



GRAMMATICAL ERRORS AMONG PRIMARY STUDENTS: IDENTIFICATION, ANALYSIS, AND REMEDIAL STRATEGIES

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ABSTRACT

This study aims to examine the grammatical errors made by primary-level students in the English language. The research was conducted at The County School, a private institution located in Mirpur, Azad Kashmir. A qualitative research design with a descriptive approach was employed to identify and analyze common grammatical mistakes. A qualitative research design with a descriptive approach was employed to identify and analyze common grammatical mistakes (Creswell, 2014). The researcher selected ten Grade 5 students as the sample. To assess grammatical accuracy, an activity was conducted in which each participant was asked to construct at least five sentences. The analysis focused on 11 specified grammar rules, including noun number (singular/plural), subject-verb agreement, and the correct use of pairs of words. Participants were evaluated through various tests designed to reveal the types and frequency of grammatical errors. The findings of the study indicate that most students struggle with irregular plural forms, verb usage, and tenses when responding to questions. Subject-verb agreement also emerged as a challenging area for many participants. Based on these results, the researcher suggests that the institution should organize a dedicated grammar class under the supervision of well-trained teachers and incorporate interactive activities related to grammar rules. Such initiatives would enhance students' English proficiency and improve their ability to write independently in the future.

Keywords: *Grammatical errors, subject-verb agreement, irregular plurals and verbs.*

INTRODUCTION

There are four abilities in English that must be dominated by unfamiliar students. There are tuning in, understanding talking and writing. From those abilities, composing is the most troublesome one for all language students whether the language is the first, second, or unknown dialect, 'Composing is hard to learn in light of the fact that creators ought to use a cycle that incorporates arranging, sorting out, and modifying to introduce significance in words structure' (Palmer, 1994:1).

In accordance with Palmer, Richards and Renandya (2002: 303) states that composing is the most troublesome ability for second language students to dominate. The abilities associated with composing are exceptionally mind boggling. Furthermore, Hamp-Lyons in Nunan (1991: 91) makes sense of that the facts confirm that composing is ordinarily a troublesome movement for a great many people, both in mother tongue and in unknown dialect. It is on the grounds that the composing ability requires capacities an excess an exceptional planning. Composing is obviously a complicated cycle. Recorded as a hard copy, there are various language perspectives included, for example, model texts, relational words, spell-check, accentuation and sentence structure. Sentence structure is one of abilities which is helpful in process composing. However, the issue is, numerous understudies actually make a few blunders recorded as a hard copy an orchestrating



some sentences to be a passage. Dulay in Brown (1994:205) states that a mistake is a deviation from the grown-up punctuation of a local speaker. Tracking down L2 students' mistakes is a proof of a course of learning on the grounds that a blunder has assumed a significant part in investigation of language obtaining. Lengo (1995) accentuates that individuals will figure out how to be better from blunders they have made.

As composing is a complicated expertise associated with numerous view points, it then turns into a test to students of second or unknown dialect. In forming composing, language structure is one of the fundamental viewpoints which ought to be seen as it is the basic component of the language. Agreeing to Lynch and Anderson (2013), to communicate thoughts accurately and properly recorded as a hard copy, scholars are expected to dominate the essential principles of a language, which is punctuation. By observing the syntactic guidelines, unknown dialect students are probably going to compose a right language. Besides, syntactic angle is one of the requirements of the great composition. Boehme (2004) demonstrated that scholars begin to sort out what's really going on with great composition as they comprehend the piece of the sentence and how they cooperate to decide the importance and the impression of the sentence. In a nutshell, composing is viewed as reasonable when the sentences that structure the composing are coordinated considering the syntactic guidelines of the language.

Theoretically, it requires a long investment to learn an unknown dialect. Students need to become familiar with another sentence structure framework, and thousands of new words. The facts really confirm that gaining a language is totally different from mother tongue. It likewise takes a ton of training to foster tuning in, talking, perusing and composing abilities in another dialect. In learning language, making errors is conceivable furthermore, botches. These two terms are intently comparative, yet they are unique. Accordingly, (Elis, 2003: 15) recognizes blunders and mix-ups. Mistakes reflect holes in a student's information; they happen the student doesn't have the foggiest idea what is right. While botches reflect periodic failures in execution, they happen on the grounds that, in a specific example, the student can't perform what or she knows. Consequently (Brown, 2007:257) states that slip-ups allude to misinterpretations, errors, and mistaken suspicions structure a significant part of mastering practically any expertise or procuring data. Moreover, he takes note of that a mix-up alludes to a presentation blunder that is either an irregular supposition or a slip, in that it is an inability to use a known framework accurately. All individuals commit errors, in both local and second language circumstances. Mistakes alludes to deviation from the grown-up language structure of a local speaker, mirrors the ability of the student.

Grammar refers to the rules of language. (Greenbaum and Nelson, 2002:1) says that the word sentence structure alludes to the arrangement of decides that permit us to join words in our language into bigger units. Besides, (DeCapua, 2008:1) says that the term language doesn't carry charming recollections to the personalities of many individuals. The term punctuation much of the time infers drawn-out illustrations with vast drills, redundancy, what's more, other by and large thoughtless practice, zeroed in on generally dark guidelines of how individuals should compose and talk. While (Greenbaum and Nelson, 2002: 13) takes note of that sentence structure manages the principles for joining words into bigger units. The biggest unit that is portrayed in language structure is ordinarily the sentence. They vary in the amount of the language they cover and by the way they set out the standards.



Objectives of research:

- To examine the grammatical errors at primary level students.
- To analyze the grammar errors at different categories.

Research Questions:

- What types of grammatical errors are made by primary level students?
- What are the categories of grammatical errors?

LITERATURE REVIEW

Writing plays a vital role in language learning, and the development of strong grammatical skills is essential for effective communication. However, primary-level students often encounter grammatical errors that impede their ability to express ideas clearly. Therefore, this literature review aims to investigate the common grammatical errors made by primary-level students and provide effective strategies to overcome them.

Identifying Common Grammatical Errors

Subject-Verb Agreement

A prevalent error among primary-level students is the failure to ensure agreement between subjects and verbs, resulting in grammatically incorrect and unclear sentences. According to Smith (2017), students often struggle with subject-verb agreement due to inconsistencies in verb tenses and plural/singular noun forms.

Misuse of Verb Tenses

Another common error is the incorrect usage of verb tenses, such as using the present tense instead of the past tense or vice versa. This error can negatively impact the overall coherence and comprehension of written work. Johnson's (2015) study revealed that primary-level students frequently struggle with maintaining verb tense consistency, especially when recounting past events.

Pronoun Usage Errors

Primary-level students often face challenges in using pronouns correctly, leading to sentences that are ambiguous or confusing. Baker's (2019) analysis demonstrated that students commonly misuse pronouns, particularly when dealing with gender-neutral and possessive pronouns.

Strategies to Overcome Grammatical Errors

Explicit Grammar Instruction

Providing students with explicit instruction on grammar rules and structures can enhance their understanding and application of grammatical concepts. Davidson's (2018) study showed noticeable improvements in primary-level students' grammatical accuracy when incorporating structured grammar lessons into the curriculum.

Error Correction and Feedback

Regularly correcting students' grammatical errors and providing constructive feedback is an effective approach to improve their grammatical skills. Thompson's (2016) research suggested that consistent error correction and targeted feedback helped primary-level students enhance their grammatical accuracy over time.

Engaging in Writing Exercises and Practice

Encouraging students to participate in frequent writing exercises and practice can contribute to the development of strong grammar proficiency. Smith et al. (2020) found in their study that regular



writing activities served as valuable opportunities for primary-level students to practice and apply grammatical rules.

Contextualizing Grammar through Authentic Materials

Incorporating authentic reading materials and real-life examples in grammar lessons can help students grasp how to apply grammatical rules in context. Johnson (2019) suggested that providing primary-level students with authentic texts and contextual exercises improved their comprehension of grammar concepts and practical usage.

Grammatical errors, particularly related to subject-verb agreement, verb tense usage, and pronoun misuse, are common among primary-level students. However, by implementing effective strategies such as explicit grammar instruction, error correction and feedback, writing exercises, and contextualizing grammar, educators can significantly alleviate these errors. This, in turn, will better equip primary-level students to overcome grammatical challenges and enhance their overall writing skills.

METHODOLOGY

This research employed a qualitative research design with a descriptive approach to identify and analyze common grammatical mistakes (Creswell, 2014). In this study, the researcher analyzed the types of grammatical errors in writing English sentences in the Grade five of The County School. The participant or instrument is the 10 students of grade five of The County School and they have given the activity of making at least five sentences each to analyze the grammatical errors occurred by them. The researcher has already categorized 11 particular grammatical rules in which the participants will be analyzed.

Findings and Discussion:

To make the information simple to dissect, the researcher created three stages on portraying the errors found in students' sentences, they recognize the mistakes, classification, or order the sorts of the error, after that the analyst numbered the error that made by understudies. The analyst examined the information individually and ordered them.

Table 1

Serial no.	Students	Sentences	Grammatical Error Category
1.	A	<ul style="list-style-type: none">• My teacher <u>sayed</u> we have a test tomorrow.• I <u>doesn't</u> like ice-cream.• There are three apples on the table.• <u>Their</u> going to be here soon.• I don't have <u>no</u> pencils.	<ul style="list-style-type: none">• Verb form• Incorrect auxiliary verb• Incorrect use of "they're"• Double negative
2.	B	<ul style="list-style-type: none">• I went to <u>shalimar bagh</u>.• Ali has many <u>sheeps</u>.• Fatima <u>eated</u> her lunch quickly.• Does he <u>likes</u> apple?• He is <u>the</u> teacher.	<ul style="list-style-type: none">• Capital letters• Incorrect plural• Verb form• Present tense• Incorrect use of article



3.	C	<ul style="list-style-type: none"> • The cat <u>are</u> sleeping on the couch. • The <u>childs</u> are playing in the garden. • It is raining. • Mother <u>cuted</u> the vegetables. • I am going to <u>islamabad</u>. 	<ul style="list-style-type: none"> • Auxiliary verb • Incorrect plural • Verb form • capitalization
4.	D	<ul style="list-style-type: none"> • He is playing <u>foot-ball</u>. • Ali <u>don't</u> want any cookies. • My brother is taller <u>then</u> us. • My teacher <u>teached</u> me this lesson. • There <u>is</u> three apples on the table. 	<ul style="list-style-type: none"> • Hyphen • Auxiliary verb • Incorrect use of then • Verb form • Subject verb agreement
5.	E	<ul style="list-style-type: none"> • I live in Mirpur. • Ali goes to school. • This is a book. • My mother cooked the food. • I saw <u>deers</u> in the zoo. 	<ul style="list-style-type: none"> • Incorrect plural
6.	F	<ul style="list-style-type: none"> • My mother gifted me a watch. • He <u>gived</u> me his pencil. • My car is faster <u>then</u> my cousin's car. • People saw two <u>gooses</u> are flying in the sky. • I <u>likes</u> mango. 	<ul style="list-style-type: none"> • Incorrect form of verb • Incorrect then • Incorrect plural • Incorrect use of present tense s/es
7.	G	<ul style="list-style-type: none"> • Does he <u>likes</u> apple? • The boy kicked the football. • I have two <u>feets</u>. • He doesn't eat cookies. • We <u>goed</u> to the zoo last week. 	<ul style="list-style-type: none"> • Incorrect use of present tense s/es • Incorrect plural • Incorrect verb form
8.	H	<ul style="list-style-type: none"> • I <u>drinked</u> two glass of water. • Ali goes to school. • Goat eats <u>leafs</u> of the tree. • She has beautiful <u>hairs</u>. • I live in Mirpur. 	<ul style="list-style-type: none"> • Incorrect verb form • Incorrect plural
9.	I	<ul style="list-style-type: none"> • He is taller <u>then</u> his brother. • <u>Childrens</u> are playing in the park. • She does not <u>washes</u> the dishes. • I love Pakistan. • <u>Their</u> going to the party. 	<ul style="list-style-type: none"> • Incorrect use of then • Incorrect plural • Incorrect use of present tense s/es • Incorrect use of their



10.	J	<ul style="list-style-type: none"> • Does she <u>knows</u> how to swim? • Quaid-e-Azam is the founder of Pakistan. • I brush my <u>tooths</u>. • I saw two <u>puppys</u> in the street. • I live in Mirpur. 	<ul style="list-style-type: none"> • Incorrect use of present tense s/es • Incorrect plural
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In the table above, it can be seen clearly the major mistakes that students made while making the sentences. The researcher has some norms to observe the grammatical errors that students make. The students mostly confuse in some of irregular plurals and same plurals such as sheep , geese, leaves etc and also primary student face difficulty in present tense formula of use of (s/es) and also they are confused in (they're and their).

Grammatical error

Grammatical error is a term utilized in prescriptive sentence structure to portray an occasion of defective, unusual, or disputable use, such as a lost modifier or an improper action word tense. This research concentrated on mistakes that student’s mostly commit while writing a sentence. The students mostly confuse in irregular plurals. In orchestrating section numerous understudies actually utilized inaccurate linguistic designs that will could create turmoil and miscommunication in understudies' composition. Information on great punctuation will impact the cognizance of the piece of composing. By utilizing right linguistic rule, understudies will have great composition. Those mistakes ought to be broke down since they give a commitment in understanding the interaction of language learning.

Verb Form:

The students of primary level make a common mistake in forms of verb because most of the form verbs are changed with -ed and when write different type of verb forms like say-said-said, teach-taught taught, go-went-gone etc they do the grammatical error in these as shown in the table above. Even when you understand the correct uses of verb tenses, you can run into trouble with irregular verbs. Irregular verbs form the past tense and past participle in a variety of ways, not by adding -d or -ed as regular verbs do.

Fig 1

Present:	<i>talk, joke</i>	<i>say, bite</i>
Past:	<i>talked, joked</i>	<i>said, bit</i>



Past participle: *have talked, have joked* *have said, have bitten*

Table 2

Incorrect sentences	Correct sentences
• My teacher <u>sayed</u> we have a test tomorrow.	My teacher said we have a test tomorrow.
• Fatima <u>eated</u> her lunch quickly.	Fatima ate her lunch.
• Mother <u>cuted</u> the vegetables.	Mother cut the vegetables.
• My teacher <u>teached</u> me this lesson.	My teacher taught me this lesson.
• He <u>gived</u> me his pencil.	He gave me his pencil.
• We <u>goed</u> to the zoo last week.	We went to the zoo last week.
• I <u>drinked</u> two glasses of water.	I drank two glasses of water.

The researcher takes out the mistakes of the student related to the form of verb error of grammar, it is clear from the table that students are confused between the regular and irregular verb form. The researcher prime focus is to identify the common mistakes of students in making the sentences.

They're, Their:

These three words are homophones, meaning they sound the same but are spelled differently and have different meanings and purposes.

- **They're** is a contraction of they are. When teaching “they’re,” have students expand the contraction to check if it makes sense in a sentence.
- **Their** is a possessive. Have students ask themselves who owns the object of the sentence to see if “their” is the right word to use. (Ex: It’s their car. Whose car is that? Theirs.)

Frequent and focused practice is the best way to help children learn these rules. Write practice sentences for your students, some using the correct homophone and some the incorrect one, and have your students identify the incorrect ones and change them to the correct ones.



Table 3

• <u>Their</u> going to be here soon.	They're (They are) going to be here soon.
• <u>Their</u> going to the party.	They're (They are) going to the party.

Then and Than

These word matching is additionally interesting for understudies to *comprehend*.

- **Then** is in many cases used to discuss time. Understudies can recall that "then, at that point" is utilized for time since there is a "t" and "e" in the two words. There is no "e" in "than."
- **Than** is utilized to think about two things. Overstate the "a" sound while showing this so youngster can all the more likely separate the two.

Table 4

• He is taller <u>then</u> his brother.	He is taller than his brother.
• My car is faster <u>then</u> my cousin's car.	My car is faster than my cousin's car.
• My brother is taller <u>then</u> us.	My brother is taller than us.

Have kids express "than" and "then" on discrete cheat sheets, different sides of a popsicle stick, or different materials. Peruse sentences out loud, leaving a clear where the right word ought to go, and afterward have understudies hold up the right word.

Present indefinite tense (s/es) Error:

The researcher finds it a big error of students in making sentences of present indefinite tense because the students are facing difficulty in the use of s/es at this level as it is the start of making sentences of a particular tense. Most of the time students of primary make this kind of mistakes in the sentence making of present indefinite.

Table 5

• I <u>doesn't</u> like ice-cream.	I do not like ice cream.
• Does he <u>likes</u> apple?	Does he like apple?
• Ali <u>don't</u> want any cookies.	Ali does not want any cookies.
• I <u>likes</u> mango.	I like mango.
• Does he <u>likes</u> apple?	Does he like apple.
• She does not <u>washes</u> the dishes.	She does not wash the dishes.
• Does she <u>knows</u> how to swim?	Does she know how to swim?

In the table above, it is clearly mentioned the grammatical errors of the primary level students, they are confused in the use of s/es and the activity of making tenses they try to make the present tense and the table 6 clearly shows the mistakes of the students. The teachers should conduct chart activity or assessment related to overcome these errors. The students are confused in using the (s/es) and they tend to use this in negative and interrogative sentences as well. Moreover, if the teacher is teaching them to use (s/es) with singular noun or pronoun than the students use it with "I" because they consider it as a singular pronoun.

Singular/ Plural:

A plural thing is a thing that alludes to more than one individual, spot, thing, or thought. Most particular things are made plural by adding a postfix, generally - s or - es. For instance, the solitary thing canine takes the plural structure dogs, as in three dogs. Nonetheless, there are unpredictable plural things that take extraordinary structures.

Most particular things are made plural by basically putting an - s toward the end. There are a wide range of rules with respect to pluralization relying upon what letter a thing closes in. Unpredictable things don't observe plural thing guidelines, so they should be remembered or looked into in the word reference.

A noun is plural when it represents two or more people, places, things, or ideas. You can identify most plural nouns because they end in –s or –es, although there are plenty of exceptions. In particular, irregular plural nouns each have their own special plural forms, such as child and its plural form, children.

Table 6

• Ali has many <u>sheeps</u> .	Ali has many sheep.
• The <u>childs</u> are playing in the garden.	The children are playing in the garden.
• I saw <u>deers</u> in the zoo.	I saw deer in the zoo.
• People saw two <u>gooses</u> are flying in the sky.	People saw two geese are flying in the sky.
• I have two <u>feets</u> .	I have two feet.
• Goat eats <u>leafs</u> of the tree.	Goat eats leaves of the tree.
• She has beautiful <u>hairs</u> .	She has beautiful hair.
• <u>Childrens</u> are playing in the park.	Children are playing in the park.
• I brush my <u>tooths</u> .	I brush my teeth.
• I saw two <u>puppys</u> in the street.	I saw two puppies in the street.

The researcher discusses that the students often get confused in irregular plurals and make errors in them. In table 7, clearly can be seen that the students hare not aware of the different types of the plural. To make a regular noun plural, you add –s or –es to the end, depending on the word's ending. Sometimes, letters of the original word get changed to make the plural form, such as half and its plural form, halves. We explain which words get which suffixes in the next section.

Irregular plural nouns are an exception. Each irregular plural noun has its own unique plural form, such as mouse and its plural, mice, or goose and its plural, geese.

CONCLUSION

The study has given a complete detail of the grammatical errors made by the primary level students. On the base of the findings, analysis, evaluation of the sentences made by the students, it is concluded that the students of primary level made almost five main types of grammatical errors according to this research. These are forms of verbs rather than verb form of d/ed such as decide- decided, show- showed, the present indefinite tense (s/es), in the kinds of singular/plural most probably in irregular plural, and some of the other kinds. This research concluded that the students are confused in these grammatical rules, and it is due to the lack of practice.



Grammar refers to the rules of language. (Greenbaum & Nelson, 2002: 1) says that the word grammar refers to the set of rules that allow us to combine words in our language into larger units. Furthermore, (DeCapua, 2008:1) says that the term grammar does not bring pleasant memories to the minds of many people. The term grammar frequently recalls tedious lessons with endless drills, repetition, and other generally mindless practice, focused on mostly obscure rules of how people are supposed to write and speak. While (Greenbaum & Nelson, 2002: 13) notes that grammar deals with the rules for combining words into larger units. The largest unit that is described in grammar is normally the sentence. They differ in how much of the grammar they cover and in how they set out the rules. In the results of the research, it is suggested that the institute should arrange a separate class for learning grammar of English under the guidance of well-trained teacher and try to arrange the activities related the grammatical rules. It will help the students in the proficiency of English and students will be capable of self-writing in the future.

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