that makes sense. By explaining where these challenges come from, the article provides educators with useful insights to improve their teaching methods.

Furthermore, the article is a valuable resource for students aiming to improve their essay writing skills. It offers practical strategies to fix these problems and enhance their ability to write essays effectively. As educators and students work together with these strategies, the journey towards better writing becomes a shared effort.

In summary, this article emphasizes the importance of essay writing while providing practical ways to get better at it. By recognizing the need to overcome these challenges, both educators and students can commit to improving writing skills. This creates an environment where writing becomes an empowering tool, fostering academic growth and boosting confidence in expressing oneself. Ultimately, this article highlights the crucial role of essay writing and guides the way for ongoing improvement.

2. THEORETICAL BACKGROUND

2.1. Background to the study

Essay writing involves using language effectively, thinking critically, and persuading readers, making it a complex task. Studies suggest that students make mistakes in essays for various reasons. These can range from weak language skills to not knowing the rules for different essay types. For example, research by Truscott (1996) shows that fixing grammar in second language writing can improve accuracy but may not necessarily make the writing overall better. The Writing Process Theory (Flower & Hayes, 1981) adds that writing involves steps like planning, drafting, revising, and editing. Errors often appear during drafting due to cognitive limits, causing issues like disorganized content and weak connections. Leki (1992) mentions how cultural differences and persuasive techniques affect students from diverse language backgrounds as they meet English academic writing expectations. Furthermore, researchers worldwide have studied error analysis. Saenchan (2006) explored lexical errors in Thai learners' English compositions. Using an error taxonomy based on James (1998), the study analyzed Thai third-year university students' compositions for lexical errors. The main errors were "near synonyms," followed by "prepositions" and "suffixes." Students struggled more with meaning than word forms. Choosing the wrong words can directly lead to misunderstandings. Corder (1973) states that learning a new language involves trial and error. Analyzing learner errors in EFL acquisition is crucial, as it helps teachers understand students' writing skills. While error analysis in foreign language teaching has been a topic of concern since the 1970s in various countries

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worldwide, this research trend continues to the present day. At Thu Dau Mot University, due to a lack of studies on error analysis, there is a pressing need to delve deeper into this area. From a practical perspective, accurately assessing the written English language proficiency of students can greatly assist teachers in effectively instructing this global language. The outcomes of this research will also benefit the Faculty of Foreign Languages' administrators and educators by enhancing the "Course syllabus" to align with the AUN integration requirements of Thu Dau Mot University. In terms of pedagogical advancement, focused research in this domain within the context of a Vietnamese university will contribute valuable information and documentation for broader future investigations.

2.2. Definition of error

Various analysts hold differing definitions of errors in language learning. Chan et al. (1982) define an error as the incorrect use of a language element, revealing learners' faulty or incomplete understanding. According to Lennon (1991), an error refers to a linguistic form not typically used by native speakers. Norrish (1987) characterizes an error as a consistent deviation resulting from a lack of learning, often recurring in writing. From my perspective, a mistake arises from the writer's carelessness, fatigue, or lack of attention, leading to incorrect usage. It pertains to a learner's performance. Conversely, an error emerges from the writer's incomplete or inaccurate knowledge, leading to incorrect usage. It pertains to a learner's underlying competence. Student compositions often exhibit three main types of errors: lexical errors, grammatical errors, and errors in discourse usage. As noted by Meara (1984) and Grauberg (1971), errors are a natural part of language learning for foreign language learners, including English. These errors are an inherent part of the language learning process. Second language learners make errors because their knowledge of the language they are learning is not yet complete. Similarly, Allwright and Bailey (1991) emphasize that errors involve producing linguistic forms that deviate from what native speakers produce correctly. However, when learners consistently make errors, it significantly impacts the quality of their academic writing (Astika 1993; Engber 1995). Carter (1998) suggests that errors in word choice might be less forgivable outside of classrooms than errors in sentence structure. The English written by Vietnamese students also includes various types of errors. Do these errors stem from the influence of their native language? Corder (1992) suggests that the mother tongue plays a role in the cognitive process of learning and using a second language.

2.3. The significance of error

In the past, most teachers in Vietnam viewed student errors in composition writing as unacceptable. However, this perspective has evolved over time. Making errors is now seen as an essential part of language learning. Analyzing these errors offers valuable insights into students' progress and identifies potential challenges in learning a new language. This process benefits both learners and teachers. Systematic error analysis becomes crucial for teachers to effectively assist learners in improving their understanding. Ellis (1998) points out that identifying errors helps diagnose language problems early in the learning journey.

Error analysis consistently plays a pivotal role in language instruction. Corder (1982) emphasizes that errors indicate a certain level of language learner performance failure. He suggests that errors hold three key significances. Firstly, they reveal a learner's progress and the remaining language learning tasks. Secondly, errors provide researchers with insights into language acquisition. Lastly, errors serve as a tool for learners themselves to enhance their English writing skills. James (1998) even suggests that errors are a natural and necessary aspect of a child's linguistic development.

In my view, these viewpoints are undoubtedly accurate. Making errors is an inherent part of the initial language learning process. However, if students in their third or final year of studying English continue to make common errors, it may be challenging for English teachers to accept.

2.4. Classification of errors

The classifications of errors have been explored by various researchers. Victor (1973) outlines several kinds, including spelling, punctuation, sentence structure, verb and noun groups, pronouns, adjectives, prepositions, word and idiom confusion, contractions, lack of practice, and carelessness. Khansir (2008) focused on sentence-level errors such as auxiliary verbs, passive forms, and tenses. Ghadessy (1980) studied Iranian freshmen's errors, identifying issues in tenses, articles, prepositions, word order, morphology, syntax, and lexis. Al-kahtybeh (1992) assessed Jordanian students' errors, revealing problems with tense, auxiliary verbs, prepositions, and subject-verb agreement, often stemming from mother tongue interference and rule ignorance. Sarfraz (2011) found that Pakistani students' inter-language process led to errors in essay writing, with mother tongue interference also playing a role. Darus and Subramaniam (2009) uncovered errors in singular/plural forms, verb tenses, word choice, prepositions, subject-verb agreement, and word order among Malay students. Ridha (2012) classified errors into grammatical, lexical, semantic, mechanics, and word order categories, with L1 transfer significantly influencing errors. Sawalmeh (2013) highlighted errors in verb tense, word order, subject-verb agreement, pronouns, spelling, capitalization, prepositions, articles, double negatives, and sentence fragments. Radwan (1988) identified article, relative-clause, genitive, number, and word class errors as prominent. Belhaj (1997) sorted grammatical errors by frequency, such as verb form, tense, relative clause, adjective, preposition, noun, and article errors. Ferris (2005) divided writing errors into morphological, lexical, syntactic, and mechanical categories. Mani (2011) outlined verb-related,

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subject-verb agreement, preposition, article, word order, capitalization errors, and more. Vietnamese students also exhibit distinct errors, with non-standard essay structures and instances of "Vietnamese English," possibly due to teaching quality and learning strategies.

3. METHODOLOGY

Corder (1974) outlines a six-step process for error analysis research: collecting a sample of learner's writing, identifying learner's errors, classifying learner's errors, describing learner's errors, explaining learner's errors, and evaluating learner's errors. This research, falling under the category of descriptive study, aims to provide a comprehensive account of error types and sources. The qualitative method is employed to describe and analyze data, offering insights into students' writing proficiency.

The study was conducted at Thu Dau Mot University between December 2020 and October 2022. It focused on six English major classes of third-year students. Each class comprised fifty students, with approximately forty-five attending regularly. These students had recently completed two books, and two-thirds of them had successfully passed their second-year final test. During their third year, they spent about twelve weeks studying another book on essay writing. Their writing skills were primarily developed through essay assignments. Outside of English classes, these students predominantly spoke Vietnamese at home and during part-time jobs, limiting their opportunities for practicing English.

To analyze learners' error types, three hundred participants from these classes were invited to participate in the research. They were divided into three groups of 100 students each and given a 90-minute test. The test required them to write an essay expressing their opinions on one of the following topics:

Topic 1: Write about a famous person you know well and why you admire them.

Topic 2: Compare and contrast watching a movie on television versus viewing it in a cinema.

Topic 3: To what extent do you agree that smoking is harmful to our health?

Topic 4. How do you improve your academic vocabulary?

Each participant's essay must consist of a minimum of three hundred words, and students are not permitted to consult dictionaries or other resources. Upon completion of their assignments, a total of 300 essays were collected for analysis. The participants' ages range from twenty to twenty-three years. During their high school years, they did not receive substantial English writing instruction, as the emphasis on writing was limited at that level. Upon entering university, these students took a foundational writing course in their first year, focusing primarily on studying grammar rules and constructing sentences based on provided structures. In the second year, they undertook a paragraph-writing course, during which instructors guided them in crafting various types of paragraphs. This included learning how to construct a topic sentence, supporting sentences, and a concluding sentence.

4. Findings

The results uncover a variety of typical mistakes that students in Thu Dau Mot University often commit while composing essays. These errors have been distinguished and grouped according to Ferris' (2005) Analytic Framework, which is segmented into four sections: morphological errors, lexical errors, syntactic errors, and mechanical errors. In addition to these types of errors, discrepancies in text structure have also been detected within the essays produced by the students

Table 1. Categories of errors in the students' essays

Categories	Group A's essays		Group B's essays		Group C's essays		Total errors	Rate (%)
	Errors	Rate (%)	Errors	Rate (%)	Errors	Rate (%)		
Morphological errors	525	30,7	220	21,1	590	34,4	1335	29.8
Lexical errors	475	27,7	286	27,6	496	28,9	1257	28.2
Syntactic errors	625	36,4	510	49,1	578	33,7	1713	38.4
Mechanical errors	88	5,2	22	2,2	51	3,0	161	3.6
Total	1703	100	1120	100	1747	100	4466	100

As shown in Table 4.1, the highest count is found in syntactic errors (1713). This accounts for over 38% of the total. Morphological errors (1335) outnumber lexical errors (1257). The smallest portion is taken by mechanical errors (161 instances), making up about one-tenth of the syntactic errors (3.7% compared to 38.7%). This illustration demonstrates that syntactic errors take the lead, while mechanical errors come in last. The specifics of each error category will be explained thoroughly as depicted below.

4.1. Morphological errors

Ferris (2005) states that morphological errors consist of verb errors, noun ending error and article or determiner errors. Below is a chart that illustrates the morphological errors that students of Thu Dau Mot University make in their writing.

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Table 2. Morphological errors in the essays of students

Morphological errors	Types	Errors in essays of group			Total	Rate in morphological errors (%)	Rate in all errors (%)
		A	B	C			
	Verb errors	291	123	360	774	57,9	17,3
	Noun ending errors	122	47	70	239	17,9	5,3
	Article or determiner errors	91	59	172	322	24,2	7,2
	Total of morphological errors	504	229	602	1335	100	29,8

As shown in Table 4.2, different types of mistakes stand out – mistakes with verbs, noun endings, and articles or determiners. What's clear is that mistakes with verbs are the most common in each group of essays. In groups B and C, there are more mistakes with articles or determiners (59 and 172 instances) compared to mistakes with noun endings (47 and 70 instances). Specifically, the most common mistake is with verbs (774 times), much more than the number of mistakes with articles or determiners (322 times). On the other hand, there are fewer mistakes with noun endings (239 times), about one-third of the number of verb mistakes (5.3% compared to 17.3%).

This data indicates that students at Thu Dau Mot University tend to make more verb-related mistakes than other types of mistakes in word formation. Teachers who were asked about this during interviews mentioned that the challenge of using verbs correctly often leads students to make these kinds of mistakes in their writing.

Here are four examples of morphological errors taken from the essays written by the students.

- (1) Nowadays lots of people *liked* watching films at home.
- (2) Some people said that they *smoke* because smoking helps them relaxed.
- (3) Last week I *have seen* a movie whose name is Spider Man.
- (4) When I *am* a child, I had a lot of idols.

In these sentences, the writer has employed incorrect tenses. The verbs "liked," "smoke," "have seen," and "am/are" are used in improper tenses. They should be in the forms "like," "smoked," "saw," and "was," respectively, to align with the appropriate tenses, as the timing in these sentences is explicit. It's worth noting that while Vietnamese lacks distinct tenses, this distinction was highlighted in Cao's studies (2004:1-32). Consequently, due to the distinct tense usage between the two languages, many errors have arisen among the students. Some learners struggle to recall adjusting tenses when attempting to employ indirect speech in English writing. The correct tenses prove challenging for them. Numerous learners construct sentences without proper verb utilization, opting for a freer approach. Regrettably, they overlook the correct application of verb tenses in English. It just sounds "wrong" to native speakers. It is the effect of the mother tongue that makes a common problem.

Besides making verb tense errors, students also make the wrong usages of verb forms which are shown in the following examples:

- (5) In the end, both of them are *died*.
- (6) The prince wanted to *made* new clothes for her.
- (7) Many people prefer watch a movie on television to viewing it in a theatre.

In sentence (5), the verb "die" is in an incorrect form. The verb "die" is not applicable in the passive voice, therefore the accurate form should be "died" instead of "are died." While in Vietnamese we often use "bị chết," in English, this form is never employed, leading to frequent misuse by learners. Contrasting with the extract (5), within the extract (6), the form "made" is inaccurately used because it follows the verb "want." The sentence should be rephrased as follows: "The prince wanted to make new clothes for her." Similarly, in the extract (7), the verb form "watch" is erroneous; it ought to be altered to the gerund form "watching."

Subject-Verb agreement errors can also be found in the students' essay writing. Some examples illustrate for this case are:

- (8) Although many people *knows* about the danger of smoking cigarettes, they still smoke a lot.
- (9) It *encourage* smokers to smoke.
- (10) The cigarette company *have* the major roles.

It is clear that the verbs "knows", "encourage", "have", do not agree with their subjects. In the extract (8) the subject of "knows" is in a plural form so the correct form of this verb must be "know". In the extract (9) the subject of the verb is in singular form so the correct form must be "encourages". In the extract (10) the writer must use "person" not "people" because the verb "has" need a singular subject.

4. 2. Lexical errors

According to Ferris (2005), lexical error consists of all errors in word choice, word form, preposition, pronoun and spelling errors.

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Students at Thu Dau Mot University often make a considerable number of errors. Let's look at the following table to learn more about this issue.

Table 3. Lexical errors in the students' essays

Lexical Errors	Types	Errors in essays of group			Total	Rate in lexical error (%)	Rate in all errors (%)
		1	2	3			
	Word Choice Errors	100	80	154	334	26,5	7,5
	Word Form Errors	113	118	120	351	27,9	7,9
	Preposition Errors	52	42	48	142	11,3	3,2
	Pronoun Errors	62	51	72	185	14,8	4,1
	Spelling Errors	88	72	85	245	19,5	5,5
	Total of Lexical Errors	415	363	479	1257	100	28,2

Looking at Table 4.3, it is clear that students often make mistakes in choosing words and in how words are formed when writing essays. Specifically, there are 334 instances of mistakes in word choice and 351 instances of mistakes in word form. Mistakes in word form are the most common in the category of lexical errors, making up 27.9% of them. Across the three groups, the highest number of mistakes in word form is in group A (113 instances) and group B (118 instances). The second most common mistake is in word choice, accounting for 26.5% of lexical errors with 334 instances. The fourth most common mistake is with pronouns, making up 14.8% of lexical errors. Mistakes with prepositions are the least common in the category of lexical errors, making up only 11.3%.

Below are four instances about lexical errors extracted from the students' essays.

(11) A lot of people smoke cigarettes everyday but they do not worry that if they smoke too much it will be *harmless* to their health.

(12) There are still many others who do not recognize the bad *affect* of cigarette smoking.

(13) *A great deal of* students in my class, who used to smoke a lot, has now stopped smoking.

(14) Although some of the acting was weak, the film was *quiet* enjoyable.

The students' word choices in the instances from (11) to (14) exhibit certain inaccuracies. In (11), the term "harmless" should be substituted with "harmful." In (12), the term "affect" should be replaced with "effect." Moving to (13), "A great deal of" should be substituted with "a great number of" or "a large number of." Lastly, in (14), "quiet" should be replaced with "quite." Typically, "a great deal of" pertains to a singular item and should be used with uncountable nouns. Conversely, "a great number of" or "a large number of" pertains to multiple individual items and should be used with countable nouns, subsequently taking plural verbs.

4.3. Syntactic errors

According to Ferris (2005), syntactic errors which are considered "global errors" can be classified according to "word order", "omitted words or phrases", "run-ons-comma splices", and "fragments incomplete sentence". If learners commit this kind of errors, the reader will find it difficult to understand what the writer mean. The following table can help us understand these errors

Table 4. Syntactic errors in the essays of students

Syntactic Errors	Types	Errors in Topic			Total	Rate in syntactic errors (%)	Rate in all errors (%)
		A	B	C			
	Word order	44	61	104	209	12,3	4,7
	Omitted words or phrases	176	157	167	500	29,1	11,3
	Run-ons - comma splices	145	156	148	449	26,3	10,0
	Fragments incomplete sentence	172	183	200	555	32,3	12,4
	Total of Syntactic Errors	537	557	619	1713	100	38,4

As shown in Table 4.4, the most common error type is "fragments and incomplete sentences," making up 32.3% of all errors. The second most common type is "omitted words or phrases" within sentences, with 500 instances (29.1% in syntactic errors and 11.3% in all errors combined). The third spot is occupied by errors in run-ons and comma splices, totaling 449 instances (26.3% in syntactic errors and 10% in all errors).

Here are a few examples of syntactic errors extracted from the essays written by the students.

(15) People have a *life very happy*.

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(16) Jack and Rose are *characters main* in the film Titanic.

(17) He *hard works* because he wants to make much money for my family.

(18) How *we can* prevent people from smoking cigarettes too much?

The italicized phrases within the extracts from (15) to (18) exhibit incorrect word order. These errors relate to the misarrangement of nouns and modifiers. The initial two instances underscore the student's inclination to employ their native language's sentence structure; whereas in Vietnamese, adjectives come after nouns, English mandates that adjectives precede nouns. In extract (17), the student should position the adverb "hard" after the verb "works." Conversely, in extract (18), the correct phrasing should be "can we," not "we can," as this constitutes an interrogative sentence.

4. 4. Mechanical errors

In Ferris' classification (2005), mechanical errors refer to mistakes where students misuse punctuation and capitalize words incorrectly. Mistakes related to spelling and capitalization involve instances where students fail to capitalize proper nouns or words that should be capitalized. Nonetheless, as per input from some English teachers at Thu Dau Mot University, errors in spelling and capitalization may not significantly impede the reader's understanding of the text. These errors often simply suggest carelessness on the part of the writer. Conversely, punctuation errors are more impact. They create substantial challenges for readers trying to comprehend the text. The table below illustrates this specific type of error.

Table 5. Mechanical Errors in the students' essays

Mechanical Errors	Types	Errors in essays of group			Total	Rate in Mechanical Errors (%)	Rate in all errors (%)
		A	B	C			
Mechanical Errors	Punctuation errors	48	38	45	131	81.4	2.9
	Spelling Capitalization errors	13	9	8	30	18.6	0.7
Total of Mechanical Errors		61	47	53	161	100	3.6

It can be seen in Table 4.5, there are 161 instances in mechanical errors which take percentage of 3.6 in all the errors the students made. They take the smallest number of errors in counting from the students writing.

Here is just one of the numerous instances of mechanical errors identified in the essays composed by the students.

(19) Cellphones have changed our life a lot, because they are very useful to everybody.

In extract (19), the usage of commas is redundant. The conjunction "because" in (19) does not require a comma to separate the two clauses when they are situated between them.

4.5. Essay organization errors

An excellent essay typically comprises an engaging introduction, logically organized content, and a compelling conclusion. Conversely, weak college essays often lack proper structure or substance, failing to captivate the reader. Some students struggle to enhance their essays' appeal due to missing one of these essential components. Previous research has demonstrated that an essay's organization typically consists of a thesis statement, three or more supporting paragraphs, and a closing paragraph. To bolster the persuasiveness of our essays, it's crucial to present a well-arranged composition. As outlined by Miller (2001), an essay should consist of three key segments: Introduction, Body, and Conclusion. It's important for the writer to have clarity regarding the elements to be incorporated within these essay sections and to understand the purpose of each. This kind of error is also observed among students in the Faculty of Foreign Language. In my view, text structure errors hinder effective communication of ideas. Therefore, students must prioritize addressing this aspect.

Table 6. Errors about the thesis statement in the students' essays

Errors about thesis statements in the students' essays	Errors in essays of group A	Errors in essays of group B	Errors in essays of group C	Total	Rate (%)
Well-crafted thesis statement	48	47	50	145	48.3
Less effective thesis statements	30	35	32	97	32.3
Lack of thesis statement	22	18	18	58	19.4
Total	100	100	100	300	100

Looking at Table 4.6, it's evident that there are 145 essays that begin with a well-crafted thesis statement, accounting for 48.3% of the total. On the other hand, there are 97 essays with less effective thesis statements, making up 32.3%. Additionally, there

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are 58 essays that lack any thesis statement altogether. Here is an instance where a student crafts an essay, omitting the presence of a thesis statement.

“With today’s growing industry of entertainment technology, you can watch movies on TV or view it in a theatre. There are many different between watching a movie on TV or viewing it in a theatre. Comfort is always important in order to enjoy a movie. A theatre do not offer a lot of comfort to the audience because in the cinema attend many people and it is probable that there would be distractors like noise, cellphone ringing among others that may almost impossible a total comfort during the movie. Conversely, movies on TV has the advantage that is so private with a silent environment. Moreover, you can lie down your bed and rest. Another thing to take into consideration is price. In a theatre, the prices of all the snacks that selling there are really expensive compared with stores from outside, so what would be a distraction becomes a surprising amount of money spent. The price of watching movies at home is really low because candies and sodas are cheap and you can buy what you want...”

In this essay, we cannot see the thesis statement. The main ideas or points that the writer wants to make aren't clearly visible. This makes it tough for the reader to grasp the purpose of the writing. The essays fail to let the reader know what the author intends to show or prove.

5. CONCLUSION

In conclusion, this article delves into the common errors that students frequently make in their essay writing. By understanding the root causes and drawing insights from previous research, educators can develop targeted interventions to address these issues. Strategies like clear instruction, peer feedback, and guided practice can help students correct these errors and enhance their overall essay writing skills. By nurturing a supportive learning environment that emphasizes effective communication and critical thinking, educators can empower students to become confident and skilled essay writers.

This study has focused on the prevalent linguistic errors in essay writing among students from the Department of Foreign Languages at Thu Dau Mot University. The research highlights the most common types of errors committed by students in the Faculty of Foreign Languages at Thu Dau Mot University. A significant portion of these errors falls into four categories: morphological, lexical, syntactic, and mechanical errors. Morphological errors encompass verb errors, noun ending errors, and determiner errors. Lexical errors involve word choice or word form errors, preposition errors, pronoun errors, and spelling errors. Syntactic errors can be categorized by word order, omitted words or phrases, unnecessary words or phrases, fragments, and run-on comma splices. Mechanical errors relate to misused punctuation and incorrect capitalization. Additionally, students also make text structure errors in their essays.

The writing tendencies observed in this study might be influenced by the structures of the students' first language, Vietnamese. Many English writing samples exhibit a direct word order between nouns and adjectives, similar to Vietnamese phrasing. The research findings suggest that students lack a clear understanding of thesis statements, supporting paragraph development, and concluding paragraphs. Furthermore, the teaching methods employed by instructors play a pivotal role in developing students' writing skills. The assignments provided by some instructors might not be motivating enough for students to practice writing effectively. Additionally, students often transfer the linguistic forms and cultural nuances of their native language to English, leading to errors due to the substantial differences between the two languages. The influence of the learners' mother tongue on their English learning journey is evident.

In addition to the aforementioned aspects, students frequently struggle with generating strong ideas, resulting in essays that lack reader engagement. Furthermore, students often lack critical thinking skills, leading to subjective arguments and inconsistent proofs. Many participants in this research predominantly employ single sentences in their writing. When attempting complex sentences, improper punctuation is common. Learners in the Faculty of Foreign Languages encounter difficulties in using conjunctions and tend to overuse verbs while under utilizing nouns or noun phrases. Lastly, many students lack the knowledge of creating an outline before writing, which can be addressed by providing guidance on outlining techniques.

Nevertheless, making errors is a natural part of the language learning process. Errors offer valuable feedback about the effectiveness of teaching techniques and highlight areas that need further attention. To effectively address errors, there are several factors to consider. Both students and instructors have several actions they can take in class or at home to produce essays with fewer errors.

To reduce written errors, students should engage in more practical writing exercises. They should not only write in English during writing classes but also attempt English writing in other subjects. Keeping an English diary can also be helpful. To improve spelling accuracy, students should learn a few new words daily and consistently practice the words where they typically make mistakes. Engaging in "spelling games" online can also make learning words enjoyable. Creating a list of frequently misspelled words and repeatedly writing them down can aid memory retention. After completing essays, students should meticulously review them for spelling mistakes as a final step for quality assurance.

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