Study of Argumentative Writing and Narrative Methods for English Majors based on Graph Neural Networks

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Abstract. The main purpose of this study is to investigate the differences between narrative writing errors and argumentative writing errors of Chinese learners by using the argumentative writing and narrative writing methods of English majors based on graph neural networks. Using graph neural networks and the error analysis method described by Corder (1981), our research classification method is consistent with the theoretical framework of Burt and Kiparski. Our analysis aims to identify the different nature and characteristics of the errors present in these two components. The correlation between the prevalence of global and local errors, as well as their relationship to different types of writing, is carefully examined through graph neural networks. The findings ultimately suggest a targeted teaching approach tailored specifically to address common errors in different writing styles. This method is expected to significantly improve the writing level of English majors.

Keywords: Graph Neural Networks; Types of Writing; Error Analysis; Teaching Methodology.

1. Introduction

As outlined in Suggestions on Foreign Language Majors Facing Education Innovation in the 21st Century (2000), it is imperative for sophomore English majors to effectively employ accurate and contextually appropriate language in their compositions to ensure lucid self-expression. The burgeoning interest in error analysis in writing underscores the pressing necessity to enhance the writing proficiency of English learners in China. The quantity and nature of errors within compositions serve as barometers of English learners' proficiency levels, as errors typically arise from deficiencies in knowledge (Ellis, 2009)

The categorization of errors remains a subject of ongoing debate. Scholars such as Burt and Kiparsky (1974) and Ferris (2002) have dichotomized errors into global and local categories based on their impact on discourse and single sentence structures. Conversely, Charlene (1997) adopted a taxonomy involving morphological, syntactical, and lexical errors, striving towards achieving error-free compositions.

However, alternative viewpoints advocate for a classification of errors coupled with an examination of their etiology within English majors' writing. Richards (1971), for instance, proposed a dichotomy of interlingual and intralingual errors. This perspective suggests that errors in English majors' compositions can stem from negative mother tongue transfer or insufficient comprehension of target language rules (Wang Taofeng, 2020; Wu Chenze & Ting Huang, 2021).

Presently, the prevailing focus of error classification studies remains predominantly centered on the errors themselves, neglecting nuanced investigations into specific writing genres, such as narrative and argumentative compositions. While Error Analysis (EA) within the domain of Second Language Acquisition (SLA) isn't a recent field, its significance, as elucidated by Corder (1974), warrants heightened attention in contemporary contexts. This study endeavors to categorize errors by scrutinizing diverse participant compositions, drawing from prior research by Burt and Kiparsky (1974), subsequently subjecting these errors to analysis using Corder's five-step Error Analysis framework (Corder, 1981).The outcomes of this research yield contributions to both theoretical and pedagogical domains, primarily by delving into the categorization of errors across different textual formats. This exploration ultimately casts light on instructional implications, delineating strategies to

enhance writing proficiency in various text types and partially mitigating errors in learners' subsequent academic pursuits.

Building upon Corder's (1974) assertion, Error Analysis stands as a valuable tool to elucidate the dynamics of language acquisition, offering insights into the learning process and furnishing pathways for learners to ascend to higher proficiency levels. This paper conducts an in-depth analysis of writing errors among sophomore students, categorizing errors into two distinct groups derived from the classification method proposed by Burt and Kiparsky (1974).

The study endeavors to address two pivotal inquiries: 1. What types of errors manifest in narrative and argumentative compositions among Chinese Second language learners? 2. How do these errors differ between the two textual formats? With the acquisition of fresh data sourced from the targeted cohort of students, the author anticipates that the findings will significantly contribute to the evolution and advancement of this field of research. The hypothesis is that The proportion of global errors and local errors has no relationship with the types of writing.

2. Operation and Overview of GNN

Graph neural network (GNN) is an algorithm that uses neural network to learn graph structure data, extract and mine features and patterns in graph structure data, and achieve the requirements of graph learning tasks such as generation, segmentation, prediction and classification. This concept was first proposed in 2005, and some scholars applied it to graphs, proposed graph convolutional networks by cleverly transforming convolutional algorithms, and derived more variants from them. Nowadays, in addition to graph convolutional neural networks, common algorithms also include graph cyclic networks, graph self-editors, graph attention networks, etc. Combined with the algorithm classification framework analysis as shown in Figure 1 below, it can be seen that in the era of big data, facing increasingly complex data structures, graph neural networks can be used to process non-European data and improve system accuracy.

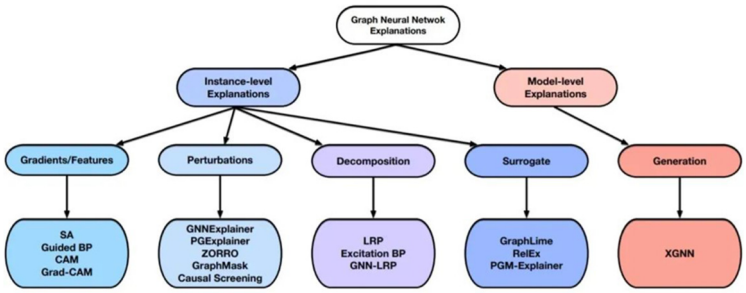


Figure 1. Classification framework diagram of the GNN algorithm

From the concept of GNN proposed by Gori and et al in 2005, to the emergence of GCN providing effective processing paradigm for non-European structure data, to the proposal of different GNN variants of GNN framework, such as GAE, GAT, GRN and GGN, and the application of GNN in various fields, GNN has experienced a process from scratch to optimization in theory and practice, and the GNN system family is also constantly developing and improving. From this process, we can see that many researchers constantly improve and optimize the GNN algorithm and structure. After borrowing the basic theory of volume neural, recurrent network and deep autoencoder, graph neural network expands the existing neural network structure and redefine and designs the neural network structure to handles the data of graph structure. From the perspective of practical application, although the related theory application has achieved excellent results, figure neural network can not only show the complex relationship between objects, can also be extracted, the European space generated data, powerful in the learning graphic structure data, is widely used in the recommended system, but the practice development also faces other problems, such as data security, recommendation, model, etc.

Taking the graph convolutional neural network as an example, it extends the convolution operation from the traditional data to the graph data. The application principle is shown in Figure 2 below:

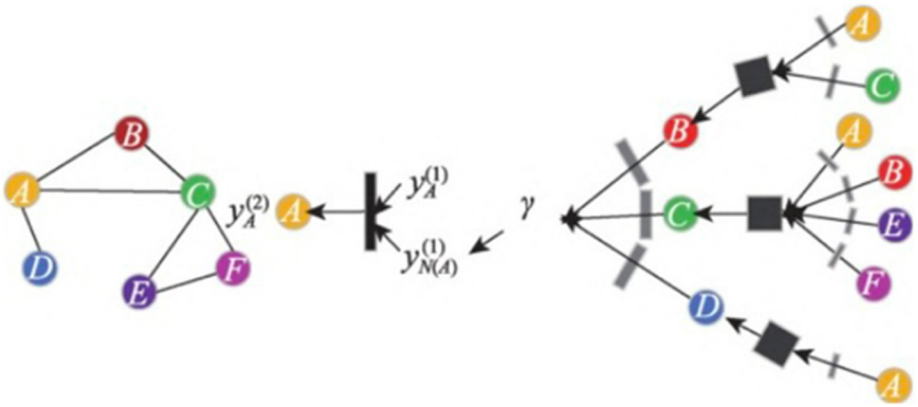


Figure 2. Principles of the graph convolutional network algorithm

This paper focuses on the overview of error analysis theory, the description of global and local errors, and the classification of errors. Based on graph neural network, this paper proposes an English argumentative essay and narrative method for English majors based on graph neural network. The graph neural network replaces the activation function in the traditional neural network, which greatly improves the comparison ability of the network.

Some scholars have proposed an efficient random walk method based on the research, Constructing the convolution model, And proposed more novel training strategies, In order to improve the convergence and robustness of the model operation; When some scholars deal with the problem of large-scale data computing and storage, We propose an efficient allocation method of graph convolutional networks with a hybrid memory computational structure as the core, This approach can scientifically address the access problem of irregular data during the application, Improve the task allocation efficiency of the graph convolutional neural network; Some scholars have also proposed the university recommendation algorithm with the heterogeneous information network as the core, Make full use of the automatic learning node information characteristics of graph volume and neural network, While acquiring the fusion-heterogeneous information, Adved the node scoring problem, Controlled the training scale, Improved computing efficiency. With the continuous development of modern science and technology, figure convolutional neural network is widely used in various fields, using different time accumulated data training model, can further improve the performance of the design system, improve the accuracy of system operation, for the new period of neural network algorithm application research provides the rich content, and the figure neural network application research difficulties more and more, from different fields put forward corresponding research questions and research direction, is the focus of researchers in the future. For example, the graph convolutional neural network is based on the calculation of information transmission. Generally speaking, the attribute features of the neighbor node are averaged element by element, and then input the vector into the neuron.

From the perspective of artificial intelligence application, in the traditional sense of network data and sequence data has a series of mature neural network modeling, such as CNN to image, RNN to time series, for another widespread data types: figure, effective network structure also need to be put forward and form series, only in this way can scientifically solve the problem of figure. From the perspective of practical application, the examples of the graph include social network, knowledge graph, spatiotemporal observation, etc., which can effectively analyze and apply the various benefits generated, making the neural network algorithm become the focus of artificial intelligence research in recent years.

Combined with the above analysis, it has been clear that graph neural network is a series of neural networks applied in graph structure data. Some scholars believe that the basic operation of graph neural network includes graph filtering and graph pooling. In various operations, the specific processes of both are as shown in Figure 3 and Figure 4:

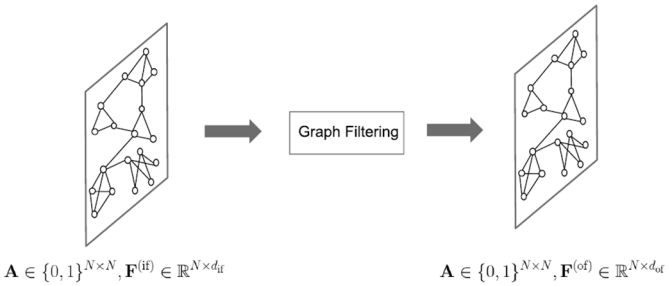


Figure 3. The operation process of the graph filter

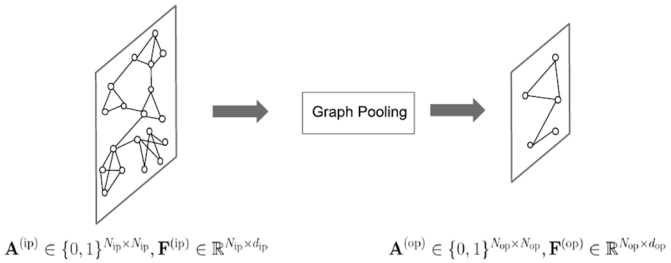


Figure 4. Operation process of graph pooling

According to the analysis of the above figure, it can be seen that the graph filtering is to obtain features from the graph structure data. In the current technical research, it is found that the relevant operations have been extended to jump connection operator, attention operator, cycle operator and other aspects, mainly for the basic operators of the graph structure data. When the graph structure is complex or large, the limitation, simplified calculation can be introduced; graph pooling is to sample the features collected by graph green wave operation to meet the requirements of some specific tasks. This operation can be divided into direct pooling and hierarchical pooling, mainly used to deal with complex or large-scale graphical differentiation, to avoid losing the rich information contained in it.The graph neural network uses gradient descent method for network training, which enhances the convergence performance of the network and improves the training speed. To verify the performance of the proposed method, tests were performed on the open dataset Englishhnd. Combined with the actual application scenario, the test focuses on the anti-noise performance of graph neural network. When the noise-free data is used for training, the identification error rate of the method will change significantly only when the mean noise of the test data exceeds 0.1, and the method has stronger anti-noise performance.

3. Literature Review

This chapter aims to provide a comprehensive review of pertinent literature, encompassing an overview of error analysis theory, delineation of global and local errors, and the classification of errors.

3.1 The Classification Method based on Burt and Kiparsky's Theory

Burt and Kiparsky (1974) introduced two primary categories of errors: local errors and global errors.

3.1.1 The Definition of Global Errors and Local Errors

Errors denote instances where learners incorrectly use language due to a lack of knowledge. The author classifies errors into two categories: global errors and local errors. Local errors, while not impeding communication, primarily encompass mistakes related to noun and verb inflections, as well as the utilization of articles, prepositions, and auxiliaries. Conversely, global errors, as delineated by

Burt and Kiparsky (1974), are more severe as they disrupt communication by affecting the coherence of utterances; an instance of this could involve erroneous word order within a sentence.

3.1.2 Overview of Error Analysis (EA)

Upon the dismissal of Contrastive Analysis due to its inability to predict certain errors and elucidate intricate grammatical structures (Lightbown & Spada, 2013), the necessity for new theories to explicate second language learner errors emerged. Consequently, Error Analysis was introduced by Corder (1967), focusing on gauging learners' progress and the extent of their language acquisition. Corder's Error Analysis (EA) comprises five key steps (Corder, 1981): 1. Collecting the learners' errors 2. Identifying the errors 3. Describing these errors and classifying the errors into different groups 4. Explaining the reasons of these errors. 5.Evaluating these errors. These steps constitute the fundamental process of Error Analysis, aiming to scrutinize and comprehend the errors made by language learners.

4. Research Methodology

The primary aim of this research is to discern the differences in errors between argumentative and narrative compositions among English major students in China, utilizing Error Analysis as outlined by Corder (1981) and subsequently categorizing these identified errors. Furthermore, the study endeavors to offer viable solutions to rectify these errors. Additionally, the research seeks to ascertain whether the proportion of global errors and local errors correlates with the distinct types of writing.

4.1 Subject description

Twenty English-major students have been selected as the subjects for this research. These students are enrolled in the English Education department at Capital Normal University in China and are from the same class, exhibiting a comparable level of English proficiency. Having undergone two years of systematic learning, they possess the necessary skills to complete both argumentative and narrative writing tasks.

4.2 Instruments

Each of the 20 selected students is tasked with completing both an argumentative and a narrative composition. Subsequently, from the pool of submissions, ten compositions from English-major students are chosen for inclusion in this research.

The argumentative compositions typically exhibit accuracy, conciseness, and employ rhetorical devices to enhance vivid expression. Conversely, narratives focus on depicting individuals, scenes, and objects in specific sequences. These distinct styles of writing are selected to identify potential discrepancies in errors between them.

Moreover, to maintain consistency among students in the same grade, the topics assigned for both argumentation and narration are identical. Considering the proficiency level of English majors, the argumentative topic centers around commenting on plagiarism, while the narrative task involves describing a person. These compositions originate from students' regular writing assignments within their writing class.

4.3 Procedures

Step1: Randomly select a class from the English Education department.

Step2: Determine the composition topics. All selected students will compose argumentative pieces on the topic of plagiarism in universities, and narratives describing a person. These topics align with the English majors' proficiency level.

Step3: Randomly select groups of 10 students. Collect compositions twice from each group: the first collection for narratives and the second for argumentative pieces. Ensure that students are

unaware of the research's purpose to prevent intentional modification of their compositions; they should not refine their work.

Step4: The professor reviews and corrects the students' compositions initially. The author obtains feedback from the professor.

Step5: Proceed to analyze and categorize the errors found in the students' compositions.

5. Results and Discussion

5.1 Data Presentation

Table 1. Cities of Students

Areas	Female	Male
Beijing	8	1
Macao	1	0

As indicated in Table 1, the cohort consists of a total of 10 students, predominantly females. All students originate from China and reside in developed regions, sharing similar educational backgrounds. They are enrolled at Capital Normal University, specializing in English education. Hence, they have undergone nearly two years of systematic instruction and are well-acquainted with the structures of argumentation and narration.

Table 2 delineates that global errors in argumentative compositions typically encompass seven categories: references, Chinglish, sentence order, fragments, tense agreement, redundant sentences, and sentence structures. A total of 14 errors were identified, with Chinglish constituting the majority. The prevalence of Chinglish errors, from the perspective of foreign readers, may engender misunderstandings within the entire essay. Consequently, the author categorizes these errors as global due to their potential to impede overall comprehension. Following Chinglish, redundant sentences emerge as another prevalent error type. While the sentence's intended meaning is comprehensible, the expression lacks native-like fluency, thereby hindering reading fluency. These seven error types significantly impact sentence meanings and, at times, alter the overall paragraph meaning.

Tables 3 and 4 highlight that the spectrum of local errors in argumentative compositions is notably more intricate compared to global errors in the same context. These local errors encompass a range of complexities such as inflectional affix, capitalization, collocation, verb phrase, prepositional phrase, plural form, passive voice, and subject-verb agreement. Among these, errors concerning prepositional phrases are prevalent, alongside occasional misused collocations by students. While these errors might not significantly disrupt the overall understanding of the passage, their diversity poses a challenge for students in rectification. The wide array of error types complicates correction, requiring students to address multiple facets simultaneously.

Table 2 and Table 4 comparisons reveal that the scope of global errors in narration is narrower in comparison to global errors in argumentative compositions. Consequently, errors pertaining to references, sentence order, fragments, tense agreement, and sentence structures are more characteristic and prevalent within argumentative writing.

Table 5 indicates that local errors in narration encompass prepositional phrases, articles, subject-verb agreement, spelling of derivation, plural forms, and verb phrases. Notably, the errors concerning the spelling of derivations are more commonly associated with argumentative compositions. In total, there are six types of errors identified within narration, which, although not significantly impacting the overall sentence meaning, contribute to a diverse range of linguistic inaccuracies.

Table 2. Global Errors of Argumentation

Types of Errors	Examples	Explanation
Reference	Other students' efforts are also disregarded if the plagiarizer make it.	The meaning of it is ambiguous
	Since the booming essay mills in British poses a threat to the quality of university degree, they faced fines and criminal records.	The meaning of they are ambiguous
Chinglish	the university students become cheap and the degree becomes worthless	The "students become cheap" should be replaced by other collocations.
	some lazy students will taste this dangerous fruit recklessly	The correct form is "eat one's bitter fruit" or "end up with punishment"
	the increase of plagiarists	The correct form is "an increasing number of plagiarists"
	they prefer relying on others' paper to finishing the assignments by themselves.	The correct form is "relying on coping others' paper".
	This will let him further and further from moral standards.	The correct expression is "keep him away from being moral"
Order of the sentences in the paragraph	As far as I'm concerned, strict measures should be taken to stop plagiarism in universities.	This should be the last sentence of the beginning paragraph.
Fragment	First, if universities don't take measures to stop plagiarism may lead students turn to crime.	The subject of the sentence is missing. The correct sentence is "Students may turn to crime if universities do not take measures to stop plagiarism".
Sentence structure	But when students who do not have these qualities, even though they perform that well, they may still not be able to reassure the people around them.	The sentence structure needs to be refined and it is a little bit confusing.
The agreement of tense	taking strict measures on plagiarism could also impart responsible values into students	The could should be replaced by can.
Redundant sentence	The ban on plagiarism is aimed at protecting the prospects of future career for students.	The ban on plagiarism is aimed at protecting students' future career prospect.
	To avoid the severe consequences, universities must set rules to protect students' future employment.	To avoid the severe consequences, universities must fight plagiarism.
	students are addicted to plagiarism easily and lose their ability of thinking.	The whole sentence can be replaced by plagiarist.

Table 6 indicates that the complexity of errors in argumentative compositions surpasses that found in narrations. Additionally, the quantity of errors in argumentative pieces is nearly double that observed in narratives. This significant discrepancy in error types prompted the author to conduct further investigations into the dataset.

Table 3. Local Errors of Argumentation

Types of Errors	Examples	Explanation
Inflectional affix	The original writer pays lots of efforts while plagiarizers get it in a second without any hardworking.	The correct form is hardwork and the wrong form doesn't affect the meaning of the whole sentence.
Collocation	Either the hight score or how much time they spent , it's unfair to the other students who finished on their own.	The use of "either……or…." should be replaced by "no matter how" and the order of the sentence should be given reconsideration.
	It is not only unfair to other students but also a threat to the quality of a British university degree. / Not only become lazy in doing their homework by themself, but also become lazy in thinking and getting the credit in a honest way.	"not only……but also" connects phrases or words of same category. For example, she likes not only music but also sport. Also, there should have a subject in the sentence.
Capitalization	The British Government	The correct form is "the British government"
Verb phrase	take risk to walk	The correct form is "take risks waking……" or "take a risk walking"
	spend a lot of time and energy to complete their papers	The current form is "spend time doing"
Prepositional phrase	be disappointed by	The current form is "be disappointed with"
	In stead of using their brains	The correct form is "instead of"
	avoid the student to committing crime	The correct form is "avoid the student from committing crime"
	provide them from creative thought	The correct form is "provide……with……"
Plural form	The reason for this is that essay mills has become serious problem in UK.	The correct form is "a serious problem".
Passive voice	what kind of punishment will be giving	The correct form is "be given"
Subject-verb agreement	And punishments is being considered by the government.	The correct form is "punishments are"

Table 4. Global Errors of Narration

Types of Errors	Examples	Explanation
Chinglish	false braces	The correct form is fake braces and the error will cause misunderstanding.
	That little dimple makes her become softer.	The correct form is "That little dimple makes her softer."
Redundant sentence	The black-lined mustache was the most distinctive feature of him.	The correct sentence is "His black-lined mustache was the most distinctive feature."

Table 5. local Errors of Narration

Types of Errors	Examples	Explanation
Prepositional phrase	His skin is very white contrast with most Asian people.	The correct form is in contrast with
	who lives in the next door.	in should be omitted
Article	Severus Snape has a thick black ear-length hair.	a should be omitted
	she has exquisite appearance	she has an exquisite appearance
Subject-verb agreement	She has a thick chestnut wavy hair, slightly curved bangs makes her look younger and more lovely.	makes should be replaced by make
	She has a slightly round baby faces	faces should be replaced by face
	when he smile	smile should be replaced by smiles
	All these shows his status as a Hollywood super tough guy.	shows should be replaced by show
	He doesn't have a lot of gossip.	gossip should be replaced by gossips
Spelling of derivation	She is an idol of top girl group in Korean who has an extremely attractive appearance and really nice body.	Korean should be replaced by Korea
	the frown on his thin face was telling people his discontentedness with the nation and the society.	discontentedness should be replaced by discontent
Plural	one of the most competent athlete	one of the most competent athletes
Verb phrase	a pink hair band attached her shoulder-length hair.	a pink hair band attached to her shoulder-length hair.

Table 6. Errors of the Compositions

Types	Argumentation	Narration
Global Errors	7	2
Local Errors	8	6
Total	15	8

5.2 Research Discussion

The aim of this paper is to address two key inquiries: 1. What types of errors manifest in narrative and argumentative compositions among Chinese learners? 2. How do these errors differ between the two textual formats? Based on the classification method of global and local errors (Burt & Kiparsky, 1974), as well as the research data, it is evident that in students' argumentative compositions, global errors predominantly comprise references, Chinglish, sentence order, fragments, tense agreement, redundant sentences, and sentence structures. Conversely, global errors in students' narrative compositions mainly consist of Chinglish and redundant sentences.

Moreover, local errors in students' argumentative compositions encompass a broader spectrum including inflectional affix, capitalization, collocation, verb phrase, prepositional phrase, plural form, passive voice, and subject-verb agreement. In contrast, local errors in students' narrative

compositions are identified as prepositional phrases, articles, subject-verb agreement, spelling of derivation, plural forms, and verb phrases.

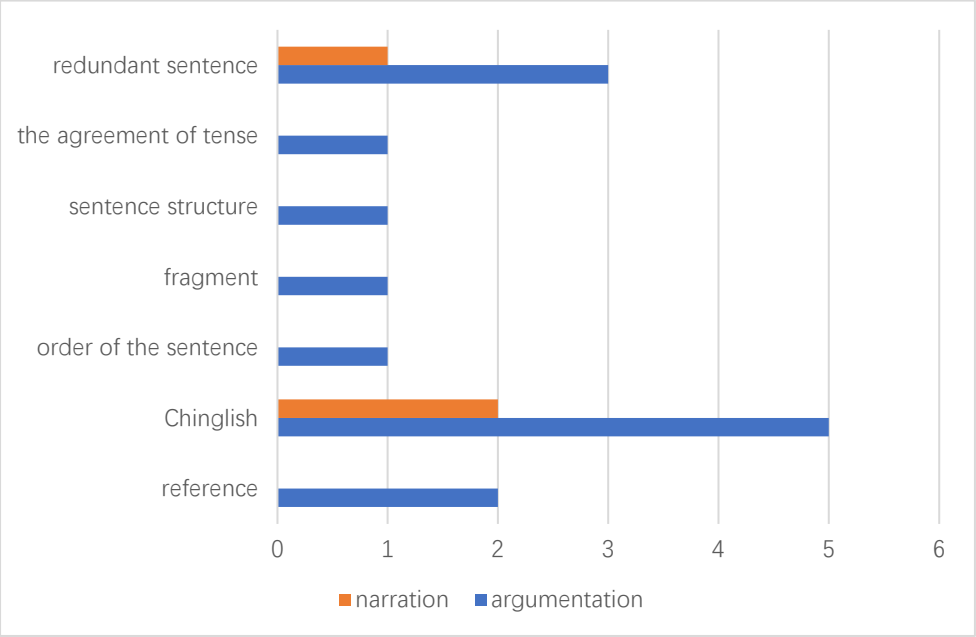


Figure 5. Global Errors of Argumentation and Narration

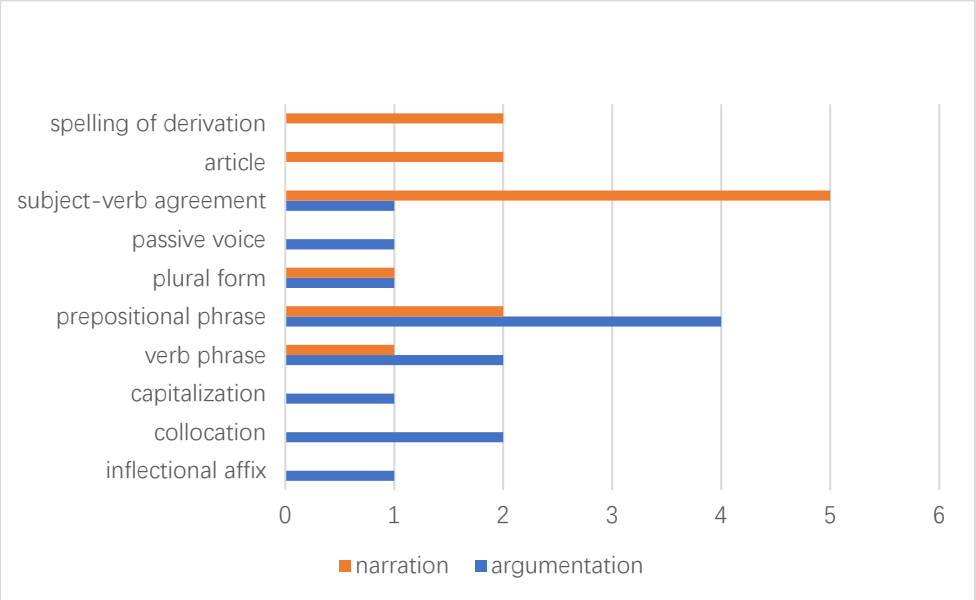


Figure 6. Local Errors of Argumentation and Narration

The author's hypothesis suggesting no correlation between the proportion of global errors and local errors concerning the types of writing has been contradicted by the research findings. As illustrated in Fig 5, it is evident that the complexity of global errors in argumentative compositions surpasses that found in narratives. When composing an argumentative piece, writers are required to gather multifaceted information and ensure cohesive organization. Consequently, errors related to tense agreement and sentence structure are more prone to occur due to the incorporation of information from various timeframes and the need for logical coherence within the essay's structure. These specific characteristics are less pronounced in narratives, resulting in a comparatively lower proportion of errors related to tense agreement and sentence structure within argumentative writing.

The data depicted in Fig 6 underscores distinct characteristics inherent in the local errors found within narrative compositions. Particularly notable are the prevalent errors related to spelling of derivations, articles, and notably, subject-verb agreement. When crafting a narrative that involves

describing an individual, writers often employ a series of descriptive vocabulary to depict the person's attributes. Consequently, errors tend to center around lexical nuances, notably in the realms of derivation, article usage, and plural forms.

Moreover, Fig 6 also highlights certain distinctive local errors found within argumentative compositions, notably collocation and passive voice. The prevalence of passive voice errors may be attributed to its more frequent usage in academic writing compared to more informal styles, contributing to its noteworthy occurrence in argumentative pieces.

As for the global errors in the two kinds of writing, the Chinglish takes the major part in them. The negative transfer of first language can make these errors. In aspect of language, the learners' vocabulary, habits of mother tongue, and mind pattern of Chinese are the major part. In aspect of culture, these students are never exposed to the English environment so they can't adapt to the English culture and uses it into their writings. As for the local errors, these errors can't affect the meaning of the sentences so the students can eliminate them by some instruments, such as applications of website.

The solutions to these errors in students' writing can be summarized into two aspects. The one thing, teachers can use contextual teaching method to show students the western culture which can leave a deep impression on them. Besides, the students can read more original English magazines and novel to learn western thinking patterns. The another, students should summarize the common errors in their compositions. In SLA, the errors can be eliminated if the teacher tells the students repeatedly. Students can exchange their compositions with their friends which can makes them realize the Chinglish fast and adjust their sentence patterns. The cooperations among students can make their writing express themselves well.

6. Conclusion

6.1 Major Findings

During the past several years, considerable research has been devoted to the errors of writings of Chinese English majors. However, few researches have been conducted concerning the difference of errors in English majors' argumentative writings and narrative writings. The purpose of this research is to investigate what kinds of errors English major students have in the two types of compositions. After analyzing the compositions of ten English major students in same class, the author have classified the errors into different groups and summarize the features of argumentation and narration respectively. On the one hand, some local errors of argumentation are distinctive, such as collocation and passive voice. And, the local errors of spelling of derivation, article, especially the subject-verb agreement, are more evident in narrations. On the other hand, the types of global errors in argumentation are more complex than that of narration. However, no matter what kind of writings, the errors of Chinglish, subject-verb agreement, prepositional phrase, and verb phrase appear frequently.

These findings clearly show that the errors in argumentative writings and narrative writings have subtle difference because the writings based on the different information and organized in different way as well. Hence, the writers need to make a special choice of their words when they conceive different types of writing. Therefore, the hypothesis of this research isn't demonstrated that the proportion of global errors and local errors has no relationship with the types of writing.

6.2 Implications

According to Ellis's (2009) findings, the amount and type of errors in writing can reflect the proficiency of the English learners because an error takes place as a result of lack of knowledge. Ellis's findings enlighten English teachers to pay more attention to students' errors and evaluate the errors and find the reasons of the errors according to the process of ER's five steps (Corder, 1981) The result of this research proves that there are subtle difference in errors of different types of writings, exemplified with argumentation and narration.

Based on the qualitative studies and this research there are some practical implications that deserve language teachers' and students' attention and reference.

For the students, this research will help them to be aware of the different errors in the two types of writings. Therefore, the students will be conscious not to make errors that are more typical in different styles of writing. In addition, students will also avoid making some typical errors that occur in all styles of writing. Then, this research may give them a targeted references when they revise their own essays in order to improve the quality of their essays. At the same time, the research indicates that students are lack of cultural awareness because of the high frequency of Chinglish, so the students should cultivate their thinking patterns and gain more original inputs to improve their writing ability.

As for the teachers, it is beneficial for them to have a rough idea about the errors in different types of writing, so teachers can have targeted teaching. For example, before starting to write an argumentative composition, teacher can instruct students to review certain collocations and passive voice because these grammars can help students to state their opinions logically. Meanwhile, before starting to write an narrative composition, teachers can lead students to review spelling of derivation, article, and subject-verb agreement which can help students to describe certain things or persons vividly. Besides, the common weaknesses are verb phrases, prepositional phrases, and Chinglish. Therefore, teachers should remind students to accumulate knowledge of western culture day in and day out in order to be closer to native-like writings.

6.2.1 Limitations of the Present Study

There are also some limitations existing in this research. In order to make it manageable, this research is conducted only concerning two types of writings. Due to the author's time and social identity, the subject of the research is not large and various enough. The result will be more objective and convincing if students of both grades were required to write a composition of the same topic and length. At last, the author was not able to get the findings and applications applied and tested in real English teaching.

6.2.2 Further Studies

From the results of this research, it is found that the Chinglish is a major factor which affects the quality of students' essay. And, there exist limitations in this study, for example, the research only concerns the errors in argumentation and narration without concerning other types of writing. Therefore, it is suggested that future studies can be conducted on the comparison between native speakers' writings and Chinese students' writings, and the Chinese students' errors in other types of writings. In addition, the author will try to collect more data on students and teachers' attitude towards the usage of suggestions in English teaching and find out more details about the students' errors after they have applied the new methods.

Acknowledgments

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