

MASTER'S THESIS

An error analysis of English compositions by Hong Kong junior secondary students

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**AN ERROR ANALYSIS OF ENGLISH COMPOSITIONS
BY HONG KONG JUNIOR SECONDARY STUDENTS**

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**A Dissertation Submitted In Partial
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Abstract

The present study is a study of Cantonese-speaking English learners' errors. It attempts to trace the possible origins of the errors that frequently occur in the English compositions of Hong Kong junior secondary students.

The study was carried out via Error Analysis. The errors identified in the language samples were classified into seven error categories. The errors in each error category were examined and explained from the perspectives of three possible sources: interlingual, intralingual and developmental.

It is hoped that the findings can help teachers and those concerned with English language learning in Hong Kong not only to obtain a more systematic and accurate understanding of the causes of the learners' learning problems, but also to realize that errors actually signify progress in learning.

撮 要

本論文旨在研究香港初中學生在英文作文中常犯的語法錯誤，並嘗試從來自母語、所學語言(英語)內部的影響及學習者所經的自然發展進程等方面追尋各種語法錯誤的起因。

本人希望透過本研究使教師及有關人士不單對初中學生學習英語的困難有較為深入的認識，並且對他們所犯的錯誤有一個正面的看法——「錯誤」反映學習者在學習中、在進步中。

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