

The Application of Error Analysis in English Writing after Reading in High School

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Abstract

Based on the Error Analysis theory, this study explores the types of errors in high school English after reading. Through the careful analysis of two hundred final exam compositions of two classes and the auxiliary identification of the correction network, accurate identification of errors. At the ontology error level, focus on word spelling, diction (such as "big" describing desire), tense (improper switching between front and back), subject-verb agreement and sentence composition problems; Text errors include missing key information, insufficient response to details, shallow and abrupt emotional expression; Textual errors involve paragraph cohesion, logical connectives, plot logic and theme deviation. Furthermore, this paper proposes targeted teaching strategies, including strengthening vocabulary and grammar teaching, improving detail and emotion processing ability, and enhancing discourse coherence and logic, in order to provide strong support for post-reading English teaching in senior high school, improve teaching effectiveness and students' writing level, and promote the development of core English literacy.

Keywords

Error Analysis theory; High school English reading after writing; Senior high school English writing teaching; English Teaching strategy

1. Introduction

At present, senior high school English teaching is in the transition period from exam-oriented education to quality-oriented education. The new curriculum standard clearly puts forward that the concept of educating students based on the core quality of the subject is aimed at developing students' language ability, cultural awareness, thinking quality and learning ability, and implementing the fundamental educational task of educating people. Senior high school English general curriculum standards put forward the core quality of English, students' comprehensive language ability is becoming more and more important. Therefore, the English writing part of the college entrance examination is changing from the traditional proposi-

tion to the continuous writing after reading.

As a comprehensive examination question type and the new measures of the new college entrance examination reform, it conforms to the new trend of college entrance examination English teaching, combines reading and writing, and teaches English writing and reading together, which greatly promotes the effect of writing to promote learning. Continuous writing after reading is a relatively new type introduced into college entrance examination. It combines reading and writing to test students' understanding of reading texts and their ability to create content and express themselves in writing on this basis. The core idea is to promote reading and writing for collaborative improvement (Chen Kang, 2019). However, students often make a variety of mistakes in the actual writing process. In order to solve these problems, teachers must understand students' writing status and existing problems, analyze their writing mistakes and reasons, and adopt effective teaching strategies. This paper attempts to use error analysis theory to provide a powerful perspective for in-depth study of these errors. Through a detailed analysis of the types of errors, it can provide accurate basis for the formulation of teaching strategies, so as to effectively improve students' ability to continue writing after reading.

2. Literature Review of Error Analysis Theory

In the process of language learning, errors are an inevitable process of understanding and internalizing the rules of the target language (Dulay, 1974). The theory of error analysis emphasizes the systematic study of errors made by learners in the process of language learning. It holds that mistakes are not only a sign of learning failure, but also a key window to understand the process and strategy of learners' language acquisition.

Developed in the 1970s, error analysis theory is an analytical method based on the foreign language learning model to study learners' mistakes in the process of language

learning, trying to reveal some universal rules in the process of language learning. It replaces the previous comparative analysis method and shifts its research focus from the analysis of the external environment of language learning to the language learners themselves, revealing the process of language learning and the strategies adopted by learners in the process of language learning. Therefore, it plays a very important role in English acquisition.

With the help of error analysis theory, teachers can understand the root causes and types of students' mistakes and take corresponding error correction strategies, so as to improve teaching efficiency and students' learning effect. Error is the imperfection of language learners due to the lack of knowledge of correct rules; Deviation from the normative form of the target language; Unsuccessful use of language; Grammatically incorrect forms.

(Corder, 1979) first established a theoretical framework for error analysis. He

divided errors into systematic errors and non-systematic errors, and later divided errors into linguistic ability errors and linguistic use errors, and further divided competence errors into intralinguistic errors and interlingual errors. (Richards, 1971) proposed developmental errors and further classified intralinguistic errors into overgeneralization, neglect of rule limitations, incomplete application of rules and conceptual assumption errors. Brown proposed four stages of error development: random error stage, emergent stage, systematic stage and stable stage. He pointed out that errors occur at three levels: ontology errors (spelling and pronunciation errors), text errors (vocabulary and grammar errors) and discourse errors (coherence and pragmatic errors) (James, 2001).

In this paper, we use James's classification method to explore the common types of mistakes in senior high school students' post-reading essays.

3. The Analysis of Types of Errors in Senior High School English Writing after

This study collected two final exam compositions of two classes, from which a total of 200 valid answers were selected. After the text analysis of students' compositions and the identification of errors on the correction network, through careful sorting, we can objectively understand the types of errors in students' compositions. See Appendix 1 for details of the sample of continued writing after reading.

3.1. Ontology Error

Ontology Error includes vocabulary errors, grammar mistakes in this paper.

3.1.1. Vocabulary errors

The first is spelling mistakes. The second is misnomer inappropriate words may be used to express emotion or describe action.

(1) "He recieved the wallet.

(2) "He had a big desire to get his wallet back.

In the first example, students misspell simple words such as "recieve" (which should be "receive") when describing Mr. Arthur taking the wallet will affect the accuracy and professionalism of the text. In the second example, students using "big" to describe Mr. Arthur's desire to retrieve his wallet, instead of the more accurate "intense" or "strong." Something like " would be blunt and inaccurate.

3.1.2. Grammar mistakes

The most common type of mistake students make is tense errors: when telling a story, there may be situations where tenses do not agree.

(1) He says... Mr. Arthur goes to the bookstore and sees John.

(2) There is a photo of his wife in the wallet which are very important to him.

(3) Because he lost his wallet. He was very sad.

In the (1) example, He says... ", which confuses the reader about the timeline of the story. In the (2) example, then there is the subject-verb inconsistency type, such as in the sentence " where "which" refers to "photo", The predicate verb should be "is" instead of "are", and this error will destroy the grammatical structure of the sentence.

In the (3) example, there is the problem of incomplete or redundant sentence components. Students may write incomplete sentences, such as " The first half of the sentence is an adverbial clause of cause, which cannot be made into a sentence by itself; Or there may be redundant elements, such as "He walked to the bookstore with his own feet." in "He walked to the bookstore with his own feet." is a redundant expression, directly he walked to the bookstore.

3.2. Text errors

3.2.1. Mishandling of details

The first is when key information is missing. When proving the identity of the owner of the wallet, it may not describe the unique features of the photo in detail. The second is that the details don't match the previous paragraph.

(1) Mr. Arthur took out a photo and said it was his.

In this example, but simply mention that there is a photo, such as " Without further explaining the key information such as the signature on the back of the photo and the wedding date, Making the plot unconvincing.

(2) Suddenly saying that Mr. Arthur remembered a special receipt in his wallet.

In this example, if the student mentions in the continuation that Mr. Arthur has other ways to prove his identity, but there is nothing in the preceding paragraph, it will make the plot seem abrupt.

3.2.2. Poor emotional expression

When students express Mr. Arthur's gratitude or John's relief, they may use simple words like "thank you" and "glad" without digging deeply into the complex emotions of the character. For example, "Mr. Arthur said thank you and left." Did not show Mr. Arthur's deep missing for his wife and the strong emotion of finding his wallet again. The student's abrupt expression of emotional change is not accurate. If the student suddenly changes John from hesitating to return the wallet to immediately returning it without hesitation in the text, without a reasonable emotional transition, such as not describing John's inner touch after seeing Mr. Arthur's anxious expression, the emotional development will be unnatural.

3.3. Discourse errors

3.3.1. Coherence problems

The first is that paragraphs don't flow naturally. After the conclusion of the first paragraph confirms that Mr. Arthur is the owner of the wallet, there may be no appropriate transitional statement when John returns the wallet at the beginning of the second paragraph. For example, it is directly written as "John gave the wallet to Mr. Arthur.", which is stiff and inconsistent with the previous paragraph.

The second is the improper use or absence of logical connectives. Failure to use logical connectives properly to indicate the sequence of events or causality in the narrative

development of the story. For example, when describing a series of actions after John found the wallet, no words such as "first" and "then" were used, which made the logical relationship between sentences unclear.

For example, "John picked up the wallet. He waited there. He saw Mr. Arthur.", it is difficult for readers to quickly understand the development context of the event.

3.3.2. Logical errors

First, the student's writing plot does not develop properly. For example, the process of John confirming that Mr. Arthur is the master is too simple or hasty, and does not fully consider other possible situations. Or in the process of communication between two people, the logical relationship of the dialogue was not close, and there was a lack of logical coherence between the last sentence and the next sentence.

For example, "Mr. Arthur said he lost his wallet. John said he liked books." Such dialogue would make readers confused. And affect the rationality and readability of the whole story.

The second is the topic deviation that students continue to write after reading. If students pay too much attention to the subplots in the process of writing, such as describing John's work in the library in detail, while ignoring the core plot of returning the wallet and the themes of kindness and trust conveyed by the story, the theme of the essay will not be prominent and deviate from the writing requirements.

4. Teaching measures in Senior High School English Writing after Reading

4.1. Teaching measures for ontology errors 4.1.1 Strengthening of vocabulary teaching

Conduct vocabulary accumulation and discrimination teaching ,arrange a certain time for special vocabulary learning every week. The teacher will sort out lists of common confusing words and error-prone words, such as "affect/effect", "lie/lay" and "accept/except", etc. Through example sentence explanation, vocabulary filling in the blank, sentence making and other exercises, students can grasp the differences in their usage. For example, give "He was deeply by the movie." and have the student choose either "affected" or "effected" and explain why.

At the same time, students are encouraged to accumulate new vocabulary in daily reading and learning, build their own vocabulary book, record the parts of speech, meaning, example sentences and information such as synonyms and antonyms of words, and review them regularly. The second is vocabulary application training. Design a variety of writing tasks, such as asking students to use specific vocabulary to write for a given context or topic. For example, taking "describing an unforgettable experience" as the theme, students are required to use cherish words, such as "cherish", "treasure" and "precious", in their writing, so as to deepen their understanding and memory of words and improve the accuracy and flexibility of vocabulary use.

4.1.2. Consolidation of grammar knowledge

Teachers systematically explain and practice grammar, according to the grammar knowledge system, from tense, voice, clause, sentence components and other aspects of the systematic explanation and practice. In class, the grammar structure is analyzed in combination with examples and example sentences. For example, the past perfect tense is explained. Take "Mr. Arthur had visited the bookstore before he lost his wallet" as an example. To illustrate that it represents an action that has been completed before some time in the past. Then assign relevant grammar exercises, including single choice, grammar fill-in-the-blank, sentence correction, etc., so that students can strengthen the mastery of grammar knowledge in the exercises. For example: "By the time he got to the park, he (lose) his wallet." Ask students to fill in the blanks in the correct tenses.

The teacher should analyze and guide the students to correct the grammatical mistakes. The teacher collects students' writing exercises and selects typical grammatical mistakes for class analysis and discussion. The students were asked to find out the mistakes in groups and try to correct them. Then the teacher made a summary and explanation, and guided the students to analyze the causes of the mistakes and the correct grammar rules. At the same time, students are encouraged to check their own grammar after writing to cultivate their ability to correct mistakes.

4.2. Teaching measures for text errors

4.2.1. Detail description guide

The teacher selects excellent sample paragraphs with rich description of details, such as those describing the appearance, movements, psychology and other details of the characters, and guides the students to analyze how the author makes the story vivid through details.

For example, The description of Mr. Arthur's actions when He was looking for his wallet in the analysis "He went back over his path, searching everywhere in the park. His heart sank with each passing minute..." ", allowing students to appreciate how action and psychological details drive plot development and express emotion.

Then let the students imitate the model writing practice, given a simple plot, ask the students to use detailed description to expand, the teacher comments and guidance. Lists of details and writing prompts.

Before the writing training, teachers can provide students with a list of details and tips. For example, when continuing the story, they can remind students to describe the details from the appearance of the photo (color, size, material), the expression and dress of the people in the photo, the material of the wallet and the degree of wear. At the same time, in the writing process, the teacher inspects and reminds the students to pay attention to the addition and improvement of details in time.

4.2.2. Emotional expression training

Teachers teach students how to expand and use emotion vocabulary. Students are encouraged to sort out words and phrases related to common emotions, such as "delighted", "overjoyed" and "ecstatic", which indicate happiness; gloomy: "heart-broken," "gloomy," "miserable," etc., and use some examples to show its use in different contexts. Have students try to use a richer variety of emotional words to express the inner feelings of characters in their writing, and avoid repeating simple words. For example, in describing Mr. Arthur's gratitude for getting his wallet back, guide students to use phrases such as "extremely grateful" and "profoundly thankful" to heighten the intensity of the emotional expression.

Secondly, we can simulate the situation and experience the emotion. Teachers can organize classroom activities, such as role play or group discussion, so that students can simulate the situation in the story and deeply experience the emotions of the characters. In this story, have students play the roles of Mr. Arthur and John, respectively, to feel and express emotions in a simulated lost and returned wallet scenario, and then incorporate these experiences into the writing. At the same time, the teacher guides the students to think about the causes and backgrounds of the characters' emotions, so as to make the emotional expression more realistic and reasonable.

For example, when discussing the emotion of Mr. Arthur, the author analyzes how his missing for his dead wife affects his attention to his wallet and his excitement when he finds it back.

4.3. Teaching measures for discourse errors

4.3.1. Focus on developing students' writing coherence

First of all, teachers should pay attention to the teaching of transitional words and sentences. Teachers mainly explain the usage and functions of common transition words and sentences, such as "firstly", "secondly", "then" and "finally"; "therefore", "thus", "because" and "as a result", which indicate causality; "however", "but", "yet", etc., to indicate a transitional relationship. Let students learn how to use them correctly in the passage through examples and exercises. For example, Give two simple

sentences "He found the wallet. He decided to wait for the owner." Have students connect them with appropriate transition words to form a logically coherent sentence "He found the wallet and then decided to wait for the owner. ".

In writing exercises, ask students to use transitions reasonably between paragraphs and between sentences, with annotations, teacher checks and feedback. Secondly, emphasis should be placed on article structure analysis and imitation. Teachers can choose clear structure, strong coherence model guide students to analyze the paragraph structure and the overall framework of the article, such as how to introduce the theme at the beginning, how to develop the plot in the middle, how to summarize the sublimation at the end.

Let students imitate the structure of the model essay to write, and pay attention to the transition and cohesion between paragraphs in the writing process. For example, in continuing the story, remind students that the first paragraph can be structured as "identity-proof action taken by Mr. Arthur -- reaction taken by John -- identity-confirming result", The second paragraph can be developed according to the structure of "John's actions and words to return the wallet -- Mr. Arthur's response and gratitude -- the feelings of the two people when they were apart and the theme of the story sublimation", so that the article can be clearly structured and coherent.

4.4. Develop students' logicity

4.4.1. focus on story logic analysis and training

For example, carry out story logic analysis activities in class, select some story texts, let students find out the cause, process and result of the story, and analyze the causal relationship and development context between the plots. For example, for the original text that is continued after reading, the students are guided to sort out the logical main line of Mr. Arthur losing his wallet (cause) -- John picking up the wallet and waiting for it (through) -- Mr. Arthur finding the wallet and finally finding the result (result), and echoes in it.

Then, students were asked to construct the development and ending of the story according to the given beginning or plot framework of the story, make an outline, and discuss and communicate in class. Teachers gave guidance and suggestions to help students improve the story logic.

4.4.2. Mind mapping with writing planning

Teachers teach students to use mind mapping to plan their writing content. Before writing, students are asked to focus on the core theme of the story, expand the main plot and character relationships in the form of branches, and tease out a clear logical framework. For example, in continuing the story, students can list in the mind map the lines of action of Mr. Arthur (lose wallet - find wallet - prove identity - Get wallet back - express gratitude) and John (find wallet - Wait for the owner - confirm identity - return wallet - respond to gratitude), As well as the intersections and logical

connections between the two lines, so that the logic of the story can be better grasped during the writing process and plot confusion and thematic deviations can be avoided.

5. Conclusion

Based on the theory of error analysis, this paper analyzes the standard errors, text errors and discourse errors in the post-reading writing of senior high school English, and puts forward corresponding teaching strategies, which will help teachers grasp students' writing problems more accurately, so as to give targeted guidance in the teaching process. In practical teaching, these teaching strategies should be organically combined to continuously train and strengthen students' language knowledge, thinking ability and writing skills, gradually improve students' post-reading and post-writing level, enhance the overall quality of senior high school English writing teaching, and lay a solid foundation for the development of students' comprehensive English literacy. At the same time, teachers should constantly reflect on and adjust the teaching methods to adapt to the changes of students' learning needs and teaching environment, so as to promote the continuous progress of senior high school English teaching.

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