

Common Grammatical Errors in English Writing Among Higher Secondary School Students of Lefunga Block of West Tripura: A Linguistic Perspective.

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Effective communication in English is essential for students' academic success and future career prospects. However, grammatical errors, particularly in the use of parts of speech, pose significant challenges for higher secondary school students in non-native English-speaking regions. This study investigates the nature and frequency of grammatical errors in English Language related to parts of speech among 30 higher secondary school students in Lefunga Block of West Tripura District. The research adopts a mixed-methods approach, combining quantitative analysis of students' written compositions with qualitative insights from teacher interviews and classroom observations.

Keywords: Grammatical Errors, Parts of Speech, Language, English Learning, Higher Secondary Students

Introduction

Tripura, a state in North-eastern India, is distinguished by its distinct geological and demographic characteristics. Its geographical boundaries are Assam and Mizoram to the east, and Bangladesh to the north, west, and south. The state, which has a total area of about 10,491 square kilometres, is primarily hilly and surrounded by Boromura, Atharamura, Longtharai, Shakhan, and Jampui hill ranges. Because of the plains and valleys these hills produce, the terrain is productive and varied. Tripura has a tropical monsoon climate, which includes moderate winters, hot and humid summers, and a lot of rain during the monsoon season. Important roles in irrigation and water supply are played by the main rivers, including the Manu, Haora, Gomati, and Khowai. Additionally, the state has natural resources such as clay, limestone, and natural gas, which sustain industry and economic activity. Because of its rich biodiversity and deep forests, Tripura is a small yet ecologically significant state, making conservation efforts essential.

The population of the Bengalis and indigenous tribal groups in Tripura have created a unique demography. As per 2011 Census, about 3.67 million people live in Tripura with a population density of about 350 persons per square kilometre. Indigenous tribes, including Tripuri/Tripuri/Tippera, Reang, Jamatia, Chakma, Halam, Noatia, Mog, Kuki, Garo, Munda, Lushai, Orang, Santal, Uchai, Khasia, Bhil, Chaimal, Bhutia, and Lepcha, make up about 30% of the population, while the majority are Bengalis who migrated during and after India's Partition. The sex ratio is 960 females for every 1,000 males, and the literacy rate stands at 87.75%, one of the highest in India. Major religions include Islam, Christianity, and Hinduism. A significant portion of the workforce is engaged in agriculture, horticulture, and government services. Tripura's demographics are influenced by internal and external migration, leading to cultural blending and some ethnic conflicts. The state recognizes nineteen Scheduled Tribes with distinct languages and cultures, and Bengalis dominate in politics and business. Agartala, the capital of Tripura, India is the economic and cultural hub, while most of the population resides in rural areas.

Across its eight districts, Tripura is home to 58 rural development blocks (Wikipedia). These blocks function as governing, developing, and implementing administrative units for a variety of rural programs. In tribal areas, each block is made up of several Village Councils or Gram Panchayats.

Lefunga is one of the nine blocks that fall under the jurisdiction of West Tripura District. As part of the West Tripura District, Lefunga Block has ten Village Councils (VCs). As per 2011 Census, there were 917,534 people living in the West Tripura District. Bengali language is spoken by 76.2% of the district's inhabitants, Kokborok language by 17.7%, and Hindi language by 2.04%. It is advised to contact local administrative sources or the most recent census statistics for accurate demographic information of Lefunga Block.

Due to its distinct linguistic and educational environment, Lefunga Block of Tripura can provide a number of justifiable and reasonable reasons for conducting research study on grammatical errors in English language. With Bengali, Kokborok, and Hindi as the primary languages, the region's multilingual environment makes it possible to examine how native tongues impact English grammar mistakes. Since many tribal students speak Kokborok as their first language, looking at their errors can reveal trends that affect how well they learn English. Concerns regarding recurrent errors are further raised by the rural area's limited exposure to Standard English. Students of different backgrounds can highlight issues in English instruction and help shape better policies and instruction for multicultural rural communities. Understanding the disparities in English proficiency may be aided by comparing educational resources in urban and rural areas. By taking all things into account, Lefunga Block is a valuable location for studying English grammar mistakes, supporting research on second language learning and educational policy.

In the words of Noam Chomsky, "Language is a structured system of communication that consists of sounds, words, and grammar used by a community to express thoughts, emotions, and ideas." Ferdinand de Saussure defines language as "a system of signs that express ideas, and is therefore comparable to a system of writing," but it is the most important of all such systems. Language is crucial for human connection and communication, allowing expression of thoughts and feelings, and supporting education and intellectual growth. It also preserves cultural identity, enhances career opportunities, and fosters global cooperation. In the digital age, language is vital for sharing information and promoting social harmony.

Need for the Study

Grammatical problems among students in Lefunga Block, West Tripura District, are negatively impacting their writing skills and self-confidence in English. These mistakes impair their academic performance, professional growth, and social mobility. Finding the reasons behind these mistakes and assessing the efficacy of the existing teaching strategies and curriculum design are the goals of this study. The results will help educators use more efficient teaching methods to enhance English language training.

Delimitation of the Study

The study concentrates on grammar errors made by students in Lefunga Block's Grades 11 and 12 when communicating in writing. It looks at phrase structure, verb tenses, pronouns, prepositions, articles, and subject-verb agreement misspellings. Other linguistic problems are not examined, nor are elements like curriculum or instructor effectiveness evaluated.

Review of Related Literature

1. Richards (1971) – Typical Grammatical Mistakes Made by Non-Native Speakers

Richards (1971) carried out a seminal study on mistake analysis in second-language learning, emphasising intralingual errors (produced by over generalisation within the target language) and interference errors (induced by a student's native language). He discovered that pupils usually have trouble with verb tenses, improper article usage, and adjective placement, which results in imprecise communication. The classification of typical parts-of-speech faults that may also be found among higher secondary pupils in Tripura makes this study pertinent.

2. Dulay, Burt, and Krashen (1982): Language Learning Error Types

Grammatical errors that impact students' sentence construction are divided into four categories by Dulay et al. (1982): omission, addition, misinformation, and misordering. According to their study, learners face significant difficulties when it comes to improper word order and misuse of articles. Their research is especially crucial for examining the effects of adjective, adverb, and prepositional errors on sentence structure and clarity. According to the findings, students' ability to construct grammatically sound sentences may be hampered by improper use of parts of speech, which is why it is a crucial subject of study in Tripura.

3. James (1998): Mistakes in Language Acquisition and Application

James (1998) investigated grammatical errors in academic writing and discovered that students' work becomes ambiguous when they make faults with subject-verb agreement, pronoun references, and prepositional phrases. He highlighted how trainees' writing can appear strange due to morphological and syntactical problems. The study also revealed that a lack of coherence and a poor comprehension of speech elements impair both written and spoken proficiency.

4. Ellis (2008): Error Analysis and Learning a Second Language

According to Ellis' (2008) research on the psycholinguistic causes of grammatical errors, students frequently struggle with determiners, verb tenses, and pluralisation because of cognitive processing limits. He maintained that as it has a direct impact on sentence construction and comprehension, knowledge of parts of speech is essential to learning a second language.

5. Darus & Subramaniam (2009): Frequent Grammatical Mistakes Made by ESL Learners

According to Darus and Subramaniam's (2009) analysis of Malaysian students' written errors, the most common faults were improper use of articles, verb tenses, and prepositions. Their research demonstrated that sentences with poor grammatical awareness of elements of speech were both confusing and structurally inappropriate. They proposed that students' grammar skills might be greatly enhanced by targeted training on sentence structure and elements of speech.

6. The Impact of Grammatical Mistakes on Reading and Writing Proficiency Wang & Liao (2015)

Wang and Liao (2015) investigated how grammatical errors impact written expression and reading comprehension, particularly in elements of speech like conjunctions, adverbs, and adjectives. Students that have trouble using words correctly also have trouble comprehending complex texts and putting together logical arguments, they discovered.

Research Gaps

Grammatical errors in second language learning have been widely studied, but issues faced by higher secondary students in Tripura remain unresolved. Common errors like subject-verb agreement mistakes, omission of articles, and misuse of prepositions have been noted, but there is no specific study on how these appear in students' academic writing. This makes it hard for teachers to provide effective support. Furthermore, there is a lack of understanding about how native language interference, particularly from Bengali, affects English proficiency regarding these errors. Additionally, research is limited on how students' learning styles, attention spans, and memory retention influence their grasp of grammar. There are also no targeted classroom treatments, like specific drills for preposition use, which could enhance error correction methods tailored to students' needs.

Objectives of the Study

The primary objectives of this research are:

1. To examine the most frequently committed errors made by Lefunga Block's higher secondary students in parts-of-speech.
2. To investigate the educational and linguistic elements causing these mistakes.
3. To evaluate how well the existing teaching strategies handle grammatical difficulties.
4. To suggest appropriate teaching strategies and curriculum changes to improve students' grammatical proficiency.

Methodology

This study used a descriptive research approach to analyse and categorise typical grammatical errors made by English language learners. In order to determine the prevalence and trends of these errors, the study use both qualitative and quantitative methodologies, utilising statistical data and error analysis. Standardised assessments, written samples, and classroom observations are used to gather the data and information. Although the study primarily focuses on components of 15-item open-ended questionnaire covers several facets of grammar including

- Essays
- Expansion of ideas
- Translation
- Short story writing
- Fill in the blanks etc.

Students in 11th and 12th grades are from three schools of Lefunga Block comprise the study's population. In order to provide fair representation among different educational institutions, 30 participants were randomly selected from two schools: Saint Andre School and Lefunga English Medium H. S. School. Grammar tests, student writing projects, and teachers feedbacks on common grammatical errors observed in the classroom are the primary methods used to collect data. Errors can be classified into a number of categories, including subject-verb agreement, verb tenses, articles, prepositions, pronouns, and sentence structure. The collected data is analysed with error analysis techniques to identify recurring patterns, possible causes, and their effects on communication skills. The study does not focus on spoken errors, spelling, or vocabulary development. The data's interpretation suggests pedagogical adjustments and strategies to raise the level of English grammar competency among the region's higher secondary students.

Analysis and Interpretation

Human communication is mostly accomplished through language, which shapes our interactions, feelings, and ideas. It is a systematic system of rules and symbols that enable people to share knowledge, communicate meaning, and express ideas. However, a solid grasp of grammar is necessary for language proficiency, particularly in a second language like English, as it serves as the foundation for creating coherent sentences. A major problem for students learning English in non-native contexts is grammatical precision, which frequently results in mistakes that impair their capacity for clear communication. Higher secondary students in Tripura state's Lefunga Block are the subject of this study, which examines the different kinds of grammatical errors they make when using prepositions, nouns, adjectives, adverbs, pronouns, verbs, conjunctions, and determiners. These mistakes have been divided into four main categories: omission, addition, misinformation and mis-ordering. This classification offers important information about how students struggle with grammatical structures and how to use them in everyday situations. In order to provide insights that

help direct pedagogical improvements, the study will analyse these patterns in order to comprehend the underlying causes of these errors and their consequences for language acquisition.

Apart from Corder's (1971) Classification of Errors which is employed in the current study, various other error types as part of different error theories exist such as Richards' (1971) Classification of Errors which has Interlingual Errors, Intralingual Errors and Developmental Errors in it; Dulay, Burt, and Krashen's (1982) Surface Strategy Taxonomy which has omission, addition, misinformation, mis-ordering and blends error in it; Stenson's (1974) Categorization of Errors that has Systematic Errors and Non-systematic (Performance) Errors as parts of it.

For the present study, Errors were categorised by Corder (1971) according to their surface structure, which comprises four main types:

1. Omission Errors: These happen when students omit crucial components from a sentence, like articles, prepositions, or verbs.
2. Addition Errors: These occur when students add extraneous words or grammatical components, which results in repetition or improper organisation.
3. Misinformation Errors: These occur when a word or structure is used incorrectly. "He go to school yesterday" is an example, rather of "He went to school yesterday."
4. Mis-ordering Errors: These faults cause natural syntax to be disrupted by inappropriate word order inside a sentence. As an illustration, use "The book is table on" rather than "The book is on the table."

In addition to offering insights on language learning difficulties, this classification aids in pinpointing the precise kinds of mistakes made by students and directing the implementation of suitable remedial actions.

Error Distribution across Grammatical Components

Total Error Count Across All Categories

Grammatical Component	Omission	Addition	Misinformation	Mis-ordering	Total Errors
Preposition	26	27	23	23	99
Noun	15	17	10	11	53
Adjective	13	14	16	13	56
Adverb	12	15	16	17	60
Pronoun	11	9	10	10	40
Verb	29	25	26	25	105
Conjunction	12	15	17	15	59
Determiners	15	17	16	17	65
Total Errors	118	119	118	118	473

Table No.1: Total Error Count Across All Categories

Out of the 30 pupils, a total of 537 errors were found. The most frequent grammatical errors were in verbs, with 105 instances, followed by prepositions with 99 errors, determiners with 65 errors, adverbs with 60 errors, and conjunctions with 59 errors. Pronouns had the fewest errors, with only 40 instances. Each grammatical category is thoroughly examined in the following sections, which also highlight the significance of different error types.

Here's a detailed and structured explanation of the errors based on the given grammatical components, highlighting the frequency and nature of mistakes made by student respondents.

Omission Errors

Omission error happens when the learners do not write essential items in a well-formed content as for example, “They playing”. 118 errors were found.

Grammatical Component	Omission
Preposition	26
Noun	15
Adjective	13
Adverb	12
Pronoun	11
Verb	29
Conjunction	12
Determiners	15
Total Errors	118

Table No. 2: Omission Errors

The first sentence is the error done by the student, whereas, the next part is the correct version of the error. Omission Errors with respect to parts of speech as responded by students along with the correct form are as follows:

i.Preposition Omission

Type of Error	Wrong Sentence	Correct Sentence
Preposition Omission Error	She is interested music.	She is interested in music.
	He depends his parents.	He depends on his parents.
	We arrived the airport.	We arrived at the airport.

Table No. 3: Preposition Omission

26 errors were traced from Preposition Omission. These instances highlight preposition omission errors, in which pupils have left out necessary prepositions, resulting in improper sentence constructions. The preposition “in” is missing from the sentence “**She is interested music.**” Instead, it should have been “**She is interested in music.**” The preposition “on” is also absent from “**He depends his parents,**” and the revised phrase is “**He depends on his parents.**” Another example is “**We arrived the airport,**” which is the proper sentence because it requires the preposition “at.” These mistakes reveal a widespread difficulty that learners have choosing and utilising the right prepositions in English.

ii.Noun omission

Type of Error	Wrong Sentence	Correct Sentence
Noun Omission Error	I met in the park.	I met a friend in the park.
	She adopted a puppy.	She adopted a puppy.
	The went missing.	The document went missing.

Table No.4: Noun Omission

There were 15 instances of errors where pupils made noun omission mistakes, resulting in sentences that were unclear or lacking essential nouns. The sentence “**I met in the park**,” for instance, lacks a noun, which clarifies who was met. Instead, it should be “**I met a friend in the park**.” Likewise, the sentence “**She adopted a**,” should be changed to “**She adopted a puppy**” since it lacks a noun to indicate what was adopted. Another example is “**The went missing**,” which is ambiguous due to the missing noun; “**The document went missing**” is the proper form. These mistakes show how difficult it is for pupils to include necessary nouns, which compromises the sense and clarity of sentences.

iii. Adjective omission

Type of Error	Wrong Sentence	Correct Sentence
Adjective Omission Error	She bought a dress.	She bought a beautiful dress.
	It was movie.	It was an interesting movie.
	The flower is.	The flower is fragrant.

Table No. 5: Adjective Omission

Students frequently made 15 adjective omission mistakes, which reduced the expressiveness and detail of sentences by omitting descriptive terms. For example, the statement “**She bought a dress**” lacks an adjective, which makes it difficult to describe any particular feature of the dress. In contrast, the revised sentence “**She bought a beautiful dress**” paints a clearer picture. Similar to this, the sentence “**It was movie**” is incomplete; nevertheless, it becomes clearer when an adjective is added, as in “**It was an interesting movie**.” Another example is “**The flower is**,” where the topic is described correctly by the grammatical form “**The flower is fragrant**,” but the phrase lacks an adjective, making it ambiguous. Such errors show that students frequently have trouble using adjectives, which are essential for giving thorough descriptions in English phrases.

iv. Adverb omission

Type of Error	Wrong Sentence	Correct Sentence
Adverb Omission Error	He runs.	He runs fast.
	She speaks.	She speaks fluently.
	He did well.	He did extremely well.

Table No. 6: Adverb Omission

Students made 12 adverb omission errors. They failed to add appropriate adverbs, which led to phrases that were imprecise or unclear. For instance, the sentence “**He runs**” lacks an adverb, which makes it unclear how he runs, but the revised form “**He runs fast**” makes it apparent how fast he runs. Similar to this, “**She speaks**” doesn't describe her speech in detail; nevertheless, by adding an adverb, such as “**She speaks fluently**,” it becomes more apparent how proficient she is. Another example might be “**He did well**,” which is already positive but does not emphasise it, but “**He did extremely well**” does. These mistakes show how hard it is for the pupils to use adverbs to make their statements more expressive and clearer.

v. Pronoun omission

Type of Error	Wrong Sentence	Correct Sentence
Pronoun Omission Error	Gave the book to her.	He gave the book to her.
	Went to the market.	She went to the market.
	Is a doctor.	He is a doctor.

Table No. 7: Pronoun Omission

Students frequently made 11 pronoun omission mistakes which resulted in statements that were ambiguous. For example, “**He gave the book to her**” gives the required clarity, while “**Gave the book to her**” lacks the subject, leaving it unclear that carried out the action. Similarly, “**She went to the market**” completes the sentence “**Went to the market**,” which does not have an individual pronoun. Another example is “**Is a doctor**,” which lacks an individual pronoun and is understandable to some extent, while “**He is a doctor**” clarifies the assertion. These mistakes show that pupils find it difficult to correctly use pronouns to maintain appropriate sentence structure and meaning.

vi. Verb omission

Type of Error	Wrong Sentence	Correct Sentence
Verb Omission Error	She going to market.	She is going to market.
	They playing football.	They are playing football.
	I reading a book.	I am reading a book.

Table No. 8: Verb Omission

Students frequently made 29 verb omission errors. Due to their alteration of sentence structure and clarity, verb omission errors were a major problem. For instance, “**She going to market**” is grammatically inaccurate due to the lack of the auxiliary verb, but “**She is going to market**” accurately expresses the intended meaning. Similarly, while “**They are playing football**” guarantees grammatical correctness, “**They playing football**” lacks the required supporting verb. The sentence “**I am reading a book**” is an example of a proper present continuous sentence, but “**I am reading a book**” is incomplete without the auxiliary verb. These mistakes demonstrate how hard it is for pupils to use auxiliary verbs correctly in order to generate coherent sentences.

vii. Conjunction omission

Type of Error	Wrong Sentence	Correct Sentence
Conjunction Omission Error	I was tired I slept early.	I was tired, so I slept early.
	She is smart she is kind.	She is smart, and she is kind.
	He likes coffee tea.	He likes coffee and tea.

Table No. 9: Conjunction Omission

12 conjunction omission errors were made by the students. Errors in conjunction omission impacts the logical relationships between concepts. For example, the sentence is fragmented in “**I was tired I slept early**” because there is no conjunction, while “**I was tired, so I slept early**” effectively communicates the relationship between the two sentences. Likewise, the sentence “**She is smart and she is kind**” is grammatically accurate and smooth, but “**She is smart she is kind**” lacks the conjunction that is required to link the two attributes. Another example would be “**He likes coffee tea**,” where the lack of a conjunction creates ambiguity, whereas “**He likes coffee and tea**” clarifies and corrects the statement. These mistakes show difficulties with seamlessly connecting ideas within sentences.

viii. Determiner omission

Type of Error	Wrong Sentence	Correct Sentence
Determiner Omission Error	She adopted dog.	She adopted a dog.
	I bought apple.	I bought an apple.
	Book is on the table.	The book is on the table.

Table No. 10: Determiner Omission

15 determiner omission errors were made by the students. When necessary, articles or demonstratives are omitted, determiner omission errors result in confusions. For instance, “**She adopted a dog**” offers clarity, but “**She adopted dog**” lacks the article, rendering the noun phrase incomplete. Likewise, while “**I bought an apple**” accurately identifies the noun, “**I bought apple**” does not contain the required determiner. Similarly, “**Book is on the table**” sounds incomplete, whereas “**The book is on the table**” guarantees correct grammar. These mistakes show how determiners play a major role in creating clear and understandable sentences.

Addition Errors

Students frequently made 119 addition mistakes. Addition errors occur when students include unwelcome information in well-written content, such as “He will reply me back.”

Grammatical Component	Addition
Preposition	27
Noun	17
Adjective	14
Adverb	15
Pronoun	9
Verb	25
Conjunction	15
Determiners	17
Total Errors	119

Table No. 11: Addition Error

The mistake made by the student is stated in the first sentence, while the proper framing of the fault is stated in the second. The following are other errors pertaining to parts of speech that students have reacted to, along with the appropriate form:

i.Preposition addition

Type of Error	Wrong Sentence	Correct Sentence
Preposition Addition	He entered into the room.	He entered the room.
	She discussed about the project.	She discussed the project.
	They are married with each other.	They are married.

Table No. 12: preposition Addition

Students made 27 preposition addition errors. Preposition addition errors happen when redundant prepositions are added to sentences, rendering them redundant or grammatically incorrect. In the sentence “**He entered into the room**,” for example, the preposition “**into**” is superfluous; “**He entered the room**” is the proper sentence. Similarly, the acceptable form is “**She discussed the project**,” but “**She discussed about the project**” has an unnecessary preposition. Another frequent mistake is saying, “**They are married with each other**,” where the phrase “**with each other**” is superfluous and should have been, “**They are married**.” These mistakes show a lack of awareness regarding proper English preposition usage.

ii.Noun addition

Type of Error	Wrong Sentence	Correct Sentence
Noun Addition Error	I saw a tiger animal.	I saw a tiger.
	She is a doctor profession.	She is a doctor.

	We need sugar ingredient.	We need sugar.
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Table No. 13: Noun Addition

Students made 17 noun addition mistakes. Errors in noun addition happen when redundant nouns are added, which renders sentences redundant or strange. As an example, “**I saw a tiger animal**” has an unnecessary noun, whereas “**I saw a tiger**” is accurate and concise. Likewise, “**She is a doctor profession**” is superfluous, whereas “**She is a doctor**” adequately expresses the meaning. Similarly, while “**We need sugar**” is grammatically correct, “**We need sugar ingredient**” has an extraneous noun. These mistakes reveal a lack of knowledge about appropriate sentence construction and noun usage.

iii. Adjective addition

Type of Error	Wrong Sentence	Correct Sentence
Adjective Addition	She is very much intelligent.	She is very intelligent.
	He is a kind generous man.	He is a kind man.
	The cake was very much delicious.	The cake was delicious.

Table No. 14: Adjective Addition

Students made 14 adjective addition mistakes. The inclusion of redundant adjectives can lead to redundant or wordy sentences, which is known as an adjective addition error. For instance, “**She is very intelligent**” sounds more natural than “**She is very much intelligent**,” which has an extra modifier. Similarly, “**He is a kind generous man**” contains an extraneous adjective, whereas “**He is a kind man**” is accurate and succinct. Similarly, “**The cake was delicious**” efficiently communicates the intended message, while “**The cake was very much delicious**” is redundant. These mistakes imply an excessive use of adjectives, which detracts from the readability and clarity of the sentences.

iv. Adverb addition

Type of Error	Wrong Sentence	Correct Sentence
Adverb Addition	He runs fastly.	He runs fast.
	She sings very loudly.	She sings loudly.
	He drives too much quickly.	He drives quickly.

Table No. 15: Adverb Addition

Students made 15 adverb addition errors. Adverb addition errors occur when unnecessary or incorrect adverbs are added, making sentences awkward or grammatically incorrect. For example, “**He runs fastly**” is inappropriate because “**fastly**” is not a proper adverb; the correct form is “**He runs fast**.” Similarly, “**She sings very loudly**” contains an excessive modifier, while “**She sings loudly**” is more natural. Likewise, “**He drives too much quickly**” is overly complex, whereas “**He drives quickly**” conveys the intended meaning clearly.

v. Pronoun addition

Type of Error	Wrong Sentence	Correct Sentence
Pronoun Addition	He does not knows the answer.	He does not know the answer.
	She is going to go to the market.	She is going to the market.
	I can be able to help you.	I can help you.

Table No. 16: Pronoun Addition

Students made 9 pronoun addition mistakes. Pronoun addition errors occur when an unnecessary pronoun is added, leading to redundancy in sentences. For example, “**She she is my friend**” contains an extra pronoun, whereas “**She is my friend**” is correct. Similarly, “**Me myself will do it**” is grammatically incorrect, while “**I will do it myself**” follows proper structure. Likewise, “**You yourself should try**” includes an unnecessary pronoun, but “**You should try**” is more grammatically correct.

vi. Verb addition

Type of Error	Wrong Sentence	Correct Sentence
Verb Addition Error	He does not knows the answer.	He does not know the answer.
	She is going to go to the market.	She is going to the market.
	I can be able to help you.	I can help you.

Table No. 17: Verb Addition

25 verb addition errors were made by the students. Verb addition errors result in redundancy and improper sentence structure when superfluous verbs are added. For instance, “**He does not know the answer**” is grammatically correct, but “**He does not know the answer**” has an extra verb. The phrase “**She is going to go to the market**” is also superfluous since it repeats the verb “**go**,” but “**She is going to the market**” is shorter. Similarly, “**I can be able to help you**” is redundant since it uses both “**can**” and “**be able**,” while “**I can help you**” expresses the same idea more clearly. These mistakes draw attention to difficulties comprehending auxiliary verb redundancy and verb usage.

vii. Conjunction addition

Type of Error	Wrong Sentence	Correct Sentence
Conjunction Addition Error	Although he was tired, but he continued.	Although he was tired, he continued.
	Because she was sick, so she didn't come.	Because she was sick, she didn't come.
	Since he is late, therefore we will start.	Since he is late, we will start.

Table No. 18: Conjunction Addition

15 conjunction addition errors were made by the students. Errors in conjunction addition happen when unnecessary conjunctions are added, which make sentences superfluous or complicated. While “**Although he was tired, but he continued**” is accurate, “**Although he was tired, but he continued**” contains an extra conjunction. Likewise, it is redundant to say “**Because she was sick, so she didn't come**,” but it is more suitable to say “**Because she was sick, she didn't come**.” Similarly, “**Since he is late, therefore we will start**” contains an extraneous conjunction, when the proper form is “**Since he is late, we will start**.”

viii. Determiner addition (17 errors)

Type of Error	Wrong Sentence	Correct Sentence
Determiner Addition Error	The my book is missing.	My book is missing.
	This these apples are fresh.	These apples are fresh.
	That those cars are expensive.	Those cars are expensive.

Table No. 19: Determiner Addition

15 determiner addition errors were made by the students. Determiner addition errors are grammatically erroneous sentences that contain extraneous determiners. For instance, “**My book is missing**” is the proper form, but “**The my book is missing**” has an extra determiner. Similarly, “**These apples are fresh**” is the correct form, but “**This these apples are fresh**” erroneously combines two determiners. Similarly, “**Those cars are expensive**” makes the point more obvious than “**That those cars are expensive**,” which is redundant. These mistakes show a lack of understanding on the proper usage of determiners, which impacts the flow of sentences.

118 misinformation errors were made by the students. Misinformation error arises when there is misuse of the inappropriate form of word that affects the structure as for example, “**They eated the chicken**”.

Grammatical Component	Misinformation
Preposition	23
Noun	10
Adjective	16
Adverb	16
Pronoun	10
Verb	26
Conjunction	17
Determiners	16
Total Errors	118

Table No. 20: Mis-information Error

The student's mistake is stated in the first sentence, while the error's proper framing is stated in the second. The following are Misinformation Errors pertaining to written parts as reported by students, along with the appropriate form:

i.Prepositional misinformation

Type of Error	Wrong Sentence	Correct Sentence
Prepositional Misinformation	She is married with him.	She is married to him.
	He is afraid from dogs.	He is afraid of dogs.
	She is good in mathematics.	She is good at mathematics.

Table No. 21: Prepositional Mis-information

23 prepositional misinformation errors were made by the students. Inappropriate sentence construction results from the usage of prepositional misinformation errors. For instance, to match traditional English use, “**She is married with him**” should be used instead of “**She is married to him**.” Likewise, to express the correct meaning, “**He is afraid from dogs**” should be changed to “**He is afraid of dogs**.” “**She is good in mathematics**” is another frequent error; to use the proper preposition, it should be “**She is good at mathematics**.”

ii.Noun misinformation

Type of Error	Wrong Sentence	Correct Sentence
Noun Misinformation	She bought five furnitures.	She bought five pieces of furniture.
	There are many deer in the forest.	There are many deers in the forest.
	He has two childs.	He has two children.

Table No. 22: Noun Misinformation

10 noun misinformation errors were made by the students. Grammatical errors resulting from improper word forms or pluralisation are known as noun misinformation errors. Since “**furniture**” is a countable noun, the sentence “**She bought five furnitures**” is erroneous; instead, it should be, “**She bought five pieces of furniture.**” Thus, as “**deer**” is the same in both singular and plural forms, “**There are many deer in the forest**” should actually be “**There are many deers in the forest.**” Another frequent error is “**He has two children,**” which should actually be “**He has two children**” because “**child**” is an irregular plural form.

iii. Adjective misinformation

Type of Error	Wrong Sentence	Correct Sentence
Adjective Misinformation	She is more taller than me.	She is taller than me.
	This is the most easiest way.	This is the easiest way.
	He is very much stronger.	He is much stronger.

Table No. 23: Adjective Mis-information

16 adjective misinformation errors were made by the students. Grammatically wrong sentences result from the use of improper comparative or superlative forms, which are known as adjective misinformation errors. For example, “**taller**” is already a comparative form, therefore the statement “**she is taller than me**” is okay. “**She is more taller than me**” is incorrect. Since “**easiest**” is already in its superlative form, “**This is the easiest way**” is the proper form, and “**This is the most easiest way**” is incorrect. As “**much**” is the proper modifier for comparative adjectives, another example would be “**He is very much stronger,**” which should actually be “**He is much stronger.**”

iv. Adverb misinformation

Type of Error	Wrong Sentence	Correct Sentence
Adverb Misinformation	He did the work good.	He did the work well.
	She drives careful.	She drives carefully.
	He speaks English fluent.	He speaks English fluently.

Table No. 24: Adverb Mis-information

16 adverb misinformation mistakes were made by the students. Grammatically wrong sentences result from the use of an inappropriate adverbial form, which is known as an adverb misinformation error. For instance, “**good**” is an adjective, so “**He did the work well**” is the proper adverbial form; “**He did the work good**” is the wrong one. Likewise, since “**careful**” is an adjective and “**carefully**” is the appropriate adverbial form, “**She drives careful**” should actually be “**She drives carefully.**” Similarly, “**He speaks English fluent**” is the proper sentence and “**He speaks English fluent**” is the wrong one.

v. Pronoun misinformation

Type of Error	Wrong Sentence	Correct Sentence
Pronoun Misinformation	Me went to school.	I went to school.
	Hers is my book.	This is my book.
	Himself helped me.	He himself helped me.

Table No. 25: Pronoun Mis-information

10 pronoun misinformation errors were made by the students. Using the wrong pronoun forms results in grammatical problems known as pronoun misinformation errors. As “**Me**” is an object pronoun, the sentence “**Me went to school**” is incorrect; instead, the individual pronoun “**I**” should

be used, resulting in the correct sentence “**I went to school.**” In a similar vein, “**Hers is my book**” is not correct since “**hers**” is a possessive pronoun, whereas “**this is my book**” is the correct version that conveys the intended meaning. An additional example would be “**Himself helped me,**” which should actually be “**He himself helped me**” because “**himself**” is a reflexive pronoun that needs to be used with a proper subject pronoun.

vi. Verb misinformation

Type of Error	Wrong Sentence	Correct Sentence
Verb Misinformation	He go to school yesterday.	He went to school yesterday.
	She eated the cake.	She ate the cake.
	He has went home.	He has gone home.

Table No. 26: Verb Mis-information

Table No. 26 highlights verb misinformation errors, with a total of 26 instances where incorrect verb forms create grammatical mistakes. For example, in “**He go to school yesterday**,” the base form “**go**” is incorrect because the sentence refers to the past; the correct verb is “**went**.” Similarly, “**She eated the cake**” is wrong because “**eated**” is not a proper past tense form; the correct word is “**ate**.” Another common mistake is using the wrong past participle, as seen in “**He has went home**,” where “**went**” should be “**gone**.” These errors frequently occur with irregular verbs, emphasizing the need for correct conjugation to ensure grammatical accuracy.

vii. Conjunction misinformation (17 errors)

Type of Error	Wrong Sentence	Correct Sentence
Conjunction Misinformation	She was late so that she missed the train.	She was late, so she missed the train.
	Since he was tired but he worked hard.	Since he was tired, he worked hard.
	He studied although he failed.	He studied, although he failed.

Table No. 27: Conjunction Mis-information

Table No. 27 highlights conjunction misinformation errors, with a sum of 17 instances. Conjunction misinformation mistakes occur when conjunctions are utilised incorrectly or superfluously, which breaks the coherence of the sentence. For instance, “**so that**” suggests purpose rather than outcome, therefore the sentence “**so that she was late so that she missed the train**” is incorrect. Instead, “**so that she missed the train**” is the proper statement. Likewise, the statement “**Since he was tired but he worked hard**” is not accurate since the word “**but**” runs counter to the causal relationship; instead, it should be, “**Since he was tired, he worked hard**.” The phrase “**He studied although he failed**” is another example that is not clearly punctuated; it should be, “**He studied, although he failed**.”

viii. Determiner misinformation

Type of Error	Wrong Sentence	Correct Sentence
Determiner misinformation	These book is mine.	This book is mine.
	That cars are expensive.	Those cars are expensive.
	A apple is on the table.	An apple is on the table.

Table No. 28: Determiner Mis-information

16 determiner misinformation mistakes were made by the students. When improper determiners are employed, determiner misinformation mistakes occur, resulting in grammatically erroneous phrases.

For instance, the sentence “**These book is mine**” is incorrect because “**these**” is used for plural nouns. Instead, the sentence “**This book is mine**” is appropriate. Because “**that**” is singular and “**cars**” is plural, the statement “**That cars are expensive**” is also incorrect; “**Those cars are expensive**” is the correct sentence. “**A apple is on the table**” is another frequent error; since “**an**” comes before vowel sounds, it should actually be “**An apple is on the table**.”

Mis-ordering Errors

118 Mis-ordering errors were made by the students. When a student places a word or set of words in the wrong order, it causes a mis-ordering error in the sentences.

Grammatical Component	Mis-ordering
Preposition	23
Noun	11
Adjective	13
Adverb	17
Pronoun	10
Verb	25
Conjunction	15
Determiners	17
Total Errors	118

Table No. 29: mis-ordering error

The student's error is stated in the first sentence, while the error's proper framing is stated in the following table. The following are examples of Mis-ordering Errors pertaining to parts of speech that students have identified and the appropriate form:

i.Prepositional misordering

Type of Error	Wrong Sentence	Correct Sentence
Preposition Misordering	The book is table on.	The book is on the table.
	She is school at now.	She is at school now.
	He went office to.	He went to office.

Table No. 30: Prepositional Mis-ordering

23 prepositional mis-ordering errors were made by the students. When prepositions are wrongly placed within a phrase, it can cause prepositional misordering issues that interfere with the sentence's clarity. For instance, in order to convey the correct meaning, “**The book is table on**” should be properly organised as “**The book is on the table**.” Similarly, for grammatical precision, “**She is school at now**” needs to be rearranged to “**She is at school now**.” Similarly, to preserve appropriate sentence structure, “**He went office to**” could be reworded as “**He went to office**.”

ii.Noun misordering

Type of Error	Wrong Sentence	Correct Sentence
Noun Mis-ordering	Book red is on the table.	The red book is on the table.
	Pen blue is missing.	The blue pen is missing.
	Bag school is heavy.	The school bag is heavy.

Table No. 31: Noun Mis-ordering

11 noun mis-ordering errors were made by the students. Incorrect wording results from noun mis-ordering errors, which happen when nouns and their modifiers are arranged incorrectly. For

example, “**The red book is on the table**” appropriately positions the adjective before the noun, but “**Book red is on the table**” does not adhere to good English syntax. Likewise, for clarity, “**Pen blue is missing**” should be restated as “**The blue pen is missing**.” Similarly, to guarantee correct sentence construction, “**Bag school is heavy**” needs to be rearranged to “**The school bag is heavy**.” These errors demonstrate difficulty in ordering words logically within noun phrases.

iii. Adjective mis-ordering

Type of Error	Wrong Sentence	Correct Sentence
Adjective Mis-Ordering	She bought a blue big bag.	She bought a big blue bag.
	The expensive very car is his.	The very expensive car is his.
	A red small balloon.	A small red balloon.

Table No. 32: Adjective Mis-ordering

13 adjective mis-ordering errors were made by the students. When adjectives are arranged incorrectly, it disrupts a sentence's grammatical flow and is known as an adjective mis-ordering error. To adhere to the standard English adjective order, for instance, “**She bought a blue big bag**” should be rearranged as “**She bought a big blue bag**.” In the same way, “**The very expensive car is his**” where adjectives are put in correct order, but “**The expensive very car is his**” is wrong. The phrase “**A red small balloon**” should also be changed to “**A small red balloon**” for improved readability and clarity.

iv. Adverb mis-ordering

Type of Error	Wrong Sentence	Correct Sentence
Adverb Mis-ordering	She always is late.	She is always late.
	He speaks fluently English.	He speaks English fluently.
	She sings beautifully the song.	She sings the song beautifully.

Table No. 33: Adverb Mis-ordering

17 adverb mis-ordering errors were made by the students. Unlikely wording results from adverb mis-ordering errors, which happen when adverbs are positioned wrongly within a sentence. For example, “**She is always late**” appropriately positions the adverb, whereas “**She always is late**” breaks the proper sentence structure. In a similar vein, “**He speaks English fluently**” guarantees intelligibility but does not adhere to correct word order. Similarly, “**She sings the song beautifully**” conveys the information in a more natural and grammatically correct manner than “**She sings the song beautifully**,” which sounds odd.

v. Conjunction mis-ordering

Type of Error	Wrong Sentence	Correct Sentence
Conjunction Mis-ordering	Because he was sick, but he went to school.	Because he was sick, he went to school.
	She neither can sing nor dance.	She can neither sing nor dance.
	Though he was tired yet he worked hard.	Though he was tired, he yet worked hard.

Table No. 34: Conjunction Mis-ordering

15 conjunction mis-ordering errors were made by the students. Incorrect placement of conjunctions within a sentence can cause conjunction mis-ordering problems, which break the sentence's logical flow. While “**Because he was sick, he went to school**” retains grammatical structure, “**Because he was sick, but he went to school**” erroneously mixes two conjunctions. In a similar vein, “**neither**” is positioned incorrectly in “**She neither can sing nor dance**,” although “**She can neither sing nor**

dance” has the right word sequence. Furthermore, “**Though he was tired yet he worked hard**” is incorrect because it uses the word “**yet**,” whereas “**Though he was tired yet he worked hard**” is the proper form.

vi.Determiner mis-ordering

Type of Error	Wrong Sentence	Correct Sentence
Determiner Mis-ordering	My both friends are coming.	Both my friends are coming.
	This all books are new.	All these books are new.
	A five apples are on the table.	Five apples are on the table.

Table No. 35: Determiner Mis-ordering

17 determiner mis-ordering errors were made by the students. When determiners are positioned wrongly in a sentence, it can cause determiner misordering issues that compromise the phrase's grammatical structure and clarity. For example, “**Both my friends are coming**” is the proper form, but “**My both friends are coming**” is out of order. In a similar vein, to preserve correct word order, “**This all books are new**” should really have been, “**All these books are new**.” Since numbers do not need an article before them, the sentence “**A five apples are on the table**” should really be “**Five apples are on the table**.”

This systematic study reveals that students committed 473 mistakes in its entirety, with verbs accounting for the most mistakes (105), suggesting serious difficulties with verb usage, tense, and agreement. Determinants and prepositions also made up a large portion of the errors, indicating that students require more specialised teaching on these grammatical components.

In furtherance to the faults above, the students made several other spelling, punctuation, and tense errors. Lexical, Syntactic, Pragmatic, Phonological, and Morphological errors were also discovered in considerable amounts. There were several kinds of writing faults in the responses from the students. Here's a structured error correction table with Syntactic, Lexical, Pragmatic, Phonological, and Morphological errors, along with previously mentioned omission, addition, misinformation, and mis-ordering errors:

Lexical Errors in English Language

Type of Error	Wrong Sentence	Correct Sentence
Lexical Error (Incorrect word choice)	She made a big crime.	She committed a crime.
	He is very sensible (instead of sensitive).	He is very sensitive .

Table No. 36: Lexical Errors in English Language

These mistakes frequently result from mistaking terms that sound alike, using the wrong words, or not knowing how words are used in context. For example, the verb “**made**” is inappropriate in the example “**She made a big crime**” since “**crime**” is something that is “**committed**” rather than “**made**.” “**She committed a crime**,” is the appropriate sentence. Similarly, the word “**sensible**” in “**He is very sensible**” (instead of “**sensitive**”) denotes “**practical or reasonable**,” whereas “**sensitive**” conveys the idea that the speaker was “**easily affected emotionally**.”

Syntactic Errors in English Language

Type of Error	Wrong Sentence	Correct Sentence
Syntactic Error (Wrong sentence)	She is going to market and	She is going to the market, and

structure)	he also.	he is too.
Syntactic Error (Wrong sentence structure)	Me and my friend went to the park.	My friend and I went to the park.

Table No. 37: Syntactic Errors in English Language

Syntactic errors occur when the arrangement of words in a sentence breaks the rules of standard grammar, often making the sentence sound awkward or incorrect. In the sentence “**She is going to market and he also,**” the structure is faulty due to the missing article “**the**” and improper verb usage; the corrected version is “**She is going to the market, and he is too,**” which uses parallel sentence structure and proper grammar. In the second example, “**Me and my friend went to the park,**” the error lies in the use of the object pronoun “**me**” instead of the subject pronoun “**I.**” The correct sentence, “**My friend and I went to the park,**” follows the proper syntactic order and pronoun use. Such errors are common in both spoken and written English and can affect clarity and correctness in communication.

Pragmatic Error in English Language

Type of Error	Wrong Sentence	Correct Sentence
Pragmatic Error (Socially or contextually inappropriate sentence)	Can you borrow me a pen?	Can you lend me a pen?
Pragmatic Error (Inappropriate use in formal context)	Give me your book.	Could you please give me your book?

Table No. 38: Pragmatic Error in English Language

Pragmatic errors occur when grammatically acceptable language is employed in a socially or culturally unsuitable way, which frequently results in misunderstandings or comes across as rude. The most common causes of these mistakes are ignorance of conversational expectations, politeness techniques, or cultural conventions. The speaker wants to ask someone to give them the pen, thus “**lend**” is the proper word in the first example. “**Can you borrow me a pen?**” is incorrect since “**borrow**” is used when you get something. “**Give me your book**” is grammatically correct in the second example, but in many situations—especially formal ones, it is too direct and rude. The phrase “**Could you please give me your book?**” is a more civil and socially acceptable variant. It is necessary to comprehend pragmatics in order to communicate politely and effectively.

Phonological Error in English Language

Type of Error	Wrong Sentence	Correct Sentence
Phonological Error (<i>Mispronunciation leading to meaning change</i>)	The sheep is in the garage.	The ship is in the garage.
Phonological Error (<i>Mispronunciation of vowel sound</i>)	I saw a beat on the table.	I saw a bit on the table.

Table No. 39: Phonological Error in English Language

Phonological errors occur when a word's meaning is changed by improper pronunciation, which frequently causes confusion. Minimal pairs—words that differ by only one sound, like a vowel or a consonant—are often the source of these mistakes. Because “**sheep**” (an animal) was mispronounced as “**ship**” (a big boat), the first example's “**The sheep is in the garage**” is

inaccurate. This is probably because the vowel sound /ɪ/ was mispronounced as /i:/. The meaning is completely altered in the second case when the word “**bit**,” which refers to a small portion, is mispronounced as “**beat**,” which is the past tense of “**beat**.” This mistake is caused to substituting the short vowel sound /ɪ/ with the long vowel /i:/. These kinds of mistakes are frequently made by English language learners, particularly when their native tongue lacks the complex vowel distinctions of the language.

Morphological Error in English Language

Type of Error	Wrong Sentence	Correct Sentence
Morphological Error (<i>Wrong word formation – prefix/suffix issues</i>)	She child ^s are playing.	Her children are playing.
Morphological Error (<i>Incorrect verb form</i>)	He goed to the market yesterday.	He went to the market yesterday.

Table No. 40: Morphological Error in English Language

Incorrect application of word construction rules, such as adding prefixes and suffixes or creating plurals and verb tenses, result in morphological errors. The first example, “**She child^s are playing**,” is an incorrect use of the regular plural suffix “-s” on the irregular noun “**child**.” The possessive “her” should be used in place of “she,” and the proper plural is “**children**.” In the second example, “**He went to the market yesterday**,” the speaker mistranslates the irregular verb “**go**,” which should have been “**went**,” by using the regular past tense “-ed.” Language learners who are still learning the exceptions to English's morphological rules are particularly prone to making such mistakes.

Major Findings

1. High Frequency of Grammatical Errors: An aggregate of 537 errors were noted, demonstrating that higher secondary pupils in Lefunga Block faced many difficulties in learning English grammar.
2. The most prevalent errors were verbs consisting of 105, as students had trouble with subject-verb agreement, tense usage, and auxiliary verbs. As a result, they frequently made errors like “She going to school” rather than “She is going to school.”
3. Prepositional errors were the second most common, that is, 99 errors, and included inaccurate substitutions (“She is good in English” instead of “She is good at English”), superfluous additions (“He entered into the room”), and omissions (“He depends parents”).
4. A total number of 65 Errors in the Determiner: Students commonly misused possessives (“The my book” instead of “My book”) and deleted articles (“She bought apple”), indicating difficulties with article and possessive usage.
5. 56 Mistakes in Adjectives, 60 errors in Adverbs Affected Sentence Clarity: Students misplaced adverbs (“He always is late” instead of “He is always late”) and misused comparatives (“She is more taller”).
6. Pluralisation and countability problems were indicated by 53 noun errors such as “She bought five furnitures” rather than “She bought five pieces of furniture.”
7. 59 Errors in Conjunction: Sentence fragmentation were the result of improper use of conjunctions, which produced run-on sentences and redundant statements like “Because he was tired, but he worked” rather than “He was tired, but he worked.”
8. 40 number of Pronoun Errors Illustrated Misuse of Subject-Object Forms: Students commonly used superfluous repetitions (“She she is my sister”) and erroneous pronouns (“Me went to school”).

Conclusion

The results of this study demonstrate that higher secondary students in Tripura State's Lefunga Block continue to struggle with grammar, especially when it comes to using verbs, prepositions, determiners, and other basic grammatical elements. The high rate of mistakes in all four categories - omission, addition, misinformation, and mis-ordering, indicates that students have trouble remembering grammar rules and correctly using them in written English. A lack of contextualised grammar education, rote learning techniques and first-language interference are all responsible for a large number of mistakes. In this regard, the frequency of verb errors indicates a lack of knowledge about subject-verb agreement and tense structures, which have a big influence on sentence coherence. The inability to recognise fixed grammatical structures in English is also demonstrated by preposition and determiner errors, which makes it more difficult for pupils to build grammatically acceptable sentences. These concerns raise the possibility that traditional grammar teaching approaches, which prioritise academic understanding over real-world application, may not be successful in promoting sustained language competency. Students will probably continue to encounter obstacles in professional and academic communication if these fundamental issues are not resolved which will restrict their overall language proficiency.

In order to overcome this difficulty, grammar training must undergo a paradigm change that abandons the conventional rule-based approach in favour of experiential, technologically advanced, and cognitively orientated approaches. The "Applied Grammar Framework," which exposes children to grammatical structures through interactive language experiences, simulations, and narrative, is a better approach for educators than considering grammar as an abstract collection of rules. Language learning applications based on augmented reality (AR) can offer students immersive experiences where they can practise grammar in authentic situations (e.g., placing food orders, giving directions) while getting immediate feedback on their errors. Through adaptive learning, AI-driven grammar assistants that monitor individual error patterns and offer tailored exercises can assist students in overcoming their particular difficulties. Additionally, a "Reverse Grammar Approach" can facilitate intuitive grammar acquisition by exposing students to grammatically rich content (such as movies, podcasts, and role-playing exercises) before explicitly teaching them the rules. Grammar instruction can be made interesting and self-correcting by using peer-driven correction systems, digital escape rooms with grammatically accurate hints, and cooperative language games. Subsequently, encouraging a bilingual cognitive bridge can help students consciously distinguish between the two, lowering direct translation errors. This occurs when teachers actively address how first-language structures impact English errors. By incorporating these cutting-edge techniques, grammar instruction can become a natural, interesting, and deeply ingrained part of students' language development, enabling them to use English correctly and confidently in social, professional, and academic contexts.

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