



# Writing Style Errors in Ielts Argumentative Writing Committed by Vietnamese Learners of English

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**Abstract:** This article analyses the writing style errors in Ielts argumentative writing committed by Vietnamese learners of English at a Foreign Language Centre, Danang city, Vietnam. These errors have been classified into: Intralingual Errors (including Understatement, Confusion, Waffle, Formulaic/Thoughtless Writing and Immature Writing) and Interlingual Errors (including Overgeneralization, Overemphasis/Exaggeration, Spoken Style, Exclamation, Listing, Rhetorical Questions, Sentence-Initial And/But/So, Long-Subject, Information-overloaded Sentences, Word/Phrase Repetition and Gender-bias/Opinion-Bias). Such types of errors are described after being withdrawn from 160 Ielts argumentative writings as samples written by Vietnamese learners of English learning Ielts at the above centre. The causes of errors are then analysed to find out the solutions to help the Vietnamese learners of English improve their Ielts argumentative writing style.

**Keywords:** Writing Style, errors, Ielts argumentative writing, Vietnamese learners of Ielts, Foreign Language Center, Danang, Vietnam

## Introduction

Ielts has become one of the popular tests for learners of English as a foreign language including the Vietnamese due to its various benefits. Indeed, Ielts certificates could help them perfect their English proficiency, enter and graduate from national universities, apply for international scholarships to study abroad and even work and live abroad. Out of the four Ielts tests including Reading, Listening, Speaking, Writing; Writing test is the most difficult especially the argumentative writing of at least two hundred and fifty words on such a certain topic as: environment, education, health...within a limited period of forty minutes. As a result, the biggest challenge for the Ielts learners and test takers when doing their Ielts argumentative essays is that they usually commit different kinds of errors: understatement, confusion, immature writing, overemphasis, overgeneralization, ... This problem could be caused by the lack of knowledge of English as a foreign language (Intralingual errors) and the interference of Vietnamese as the learners' mother tongue (Interlingual errors).

However, there has been hardly a study in Vietnam and abroad on the analysis of various types of errors as mentioned above in Ielts argumentative writing style committed by learners of English as a foreign language. Accordingly, this article investigates this problem, find out the causes and put forward some implications.

## Literature Review

Gabi (2002) categorizes the Ielts writing style errors in the argumentative writing into such kinds as: overgeneralization, overemphasis, understatement, confusion, waffle, formulaic/thoughtless writing, immature writing, overgeneralization... Nonetheless, this study mainly lists some examples of learners' errors without

deeply analyzing the internal influencing factors such as learners' age, English proficiency. In addition, the external or negative interference of the learners' native culture into their writing style in English has not been fully explained and just restricted to Chinese, South Korean and Thais learners in the research. Moreover, his classification of errors is not systematic.

Nasiri (2012), who studies academic writing with the role of culture, language and ethnic groups, describes various features of this kind of writing in English to help learners of non-native English understand the proper writing style in order to avoid errors caused by the negative effect of their mother tongue. Nevertheless, this study does not specify the learners but gives a brief review on the previous closely related ones on their errors namely waffle or repetition of ideas, argumentative strategies, tentativeness ... in general due to learners' cultural interference.

In Vietnam, Dinh (2006), who examines the cultural interference in Ielts Task 2 or argumentative writing of students learning at Hanoi Open University in Hanoi of Vietnam, assumes that the difference in Vietnamese and Western culture could affect their thought and style of writing. Yet, besides this factor, there remains another one - the lack of Ielts argumentative writing knowledge which could cause Intralingual Errors not thoroughly investigated.

This could leave open the possibility for this current study on the analysis of Ielts argumentative writing style errors of Vietnamese learners of Ielts at a Foreign Language Center, Danang, Vietnam to find out the causes and solutions to assist learners of Ielts in general including Vietnamese learners in writing their Ielts argumentative essays better.

## **Theoretical Background**

### **1. Types of Ielts Argumentative Writing**

For the Ielts writing task 2 or argumentative writing, learners or test-takers are required to write a formal essay. They might have to offer a solution to a particular problem, present and justify an opinion, compare information given in the question task, or evaluate and challenge a given argument and they are assessed on these abilities, for example:

- *Present and justify an opinion*

*Do you think trial by jury should be used in all criminal cases?*

- *Compare and contrast evidence, opinions and implications*

*How effective is it to teach and study with and without computers?*

- *Evaluate and challenge ideas, evidence or an argument*

*Failure shows desire was not strong enough. To what extent do you agree with this statement?*

### **2. Types of Ielts Argumentative Writing Style Errors**

According to Gabi (2002), there are two major types of problems or errors related to Ielts argumentative writing style: one is due to the effect of personal writing habit, the second is the result of cultural differences between learners' mother tongue and English as a foreign language. On this basis, writing style errors could be categorized into: Intralingual errors and Interlingual errors.

#### **(1) Intralingual Errors**

Intralingual errors in general or those errors in argumentative writings in particular result from the learners' lack of knowledge of the foreign language the learners learn. As a result, errors of this category show

that learners cannot distinguish the right from the wrong in the use of language (Ellis, 1992, p.17). In fact, learners of IELTS writing could make grammatical errors, lexical errors, semantic errors ... in their argumentative writings. According to Gabi (2002), the Intralingual errors could be classified into the following subtypes:

a. Understatement

This is the case where the quantity or frequency or area involved is over-limited by the language use of learners or writers.

Nuclear energy is likely to be a *possible* solution to our energy needs.

b. Confusion

Students could produce mixed and confused signals in their argumentative essays.

The *major* problem in modern cities *might* be air pollution.

c. Waffle

Lack of ideas is likely to result in a badly written essay. What commonly happens is that the writer either needs to fill up the paper with empty, meaningless expressions (often referred to as waffle), or there is a good deal of repetition of the same idea, or both.

*People in the world have their own habits of eating and each and every culture has its own customs about food.*

d. Formulaic and Thoughtless Writing

Many students appear to learn a basic structure and a few basic expressions like each and every one, last but not least, without a doubt, as we know, ... and then mindlessly or lazily attempt to apply these to every essay, no matter what the writing topic or the meaning.

*Nowadays* sports are likely to be common throughout the world.

e. Immature Writing

The lack of vocabulary and limited knowledge of grammar are often the causes of bad writing style with the too simple style which is not suitable for academic purposes.

Many people are worried about the environment. They think people should do something to *make it better*. *For example*, instead of using fossil fuels they can use the *sun's heat* to make electricity.

(2) Interlingual Errors

Richard (1992) assumes that this error category is attributed to the unsuitable application of the learners' native language in the foreign language. Indeed, IELTS Vietnamese learners or test takers have committed errors on the use of overgeneralization, overemphasis, rhetorical questions, ... due to the negative interference of Vietnamese style of writing into the English one.

a. Overgeneralization

Overgeneralization is a common error in learners' writing including IELTS argumentative writing with such words as many, generally, often, most, ... To modify overgeneralized statements, it is generally necessary to reduce the scope of the statement, by limiting the quantity or frequency or area involved.

b. Overemphasis

This is the problem of exaggerating the intensity of a statement with expressions such as quite, very, significant, dramatic, ... Instead, the writer's attitude should show a suitable degree of certainty with various expressions namely: it seems that ..., it could be concluded that ..., this indicates that ...

c. Spoken Style /Letter Writing Style

This problem is due to the learners' misunderstanding of writing genre: they might use spoken instead of written style or the letter writing style for the essay one.

*Dear lecturer, I want to tell you my views on the problems with the environment.*

d. Exclamation

The students may want to express their strong emotions on the issues in their writing by using exclamatory sentences.

You might think there's no problem in having your kids watch TV for a few hours a day but *look out! They could be watching rubbish!*

e. Listing/Giving definitions

Enumeration or listing is one of the common ways learners of English prefer in their essays to make them more detailed.

The air we depend on *consists of oxygen, nitrogen, carbon dioxide and other gases.*

f. Rhetorical Questions

Apart from exclamations, learners may use rhetorical questions to emphasize their viewpoints on certain aspects in their essay writing.

*Is TV a curse or a blessing? Should we value it or banish it from our homes?*

g. And, but, so \_ clause initial

Japanese students value short, simple sentences with and, but or so at the beginning of a clause. Students of English are discouraged to use them, which sounds like spoken English rather than written English.

h. Long complex subjects

Iranian learners seem to have a tradition of using quite complex sentence structures with very long subjects.

*Encouraging and providing suitable conditions for public transport by the use of public vehicles instead of private vehicles is another way of solving the problem.*

i. Information-overloaded Sentences

Learners of English writing tend to utilize complex or compound complex sentences with too much information which could make the sentence structure cumbersome and confuse the reader.

j. Repetition of Words or/and Phrases

In some languages, repetition is used a great deal and quite acceptably (Indonesian) while in English it is not and writers should avoid it.

k. Gender-biased/ Opinion-biased Writing Style

Students of English are apt to make use of gender-biased sentences with the personal pronouns he, she, instead of them or the use of we instead of people or them to show their prejudice on gender and viewpoints.

When someone goes to live in another country, *he or she* will find many new things that are not familiar.

l. Compound or Integrated Errors

Learners are likely to commit not only one error but also many errors of various kinds in their IELTS argumentative writing which could make it strange to the native readers of English.

## Research Methodology

### 1. Research Method

Description is used to describe Ielts writing style errors in Ielts argumentative writings after being compared with the proper writing style in English. These errors are analyzed basing on the theoretical framework developed by Gabi (2002) on Ielts argumentative writing errors.

## 2. Sample population

20 learners of Ielts intermediate levels with the expected output band score of 5 – 6.5 at a Foreign Language Center, Danang, Vietnam, participated in the study. They followed a three-month course (three classes of 90 minutes every week) after having finished their Elementary course of three months with the band score from 4.5 to 5.0. The coursebooks used were Ielts Cambridge Practice Tests numbered from 6 to 11, published by Cambridge University Press, Cambridge University, Cambridge, England. 4 tests of 4 skills namely Reading Tests, Listening Test, Speaking test and Writing test on various topics are included in each book ranging from the easy to the harder level.

## 3. Data Collection Instrument

Data collection instrument is 160 Ielts argumentative writings on various topics written by the above 20 Ielts learners, each of which consists of at least 250 words within 40 minutes under the supervision of the teacher as the researcher of this study.

## Findings and Discussion

The writing style errors in Ielts argumentative writing committed by Vietnamese learners of English under investigation could be presented in detail in the following tables.

### 1. Intralingual Errors

(1) Single Errors

① Immature Writing

**Table 1: Intralingual Writing Style Errors in Ielts Argumentative Essays**

Intralingual Writing Style Errors		
Kinds of Intralingual Writing Style Errors	N	F (%)
Understatement	75	2.9
Confusion	107	4.1
Waffle	54	2.1
Formulaic and Thoughtless Writing	225	8.6
Immature Writing	2143	82.3
Total	2604	100

Table 1 shows that Immature Writing is the most common kind of error (N=2143 # F = 82.3%), which may be caused by learners' lack of grammatical and lexical knowledge on the use of plural forms of nouns, the comparative form of adjectives, conjunctions, articles and the focus of the topic sentence. Let us take the following examples where the missing item is supplemented in bold red, the wrong item in bold red is put inside brackets or underlined and corrected with the item in bold red outside brackets:

Topic 1: Transport problems and solutions

(1) Nowadays, people use more private cars, which leads to more cars on the road (,) and heavy traffic jams. I agree with the way to solve this problem by encouraging people to use public transportation instead of using private cars because it is (best) the better and (easy) easier way that people can do for two main reasons.

② Formulaic and Thoughtless Writing

The second most common error is Formulaic and Thoughtless Writing which makes up  $N = 225$  #  $F = 8.6\%$ . In (2), the enumerator firstly or the prepositional phrase at present have been used without thought because Vietnamese learners or IELTS test takers assume that they are the good writing styles or English idioms though they are only clichés, which are more commonly misused by native writers of English.

(2) Firstly, at present, the living standard is growing, the population is increasing so the number of people participating in traffic is increasing, leading to an increasing number of vehicles participating in traffic street.

### ③ Confusion

The third common error is Confusion ( $N = 107$  #  $F = 4.1\%$ ). This is the case when students inappropriately mix both overstatement and understatement, good and bad points at the same time in one sentence. This could make contradiction in their ideas and confusion to the reader.

Topic 2: Health problems and solutions

(3) Obesity has become a(n) (important) serious (issue) problem to be solved in many nations.

### ④ Understatement or Waffle

The least frequently occurred errors are Understatement ( $N = 75$  #  $F = 2.9\%$ ) and Waffle ( $N = 54$  #  $F = 2.1\%$ ).

#### a. Understatement

Topic 2: Health problems and solutions

(4) To sum up, “prevention is better than cure”. I think this opinion (might) may be right.

Learner’s use of the past subjunctive modal auxiliary verb might as an understatement reveals the less confidence in their opinion and should be replaced by may to be more convincing.

#### b. Waffle

IELTS learners or test takers are probable to use nonsense expressions (waffle) or repeat the same idea or both in their argumentative writings because they are lacking ideas on certain topics. This kind of error could then result in a boring writing.

Topic 3: Equal education

(5) For this topic, it is very hard to determine what exactly is but people normally have their own view for this issue.

In this example, very hard to determine what exactly and people normally have their own view for this issue are the repeated meaningless/unclear expressions in an IELTS argumentative writing where the writer is supposed to argue transparently for their viewpoint on a given issue.

### (2) Compound or Integrated Errors

The above single intralingual errors due to the learners’ limited knowledge of IELTS essay writing in English as a foreign language could occur at the same time in one sentence, in a series of sentences or even in a whole essay. This could make the writing clumsy and difficult to be understood by the reader or examiner.

Topic 4: Creative freedom

(6) If the artists are too free, they (might) may do something against the law like (drunk) drinking, murder, and so on ...

Learners have committed different kinds of intralingual errors such as: understatement (might), immature writing (drunk), and waffle (meaningless expression: no apparent relation between too free artists and illegal things like drinking, murder without further exemplification).

## 2. Interlingual Errors

Apart from the above intralingual errors, IELTS Vietnamese learners or test takers have made interlingual errors which originate from their previous mother tongue experience in writing. This style of writing is not expected in their IELTS test essays. Various kinds of interlingual errors could be illustrated in Table 2.

**Table 2: Interlingual Writing Style Errors in IELTS Argumentative Essays**

Interlingual Writing Style Errors/ Errors of Cultural Difference in Writing Style		
Kinds of Interlingual Writing Style Errors	N	F (%)
Overgeneralization	28	2.4
Overemphasis or exaggeration	221	19.0
Spoken Style	77	6.6
Exclamation	5	0.4
Listing, Giving Definitions	19	1.6
Rhetorical Questions	21	1.8
And, but, so - clause initial	110	9.4
Long Complex Subjects	38	3.2
Information-overloaded Sentences	113	9.6
Repetition of Words or/and Phrases	273	23.3
Gender-biased (GB)/Opinion-biased	264	22.7
Total	1169	100

Tables 1 and 2 show that the total number of Intralingual Errors (N = 2604 # F = 69.01%) doubles that of Interlingual Errors (N = 1169 # F = 30.99%). This implies that when Vietnamese learners or test takers of IELTS are lacking the knowledge of IELTS essay writing, they tend to transfer the deeply embedded writing style of Vietnamese as their mother tongue into their IELTS argumentative essays.

### (1) Single Errors

#### ① Repetition of Words or/and Phrases, Gender- biased/Opinion-biased

##### a. Repetition of Words or/and Phrases

Table 2 illustrates that Repetition of Words or/and Phrases (N= 273 # F = 23.3%) is the most common interlingual error. This may be due to the difference in cultural features in English as a foreign language for Vietnamese learners of IELTS and in Vietnamese as their native language. Vietnamese people belong to the wet rice or collectivism culture where people put higher value on sentiment than reason in their social interaction Tran (1999, p. 25, 315). Vietnamese people prefer the courteous and indirect expressions in speaking and writing to avoid hurting other people's feelings (Ibid, p. 316). Accordingly, IELTS Vietnamese learners or test takers often repeat words, phrases even the repetition of meaningless expressions instead of writing directly what they want to express.

##### Topic 5: International language

(7) When (we) people invest and learn a new language for international communication, (we) they (might) could communicate with foreigners easily and even (we might) have good jobs.

In the above example, the subject pronouns we have been repeated triply. This kind of error reflects the Vietnamese communism culture attribute where Vietnamese people in general and Vietnamese writers of IELTS argumentative essays in particular want to impose their opinions on the essay readers or examiners to claim common grounds and include both writer and reader in the same activity of thinking (Brown and Levinson,

1987, pp. 112, 127). In this way, IELTS essay Vietnamese writers have threatened the native English readers' negative face in the Western culture where readers do not want to have their viewpoints to be imposed. Instead, they should use the plural noun people or the plural personal pronoun they as the native English writers do to avoid imposition and delete the repeated word group we might to evade the lengthy style of writing.

b. Gender- biased/Opinion-biased

Not less common error is Gender- biased/Opinion-biased one which constitutes N= 264 # F = 22.7%. Most IELTS Vietnamese essay writers prefer using the pronoun: he/him, or she/her, or possessive adjectives or pronouns: his/his, her/hers to express their prejudice against a certain gender either male or female. This again may originate from the difference in cultural features of the native writers of English and Vietnamese. Native Vietnamese IELTS essay writers belong to the wet-rice or community-oriented or hierarchical culture (Tran, 1999, pp. 21, 22) in which males play a more important role in society while females in family (Tran, *ibid*, p. 316). Yet, native English IELTS essay readers or writers belong to the nomadic or egalitarian culture (Tran, *ibid*, p. 25) where all people including males and females have equality in power (Hofstede, 1984, p. 94). Hence, the neutral plural pronoun they should be used.

Topic 6: Volunteer work

(8) For example, if (a juvenile) juveniles did not do anything other than studying, (he or she) they would not be able to do anything to take care of (himself or herself) themselves.

② Over-emphasis or Exaggeration

Table 2 indicates that the second most common kind of Interlingual Error is Over-emphasis or Exaggeration (N = 221 # F = 19.0%). IELTS argumentative essay Vietnamese writers often show their optimistic attitude through intensifying modal verbs (can, will, must ...), adverbs of intensity (quite, very, significantly ...), adverbs of certainty (undoubtedly, certainly, obviously ...). This may be influenced by their Vietnamese cultural features in their speaking and writing style as affirmed by Brown and Levinson (1987, p. 104). The native writers of English tend to express their pessimistic attitude with the tentative past subjunctives of the modal auxiliary verbs such as could, would, should ... and the mitigating adverbs possibly, maybe, perhaps ... to soften the imposition on the reader to show negative politeness (Brown and Levinson, *ibid*, p. 136).

Topic 2: Health problems and solutions

(9) Finding a treatment or vaccine for a new disease (will) would not only cost lots of money but also a lot of time.

③ And, but, so - Clause Initial / Information Overloaded Sentences

a. And, but, so - Clause Initial

The third common kind of error is the case where IELTS essay Vietnamese writers like Japanese counterparts use such coordinators as and, but, so at the beginning of a simple sentence (independent clause) (Gabi, 2002, p. 62) or in the middle of a compound or compound complex sentence. This problem (N = 110 # F = 9.4%) also results from the orientation towards the indirect and prolix writing style of the Vietnamese which is not expected in the native English writing style because it imposes the reader or examiner of the essay to think too much to understand the argument of the writer.

Topic 7: Health and education

(10) (So) (i) In this situation, health is important to make the nation become wealthier; however, (but)



education is more important.

b. Information Overloaded Sentences

As commonly is information-overloaded sentence errors which make up  $N = 113$  ( $F = 9.6\%$ ) with the same reason as Clause Initial And- but- so ones. In the following example, IELTS essay Vietnamese writers have put too much information into one compound complex sentence having two main clauses with the two coordinators and, two subordinate clauses with the two relative pronouns which, who, which may make the readers confused.

Topic 4: Creative freedom

(11) Furthermore, restrictions on creativity would arouse tragedies; one of which is burn books and bury the literate in pits in Chinese history launched by Emperor Qir Shihuang, who buried the Confucian scholar alive and prohibited the dissemination of Confucianism.

④ Spoken Style (SS)

The less common kind of Interlingual Error is using spoken style ( $N = 77$  #  $F = 6.6$ ). IELTS essay Vietnamese writers like other Vietnamese ones normally utilize the contraction or ellipsis just like in a debate or speech as in-group identity markers because they rely on shared mutual knowledge or context (high context culture: <https://chat.openai.com/chat>) to make ellipsis comprehensive (Brown and Levinson, 1987, p. 107, 111) as they often do in their Vietnamese essays to show positive politeness in Vietnamese culture. This habit of writing is nevertheless not suitable for English writing style for which every idea should be verbally expressed explicitly rather than depending on context (low context culture: <https://chat.openai.com/chat>).

Topic 4: Creative freedom

(12) Books like Norwegian Wood, which describes a lot of sex scenes, could(n't) not be regarded as "children book".

⑤ Long Complex Subjects

Not as common is Long Complex Subject error which constitutes  $N = 38$  #  $F = 3.2\%$ . As other Asian essay writers such as Chinese, Korean, Thais, the Vietnamese ones prefer to have the main idea expressed in complex noun phrases at the beginning of a simple sentence or in the middle of a compound, complex or compound complex sentence. Regrettably, this does not only sound awkward in English but is also difficult to correctly write such intricate sentences in English and difficult to understand for native English readers or examiners.

Topic 5: International language

(13) Another reason against having a new international language is that it is bound to be divided into dialects and the whole purpose of having one language would be lost.

⑥ Overgeneralization

Less common kind of Interlingual Error is Overgeneralization ( $N = 28$  #  $F = 2.4\%$ ). In this case, IELTS essay Vietnamese writers prefer using such overgeneralizing modifiers as all, plural nouns for generic sense, always, everyone, ... to show their optimistic stance in opinion (Brown and Levinson, 1987, p. 104). This again echoes the interference of Vietnamese writing style into their IELTS argumentative essays. This overgeneralization Vietnamese cultural feature has been confirmed by Tran (1999, p. 165). Instead, the native English writers use tentative modifiers namely most, many, often, ... to show their pessimistic attitude to avoid imposition on the reader for negative politeness.

Topic 8: Economy and education

(14) Economic growth is considered as one of the ways to improve the country, therefore it is a priority for many governments.

⑦ Rhetorical Questions

Not less common kind of error is Rhetorical Question, which makes up  $N = 21$  #  $F = 1.8\%$ . Native Vietnamese essay writers favors indirect style of writing; as a result, they use rhetorical questions not to ask for information but to affirm their opinions deliberately to show their indirect style of writing (Tran, *ibid*, p. 316). By contrast, native English writers normally use the declarative as the direct writing style to minimize the imposition by leading the reader rapidly to the point of argument for negative politeness (Brown and Levinson, *ibid*, p. 130).

Topic 9: Social service investment – Private or state responsibility?

(15) How about education, health, security of a country? Do private groups or individuals in the community have enough money to provide for those important services?

The above two interrogatives for the two rhetorical questions could be corrected as one simple declarative sentence in English writing style: I think education, health, security service of a country should also be provided by the government.

⑧ Listing/ Giving Definitions

As commonly is Listing and Giving Definition error which constitutes  $N = 19$  #  $F = N = 1.6\%$ . IELTS essay Vietnamese writers tend to harness the listing writing style or definition to express their indirectness in verbal use (Tran, *Ibid*, p. 316). Native English essay writers have the orientation towards directness in verbal expression (Brown and Levinson, *ibid*, p. 130) to avoid the lengthy style of writing in the most general statement in the introduction paragraph of an essay to avoid imposition on the reader to read too much to show negative politeness.

Topic 3: Equal education

(16) In the modern life, men and women are on the same levels in all of areas. (such as Maths, science and technology, culture, ...)

Topic 10: Migrating workers

(17) Migrating to other countries is a phenomenon of a group of people who want to get a better life.

The above prolix definition in the complex sentence could be corrected as one simple declarative sentence: Many people may want to migrate to other countries to work for a better life.

⑨ Exclamation

Table 2. also discloses that the least common kind of Interlingual Error is related to exclamation ( $N = 5$  #  $F = 0.4\%$ ). In this case, IELTS essay Vietnamese writers tend to use exclamations to show their feelings or emotions. This has been negatively affected by their native Vietnamese style of writing which reflects the sentimental cultural features rather than the volitional ones of the native English writer (Tran, 1999, p. 25) for which exclamations are hardly used.

Topic 9: Social service investment – Private or state responsibility?

(18) Furthermore, how bad it would be if the government let the private groups be free to educate their citizens whatever they want or use some unusual treatments they like to the patient!

(2) Compound or Integrated Errors

Two or many of the above single Interlingual Errors could occur in one sentence, many sentences or even the whole Ielts argumentative essay.

Topic 11: Wealthy and Poor nations

(19) Wealthy nations have enough ability to help the poorer nations, (but so) why do(n't) (we) they not start to provide food, clothes, education, medicine to the poorer ones?

This sentence could be amended as: Wealthy nations could help the poorer nations. Therefore, they should provide food, clothes, education, medicine to the poorer ones.

Noticeably, the above Intralingual and Interlingual Errors could be committed simultaneously at sentence level, above-sentence level, paragraph level and whole-essay level by the native Vietnamese Ielts essay writers. This has made the Ielts argumentative essay awkward and difficult to understand for native English readers or examiners.

Topic 12: Internet

(20) For example, (before) in the past (the country) many countries did not have modern equipment (like now) (,) and many people communicated (and discussed information) by meeting face-to-face (to exchange and work) with each other (,). (but now). However, (the country) they (has) have become modern(ly), (so many) people could use(s) smart devices to chat and work (and exchange work with each other) over the (i)Internet (.) (A)and they think (that) it is convenient.

## Conclusion and Implication

In conclusion, Ielts essay Vietnamese writers have committed one or many kinds of Intralingual Errors or/and Interlingual Errors, in which the former occur with the higher frequency. This could prove that the lack of knowledge of how to write an Ielts essay has posed the risk of Vietnamese Ielts learners' negative transfer of their native Vietnamese style of writing into the English one. As a result, Ielts learners in general and the Vietnamese counterparts in particular should be aware of the importance of the Ielts argumentative writing in their English learning process and in the Ielts test so that they would try their best to learn how to write it properly. Besides, teachers of Ielts argumentative essays should analyze to Ielts learners the difference in the writing style of Ielts essays and that of Vietnamese ones basing on the English and Vietnamese cultural features to help learners diminish or avoid their errors. Most importantly, there should be error analysis books of Ielts essays in which Ielts writing task 2 or Ielts argumentative essays written by Ielts learners or test takers could be analyzed in detail in terms of writing style to help them realize different kinds of errors, their causes, effects and the solutions so that they could write their Ielts argumentative essays better.

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