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**Ecuadorian Public High School Students' Errors in EFL writing skills. Study carried out in the Educational Center, Ezequiel Cárdenas Espinoza Azogues, año lectivo 2016-2017**

TRABAJO DE TITULACIÓN

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2017

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De mi consideración:

El presente trabajo de titulación Ecuadorian Public High School Students' Errors in EFL Writing Skills realizado por, Peralta Parra Miriam Magali, ha sido orientado y revisado durante su ejecución, por lo tanto, se aprueba la presentación del mismo.

Loja, septiembre 25 de 2017.

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“Yo Peralta Parra Miriam Magali declaro ser autora del presente trabajo de titulación: Ecuadorian Public High School Students’ Errors in EFL Writing Skills, de la Titulación de Licenciado en Ciencias de la Educación mención Inglés, siendo Verónica Soledad Espinoza Celi directora del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además, certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

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.....

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## **DEDICATION**

This thesis is dedicated to God for life, patience, intelligence, to my parents, to my brothers for their affection and support and to my friends who always have been there to support me with their words, encouragement and hope to finish with this great task. Finally, this thesis is dedicated to my son because he has been my inspiration to go always ahead.

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I would like to thank all my teachers at UTPL for the unconditional support and encouragement; for being our inspiration in this worthy but not easy task of teaching. Thank you for always demand more and more from us, since this was what incited to continue with the hard work. Thanks to all higher authorities as well for always being there for us. In addition, I want to thank in general to everyone in the administration field at every campus. All of you, will be always in my heart.

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## **ABSTRACT**

The current research has as general purpose to study and analyze the most common Ecuadorian public school students' errors in EFL writing skills. The research was carried out in a public high school with a sample of 45 students from the second year of Bachillerato from classes A, B and C. In order to conduct this investigation, we used the quantitative approach, also we applied surveys for teachers and students as tools; in addition, students were asked to write a short essay about their favorite singer; in the same way, they answered a questionnaire, which was about their own writing errors. In order to know teacher's perceptions, they answered a questionnaire about writing errors on students.

At the end, the analysis of the paragraphs and the questionnaires led us to conclude that the most common Ecuadorian students' errors in EFL writing skills is spelling within mechanical errors as well as omission of transition words when considering content.

**Keywords:** EFL writing errors, common errors, paragraphs, Ecuadorian high school

## RESUMEN

Esta investigación tiene como propósito general estudiar y analizar el error más común de escritura en EFL entre los estudiantes de las escuelas públicas del Ecuador. La investigación fue llevada a cabo en un colegio público y con 45 estudiantes del segundo año de bachillerato de clases A, B y C. Además, el método cuantitativo fue utilizado para poder realizar esta investigación; cuestionarios para estudiantes y profesores fueron utilizados como herramientas; de la misma manera, se les pidió a los estudiantes que escriban un ensayo acerca de su cantante favorito; en adición, los estudiantes también contestaron un cuestionario acerca de sus propios errores de escritura. De la misma manera, se les pidió a los profesores que contesten un cuestionario acerca de los errores de escritura de los estudiantes.

Finalmente, el análisis de los párrafos y los cuestionarios nos condujeron a la conclusión de que el error más común en escritura de estudiantes ecuatorianos de EFL es la ortografía como un resultado de la poca atención prestada tanto de alumnos como de profesores.

**Palabras clave:** errores de escritura en EFL, errores comunes, párrafo, colegios ecuatorianos.

## INTRODUCTION

An important tool that allows communication is writing; for that reason, it is necessary to consider the correct way and the elements to be used when writing. A good piece of writing must have a correct use of the different grammatical structures such as the use of adjectives, transition words, connectors, punctuation marks, coherence and cohesion to make the text flow smoothly. Considering the previous statement, it is true that learning about ESL writing errors and their causes is the first step to lead teachers and their students find methods to enhance ESL writing.

The purpose of this research is to investigate Ecuadorian students' errors in EFL writing skills by answering the following questions: which error has the highest percentage in each variable? Which is the most frequent error in the students' written texts? and, how do students and teachers perceive errors in EFL writing?

Some researchers carried out investigations in order to know more about this problem. The researches' targets were: to analyze the errors occurred in writing; to investigate the linguistic level that presents the most errors in English writing of EFL students; and to examine the sources of errors occurred in writing of EFL students. The results came up with the fact that up to twenty-two types of errors emerged in writing essays composed by EFL students. The following errors were considered: wrong verb tense, wrong verb form; inappropriate use of: pronouns, prepositions, articles, nouns, adjective and gerund, subject-verb agreement, sentence fragment, word choice, sense relations, collocation, question marks, comma, full stop, capitalization and spelling.

In addition, a study was made by Fasial, Mulya & Syamsul, B. in 2015 with the purpose of understanding the highest percentages of errors found in taxonomy or word selection, followed by omission and addition of words. For that reason, students were asked to write a 150-word essay about their own unforgettable experience in 60 minutes. Thus, based on surface taxonomy, they found that the most common error was word selection.

On the other hand, Khansir, & Hozhabi in 2014 proposed the following hypothesis: Is there a significant improvement in Iranian EFL learners' writing achievement via error correction? The analysis of the results revealed that awareness of error correction can enhance participants' writing because it can help participants pay more attention. Moreover, error correction can be used as an effective method to promote EFL participants' writing motivation in order to help the participants become active and independent students in their performances in a writing EFL classroom.

Since this current study allows to identify and to know the real situation in Ecuadorian high schools, it benefits educational institutions, teachers and other researchers to try to look for a solution to this problem. Moreover, the direct beneficiaries of this research are students because they will receive the benefits of any changes and upgrades made; also, it is undeniable that the benefits of this study are also for the whole board of education since it serves as a tool and even a database for future studies.

**CHAPTER I.  
LITERATURE REVIEW**

Learning the language involves the four skills: listening, speaking, reading and writing which allow people to communicate with each other; however, the writing skill has become one of the most important particularly in the academic and professional fields because they demand full command of them. For that reason, some information about this skill is included in the following lines. Furthermore, considering that writing is a basic ability to be developed in language teaching and learning process some aspects such as form of language, content and mechanical ways were considered.

### **1.1. Definition.**

“Writing is the act of putting down the graphic symbols that present a language in order to convey some meaning so that the reader can grasp the information which the writer has tried to impart” Sapkota (2012, p70). In other words, writing is a way to communicate an idea to others using symbols that represent the same concept to the writer and the reader.

### **1.2. Importance.**

The importance of writing is mainly oriented to communicate; for example, whenever we read somebody else’s work or for another person we are sharing our thoughts. This is necessary, of course, because this bond is natural among us, social individuals. For instance, when we write a letter; the words written in it represent who we are; they show what we need, how we feel, etc. Ghizan (2016). Also, another importance of writing involves the development of many other talents and perhaps the awakening of other perceptions in language. For example, the talent of writing for others is not an easy job since the writer needs to consider at all times that the reader is a total stranger who does not have any clue of what is the reading about. Haven, (2014). Another reason of writing importance is that students learn how to produce a strong and proficient written work since this will improve their chances in the professional field (College Entrance Examination Board (2013)).

Writing is also essential because by learning and improving it through time, students develop such skill to be applied in their careers. Professionals are expected to use an accurate and appropriate written language; therefore, they must use high standard terms and structures when writing reports, letters, requests, applications, etc.

Another significant aspect when referring to the importance of writing is the persuasive effect that it has in others. Writing for dissertations, lectures and even sermons can help authors to change people’s point of view if that is the purpose. For example, when a representative is aiming to persuade the public to get their votes; writing can be a very useful tool because it would help the person to order ideas and not to miss the issues considered critical for people. So, when it is time for the speech, the person is well prepared by prior memorization, which is more likely to happen when using writing as a tool.

Writing is also very important for students since they learn more material by writing it. Students have a better understanding if they write about the aimed topic. If learners are asked to write about a specific theme which they have read, they understand better the material by means of analyzing it, manipulating it and identifying it more deeply. Writing is a practical tool that allows students.

In addition, writing plays a very important role on literature and history preservation. Over the years there have been famous poems, novels, epic stories, literary and prose texts and other

scripts that passed from generation to generation thanks to the use of written language. Likewise, written work and literature would be saved for next generations by the use of ink and paper. Therefore, writing is one tool that has left priceless heritages to human kind.

### **1.3. Writing Process**

According to Hogan (2013) writing is a three steps process and even though these steps do not necessarily follow a chronological order, they assure a stronger and polished piece of writing, this process involves: prewriting, drafting and editing.

The first step is prewriting which is fundamental and easy. It is fundamental because it is when the writer researches for effective and useful material in order to plan facts such as length, direction, depth of details, style, etc. At this point the writer thinks about the theme of the paragraph and consequently which arguments would best fit in it. Prewriting is also an easy step because the writer can come up with as many thoughts as possible; valid and probably is no very creative ideas.

Secondly, the step of drafting basically involves the first written piece. Once, the theme, topic, outlines, etc, are given, it is possible to start to write the paragraph or essay. One suggestion to make this step is to write as much as possible want and develop all ideas in mind. It is important to encourage writers to develop their ideas on paper without spelling or grammar errors.

The third step is about going over the content of our piece of writing and erasing what we think is irrelevant or out of subject. Also, in this step writers can add new ideas considered important to make the essay stronger. Furthermore, in this stage ideas are organized in a more understandable manner. All these things can be done when drafting and the outcome can still be messy. While revising a draft the writer should keep in mind important points such as audience interest, critical reading and possible adjustments. Graham, MacArthur & Fitzgerald (2013).

The following step is editing; on this step the whole written text must be reviewed. Suggestion of use of CUPS (capitalization, understanding, punctuation and spelling) which according to Gentry & McNeel, (2014) is the process about correcting capitalization, using grammar, punctuation and spelling. Also, a peer-editing step may result convenient and useful when editing a piece of work. Having a proper partner to read and cross out or add information will assure the writer that the paragraphs are well explained for others.

Publishing takes many forms from the traditional paper to a diagram of a plant mounted on card board with written descriptions or its features. Whatever the format, publishing should include attention to presentation-how it looks here.

The process of writing is crucial for writers and even more when they are learning to write. Even good learners need to acquire these steps as a guide when following a cycle of instruction, practice, feedback and revising.

Craig (2013), mentions that when it comes to teaching, communicative skills are valuable. Therefore, when students work with activities that involve communicative contexts,

they develop their writing piece using critical thinking, rhetorical strategies, position and writer's identity.

Likewise, context has a substantial influence in writing. For example, when the writer is situated in a real context where he can practice meaningful communication, he can stick to standards, values and other practices in communicative language.

In addition, he expresses that writing skills are built not only through classroom lessons but also through repeated practice of different contexts. Thus, the writer learns simultaneously to write for different types of audiences.

#### **1.4. Coherence, Cohesion and Unity**

According to Campbell (2013) a great interpretation of cohesion starts with a "semantic" concept, and states that this term basically refers to associations of meaning existing within a piece of writing and how one part of the text functions in the same context of the others. On their work, they focus on five kinds of cohesive ties between utterances: reference, substitution, ellipsis, conjunction and lexical cohesion. These existing connections play different roles within sentences; for instance, reference is about the existing situation. Substitution involves the replacement of a noun for other word; this could be presented in noun and verb phrases, and clauses. Conjunction refers to the correct use of particles that connect phrases, clauses and sentences. On the other hand, Lexical cohesion is about how words are used on discerning among repetitions, synonyms and common words. Accordingly, cohesion is about making relations between current items with preceding or following items. In other words, phrases, ideas and sentences are supposed to be somehow connected.

On the other hand, coherence refers to a logical link between words, sentences and paragraphs. Through coherence the reader will be able to follow the course; therefore, this aspect is the unbroken flow of ideas. This is possible by using transitional words and devices. Bublitz (2011).

Following a general principle of cooperation, speakers and writers are anxious to generate cohesion as a mean of guiding their recipients' interpretation of coherence and thus securing comprehension. Cohesive means are cues which signal the preferred line of coherence interpretation. As a consequence, a lack of cohesion may disturb the hearer's or reader's interpretation of logic. On the other hand, Sinclair (1991) considers that coherence is often or occasionally dismissed as a vague and "rather mystical notion" with little practical value to the text or discourse analyst.

Zienkowski, Ostman & Verschueren, (2011) maintain that recent evidence defines coherence as a mental perception which must be negotiated within a sociocultural setting and therefore it is less dependent of the language or text. These authors mention that alike speakers and hearers understand communicative interaction by linking linguistic and nonlinguistic cues with their background knowledge.

Another important aspect for good writing is unity, which refers to the paragraph being about one topic only. Thus, the topic, thesis statement, supporting sentences, concluding sentences and any other detail in the piece of writing are supposed to discuss about only one subject.

In addition, Lepionka (2003) manifested that good expository writing must have unity, coherence and emphasis. Unity is the quality of relevance or belongingness; in other words, all paragraphs in the section relate to the purpose of that section, and all the sentences in a paragraph relate to the point set out in the paragraph's topic. In addition, coherence refers to the existing link between words in a sentence and finally emphasis is the value of focus and interest given by the writer to the piece of work. In a written text, facts such as irrelevances, digressions, sudden insights, flashbacks, and brainstorming may easily compromise unity.

## **1.5. Elements of writing:**

### **1.5.1 Topic sentence.**

Carter (2013) stated that the most noticeable main idea in the paragraph is called topic sentence. The placement of a topic sentence can be at the beginning, the middle or the end within of the introductory paragraph. In addition, the topic sentence is never a question yet it might be an answer to a question proposed at the beginning of the writing.

The topic sentence is formed of two parts: the topic which is the subject or the theme and the point made out of the topic. The second piece reflects the author's purpose and the pattern of the paragraph; this is the general point about the topic. According to Connely (2013) the topic sentence within a paragraph gives a clear idea what is the topic about in order to catch reader's attention on the text. In addition, the same sentence states the controlling idea which expresses the main point or the author's opinion.

Topic sentences must be effective, precise and strong worded. Furthermore, in a topic is easy to express the central theme; but, the part that needs special elaboration is the controlling idea because it limits the extent to develop the overall topic; a too general or too specific statement gives poor direction to the paragraph, Checkett & Feng-Checkett, (2013). Questions, interesting facts and statistics are sometimes placed at the beginning of the paragraph in order to call the reader's attention and to introduce the topic as well. Also, other sentences in the paragraph are oriented to support or give more details on the topic sentence.

### **1.5.2. Supporting sentences.**

Bauer (2015) states that supporting sentences are all about details and explanations. The first step is to choose the strongest supporting sentences according to the topic; next, information about each supporting detail must be provided; and if it is possible, examples, information facts and reasons can be ideas that complement them. The selection of supporting sentences and their respective details are up to the writer due to explanation requirements, the length of the paragraph, the information available, etc.

Relevant information is crucial when developing supporting sentences, writers must stick to the topic and discuss ideas and eventually details that relate to the topic. Details such as facts, explanations and examples make the paragraph more interesting to the reader.

### **1.5.3. Transition words**

To Mcklein (2012), transitional words make the paragraph or essay easy to read and also help the reader to flow from one point to the next without any interrupting thought. These words are useful for the writer to connect thoughts and main ideas; at the same time, transitions



give the paper a hierarchical organization of the ideas included in the text. However, transitional words are not required in every sentence; due to the excessive use of them may result in confusion and misunderstanding.

There are some examples of connectors in different categories; for example, transition words are useful to add more information, express cause and effect, conclude a paragraph, contrast ideas, give examples or illustrations, emphasize, denote information, order in sequence, to summarize, and for many other purposes in writing process.

#### **1.5.4. Punctuation**

This feature is basically the different marks used in a written text so when it is read it can be well interpreted. Punctuation within writing is about making a text understandable through the use of marks that represent stops or voice changes while reading it. In other words, punctuation makes the text easier to read- Hillary (2015). For instance, after a complete thought, we need a period, a comma or a semicolon; this indicates a pause before another thought. Likewise, there are many other punctuation marks such as question marks, colon, etc. that lead readers through a text telling them how to read a sentence and what comes next in the reading. In summary, punctuation in writing is the accent that gives the text meaning.

#### **1.5.5. Spelling**

Spelling is a very important characteristic in a good piece of writing. The importance of spelling lays on the fact that this element is part of language; in other words, within each language people must follow the same rules of spelling in order to communicate and understand each other. Thus, in a written piece, besides the content a correct spelling is essential because it will enable others to read the text. Lee (2013). An effective way to avoid common spelling errors is to keep in mind the key spelling rules; however, all rules have exceptions which must be considered as well. For example:

Write i before e except after c, or when pronounced ay like “neighbor” or “weigh.”

- achieve, niece, alien
- receive, deceive

When words end in a consonant plus y, drop the y and add an i before adding another ending.

#### **1.5.6. Capitalization**

Capitalizing within a piece of writing reflects the author’s good selection of words. The correct use of capital letters shows the reader that the author is concerned about conveying the message appropriately. This habit is overlooked in most informal texts such as e-mails, cellphone chats and messages; yet, the basic rules of capitalization are a necessary tool in writing; thus writers must keep in mind the basics. McLein (2012).

### **1.6. Grammar in EFL Writing**

According to Dalil (2013) grammar labels the words and words groups that form sentences and name the way in which they can be accurately put together. He also, states that grammar plays an important role in writing because it gives the structure to build complete and meaningful sentences. In other words, grammar is a set of rules which guides the writer in the path to accurately complete a text. Even natives who can subconsciously understand their language need to learn grammar to achieve communication correctly. In addition to that, it can be said that grammar is important because by learning grammar helps to understand what

makes sentences and texts in general interesting; and what makes them lack of meaning as well.

### **1.7. Errors in EFL writing: Causes and Types.**

Heydari & Boheri (2012) states that an error depends on the language teacher as a main factor. He defines error as a word derived from “errare” which means “wander, roam or stray”, depends on a particular purpose or objective. According to him, an error is the presence or absence of a structure or form that a language teacher considers incorrect for the appropriateness of a reading discourse.

In addition, he affirms that writing is a difficult process in mother language, even more in a foreign language. In that sense lots of studies have started to analyze some common errors that EFL students make when writing.

According to the same author, regarding ESL errors there is an important tool taken into consideration: the EA (error analysis), this procedure can be useful for both, researches and teachers because it helps in the collection of data to identify and organize errors by their type and cause.

By means of their causes, writing errors in ESL students involve internal and external factors. External factors can be environmental and social, while internal factors can be psychological and psycholinguistic. Thus, EA is oriented to determine what the student knows and to clarify teachers' assumptions about their own work.

Also, this author mentions a couple of important investigations carried out on EA including students from different backgrounds; he discusses three CAUSES of errors. First, there are the interference errors, which result from the use of elements from one language while speaking or writing a second language. Then, we have intralingual errors that reflect general characteristics of the rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply. Finally, there are developmental errors, which occur when learners attempt to build up hypothesis about the target language on the basis of limited experiences.

Furthermore, from the same author we have that intralingual errors can also be divided in: overgeneralization errors, in which learners create a deviant structure on the basis of other structures in the target language; ignorance of rule restrictions in that case the learner applies rules to context which they are not applicable; incomplete application of rules, in refers when the learner fails to use a fully developed structure; false hypothesis, in which the learners do not fully understand a distinction in the target language.

According to Pawlak (2013) error correction, is a lot more common in writing production. This is when the correction emphasis is on the final product and not on the writing process. On the other hand, the same author discusses how error correction in English should not be a surprise for students since there is a three-step process for learning. First, teacher gives the instructions about the subject; then, they interact with students by asking questions and finally there is feedback given by teachers.

In addition, James (2013) studies how to focus on the positive side of mistakes and how we use that term to describe the wrong ways of foreign language learners. Within this term, he describes three types: slips, errors and attempts.

Accordingly, he mentions that slips is basically the lack of attention. In other words, students can easily correct this mistake if it is noticed. On the other hand, he says that errors are just what learners ignore. Finally, he agrees that the concept of error depends strongly on whether the material has been taught or not. Thus, this statement implies that attempts are somehow justifiable as part of learning process.

To continue, some journals regarding to the errors in EFL as the effects of them in writing process will be reviewed in the below paragraphs which were made by different authors some Journals about errors in EFL realized by different authors and the effects that cause in writing process.

Fasial, Mulya & Syamsul, (2015), in the investigation carried out with 19 students from the second year whose age is about 14 years. There were seven classes in the second year, two of which were high-achieving and two were low-achieving classes. They were instructed to write a recount essay about their own unforgettable experience with a minimum of 150 words in 60 minutes.

The analysis of errors found a total of 368 words and phrases containing errors, this research studied the types of common errors based on two categorizations, strategy taxonomy errors and linguistic category taxonomy errors, based on surface strategy taxonomy, the most common errors were in word selection.

The more helpful categorization was the linguistic category taxonomy, that reveled all observed grammatical elements hid problems for students; in addition, errors in plurality element was very high.

As a result of this research found that the most problematic grammatical errors for students were word forms, followed by articles, non-finite verbs, tenses, and preposition. EFL teachers can prioritize the teaching and learning process based on that order of errors to encourage students to increase their self-confidence.

Compront (2011), in his article describes an enquiry into article system errors in a corpus of English writing by tertiary-level L1 Arabic speakers. Frequencies of articles are compared with those in native English and non-native English speaker corpora. It tallies and categorizes the commonest errors in a naturalistic data corpus and seeks to identify how much error can be attributed to transfer. It seeks to combine the delicacy of categorization of types of error, and the dual description of error frequencies in terms of form supplied and form required. The corpus used was a sub corpus from a larger corpus of argumentative essays, modeled on the International Corpus of Learner English (ICLE) written by first and second year college students whose age was about 18 and 20 years.

As seen, the primary purpose of the studies in the fields of the second language acquisition is to study how the second language is learned and to provide explanation on why some learn better than others, Phuket (2015).

Also, the objectives of the study include to analyze the errors occurred in writing, to investigate the linguistic level that presents the most errors in English writing of EFL students and to examine the sources of errors occurred in English writing of EFL students.

The students sample was recruited from second and third year undergraduates in the total of 40 students whose major is English Language and they were all native speakers of Thai at the age of 18 and 22 years.

Research instruments used in this research consist of the written essays of 40 participants. In data collection procedures, the participants were asked to construct writing paragraph approximately 300 words within a period of one hour without using dictionaries.

Error detection was the first stage of the analysis. The errors in written essays were detected by the researcher and two experts who work with the researcher in the Department of Foreign Language.

As results twenty-two types of errors emerged in writing essays composed by Thai EFL students: wrong verb tense; wrong verb form; pronouns (omission, addition or wrong choice); pronouns: inappropriate use; prepositions; articles; nouns; adjective (position); adjective (comparison); conjunctions; infinitive and gerund; subject-verb agreement; sentence fragment; translated word from Thai; word choice; confusion of sense relations; collocation; question mark; comma; full stop; capitalization; and spelling.

In the errors led by Thai language interference, the errors with most frequently were literal translation of Thai words, verb tense, and preposition, error analysis has been widely used as a mean to gain understanding on how writing skill is learnt.

The results of this study confirmed that learners' native language has played a major role in English learning among Thai students.

Ji (2015), the present study examines the needs of Chinese EFL learners regarding corrective feedback as well as the effectiveness of instructor error correction.

The current study aims to answer the following three questions. What are Chinese college EFL learners' needs regarding instructor error correction? What are the effects of one-semester instructor error feedback on Error Correction in College EFL Writing Instruction: Students' Expectations and Correction Effects certain treatable errors? and Is there a difference in effects between different kinds of error correction on certain treatable errors?

The study was carried out in the spring semester of 2012. Participants were non-English majors of Class 2014 taking their last compulsory English course. At the instructor-researcher's university, all non-English majors are required to take a maximum of four semesters of English. The English course in the first three semesters is integrative in nature, covering the four major skills of reading, listening, writing, and speaking. In the last semester, several elective English courses are offered, including Reading, Writing, Listening and Speaking, Interpretation, Public Speaking, and Business English. The instructor-researcher offered English writing to 3 classes of 115 students in the semester when this study was carried out. The course lasted 16 weeks, and students met 4 class hours per week.

Concerning the first research question, a questionnaire survey was given at the beginning of the semester to get an understanding of students' needs, including their needs regarding instructor's error correction. The experiment to answer the second and third research questions lasted one semester. During the semester, students finished five writings. Except the first piece (exemplification), which involved one draft only, for the other four (classification, comparison and contrast, argumentation, and personal statement), students finished three drafts.

Teacher feedback toward the first draft centered on content and structure only, and error feedback was given on the second draft, based on which students finished their third draft and received a score.

The data used for the present study are from participants, 15 from Class A, called the "Error Code group," and 16 from Classes B and C, called the "Error Position group." These 31 participants were selected, for they had been in the instructor-researcher's class the semester before, and their writings in the final exam of the previous semester were used as the pre-test of the present study.

Khansir, & Hozhabi (2014), in whose investigation had the following questions and hypotheses: Is there a significant improvement in Iranian EFL learners' writing achievement via Error correction? There is a significant improvement in Iranian EFL learners' writing achievement via Error correction.

In this paper, eighty-three intermediate Iranian students in the age range of 16 to 20 studying English language as a foreign language analyzed the Interchange book as the main material that is teaching in the Institute.

Gender was not considered as a variable in this research and the participants were chosen randomly. Programmed instruction in Navid Institute has been 6 hours of instruction which send in order to teach English learners weekly and in this institute, each semester has taken for five weeks. The institute follows integrated skills approach. Along with the core course, listening, reading, writing and speaking skills are supplemented with particular activities for each skill.

The Cambridge Key English Test 4- was used as language proficiency. This test was administered to the participants in order to make homogeneous of the students in this research.

This test consisted of eight parts which make 55 questions in total; this test consisted of reading, writing and listening skills. The General English Proficiency Test was found to be appropriate for the participants' performing level.

The present study was intended to investigate the effect of the Effect of Error Correction on Iranian EFL Learners Writing Achievement. The test results were analyzed via employing SPSS.

The analyses of the results revealed that there was significant difference between the experimental and control groups in the post-test of the Iranian EFL students. Error correction can be used as an effective method to promote EFL participants' writing achievement in order

to help the participants become active and independent students in their performances in writing EFL classroom.

There was no absolute control over students' possible practice outside the classroom; individual differences were impossible to control in the present study his project was restricted to the learners' writing ability in English.

According to Burns and Grove (1993, p, 779) a population is defined as all individuals, objects and events that meet the sample criteria for inclusion in a study, this study population consisted of 36 first year LMD students studying English as a Foreign language in Hassiba Ben-Bouali University.

The sample included in this study consists of 35 undergraduate students during the first semester of the academic year 2013/2014, to select the participants of the present study; a simple random sampling method was used in both experiments because it is regarded as one of the most reliable methods to obtain a representative sample. The participants, selected for the purpose of this study, are between 18 and 20 years of age and all of them were native speakers of Arabi. They live in an exclusively Arabic-speaking community. Like most Algerian students, the ones who participated in this study had experienced approximately the same number of 7 years of education through the middle and the secondary education system. All the participants are homogeneous in terms of their linguistic, educational, and socioeconomic background. They speak Arabic dialect at home; all the participants did not receive any English language instruction in English speaking countries.

To data collection the two major sources of data were used to find answers to the research questions:

1. First research tool: The written essays of 35 participants of the chosen university. The topics given in the essays were general but argumentative in nature.
2. Second research tool: The short talk of one student among the 35 students who participated in the written test.

The first research instrument: All the 35 participants were required to write on one of the five following different topics: politics, university life, sports, my favorite job or family problems. They were asked to write approximately 150 to 300 words within a period of one hour. The participants were informed that they had to start with an outline, then a first draft and a final draft. The students did not know that their writings are going to be under investigation.

The second research experiment: One student was randomly chosen from the entire population to produce a short talk. Its purpose was to obtain oral data. The subject was asked to talk for five minutes about himself, his daily routine and about life in Algeria or in the local area where he lived. Ten minutes before the talk he was given some guidelines to help him organize his oral presentation and to avoid silent periods.

In conclusion, the researcher used a simple random sampling method to select the participants of the present study which consist of 36 male and female undergraduates at Chief University. In the first experiment, 35 participants were asked to write a well-developed essay from 150 to 200 words within one hour during one of their English classes.

As a result of this investigation, in the second experiment it can be noticed that the subject tends to follow the native-like placement relying on his own perception of similarity between both languages, resorting to the process and applying the strategy of similarity to the L1.

**CHAPTER II.  
METHOD**



## **2.1. Setting and Participants**

To conduct this research, a sample of 45 students was selected from the second year of bachillerato of three different classes from a high of Azogues city in Ecuador. Their average age was 15 to 16 years old. In addition to this procedure, five teachers who work with second year of bachillerato were asked to answer a survey as well. They were selected from different high schools in Azogues city, since in the institution where the sample of students was selected, there were only three English teachers qualified to fill the questionnaire. In the same manner, teachers collaborated generously towards the completion of the research.

## **2.2. Procedures**

One of the first steps in order to develop this thesis was the search of some information to write the literature background. For that reason, relevant bibliography on the topics was chosen to be analyzed and eventually contrasted with the different answers and results of the research. In order to choose this bibliography, the following topics were taken into account: definition of writing, its importance and process, elements of writing and errors in EFL writing. Thus, it was necessary to have a strict and clear idea of the most relevant and appropriate information to be included in this piece of work.

In addition, the survey applied during the research had two formats; one for students and another one for teachers. The questionnaire for students included a written short paragraph in order to analyze students' writing skill. There were 12 questions about EFL errors and their causes. All students appeared very interested in the research topic and participated actively. During the development of the paragraph, most students spontaneously and fearless asked me for help about grammar and vocabulary usage. In the same manner, the survey for teachers included 12 questions about students' EFL errors and their causes.

As methods to carry out the analysis of this research were the qualitative and quantitative. The quantitative analysis was used since students' and teachers' responses were calculated in percentages and tabulated in tables and in graphs so they can be analyzed. On the other hand, the qualitative analysis was applied when reading and measuring students' errors on writing and also to rate the opinions of both teachers and students. The purpose of these methods was to present a natural and holistic picture of the studied phenomena.

After the data collection, every survey was reviewed in order to chart the answers. The charts were calculated over the whole sample (45 students) which represented 100%. In addition, the same charts were used to represent the results in graphs. Also, the errors in the students' paragraphs were analyzed and introduced in charts and graphs as well.

Within the surveys, the topics taken into consideration were the students' and teachers' opinions about grammar, content and mechanical errors. Each of these variables was subdivided into different classes of errors. For instance, grammar refers to errors such as: word order, vocabulary, incorrect translations, etc. Within the content, the possible errors may be: misuse of transition words, irrelevant sentences, and others. And finally, mechanical errors can be: spelling mistakes, punctuation etc. They were asked about the incidence of errors and the reasons they considered the most relevant in writing mistakes. Regarding student's paragraphs, the topic was "my favorite singer" which was not intended to any purpose. However, the content was analyzed for error within the variables mentioned above.

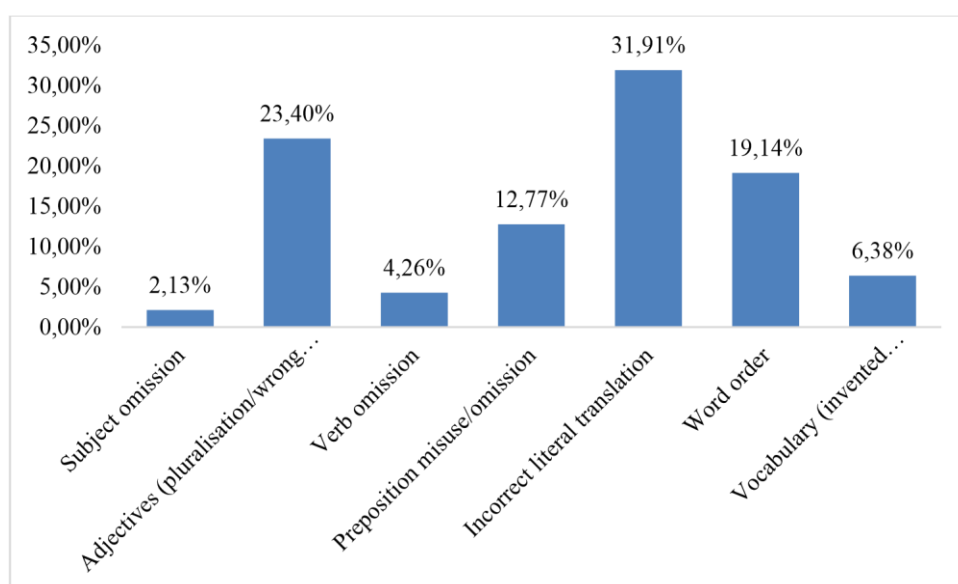
The research questions; which error has the highest percentage in each variable? Which is the most frequent error in the students' written texts? How do students and teachers perceive errors in EFL writing? were not only useful during the analysis of the data but they were a useful tool during the whole research.

**CHAPTER III.  
RESULTS AND DISCUSSION**

### 3.1 Description, Analysis, and Interpretation of Results

There are many different mistakes made by students when they write a text or a paper. Among the most common mistakes are the grammatical errors, which could be of content and mechanical. The following lines are a description and analysis of errors, involving the above-mentioned variables, made by students in their paragraphs.

Form of language: Grammar GRAPH N° 1



Author: Magali Peralta  
Source: 2<sup>nd</sup> BGU

Grammar in ESL writing, like in any other language, it is necessary for effective communication. In addition, proper sentence structure in writing is the main key to convey our thoughts and ideas to others. As seen in the graph, above grammar mistakes are common among ESL students.

Notice that the highest percentage of error 31,91%, when it comes to form of the language or grammar, is the *incorrect literal translation*; this is when students translate the phrase or sentence using grammatical rules from their own language. The problem at this point is the interference of the first language (Spanish in this case); learners translate word by word, using a similar structure as in their mother language. However, the problem with this mistake is mainly that the message cannot be conveyed the way it is needed. For example, one student wrote: "Lana is my inspiration because is a person strong and with much dreams". As seen, the clause after the conjunction "because" is supposed to start with a pronoun, and the last part indicates a wrong selection of words. The correct way would be like this: "Lana is my inspiration because she is a strong person who has a lot of dreams". Notice that this error indeed changes the meaning of the sentence. After reading it a couple of times, probably the reader could understand the message. However, the structure is very unclear and as we all know writing should be an easy and pleasing process instead of being difficult and bumpy.

The second highest mistake found was the usage of adjectives because of its position. In the same way to the previous mistake, the mother language interference; in Spanish adjectives generally go after the noun on the contrary adjectives in English go before nouns.

Some illustrations of this error are: “composer Ecuadorian”, “music beautiful” and “eyes brown”. This error does not always interfere with the meaning of the sentence; however, in cases such as a description of more than one item, the writing may result confusing for the reader.

Another common error is *Word order*, which in this case is mainly of adjectives and nouns. For example, “he lives in a country beautiful”, “he is a artist handsom”, etc. Again, in this case the text may be understandable for someone who reads it many times, but obviously it is not a good piece of writing. In addition, according the purpose of the text, which is a description, the structures would sound more appropriate as follows: “he lives in a beautiful country” and “he is a handsome artist”.

The next common mistake is the *misuse or omission of prepositions* within the paragraphs. The most common issue among students’ paragraphs appears to be the omission of prepositions in order to achieve a proper linking. For example, one student wrote: “the band is very known for all the world” and “he sing good songs and make programs for collect money for poor people.” As seen, in these examples, a correct use of prepositions is necessary for better sense. The eloquent way for these examples would be: “the band is very known throughout the world” and “he sings good songs and make programs to collect money for poor people.” The above-mentioned error does not change significantly the meaning of the text; however, prepositions are useful when it comes to link ideas and phrases in order to complete the whole sentence. As we can see the prepositions suggested: “throughout” and “to” fit perfectly in the examples and they give the correct meaning in grammar.

Another error among students’ writing is the use of the proper words; the mistake appears because instead of using correct words students invented words or use false cognates. The first case is the most common; for example, “impresionant” instead of “impressive”, “tip” instead of “type”, etc. False words are definitely a big mistake in writing because they make the text meaningless and not understandable. As we know, a paragraph must be written for a general audience and in cases like these the message cannot be transmitted because there is a word out of context.

*Verb omission* is another grammar error; however, it was very rare in the paragraphs written by the students. Even when using basic verbs and simple sentences, students are aware of the importance and necessity of a verb within a sentence. Indeed, the percentage of this error is in fact as low as 11%. One example on this mistake is: “My favorite song “Caminar de tu mano” (missing the verb IS). Verb omission is a serious mistake in writing because the verb in a sentence is one of the main parts. The verb in a sentence expresses de action and the time of it.

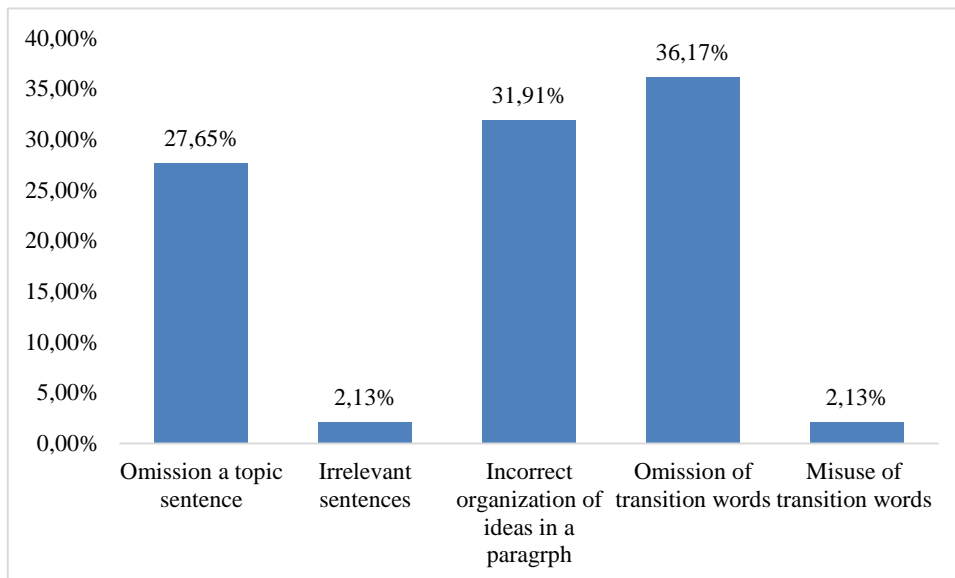
The last grammar mistake is about *subject omission*. Almost all students adhered to the subject and wrote about the topic. The reason for this seemed to be that the teacher explained the task in a clear and concise manner. Two examples of this error were that one student wrote about Messi (a soccer player) “My favorite singer is Messi”. Another student wrote about a famous pianist “Richard is my favorite pianist”. Even though, this type of mistakes do not interfere in the communication of the message they represent a noticeable error because it means that students do not follow stick to the given instructions.

After analyzing the students' answers from the questionnaires, they mention that they make grammar mistakes because for them English grammar is too difficult to be applied when they write. In a way this is true because when students write, they just translate words as much as they can, but they fail in grammar because still they see this part as something hard to accomplish. Also, students consider an important cause for grammar errors the fact that they do not think that grammar is important for correct writing. Moreover, their unawareness of errors is obvious since in their opinion they make grammar mistakes only "sometimes"; yet, their paragraphs show the opposite. Besides, teachers agree that most of the time students make grammar mistakes. At this point, some issues are important to be mentioned; the time established for ESL learning at high schools is not enough for students or teachers to develop grammar rules. This is why teachers overlook students' grammar mistakes and do not emphasize its importance in context and meaning. Likewise, teachers agree with students' opinions since they wrote that the main reason for students' grammar errors is that learning grammar gets too difficult for students. Again, there should be paid more attention on practice and the time needed for it. Just like students, teachers consider the second most important cause for students' grammar errors, the lack of attention given to grammar rules by students.

It is important to notice that first language plays an important role when referring to this type of errors. According to Ellis (2015) first language interferes in second language learning since students tend to transfer grammar rules and even make up false cognates using their first language in to the target language. As seen on the paragraphs' analysis, grammar errors modify the message and turn the direction of its meaning completely.

## Content: topic sentence, supporting sentences, transition words

GRAPH N° 2



Author: Magali Peralta

Source: 2<sup>nd</sup> BGU

The content of a paragraph are all the thoughts, ideas and reasons given to make it stronger and meaningful. However, there are some elements that make a good content. The following omissions and errors were found in the students' paragraphs regarding content.

The most common error was the *omission of transition words* with a 36,17% of occurrence. Most students just throw ideas on the paper which lack of transition words. For instance, "... since very little write the songs alone, had a life hard" or "... his hair color is brown. His eyes color is blue...". Like those, there are many other examples because students write sentence after sentence without connecting them one with the other. These errors do not change the meaning of the message but they do make it confusing and mechanical; the reading does not flow normally. The example given would look a lot better like this: "... since very little, she wrote her songs by herself EVEN THOUGH she had a hard life" and the other example would sound better like this: "His hair is brown AND his eyes are blue".

The *incorrect organization of ideas in the paragraph* is next in the percentage list; indeed, this is a very common mistake. In the paragraphs, students develop their ideas; however, most of them do not follow an order. In other words, the paragraphs are a brainstorming of the topic. For example: "She is one of the best singer, she is tall." Or "... he is an author of his songs your nickname is Daddy Yankee but...". As seen, the sentences go from one theme to another. Lack of organization throws readers back and forth and does not allow the message to come across. The given examples need to be corrected by separating the ideas. In both cases the first ideas need to be developed fully and the second ones must be introduced adequately and developed as well; without mixing abilities with personal descriptions or so. This is a clear example of the lack of unity in the paragraph because some ideas differ from other and fail to discuss the topic of the paragraph.

Another common mistake was the *omission of a topic sentence* within a paragraph. Basically, a topic sentence is the most important element of a paragraph; nevertheless, the

majority of topic sentences samples among the students' paragraphs are too general, incomplete or overly specific. For instance; "My favorite singer is Daddy Yankee.", "Is Jesus Navarro..." or "My favorite singer is J. Aviles because your songs for me is amazing, he is a person that..." A well-structured topic sentence is necessary in order to give the reader the idea of what is going to be the paragraph about. A correct topic sentence would be: "My favorite singer is Daddy Yankee because he sings some amazing songs." and so forth. Furthermore, the use of irrelevant *sentences* is a rare error in the paragraphs since learners focus their attention on answering the main questions to complete the paragraph. An example of irrelevant sentence looks like this: "... your country is beautiful..." Again, this error does not interfere with the clearness of the message but it disturbs the course of the paragraph because the student introduces a description of a country instead of talking about the specific topic. Finally, the *misuse of transition words* is a very low percentage as well. This could be because most students are not familiar with transition words so they do not use them at all. For instance, sentences like this: "... live in New York. For they love Ecuadorians..." Applying transition words do help to connect facts with reasons or examples. In the above sentences, probably the student could have used the word BECAUSE instead of FOR and next give the reasons.

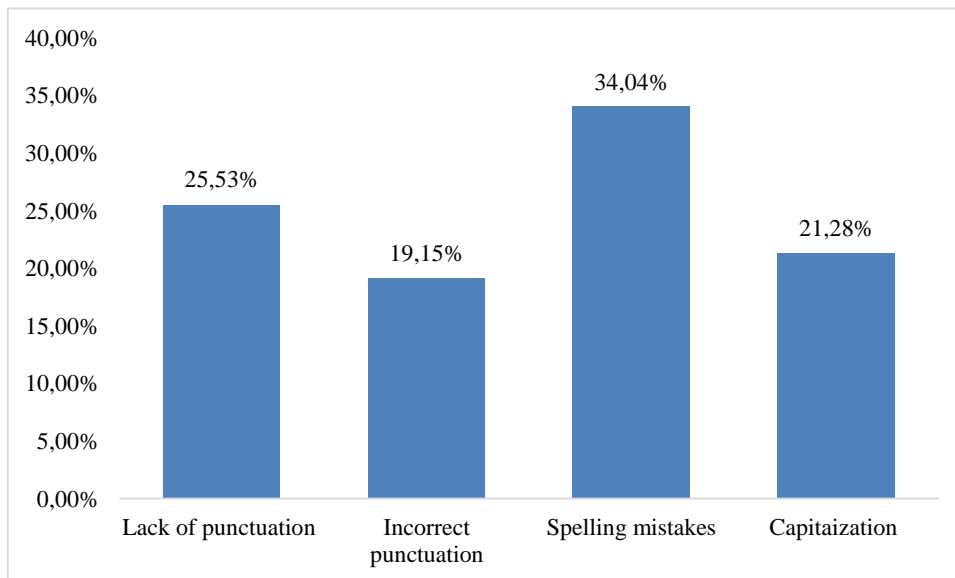
In addition, the questionnaires applied to students show that there are two main reasons that cause them to make content errors. First, they think that applying the elements of a paragraph is too difficult; and secondly, they agreed that teachers do not make correction to make these types of mistakes noticeable. However, when they were asked the frequency of their content errors, most of them wrote SOMETIMES.

Furthermore, according to the questionnaires teachers agree on two reasons why students make this type of mistakes. First, they state that the concept and role of the elements in a paragraph are not explained in class. As a second reason, they state that the correct use of such elements does not influence the development of their writing skill. In contrast, according to Bartholomae (1985) context has a substantial influence in writing. For example, when the writer is situated in a real context where he can practice meaningful communication. Thus, content in writing need unity cohesion and coherence in order to transmit the message to others.



## Mechanical: punctuation, spelling, and capitalization

GRAPH N° 3



Author: Magali Peralta  
Source: 2<sup>nd</sup> BGU

There are some mechanical rules that must be followed just because they are part of language; for example, punctuation, spelling and capitalization. According to the analysis on the paragraphs, mechanical errors represent the highest quantities of mistakes made by ESL students. In the first place, there is *spelling mistakes*, which is a very understandable error in this case since learners' first language is Spanish. Most students have a clear idea of pronunciation in Spanish; nevertheless, when they listen to an English word they get confused because in English pronunciation of letters is not the same. Some examples are: "biuriful", "favorit", "famaly", etc. For any reader, these types of errors would cause a lot of trouble because the words lack of meaning. Whereas the correct spelling of the words is: "beautiful", "favorite" and "family".

The next common mechanical error is *Lack of punctuation*. In the paragraphs, students wrote one sentence after the other without using any periods or commas. Some of them used commas; however, after every thought there must be a period and even more when there are not many prepositions or transition words. For example: "... live in Colombia, my favorite song is..." and "... is Rio Roma he is handsom,". This type of writing gets confusing because the reader must be careful on what connections to make. It also gets monotonous because it is sort of an item description.

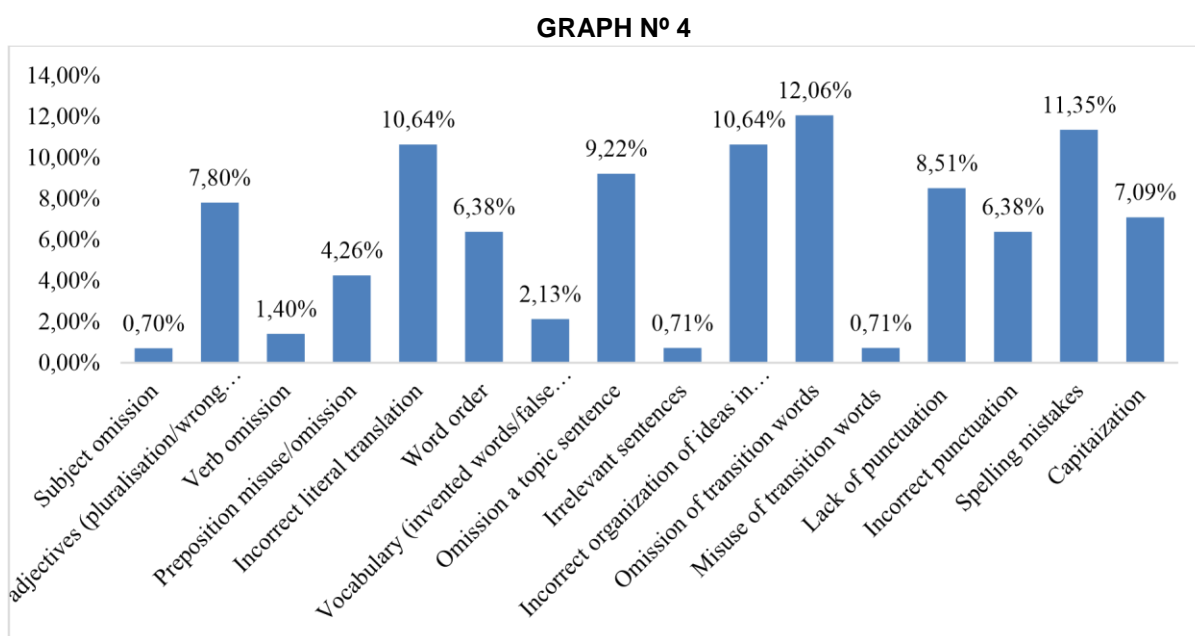
Another mechanical error is *capitalization*. This error is an unjustified error among high school students since it is not associated with second language learning. Capitalization rules are a lot similar for both languages English and Spanish; however, the percentage of this error is awful high. One typical mistake in the omission of capitalization is presented when they write proper nouns or when they begin a sentence; as for example: "claudia", "schultz" and "leonel". These three examples presented must be written with capital letter because they are proper nouns. The omission of capital letters shows inappropriate writing as much in English as in Spanish.

Finally, the last mechanical error is *incorrect punctuation*. This mistake within the paragraphs involves the excessive use of commas. After every thought or idea there is a comma; for instance: "...are very nice, she is one of the best..." and "... live in Angeles USA, and he is an ..." among others. In these two examples, the use of a period to separate the ideas is more appropriate; in other words, the commas must be replaced by periods every time a new idea or thought is introduced. These error examples are a result of mother language interference because Spanish writing allows many and different clauses and thoughts to be separated by commas.

Regarding mechanical errors, students found two relevant causes. First of all, teachers do not explain fully the importance of punctuation within a paragraph. The second reason according to them is that punctuation is difficult to be applied in English. On the other hand, teachers believe that the main reason for punctuation errors is that the rules are not explained in class. Secondly, they believe that another cause for these errors is that students are not encouraged to practice punctuation.

There are many methods and techniques that may be applied by teachers in writing classes. Their classes must encourage students writing improvement at all the times; without leaving unmarked errors. Another important factor is feedback, since students need to know what mistakes to correct in future writing assignments. For instance, Ferris (2011) suggests that students find explicit feedback useful and a lot less confusing.

### The most frequent error in EFL writing



The most frequent error in EFL writing  
 Author: Magali Peralta  
 Source: 2<sup>nd</sup> BGU

Content, grammar and mechanical errors all require equally attention since they all play a different but crucial role for proper writing that leads to an easy understanding of the readers. As seen on the graph the highest percentage among EFL writing learners is omission of

transition words. This mistake in particular makes the reading very tiring. The reading becomes a list of ideas that do not flow. As seen by McKlein (2012) transitional words make the paragraph easy to read and help the reader to flow from point to point without interrupting thoughts. The next most common case is the spelling mistakes with a 11,35%. According to Lee (2013) a correct spelling is important because it will enable others to read the text. According to the students the main reason for their mistakes is that they do not get enough corrections and feedback from the teacher in order to correct errors and learn from them. On the other hand, most teachers agree that students make this type of mistakes because these themes are not well explained in class. The third most common mistake is the incorrect organization of ideas. Also, this type of error lessens the fluency of the text because the ideas are just thrown everywhere and is difficult for the reader to settle and follow the ideas that support the main topic. For instance, coherence is the logical link between words, sentences and paragraphs. Through coherence the reader will be able to follow the course; therefore, this aspect is the organization and unbroken flow of ideas. Bublitz (2011).

On the other hand, among the least common mistakes are subject omission, misuse of transition words and irrelevant sentences. Subject omission is has the lowest percentage with 0.70%. It is easy to figure out that the absence of this type of error is because the teacher explains in a clear way the topic and the details for the paragraph. Most of the time students are even given some examples to start with. Next we have the misuse of transition words. This type of error was not common in the paragraphs because most students did not use transition words at all. The third least common error was the use of irrelevant sentences. The occurrence of error is similar to subject omission because most students understand from the beginning what they are supposed to write about and they even get examples of which extra information they can include in the paragraph. Writing paragraphs is a common exercise in many subjects at school so it becomes easier for students to come up with ideas of how to arrange a paragraph.

## CONCLUSIONS

The highest percentage concerning EFL writing in grammar is the incorrect literal translation. This mistake occurs when students translate a sentence using a wrong order and incorrect grammar rules.

Regarding paragraph content errors, the most common mistake is the omission of transition words. Students write simple clauses and they do not connect them one with the other.

Among mechanical errors, the most frequent are spelling mistakes; students do pay attention to this type of mistakes when writing.

Overall, the most common error made by students in their paragraphs was spelling mistakes. Students follow their first language (Spanish) rules of pronunciation.

Students tend to blame teachers for their errors in EFL writing. According to the answers in the questionnaires learners believe that teacher do not make the proper corrections in their writings so they can learn from their mistakes.

The results also show that teachers have taken a passive role in order to fit due to the limitations set by the board of education demands versus student actual knowledge of the language.

## RECOMMENDATIONS

Regarding the most frequent error among EFL learners in writing, it is advisable that teachers keep reminding ESL students that translation is necessary but not always right in language learning. These way students can conceive the target language from a different perspective; keeping in mind that simple structures and even grammar rules can be new and most of the time different.

Teachers must explain the importance and the correct use of transition words within a text to make it flow easily. Moreover, students need to be aware that without transition words the paragraph looks like a list of ideas instead of a narrative.

About, spelling mistakes we can say that teachers need to emphasize the importance of correct spelling and to apply different activities that motivate students to practice spelling. Some examples to do this may be by applying interesting themes in class and looking for activities such as singing song, telling stories, etc.

A suggestion for students is to change the negative perception about their EFL errors, since we all learn from mistakes. In addition, they must try to communicate their learning concerns to their teachers for a solution.

On the other hand, the board of education should keep training ESL teachers for them to try new and successful teaching methods for better standards in ESL classes.

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## **ANNEXES**



**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**  
**La Universidad Católica de Loja MODALIDAD ABIERTA Y A DISTANCIA**  
**TITULACIÓN DE INGLÉS**

**TEACHER'S QUESTIONNAIRE**

Dear teacher,

The aim of this brief questionnaire is to obtain information concerning your opinion about your students' errors in EFL writing skill.

The following information will only be used for academic/research purposes. Please answer the following questions as honestly as possible based on the following questions:

**Gender:**      Male ( )                      Female ( )

**1. In your opinion, do your students like to write in English?**

Yes ( )                      No ( )

**Why?**

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**2. According to your opinion, is it important for your students to write in English accurately?**

Yes ( )                      No ( )

**Why?**

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**3. How often do you ask your students to do writing activities in class?**

Always ( )      Often ( )      Sometimes ( )      Rarely ( )  
Never ( )

**4. Which is your students' writing level?**

Advanced ( )

Intermediate ( )

Beginner ( )

Why?

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**5. Do your students write a piece of writing based on the feedback that you have included in their previous writing tasks?**

Yes ( )

No ( )

Why?

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**6. Do you give feedback to your students when they make writing errors?**

Yes ( )

No ( )

Why?

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**7. How often do you find grammar errors in your students' piece of writing?**

TYPE OF ERROR	ALWAYS	OFTEN	SOMETIMES	RARELY	NEVER
<b>GRAMMAR ERRORS</b> (subject omission, adjectives: pluralization/ wrong position, verb omission, prepositions: misuse/ omission, incorrect literal translation, word order, vocabulary: invented words / false cognates, etc.)					

**8. Number from 1 to 6 the causes why your students make grammar errors when they write in English. (1= the least important, 6= the most important).**

Grammar contents are not explained in writing activities ( )

You do not highlight your students' grammar errors in their piece of writing ( )

- You do not include feedback in your students' writing activities ( )
- Grammar is not considered by your students as an important element to write accurately ( )
- Learning grammar is difficult for your students ( )
- Your students do not understand your grammar explanations ( )

Others (Which one?):

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**9. How often do you find content errors in your students' piece of writing?**

TYPE OF ERROR	ALWAYS	OFTEN	SOMETIMES	RARELY	NEVER
<p style="text-align: center;"><b>CONTENT</b></p> <p><b>ERRORS:</b>            Omission of topic sentence,            irrelevant sentences,            incorrect organization of            ideas in the paragraph,            omission of transitions            words, misuse of            transitions            words</p>					

**10. Number from 1 to 7 the causes why your students make content errors when they write in English. (1= the least important, 7= the most important).**

The concept and role of elements in writing such as topic sentence, supporting sentences, organization of ideas, and use of transition words are not explained in class. ( )

There is not any writing activity, related to the practice of the aforementioned elements, to do in class. ( )

It is difficult for your students to identify and include these elements in a paragraph. ( )

Your students forget to include these elements when they write. ( )

These elements are not important for your students neither in Spanish nor in English ( )

The correct use of these elements do not have any impact on the development of their writing skill. ( )

You do not highlight or correct these type of errors in your students' piece of writing.( )

Others (Which one?):

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**11. How often do you find mechanical errors in your students' piece of writing?**

TYPE OF ERROR	ALWAYS	OFTEN	SOMETIMES	RARELY	NEVER
<b>MECHANICAL ERRORS:</b> Lack of punctuation, Incorrect punctuation, Spelling mistakes, Capitalization					

**12. Number from 1 to 7 the causes why your students make mechanical errors when they write in English. (1= the least important, 7= the most important).**

The importance of elements in writing such as punctuation, capital letters, and spelling is not explained in class. ( )

There is not any writing activity related to the practice of the aforementioned elements in class. ( )

The use of these elements is not important for your students when they write. ( )

These elements are not important for your students neither in Spanish nor in English ( )

It is difficult for your students to include these elements in a paragraph. ( )

Your students forget to include these elements when they write. ( )

) You do not highlight or correct these type of error in your students' piece of writing. ( )

Others (Which one?):

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UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA  
La Universidad Católica de Loja  
MODALIDAD ABIERTA Y A DISTANCIA  
TITULACIÓN DE INGLÉS

TRABAJO ESCRITO

Género: Femenino ( ) Masculino ( )

**OBJETIVO:** Obtener información sobre el tipo de errores que se cometen en la escritura en inglés de un párrafo.

**INSTRUCCIÓN:** Escriba un párrafo sobre el tema: "My favorite singer"

**ESTRATEGIA:** El párrafo debe contener un mínimo de 100 a 150 palabras en un tiempo de 20 a 25 minutos. Incluya la información necesaria para dar a conocer cuál es su cantante favorito, las razones, y las características de este/esta.

My favorite singer

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GRACIAS POR SU COLABORACIÓN  
Annex N° 3: Student´s questionnaire



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA  
La Universidad Católica de Loja  
MODALIDAD ABIERTA Y A DISTANCIA  
TITULACIÓN DE INGLÉS

STUDENT'S QUESTIONNAIRE

Género: Masculino ( ) Femenino ( )

1. ¿Le gusta escribir en inglés? Sí ( ) No ( ) Por qué?

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2. ¿Considera importante aprender a escribir correctamente en inglés? Sí ( ) No ( ) Por qué?

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3. ¿Con qué frecuencia desarrolla Ud. actividades de escritura en inglés en el aula? Siempre ( ) Frecuentemente ( ) A veces ( ) Rara vez ( ) Nunca ( )

4. ¿Considera que su nivel de escribir en inglés es...? Muy bueno ( ) Bueno ( ) Regular ( ) Malo ( ) ¿Por qué?

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5. ¿Cree que los errores que se cometen al escribir inciden para que los demás comprendan el mensaje de su texto escrito? Sí ( ) No ( ) ¿Por qué?

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6. Cuando Ud. escribe sobre un tema nuevo ¿Aplica las correcciones que hizo su profesor en sus escritos anteriores? Sí ( ) No ( ) ¿Por qué?

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7. Marque con una X la frecuencia con la que Ud. comete errores gramaticales cuando escribe en inglés:

TIPO DE ERROR	SIEMPRE	FRECUENTEMENTE	A VECES	RARA VEZ	NUNCA
GRAMATICALES (omisión de sujeto, pluralización de adjetivos, incorrecto uso u omisión de preposiciones, traducción incorrecta, palabras inventadas, etc.)					

8. Enumere del 1 al 6 las razones por las que Ud. comete errores de gramática cuando escribe en inglés? Siendo 1 la menos importante y 6 la más importante.

No se presentan actividades de escritura para aplicar los temas gramaticales del inglés aprendidos en clase. ( )

Su profesor no señala los errores gramaticales que Ud. ha comete cuando escribe en inglés. ( )

Su profesor no explica los errores gramaticales cometidos en su escrito. ( )

Considera que la gramática no es importante para escribir correctamente en inglés ( )

Le resulta difícil aplicar la gramática inglesa cuando escribe sobre un tema. ( )

Las explicaciones gramaticales de su profesor no son fáciles de comprender. ( )

Otra (especifique): \_\_\_\_\_

9. Marque con una X la frecuencia con la que Ud. comete errores de contenido cuando escribe en inglés:

TIPO DE ERROR	SIEMPRE	FRECUENTEMENTE	A VECES	RARA VEZ	NUNCA



ERRORES DE CONTENIDO (Relacionados con: omisión de la oración principal, oración principal mal planteada, oraciones secundarias que no se relacionan con la oración principal, oraciones mal ordenadas, oraciones mal conectadas, oraciones sin conexión entre sí.)					
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10. Enumere del 1 al 7 las razones por las que Ud. comete errores de contenido cuando escribe en inglés? Siendo 1 la menos importante y 7 la más importante.

Su profesor de inglés no explica sobre la función de la oración principal, oraciones secundarias, organización de ideas, conexión y secuencia de ideas en el proceso de escritura

No hay práctica sobre el uso de los elementos mencionados durante las actividades de escritura en la clase de inglés.

Son difíciles de aplicar los elementos de contenido al momento de escribir.

Olvida aplicarlos cuando escribe sobre un tema.

Son elementos que tampoco los aplica cuando escribe en español

Usted considera que los errores de contenido (pregunta anterior) NO influyen para que su escrito esté correctamente redactado.

Su profesor no corrige este tipo de errores en su escrito.

Otra (especifique): \_\_\_\_\_

11. Marque con una X la frecuencia con la que Ud. comete errores mecánicos cuando escribe en inglés:

TIPO DE ERROR	SIEMPRE	FRECUENTEMENTE	A VECES	RARA VEZ	NUNCA
ERRORES MECÁNICOS (relacionados con: el					

incorrecto uso u omisión de signos de puntuación, uso incorrecto de mayúsculas, palabras mal escritas)					
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12. Enumere del 1 al 7 las razones por las que Ud. comete errores mecánicos cuando escribe en inglés? Siendo 1 la menos importante y 7 la más importante.

Su profesor no explica la importancia del uso de signos de puntuación, mayúsculas, palabras bien escritas, etc. en la redacción de un texto en inglés.

No hay práctica sobre el uso de los elementos antes mencionados en la escritura de un texto en inglés.

Le resulta indiferente el uso o no de los elementos mencionados anteriormente.

Son elementos que Ud. tampoco los aplica cuando escribe en español

Son difíciles de aplicar estos elementos al momento de escribir en inglés.

Olvida aplicarlos cuando escribe sobre un tema en inglés.

Su profesor no corrige este tipo de errores en su escrito.

Otra (especifique): \_\_\_\_\_

¡Gracias por su colaboración!

