Grammatical Errors Of English Language Writing: A Comparative Study Of English And Bengali Medium Higher Secondary Schools Of Agartala

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Abstract

The paper examines about the comparison of grammatical errors in English writing among students in Bengali and English-medium higher secondary schools in Agartala. The intended aims of the study are to analyse the variations between the two mediums and pinpoint the prevalent kinds of grammatical errors. The study also examines how students' writing ability is affected by exposure to the language (English), teaching strategies, and native language influence. Significant variations in the frequency and kinds of errors are highlighted in the paper which emphasise the need for better grammar education catered to students' language backgrounds and learning environments. Practical recommendations for instructors and educators to improve English writing abilities in both media are included in the concluding part of this paper.

Keywords: Language; English Language Writing; Grammatical Errors; Higher Secondary Schools; Medium of Instruction.

Introduction

Tripura is a state which is located at the North Eastern part of India. The state borders with the Assam and Mizoram states in the eastern side, while its northern, western, and southern borders are surrounded by Bangladesh. The Boromura, Atharamura, Longtharai, Shakhan, and Jampuiare the important hill ranges of Tripura which encircle the state, covering an area of approximately 10,491 square kilometres.

Tripura's demography is distinct due to the presence of Bengali and indigenous tribal populations. According to the 2011 Census, Tripura is home to roughly 3.67 million people, with a population density of 350 people per square kilometre. About 31.05% of people are indigenous, with the majority being Bengalis who migrated during and after India's Partition. Other tribes include the Tripuri, Reang, Jamatia, Chakma, Halam, Noatia, Mog, Kuki, Garo, Munda, Lushai, Orang, Santal, Uchai, Khasia, Bhil, Chaimal, Bhutia, and Lepcha. Nineteen Scheduled Tribes with unique languages and traditions are recognised by the state, while Bengalis predominate in industry and politics.

The literacy rate is 87.75%, which is among the highest in India, with male literacy at 96.2% and female literacy at 92.8%, the city has a high literacy rate of 94.5%. Talked by 90.84% of the people, Bengali is the most common language, followed by Kokborok (4.05%), Hindi (2.36%), and Meitei (0.83%). 77,663 members of Scheduled Castes and 19,767 members of Scheduled Tribes make up the population. Due to historical migration and the coexistence of numerous ethnic communities, Agartala's complex cultural and linguistic landscape is reflected in this demographic distribution.

The main medium of communication in human society is language. Speaking, writing, listening, and reading are the four fundamental language skills. Especially, when speaking a second language (L2) or a foreign language (FL), writing in that language is frequently seen as quiet a difficult thing. Writing can be complicated because it requires language correctness, coherence, structure, and grammatical accuracy. Grammar accuracy is particularly crucial in formal and academic contexts since mistakes can reduce the writer's credibility and impair the message's intelligibility. Grammatical errors are among the most enduring problems in writing in the English language. Grammar mistakes can be obstacles to clear communication for learners of any language, whether they are native speakers, second language learners, or foreign language learners. In multilingual environments like India, where

English is taught as a second language, this problem becomes a matter of stress. Learners with diverse linguistic and cultural backgrounds make a variety of mistakes, which can be linked to a number of contributing variables, including interference from their native tongue, poor grammar instruction, less exposure to English, and socio-educational circumstances.

The term "grammatical errors" describes deviations from the principles of grammar that control a language's structure. The rules of English grammar cover a wide range of aspects, including as subject-verb agreement, article usage, prepositions, punctuation, tenses, sentence construction etc. Learners make mistakes when they don't follow these principles correctly, which leads to grammatically incorrect sentences. According to Corder (1967), "errors are not just random mistakes but are systematic deviations that offer insights into the learner's inter-language—the mental grammar that a learner constructs during the process of acquiring a second language. Grammatical errors, therefore, are important diagnostic tools in language learning and teaching, as they reveal gaps in knowledge and areas needing attention."

Overview of Error Analysis

The process of documenting errors that arise in learner language, identifying if they are systematic, and, if feasible, providing an explanation for their occurrence is known as error analysis. Error is by Dulay, Burt, and Krashen (1982) "the flawed side of learned speech or writing. They are those parts of speaking or writing, that deviate from some selected form of mature language performance"(p.138). In addition, (Harmer,1998, as cited in Andrian, 2015) says that "an error is the result of an incorrect rule of learning; the language has been stored in the brain incorrectly" (p.514). On the other hand, in 1994 error, by Brown, is defined as "a noticeable deviation from the adult grammar of a native speaker reflects the competence of ,the learner" (p.205)

Some academics recommend certain steps that assist researchers in examining students' errors. For instance, Corder in (1974) mentions five steps, they are Collection of sample, identification of errors, description of Errors, explanation of errors and evaluation of errors to be followed while doing grammatical error analysis. In (1997), Ellis proposes four main steps, identification, description, explanation, and evaluation. After Corder and Ellis came Gass and Selinker and suggest six steps in order to analyze students' errors, collect data, identify errors, classify errors, quantify errors, analyze source and remediate (p.103).

Four types of Error Analysis according to Corder's Theory

For the purpose of the present study, errors have been categorised according to Corder's (1971) Surface Structure Taxonomy, which identifies four principal types of error:

Omission Errors: These errors occur when essential elements such as articles, prepositions, or auxiliary verbs etc are missing from a sentence. For example, a learner might write, "She going market" instead of "She is going to the market."

Addition Errors: Addition errors arise when extraneous words or grammatical components are unnecessarily inserted, resulting in redundancy or syntactic distortion. An example would be, "He does goes to school" instead of the correct form "He goes to school."

Mis-formation Errors: Misinformation errors involve the use of an incorrect form of a morpheme. For instance, a student may write, "She can sings well" instead of "She can sing well."

Mis-ordering Errors: These errors disrupt the natural word order within a sentence, leading to awkward or incorrect constructions. An example is "To the park they went" instead of the correct phrasing "They went to the park."

Objectives of the Study

The primary objectives of this research are:

1. To identify the types of English grammatical errors committed by higher secondary students of English and Bengali medium schools of Agartala.

2. To compare the frequency and nature of English grammatical errors between English and Bengali medium students.
3. To explore the causes of these grammatical errors.
4. To suggest pedagogical strategies for reducing grammatical errors.

Methodology

This study examined grammatical faults in the English writing of Class XI and XII students from Bengali and English-medium schools in Agartala using a descriptive and comparative research approach. Both quantitative and qualitative approaches were used, integrating thorough mistake classification. In the study, both close ended questionnaire and open-ended questionnaire that consists of comprehensions, translations, identifying parts of speech, story writing, as well as classroom observations (like their attitude, interests, regarding the English language, pattern of communication, comfortableness regarding the use of native language, their poor reading skills) were used to collect data. Different errors of various domains were meticulously observed and on the basis of those observations the given tables are framed to highlight the grammatical errors committed by both English and Bengali students. In order to comprehend underlying trends and influences, broader patterns in grammatical usage were also analysed.

One hundred students from Agartala who were studying in Classes XI and XII were examined as study's population sample for data collection. Fifty students from English-medium schools and another fifty from Bengali-medium schools were chosen. Eight secondary schools in all were selected, of which four schools were Bengali-medium schools and other four schools were English-medium schools.

The present study primarily employs Corder's (1971) for the classification of grammatical errors. After a prolonged survey of the different articles of Corder, it was found that the purpose of the study matches with the theory of Corder. Richard's theory of Error Analysis focuses on the influence of first language whereas some theory tells about the syntactical error. Corder theory mainly lights on the identification of errors of grammatical components which can serves the study's purpose. Apart from the above theory, there are other theories of Error Analysis like Richard's (1971) classification distinguishes among Interlingual, Intralingual, and Developmental Errors, highlighting both first language (L_1) influence and internal learning processes. Dulay, Burt, and Krashen's (1982) Surface Strategy Taxonomy categorizes errors as omission, addition, mis-iformation, misordering, and blends, focusing on structural patterns. Similarly, Stenson's (1974) categorization differentiates between Systematic Errors and Non-systematic (Performance) Errors. These alternative perspectives also collectively inform the theoretical foundation of the likes of such errors.

Analysis and Interpretation

This study investigates the grammatical errors made by 100 Higher Secondary students from English and Bengali medium schools in Agartala, Tripura. Specifically, it examines the types of errors associated with prepositions, nouns, adjectives, adverbs, pronouns, verbs, and conjunctions. The errors of 50 English-medium students are systematically compared with those of 50 Bengali-medium students, focusing on the differences in grammatical competence across these groups. Errors are classified into four major categories: omission, addition, mis-formation, and mis-ordering. This classification provides critical insights into the areas where students face challenges in mastering grammatical structures and applying them effectively in written communication. By analysing the distribution and nature of these errors, the study aims to identify underlying causes and assess their implications for second language acquisition, ultimately offering recommendations for pedagogical improvement. The following table is about the error distribution of 50 English Medium Students across Grammatical Components:

Grammatical Component	Omission	Addition	Mis-formation	Mis-ordering	Total Errors
Preposition	23	26	22	21	**92**
Noun	17	15	11	15	**58**
Adjective	14	15	14	16	**56**
Adverb	11	17	18	15	**61**
Pronoun	14	10	13	17	**54**
Verb	27	23	25	23	**98**
Conjunction	13	16	14	16	**59**
Total Errors	**136**	**138**	**135**	**142**	**548**

Table No.1: Error Distribution of 50 English Medium Students across Grammatical Components:
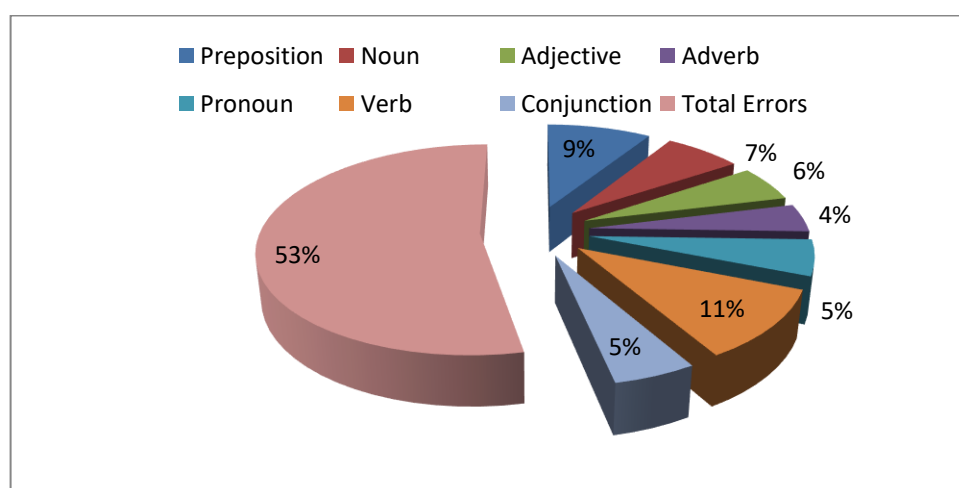

Figure 1.1 Graphical Representation of Error Distribution of 50 English Medium Students across Grammatical Components

Table No. 1 presents the distribution of grammatical errors made by 50 English-medium students across various grammatical components, categorized into four types of errors: omission, addition, mis-formation, and mis-ordering. A total of 548 errors were recorded, with verb-related errors being the most frequent at 98, followed by prepositions at 92. The next most error-prone components were adverbs with 61 errors. Noun-related errors amounted to 58, while conjunctions accounted for 59 errors.

Mis-ordering errors were the most common overall, with 142 occurrences, followed by addition errors with 138, omission errors with 136, and mis-formation errors at 135. Prepositions and verbs were the most challenging components, showing a high frequency of mis-ordering and addition errors. Errors in Noun, although fewer, but still consistent, with omission and addition errors being predominant. This distribution of errors highlights areas where students face significant challenges, particularly with functional words like prepositions and conjunctions, which are acute for proper sentence construction. The frequency of errors in these components suggests that students struggle with maintaining grammatical accuracy, particularly when forming coherent and syntactically correct sentences.

Here is a thorough and organised breakdown of the errors based on the provided grammatical components, emphasising the types and frequency of errors made by respondents (students).

Omission Errors

A total of 136 Omission Errors were identified across different grammatical components in English-medium Higher Secondary students, highlighting specific areas of difficulty in their written English language usage which are shown in the table provided below:

Grammatical Component	Omission Errors
Preposition	23
Noun	17
Adjective	14
Adverb	11
Pronoun	14
Verb	27
Conjunction	13
Total Errors	**136**

Table No. 2: Omission Errors Across Different Grammatical Components

In the study of grammatical omission errors among English-medium Higher Secondary students, a total of 136 omission errors were identified across various parts of speech, revealing clear patterns of difficulty. **Verb Omission** accounted for the highest number of errors, with 27 instances. Students often left out auxiliary verbs or main verbs essential to complete the meaning of a sentence, resulting in constructions like "The boy very tired after the match" instead of the correct "The boy **was** very tired after the match," and "They playing football in the ground" instead of "They **are** playing football in the ground." **Preposition Omission** followed closely, with 23 instances, where crucial relational words were absent. For example, students wrote "She was absent class yesterday" instead of "She was absent **from** class yesterday," and "He was sitting the chair" instead of "He was sitting **on** the chair." **Noun Omission** was recorded 17 times, where the absence of necessary nouns led to incomplete ideas, as seen in "She was carrying a heavy without any help," which should be corrected to "She was carrying a heavy **bag** without any help," and "The teacher punished the without any reason," which should read "The teacher punished the **student** without any reason." Both **Pronoun Omission** and **Adjective Omission** were found 14 times each. Pronoun omission often affected sentence continuity, as observed in "Riya is my best friend. Always helps me," which should correctly be written as, "Riya is my best friend. **She** always helps me," and "Mr. Roy is very strict. Does not allow talking in class," instead of "Mr. Roy is very strict. **He** does not allow talking in class." Similarly, adjective omission reduced clarity and description, illustrated by errors like "The weather today is and pleasant," instead of "The weather today is **cool** and pleasant," and "We had a trip to place," which should be "We had a trip to **a beautiful** place." **Conjunction Omission** was observed 13 times, disrupting the logical connections between clauses, as seen in examples like "I wanted to go to the library finish my homework" instead of "I wanted to go to the library **and** finish my homework," and "He studied hard got good marks," which needs correction as "He studied hard **and** got good marks." Finally, **Adverb Omission**, which appeared 11 times, affected the expression of manner and intensity, as in "He completed the work very" can be replaced with the corrected sentence "He completed the work very **quickly**," and "The child runs fast but speaks very" which should be "The child runs fast but speaks very **slowly**." Overall, this distribution of omission errors across different grammatical components highlights systematic challenges faced by the students, particularly with verbs, prepositions, and conjunctions, suggesting a strong need for targeted pedagogical interventions to reinforce foundational grammar usage and sentence structuring skills.

Addition Errors

In this study, **138 Addition Errors** were identified across various grammatical componentsas shown in the following table:

Grammatical Component	Addition
Preposition	26
Noun	15
Adjective	15
Adverb	17
Pronoun	10
Verb	23
Conjunction	16
Total Errors	**138**

Table No. 3: Addition Errors Across Different Grammatical Components

In this study, a total of **138 Addition Errors** were identified among English-medium secondary students, spread across various grammatical components. **Preposition Addition** errors, totalling 26, occurred when students added unnecessary prepositions to sentences, such as in "He is going to school **to** tomorrow" and "She was standing at **in** the corner". For **Noun Addition** (15 errors), students added redundant nouns, as in "She has many books **of** in the library" and "I love to watch movies **of** horror," which made the sentences grammatically incorrect. Similarly, **Adjective Addition** errors, also 15 in number, involved unnecessary adjectives, as seen in "She wore a excellent beautiful red dress" and "He gave me a nice good present", where extra adjectives like **"beautiful"** and **"nice"** were not needed. **Adverb Addition** (17 errors) involved redundancy in adverbs, such as in "She sings very beautifully well" and "He ran very fast quickly", where the adverbs **"well"** and **"quickly"** were unnecessary. **Pronoun Addition** errors (10 errors) occurred when pronouns were mistakenly inserted, as shown in "He helped me with my homework **it**" and "She gave her the book **it**", the inclusion of 'it' disrupted the sentence flow. With **Verb Addition** (23 errors), students added verbs that created redundancy, as in "She is going to finish her work **will**" and "They have been playing **are** in the park", leading to confusion in sentence structure. The use of 'will' and 'are' are additionally used respectively. **Conjunction Addition** errors (16 errors) were found when students added unnecessary conjunctions, as seen in "He went to the market but and bought vegetables" and "I will call you when and I reach home", making the sentences incorrect. The word 'but' and 'and' are misused in the sentences respectively. Overall, these errors highlight the tendency of English-medium students to add unnecessary elements to their sentences, affecting the clarity and correct grammatical construction of their writings.

Mis-formation Errors

A total of 135 Mis-formation Errors were identified among English-medium secondary students, spread across various grammatical components. Mis-formation Errors occur when students incorrectly use a word or structure in a sentence, often leading to a misunderstanding or a grammatically incorrect expression.

Grammatical Component	Mis-formation
Preposition	22
Noun	11
Adjective	14
Adverb	18
Pronoun	13

Verb	25
Conjunction	14
Total Errors	**135**

Table No. 4: Mis-formation Errors Across Different Grammatical Components

In this study, a total of **135 Mis-formation Errors** were identified among English-medium secondary students, spread across various grammatical components. **Preposition Mis-formation** errors, totalling 22, occurred when students misused prepositions in sentences, such as in **"**Both the animals were roaming **under** the jungle" and "AI took the step **by** progressing the society", where "under" and "by" are the two misused preposition that leads to misinformed sentences. For **Noun Mis-formation** (11 errors), students misused nouns, as seen in "I need to give him an **advices**" and "The teacher provided a good **informations**" here, 'advices' and 'informations' are wrongly used in the above sentences. The word 'advice' and 'information' themselves are plural which do not require extra's' to be added. Similarly, **Adjective Mis-formation** errors (14 errors) involved using the wrong adjective form, such as in "He is more **intelligence** than any student in the class" and "This is a very **simpleer** task" where "simpleer" should be "simpler" and 'intelligence' should be intelligent . **Adverb Mis-formation** (18 errors) was found when students used incorrect adverbs, as in "He runs very **quick**" and "She sings very **beautifully** well" where "quick" should be "quickly" and "beautifully well" was redundant, as "beautifully" already conveys the intended meaning. **Pronoun Mis-formation** errors (13 errors) occurred when students used incorrect pronouns, as seen in **"Him** went to the shop" and "**Me** and my friend will go to the market" where "Him" should be "He" and "Me" should be "I". With **Verb Mis-formation** (25 errors), students misused verb forms, as in "She **don't** like coffee" and "They **was** going to the park" where "don't" should be "doesn't" and "was" should be "were". Finally, **Conjunction Mis-formation** errors (14 errors) involved incorrect use of conjunctions, such as in "I like tea **but also** coffee" and "She wanted to go to the market, **and** but she didn't have time," where "but also" should be replaced with "and" and "and but" was redundant. These errors reveal the challenges English-medium students face in correctly applying grammatical rules, especially in areas of word choice and sentence structure, which often result in misunderstanding and hinder effective communication in English.

Mis-ordering Errors
Among secondary English-medium students, 142 mis-ordering errors were found as shown in the table provided below:

Grammatical Component	Mis-ordering
Preposition	21
Noun	15
Adjective	16
Adverb	15
Pronoun	17
Verb	23
Conjunction	16
Total Errors	**142**

Table No. 5: Mis-ordering Errors Across Different Grammatical Components

An aggregate of **142 Mis-ordering Errors** were identified among English-medium secondary students, spread across various grammatical components. **Mis-ordering Errors** occur when the elements of a sentence, such as words or phrases, are arranged in an incorrect order, violating the standard syntax of the English language. These errors disrupt the natural flow of writing, making the sentence difficult to understand or grammatically incorrect. For example, **Preposition Mis-ordering** errors (21 errors) were found when students placed prepositions in unnatural or incorrect positions,

as seen in "She put the book the table **on**" and "He was standing the corner **in**", where the prepositions "on" and "in" are incorrectly placed. The correct sentences should be "She put the book on the table" and "He was standing in the corner." In **Noun Mis--ordering** (15 errors), students mis-ordered noun phrases in sentences, as in "I gave him **gift** a" and "She wore **dress** a beautiful", where the correct order should be "I gave him a gift" and "She wore a beautiful dress." Similarly, **Adjective Mis-ordering** errors (16 errors) were observed when adjectives were placed incorrectly within noun phrases, such as in "He is a strong man **tall**" and "She wore a red **beautiful** dress", where the correct order should be "He is a tall, strong man" and "She wore a beautiful red dress." For **Adverb Mis-ordering** (15 errors), students misplaced adverbs in the sentence, as seen in "He quickly ran **very**" and "She sings beautifully **well**", where the corrected sentences should be "He ran very quickly" and "She sings well beautifully." In **Pronoun Mis-ordering** (17 errors), students mis-ordered pronouns, as seen in "**Him** I saw at the park" and "**Her** and I went to the shop", which should be corrected to "I saw him at the park" and "She and I went to the shop." With **Verb Mis-ordering** (23 errors), students misordered verbs, especially in complex tenses, as in "She sings beautifully **does**" and "They going to the market **are** not", where the correct sentences would be "She does sing beautifully" and "They are not going to the market." Finally, **Conjunction Mis-ordering** errors (16 errors) occurred when students mis-ordered conjunctions, as seen in "I went to the store **and** but forgot my wallet" and "She is smart **and** but lazy", where the correct sentences should be "I went to the store but forgot my wallet" and "She is smart but lazy." These **142 Misordering Errors** highlight the students' challenges with sentence structure, which disrupt the clarity of communication and hinder their ability to construct grammatically accurate English sentences.

The following table provides the total number of Errors committed by the Bengali Medium students:

Grammatical Component	Omission	Addition	Mis-formation	Mis-ordering	Total Errors
Preposition	82	90	85	89	**346**
Noun	90	70	82	87	**329**
Adjective	100	100	90	109	**399**
Adverb	92	99	102	92	**385**
Pronoun	82	83	89	99	**353**
Verb	122	119	110	120	**471**
Conjunction	72	77	89	88	**326**
Total Errors	**640**	**638**	**647**	**684**	**2609**

Table No. 6: Error Distribution of 50 Bengali Medium Students across Grammatical Components
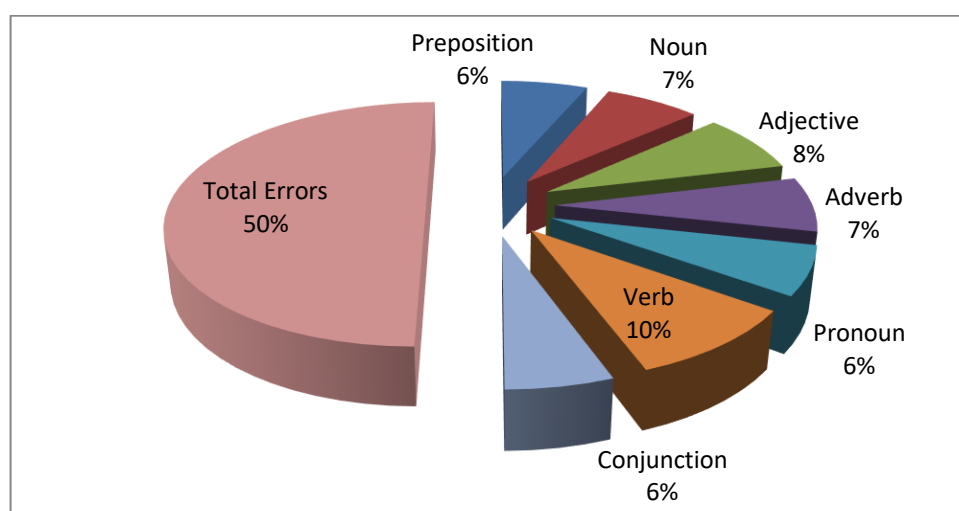
Figure 1.2: Graphical Representation of Error Distribution of 50 Bengali Medium Students across Grammatical Components

Omission Errors

Among the errors committed by the Bengali-medium Higher Secondary School students, **640 omission errors** were recorded, indicating considerable difficulties with sentence structure and grammatical completeness. **Verbs** were the most commonly omitted element, accounting for **122 errors**.

Grammatical Component	Omission
Preposition	82
Noun	90
Adjective	100
Adverb	92
Pronoun	82
Verb	122
Conjunction	72
Total Errors	**640**

Table No. 7: Omission Errors Across Different Grammatical Components

In the above table, it can be seen that the use of verbs were frequently omitted by the students, which resulted to around **122 omission errors**. Students often skipped essential **helping verbs** or **main verbs**, leading to grammatically incomplete sentences. For example, "The students tired after the trip" instead of "The students **were** tired after the trip", or "He reading a book" instead of "He is reading a book." **Adjective** omission was also notably high, with **100 instances** where students failed to include descriptive words necessary for sentence clarity. For instance, sentences like "It is a day" instead of "It is a **sunny** day" or "She wore a dress" instead of "She wore a **beautiful** dress" lacked descriptive precision. **Adverb** omission with **92 errors** showed that many students struggled to express **manner**, **time**, or **intensity**. An example like "She sings" which was written by a student where "She sings **well**" or "She sings beautifully" is expected. **Noun** omissions with **90 errors** occurred when students left out critical **subjects** or **objects**, producing incomplete ideas, such as "He gave a to me" instead of "He gave a **book** to me." **Preposition** omissions with **82 errors** created relational confusion, as seen in sentences like "She was absent school" instead of "She was absent **from** school," or "He sat the bench" instead of "He sat **on** the bench." **Pronoun** omission with **82 error** affected sentence coherence, as in "Ravi is kind. Always helps others" where it should be "**He** always helps others."

Lastly, **conjunction** omissions with **72 errors** disrupted logical flow between clauses, for instance, "She came early finished her work" instead of "She came early **and** finished her work."

Addition Errors
There were **638 addition errors** recorded among Bengali Medium students, demonstrating a tendency to include unnecessary grammatical elements that made sentences verbose or confusing.

Grammatical Component	Addition
Preposition	90
Noun	70
Adjective	100
Adverb	99
Pronoun	83
Verb	119
Conjunction	77
Total Errors	638

Table No. 8: Addition Errors Across Different Grammatical Components

The highest number of addition errors appeared in the use of **adjectives** (**100 errors**), where students frequently used redundant or illogical adjective pairings such as "He gifts a beautiful **nice** flower" or "I will buy a good **better** book." **Adverb** additions were nearly as frequent with **99 errors**, typically involving redundancy, as in "He quickly **fast** ran to the station" or "She sings well **beautifully**." These errors showed difficulty in distinguishing between **adverbs of manner** and **degree**. **Preposition** addition with **90 errors** often resulted in improper sentence structures like "He is going to **to** the school" or "She stood at **on** the balcony." **Verb** addition errors with **119 errors** created structural confusion, especially when **auxiliary verbs** were added unnecessarily, such as "He does **is** study well" or "They **are** have gone already." **Noun** addition with **70 errors** reflected improper repetition or overuse of objects, like "She has a pen **of pen**" or "We saw the **movie** horror movie." **Conjunction** addition with **77 errors** frequently resulted in repetition of conjunctions, seen in "He went to the market **and** but didn't buy anything." **Pronoun** addition with **83 errors** revealed redundancy, such as "I told him **it**" where "I told him" suffices, or "She gave her the book **it**" instead of just "She gave her the book." These patterns indicate a need for more nuanced understanding of sentence structure.

Mis-formation Errors
An aggregate of **647 mis-formation errors** were committed by Bengali-medium secondary school students, highlighting confusion in choosing appropriate grammatical forms or vocabulary.

Grammatical Component	Mis-formation
Preposition	85
Noun	82
Adjective	90
Adverb	102
Pronoun	89
Verb	110
Conjunction	89
Total Errors	647

Table No. 9: Misinformation Errors Across Different Grammatical Components

Bengali Medium students made a total of **647 mis-formation errors**, reflecting confusion in selecting the correct grammatical forms or words. The most prominent issues were with **verbs** with **110 errors**, where students often misused **verb tenses** and **forms**. Examples include "He **don't** like mangoes"

instead of "He doesn't like mangoes," and "They **was** playing cricket" instead of "They were playing cricket." **Adverb** mis-formation with **102 errors** showed students' struggle with appropriate usage and placement, as in "He sings **quick**" instead of "He sings quickly" or "She works hardly" instead of "She works **hard**." **Adjective** errors with **90** typically involved misuse of **comparative** and **superlative forms**, as seen in "She is **more** better than her sister" or "This is the most easiest way." **Preposition** mis-formation with **85 errors** created relational confusion, such as "She is waiting **in** the station" instead of "at the station," or "He put the bag **on** the cupboard" where "in the cupboard" would be more appropriate. **Pronoun** errors with **89** included incorrect cases or forms, such as "Me went to the shop" instead of "**I** went to the shop," or "This is her book" when "This is **hers**" was intended. **Noun** mis-formation **82 errors** reflected misuse of **countable** and **uncountable forms**, as in "an informations" or "a rice," which should be "information" and "some rice." **Conjunction** mis-formation **89 errors** involved errors such as using "but also" incorrectly or misplacing "although" and "however," leading to illogical connections.

Misordering Errors

A remarkable **684 misordering errors** were identified among Bengali-medium secondary students - more than any other error type, underscoring persistent difficulties with sentence structure and word order.

Grammatical Component	Misordering
Preposition	89
Noun	87
Adjective	109
Adverb	92
Pronoun	99
Verb	120
Conjunction	88
Total Errors	**684**

Table No. 10: Misordering Errors Across Different Grammatical Components

Mis-ordering errors were the highest among all categories, with total number **684**. This suggests that Bengali Medium students face significant challenges in **syntactic structuring**. The **verb** category again indicates the highest number of **120 errors**. Students often reversed **auxiliary** and **main verbs**, producing sentences like "He is reading **not** the book" instead of "He is not reading the book," or "She plays **does** football" for "She does play football." **Adjective** misordering **109 errors** included phrases such as "She wore a **dress** beautiful red" instead of "a beautiful red dress." **Preposition** misordering **89 errors** was evident in sentences like "He sat the bench on" instead of "He sat **on** the bench," disrupting original form. **Conjunction** misordering **88 errors** resulted in phrases like "He studied but **and** failed" or "I want to go and but can't." **Pronoun** misordering **99 errors** included mistakes such as "**Him** I like" instead of "I like him," and "**Her** and me will go" instead of "She and I will go." **Adverb** misordering **92 errors** was seen in jumbled expressions such as "He **very** ran quickly" instead of "He ran very quickly." **Noun** misordering **87 errors** involved incorrect sequencing within **noun phrases**, like "I saw **bird** a big" instead of "I saw a big bird."

Grammatical Component	Common Omission Errors	Common Addition Errors	Common Mis-formation Errors	Common Mis-ordering Errors

Preposition	Prepositions (in, at, on)	Redundant prepositions	improper choice of prepositions	Incorrect placement of prepositions
Noun	Subject/Object nouns	Repetition of nouns	Singular–plural confusion	Position errors of noun phrases
Adjective	Descriptive adjectives	Unnecessary adjectives	Inappropriate adjective use	Misplaced adjectives
Adverb	Required adverbs	Redundant/illogical adverbs	improper adverb form	Adverb placed incorrectly
Pronoun	Subject/Object pronouns	Repetitive pronouns	improper pronoun form	Incorrect pronoun placement
Verb	Helping/Main verbs	unnecessary verbs	Tense/form misuse	Incorrect verb positioning
Conjunction	Coordinating/Subordinating	Unnecessary conjunctions	improper type of conjunction	Improper conjunction placement

Table No. 11: Commonalities of Grammatical Errors and Corrections among English and Bengali Medium Secondary School Students

Major Findings
1. Omission Errors (English Medium: 530 | Bengali Medium: 640)
Bengali Medium students committed **more omission errors** than the English Medium counterparts, indicating making mistakes while writing grammatical components. While both groups frequently omitted **helping verbs** and **prepositions**, Bengali Medium students also showed a higher frequency of **adjective** and **adverb omissions**, which significantly reduced sentence descriptiveness. English Medium students, on the other hand, displayed relatively better sentence structure but still struggled with **article** and **auxiliary verb** omissions. The findings suggest that Bengali Medium learners need more foundational practice in forming **grammatically correct sentences**, particularly with modifiers and relational words.

2. Addition Errors (English Medium: 548 | Bengali Medium: 638)
Addition errors were **more frequent** among Bengali Medium students, especially in the use of **verbs**, **adverbs**, and **adjectives**. These often resulted from **redundancy** and **overuse**, reflecting uncertainty in choosing the correct quantity and form of grammatical elements. For example, adding both "does" and "is" with a main verb was more common among Bengali students. English Medium students made fewer addition errors, and their mistakes mostly involved **repetition of conjunctions** or **misuse of determiners**. The comparison indicates that Bengali Medium students are more likely to overcompensate by inserting unnecessary words, possibly due to **direct translation from Bengali** or confusion between **spoken and written English syntax**.

3. Mis-formation Errors (English Medium: 630 | Bengali Medium: 647)
Both groups displayed a **similarly high number of mis-formation errors**, showing a shared confusion over **grammatical accuracy** rather than structure. However, Bengali Medium students exhibited more mis-formation in **adverb** and **verb usage**, such as misusing tenses or using of inappropriate degree of comparison. English Medium students also made mis-formation errors, especially with **prepositions** and **verbs**, but showed comparatively better performance over adjective and noun forms. The data suggests that while both groups struggle with correct form selection, Bengali Medium students face more challenges in **verb tense agreement** and **adverb usage**, potentially indicating weaker command over **grammar rules and exceptions**.

4. Mis-ordering Errors (English Medium: 621 | Bengali Medium: 684)

Mis-ordering was the **most prevalent error** type in both groups, with Bengali Medium students making slightly more such mistakes. Their issues were especially prominent in **adjective** and **verb phrase placements**, often leading to syntactically illogical sentences. These points to a lack of exposure to **Standard English sentence patterns**. English Medium students also committed mis-ordering errors, mainly with **adverbs** and **prepositions**, but their word order was comparatively more coherent. The findings highlight that Bengali Medium students require more focused practicing in **sentence construction** and **natural word sequencing**, while English Medium students benefit from additional practice in **adverbial placement and prepositional phrases**.

Conclusion

The frequency and type of grammatical errors made by secondary school students from Bengali and English-medium backgrounds of Agartala were carefully investigated in this study. A thorough knowledge of students' language performance was attained by classifying the errors into four categories: omission, addition, mis-formation, and mis-ordering across fundamental grammatical components, including prepositions, nouns, adjectives, adverbs, pronouns, verbs, and conjunctions. The results showed that although there were several common error patterns between the two medium students groups, such as the removal of important parts of speech components (such as prepositions, verbs, and adjectives) and mis-formation by improper use of tenses or word forms, there were also some unique error Ftendencies. Students learning Bengali, in particular, showed a comparatively higher rate of committing addition and mis-ordering errors, indicating that their grammatical difficulties may be greatly influenced by native language structures and a lack of syntactic flexibility. On the other hand, even though they were typically exposed to more English-speaking situations, English-medium learners still showed significant gaps, especially in mis-formation errors, which point to conceptual rather than merely unconscious errors.

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