

RAE

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7. DESCRIPCIÓN DEL TRABAJO: Analisis de error llevado a la practica en dos estudiantes adultos de lengua inglesa.
8. LÍNEA DE INVESTIGACIÓN: Formación y práctica pedagógica
9. METODOLOGÍA: En primera instancia, esta investigación es cualitativa, es decir que es un proceso de indagación y comprensión basado en distintas tradiciones metodológicas de investigación que exploran un problema social humano en el que el investigador construye una imagen compleja, holística, analiza palabras, informa puntos de vista detallados de informantes y lleva a cabo el estudio en un entorno natural previamente seleccionado.

En segunda instancia es un estudio de caso, método por medio del cual se mide y se registra la conducta de las personas involucradas en el tema en cuestión, obteniendo datos por medios cualitativos o cuantitativos, como lo son, documentos, registros de archivos, entrevistas directas, observación directa y toma de muestras escritas, entre otros.
10. CONCLUSIONES: Aunque el nivel de manejo de la lengua inglesa en cada uno de los estudiantes es diferente, es evidente que para los dos estudiantes resultó mas difícil detectar los errores léxico-semánticos, quizás por que en este campo un hablante puede traducir directamente los dichos y expresiones de su lengua materna y acomodarlos a la lengua que está siendo aprendida, esta categoría se vio seguida por la de errores gramaticales y morfológicos, para finalmente concluir que en este proceso se logró que los estudiantes detectaran con mayor facilidad los errores de producción. Finalmente es importante resaltar que el proceso de análisis de error necesita ser implementado durante un lapso mucho mayor de tiempo para ser completamente exitoso.



The error analysis as a strategy to overcome the cross-linguistic interferences in the written production of two student whose mother tongue is Spanish

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Bogotá, D.C Mayo, 2018

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Abstract

The tendency of a second language learner to keep and transfer linguistic elements from his/her mother tongue to the target language, in times, it turns into an obstacle and may cause stagnation in the student's learning process; the principal goal of this research is to analyze the intra-linguistic influence in the written production of two adult students of English whose mother language is Spanish, using the error analysis as a strategy to identify and overcome these interferences. In order to collect the data, two instruments were used: the first one, a 17 questions questionnaire; and the second one, made up of three essays, each with a specific question. Through the analysis of the instruments it can be inferred that to detected lexical-semantic errors during the second and third essay is a difficulty for the students given that their mother language influences and takes the students to translate their habitual sayings and expressions to the English language. Thanks to the first instrument, it can be seen that for the student whose level of English is more advanced, he can with more ease detect and correct production, grammatical and morphological errors.

Key words: Error analysis, intralinguistic influence, mother tongue, written production.

Resumen

La tendencia del aprendiz de una segunda lengua a conservar y transferir elementos lingüísticos de la lengua materna a la lengua meta en oportunidades se convierte en obstáculo y estancamiento del proceso; el objetivo principal de esta investigación es analizar la influencia intralingüística en la producción escrita de dos estudiantes adultos cuya lengua materna es el español utilizando el análisis de error como estrategia para identificar y superar estas interferencias. Para la recolección de datos se utilizan dos instrumentos; el primero un cuestionario de 17 preguntas y el segundo conformado por tres ensayos cada uno con una pregunta específica. Analizando los instrumentos se puede inferir que detectar y corregir errores léxico-semánticos es una dificultad para los estudiantes durante el segundo y tercer ensayo pues la lengua materna ejerce influencia y hace que los estudiantes quieran traducir sus dichos y expresiones habituales a la lengua inglesa. Gracias al primer instrumento se evidencia que para el estudiante cuyo nivel inicial de inglés es más avanzado puede detectar y corregir durante el proceso más fácilmente errores de producción, gramaticales y morfológicos.

Palabras claves: análisis de error, influencia intralingüística, lengua materna, producción escrita

Chapter 1: Project Identification

This research project was carried out by three researchers from San Buenaventura University as graduation project; it was designed with the purpose of understanding how two Spanish speaking students learning English deal with cross-linguistic influence from their mother tongue; this process is going to be performed through the error analysis put in to practice by the students through tree writing samples (essays) assigned by the project researchers.

1.1. Title of the Project

The error analysis as a strategy to overcome the cross-linguistic interferences in the written production of two student whose mother tongue is Spanish.

1.2. Faculty and Academic Program

This research proposal belongs to the *Facultad de Ciencias Humanas y Sociales* and it is part of *Programa de Licenciatura en Lengua Inglesa*.

1.3. Group and Research Line

Research Group: Tendencias Actuales en Educación y Pedagogía – TAEPE

Research Line: Formación y Práctica Pedagógica

1.4. Topic

Error analysis in writing samples

1.5. Project Tutor

Jairo Enrique Castañeda Trujillo

1.6. Researchers

Marcela Fajardo Dulcey, Nelson Oswaldo Franco Rodríguez, Pedro Nel Martin Duque

Chapter 2: Introduction

Santos Gargallo (1992) says that “the learning of a second language (L2) is the process by which an individual acquires a level of linguistic and communicative competence that allows him to enter into interaction with a linguistic community that is not his own” (p. 118). Keeping in mind this definition we must endure the fact that during the process of learning the English language, which is the most widely spoken languages in the world, difficulties may arise for learners when mastering the language in fields such as: structures of the language, positive and negative transference, differences in vocabulary from L1 and L2, subject-verb agreement, etc.

These difficulties can present diverse degrees of noise or interference depending on factors such as: the mother tongue, methodology used to learn said language, amount of hours that a student practices the language, the skills and the attitude of the learner towards the language, all of these factors will directly influence the level of proficiency that a learner reaches as he/she evolves in the process.

Traditionally, errors have been understood as something that should be avoided at all costs since they lead the learner away from “the standards of correction of a language”, they are outside the established rules or they go against what is considered “proper”. On the one hand, errors are considered as a part of the learner’s lack of proficiency and in many cases, learner do not usually consider them as “something wrong”, but as accidental choices.

However, within a broader model it must be said that an error is not something that should be avoided, but rather something that should be considered as a tool through which the learning process could be benefited from, given that those errors might be studied and evaluated from a pedagogical view point, given that error making is a fundamental part of the learning process and progress.

Therefore, this project seeks to establish to what extent the analysis of error put into practice by two Spanish speakers learning English as a second language, helps them to overcome errors they have been making; which for the sake of this project have been allocated into four categories (grammar errors, lexical-semantic errors, morphological errors and production errors.)

This project is divided into eight chapters as follows: Chapter 1: Project Identification presents the general information of the research project such as the title of the project, group and research line, among other related criteria. Chapter 2: Introduction gives a brief overview of the project. Chapter 3 describes the project, and contains the statement of the problem, the research question, the objectives, the rationale, and literature review.

In Chapter 4: Theoretical Framework, topics as Language Learning, Cross-Linguistic Influence and Error analysis are treated and explained. Chapter 5: Research Design talks about the type of study, context, participants, data collection instruments and instructional design. In Chapter 6: Data Analysis is where the three essays from our two students are analyzed using the chosen methodology. Then, Chapter 7: Conclusions and Implications presents a contrast of results is made, to finally get to some further comments on the analysis. Finally, Chapter 8 shows the limitations and further research proposed by the researchers.

Chapter 3: Description of the Project

3.1. Statement of the Problem

Are cross-linguistic interferences the main source of error during English as second language learning process for native Spanish speakers aged between 25 and 35?

It is well known that learning a second language represents a complex task for most individuals due to a number of factors, such as: learning and teaching context, age, interaction, cognitive style and even motivation and awareness among other factors that eventually influence the linguistic performance of a foreign language learner (Cenoz, Hufeisen, & Jessner, 2001).

The tendency to preserve and transfer native language elements to a particular target language slowly but progressively succeeds in becoming a closer approximation to the target language should the ambient conditions are favorable, nevertheless, some errors tend to persist in their target language version; many learners experience stagnation and stop making progress during their language learning process, becoming arrested at certain interlanguage levels, experiencing different kinds of cross-linguistic interferences; inappropriate interlanguage structures which despite being corrected, continue to appear regularly.

The aforementioned linguistic phenomena constitute some of the greatest hindrances during second language learning process and especially for adult learners, which upon encountering bottlenecks and facing stagnation, start experiencing anxiety and disappointment which eventually leads up to dissatisfaction.

Taking into consideration the scenario described above, it is necessary to address these prominent issues from a pedagogical and methodological insight, which eventually would let learners experience an improvement in their second language skills. Considering the differences between the mother tongue and the target language inside the classroom would provide learners

with strategies and right criteria when foreign language challenges must be faced, instead of resorting to their mother-tongue linguistic system.

Learners, as well as teachers, would be able to identify, realize and predict difficulties and errors which eventually would be eliminated over time (van Rensburg, 2015), facilitating the learning of a second language at linguistic levels such as syntax, morphology and so forth since the error analysis could be applied to every single linguistic structure.

3.2. Research Question

What does the use of error analysis in writing tasks reveal about how two students deal with cross-linguistic influence from their mother tongue?

3.3. Objectives

3.3.1. General objective.

To analyze how two students deal with cross-linguistic influence while using error analysis in writing tasks.

3.3.2. Specific objectives.

To identify the cross-linguistic interferences that happen in the writing samples of two English students whose first language is Spanish.

To determine the level of improvement of students in regards to the cross-linguistic interferences.

3.4. Rationale

This project has been thought to help teachers realize the nature of students' errors when learning a second language, since it is common to assume that students' errors while learning a

second language come from the natural difficulty of the task; thus, this project is aimed to show there is a background of cross-linguistic interferences caused by the students' mother tongue.

Also, this project will help to identify the type of cross-linguistic interferences so that teachers can detect them in their classrooms when they come about writing samples of students, then, teachers would be able to detect errors in the following categories: grammar errors, lexical semantic errors, morphological errors and production errors; then, teachers will be able to designed tools and procedures to help them overcome such errors.

Finally, it is firmly expected that this research will be a starting point for institutions in the country to plan strategies and procedures to face this learning reality, and train teacher based on the fact that every person in a country as Colombia would most likely experience these types of interferences in their writing skills or in any other of the skill that any learner has to develop in order to fully communicate in a foreign language; also, it will help teachers to realize their own processes and work on the overcoming of such errors made by their students.

3.5. Literature Review

Table 1
Literature Review

Type of document	Research article
Name	B. Lekova. Language interference and methods of its overcoming in foreign language teaching. Faculty of Education, Trakia University, Stara Zagora, Bulgaria. Trakia Journal of Sciences, Vol. 8, Suppl. 3, pp. 320-324, 2010. Trakia University. Retrieved from http://www.uni-sz.bg
Description	This scientific article focuses on the theoretical grounding in language interference by means of studying the relation between bilingualism and

	<p>interference. Consecutively, it also considers the variety of language interference with its typical influence on French language learning by students.</p> <p>Special attention is paid to contrastive analysis and error analysis - the basic ways for overcoming interference mistakes. A body of preliminary measures is presented, as well as corrective strategies for dealing with interference in studying foreign languages with the aim of improving the quality of language knowledge and its transformation into language competence. Language interference is understood as one of the current problems in foreign language teaching.</p> <p>Structural methods exclude theoretical explanation, deliberate approaches in foreign language education and above all - any comparison with the native language. There are two types of interference-interlanguage and intralanguage, and two types according to form - implicit and explicit.</p> <p>Intralanguage interference occurs when learners make mistakes under the influence of the already acquired language knowledge and established habits in the foreign language.</p>
Why is it important to our project?	<p>It is relevant to our project as the article focuses on bilingualism and interferences that occur in bilinguals; also talks about a variety of language interferences and how to address them through the error analysis in order to detect them and overcome them.</p>
Type of document	Research article

Name	<p>2005. Isurin, L. Cross Linguistic Transfer in Word Order: Evidence from L1 Forgetting and L2 Acquisition. Ohio State University.</p> <p>Retrieved from</p> <p>http://citeseerx.ist.psu.edu/viewdoc/summary?doi=10.1.1.655.4143</p>
Description	<p>This study focused on bringing together the evidence on possible cross-linguistic transfer in word order from two different perspectives: a transfer as an apparent obstacle in second language acquisition, and a transfer as a cause of attrition of the native language.</p> <p>Transfer is a traditional term from psychology of learning which means imposition of previously learned patterns onto a new learning situation. In second language acquisition, the knowledge of the native language (L1) in acquisition of a foreign language (L2) can indeed have a facilitation or inhibition effect on the learner's progress in mastering a new language.</p> <p>However, cross-linguistic influence can affect not only the performance in a second language, but also cause deterioration of linguistic skills in a native language when a speaker loses contact with his (her) language community or have a limited exposure to the native language due to extensive exposure to the second language.</p> <p>This study was based on a year-long monitoring of a Russian girl placed in a strictly English-speaking environment where no Russian input was received. The major findings of the study concerned vocabulary decline (Isurin, 2000), but a few syntactic changes have not been so far reported.</p> <p>Three tasks, i.e., semi-spontaneous speech, picture description, and</p>

	<p>storytelling, were aimed at testing the possible syntactic changes, particularly, word order changes, in L2</p>
<p>Why is it important to our project?</p>	<p>The article is important to our project, because it illustrate us about a possible cross-linguistic transfer in word order; it also explains what Transfer means in terms of psychology of learning, and it shows how transfer have a facilitation or inhibition effect on the learner's progress.</p> <p>It is also crucial because it reveals how cross-linguistic influence can affect not only the performance in a second language, but also cause deterioration of linguistic skills in a native language when a speaker loses contact with his (her) language community.</p>
Type of document	Research article
Name	<p>Qian, M & Xiao, Z</p> <p>Strategies for Preventing and Resolving Temporary Fossilization in Second Language Acquisition. March 2010. School of Foreign Languages, Changsha Medical University.</p> <p>Retrieved from http://files.eric.ed.gov/fulltext/EJ1081500.pdf</p>
Description	<p>The paper reviews the phenomenon and causes of the temporary fossilization in second language acquisition and offers some corresponding strategies for preventing and surmounting the obstacles in the hope of promoting the reactivation of the next climax.</p> <p>The authors attempt to make a preliminary probe into the causes for the above phenomenon from psycholinguistic aspects, of which, we believe</p>

	<p>that temporary fossilization is the greatest obstacle in second language acquisition, and to take corresponding measures positively is a good way for us to prevent and resolve temporary fossilization so as to raise the efficiency of our English teaching work.</p> <p>About Fossilization, Selinker (1970) noted that most L2 learners fail to reach target language competence. That is, they stop learning when their internalized rule system contains rules different from those of the target language. This is referred to as ‘fossilization’.</p> <p>Interlanguage is the term coined by Selinker (1972) to refer to the systematic knowledge of a second language which is independent of both the learner’s first language and the target language.</p> <p>The term has come to be used with different but related meanings: (1) to refer to the series of interlocking systems which characterize acquisition (2) to refer to the system that is observed at a single stage of development (i.e. ‘an interlanguage’), and (3) to refer to particular mother tongue/target language combination (e.g. French mother tongue/English target language vs. German mother tongue/English target language).</p> <p>Temporary fossilization It refers to the stagnant process in which non-target factors are fixed in the target language to a certain stage.</p>
<p>Why is it important to our project?</p>	<p>The article gives us an overview of second language learner constituting the main aspect of the contradiction, because psychological factors are the obstacles blocking the road to progress.</p> <p>Then it treats temporary fossilization, which in time is one of the</p>

	obstacles that are frequently transferred from L1 to L2 as a cross-linguistic interference; finally it gives us some hints on how to help students to prevent and overcome fossilized knowledge.
Type of document	Article
Name	2009. English language teaching, magazine of the Anadolu University School of foreign languages Turkey. Article, <u>Comparing and Contrasting First and Second Language Acquisition</u> by Yabancı Diller Yuksekokulu
Description	In an attempt to understand and explain, first language (L1) acquisition and second language (L2) acquisition scholars have put forward many theories. These theories can aid language teachers to understand language learning and to assist their students in their language learning process. The current paper will first look at the similarities between the L1 and L2 acquisition. Then the differences will be outlined. In the last part of the paper, the implications of these findings for foreign language teacher will be discussed.
Why is it important to our project?	These document helps to understand what the theories of first and second language acquisition are about, in that way it will not only cast lights on the matter of cross-linguistics being the main source of errors during second language learning process, but also gives a broader view on the process of teaching-learning a first or second language.
Type of document	Article
Name	2009. Document of the Universidad de Castilla-La Mancha. Article,

	<p><u>Effects of Cross-Linguistic influences on Second Language Acquisition: A Corpus –Based study on Semantic transfer In Written Production</u> by María del Mar Ramón Torrijos.</p>
Description	<p>This article concentrates on the impact that cross-linguistic influences have on second language acquisition. It investigates the importance of the learners' native language (L1) in writing production of a second language (L2), particularly the use of L1 linguistic rules by Spanish speakers when they are writing in the target language (L2). This exploratory research focuses on the production errors made by students relative to specific subsystem such as semantic and syntactic areas. Errors are studied with respect to the difference between Spanish and English Through a contrastive analysis between both languages in problematic linguistic areas. In this article only semantic errors will be considered as a first approximation to the study of transfer in writing production. The results indicate that transfer is a reality and an important determinant in the process of second language acquisition. Teachers in an EFL context should be able to identify this phenomenon in order to prevent the errors which may arise from it.</p>
Why is it important to our project?	<p>This document is totally related to the nature of our project, because it explains the influence of interferences in specific areas (semantic and syntactic) by analyzing the written production of L2 students who are native Spanish speakers.</p>

Chapter 4: Theoretical Framework

4.1. Language Learning

Before talking about Language learning, it is important to delimit the field by mentioning a couple of terms that need to be defined and explained to some extent: bilingualism and being bilingual; in order to make the point clear, Professor Agnes Lam (as was cited by Carter & Nunan, 2001) explained:

Bilingualism refers to the phenomenon of competence and communication in two languages.

A bilingual individual is someone who has the ability to communicate in two languages alternately. Such an ability or psychological state in the individual has been referred as bilinguality. (p. 93)

Bearing in mind the conceptualization of these related terms by professor Lam, and knowing that being bilingual refers to an ability or a psychological state, one can see that there are several variables that have to be taken into account when “measuring” the level of bilingualism of an individual, a society or a group of people.

Agnes Lam cites Hammers and Blanc (in Carter & Nunan, 2001) when referring to certain levels of bilinguality: If the person who speaks the two languages is better in one language than in the other, then we can talk about dominant bilinguality; now, if he/she is equally good at both languages we can say that that person is a balanced bilingual.

When the bilingual person uses one of his/her languages better than the other when communicating in a specific domain: “school”, while in the other language he/she feels more confident when interacting in other domain, let us say: “family”, given to the fact that his/her communicative abilities in one language complement the abilities of the other we can say that this person has complementary bilinguality.

When one person is able to understand two languages, but is only able to speak and write one of them, this person is a receptive bilingual; but when a person is able to produce in both languages in some way (speak or/and write) this person is what is understood as bilingual. Agnes Lam (cites in Carter & Nunan, 2001). With these levels of bilinguality we can say that the students subject of this project, two adults 29 and 31 years old, are dominant bilinguals.

When talking about learning a language there can be found different points of view in regards of this process being easy or hard, some say that it takes only place when the process of gaining an L2 happens in childhood, while others may argue that it could successfully happen through adolescence or adulthood.

May be both are right if we think that the key point about a language being learnable is to be learning it in a communicative way, meaning to say that the teacher has to create the proper environment so that the students get into an state of mind where their brains are “wired”, set in the correct stage for getting information that is going to be used immediately in context, which means that they start to think in the language, understand messages, it does not really matter if the messages are short in the beginning, but they start to communicate these messages too.

At this stage, it is important to highlight that messages have to be put into practice in a context, language cannot be learnt out of a context, that is why we must as teachers use comprehensible input methods and a communicative approach in a classroom to create the necessary authentic scenario or context for students to learn the language (Carter & Nunan, The Cambridge Guide to Teaching English to Speakers of Other Languages, 2001).

Having placed our students in such scenario, it is noticeable that mother language or L1 has a significant influence in L2, which in the end takes us to an strategy that is going to be central in

the detection and overcoming of errors in this research: the error analysis, which is going to be explained in some extend later in this document.

So L1 offers a resistance on L2, it is because there are certain “noises” in languages that occur from the conflict of information between L1 and L2, for instance in our particular case as Spanish speakers would be a common error to use the adjective after the noun, when speaking a foreign language (Carter & Nunan, *The Cambridge Guide to Teaching English to Speakers of Other Languages*, 2001).

We will always find these cross-linguistic errors given to the matter that learning a language is not a linear process but an organic one, researchers realized that there are social and interpersonal as well as psychological dimensions to learning; that input and output are both important, that form and meaning are ultimately inseparable, and that learning is an organic rather than linear process (Carter & Nunan, *The Cambridge Guide to Teaching English to Speakers of Other Languages*, 2001). (Ostler, 2005)

This affirmation reinforces the believe that learning a language is an organic process that has to do with different aspects that go from the methodology used in our classes up to the relation with our students, the approach we use in class and the classroom management skills we learnt or developed through our professional lives, learning a language is an organic process that makes a language learnable, but what are the ways in which languages are learned?

Most languages are learned by children not making much effort, that happens by imitating their parents, by observing the cultural setting where they are growing and the constant influence of their older siblings, of course assuming that the person learning the language is “mentally healthy”, in that sense they would not have to put much effort into learning any given “native” language (Ostler, 2005).

There is another possible way of learning a language, this happens when a group of children or even adults are surrounded by people who do not share a common language, the result of this is a *creole* when it occurs with children, and in the case of adults a *pidgin*, this occurrences commonly happen in countries where immigrants come in without any training in the language of the country that they are going to live in, and they start speaking a broken language (Ostler, 2005). In this case an English full of cross-linguistic events, which in the end makes communication really difficult but somehow “possible”.

The third way, which in time is the one that is going to be studied throughout this project, takes place when any language comes to “conquer” a new country or cultural setting, and the people that are going to learn or acquire this new language possess already a native language which is understood as a substrate, that substrate in time will impose a constraint on the new coming language, and that constraint is what latter will be understood as cross-linguistic errors (Ostler, 2005).

There are some factors that make cross-linguistic error a frequent event in our country, starting with student having a small chance to practice the language and just few hours of instruction; another determining factor is that those language classes are taught by teachers who learnt the language they teach in a nonnative context, situation that would make them lack in confidence when teaching a class, which becomes a barrier for the students to learn the language properly.

Some of the most common cross-linguistic errors are: simplification, overgeneralization, hypercorrection, faulty teaching, fossilization, avoidance, inadequate leaning, false concepts Hypothesized (Touchie, 1986).

The first error is categorized as simplification, it is when a student prefers to use simple structures to complex ones, in other words prefers to use a structure such as the past simple instead of using the present perfect one (Touchie, 1986).

Overgeneralization takes place when students generalize the usage of any grammar rule, and use it in other contexts where it does not really apply, for instance when she/he uses the *ed* in any kind of verb not having it clear or not knowing if these verbs are regular or irregular e.g. *teached*, *bringed*, etc (Touchie, 1986).

Hypercorrection it is when the teacher insists frequently in the correction of any kind of mistake that he/she thinks is crucial in the correct teaching/learning process of the target language, and the students think that all the time they encounter something similar it would work in the way the teacher has always explained it, for instance: is very well known that the pronunciation of the **th** [θ] produces in most cases a sound that we do not possess in Latin American Spanish, so students in their willingness of pronouncing it correctly do it also in words where that **th** sound does not really have such effect, an example of it is the word: “mother” where that **th** sound is: [ð] (Touchie, 1986).

Faulty teaching, errors of this kind happen when the professor teaches something that he/she believes is correct but in the end it is not, or he/she does not teach it because he/she thinks it is not important or because of ignorance on the topic ; it is also curious to see how a teacher can be influenced by his/her students errors in the long run, as an example we can find the pronunciation of the word “you” [ju:], word that in the Colombian context is commonly pronounced as [dʒu] (Touchie, 1986)

Fossilization, this error can be motivated by the L1, this is the case for Spanish speaker with the pronunciation of the phoneme /r/ or the confusion between the phonemes /b/ and /v/;

fossilization can also be motivated by an initial misunderstanding of any L2 rule and the constant use of that mistaken rule comes down to fossilization, such is the case of the use of *their* instead of *them* and vice versa (Touchie, 1986).

Avoidance, generally speaking, complex syntactic structures are avoided in this case, error that shares similarities with “simplification”, just that in these type of error the speaker always avoids the structure given to the fact that in their L1 the syntactic form is rarely used or it does not exist, such is the case of using simple tenses instead of using perfect tenses, among other structures (Touchie, 1986).

Inadequate leaning, this comes to happen when there is a gap in the learning process regarding any type of information, or just mere ignorance of the rule, in the case of Spanish speakers, we have the equal pronunciation of the past of regular verbs, ignoring that there are three sounds to those endings: **watched** [t], **cried** [d], **wanted** [id] (Touchie, 1986)

And finally false concepts hypothesized, this occurs when students make wrong assumptions or hypothesis about any L2 rule, such things can be seen when Spanish speakers learning English take for granted that when they talk or use the past tense, the only thing they have to care about is to have the verb in past, leaving aside the auxiliary *did* when asking questions (Touchie, 1986)

When working with adults there are some Neurological Considerations that are worth it mentioning; there have been attempts to explain why learning a language in adulthood appears to be much more difficult than in childhood, and in most cases it is that way indeed, of course there are many exceptions to the rule, but in general that is the case; trying to give an answer to this phenomena scholars had a closer look at Lateralization in the brain, professor Steinberg (1997) explains lateralization in the following terms (as cited by Yuksekokulu, 2009).

The brain assigns, as it were, certain structures and functions to certain hemisphere of the brain. Language, logical and analytical operations, and higher mathematics, for example, generally occur in the left hemisphere of the brain, while the right hemisphere of the brain is superior at recognizing emotions, recognizing faces and taking in the structure of things globally without analysis. This separation of structure and function in the hemispheres is technically referred as lateralization. Steinberg (as cited by Yuksekokulu, 2009, p. 179)

Understanding what lateralization means and adding the concept of Thomas Scovel (1969, in Brown, 1994) which is that lateralization takes place until the individual experiences puberty, because approximately during that period the brain up to certain level loses its plasticity and lateralization is finally accomplished, which according to professor Scovel makes it difficult for the individual to gain fluency on an L2 or master native-like pronunciation (Yuksekokulu, 2009).

Another point of view on the difficulty of adults learning a language is that people after puberty tend to be too analytical, and then the question arises: how come an adult with “higher” analytical thinking is not able to learn an L2 successfully? The answer appears to be simpler than thought, it is because the adult tends to be too analytical for a process that supposes to happen “unnoticed” or naturally in a way of saying, then the adult that is intellectually centered overanalyzes the task making it harder.

Another consideration on adult learning is the Affective one, in this field psychologists have helped to unveil the reasons behind the affective “blocking” that is more commonly known as affective filter, what they have said is that in childhood the Ego does not really have to be protected, because a child is just experiencing the world and does not have constructs built through experiences that in somehow would have to be protected, while when we surpass the puberty we have a self-image that has to be protected (Yuksekokulu, 2009).

For instance, for an adult would be too self-threatening to be corrected in front of someone else, just because his or her ego says: “I am an adult, and I know what I am doing, I do not want to be exposed making a mistake” in other words there are inhibition that have been built in order not to appear weak at the eyes of others; also we must take into consideration people’s attitude towards learning. (Ellis, 1994; Brown, 1994).(Yuksekokulu, 2009).

Here we must remember that somebody’s attitude is built through previous experiences when in contact with any given topic or situation for the first time; that is why it is important to bear in mind Stephen Krashen Affective Filter Hypothesis, in which essentially what a teacher should do is to lower the affective filter of students before the learning process takes place. (Krashen, 1982; McLaughlin, 1987) (Yuksekokulu, 2009).

Finally, being aware of what takes place in a teaching learning environment where different variables are at stake, it is clear that “vices or corruptions” in the process can stop the course of learning a language, that is the reason why teachers should know what cross-linguistic errors are in their cultural context, so that they are aware and trained to detect these errors and use a correct strategy to help students overcoming them.

4.2. Cross-Linguistic Influence

Throughout last century, an array of studies about linguistics have center around the key role the mother tongue plays during the second language learning process and subsequent achieved proficiency level. However, its incidence and significance have been reappraising on many occasions due to the difficulty to reach a common consent among this particular scientific field (Ramón, 2009); thus, an exact definition about language transfer or cross-linguistic influence has not been clearly stated yet, and understanding the term implies knowing in detail the different hypothesis and points of view related to the issue set out along this period.

Early on, the urge of taking into account the mother tongue and developing a language awareness amid learners were put forth by Fries (1945) during the post war: “the most efficient language material are those based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner” (p. 9).

Assertion that justified and gave birth to learning theories such as Contrastive Hypothesis due to the assumption that most of the hindrances experienced by second language learners were due to interferences of their first language (Byung-gon, 1992).

Later on, the phenomenon of language transfer was thoroughly first addressed by Lado (1957), a devout of the behaviorist current, in his publication *Linguistic Across Culture* where he clearly claims:

Individuals tend to transfer the forms and meanings, and the distribution of forms and meanings of their native language and culture to the foreign language and culture - both productively when attempting to speak the language and to act in the culture. (p. 2)

According to Lado, second language learners would face hardship depending on the linguistic distance between their native language and the target language; that means the differences and similarities exhibited by them: “The level of difficulty experienced by the learners will be directly related to the degree of linguistic differences between L1 and L2” (Ellis, 1994, p. 308).

The student who comes in contact with a foreign language will find some language transfer features of it quite easy and others extremely difficult. Those elements that are similar to his native language will be simple for him, and those elements that are different will be difficult. (Lado, 1957, p. 02) Taken from Odlin.

According to the behaviorist the prediction of spheres of difficulty and common error patterns was questionable due to the absent of conclusive or inaccurate evidence within the classroom.

Due to the above and the assumption that errors exclusively depended on native language interferences while leaving aside other factors, made them be sharply criticized and challenged. (Ramon, 2009). Nevertheless, the facts that positive transfer, when the first and target languages were similar and the negative transfer, proceeding from disparity between them, were not fully disregarded.

Among the main detractors were linguistics such as Chomsky, which in his conceptualism theory suggests that human being's ability to acquire a language is innate and, eventually, everybody is able to master any language; ability that was linked to the concept of Universal Grammar (UG) a certain time after. However later on, even the conceptualism recognized their narrowness and started considering the relation between native language and UG, being unable to deny the first language transfer phenomenon (Lanfeng, 2010).

The notion of interlanguage also came up and was first introduced in the scientific study of language by Larry Selinker in 1972 (Tarone, 2006), which fundamentally, consists in an interlocking linguistic configuration developed by a second language learner in an attempt to approximate to a defined target language.

Slinker (as cited in Tarone, 2006, p.747) to refer to the linguistic system evidenced when adult second-language learners attempt to express meaning in a language they are in the process of learning. This linguistic system comes into being as a result of a low proficiency by a non-native individual and in principle, would vary due to successive internalized language stages, in other words, it is characterized by being transitory and constantly evolving.

This claim also suggested that cross-linguistic phenomenon affected every single linguist level as shown in the following figure:

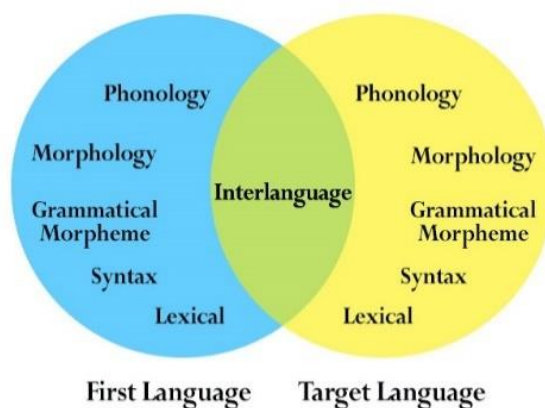


Figure 1 Interlanguage System (Source: Authors)

According to the interlanguage-hypothesis, the development and pragmatic employment of interlanguage turn out to be more prominent among adult second language learners (Selinker, 1972). Phenomenon, which some scholars attribute to the exceeding of the critical point for human language acquisition, which according to Lenneberg, occurs from 12 to 15 years old (Da Silva et al. 2005).

Time after which, the latent psychological structure is accountable for ulterior learning processes, standing in for the latent language structure, an organic arrangement fundamentally in charge of primary knowledge during early individual's life. Thus, it turns out unavoidable the developing of an error pattern and the employment of a characteristic interlanguage construct; an assertion, to a certain extent, supported by the fact that adults have been more exposed to a linguistic system exclusively provided by their mother tongue.

Nonetheless, it has been proved that children also resort to an interlanguage-like system during language immersion programs due to their inability to create an intelligible output while oral assessment, however, a deep research is needed to draw reliable conclusions (Tarone, 2006).

Selinker, (1972) also argues that there are five main psycholinguistic processes that shape interlanguage phenomenon. He describes them as: Language transfer, overgeneralization, transfer of training, circumlocution and strategies of learning.

Regarding language transfer, it succinctly consists in a positive or negative influence that a first language or another previously learnt linguistic patterns can exert onto the target language learning process based on the linguistic similarities and differences between both of them (Odlin, 1989). This prominent factor, undoubtedly, plays an important role during second language learning. An array of hypothesis and predictive models have risen around it during the last half century (Isurin, 2005). The use of cognates for instance, represents a bridge between two languages, and it turns out to be a facilitated or positive transfer. In the case of Spanish-English: faculty – facultad, volcano – volcán, action-acción; just to name a few.

However, on several occasions, the use of cues based on the first language while expressing in the target one ends up being a source of error, which constitutes an inhibition or negative transfer. “Did you take a decision?”, instead of “Did you make a decision?” or “Do you have hungry?” instead of “Are you hungry?” the previous expressions correspond to a negative semantic transfer between Spanish and English languages.

Corder (1981), though arguing that there is no difference in terms of acquisition of the first and further second language learning, propounded the following postulate, which was compiled in his Language Distance Hypothesis: “Where the mother tongue is formally similar to the target language, the learner will pass more rapidly along the developmental continuum (or some parts of it) than where it differs”. (p. 101).

Considering the mother tongue as a “helping” agent, it was also claimed:

Children learning any language will take approximately the same amount of time to master its oral form; however, the learning of second languages takes different amount of time. The extent to which the L1 and the L2 are similar will determine how easy it is to learn an L2 and how long it takes (Macaro, 2013, p. 79).

Afterwards, basing on this assertion and the traditional classification of languages branches, many linguistics took into account the language distance in order to suggest the time in theory a learner would need to acquire and become proficient in certain language.

Authors as Newmark & Reibel, (1968), consider the using of native language by an individual, primarily, a strategy of communication far more than a learning strategy. When learners do not know how to express their thoughts in the target language, their only source is to resort to a previous knowledge in order to “fill” the gap and make up for what they are ignorant of; the same assertion was claimed by Krashen in 1983, phenomenon described and coined by him as “padding”(Ilomaki, 2005).

Odlin (1989), admits that language transfer takes place when the first and target language are contrasted; thus, learner are able to notice and recognize parallels regarding their differences and similarities, facts that are underlined below:

Transfer is the influence resulting from similarities and differences between the target language and any other language that has been previously, and perhaps imperfectly, acquired.

It is obvious that some transfer occurs in the process of second language acquisition; however, the amount and type of transfer vary according to several factors. (Odlin, 1989, p. 27).

Taking in account the aforementioned, second language researchers have emphasized that broadly there are seven main factors that may induce, cause or predispose language transfer

(Lanfeng, 2010). However, considering each person experiences the process of learning individually, the way each factor affects each process and their extent are also unique:

Stage of learning, which means that the more a second language learner is exposed to the target language, the less language transfer may occur and appear in learner's output. Ringbom (1987) points out that during early stages of learning, the significance of the first language is higher than in advanced levels when an individual has developed a proficiency in the second language.

It has been said that Age also plays a significant role during the second language learning process, assumption that has found support in previous studies where it has been claimed that adults can profit from a direct comparison of their native language with the target language (Gast, 2012), because at having been more exposed to first language rules, they are more prone to mother tongue interferences compared to younger learners, however, this fact should not be assumed as law.

Becoming aware that learning a language goes beyond memorizing vocabulary and knowing grammar rules is what is called language awareness. Carter (2003) defines it as "The development of an enhanced consciousness and a sensitivity to the forms and functions of language in learners" (p. s.p). It has been stated that if learners develop a solid insight into the fashion the language works, the cross-linguistic influence would diminish. For instance, morphological or lexical issues catalogued or understood as redundant by learners and their native linguistic system would be neglected or omitted because of lacking of awareness (Ilomaki, 2005).

In the case of native Spanish speakers learning English:

Is raining right now (incorrect)

It is raining right now (Correct)

Social background may also have impact in the degree of language transfer usage. If the learning ambiance turns out to be suitable and positive stimulating, the individual may experience and improvement of their language skills (Lanfeng, 2010). It has been also stated that learners evidence more cross-linguistic influence when they are expressing in the target language consciously; paying attention to grammar rules and lexicon make learners prompt to use literally translation from their mother tongue, which is employed as reference. Besides, individuals with higher rates or literacy in their first language are less inclined to use language transfer (Ilomaki, 2005).

Markedness is usually a source of language transfer for many second language learners. Unmarked language categories are assumed as basic, contrary to marked ones, which are taken as irregular or non-basic (Briscoe, Arriaza, & Henze, 2009). Masculine nouns in English are labeled as unmarked and feminine forms are assumed as marked with endings such as “ess” and “ette”.

In the case of contrasting two languages, Russian free word order is considered as marked comparing to the English rigid word order subject-verb-object. Therefore, Russian speaking learners find it difficult when thoughts are supposed to be properly conveyed (Spashko, 1995):

Мальчик вошел в комнату

Boy entered room (Literal)

The boy entered a room (Meaning)

В комнату вошел мальчик

Room entered boy (Literal)

A boy entered the room

It has been found that a Russian speaker would express in the following way:

An old fridge there is in the room (Incorrect)

There is an old fridge in the room (Correct)

Psychotypology is considered to be one of the most important factors in terms of transfer language likelihood. It refers to the subjective perception of a language as “distant” with respect to the native language (Ilomaki, 2005). Thus, it means that if learners consider the target language linguistically familiar, the degree of transfer would be higher and hence, the likelihood to failing into negative or wrong transfer.

However, transfer between languages that share a linguistic origin has proved to be positive, which leads learners to experience their mother tongue as a “facilitating” or “helper” tool. Ringbom (1986), during his research about Finnish and Swedish speakers leaning English, found that Swedish speakers scored better than the Finn, whose major source of error derived from the disparities between Finnish, a Uralic language, and English, a Germanic language which is closely related to Swedish; therefore its level of association is higher (Ilomaki, 2005).

Taking into account the similarities and differences between languages, the Foreign Service institute of U.S has created a chart, which expounds the closeness of each language respecting to English and a quantity of hours of study as a way of suggestion to get a high level of proficiency. In the case of Spanish, which belongs to the Category 1, Language clearly related to English, the suggested time “to achieve a high degree of mastery” sums up to 24 weeks or 575 – 600 hours of study (Effective Language Learning, 2017).

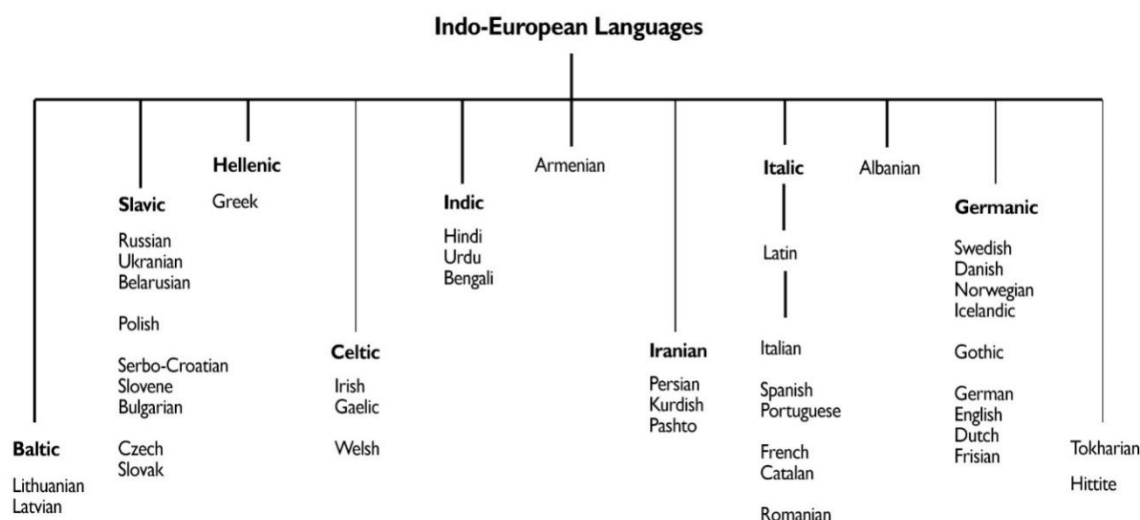


Figure 2 Simplified Family Tree of Indo-European languages. Adapted from Hamawandy (2015) and Matthews (2003)

Finally, in the case of production in a second language, researchers have identified four types of negative or wrong transfer which learners are prompt to (Odlin, 1989):

Underproduction: Consists in the avoidance or lexical and grammatically poor target language structures. For East Asian language students such as Chinese and Japanese speakers, the absent of relative clauses in their mother tongues makes them unable to employ them while expressing in English. **Overproduction:** The use of a set of many simple and not quite complex sentences during their target language production. **Production errors:** Which manifests in the form of substitutions (use of mother tongue forms as source), calques (employment of native language syntax or structure while using target language vocabulary) and misinterpretation (using native language system as reference to decipher messages in target language) (Ilomaki, 2005).

It is worth noting that cross-linguistic influence also affect lexicon in specific ways. Among languages belonging to the same language branch, the cognates represent an advantage for

learners should the two languages do have a sizable case (Treville, 1996); in theory, Spanish speakers would find it easier to learn Italian than Arabic native speakers.

However, the existence of “false friends” eventually would lead to errors as in the case of “actually” which means: “Realmente” in Spanish instead of “Actualmente” which translates “Nowadays” or “Currently”. In other cases, cognates are not semantically different but its meaning depends on the context like in the case of *Kieli*, a Finnish word, which means both tongue and language; thus, wrong expressions such as He bit himself in the language, are quite common among Finnish speakers (Ilomaki, 2005).

Cross-linguistic interferences are also known to affect grammar. Grammatical structures, word gender, number matching among others, have proved to be affected (Ilomaki, 2005). Spanish speakers, for instance, occasionally get difficulty understanding and, of course, using English phrasal verbs which are notoriously complex (Hill & Bradford, 2000); hence, Spanish native speakers avoid or use synonyms to replace them, for example: Tolerate instead of put up with or investigate instead of look into which makes their speech sounds unnatural (Vincent, 2015).

Each language has a specific way to express an intended meaning (Ilomaki, 2015). In the case of Spanish, the sentence: El te dió el libro, “te” acts as an indirect object pronoun and relies on the sentence order to express a right meaning. On the other hand, Finnish uses inflectional endings to convey the same: Hän antoi kirjan sinulle, where “sinulle” be equivalent to object pronoun of *sinä* (you).

English speakers generally find it difficult to handle the plural while expressing in Spanish, French or German and vice versa (Liceras, Zobl, & Goodluck, 2008), where nouns match not just number but also gender like in the case of Spanish and French.

My shoes are reds (Incorrect)

My shoes are red (Correct)

4.3. Error analysis

Type of analysis developed during the 1970s as a branch of applied Linguistics; one of its objectives was the study and analysis of errors made by the learners of second languages to discover their causes and to understand the strategies that students use in their learning process (Corder, 1981).

Before Corder or Selinker, errors were seen as something harmful that could not methodically be changed, in other words errors had no significance in the learning process, at this pre-scientific period teachers were more occupied on the fact that the structures of language had to be taught correctly, and if there were students' errors was because the teaching methodology had to be adjust in some way, meaning that students were conceived as a "mass" and not as individuals who could possibly have special or different learning needs from each other (Zhang, s.f.).

Way into the late 60's people became conscious about the significance that errors took on as predictors to tell the stage a student was at, in other words, how much they had learned and how much they did not, and, certainly, the teaching effectiveness; with this vision, through two orientations error analysis is justified: the first is a pedagogical justification, which allows people to see that there is possibility for systematic ways of eradication of such errors; and on the other hand, theoretical justification, which is part of a systematic study of the learners' language (Corder, 1981).

As far as Corder is concerned, errors were significant in three ways: first, errors can tell how close students are from mastering the language, and how much they are lacking in order to

achieve that goal; the second way is that errors offer evidence on how a language is learned and also what strategy the learner is using to learn it; finally, making errors helps learners to prove their hypothesis on how to learn a language (Corder, 1981).

One of the mayor tasks that the linguist faces is to analysis every sentence in order to find out if there is any construct which does not go in accordance with the structures of the target language, then he/she should present some evidence so that a conclusion can be drawn out. First of all it is better to check the three stages that take place when employing the error analysis.

The first stage is: recognition of idiosyncrasy, the second one is accounting for an idiosyncratic dialect and finally the explanation, it is also important to mention that Corder, (1981) pointed out that it is essential to study every sentence in a given speech because even those that are apparently correct, might be inappropriate to the context; summing up, it is not enough to check out those sentences that are technically wrong (Overtly Idiosyncratic), but those that are apparently correct but in somehow out of context (Covertly Idiosyncratic).

There are three processes according to Corder, (1981) while describing the learner's language: Regularization, Standardization and De-contextualization; Regularization, is the process that tries to restructure accidental failures in the speech, commonly referred as slips of tongue; Standardization, restructures the speaker's speech or utterances, to eliminate the systematic variation between utterances from different individual given to personal or sociocultural factors; De-contextualization, interprets the speaker's message and intentions, explained by Corder (as cited by Zhang, s.f.)

It is essential to highlight the importance of "explanation" it is a psycholinguistic stage, which explain how and why the learner's language is what it is, that is based on the fact that it is not

suitable to judge or explain speech or/and improve teaching only by relying on idiosyncratic sentences unless it is understood how and why they occur (Zhang, s.f.).

Finally, the error analysis emphasizes on the difference between errors and mistakes, the first ones are systematic and the second ones are not; error also can be “overtly idiosyncratic” or overt errors, which are error that make ill-formed sentences, in some way they are obvious, while “covertly idiosyncratic” or covertly errors are those which structure is well-formed but once into concept it is noticeable that they do not completely fit; while mistakes are accidental happenings that are not recurrent or systematic.

In regards to this research, we as teachers and researchers have decided to apply the error analysis taking into consideration 4 categories of errors: 1. Grammatical errors, are the ones that are related to errors made in the use of modifiers: such as adjectives or adverbs; inflection of verbs: in the case of the inflection for the third person of the singular; and misuse of any of the eight elements that make up the parts of speech. 2. Syntactic-semantic errors are those that stop the speech from being understood, or make it sound unnatural given to expressions and words used on it. 3. Morphological errors, this type of errors refers to errors made in the wrong usage of prefixes, suffixes or roots of words. 4. Production errors, understood as errors made in the “mechanics” of the written language, such as punctuation and use of capital letters.

Chapter 5: Research Design

Data collection is crucial in order to carry out a research. In this case, qualitative data is required in order to obtain a deep understanding and get an insight of the individual's background. Questionnaires for instance, are simple but practical data gathering instruments which are employed during research fieldwork, they are one of the most suitable tools that consist of a set of questions design for obtaining statistical worth information about a sample (Stevens et al, 1997).

Thus, two written research instruments were taken in account for this purpose. Initially, an open-ended questionnaire has been designed in order to let population spontaneously give their answers and hand-written cues. Each individual is placed in a specific social situation whereby they resort to a kind of language, which is crucial for this ongoing investigation. Then, participants involved in this project are asked to produce a written content, which consist on three essays of at least 150 words stating their opinion about a preselected topic.

Writing production demands the use of declarative memory and therefore constitutes a conscious process, which in theory definitely would highlight possible cross-linguistic influences in case of occurring (Medina, 2015). The writing tasks are analyzed in order to identify errors, distinguishing them from possible mistakes that do not play an important role for Error Analysis. After recognizing and classifying errors according to its nature, the areas of difficulty for each participant are determined. Furthermore, the due feedback is discussed with each student to establish a curricular framework according to needs of each individual. Two weeks after feedback, subsequent writing tasks are requested in order to track their process down and assess their rate of improvement.

5.1. Type of Study

On the one hand, this is a qualitative research which is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social human problem in which the researcher builds a complex, holistic, picture, analyze words, reports detailed views of informants, and conducts the study in a natural setting since researchers are primarily concerned with process, rather than outcome and they are interested in meaning due to the fact that it involves fieldwork, it is descriptive and this is inductive. In natural sciences and social sciences, quantitative research is the systematic empirical investigation of observable phenomena via statistical, mathematical or computational techniques (Axman, 2012).

Scientific rigor is a major issue since it involves internal validity or credibility due to qualitative research is credible when participants recognize the researchers' descriptions and interpretations as their experiences. The analysis is done by a research team, and participant validation of transcribed interviews, the summary of the interviews, and/or the study findings also lends to credibility (Axman, 2012).

Qualitative research includes methods such as case study; it is an exploration of a case or, in some cases, multiple cases over time through detailed, and in-depth data collection involving multiple sources of information rich in context. The scientific benefit of case study is that it is a way to open discussion where hypothesis may be pursued in subsequent studies since case study is also a hypothesis generating research in which investigators must clearly articulate their method and their observations, so that other may replicate the study (Axman, 2012).

On the other hand this research falls into the category of case study which is a research method where the researchers choose a particular case that takes place in a given population; in this specific situation "research", two Spanish speakers whose mother language is Spanish; once

the case, and the population is acknowledged, the researchers continue to identify the singularities that each student (members of the population) presents in regards to the existence of cross-linguistic interferences in the L2; in other words, the case study looks forward through careful observation and data collection to establishing possible hypothesis and theories about the studied subject.

Case study is a powerful research tool indeed, and its strengths are found in the fact that it measures and registers the behavior of the people involved in the matter studied, while quantitative methods only focus on verbal information obtained through surveys and questionnaires (Yin, 1989). Furthermore, in the method of case study data can be obtained from a number of qualitative or quantitative sources; such as, documents, archive registers, direct interviews, direct observation, observation of the participants and locations or physical objects (Chetty, 1996).

5.2. Context

Our research is being carried out in a company (company X) located in Barranquilla, which works developing software and apps for mobile devices and whose workers require to have a level A2-B1 of proficiency in the English language so that they can carry out their business with clients and companies abroad.

For that reason, company X contracted the services of another company (Company Y) which is a company owned by teacher Nelson O. Franco and that offers private language classes to executives that need to improve their language skills, Company Y has been teaching English to executives for about 5 years mainly in Bogotá, training executives from general English skills to getting ready for international certifications such as FCE, KET, PET, TOEFL and IELTS.

In the beginning these classes were taught twice a week, but with the increase of work that company X usually has by the end of the year, the classes are taught once a week, the approach used to teach this classes is the communicative approach, and more specifically (because of Company X's request) conversational classes more focused on the oral and interpersonal skills of the students, nevertheless, and thanks to the teacher's suggestions, the students have from time to time to cover certain grammar topics from the book *Essential Grammar in Use* by Cambridge university press; on the other hand some photocopies from the books *Market Leader* and *Vocabulary in Use* are used too.

5.3. Participants

Our research and its instruments are directed to two executives who work for Company X, on the one hand we have *Student 1*: 31 years old, a business manager who is currently committed to achieving a better professional future, he had some training in the language from school but he assures that it was not good at all so he trained himself to speak the English language through video games and movies, achieving a B1-B2 level of proficiency in the English language all by himself.

On the other hand, we have *Student 2*, 29 years old, an electric engineer who works in the fields of software and apps development, he had some training of the language from his school but essentially he has taken a couple of English courses from private institutions achieving a level A2 of proficiency in the English language.

5.4. Data Collection Instruments

Data collection is fundamental in order to carry out a research, thus two research instruments were taken in account for this purpose: *Instrument 1*, a Written Questionnaire (Annex I-III); and *instrument 2* three written essays (Illustrations I-VII).

The first instrument, a questionnaire, a common and widespread tool used during research, is utilized in order to obtain in-depth information about each individual and their personal experience related to English Language as well as to determine their spontaneous skills, which on a preliminary basis, would disclose certain cross-linguistic influences that evidently, must be confirmed later, the information given will be kept confidential and will only be handled for research purposes.

The second instrument used in order to collect data are three written essays were the questions designed by TOEFL ETS (Educational Testing Service). The TOEFL is a nonprofit educational organization that develops and administers the TOEFL test, these type of questions are applied in the TOEFL iBT, which is an internet-based test, and this specific task has the following characteristics.

A written essay that can go from 150 to 200 words which will answer to the following question in no longer than 20 minutes: *Do you agree or disagree with the following statement: being homosexual is as natural as being heterosexual. Use specific reasons and examples to support your answer.*

Once this paper has been submitted it will be studied and a feedback will be given back to students so that they get to know what type of errors they are making and in that way they will be able to check and acknowledge by themselves what their errors can be like, in this way they learn how to spot their own errors in the next essay.

This next essay will be: *Some say that living in Colombia is not worth it because of disadvantages such as: low life quality, lack of safety, government corruption, among others; On the other hand, others think of Colombia as the perfect place to live because of its variety in*

weather, warm and diverse culture, friendly inhabitants, so forth. Which point of view do you agree with and why? Support your answer with specific details.

This second essay is collected by the teacher to be returned next class so that the students can check it by themselves at the light of the previous essay corrected by the teacher and some extra material on common errors made when writing (Annex IV) handed out by the teacher; one time it has been checked by the students, it will be double checked by the teacher in order to make sure all errors were found, or to spot errors that the students might have missed; then once again a feedback is given to students and a third essay will have to be completed.

Third essay: *There are different views about having kids nowadays, some people believe that having kids is one of the best experiences they had in their lives, some may argue that bringing up a human being is one of the most rewarding tasks in life; but there are also many that would say that not everybody is up to the task, that the world does not need more people, that it would be better to adopt an orphan child, or simply that having a child in most cases will put the relationship with your couple in second place and will also consume most of the time you used to have for yourself. Which of these ideas do you agree with and why? Support your answer with specific details.*

That would be the last essay they write, the instructions are the same to the second essay applied, the essay would be picked up that day, next class the teacher will ask them to check it themselves to finally be picked up again and double checked by the teacher, and eventually they would receive a final feedback.

5.5. Instructional Design

Data collection was carried out in two stages. The first stage consisted on administering a questionnaire which the students would have to fill out with personal information and some open questions that would give researchers a glimpse of what level of proficiency in the English language the two students have.

The second stage consists of three essays that would have to be written answering a TOEFL like open question in a given time limit. The texts are analyzed proceeding to detect the errors and types of errors that the student make and were evident during the essays; after a review, they are given a feedback in which doubts are clarified about the errors made and how to avoid them.

Subsequently, the two remaining essays would have to be written, only this time, students will look for their own errors with the aid of the previous essay's feedback and the material on common errors made when writing(Annex IV).

Chapter 6: Data Analysis

The processes of data analysis of the current project begun by picking up the first sample essays of two students who were informed and agreed to cooperate with the research; the procedure for writing the first essay was asking the students a question which they would have to write and answer in a determined amount of time, and taking into account a suggested length of 150-200 words.

There was no previous knowledge about the students' opinion or how they were going to react towards the question, in fact they were asked to answer this first question with the knowledge and information they had at the time; once they had finished writing it they were asked to hand in the essays to the teacher, who in time went through the writings and analysed them thoroughly with the help of the research team of this project.

Based on the data obtained from the first essay, the research team analysed the cross-linguistic interferences in the students writing production and categorised them into the aforementioned error categories; grammatical errors, lexical-semantic errors, morphological errors and production errors (Odlin,1989), the same procedure was carried out in subsequent writings. Afterwards, students' improvement was tracked and determined by error analysis.

In order to carry out this data analysis the group kept in mind the Error Analysis Steps: 1. Samples compilation. 2. Errors identification. 3. Errors categorization 4. Errors description. 5. Errors explanation. In addition, the group strictly categorized the error into five types: 1. Grammatical errors. 2. Lexical-semantic errors. 3. Morphological errors. 4. Production errors.

6.1. Data Analysis of the First Essay Written by Student 1

In order to carry on the data analysis, each student was asked to write an essay answering the following question: *Do you agree or disagree with the following statement: "Being homosexual is as natural as being heterosexual?" Use specific reasons and examples to support your answer.* After writing the essay, it was corrected by the teacher using red ink.

Grammatical errors: one error was found in paragraph 1, line 2, the student makes the mistake of writing "*This*" instead of "*these*" because he probably does not know or has forgotten the use of singular and plural demonstrative pronouns; the last error of this category is a missing word in paragraph 1, line 4, it is "*and*", the student is ignoring a rule that is even a rule in his own language, and it is of finishing a list of things with the connector "*and*".

Lexical-semantic errors: an error was found in paragraph 1, line 3, due to the lack of a broader vocabulary, the student inappropriately used the word "*form*" since in the context of the paragraph the most appropriate word would be "*shape*". This is an example of a cross-linguistic interference.

Morphological errors: the first error of this kind is found in paragraph 1, line 3, the student wrote "*size*" instead of "*sizes*" because he apparently does not know or has forgotten the rules on how to form the plural of nouns to which only an "*s*" is added. The following error was found in paragraph 2, line 6, the student wrote the word "*untill*" possibly because this word is formed by two other words; the second word is "*till*" and he possibly assumed that the word formed by this would also carry double "*l*" which is an error of adding letters.

Production errors: The student omits the punctuation that is extremely important for text to be coherent and transmits to the reader the idea that the writer wants to get across; those errors are found in the following order: a colon in paragraph 1, line 1; a comma in paragraph 1, line 2; a

period in paragraph 1, line 2; and a coma in paragraph 1, line 4. In paragraph 2, line 3, the student wrote the word "*purpouse*" most probably the student is not clear about the sound of this word, because if he had been he would have known that the correct writing to it is "purpose", this may be because in his mother tongue the words are written as they are pronounced mostly and he assimilated this concept to the target language.

The next error is found in paragraph 1, line 4, the student omitted an "f" in the word "different" as he associated it with the word "*diferente*" from his mother tongue which resembled, and this would show a negative interference between his mother tongue and the target language. A final error for this category is found in paragraph 4, line 2 and that is the misspelling of the word consequence "*Consecuence*" this error might be promoted by the student writing a word in the way he pronounces it.

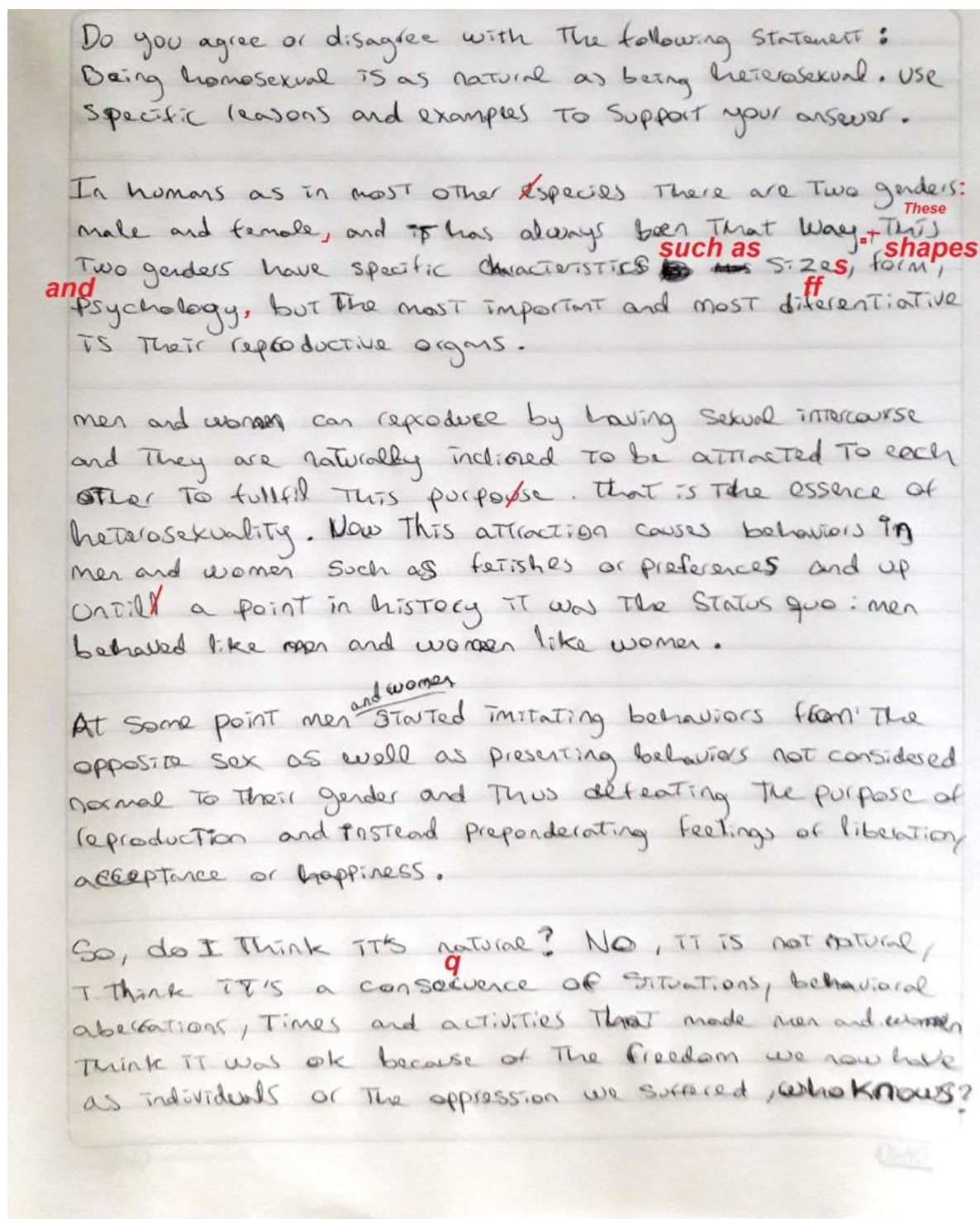


Illustration 1. First essay student 1 with corrections by the teacher

6.2. Data Analysis of the First Essay Written by Student 2

There are two copies of this essay in this project, one where only grammar was corrected; the second file includes lexical-semantic corrections. In each case, there are suggestions on how the speech could be more natural in order to express the idea; without farther ado the data analysis goes as follows.

Grammatical errors: Paragraph 1, line 1, subject omission (it) whose role is to act as subject pronoun in sentences also second paragraph, line two, same happens in fourth paragraph, line one, are clearly a sample of how the mother tongue interferes with the moment of execute a written task, in the mother tongue (Spanish) the subject can be omitted (tacit). Example "*I think is not normal and is not natural ...*" "*and is very simple*".

Paragraph 2, line 1, use of the definite article "the" where it does not correspond within the sentence "*you find that in the nature*"; on the same line there is an error in expressing the plural as well, "*there is cows and bulls, dogs and bitches*"; however, the proper form is ..." *there are cows and bulls...*". Paragraph 4, line 1, absence or omission of the auxiliary (do) as a result of the fact that in Spanish language the use of auxiliaries is grammatically non-existent therefore any Spanish native speaker is liable to overlook them.

Paragraph 4, line 1, the construction of the plural, "*womans*" in this case the word women is an irregular plural "women". the former statement gains meaning by taking in account that Spanish language for the construction of the plural form of any noun, requires the addition of the letter (s); same paragraph line 3, word order sentence, "because they inside know" where the correct order is "because inside they know".

Lexical-semantic errors: Paragraph 1, line 2, "*is the word of God*", it is observed that the writing determiner is missing and is expected, after the comma "bible, which is the word of

God". The expression "it is clear" is more suitable than the written by the student "*we can know*". Paragraph 2 line 3, in the sentence "*the way the things are correct*" in place of "is the correct way". These errors occur in this case because of the influence of the mother tongue.

Production errors: Paragraph 1, line 2, misspellings in words as "*holly*" instead of holy, and "*homosexual*" rather than "homosexuality"; line 3 "*his*" for this, "behaviur" by behaviour. Paragraph 3, line 2, "*helth*" by health; Paragraph 4, line 2, "*the*" by they.

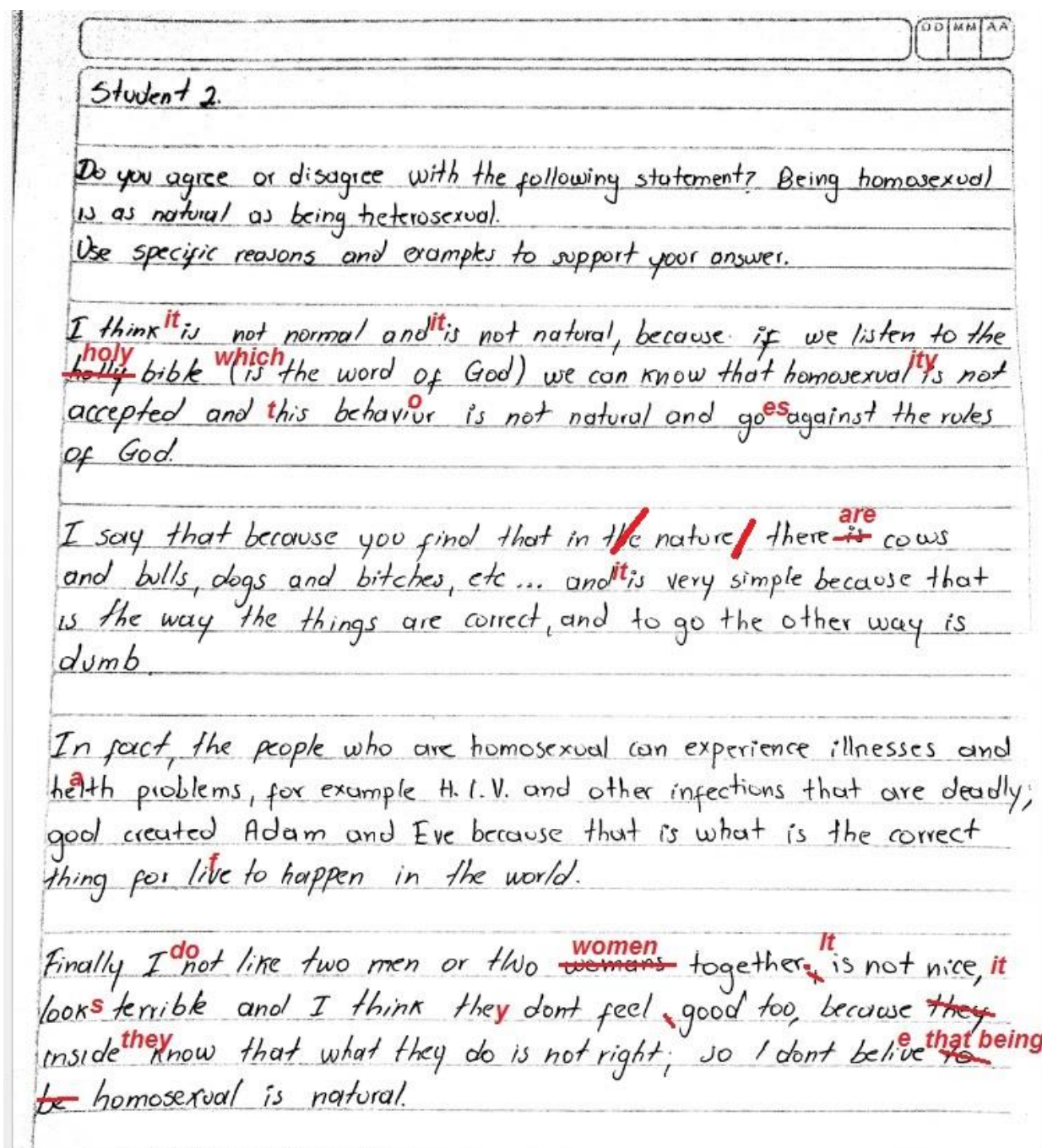


Illustration 2. First essay Student 2 with grammar and spelling corrections by the teacher.

Student 2.

Do you agree or disagree with the following statement? Being homosexual is as natural as being heterosexual.

Use specific reasons and examples to support your answer.

I think ^{it is clear} ~~it~~ is not normal and ^{it} is not natural ^{because} if we listen to the ^{holy} ~~holy~~ bible ^{which} (is the word of God) we can know that homosexual is not accepted and ^{it} this behavior is not natural and go ^{es} against the rules of God.

I say that because you find that in ~~the~~ nature / there ^{are} ~~is~~ cows and bulls, dogs and bitches, etc ... and ^{it} is very simple because that is the way the things are correct, and to go the other way is dumb. ^{??is the correct way??}

In fact, the people who are homosexual can experience illnesses and health problems, for example H.I.V. and other infections that are deadly; god created Adam and Eve because that is what is the correct thing for live to happen in the world.

^{to ensure the continuation of the species}

Finally I ^{do} not like two men or two ~~women~~ ^{women} together. ^{It} is not nice, ^{it} looks terrible and I think they don't feel good too, because ~~they~~ ^{they} inside know that what they do is not right; so I don't believe ^e ~~to~~ ^{that being} ~~be~~ homosexual is natural.

Illustration3. First essay student 2 including semantic corrections by the teacher.

6.3. Data Analysis of the Second Essay Written by Student 1

This second essay followed the procedure of the first one, the students were asked a question which they would have to write and answer, there was not much previous thinking on what they were going to say, they were asked to answer this question with the knowledge and information they had at the time, with the only difference that the teacher had gave students the feedback from the first essay and had handed out the material on common errors made when writing(Annex IV); once they had finished writing the essay they would be asked to double check it for errors, finally the teacher would go through the writings and analyze them thoroughly.

The essay was first corrected by the student 1(using red ink) and later by the teacher (using blue ink) what the student found were grammar errors, and he would correct most of them thanks to the material on common errors made when writing, provided by the teacher during the previous class, even though having read the material the student 1 missed a couple of them when correcting his second essay.

What apparently seems difficult for him is to correct semantic errors, in this case they were spotted by the teacher. In the correction the teacher performed, we can find sentences that for a Spanish speaker are understandable, but for a native English speaker would not be very clear; as additional information, student 1 manifested that this question in particular blocked him; there was a moment when he did not know what to write next.

Grammatical errors: there was just one grammar error found by the student; in other words, in paragraph 2 line 3 where he wrote “...it's just not for like many other things in life...” he thought that it was better if he had added another "just" to the sentence “...it's just not for **just** like many

other things in life...”, but that turns out to be wrong too, the correct way of writing it would be: “...it isn’t just like for many other things in life...”.

That leads to a grammar error found by the teacher in the same sentence, because neither the first “just” he originally wrote nor the second one he wrote as a correction are right, about this error could not be said that it is caused by any cross-linguistic interference, given to the fact that not even in his native language this structure or adverb is placed in the spot he wrote it.

The last grammar error found by the teacher is located in paragraph 2 in line 6, where he wrote *live* instead of *living*; it should have been *living* because it is the case where a gerund works as the subject of a sentence. It can be inferred that this error was a direct influence from his mother tongue, given that Spanish does not use gerunds as subjects of a sentence.

Lexical-semantic errors: Student 1 found three lexical-semantic errors by himself, or it may be better to say that he added some words that made the structure of the sentence clearer, in paragraph 2, line 2 he added the words “of view”, words which improve the sentence “*I can’t agree with any of those points **of view** because it’s more complicated than that*” that error is ironically corrected thanks to the influence of his mother tongue, given that even in Spanish the sentence semantically talking works better in that way.

The second lexical-semantic sentence improved by the student by adding the word “achieve” can be found in paragraph 2, line 5 “*it’s something that is not possible to change or **achieve***” the decision of including the word “achieve” was correctly dictated by the student’s first language, given to the fact that in both languages the word would provide more information to the reader.

The third error is actually an improvement made by adding the words “some people” to line 5 of paragraph 2 where it says: “*for example going to another country...*” he changed it by: “*for **some people** going to another country...*” sentence which in the context works much better than

the first one; we could say that in both languages, his L1 and L2, the structure works correctly, so he very could have tried organizing the sentence in both languages and that is how he got to the right choice.

The lexical-semantic errors found by the teacher start in paragraph 1, line 1 “...*and one thing does not change the validity of the other...*” one could argue that it is not structurally wrong, but undoubtedly it would sound more natural to say “and one thing does not affect the validity of the other”; the second lexical-semantic error found in paragraph 1, line 4 where it says “...*there will be less of the reasons against...*” in this sentence there are two extra words that do not add anything to the semantics of it “of the” without those two words the sentence works fine.

Production errors: One of the first errors Student 1 spotted was the capitalization of the first letter of paragraph 1, line 1 “W”, and that is a rule that goes the same in his L1 and L2; Another error that he found was a coma in paragraph 1, line 1 which was pretty accurate and gave the sentence a better structure. The next error he pin pointed is a capital letter he had missed in paragraph 1, line 1 “H” once again it is an error easy to be realized given than in his L1 it is just like in his L2.

In paragraph 2 line 3 the Student found another error of punctuation, a semi colon, it was a mark that needed to be added and the influence for this error to be realized comes from both L1 and L2; the errors found from now on were spotted by the teacher, the first one is that there should be exclamation marks right after two “yes” in paragraph 1, line 2 it says “...*yes it's a country with problems and yes it's nice to live here also*” and it should be: “...*yes! It's a country with problems and yes! It's nice to live here also*”.

There is an error in punctuation in paragraph 2 line 3 where there should be a semi colon:

“...It is just not for many other things in life; and for many others...” and finally there is a

spelling error in paragraph 2 line 6 where the Student wrote “*beautyfull*” instead of beautiful.

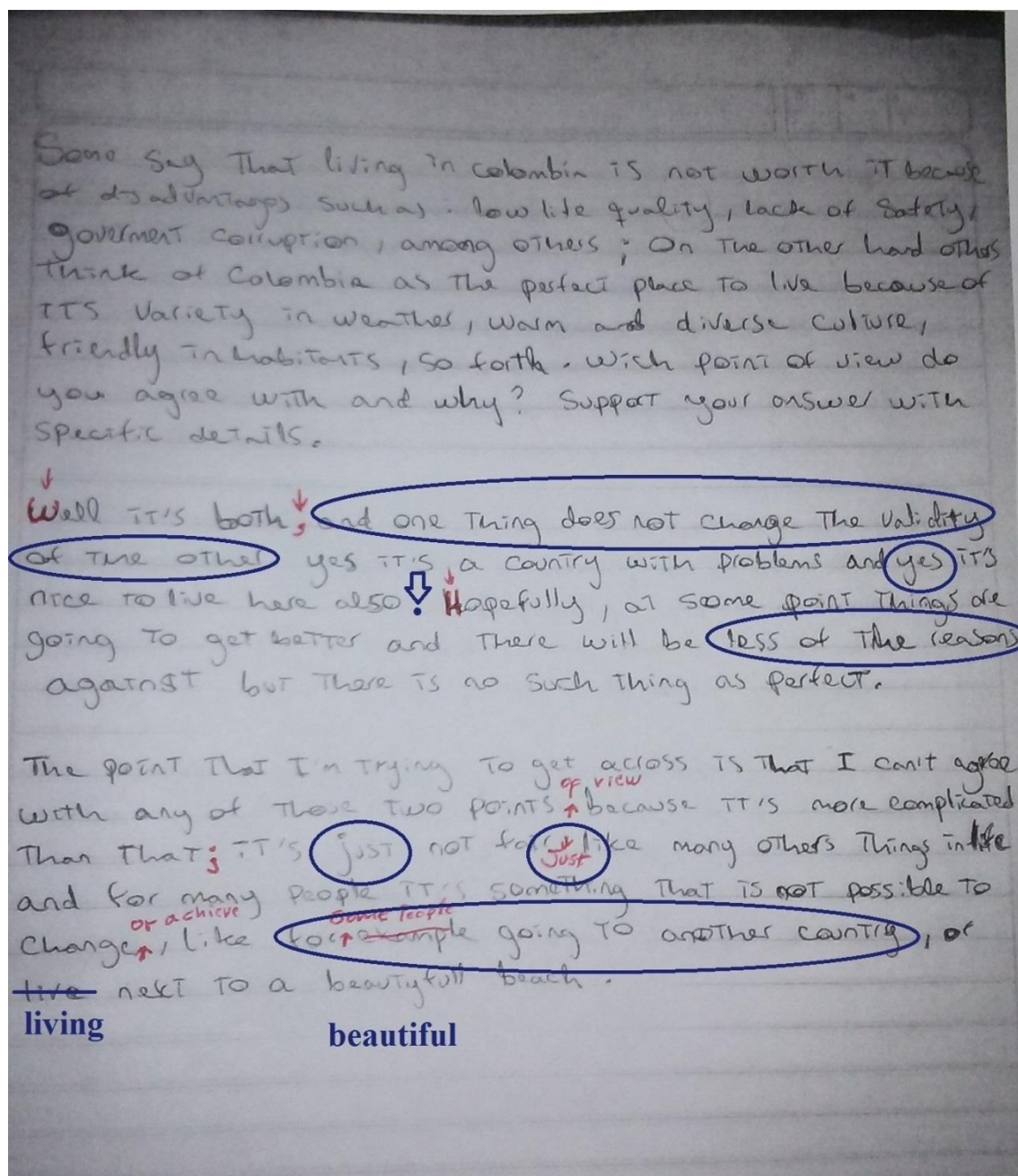


Illustration4. Second essay student 1 with corrections by the student and teacher.

6.4. Data Analysis of the Second Essay Written by Student 2

This essay was corrected first by the student (using red ink) and later by the teacher (using blue ink) what the student found were production errors; it is noticeable that for him is difficult to find his semantic, grammatical or morphological errors; there is always a tendency from the student to translate his Spanish speech “sayings and expressions” into the English language.

Grammatical errors: the first error pointed out by the teacher is found in the sentence “*Barranquilla is dangerous like Bogotá*” where the word like is not the best grammar option, but “as...as” is; the student uses the word like because in Spanish the translation of this word is the one is used for comparing or saying that something is similar to something else, and that is located in paragraph 1 line 3. In paragraph 1 line 4, is noticeable that the student is still influenced by his L1 in terms of using only the verb to be, and not using the subject “it” when talking about a situation or a thing.

The same error of using like and not “as... as” was found in paragraph 2 line 2; the next error could be a little controversial, the teachers proposes that the formula “I am” works better for the coming sentence, we have got to keep in mind that the following sentence has got some previous corrections: “...*the men are as good as me...*”, it would be better: “the men are as good as I am”, this error is not fueled by the student’s first language, because the structure proposed by the teacher is not commonly utilized in Spanish.

In the sentence, “*the world is always like that*”, found in paragraph 2 line 3, the error is that the student is missing the usage of the present perfect, it should have been: “the world has always been like that” this appears to be an error sponsored by the lack of knowledge of the student of this tense.

There are two parts to be addressed through this following error, the error can be found in paragraph 2 line 4, and the first part of this error is the fact that he is using “*there is*” when referring to a plural noun “people” it is a cross-linguistic error brought from Spanish given to the fact that in Spanish there is not an “hay” plural and a singular one; the second error is that he was talking about passed things written down in an old document (The bible), so he should have been consequent and write the sentence down in past.

The next grammatical error has to do with the usage of a not very proper auxiliary for the sentences, in other words, it might sound better in other way , but it would also work in the way the student uses it, the error appears in paragraph 3 line 2 in the sentence : “...*you don't have problems...*” it would be better to say: “you wouldn't have any problem”; it is noticeable that the student tries to avoid the usage of a more complex sentence, for instance “the second conditional”, that is why he employs the simple present to explain condition.

The next error is in paragraph 3 line 2, to live instead of living, in this case he ignores the rules about this word being used as a gerund because it is the subject of the sentence (gerund as noun) “...*to live in Colombia is the same than live in the U.S.A...*” and the error is once made into the same sentence, instead of the correct one: “...**living** in Colombia is the same than **living** in the U.S.A.”; the student may ignore this structure because it is not used in his native language.

Lexical-semantic errors: the first error of this kind can be found in paragraph 1 line 2, “say you” this is a consistent unknown collocation for many Spanish speakers where they do not remember that “say” is followed by the preposition “to”; the next lexical semantic error tents to sound to an expression taken from Spanish and translated into English “*a family with the principles clear*” it would sound better “a family with proper principles”.

The next sentence “*and don’t worry for the other things*” found in paragraph 3 line 4 could better be replaced by a sentence such as “and don’t worry about anything else”, that error is a clear example of a cross-linguistic interference because the sentence that the student uses is a transparent translation of the expression in Spanish; the next expression “*put the things in the hands of God*” is on paragraph 3 line 5, first of all the student uses extra words that are not needed, like the definite article “the”, he uses it twice, the correct sentence would be “to put things into God’s hands”, this error one more time is the result of a direct translation of the expression from the students mother tongue.

The last lexical-semantic error is in paragraph 3 line 5 where the student wrote “...*and you will be **good** and happy.*” Certainly the student is using the wrong adjective, the one to be used is “fine”, this errors shows influence from L1 on L2 because the word “good” “bien” is the one that the student uses the most in his native language.

Production errors: In paragraph 1 line 1 we find the word beautiful misspelled “beatifull” it might be just lack of familiarity with the word; the word daughters is misspelled in paragraph 1 line2 “*doghters*”; strangely enough the word beautiful is again misspelled but only this time in a different way “*beutifull*”; in paragraph 2 line 3 there is an error which is the word “biblical” wrongly written down “*bibical*”, it might have been simple lack of care from the student.

The word “believe” is misspelled in paragraph 3 line 1 by the student “*belive*” and we consider that it is a common mistake made by student since the letter “e” is not easily “understood” or heard when uttering this word. In paragraph 3 line 1 the word environment is misspelled “*environmen*” it is believed to be an error made by carelessness of the student.

the word “with” is wrongly spelled in paragraph 3 line 2 “*wiht*” it is a mistake that can be connected to some cross-linguistic interference since the Spanish speaker are not completely

aware of the sound [th] so for some people it would be difficult to tell if a word has got this sound on it; there is an example of under-production in paragraph 3 line 4 where the student is missing an “a” “...to live and have(a) family” , this error is awkward given that it would sound better even in Spanish to use that indefinite article right before the noun “family”; an example of over-production can be found when the student uses “*and*” in paragraph 3 line 4 when it is not really needed.

In paragraph 1 line 3 we can find what is a cross-linguistic interference because the student writes “*an*” instead of “*and*” because that is how the conjunction “and” sounds to him, in fact he does not often pronounce sounds of consonants such as [d] or [t] at the end of words; finally we find another example of over-production in paragraph 2 line 1 where the student uses excessively the definite article “*the*” “*the women are nice and the mens are...*” it shows a tendency from the student to use the definite articles as much in English as he would use it in his native language.

Morphological errors: in paragraph 2 line 2 an “s” has been added two times in the same line to the morpheme “*bad*” it is a typical cross-linguistic interference, because clearly the student is not showing awareness of the impossibility of adding the [s] to an adjective to express plurality, there is a similar error that can be explained in the same way in paragraph 2 line 2 where the student wrote “*mens*”.

In Paragraph 1 line 3 it is written “*dangerus*” instead of dangerous here the student misses to add the morpheme “*ous*” to the morpheme “*danger*” which in time would transform the word from noun to adjective; in paragraph 2 line 3 the student writes the word everywhere separate “*every where*” that is because in his L1 “*todos lados*” is separate; In paragraph 2 line 4 he writes “*look*” instead of “*look up*” it is because he tends to forget phrasal verbs; finally in paragraph 3 line 2 the pupil adds the morpheme [s] to the morpheme [problem] when it is not really needed.

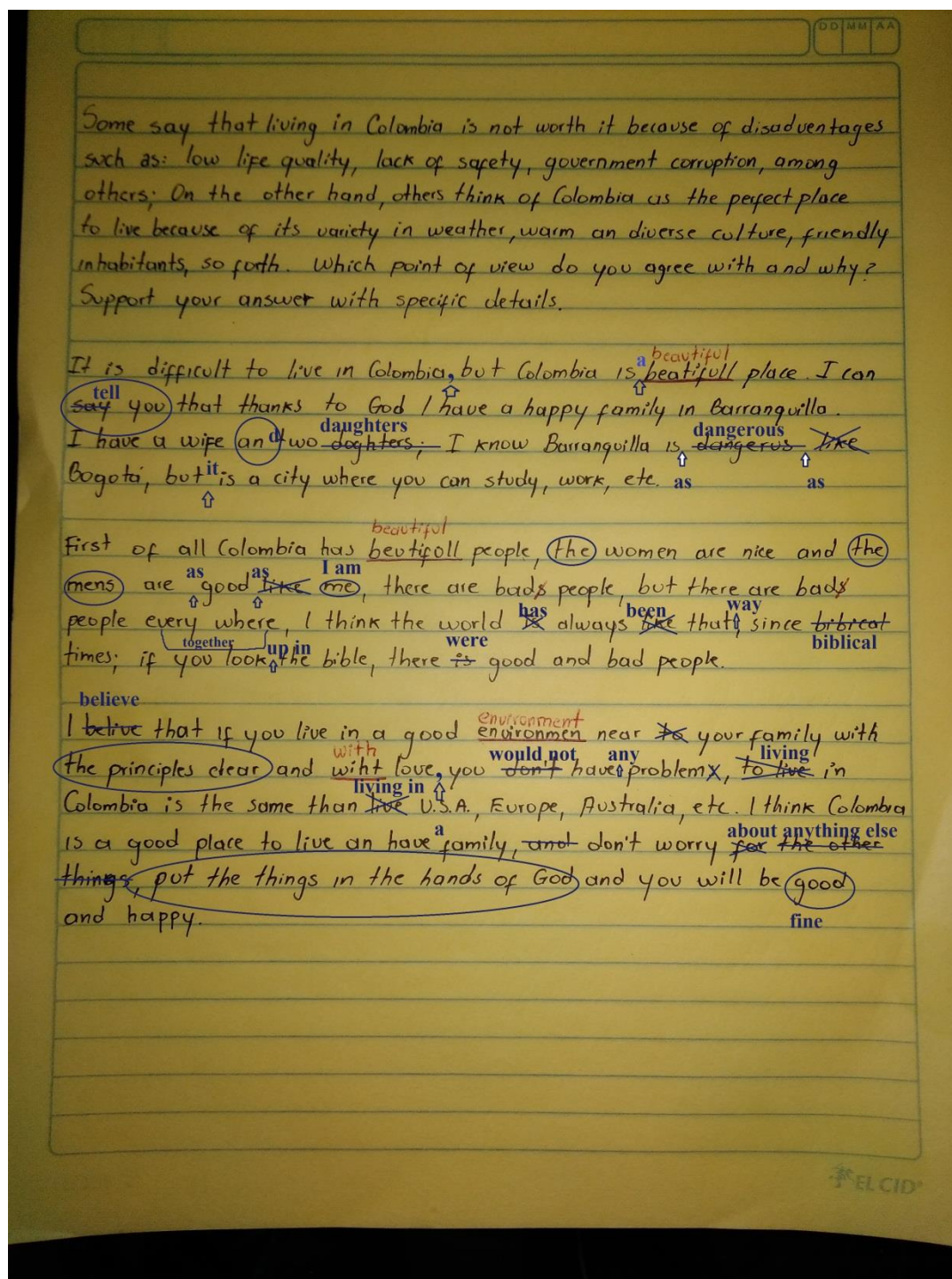


Illustration 5. Second essay Student 2 with corrections by the student and teacher.

6.5. Data Analysis of the Third Essay Written by Student 1

The sample presents a structure of four well-differentiated paragraphs in which the author presents his point of view more precisely than in the first essay. It was corrected keeping in mind the previous essays and the errors made by the student in both writing tasks.

Grammatical errors: He wrote “*there is*” instead of “there are” in paragraph 1 line 4. He might have written “there is” since in his mother tongue there is no clear difference between “hay” both singular and plural and the same expression is used in both cases. That could be identified as a cross-linguistic interference from L1 to L2. He omitted the definite article “the” in paragraph 1, line 6, and wrote unnecessarily the definite article “the” in paragraph 4, first 1. He might not have clear what the correct use of this word is.

Lexical-semantic errors: He wrote the expression “*this day and age*” in paragraph 1 and in paragraph 4 in the first line of each. This expression is not clear, and it is meaningless. It makes the ideas look confusing. It could also be said that it is due to direct translation from his L1. He wrote the expression “*love interest*” in paragraph 3, line 1 which is not clear, and it makes the idea look puzzling. He might have written this expression to make the sentence more interesting, however, it turned out to mean right the opposite.

He wrote “*education*” and “*to educate*” in paragraph 2, line 3, when he used this combination of words he made the idea look redundant; besides, it shows his lack of high vocabulary level performance in writing. He wrote person only and he omitted the possessive case in paragraph 3 lines 1, 2 and 3 “*when you meet your love interest having a kid with that person is probably one of the best thoughts that would cross a person mind*” it is unclear and, even the main idea could not be understood properly by some people, other could find it confusing; and in the end this shows an interference of the L1 on the L2.

He wrote the verb “*to dedicate*” in paragraph 4 , line 3, nevertheless, the most appropriate verb in this context should be “*spend*”, this could be caused by a cross linguistic interference given that in Spanish there is the verb “*dedicar*” and in English there is an equivalent to this verb, it is “*dedicate*”. He wrote the sentence “*having the responsibilities and the blame*” in paragraph 4, line 7, the expression is not completely clear since the meaning of the word “*blame*” is not the most appropriate and it could be removed or replaced for a better one.

Morphological errors: He wrote “*olready*” instead of already in paragraph 1 line 4 since he wrote the phonetic sound on the letter “o”, he might have written it wrongly as in Spanish most words are written as they are pronounced; it could be remarked as a cross-linguistic interference from L1 in L2. He omitted the “s” in “*make*” in paragraph 4, line 9, he forgot the rule which says that in 3rd person singular a “s” has to be added to verbs ending in “e”. He omitted the preposition “away” in the phrasal verb “take away” in paragraph 4, line 6, he may have used only the first part of the verb, perhaps because in his L1 those kind of verbs are not as common as in English.

Production errors: He omitted punctuation. A "period" in paragraph 2, line 5. This might have happened since he could not get to read enough neither in Spanish nor English and he may ignore that punctuation is vital in writing since its rules make the ideas be transmitted according to the writer’s purpose. He wrote unnecessarily the connector “and” in Paragraph 4, line 1 and it is not clear why he wrote this as there is not a clue of a logical semantic or lexical process which suggests that having written this connector might make the idea introduction better in sense. He wrote “*wich*” in paragraph four, line eight, he omitted and “h”, he should have written “*which*”.

There are different views about having kids nowadays. Some people believe that having kids is one of the best experiences they had in their lives. Some may argue that bringing up a human being is one of the most rewarding tasks in life; but there are also many that would say that not everybody is up to the task, that the world does not need more people, that it would be better to adopt an orphan child, or simply that having a child in most cases will put the relationship with your couple in second place and will also consume most of the time you used to have for yourself. Which of these ideas do you agree with and why? Support your answer with specific details.

I agree more with the idea that not everybody should have kids because in this day and age not everyone is capable of educating the type of person the world needs, not to mention the fact that there is a lot of people ^{already} ~~already~~ and in ~~many~~ many cases people are born into this world with less than ^{the} ideal conditions.

Another reason that supports [↓] my way of thinking is that during the course of our ~~lives~~ ^{lives} we don't really get the proper education on how to educate our children. Yes we go to school and yes we learn ~~we~~ how to behave among others, [↓] but I feel there is more to parenting and in my opinion most people fail.

I think that when you meet your love interest having a kid with that person ~~is~~ ^{is} probably [↓] one of the last thoughts that would ~~cross~~ ^{cross} a person's mind. Maybe centuries ago that was the main reason but now is different.

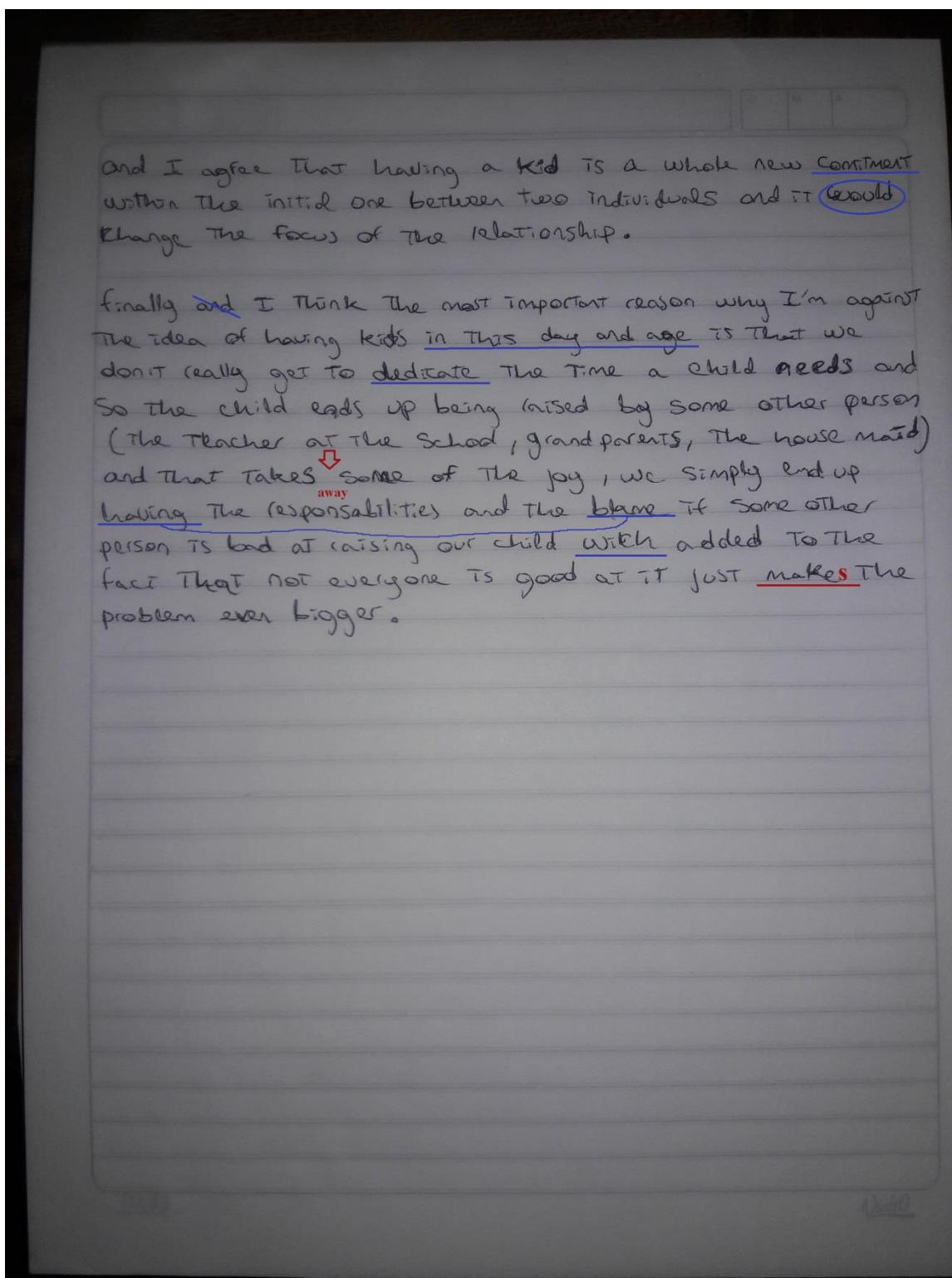


Illustration 6. Third essay Student 1 with corrections by the student and the teacher.

6.6. Data Analysis of the Third Essay Written by Student 2

The sample presents a structure of two well-differentiated paragraphs in which the author presents his point of view.

Grammatical errors: Paragraph 2, lines 6 and paragraph 2, line 7, subject omission (it) whose role is acting as subject pronoun in sentences, “and **it** was God” ... and “**it** is not a problem”. In paragraph 2, line 2 the student wrote “good” instead of well, which is a wrong use of the adjective instead of using the adverb. In paragraph, 1 line 4, the student uses “*make*” instead of do, which is an error that shows a lack of knowledge about collocations in the English language; in paragraph 1 line 4 he wrote “*make*” instead of made, in order to avoid using the passive voice.

Lexical-semantic errors: paragraph 1, line 4, word order in the expression “*one time more*” that should be replaced by “one more time” error which is a cross-linguistic interference from his L1; paragraph 1, line 6, the expression “*it was Gods commentments*” is found, it can be replaced with: “for raisin my children was the mission God gave me”, here the student tends to simplify his written production. In paragraph 2 line 4 the student wrote “*I am not agree*” instead of writing I don’t agree or disagree, this shows a direct influence from his L1. In paragraph 2, line 5, the student missuses the word “*satanic*” the best option would be: “to be a Satanist” that shows the influence of the students L1 in his written production. Finally in paragraph 2, line 9, the sentence “*that is normal in life*” could be replaced with “that is the way life goes”.

Morphological errors: Paragraph 1, line 2, is found the omission of the morpheme “ous” to the morpheme “religion”, which shows the ignorance of the term by the student.

Production Error:, In paragraph 1, line 2, the student misspelled “*acording*” instead of “according” but it is important to keep in mind that the student was the one that acknowledged that error; In paragraph 1 line 5 he wrote “*becose*” instead of because, that can be taken as an

influence from his L1, because he is writing the word in the way he thinks it sounds; in paragraph 1, line 7 there it is "*Through*" instead of through, once again he trusts the sound; in the same line "*to be a parents*" instead of parents. In paragraph 1, line 6 he wrongly wrote "*Commentments*" which should have been "commandments"; in paragraph 1 line 7 the student wrote "homeworks" instead of "chores", first of all he ignores that the word as such is never used in plural form, and he is leaving aside the fact that it could be replaced with other words, so it shows lack of vocabulary from the student.

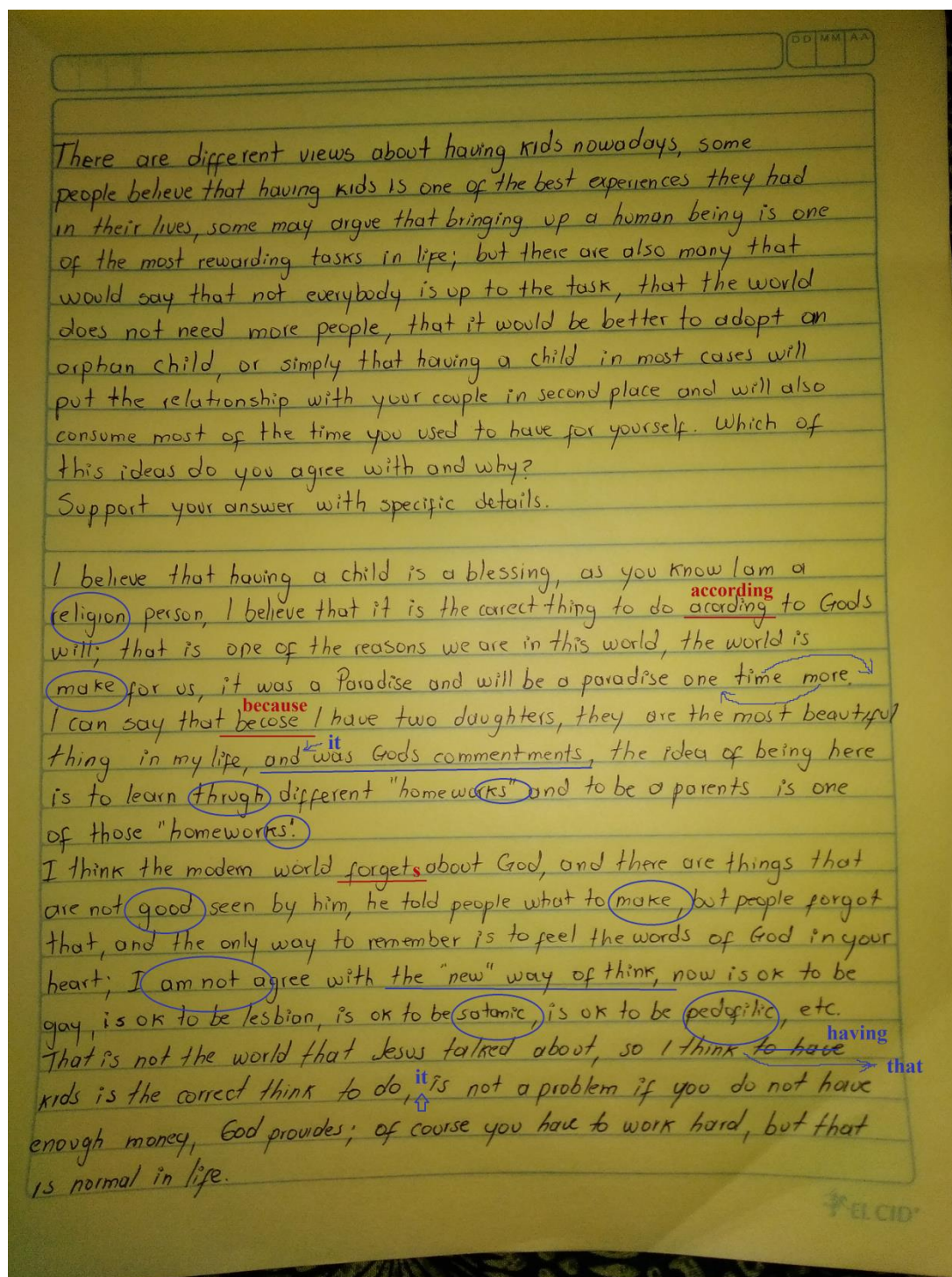


Illustration 7. Third essay Student 2 with corrections by the student and teacher.

6.7. Contrast of results

After analyzing the samples from the two students it can be seen that each student has had a different process given that they started at different levels, Student 1 B1, Student 2 A2; but focusing on the improvement they experienced in each of the four categories proposed by the team of researchers, and seeing the results of data analysis visually presented in the analysis charts (Annex V), the results of this process can transversally be expressed in the following way:

Grammatical errors. Student 1 started with fewer grammar errors than student 2, but the student 2 improved more on detecting them and not making as many errors as he did in essays 1 and 2, while student 1 kept on not making as many mistakes throughout the whole process; in other words, even student 1 had lesser errors, improvement during the process was more noticeable in student 2.

Lexical-semantic errors. In this category, it can be seen that student's 1 improvement was superior than student's 2; even though only student 1 was able to spot and correct some of his semantic failures, student 2 had semantic failures in all of his essays, but he was not capable enough of correcting any of them; which shows that Student 1 had a more successful process in this field.

Morphological errors. In this category Student 1 paid close attention after getting the feedback from the first essay and going through the material provided by the teacher on common errors made when writing (Annex IV); it is why his improvement in this field was of one hundred per cent in essays 2 and 3. Differently happened with student 2, his process was unlike but also rewarding, given that he was able to detect some of his morphological errors in essay 2 and finally there were not errors of this kind visible on his last essay.

Production errors. concerning this category, it can be said that Student 1 presented production errors in his essay 1 and 2, but he was able to spot and correct most of them in essays 2 and 3; while Student 2 had errors in his three essays, but his improvement was minor, as he could only detect some of the errors he made in essay 2 and 3.

6.8. Further Comments

Data analysis was divided into three stages: in the first phase, students were asked to write a three to four-paragraphs essays, of approximately 150 - 200 words each, answering a specific question about a random topic, selected by the researchers; in the first essay they were required to write an essay in answer to a given question with the information and knowledge they had at the time.

In that way researchers will be able to identify the cross-linguistic interferences and analyze the written productions thoroughly to detect and define the possible reasons why students made these types of errors; later the researchers would classify each error into one of the four categories proposed in the theoretical framework: grammatical errors, lexical-semantic errors, morphological errors and production errors.

This first writing was only corrected by researchers using error analysis as a strategy to classify the errors into each of the previously mentioned categories; after carrying out this process, a first feedback was given to students to make them aware of each one of the errors they had made in the first written task and explain them the reasons why they possibly made them; later, they were asked to write a second and third essay in which, in the same way as the first one, they had to respond to a pre-designed question.

The researchers analyzed these written tests, classified the errors made and analyzed whether there was a recurrence in the making of errors with help of the data analyzed and placed into the

analysis chat (annex V) in which the results of the three tests were evidenced by checking the impact of the error analysis on the performance of the students in the three written tasks.

In the next chapter we will approach the conclusions about the findings that took place in the study and its future implications in the field of teaching English as a second language to Spanish-speaking students.

Chapter 7: Conclusions and Implications

There are some conclusions that can be drawn from this research. As it is known the students who were the subject of this project had some classes with teacher Nelson Franco, in this process he offered feedback constantly on the activities and the errors they were making so that the students could realize in some way that they were making such errors and therefore they could detect them. Nevertheless, this learning process on how to detect errors takes longer than the time spent by the students taking classes with the teacher Franco.

Even though the students read some material on common errors made when writing, and got feedback on the essays by the teacher, it is noticeable that the students missed detecting some of the errors when correcting their second and third essay, what leads us to think that for them it is difficult to acknowledge lexical-semantic errors, difficulty that is enhanced by the students' tendency to translate their Spanish speech "sayings and expressions" into the English language, this difficulty in acknowledging lexical-semantic errors is followed in less magnitude by grammatical and morphological errors; also it is noticeable that after the process it became easier for them to detect production errors, nevertheless, to each of them in a different degree according to their L2 proficiency.

Students' starting level influenced throughout the process. For student 1, whose English level was B1, it was easier to detect and correct grammatical, lexical-semantic, morphological and production errors, which eventually led him into making more progress in his written productions than, for instance, student 2 whose level of English was A2, although it is acknowledged that his writings improved during the process, even though, he found it difficult to detect and correct lexical-semantic errors and thus, production errors were recurrent over the course of his three essays.

It is important to mention that even though the researchers planned the project and its practical part (the writing and analysis of the essays) in a methodical and organized way, once the project reached to an end, it was perceptible that the time allocated for the practical portion of this project turns out to be not enough to experience palpable improvements in the students' ability to correct their own errors, meaning to say that it is firmly confirmed that the error analysis is an excellent tool to help student realize their own errors, but broader results would be observed in a longer period of time.

Chapter 8: Limitations and Further Research

This research project was carried out within the time allocated by Universidad de San Buenaventura and its professors; even being that way, once the project outline was completed and we started to put the theory into practice we as researchers came to realize that a completely successful error analysis in order to overcome a broader amount of cross-linguistic interferences, would take longer than a semester for students to master and for teachers to see the fruits of this process on his /her students.

On the other hand, we firmly believe that in the field of English teaching the error analysis can be taken as a fundamental tool for teachers, institutions and universities that might be or might not be working on a research project, to improve their academic processes so that students have the opportunity to overcome the cross-linguistic interferences that may appear during their leaning process.

It is also an important measurement tool for teachers to get to know clearly, who the students that make the most errors are, and knowing this the teacher can organize a strategy to begin the process of error analysis with the students according to their individual needs. Finally it is important to remember that the process of error analysis carried out in this project was applied on two students with levels A2 and B1 of proficiency in the English language, nevertheless, in future studies or researches, it is advisable to carry it out on a broader population.

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Annexes

Annex I

Questionnaire

1. How old are you? _____
2. At what age did you start learning English? _____
3. How long have you been studying English? _____
4. Have you ever tried to learn English or any other language by yourself? If yes, which languages and what methodology did you use in order to learn it?

5. Has your experience of learning English been gratifying? In what way?

6. How did you perform in English class during high school? Why?

7. How was the feedback offered by your teacher in case of failing an English test?

8. What do you specially find difficult regarding English learning?

9. What do you consider are your strengths and weaknesses in the performance of the English language?

10. What is like to try to communicate feelings in English? Why?

11. Have you ever felt frustration while learning English? Why?

12. What extracurricular activities do you practice during your free time in order to improve your English language skills? Why?

13. What are your main English language learning goals?

Answer the following questions by writing down what you would say in each specific situation. This does not constitute a test; thus, there are no right or wrong answers.

14. You are buying some groceries at the supermarket. You already paid for them but soon you realize the cashier gave you wrong change. What would you say?

15. John is your roommate. John likes cooking but he usually does not clean the kitchen after it and you want him to do it. What would you say?

16. You are abroad in an English speaking country. You are exploring a city and you want to go downtown but you do not know which metro line goes there. A customer service agent approaches to you. What would you say?

17. You were invited to a party tomorrow night. But you have to ask for your parents' permission. What would you say?

Annex II

Questionnaire answered by Student 1

1. How old are you?

31 years old

2. At what age did you start learning English?

I would say around the age of 9 to 11

3. How long have you been studying English?

About 20 years

4. Have you ever tried to learn English or any other language by yourself? If yes, which languages and what methodology did you use in order to learn it?

I tried learning Italian and French and basically what I did was just start with basic words like numbers or basic phrases like a proper introduction but I was not able to learn much beyond that.

5. Has your experience of learning English been gratifying? In what way?

It has been gratifying because it allowed me to have access to so much more information that I would not have access to otherwise and that becomes very clear when you try to compare knowledge with people that do not have the same abilities.

6. How did you perform in English class during high school? Why?

I was very good at English to the point where I would get bored because what was being taught was something that I had already learned, in other cases it would be something very easy to figure out so I would get it right away and I would have to wait for the others to learn it.

7. How was the feedback offered by your teacher in case of failing an English test?

I don't think there has ever been a feedback, it's not like he or she would approach and tell me what I needed to improve. You just see the result and that's it.

8. What do you specially find difficult regarding English learning?

I would say the colloquial speaking, slangs or the language **relatetd** to the humor and mentality of the people that grew up with English as their first language.

9. What do you consider are your strengths and weaknesses in the performance of the English language?

I would say my strength is my vocabulary, If I hear a new word I go and look it up right away and I believe that is the reason why most people say that they don't know English.

My weakness I think is the grammar or the appropriate way of connecting phrases because I think as a spanish speaking person.

10. What is like to try to communicate feelings in English? Why?

I think it is easier in English, I think English has more detailed definitions for feelings or maybe its just that the words are simpler in English and that makes it easier.

11. Have you ever felt frustration while learning English? Why?

Trying to learn slang or colloquial expressions because there is no guide on how to do it and its very related to the humor or culture so sometimes it's hard to learn that.

12. What extracurricular activities do you practice during your free time in order to improve your English language skills? Why?

Listen to music, **whatch** movies, play games, read about technology, read news, read about sports and its not in order to improve that I do those things I improve in order to be able to understand those thing better, **its** just every day activities that I enjoy.

13. What are your main English language learning goals?

I never set a goal for myself I just learned because it would let me have access to the information I wanted to get.

Answer the following questions by writing down what you would say in each specific situation. This does not constitute a test; thus, there are no right or wrong answers.

14. You are buying some groceries at the supermarket. You already paid for them but soon you realize the cashier gave you wrong change. What would you say?

I would do the math in my mind and knowing the answer then I would ask the cashier questions in order to lead him or her to my conclusion.

15. John is your roommate. John likes cooking but he usually does not clean the kitchen after it and you want him to do it. What would you say?

Hey! Who you saving those dirty dishes for? You better start cleaning after you because I'm not going to.

16. You are abroad in an English speaking country. You are exploring a city and you want to go downtown but you do not know which metro line goes there. A customer service agent approaches to you. What would you say?

Hi, can you help me? I'm trying to find out the right line to go downtown and back, could you please explain?

17. You were invited to a party tomorrow night. But you have to ask for your parents' permission. What would you say?

Let get back to you I have to check with my parents, I'll let you know tomorrow morning

Annex III

Questionnaire answered by student 2

1. How old are you?

28 years old

2. At what age did you start learning English?

11 years old

3. How long have you been studying English?

For about 16 years, on and off

4. Have you ever tried to learn English or any other language by yourself? If yes, which languages and what methodology did you use in order to learn it?

I haven't **try** to learn another language yet.

5. Has your experience of learning English been gratifying? In what way?

It has been gratifying because I can use the language to **comunicate** with people in different fields, like my work.

6. How did you perform in English class during high school? Why?

I was good, I **like** it and off course I always **made** my homework and **put** attention.

7. How was the feedback offered by your teacher in case of failing an English test?

I don't remember, but I think my teachers correct the exam with all the kids in the classroom after giving it back.

8. What do you specially find difficult regarding English learning?

I think English is difficult to learn because you don't have any one to practice when you are at home or outside of the school or institute.

9. What do you consider are your strengths and weaknesses in the performance of the English language?

My strength is that I am not afraid to talk and practice when I have an oportunity, and my weakness is that sometimes I stop topractice for while.

10. What is like to try to communicate feelings in English? Why?

Is easy in english because english is more practic.

11. Have you ever felt frustration while learning English? Why?

Yes, because sometimes I want to say things but is difficult because I do not know the words, and that is frustrating.

12. What extracurricular activities do you practice during your free time in order to improve your English language skills? Why?

Movies and I like to listen to music, also I see series in english.

13. What are your main English language learning goals?

I think that the english is important for my work and my future.

Answer the following questions by writing down what you would say in each specific situation. This does not constitute a test; thus, there are no right or wrong answers.

14. You are buying some groceries at the supermarket. You already paid for them but soon you realize the cashier gave you wrong change. What would you say?

Excuse me, I think the money you gave me is not correct.

15. John is your roommate. John likes cooking but he usually does not clean the kitchen after it and you want him to do it. What would you say?

John please remember that there are rules in this house.

16. You are abroad in an English speaking country. You are exploring a city and you want to go downtown but you do not know which metro line goes there. A customer service agent approaches to you. What would you say?

Excuse me, can you help me? I want to go to the downtown but I don't know how.

17. You were invited to a party tomorrow night. But you have to ask for your parents' permission. What would you say?

Can I go to a party tonight?

Annex IV

Material on common errors in written production.

Common Errors in Written Production

Common Grammar errors

- They're vs. Their vs. There

One's a contraction for "they are" (they're), one refers to something owned by a group (their), and one refers to a place (there). You know the difference among the three, just make sure you triple check that you're using the right ones in the right places at the right times.

Correct Usage: They're going to love going there; I heard their food is the best!

- Your vs. You're

The difference between these two is owning something versus actually being something:

You made it around the track in under a minute! You're fast!

How's your fast going? Are you hungry?

"Your" is possessive and "you're" is a contraction of "you are."

- Its vs. It's

This one tends to confuse even the best of writers. "Its" is possessive and "it's" is a contraction of "it is." Lots of people get tripped up because "it's" has an "s" after it, which normally means something is possessive. But in this case, it's actually a contraction.

- Incomplete Comparisons

E.g. our car model is faster, better, stronger.

Faster, better, stronger ... than what? What are you comparing your car to? A horse? A competitor's car? An older model?

When you're asserting that something should be compared to something else, make sure you always clarify what that something else is. Otherwise, it's impossible for your readers to discern what the comparison actually means.

- Who vs. That

This one is tricky. These two words can be used when you're describing someone or something through a phrase like, "Lindsay is a blogger who likes ice cream." When you're describing a person, be sure to use "who."

When you're describing an object, use "that." For example, you should say, "Her computer is the one that overheats all the time." It's pretty simple, but definitely something that gets overlooked frequently.

- To/two/too

It's easy to see why people get this one wrong, but there's no reason why you should.

The rules:

"To" is used in the infinitive form of a verb e.g. "to talk".

"To" is also used to mean "towards".

"Too" means "also" or "as well".

"Two" refers to the number 2.

Common Production errors

- Use of Commas

To separate elements in a series:

Each element in a series should be separated by a comma. For example: "I brought a jacket, a blanket, and an umbrella to the park." That last comma is optional. It's called an "Oxford comma," and whether you use it depends on your company's

To separate independent clauses:

You can use commas to separate independent clauses that are joined by "and," "but," "for," "or," "nor," "so," or "yet." For example, this sentence is correctly written: "My brother is very smart, and I've learned a lot from him."

An independent clause is a sentence that can stand on its own. Here's how to test it: Would the second part of the sentence (following one of those coordinating conjunctions) make a full sentence on its own? If so, add a comma. If it doesn't, leave it out.

To separate an introductory word or phrase:

At the beginning of a sentence, we often add an introductory word or phrase that requires a subsequent comma. For example:

In the beginning, I had no idea how to use a comma. Or:

However, after reading an awesome blog post, I understand the difference.

Other common introductory words and phrases include "after," "although," "when," and "while."

- Use of Semicolons

Semicolons are used to connect two independent clauses that, though they *could* stand on their own, are closely related. For example, you could use a semicolon in the sentence: "Call me tomorrow; I'll have an answer for you by then."

Notice that each clause could be its own sentence -- but stylistically, it makes more sense for them to be joined. (If there's a coordinating conjunction between the two clauses -- like "and," "but", or "or" -- use a comma instead.)

You can also use semicolons to separate items in a list when those items contain commas themselves:

There are two options for breakfast: eggs and bacon, which is high in protein and low in carbs; or oatmeal and fruit, which is high in carbs but has more fiber.

- Spelling mistakes

Here you will find a list of words commonly misspelled

- | | |
|----------------------|----------------------|
| • Wrong: Accomodate | • Right: Colonel |
| • Right: Accommodate | • Wrong: Millenium |
| • Wrong: Acheive | • Right: Millennium |
| • Right: Achieve | • Wrong: Mispell |
| • Wrong: Arguement | • Right: Misspell |
| • Right: Argument | • Wrong: Definately |
| • Wrong: Chauffer | • Right: Definitely |
| • Right: Chauffeur | • Wrong: Fluorosent |
| • Wrong: Calender | • Right: Fluorescent |
| • Right: Calendar | • Wrong: Jist |
| • Wrong: Changeble | • Right: Gist |
| • Right: Changeable | • Wrong: Immediatly |
| • Wrong: Embarass | • Right: Immediately |
| • Right: Embarrass | • Wrong: Prefered |
| • Wrong: Garantee | • Right: Preferred |
| • Right: Guarantee | • Wrong: Publically |
| • Wrong: Independant | • Right: Publicly |
| • Right: Independent | |
| • Wrong: Carnell | |

Morphology

Here you can find a list of common suffixes and prefixes in the English language

Suffix	Meaning	Syntax	Exemplars
-er	one who, that which	noun	teacher, clippers, toaster
-er	more	adjective	faster, stronger, kinder
-ly	to act in a way that is...	adverb	kindly, decently, firmly
-able	capable of, or worthy of	adjective	honorable, predictable
-ible	capable of, or worthy of	adjective	terrible, responsible, visible
-hood	condition of being	noun	childhood, statehood, falsehood
-ful	full of, having	adjective	wonderful, spiteful, dreadful
-less	without	adjective	hopeless, thoughtless, fearless
-ness	condition or state of	noun	happiness, peacefulness, fairness
-ship	art or skill of, condition	noun	leadership, citizenship,
-ous	full of, having, possessing	adjective	joyous, jealous, nervous, glorious,
-ment	state or act of	noun	payment, basement, improvement
-ation	act or condition	noun	starvation, condensation
-ism	practice, belief	noun	feudalism, racism, monotheism

Prefix	Meaning	Exemplars
dis-	opposite	disagree, disadvantage, dishonest
ex-	out, from	expel, excavate, expatriate, exhale
bi-	two	bicycle, biped, bilateral
multi-	many, much	multicolored, multimillionaire
poly-	many, much	polygon, polyhedron, polyester
pre-	before	predict, prepare, preheat
post-	after	postwar, postscript, postdate
mal-	bad, evil	malcontent, maladjusted, malnutrition
mis-	wrong, bad mistake,	misspell, misunderstand
pro-	forward, forth, before	protector, procreate, profession
sub-	under, beneath	substitute, subtraction, subway
re-	back, again	rewind, remember, retaliate
im-	not	imperfect, immoral, imbalanced
a-	not, negative	amoral, atonal, atheist
an-	not, negative	anarchist, anomaly, anathema
anti-	against, opposite	antiseptic, anticrime, antitrust,
contra-	against, opposite	contradict, contrary, contraceptive

Common Semantic and Syntactic Errors

Use of Prepositions

Spanish use of prep. “en”	English equivalent “in” and “on”	Possible misuses of prep.
Put the food on the bowl.		Put the food in the plate.

“pensar en” “pensar de” To think about or think of “ I think on him everyday.
“You can do it if you think of it”.

Enojarse con	Get mad at	Get mad with.
Sñar con	To dream of	I dreamt with you last night
Decidir de	To decide on	Have you decided of what you want?
Casarse con	To marry or be married to	Is he married with her?
Estar enamorado de	To be in love with	Is he in love of her?
Consistir en	To consist of	What does your plan consist in?
Buscar	To look for	I’m looking my toy.

Use of Verb Phrases

Spanish phrases	English equivalents	Possible misuses
Tomar una decision	To make a decision	Did you take a decision?
Poner una cita	To make an appointment	He put an appointment
Tener hambre	To be hungry	Do you have hunger?
Tener X años	To be X years old.	I have 6 years.

Syntax**Spanish syntax****English Syntax****Examples of misuse**

Statements

Flexible word order	Relatively rigid word order	Juan me hit for Juan hit me.
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Modifiers

Noun + adjective	Adjective + noun	She is a girl very nice for She is a very nice girl
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Questions

No auxiliary	Auxiliary Ex. am/is/are, do/does/did	Where you went? For Where did you go. Or Why you no share? for Why didn't you share?
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Pronouns

Dropping of pronouns	Maintenance of pronouns	Is hot today for It is hot today.
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Negation

Double negatives	Single negative	I no want nothing for I don't want anything.
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Plurality

Double marking of plurals	Single marking of plurals	The bigs trees for The big trees.
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Annex V

Analysis Charts

Student 1	Errors Category	Essay 1	Essay 2	Essay 3	Results
Errors detected by the teacher	Grammatical	- Wrote "This" instead of "these". - "size" instead of "sizes".	- The word just in the wrong place. (C. L. I.) - Live instead of living. (C.L.I.)	- "there is" instead of "there are" - Omitted the use of the definite article "the" - Over uses the definite article "the" - Omitted the "s" in the verb "make"	<ul style="list-style-type: none"> - the student's biggest weakness lies in the acknowledgement of lexical-semantic structures. -Lexical- semantic errors happen because of the influence from his mother tongue. - Makes a few morphological errors that in time are not recurrent in all of his essays. - Spelling errors are found in his three essays, but in the last two essays the student was able to detect such errors. - The student is able to detect errors in the four of the categories, but he still misses some of them.
	Lexical-semantic	- Wrote "form" instead of "shape".	- Wrote "and one thing does not change the validity of the other" it sounds more natural to say "and one thing does not affect the validity of the other" (C. L. I.) -Wrote "there will be less of the reasons against..." without the two words "of the" the sentence works.	- Used the expression " <i>this day and age</i> " which could be replaced by " <i>nowadays</i> " to make it clearer. - Used the words "education" and "to educate" that makes the text redundant. - He used the term " <i>love interest</i> " which is unclear in the context. - Omitted the possessive in the expression "persons mind". - Used the verb "dedicate" instead of the verb "spend"	
	Morphological	-Wrote "Size" instead of "sizes". -Wrote "diferent" instead of "different" - Wrote "untill" instead of "until". -Used "purpuose" instead of purpose.			
	Production	- Omitted punctuation such as commas a couple of times, periods, colons and capital letters. - Avoids using connectors like: "such as".	-misses exclamation marks. -Misses a semi colon. -Wrote "beautyfull" instead of beautiful.		
Errors detected by the student	Grammatical		- Wrongly corrected a sentence adding the word "just".		
	Lexical-semantic		- Added the words "of view", in the sentence "I can't agree with any of those points of view ", error corrected thanks to his mother tongue. - Added the word "achieve", in both languages it works better. - Added the words "some people" which was a correct choice.	- Added the word "away" in the phrasal verb "take away".	
	Morphological			- Detected " <i>olready</i> " instead of "already" - Added an "s" to the word make when talking about a third person.	
	Production		-Spotted the capitalization of the first letter of the essay "W". -Located a missing coma. -Wrote a capital letter he had missed "H". -Found an error of punctuation, a semi colon.	- added a "the" that was essential. - added a couple of comas.	

Stu- dent 2	Errors Categor y	Essay 1	Essay 2	Essay 3	Results
Errors detecte d by the teacher	Gramm atical	<ul style="list-style-type: none"> - Subject omission (it): <i>"I think, is not normal and is not natural ...and is very simple"</i>. - use of the definite article "the" where it does not correspond within the sentence, <i>"you find that in the nature"</i>. - Error in expressing the plural as well. <i>"There is cows and bulls, dogs"</i>. - Omission of the auxiliary (do). <i>"I not like two men..."</i> -the construction of the plural, <i>"womans"</i>. - Determiner is missing <i>"bible is the word of God"...</i> for "bible, which is the word of God". 	<ul style="list-style-type: none"> -has an error in a comparative structure: <i>"Barranquilla is dangerous like Bogotá"</i> (C.L.I.) -S.2 is missing the subject "it" (C.L.I.) -for S.1 the structure "as I am" works better in "the men are as good as me". (C.L.I.) - S.2 wrote "the world is always like that" misusing the present perfect; it should have been: "the world has always been like that". -S.2 is using "there is" when referring to a plural noun, (C.L.I.) - S.2 Uses the present tense instead of the past. 	<ul style="list-style-type: none"> - Omits the subject (it) twice <i>"and it was God"</i> and <i>"itis not a problem"</i>. 	<ul style="list-style-type: none"> -On three of the essays the S2 usually omits the subject it. -Started to realize the usage of auxiliary do in negative sentences. -Started to moderately use the definite article "the" - The student does not detect any lexical-semantic and grammar errors. -Lexical-semantic errors happen because of the influence from his mother tongue, given that there are constant translations of expressions. - keeps the word order from his mother tongue when writing sentences. - Makes a few morphological errors that in time are not recurrent in all of his essays. - Spelling errors are found in his three essays, but in the last two essays the student was able to detect such errors.
	Lexical- semanti c	<ul style="list-style-type: none"> -word order sentence. <i>"Because they inside know"</i>. - Uses the expression <i>"we can know"</i>. It is clear. - Uses <i>"the way the things are correct"</i> in place of "is the correct way" 	<ul style="list-style-type: none"> - Wrote "say you" (C. L. I.) - Uses an expression from Spanish and translated into English "a family with the principles clear" it sounds better "a family with proper principles", (C.L.I.) - Wrote "and don't worry for the other things" it is better to say "and don't worry about anything else", (C. L. I.) -Wrote "put the things in the hands of God" it is better to say "to put things into God's hands", (C. L. I.) -Wrote "...and you will be good and happy." (C. L. I.) 	<ul style="list-style-type: none"> - Word order: "one time more". - Wrote it was Gods commentments" , it sounds better Raisin my children was the mission God gave to me. -Wrote "homeworks" instead of chores. - Uses "Good" instead of well. - Writes <i>"Make"</i> instead of do. - Uses <i>"I am not agree"</i> instead of I don't agree or disagree. -Uses wrongly the word "satanic" instead of Satanist. -Uses <i>"that is normal in life"</i> instead of: that is the way life goes. 	
	Morpho logical		<ul style="list-style-type: none"> -Writes "mens". -Wrote "dangerus" instead of dangerous. - -Writes the word everywhere separate "every where" (C.L.I.) -Writes "look" instead of "look up". -Adds the morpheme [s] to the morpheme [problem].(C.L.I.) 		
	Product ion	<ul style="list-style-type: none"> - Uses <i>"homosexual"</i> rather than "homosexuality" - Misspells <i>"his"</i> and wrote this, - wrote "behaviur" instead of behaviour - Wrote <i>"helth"</i> instead of health, - Wrote <i>"the"</i> instead of they. - Added a letter in <i>"holly"</i>. 	<ul style="list-style-type: none"> -Wrote "doghters" instead of daughters. - -Wrote "bibical" instead of biblical -Wrote "belive" instead of believe. - Misses an "a" in "...to live and have a family". - Uses "and" when it is not really needed. -Writes "an" instead of "and", (C.L.I.) -Uses excessively the definite article "the" <i>"the women are nice and the mens are..."</i> (C.L.I.) 	<ul style="list-style-type: none"> - Wrote "Religion" instead of religious, - Wrote "make" instead of made. - Wrote "Thruh" instead of through. -Wrote "to be a parents" instead of parents. Wrote "think" instead of thinking. - - Wrote "to have" instead of having. 	
Errors detecte d by the student	Gramm atical				
	Lexical- semanti c				
	Morpho logical		<ul style="list-style-type: none"> -Wrote an "s" two times in the same line to the morpheme "bad" (C.L.I.) 		
	Product ion		<ul style="list-style-type: none"> -Wrote "beatifull" and then correct it. -Wrote "beutifull" then corrected it. -Wrote "environmen" then corrected it.(C.L.I.) -Wrote "wiht" then corrected it 	<ul style="list-style-type: none"> - Omits letters in "acording" - Omits letters in "becose". - Located a missing coma. <i>"The modern world forget, about"</i> 	

