

Analysis of Types and Solutions of Errors in High School English Writing

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Abstract: *In promoting the reform of high school English writing teaching, teachers need to effectively integrate erroneous resources and guide students based on the common types of errors in high school English writing. Faced with the shortcomings of middle school students in the writing process, high school English teachers need to optimize their teaching design content, try to guide students from different perspectives and highlight the educational value of high school English subject to ensure that effective writing teaching becomes the key to promoting the development of middle school students' English knowledge application ability. This article first explains the causes of high school English writing errors, then describes the types of high school English writing errors, and finally provides a reasonable explanation of effective solutions to high school English writing errors.*

Keywords: *High school English; Types of writing errors; Solutions*

1. Introduction

With the continuous acceleration of China's internationalization development speed, the importance of English courses in high school basic curriculum teaching has gradually increased. The ability of English Listening, speaking, reading and writing are the basic skills for high school English knowledge learning, among which English writing, with a proportion of 40 points, has become the focus of education for educators at present. But as linguist Du Lei once said, "Without making mistakes, one cannot learn a language." The problems in high school English writing are endless, and how to effectively identify problems and reduce the frequency of errors has become a key issue faced by current high school English classroom teaching. This article mainly analyzes the common types of writing errors in high school English, and proposes effective strategies for teaching high school English writing based on error analysis.

2. The Causes of Errors in High School English Writing

2.1. The Teacher did not Pay Attention to Details when Evaluating Essays

Some high school English teachers neglect the overall implementation of essay evaluation, fail to grasp the details of evaluation, fail to provide detailed guidance to some students with poor writing habits, and fail to timely guide students' emotional attitudes in writing^[1]. In fact, most English teachers use testing as the standard when conducting writing teaching work. Although teachers help students understand the shortcomings of their writing skills in essay evaluation, they fail to pay attention to the specific content, so there may inevitably be omissions. Some English teachers only grade students directly and do not help them correct their mistakes, resulting in some problems that students may not discover in a timely manner during the writing process and affecting their own progress.

2.2. Some Issues Arise due to the Transfer of Chinese Language Knowledge

Due to the different language environments faced by high school students, when expressing through Chinese forms, they can and even use some rhetorical methods to explain their different emotions. However, there are significant differences between Chinese and English in many aspects, such as the way of thinking. Therefore, in the process of high school English expression, students are inevitably influenced by the Chinese language, which leads to most high school students relying more on Chinese-English translation in their writing process.^[2] For example, when translating the sentence

“There will be a basketball match next Thursday”, students may have the following problem: There will have a football match next Thursday. They often overlook the need to apply the “there be” sentence structure when expressing the meaning of “existence” in English, and get used to using “have” as a Chinese expression instead, which leads to common problems such as confusion between Chinese expression habits and English language structures in English writing.

2.3. Teachers Lack Innovation in the Form of Writing Training for Students

In the training of middle school English writing, many high school English teachers only focus on cultivating students' writing ability and do not regard the students as the teaching subjects, making it difficult for English writing training to fully realize its value. Some high school English teachers also excessively intervene in students' learning behavior, without truly grasping the overall learning situation and real learning needs of students. Therefore, in the process of writing training, students' independent space is relatively limited. In addition, some English teachers do not provide targeted training on students' shortcomings, and require students to focus on the overall writing theme.[3] It can be seen from the mentioned above that teachers lack targeted training in English writing, which seriously affects the effectiveness of English writing teaching.

3. Types of Errors in High School English Writing

3.1. Memory Errors

Memory errors mainly occur in the reading and writing process, and this type of error does not involve any language or grammar usage. Because high school students have already memorized the parts of speech, meaning, and spelling of English in their brains. However, if there are errors in the memorization process, it is bound to mislead them, which is mentioned in the learning process that “accurate memorization is scored, while inaccurate memorization is equivalent to no memory”. This type of error is very prone to causing errors in verb phrases, word spelling, and part of speech types, such as whether the English word “break” has irregularity in the past tense. In the sentence “I like English truly”, the word “truly” is changed into “truly”, and the word “Germen” is changed into “Germans”, all the language knowledge make it very easy for students to make mistakes if they don't remember clearly. To some extent, this type of error does not have too much knowledge content, but only the recognition and memory of basic knowledge. It mostly stems from memory errors in English nouns, verbs, and verb phrases. However, in the scores of China's college entrance examination, such scores account for about 30% of the total score.[4]

3.2. Diagnostic Errors

Diagnostic errors are also prone to occurring in the reading and writing tasks, mainly due to errors in judgment of the target language or errors in the application of the target language form. In this type of error, such as the incorrect use of non-predicate verbs and subject predicate consistency, high school students are very likely to confuse clauses with non-predicate verbs. For example, translating the sentence “I got the first prize, which made my parents satisfied” as “I got the first prize, that made my parents satisfied”. However, this problem mainly lies in the use of which-clause. In addition, perspective issues and active passive relationships can also easily lead to diagnostic errors by students. For example, in the sentence “When seeing from the top of the hill, people on the road look like ants”. Most students encounter difficulties in using “seeing” or “seen”, as they are unable to diagnose whether people are active or passive. Under the misleading influence of Chinese sentence construction, there will inevitably be errors in judgment. Because these rules are closely related to the form of English grammar, but the mother tongue does not have clear requirements for this. Therefore, when the form of the target language is completely matched with the mother tongue, the mother tongue needs to be used as the evaluation standard. If it is exactly the opposite of the formation of the mother tongue, the correct form of the target language must be used and a clear distinction must be formed between it and the mother tongue. However, this learning method may not be of concern to the vast majority of students in practice, which can easily lead to diagnostic errors.

3.3. Formative Errors

Formative errors are mainly reflected in the improper connection between English sentences, the

use of comma connections between individual sentences, and the unreasonable use of coherence. These problems are errors that occur naturally when the target language is formed, and cannot be evaluated in the form of comparison. However, they are included in the relevant English context for evaluation. In the sentence “Music is soft, music can make people happy”, the subject and predicate is confused, it needs to be referred to by “that”, which means adding “that” between “soft” and “it”. Formative errors are mainly avoided in the form of reading and writing contexts. If high school students can master the rules of the English language, they will reduce the errors that occur in reading and writing.

4. Effective Solutions to High School English Writing Errors

4.1. Optimizing the Essay Evaluation Mechanism based on Students' Writing Proficiency

Firstly, in the process of conducting essay evaluation work, high school English teachers need to strictly abide by relevant evaluation standards, focusing on the actual learning performance of middle school students. Except for evaluating English vocabulary and grammar, high school English teachers need to promptly identify students' shortcomings and provide them with targeted guidance based on their actual situation. Correcting an essay is a time-consuming task, especially when students make many mistakes during the writing process. High school English teachers need to carefully grade students' essays and promptly address typical questions to reduce students' writing errors.^[5] At the same time, it is also necessary to fully leverage the subjectivity value of students. Due to there is a large number of students but very few self-study classes, and only during breaks can students take turns providing face-to-face guidance. It is advisable to make everyone get the opportunity to review their essays in person within the specified time frame. In this way, students can better improve their language accuracy and correctness in future writing, and better avoid repeating the same mistakes. While constantly obtaining information and evaluating compositions, students are able to reflect on themselves, discover their own shortcomings in a timely manner, and actively learn from the strengths of others. At the same time as evaluating essays, teachers should also guide students to use error books to take notes and record any problems found during the evaluation, thus enriching their knowledge reserves.

4.2. Overcoming Native Language Interference to Improve English Writing Proficiency

Overcoming interference from one's native language is not something that can be done overnight. High school English teachers should provide targeted practice and perseverance over time. Translation and paraphrasing exercises are good for students at this age, as they are physically and psychologically maturing while also developing their analytical abilities. As students' perception of English transitions to more rational thinking, interference from their first language can be reduced. Teachers should assign translation activities, such as translating sentences that may contain grammatical errors from Chinese to English and vice versa. This allows students to compare sentences in both languages and build a deeper understanding of word order differences.

While extensive reading is important for improving English proficiency, high school students have limited time to read due to their many subjects. Teachers should select age-appropriate bilingual readings based on each student's situation and have them read within set time-frames. Bilingual reading offers benefits like avoiding dictionary look-ups, understanding difficult passages via the Chinese version, and consciously grasping similarities and differences between the languages by comparing. However, teachers should remind students not to rely too heavily on the Chinese and to take notes focusing on accumulating helpful vocabulary, phrases and syntax patterns for writing. Collecting and studying more useful words and applying them to essays can reduce grammatical errors and make compositions more authentic and natural.

4.3. Strengthening the Mastery of Basic Knowledge through Strengthened Writing Training

Mistakes that high school students make in their essays are often caused by gaps in their daily learning. Teachers should have students practice making sentences by drawing inferences from examples to address these gaps. Students need to learn words and grammar structures incrementally, starting with vocabulary and building up to sentences and full comprehension of grammar rules. This will help students properly apply what they've memorized in their writing.

English teachers can use mind maps to help students consolidate their vocabulary knowledge.

Teaching students how to effectively use mind maps is important for improving English vocabulary skills. In the classroom, teachers should guide students on how to use mind maps through demonstration and explanation. For example, when teaching vocabulary, teachers could focus on core words and organize related concepts on a mind map. Or when teaching reading, teachers could organize a mind map based on a text's plot details. This continual deepening of understanding will benefit students.

When guiding students, teachers should fully engage their initiative and encourage group work using mind maps. Students can add different verb tenses or noun forms to a vocabulary-centered mind map to help them review. With teacher guidance, students can master how to apply mind maps to strengthening their vocabulary foundation. Students also need to memorize phrases, sentence patterns, paragraphs and main ideas from texts to help them comprehend what they read and learn important structures, developing their language abilities. Teachers can guide students to collect various discourse structures and quiz questions after class to help them effectively apply what they've learned in their own writing.

4.4. Emphasizing the Teaching of Writing Skills

It is precisely because there are the above-mentioned problems of students' writing errors in the current process of high school English writing skills training. High school English teachers need to find good strategies for English writing skills training in order to improve high school students' English writing skills. Next, this chapter mainly elaborates on teaching strategies for high school English writing skills through aspects such as article layout and fluent writing. Firstly, planning the layout of the article, the writing thinking of most high school students' English compositions is quite complicated and the logic is chaotic, and connection is also relatively rigid, making readers confused. The main reason is that before starting to write, students often fail to plan it scientifically and reasonably, resulting in insufficient levels of writing and a lack of coherence between paragraphs and sentences. High school English teachers can use concept maps to guide middle school students in analyzing the overall layout of discourse and the cohesive devices between paragraphs in their writing teaching work, in order to encourage students to imitate writing. The term "layout" refers to the construction of a textual structure, which means constructing the framework of an article. Only when the framework of an article is clear can readers understand what the author is writing, otherwise there will be a feeling of "cloud and mist". The layout of college entrance examination English essays often adopts the three paragraph form of overview, sub description, overview, and total score total. Taking the written expression "Water of Life" in the Fujian Provincial College Entrance Examination as an example, this speech will consist of four parts: discovery, analysis, solution, and personal summary. The first paragraph mainly addresses the issue of global water scarcity, the second paragraph analyzes the causes of the problem and proposes corresponding countermeasures, using three parallel phrases to make the language more concise. In the third paragraph, the first two sections are mainly intended to illustrate the specific content in the figure, while the latter two sections have been appropriately expanded to illustrate the specific content in the figure. The fourth paragraph uses a long sentence to summarize, having a sufficient understanding of water scarcity, protecting existing water resources, and finally developing potential water resources. High school English teachers need to provide students with certain guidance, allowing them to imitate the layout of sample texts and pay attention to the connection between sentences and paragraphs, which can help stimulate students' interest in English writing.

Secondly, the writing should be fluent. Fluent English essays often perform well in terms of lexical chunks application, cohesive processes, and other aspects. Among them, the application of lexical chunks is mainly the key to English vocabulary memory, which can effectively improve the quality of middle school students' English vocabulary learning. High school students mainly accumulate vocabulary related to topics through thematic reading and other forms, and use this as a foundation for word block implantation. In carrying out reading teaching work, the vocabulary blocks related to landmines were sorted out, and providing a framework for students to write the letter Inviting Mr. President to sign the Ottawa Mine Ban Convention. Moreover, the connection between paragraphs should use transitional words. In the actual learning process, high school students have summarized and organized some transitional words with connecting functions, and analyzed their connecting functions in the logical relationship between the preceding and following text in detail based on the relevant context. For example, in the sentence "We seem to be losing the fight against landmines. While every year about 100000 landmines are removed, 2000000 more are buried in the ground". Next, expanding moderately to promote coherence in the text. High school English teachers need to guide students to

grasp the principle of moderation. Taking American Friends Study in China as an example: The first and last sentences need to clarify the main purpose of this writing, in order to help American friends adapt to the environment, such as “To make your stay more comfortable, I’d like to introduce some information to you”. Teachers need to guide students in using non-predicates in order to achieve the goal of coherent writing.

5. Conclusion

In summary, high school English writing incorporates several key elements including vocabulary, sentence structure, and overall coherence. Since developing English proficiency is a nuanced process, high school English teachers must first strengthen their own theoretical understanding of the language in order to effectively support students’ writing development. With a solid comprehension of English concepts, teachers can help students build a robust vocabulary and grasp proper grammatical rules. Mastering these fundamental linguistic tools is crucial preparation for students as they work on crafting well-written English compositions at the high school level. For writing skills to improve, teachers need to role model comprehensive knowledge of English, which students can then apply within their own writing.

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