



TECHNICAL UNIVERSITY OF COTOPAXI

UNDERGRADUATE PROGRAM

**DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY
ENGLISH MAJOR**

MODALITY: RESEARCH REPORT

THEME:

**“MORPHOSYNTACTIC ANALYSIS: INTERFERENCE OF MOTHER
TONGUE IN EFL LANGUAGE CLASSROOMS”**

Research report before obtaining the bachelor degree in National and Foreign language
Pedagogy, English Major

Authors:

Chanaluisa Taipe Silvia Lizbeth
Pinta Claudio Lesly Johana

Tutor:

Tovar Viera Rodrigo Vicente, MSc.

**PUJILI – ECUADOR
FEBRUARY 2023**

TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled “Morphosyntactic Analysis: Interference of Mother Tongue in EFL Language Classrooms”, and researched by Chanaluisa Taipe Silvia, ID number 2200406789 and Pinta Claudio Lesly, ID number 0504089319 for obtaining the bachelor’s degree in National and Foreign language Pedagogy, English Major.

I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujilí February, 2023



.....
Tovar Viera Rodrigo Vicente, MSc.
ID: 0502414089

COMMITTEE APPROVAL

The research report entitled “Morphosyntactic Analysis: Interference of Mother Tongue in EFL Language Classrooms”, has been revised, approved and authorized for printing and binding, before obtaining the bachelor’s degree in National and Foreign language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

Pujilí February, 2023



.....

PhD. Venegas Álvarez Gina Silvana
ID: 0501598643
Committee president



.....

MSc. Andrade Moran José Ignacio
ID: 0503101040
Committee, Member 1



.....

MSc. Castro Bungacho Sonia Jimena
ID: 0501974729
Committee, Member 2

COPYRIGHT REFUSE

We, Chanaluisa Taipe Silvia and Pinta Claudio Lesly confer the rights of this undergraduate research report and authorize its total reproduction or part of it, as long as it is under the regulations of the Technical University of Cotopaxi.

Pujilí February, 2023



Chanaluisa Taipe Silvia Lizbeth
ID: 2200406789



Pinta Claudio Lesly Johana
ID: 0504089319

GRATEFULNESS

First of all, words cannot express our infinite gratitude to God for being our main source of strength and wisdom. This achievement would not have been possible without his blessings that encouraged us to complete this project successfully. Furthermore, we could not have undertaken this journey without the knowledge and help of our dear mentor, Ph.D. Rodrigo Tovar, who blindly trusted in our abilities. We are extremely grateful for the great opportunities that he has offered us. We would also like to thank him for his friendship, empathy, and great sense of humor. Special thanks also to the emblematic Technical University of Cotopaxi and its teachers whose experiences and teachings forged our professional lives to become humanistic and quality teachers. Finally, we wholeheartedly thank our families and friends for encouraging us to pursue our biggest dreams. This is thanks to all of you and to reward all the financial and moral support you have given us to become the best version of ourselves.

Silvia & Lesly

DEDICATION

Foremost, I dedicate this project to my wonderful parents, Delia and Luis, who lovingly and constantly have accompanied me in this challenging process, never hesitating at any moment to see my dreams come true because their good examples have taught me to work hard for my goals. Without them and their prayers, I would not be where I am today. To my beloved siblings, Valeria and Anderson, especially to him because despite the distance, he has encouraged me to keep going at all times. To my soul mate Dylan for being there for me, both in the production of my thesis and in my everyday life. To the best co-researcher and friend, Lesly, for her valuable contribution to the accomplishment of this shared dream. I am truly thankful for having her in my life. To my dearest friends Carlos and Michael: thanks for the friendship that we have built during the university career pathway and for pushing me to believe in myself and my abilities. Last but not least, thanks to all my wise and respected professors, who, by their example, have cultivated in me an appreciation for teaching and research, especially Rodrigo, Gina, Fabiola, and Máximo, who, although he no longer works at the University has left an indelible mark on me during his teaching career. As professors and mentors, they have taught me more than I could ever acknowledge here. I dedicate my work and my efforts to you all.

Silvia

DEDICATION

Every challenging work requires self-effort and the guidance of others, especially those who are close to our hearts. Therefore, I dedicate this project to my beloved parents, Cecilia and Hugo, whose affection, encouragement, and prayers make me able to get such success and honor. I hope this achievement makes them proud of me and completes the dream they had for me years ago when they decided to give me the best education possible. To my sisters, Pamela, Karen, and Carla, who always motivated me to keep going, especially on my hardest days. To my sweet nephew Nicolás and my niece Angeles, for whom I want to be the best teacher ever. I also dedicate this work to the best co-researcher and friend, Silvia, for trusting and supporting each of my decisions throughout this work. To my unconditional friends, Marlon, Erick, Dylan, and Carlos, who always believed in me and my abilities. Last but not least, to all my dearest, hardworking and respected professors who greatly inspired me during my undergraduate studies, especially Rodrigo, Gina, and Fabiola, who allowed me to learn about them and guided me in this voyage of discovery called Research.

Lesly

TECHNICAL UNIVERSITY OF COTOPAXI
UNDERGRADUATE PROGRAM
DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY
ENGLISH MAJOR

Theme: Morphosyntactic Analysis: Interference of Mother Tongue in EFL Classrooms

Authors: Chanaluisa Taipe Silvia Lizbeth & Pinta Claudio Lesly Johana

Tutor: MSc. Tovar Viera Rodrigo Vicente

ABSTRACT

Mastering a second language requires a lot of effort and includes showing a certain level of structural accuracy and communicative potential when writing. However, EFL learners often face challenges in achieving this because of the difference in structures between their mother tongue (L1) and the second language (L2) to be learned. Therefore, such a phenomenon can interfere either positively or negatively with the learning process. This study aims to analyze the L1 interference (Spanish) in the morphosyntax of the L2 (English) in order to discover to what extent communicative processes are affected. The methodology applied was qualitative-descriptive. The participants were 36 students from the first level of English Major at the Technical University of Cotopaxi in the April-August 2022 academic period. The data collection instruments were a Pre-Intermediate (A2) descriptive text and a Spanish-English translation activity. From the data analysis, the researchers found seven types of errors that cause ungrammatical sentences. These errors were (1) word order, (2) omission, (3) addition, (4) substitution, (5) subject-verb agreement, and (6) plurality, which are the main categories of this study. Additionally, errors were found in (7) mechanics which are out of the scope of this study. It was concluded that L1 interference significantly affects L2 communicative processes since the errors found in this study inferred the conventions of the grammatical dimension.

Keywords: Mother Tongue, Error Analysis, English as a Foreign Language.

TECHNICAL UNIVERSITY OF COTOPAXI
UNDERGRADUATE PROGRAM
DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY
ENGLISH MAJOR

Título: Análisis morfosintáctico: Interferencia de la lengua materna en las aulas de EFL.

Autores: Chanaluisa Taipe Silvia Lizbeth & Pinta Claudio Lesly Johana

Tutor: MSc. Tovar Viera Rodrigo Vicente

RESUMEN

Dominar una segunda lengua requiere mucho esfuerzo e incluye mostrar cierto nivel de precisión estructural y potencial comunicativo al escribir. Sin embargo, los estudiantes de EFL a menudo se enfrentan a dificultades para conseguirlo debido a la diferencia de estructuras entre su lengua materna (L1) y la segunda lengua (L2) que deben aprender. Este fenómeno puede interferir positiva o negativamente en el proceso de aprendizaje. Por lo tanto, este estudio pretende analizar la interferencia de la L1 (Español) en la morfosintaxis de la L2 (Inglés) para descubrir en qué medida se ven afectados los procesos comunicativos. La metodología aplicada fue de carácter cualitativo-descriptivo. Los participantes fueron 36 estudiantes del primer ciclo de la carrera de Inglés de la Universidad Técnica de Cotopaxi en el período académico Abril-Agosto 2022. Los instrumentos de recolección de datos fueron un texto descriptivo de nivel Pre-Intermedio (A2) y una actividad de traducción Español-Inglés. Del análisis de los datos, los investigadores encontraron siete tipos de errores que causan oraciones no gramaticales. Estos errores fueron (1) orden de las palabras, (2) omisión, (3) adición, (4) sustitución, (5) concordancia sujeto-verbo y (6) pluralidad, que son las categorías principales de este estudio. Además, se encontraron errores en (7) mecánica, que quedan fuera del ámbito de este estudio. Se concluyó que la interferencia de la L1 afecta significativamente a los procesos comunicativos de la L2, ya que los errores encontrados en este estudio inferían a las convenciones de la dimensión gramatical.

Palabras clave: Lengua Materna, Análisis de Errores, Inglés como Lengua Extranjera.

INDEX

COVER PAGE	i
TUTOR'S ENDORSEMENT	ii
COMMITTEE APPROVAL	iii
COPYRIGHT REFUSE	iv
GRATEFULNESS	v
SILVIA DEDICATION	vi
LESLY DEDICATION	vii
ABSTRACT	viii
RESUMEN	ix
1. GENERAL INFORMATION	1
2. PROBLEM STATEMENT	2
3. OBJECTIVES	3
3.1 GENERAL OBJECTIVES	3
3.2 SPECIFIC OBJECTIVES	3
4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED	3
5. JUSTIFICATION	4
6. SCIENTIFIC AND TECHNICAL FOUNDATION	5
6.1 BACKGROUND	5
6.2 THEORETICAL FRAMEWORK	7
APPLIED LINGUISTICS	7
Definition	7
Scope of Applied Linguistics	8
Characteristics and Domains	9

LANGUAGE-RELATED PROBLEMS	10
Definition	10
Language Skills	11
Production and Comprehension Difficulties	13
LINGUISTIC ANALYSIS	14
Definition	14
Levels of Language Analysis	14
Error analysis	15
MORPHOSYNTAX	15
Definition	15
Morphosyntactic errors	16
Types of Morphosyntactic Errors	17
LANGUAGE TEACHING AND LEARNING	18
Definition	18
Theories and Principles	18
Learning Context	23
ACQUISITION VS LEARNING	24
Definitions	24
Similarities and Differences	24
English as a Second Language vs. English as a Foreign Language	25
NON-NATIVE LANGUAGE	26
Definition	26
Approaches to Learn a Non-native Language	26
Challenges in a Non-native Classroom	27

MOTHER TONGUE	28
Definition	28
Theories	28
Positive and Negative Transfer	29
7. METHODOLOGY	30
7.1 RESEARCH DESIGN	30
7.2 RESEARCH PARTICIPANTS	30
7.3 DATA COLLECTION INSTRUMENTS	31
7.3.1 Descriptive Composition	31
7.3.2 Translation Exercises	31
7.4 DATA ANALYSIS TECHNIQUE	32
8. ANALYSIS AND DISCUSSION OF RESULTS	33
8.1 ERRORS OF WORD ORDER	33
8.2 ERRORS OF OMISSION	36
8.3 ERRORS OF ADDITION	40
8.4 ERRORS OF SUBSTITUTION	43
8.5 ERRORS OF SUBJECT-VERB AGREEMENT	47
8.6 ERRORS OF PLURALITY	51
8.7 ERRORS OF MECHANICS	53
9. RESEARCH IMPACTS	58
10. CONCLUSIONS AND RECOMMENDATIONS	59
10.1 CONCLUSIONS	59
10.2 RECOMMENDATIONS	60
11. REFERENCES	62

12. APPENDICES	78
Appendix 1. Descriptive Composition	78
Appendix 2. Translation Exercises	79
Appendix 3. Errors Found in the 150-word Descriptive Compositions	81
Appendix 4. Errors Found in Descriptive Compositions of Less than 150-words	87
Appendix 5. Errors Found in the Translation Exercises	90
Appendix 6. Data Collection Instrument Request Form (Descriptive Text)	97
Appendix 7. Data Collection Instrument Request Form (Translation Exercises)	98

TABLES INDEX

Table 1 Samples of EFL Learners' Word-order Errors	33
Table 2 Samples of EFL Learners' Omission Errors	36
Table 3 Samples of EFL Learners' Addition Errors	40
Table 4 Samples of EFL Learners' Substitution Errors	43
Table 5 Samples of EFL Learners' Subject-verb Agreement Errors	48
Table 6 Samples of EFL Learners' Plurality Errors	51
Table 7 Samples of EFL Learners' Mechanics Errors	53

UNDERGRADUATE DEGREE WORK STRUCTURE

1. GENERAL INFORMATION

Theme:

Morphosyntactic Analysis: Interference of Mother Tongue in EFL Language
Classrooms

Starting Date:

April 2022

Ending Date:

January 2023

Place of Research:

Technical University of Cotopaxi

Sponsoring Faculty:

Extensión Pujilí

Sponsoring career:

National and Foreign Language Pedagogy English

Macro project of the career:

Formative processes in the teaching and learning of English as a foreign
language in the educational institutions of the province of Cotopaxi.

Work Team:

Chanaluisa Taipe Silvia Lizbeth
Pinta Claudio Lesly Johana
MSc. Tovar Viera Rodrigo Vicente

Knowledge area:

Education

Research line:

Education and communication for human and social development.

Research line of the career (if applicable):

Language, Linguistics and Culture.

Keywords:

Mother Tongue Interference, Error Analysis, English as a Foreign Language.

2. PROBLEM STATEMENT

In recent decades, mother tongue interference has been a very important factor in Second Language Learning. This particular phenomenon can lead learners, especially beginners, to make errors during their learning process. These errors can occur in both children and adolescents. However, in adolescents, these errors are more evident because they already have specific established patterns which hinder language learning. Therefore, it is reasonable to say that the errors made by second language learners are related to the process known as language interference. According to Subandowo (2017, p. 205), this process “refers to speakers or writers applying knowledge from their native language to a second language. Interference is an effect that is given by the process of the other language learning because of the learner's language background”.

Thus, errors caused by interference occur when the learners have difficulty in communicating an idea in the target language or L2. Consequently, they use their mother tongue or L1 to fill the lack of some linguistic knowledge necessary for an appropriate discourse construction in the L2. In this sense, this research project focuses on the influence of Spanish (L1) on the production of English (L2) and how this influence is produced in the first level students of the English Major at the Technical University of Cotopaxi, where it is very possible that the students show a rooting of Spanish (the tendency of transferring L1 patterns to L2) when trying to produce the English language, specifically in written production where the main affectations occur when making an incorrect use of the order or erroneous words that come from a grammatical structure of the L1.

Therefore, research into this phenomenon can be valuable in helping these learners improve in second language learning, as knowledge of the first language should not be allowed to become intrusive in second language production because according to Golkarian (2019, para. 4) “thinking in the mother tongue, but speaking in the second language, renders the individual insufficient as in perception and cognitive reflection”. For this reason, the purpose of the following research question is: What is the influence of the mother tongue, Spanish, on the learning of the foreign language, English, on the basis of the errors committed in the morphosyntactic structure of that language?

3. OBJECTIVES

3.1 GENERAL OBJECTIVES

To analyze the interference of the mother tongue (L1) in the morphosyntax of the English language (L2) in order to discover to what extent communicative processes are affected.

3.2 SPECIFIC OBJECTIVES

- To establish the epistemological foundation related to L1 interference in the written production of university students majoring in English.
- To identify the morphosyntactic errors in EFL language learners.
- To describe the morphosyntactic errors and their causes.

4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED

Specific objective	Activities	Verification Means
To establish the epistemological foundation related to L1 interference in the written production of university students majoring in English.	<ul style="list-style-type: none"> ● To examine current, accurate, and reliable sources of studies related to the epistemic foundation. ● To structure the theoretical framework by organizing the variables that explain the problem under study. ● To cite meaningful research and authors to enrich the theoretical framework. 	<ul style="list-style-type: none"> ● Background ● Theoretical framework
To identify the morphosyntactic errors in EFL language learners.	<ul style="list-style-type: none"> ● To select the participants who will be enrolled in this study. ● To adapt an A2 writing task. ● To construct a Spanish-to-English translation 	<ul style="list-style-type: none"> ● Table of results of students' writings: See Appendices 3, 4, 5

	test. <ul style="list-style-type: none"> ● To apply the A2 writing task and the Spanish-English translation test. 	
To describe the morphosyntactic errors and their causes.	<ul style="list-style-type: none"> ● To tabulate students' excerpts according to the type of error found by using charts. ● To analyze the data qualitatively. ● To present descriptively the students' results obtained. 	<ul style="list-style-type: none"> ● Analysis and Discussion of Results.

5. JUSTIFICATION

The current research arose from the researchers' interest in the occurrence of morphosyntactic errors in the EFL classroom, which are often influenced by the learners' mother tongue (L1). In this regard, Krashen (1981) argues that most language learners, at some point in their learning, rely on their L1. It is used as a point of reference or comparison to understand the meaning of a word, to construct sentences, or even to understand the use of given grammatical structures of the target language. However, frequent L1 use leads to significant errors, which, although considered natural, often become fossilized, causing learners to keep repeating them, thus negatively affecting their performance.

Therefore, it is of utmost importance to minimize the impact of these errors on the development of linguistic competencies, which are essential in the language learning process because they involve the ability to produce utterances following the grammatical rules of a given language at all levels, such as vocabulary, word and sentence formation, among others. In this sense, the main contribution of this research would be to improve these competencies in first level students of the English Major at the Technical University of Cotopaxi, as it is essential to take measures at early stages to avoid detrimental effects.

Consequently, what is relevant in this research is that it is not a matter of defining the existence of errors due to the L1 because there are some, nor of knowing the percentage in

which they occur; what is crucial is to question whether or not the L1 fits the theoretical model of the L2 to find out how the one influences the other. This agrees with Krashen (1981), who states emphatically that the L1 is one of the factors that will be permanently involved and must be taken into account during the process of language teaching and learning. It is also important to mention that, according to Corder (1967), errors related to L1 influence are significant for teachers because these imperfections made by learners enable them to determine the learning objectives to be achieved. They are also valuable for learners because they can be seen as tools for their learning. Similarly, errors are useful for researchers because they show the language learning process.

In this regard, since this study focuses on an error analysis based on the written production in English of university-level learners, it was possible to classify them into different aspects and dimensions of language to describe the characteristics of these faults, determine their causes and propose measures to overcome them. Finally, it is worth mentioning that the findings also can be the basis for further research in other higher education institutions, especially those preparing students to become English teachers, who certainly need to develop adequate linguistic competencies to ensure that they can understand, interpret and express ideas in the target language in an explicit and socially appropriate way.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 BACKGROUND

Generally, writing is the hardest to master among the four English language skills, and it is especially true for learners of English as a foreign language. This is due not only to the interference of their mother tongue but also to their limited linguistic awareness of the L2, which will inevitably lead them to make errors when expressing themselves, either orally or in writing. As a result, they will face difficulties in maintaining effective communication (Olana et al. 2015; Kumaran & Krish, 2021). In light of this, several researchers have tried to identify, analyze, and explain the problems that arise during L2 learning, for example, L1 interference. The studies below are just a few examples.

Hikmah (2020) conducted a study to investigate the omission and addition errors in written texts at Madrasah Aliyah Negeri 3 Bantul Secondary School. She used qualitative research, so the data found were explained descriptively. The data was gathered from 20 texts that 20 eleventh-grade students wrote. From the data analysis, the researcher found seven types of omission errors and six types of addition errors. Omission errors involved the omission of the verb to be, article, pluralization, verb, preposition, pronoun, and subject-verb agreement. In contrast, addition errors implied the addition of prepositions, articles, conjunction, the verb to be, sub-clause markers, and verb. Therefore, this study acknowledges that for students to comprehend the significance of using English grammatical rules while producing phrases or texts, they need feedback, more emphasis, and opportunities to learn the language.

A study by Cabrera et al. (2014) aimed to investigate the influence of the Spanish language on second language (L2) writing skills at several Ecuadorian senior high schools in Loja. To achieve this, 351 students and 42 teachers from second-year senior high schools (public and private) were asked to participate. This study was based on mixed methods research; quantitative and qualitative. The instruments for data collection were student and teacher questionnaires, as well as a written test in which students had to write a narrative passage. The most representative samples from the narrative texts were analyzed based on their semantic, morphological and syntactical features. The results from this study indicated that English grammar and vocabulary were the linguistic areas that suffered the highest level of L1 interference. The most common Spanish interference errors were misuse of verbs, omission of personal and object pronouns, misuse of prepositions, overuse of articles, and inappropriate/ unnatural word order. The researchers concluded that this psycholinguistic phenomenon indicates that the influence of L1 on L2 causes significant interference when producing written texts in the L2. Although the teachers in this study were aware of Spanish interference errors in English, it was still evident that there was a lack of strategies and activities being employed by teachers to prevent such errors from occurring.

The goal of a study conducted by Walasari et al. in 2021 was to examine grammar errors in descriptive texts written by seventh-graders at an Indonesian Junior High School and, from this analysis, to pinpoint the most common errors and their causes. The design of the study

was descriptive qualitative. Moreover, Surface Strategy Taxonomy's theory was used to analyze the students' errors. The data collected were the result of 23 students' writing of descriptive text about people, animals, or things they like. Four types of errors found in this study are omission, addition, misformation, and misordering, with omission errors predominating. Such errors occurred because of interlingual and intralingual errors. There were three kinds of interlingual errors such as transfer error, mother tongue interference, and literal translation, while intralingual errors consisted of four types such as overgeneralization, ignorance of rule restriction, incomplete application of rules, and false concepts hypothesized. From this finding, the researchers concluded that it is important for the English teacher to facilitate students' grammatical improvement through feedback, thus helping them to avoid making the same errors when writing an English composition. In this way, the students' and teachers' language awareness can also be improved so that their writing skill is on point.

6.2 THEORETICAL FRAMEWORK

APPLIED LINGUISTICS

Definition

A Dictionary of Linguistics and Phonetics defines applied linguistics as a branch of linguistics "where the primary concern is the application of linguistic theories, methods and findings to the elucidation of language problems which have arisen in other areas of experience" (Crystal, 2008, p. 31). Similarly, Richards & Schmidt (2010, p. 29) point out that applied linguistics is "the study of language and linguistics in relation to practical problems, such as lexicography, translation, speech pathology, etc. Applied linguistics uses information from sociology, psychology, anthropology, and information theory as well as from linguistics".

In other words, applied linguistics shows the relationship between theory and practice. That is why applied linguistics uses the theoretical part of linguistics as a basis for solving practical problems within other disciplines. As a consequence, its main challenge is the application of

linguistics to other areas of human experience in order to provide solutions to real-life problems that occur through language use in a linguistic community. In addition, since the domains in which language is used are many and varied, applied linguistics is an interdisciplinary study which is constantly changing due to the emergence of new disciplines as well as the advancement of established ones (Sánchez, 2007).

Scope of Applied Linguistics

Cook (2012) suggests that because applied linguistics has gained influence in a number of areas, it has become a discipline with a much broader scope. Thus, he cites Brumfit, who manages to define the scope of applied linguistics by stating that it is a discipline that combines theoretical and empirical research to address specific problems in the world in which language is the main subject. Similarly, Kadarisman mentions that Applied Linguistics “is concerned with real world language problems and tries to offer the best possible solutions by relating them, either directly or indirectly, not only to linguistics but also to other relevant disciplines” (2014, p. 98).

In that regard, Davies (2007), in chapter 4 of his book *An Introduction to Applied Linguistics: From Practice to Theory*, states that:

The chief role of applied linguistics is to ask the right questions about the context in which a language problem is embedded and then to generalize to other contexts where the same problem can be shown after analysis to exist. In that way, a systematic approach to language problems can be made which will both explain and at the same time provide a set of options for action. (p. 107)

Based on the ideas above, it is important to emphasize that applied linguistics has gained autonomy and has become oriented towards solving linguistic problems of any kind rather than focusing exclusively on language teaching and learning. As a consequence, the scope of applied linguistics is becoming unlimited, as such linguistic problems seem to be endless since language is not static, but evolves and simultaneously generates new problems to which applied linguistics tries to provide solutions in order to make the communicative process effective.

Characteristics and Domains

Characteristics

Although applied linguistics has become actively involved in different fields of study, according to Rees-Miller (2003, pp. 642-643), its characteristics remain as follows:

- 1) It focuses on the contextualization of language, i.e. on the meaningful use of language that serves particular communicative purposes within a particular context. Hence, for applied linguistics, it is essential to analyze language not only in terms of its nature but also in terms of the context in which it is commonly used. This, therefore, encompasses aspects that influence language use such as beliefs, social strata, and culture, among others.
- 2) It deals with the application of theory to practice and vice-versa. Thus, applied linguistics is in the middle ground as it uses theory as a complementary principle to implement practice and then uses practice to construct new theories that provide solutions to the practical problems that were initially addressed by the application of theory.
- 3) It has a problem-based approach, as applied linguistics deals with theoretical content in order to solve practical problems in different contexts of everyday life. Consequently, applied linguistics carries out much of its research process by clearly describing language use in order to provide adequate explanations for such problems.
- 4) It has a multidisciplinary perspective as applied linguistics has had to draw on a range of disciplines to identify and study practical problems related to language in all its aspects. The multidisciplinary nature of applied linguistics is due to the multiplicity of the social functions that language performs. Some of the disciplines used are sociolinguistics, psycholinguistics, as well as theoretical linguistics.

Domains

On the other hand, due to the unlimited scope of applied linguistics, there are several domains in which applied linguistics is used, but this project focuses on the domain mentioned by

Knapp (2013) which is the communicative competence of the individual. This domain of applied linguistics draws on the findings of the disciplines that study language and communication from a natural perspective of how the knowledge and skills that lead to communication are acquired. A number of topics emerge from this same domain, of which those relevant to the focus of this project are taken into account, namely first language acquisition and mother tongue teaching, and second language acquisition and second/foreign language teaching.

Similarly, Thắng (2016) highlights that language teaching and learning is one of the principal domains in which:

Applied linguistics has been concerned with language usage; therefore, it has been commonly identified with language teaching. Language teachers are concerned with the foundation of teaching techniques such as theories of language acquisition, or with which tactics to implement in their teaching to help their students achieve a better acquisition of the target language. Specific researches involve questions such as what types of error students make most in writing, or what role the mother tongue has in language teaching. (p. 83)

The same author (2016, p. 84) asserts that:

Applied linguists concerning language teaching and learning often work with three major areas: second language acquisition which is to find the stages of second- or foreign language acquisition, language testing which is to figure out what are indicators of successful language learning, syllabus design which is an attempt to provide teachers what they need to know.

LANGUAGE-RELATED PROBLEMS

Definition

Language-related problems are any problem that arises when users of a language feel that there is an anomaly during the communicative process or experience difficulties in expressing themselves (Janicki, 2010). In contrast to the problems covered by theoretical linguistics, the problems addressed by applied linguistics are mainly those related to language use in the real world. Thus, language-related problems are related to the branches of applied linguistics, such as sociolinguistics, psycholinguistics, ethno linguistics and others. As a

result, language-related problems may be considered trivial or perhaps non-existent. That is why Grabe points out that the resolution of these problems “is complex, dynamic, and difficult. It seems only appropriate that applied linguists seek partnerships and collaborative research if these problems are to be addressed in effective ways” (2010, p. 44).

Siddiqui et al. (2019) mention some language-related problems such as “how languages can be taught in a better way, how the examinations should be conducted in order to test one’s language learning and how language planning policies should be made to save and develop many other indigenized languages by their proper implementation as well” (p. 620). In the same manner, Davies lists other problems, for instance, “of whether some accents are better than others, of the language disadvantages some children face at school because of their social class or ethnicity, of understanding instructions on domestic appliances and on official documents” (2007, p. 93).

Language Skills

Language learning is a complex process that develops through the four basic language skills: listening, speaking, reading and writing. Each of them fulfils different functions and interacts holistically for language to be produced successfully. According to Aydoğan & Akbarov (2014), “the four basic skills are related to each other by two parameters: the mode of communication: oral or written and the direction of communication: receiving or producing the message” (p. 673).

Therefore, there is a connection between listening and speaking since both skills are based on spoken language, as well as, reading and writing require the use of written language. On the other hand, based on the second parameter, “reading and listening are receptive skills as they are used in receiving information, and speaking and writing are productive skills as they are useful for producing and conveying information” (Mundhe, 2015, p. 1). Although these language skills are related to each other, it is important to describe them individually.

First, Setiyadi et al. (2018, p. 27) highlight that:

Listening is probably one of the most paramount skills a person should possess. This skill should be obtained first before other language skills are developed. Without having substantial skill of listening it might be hard for the person to engage in communication with others. Listening is an active process done by the listener in order to obtain messages from spoken language as intended by the speaker. Listening is an active process in which the listener plays a very active role in constructing the overall message that is actually exchanged between the listener and the speaker.

Secondly, speaking is defined as “the production of auditory signals designed to produce differential verbal responses in a listener. It is considered as combining sounds in a systematic way, according to language-specific principles to form meaningful utterances” (Torky, 2006, p. 33). Moreover, Schmitt & Rodgers (2019) claims that “learning speaking, whether in a first or another language, involves developing subtle and detailed knowledge about why, how and when to communicate, and complex skills for producing and managing interaction, such as asking a question or obtaining a turn” (p. 240).

Thirdly, according to Ávila & Gómez (2009):

Reading is the process of identification, interpretation and perception of written or printed material. Comprehension is the understanding of the meaning of written material and involves the conscious strategies that lead to understanding. The process of reading deals with language form, while comprehension has to do with the final result, which deals with the language content. Furthermore, reading establishes a link between the writer and the reader. (p. 56)

Finally, Pratiwi asserts that writing “is a method of representing language in visual form. Writing systems use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals” (2016, p. 1). Additionally, it enables “writers put their thoughts into words in a meaningful form and mentally interact with the message. Writing skill helps the learner gain independence, comprehensibility, fluency, and creativity in writing” (Utami, et al., 2012, p. 1). Therefore, Gautam (2019) highlights that “writing skill assumes the highest order on a scale of hierarchy and develops only after the former three have been learned or acquired” (p. 74).

Production and Comprehension Difficulties

There are many difficulties that can affect the ability to speak and communicate during foreign language learning, according to Pauliková (2017, pp. 666-667) they are the following:

Accuracy and fluency: Since language learning requires four mental processes known as conceptualization, formulation, articulation, and self-monitoring, learners have to use them correctly, or their utterances will lack speed and accuracy. For example, some learners try to control their speech excessively but forget to plan it, as a result, their communication lacks natural fluency. Furthermore, there are learners who use sufficient vocabulary to communicate but lack grammatical sense. Thus, not using grammar correctly may improve the fluency of utterances but decrease their accuracy.

Knowledge: Even if learners are familiar with linguistic structures and have a good command of grammar or vocabulary, if these are not integrated correctly, difficulties may arise when learners try to retrieve information when producing language.

Time pressure: Planning what to say is even more essential when an utterance is to be produced in a foreign language. Thus, time pressure does not allow for planning when a real conversation takes place. As a result, communication tends to be less structured and less precise causing learners to improvise and produce incomplete sentences.

Nothing to say: Lack of information and vocabulary on certain topics of conversation is another difficulty learners have in using the target language causing them to avoid speaking. Besides, the lack of interest they may have in the assigned topic or activity also affects language production.

Use of the mother tongue: The use of the mother tongue prevents to some extent the mastery of a second language as learners tend to use it repeatedly. This is because in order to produce the target language they first think in their native language, causing them to sometimes use it involuntarily. Moreover, the use of the mother tongue contradicts modern methods which encourage the use of only one language in the classroom.

Confidence: Lack of confidence in producing language prevents understanding as the message is not meaningful to the audience. This gives way to frustration and fear in speaking which increases the likelihood of poor language production and understanding.

LINGUISTIC ANALYSIS

Definition

According to Richards & Schmidt (2010) linguistic analysis is defined as the “investigation into the structure and functions of a particular language or language variety or of language in general as a system of human communication” (p. 350). Similarly, “linguistic analysis is the study of language, speech units in terms of its constituent parts, content function and other features, to determine the exact state of language (speech) units” (Ubaydulloyevna, 2022, p. 66). For example, by analyzing the sounds in oriental languages Binkert (2003) found that many speakers “have great difficulty in distinguishing the phonemes /l/ and /r/ in English, because these two sounds are not phonemic in their native language. Without considerable practice, a native speaker of Japanese, for example, might say rorripop when he means lollipop” (p. 38).

Levels of Language Analysis

Despite the great variety of types of linguistic analysis, morphological and syntactic analysis can be distinguished as the main ones for this research. Thus, according to Oflazer (1999), morphological analysis is “the process of decomposing words into their constituents. The information about the individual constituents can be used to determine the necessary information about the word as a whole” (p. 175). As a consequence, Mengliyev et al. (2021) assert that “the task of morphological analysis is to automatically determine which category each word in the text belongs to; is to determine which lexical-grammatical class the words belong to” (p. 559).

On the other hand, Kovář et al. (2011) support the idea that syntactic analysis “is considered to be one of the basic steps to advanced natural language processing, such as logical analysis or information retrieval with natural language texts” (p. 161). Thus, “syntactic analysis of

textual information allows to distinguish semantic elements of a sentence - belonging to a group, predicative basis” (Mengliyec et al., 2021, p. 559).

Error analysis

Among the various types of analysis, error analysis was selected for this research because it is “a type of linguistic analysis that focuses on the errors learners make” (Ridha, 2012, p. 26). In this regard, Sethole asserts that “those errors are considered as being the result of mother tongue habits applied to the new language. The researcher’s view is that the error analysis encourages language learners to compare the native and the target language with the aim of explaining the error” (2014, p. 5). Eventually, error analysis could be considered “one of the best ways that describes and explains errors made by the learners who study English language as a second or foreign language” (Hawash, 2018, 193).

Importantly, Heydari & Bagheri (2012) claim that this process is “used by both researchers and teachers which involves collecting samples of learner language, identifying the errors in the sample, describing these errors, classifying them according to their nature and causes, and evaluating their seriousness” (pp. 1584-1585). Thus, error analysis is useful “in understanding the new ways of teaching by giving the feedback on the errors made by the learners. These mistakes provide new insights and techniques to the language teachers and linguists in sorting out the problems related to language learning” (Jobeen et al., 2015, p. 53). In the same way, Khansir (2012) emphasizes that error analysis “provides evidence for a much more complex view of the learning process one in which the learner is seen as an active participant in the formation of and revision of hypotheses regarding the rules of the target language” (p. 1029).

MORPHOSYNTAX

Definition

As explained by Harsa (2014), morphosyntax “is the study of grammatical categories or linguistic units that have both morphological and syntactic properties. It is also meant the set of rules that govern linguistic units whose properties are definable by both morphological

and syntactic criteria” (p. 2). In light of this idea, Agustiani (2019) supports the idea that there is a connection between morphology and syntax since:

Morphology is the study of word formation, while syntax is the study of how words are combined into larger units such as phrases, clauses, or sentences. Therefore, when the words are chosen, syntax serves the rule to combine the words into well-structured, then a good paragraph or a text is constructed. In other words, whether the sentence constructed by the students is grammatically correct or not. (p. 4)

In agreement with the ideas above, Julien (2007, p. 209) also mentions that:

According to the traditional view, the relation between morphology and syntax is the following: while morphology builds up word forms—typically by combining roots with other roots and with affixes, but also by applying other operations to them, syntax takes fully inflected words as input and combines them into phrases and sentences. The division of labour between morphology and syntax is thus perfect: morphology only operates below the word level whereas syntax only operates above the word level. Moreover, these two components of grammar are ordered in strict sequence, such that the syntax takes over after the morphology has done its work.

Morphosyntactic errors

Since writing is a complex skill, especially for EFL learners, errors are common and inevitable in the learning process. According to Sufian & Harun (2018), error “refers to a kind of mistake that takes place for the lack of right information or knowledge, especially, in grammar” (p. 95). Richards & Schmidt (2010) also claim that “a distinction is sometimes made between an error, which results from incomplete knowledge, and a mistake made by a learner when writing or speaking and which is caused by lack of attention, fatigue, carelessness, or some other aspect of performance” (p. 201).

Therefore, it seems reasonable to use the terminology morphosyntactic errors for those “technical errors found on the surface level of language and in reference to the conventions of grammar of a certain language” (Durens, n.d., p. 2). As such, Vosse (1992) claims that morphosyntactic errors are the result of the “misapplication of morphological inflection and syntactic rules” (p. 111).

Types of Morphosyntactic Errors

According to Mwambula & Mtallo, “learning English as a foreign language leads to errors as learners transfer experienced knowledge from their native language into English as the target language” (2019, p. 60). For instance:

Word-order: These errors are made when the learners “select the right forms to use in the right context, but they arrange them in the wrong order, for instance, adverbials, interrogatives and adjectives. Miss-ordering is a wrong placement of morpheme or a group of morphemes in an utterance” (Indriani, 2019, p. 23). These errors can be made since it refers to the arrangement of the words to form well-structured sentences and “languages often differ in their word order” (Richards & Schmidt, 2010, p. 638).

Omission: These errors, according to Dulay et al., refers to “the absence of an item that must appear in a well-formed utterance” (1982, p. 154). Thus, any word or morpheme can be omitted, for instance, content and grammatical morphemes. Content words “are those that carry the bulk of referential meaning of a sentence such as nouns, verbs, adjectives, adverbs, etc”. Meanwhile, grammatical words are those “that play a minor role in carrying the meaning of a sentence. They include noun and verb inflection (-s, -ed, -ing), the article (a, an, the), verb auxiliaries (is, will, may, can, etc), and preposition (in, on, at, etc)” (Hendrawaty, 2018, p. 66).

Addition: These errors “are characterized by the presence of an item, which must not appear in a well-formed utterance” (Muhsin, 2016, p. 83). Murtiana also considers that learners can add an “unnecessary item, either letters or affixes in morphological addition, and words in syntactical addition” (2018, p. 66). Thus, Walasari et al., (2021, p. 206) claim that errors of addition “frequently occur in the second language acquisition of the learner”.

Substitution: These errors are defined as “the use of the incorrect morpheme form. It means that one or more aspects of the sentence are incorrectly formed” (Azmi, 2021, p. 15). Richard & Schmidt (2010) also claim that substitution occurs when the “learner substitutes a form

from one language (usually the learner's first language) for a form in the target language" (p. 570).

Subject-verb agreement: These errors violate the "rules of grammar in English language where the subject usually agrees or matches with the verb/s used in a sentence". In other words, "if the subject is singular, the verb used in that sentence should be singular to agree with it; for the plural subjects, similarly the plural verbs are generally used considering the number of the subject" (Sufian & Harun, 2018, p. 95).

Plurality: These errors are made because learners are unaware of the inflectional process of nouns which in English "is not a simple process but one that requires a broad knowledge of numerous environments and irregular inflectional affixes. The options for noun plural inflection are much more complicated than simply adding –s to the end of a noun" (Yordchim, 2012).

LANGUAGE TEACHING AND LEARNING

Definition

In general, foreign language teaching and learning "refers to the teaching or learning of a non-native language outside of the environment where it is commonly spoken" (Moeller & Catalana, 2015, p. 327). In another way, a language is considered as foreign "when the language is not used as means of communication in the community but learnt as a school subject" (Madrid, 1995, p. 61). To sum up, when a language is mainly learned in a classroom and is not used in the culture where the instruction takes place, it is regarded as foreign. One such example is the English language, which is taught and learned in countries where it is not the primary language.

Theories and Principles

The concept of learning a foreign language has been debated for a long time in order to find the most effective way to teach foreign languages. In this context, theories are vital because they enable the teacher to understand the phenomena in the area of learning. There are four

main and well-known theories of language learning and acquisition such as behaviorism, cognitivism, constructivism, and humanism (Budiman, 2017).

Behaviorism

Behaviorism, also known as behavioral psychology, “is a theory of learning that emphasizes human behavior as a result of the interaction between stimulus and response” (Budiman, 2017, p. 103). In other words, it refers to when “an individual selects one response instead of another because of prior conditioning and psychological drives existing at the moment of the action. A key element of this theory of learning is the rewarded response. The desired response must be rewarded in order for learning to take place” (Parkay & Hass, 2000 as cited in Zhou & Brown, 2017). Behaviorist theory is summarized by Lightbown & Spada (2020, p. 15) as follows:

With regard to language learning, traditional behaviorists hypothesized that when children imitated the language produced by those around them, their attempts to reproduce what they heard received positive reinforcement. This could take the form of praise or just successful communication. Thus encouraged by their environment, children would continue to imitate and practice these sounds and patterns until they formed 'habits' of correct language use.

Principles

For Ratnasari (2019, pp. 44-45), the behaviorist theory’s basic principles are summarized in the following statements:

- 1) Since individuals learn to speak before they learn to read or write, spoken language is the primary means of communication. Because of this, the development of speaking skills should be a priority in language teaching and learning.
- 2) All learning is a mechanical process that leads to habit formation as a result of either positive or negative reinforcement. The reward is positive reinforcement, and the punishment is negative reinforcement. A stimulus will always elicit a response. The correlation between the stimulus and the response will be strengthened if the response is given a reward that reinforces it positively. In this way, conditioning develops gradually, which leads to habit formation. That is why behaviorist theory is usually referred to as the theory of habit development via reinforcement.

For behaviorists, it is evident that learning a language and developing it involve conditioning by imitation, practice, reinforcement, and habit formation. These are all steps in learning a language.

Cognitivism

As a response to behaviorism, the cognitivist theory emerged. In behaviorism learning theory, certain facets of conduct are controllable. However, there is another side of human behavior; which cannot be studied easily, namely thinking, ideas, organizing knowledge, etc. In light of this, the cognitivist theory is the one that attempts to explain this occurrence (Damayanti, 2022). Therefore, cognitivist theory lays more emphasis on the study of internal mental processes particular to each person and connections that occur during learning rather than on the external demonstration of learning. Thus, learning a second language is a conscious and purposeful process that involves the use of learning strategies that improve understanding, learning, and hold of information. For that reason, the learner is seen as a processor of information (Sankar, 2018).

Principles

Damayanti (2022, p. 49-52) emphasizes that there are six cognitivism principles in accordance with Brown's theory.

- 1) **Automaticity:** This principle states that learning a second language involves automating the use of language for meaningful purposes where language is used for real communication purposes without having to think too much about the forms of the language itself.
- 2) **Meaningful learning:** This principle emphasizes the process of meaningful association between existing knowledge and experience with new material or topics to be studied.
- 3) **The anticipation of rewards:** According to this principle, humans universally have an urge to act or behave because of an award or reward, either tangible or intangible

rewards, short-term or long-term rewards, which will be obtained as a result of their actions or behavior.

- 4) **Intrinsic motivation:** In the field of language learning, it is believed that a person's language ability and development is strongly influenced by the strength of his motivation.
- 5) **Strategic Investment:** The main factor that determines the success of student learning is the role of the students themselves in the learning process, how much time, effort, and attention is devoted to the learning process.
- 6) **Autonomy:** This principle states that the success of mastering a foreign language will greatly depend on the learner's autonomous ability to learn a language such as taking the initiative, and participating actively in the classroom and outside the classroom, whether there is a teacher or no teacher.

Constructivism

Constructivism has its foundations in Piaget and Vygotsky's cognitive theories since it encompasses several aspects of both. For instance, active learning, schemes, assimilation, and adaptation, etc. from Piaget, and social constructivism, group work, and apprenticeship, etc. from Vygotsky (Aljohani, 2017). Particularly, constructivism is a learning theory that promotes the learner-centered approach in which pupils actively explore and interpret their experience and connect it to their prior knowledge (Liu & Zhang, 2014). For this reason, "constructivism suggests that the learner needs to be proactive in how they learn, taking new information from relevant contexts, and shaping it to their understanding, rather than just sitting still and passively absorbing information like a sponge" (Aljohani, 2017, p. 98).

Principles

In relation to the description above, Suhendi & Purwarno (2018, pp. 92-93) state that Constructivist theory is supported by the following principles:

- 1) Constructivist teaching theory relies on creative and active work in the classroom, action-based collaborative learning, and task completion.

- 2) Fostering student autonomy should be the major goal.
- 3) In the classroom, awareness of issues related to learning, language and culture is essential.
- 4) Comprehensive language understanding in language classes depends on a realistic, content-based, and diverse learning environment, which is the core of the constructivist approach.

Certainly, in constructivism theory, students create their own data through peer interaction and the foundation of their prior learning. Instead of being teacher-centered, where the teacher serves as a helper, it is student-centered. Therefore, in the process of learning, learners play the roles of builders and creators.

Humanism

The humanistic theory is another noteworthy approach in the area of language teaching and learning. Akter & Mamun (2019) asserts that “it is such an approach where the learner is seen as a whole person with physical, emotional and social features as well as cognitive characteristics” (p. 238). Similarly, Moskowitz (1978, as cited in Akter & Mamun, 2019) believes that “it is pertinent to educate the whole person i.e. the intellectual and the emotional dimensions” (p. 238).

Therefore, it is crucial to foster not only communication and linguistic abilities in the teaching of a foreign language, but also social skills. That is why language instruction attempts to promote positive attitudes and an understanding of various cultures in addition to the acquisition of language skills. As a result, learning a foreign language becomes considerably more than just being fluent in the vocabulary, syntax, and grammatical structures of the target language. Teaching entails developing students’ cognitive and analytical skills, as well as, their self-perception, acceptance of different social and cultural norms, and desire to comprehend people from various societies (Arifi, 2017).

Principles

Humanistic ideals, according to Shirkhani & Ardeshir (2013, p. 1), highlight the value of the individual and his or her particular human needs. The following are the major assumptions on which humanism is based:

- 1) Human nature is inherently good.
- 2) Individuals are free and autonomous and therefore, they can make major personal choices.
- 3) Human beings have unlimited potential for growth and development.
- 4) Self-concept has a significant role in growth and development.
- 5) Individuals are urged to move toward self-actualization.
- 6) Each person defines reality by himself/herself.
- 7) Individuals have a responsibility to both themselves and to others.

Learning Context

In addition to the fundamental theories that have been discussed above, there are other aspects that influence the effectiveness of the language learning process, such as contexts. In this regard, Figueiredo (2005) defines the learning context as “the set of circumstances that are relevant for the learner to build knowledge when referring to content” (p. 129).

Based on Figueiredo’s definition, two types of contexts in which English learning occurs can be mentioned, namely, English as a Second Language (ESL) context and English as a Foreign Language (EFL) context. Particularly, “ESL students use the English language for social communication in an English-speaking context; whereas EFL learners learn the English language in a non-English speaking context” (Saud, 2019, p. 311). Undoubtedly, language learning is significantly influenced by the contexts in which it is taught. Therefore, in an EFL classroom, it is vital to consider the context, as they can greatly alter the expectations and learning outcomes (Hulya, 2009).

On the basis of the ideas above, it is fundamental to address how the speaker’s first language (henceforth L1) affects English learning in a foreign context. Thus, Fitriani & Zulkarnain

(2019) realize that “students’ mother tongue plays an essential role during the target language practice” (p. 30). In view of this, Yadav (2014) remarks that “the L1 is a resource which learners use both consciously and subconsciously to help them arrange and rearrange the L2 data in the input and to perform as best as they can” (p. 572).

ACQUISITION VS LEARNING

Definitions

Arung (2016) describes language acquisition as the process that occurs when “human beings obtain subconsciously their first language to produce speech. So, language acquisition usually refers to a first language” (p. 2). In fact, Pinker (2008) states that “acquiring a first language is something every child does successfully, in a matter of a few years and without the need for formal lessons. The process of language acquisition is done naturally since an infant is exposed to the language” (p. 135). In like manner, Shaul (2014) asserts that “language acquisition means somehow absorbing a target language’s sound system and structure, without ever thinking explicitly about the language’s actual structure” (p. 24).

Contrary to the acquisition, learning a language is an intentional and conscious effort to become fluent in any language other than the mother tongue for a desired and particular goal (Hussain, 2017). In other words, learning is a planned process of gaining knowledge about language elements such as vocabulary, sentence structure, and grammar, usually in an educational context. The differences between these processes of developing a language are most evident in the results they produce. Through the acquisition, a contextual understanding of the language is acquired, while through learning, knowledge of the language is gained, such as knowing the rules and being able to discuss them (Castello, 2015).

Similarities and Differences

While analyzing the similarities and differences between language acquisition and language learning it seems reasonable to say that L1 acquisition does not require formal instruction because it is a subconscious, natural, and one-of-a-kind process that cannot be repeated, regardless of how many languages a person learns throughout their lifetime (Surayyo, 2022).

In contrast, language learning is a conscious process that only develops after people have mastered their L1, so it requires explicit education in the rules governing the target language in order to become fluent.

Besides the previously mentioned, there are other factors that determine how long it takes to become fluent in a language other than one's mother tongue. For instance, the proximity of the target language to the learners' native tongue, the level of language skill development, as well as the learners' own effort and motivation (Surayyo, 2022; Nguyen, 2019). Because of this, learning a language takes a long time, unlike L1 acquisition, which moves along quickly, accurately, and without many challenges. On the other hand, the presence of errors in both processes is one of their most glaring similarities.

Everyone is aware that learning a foreign language takes time and effort. Therefore, it is impossible to complete it without committing errors. People make errors while learning their mother tongue as children, as well as when learning a foreign language in a classroom. Thus, learners of a foreign language may make errors that are the same as or similar to those made by infants learning their mother tongue (For further details see Kthupi, 2015).

English as a Second Language vs. English as a Foreign Language

Generally, both English as a Second Language (ESL) and English as a Foreign Language (EFL) refer to the use or study of English by individuals whose first language is not English. Abdallah (2011) affirms that “ESL refers to situations in which the English language is taught as a second language to people/students/learners whose native language is not English” (p. 7). On the other hand, EFL refers to the use of English merely for educational purposes but does not play an essential role in people's social life (Broughton et al., 2003).

Ultimately, it makes sense to argue that even the third, fourth, and fifth languages that are learned are also referred to as second languages. Second language learning differs from foreign language learning. In this regard, the process of learning a non-native language inside the student's own environment is referred to as the latter. For instance, an Ecuadorian can learn English in his/her home country. Otherwise, the learning of a non-native language in a

non-native setting is referred to as second language acquisition. For instance, the Ecuadorian who was previously stated studies English in the United States.

NON-NATIVE LANGUAGE

Definition

The term non-native language refers explicitly to learning a foreign language, e.g., English, in the learner's mother tongue (L1) environment (Bünemann, 2012). Apart from that, it is commonly known that English is the most widely learned second language worldwide (L2 henceforth), whether in one's home country or abroad. Thus, a person who learns English as their first language early in life is referred to as a native speaker or L1 user of the language, unlike a non-native speaker who learned the language while staying abroad or in a non-English speaking community, but specifically in the classroom (For further details see Svenja, 2008).

Approaches to Learn a Non-native Language

Enhancing a student's linguistic skills is undoubtedly one of the primary goals of teaching foreign languages. In this regard, while there are different ways to teach English as a non-native language, that is foreign or second language, they can be broadly categorized into two approaches such as teacher-centered and learner-centered.

According to Lak et al. (2018), the teacher-centered approach implies traditional teaching in which "students become passive learners, or rather just recipients of teachers' knowledge. Teachers make all the decisions concerning the curriculum, teaching methods, and the different forms of assessment" (p. 1).

On the other hand, Emaliana (2017) stresses that the learner-centered approach takes place in the classroom when:

Teachers consider the needs of the students, as a group and as individuals, and encourage them to participate in the learning process all the time. The teachers' roles are more that of facilitators than instructors. The students are active participants in the learning process,

and teachers help to guide the students, manage their activities, and direct their learning. (p. 61)

Based on the authors' opinion above, it could be argued that the best approach for teaching second languages is learner-centered instruction since it emphasizes the development of skills rather than the acquisition of a language's grammar and vocabulary. In this regard, it encourages inductive learning since learners are not explicitly taught grammar rules; instead, they are left to infer the rules from their use of the second language. Teachers that employ this approach, therefore, work to include students in worthwhile activities with authentic communication in the target language (TL) as the primary goal.

Challenges in a Non-native Classroom

As was already stated, learning a foreign language in a non-English speaking nation is only done for academic reasons. However, because there are certain difficulties along the way, such a learning process does not always work successfully. As a result, learning English could be more difficult in non-English speaking environments than in English-speaking ones. The difficulties are specifically brought on by several elements, such as the linguistic differences between the native language and the non-native or target language.

Despite the challenges presented by the linguistic difference between L1 and L2 in an EFL classroom, Paker & Karaağaç (2015) believe that the mother tongue (MT) is an integral component of language instruction since it serves a variety of purposes, such as clarifying a subject through the use of examples, elaborating on complex concepts or ideas and so forth.

In light of this, Castello (2015) stresses that in most foreign language learning settings the instruction is typically provided by a non-native speaker. On this matter, some educators may advocate using the L1, either in combination with the L2 or as the primary L2 instruction method. Consequently, the level and quality of language engagement, as well as the learner's proficiency, may be impacted by this variety.

MOTHER TONGUE

Definition

Since the mother tongue plays a crucial role in teaching and learning language, it is necessary to clarify the meaning of the mother tongue. According to Böhmann & Trudell (2008) the mother tongue refers to a child's first language, the language learned in the home from older family members. A related term, home language, refers to the language or languages spoken in the student's home. Similarly, in Denizler's words, "mother tongue largely refers to not only the language one learns from one's mother but also the speaker's dominant and home language. It's also called native language.

Therefore, learning of a mother tongue takes place in a quite natural way" (2017, p. 39). Overall, primary language, mother tongue, and native tongue are typical words for the first language people learn in childhood because their family speaks it or because it is the language of the nation they are living in. As a result, the first language is the one that people learn to speak when they are children.

Theories

Concerning mother tongue acquisition, it is thought that humans develop the ability to perceive and understand language as well as to create and use words and sentences to communicate (Sailo, 2019). From this overview, there are different theories on language acquisition, including Noam Chomsky's Universal Grammar and Lev Vygotsky's Language Exposure.

On the one hand, Chomsky explains that Universal Grammar (UG) is based on the idea that:

All human beings are born with a set of basic language structures in their mind irrespective of the different language communities they belong to. Chomsky believes that children would not grasp the language spoken to them without much effort quickly if not for the basic set of subconscious rules in mind. This predisposition in the mind which children are born with enables human beings to learn the language fluently. Thus, for Chomsky, language is innate and biological make-up. (Umarlebbe & Said, 2021, p. 31)

On the other hand, Vygotsky explains that language exposure relies on Interactionist theory, in which it is assumed that language is acquired through a combination of language exposure in the child's environment and a person's natural biological capacity to learn it. Vygotsky acknowledged the significance of both biological and environmental elements in the development of language. Thus, language acquisition results from kids' natural interactions with their surroundings, particularly their parents or other primary caregivers (Rudd & Lambert, 2011, p. 830).

Positive and Negative Transfer

One of the best qualities of humans is the ability to learn languages. Because of this, most students choose to learn a second language after mastering their mother tongue. Such a procedure entails no more than a systematic study into how someone learns a second language in addition to their native speech. On this point, a second language will undoubtedly be influenced by the learners' mother tongue. This process is known as language transfer. In Odlin's words (1989), "language transfer is the influence resulting from the similarities and differences between the target language and any other language that has been previously acquired" (p. 209). Particularly, language transfer can be classified into two categories such as positive and negative transfer.

Zheng (2018) argues that positive transfer will result from similarities between two languages. Contrarily, when two languages diverge significantly, it will result in a negative transfer. While negative transfer will hinder learners' second language acquisition, the positive transfer can help them master and use a second language. Thus, when learning a second language, learners typically transfer their mother tongue's pronunciation conventions and rules to the new language, which is a process of the brain processing new information. That is, the degree depends on how much the mother tongue and the second language resemble or diverge from one another.

All in all, it seems logical to conclude that positive linguistic transfer can take place when both the mother tongue (Spanish) and the target language (English) retain the same root phonemes, such as "*establecer*", which is translated as "*establish*". This exemplifies how

the mother tongue influences the target language because the word “*establish*” in the L2 is formed using the L1’s linguistic structure as a model.

From the above example, it is evident that the use of L1 when writing in L2 works really well when the linguistic patterns are similar, but when they are not, it might negatively transfer, making it difficult to understand a term or idea. For instance, the word “*decepción*” in Spanish appears to share the same phonemes as “*deception*” in English, however, their meanings differ completely in both languages.

Thus, it can be evidenced that negative transfer generates an interference from the L1 to the language under study, which is the L2. In this way, it is presupposed that the interference occurs unconsciously or due to the lack of linguistic awareness of the L2, and as a result, EFL learners tend to homogenize both forms when writing.

7. METHODOLOGY

7.1 RESEARCH DESIGN

The approach used in this research was qualitative since it allowed for an explicit description of the phenomenon being investigated. According to Khabibawati (2020), qualitative research does not use statistical procedures to analyze the data, rather it tends to give priority to the precise explanation of a phenomenon by collecting, analyzing, and interpreting data in order to present what has been discovered. The study also has a descriptive design. It is descriptive because it focuses on how something that already exists influences or relates to a current event, situation, or circumstance (Hutauruk, 2015).

Qualitative-descriptive analysis was considered the most suitable because the study aimed to analyze morphosyntactic errors influenced by the mother tongue, Spanish, in the written discourse of English as a foreign language.

7.2 RESEARCH PARTICIPANTS

The study population was 36 students from the first level of English Major at the Technical University of Cotopaxi in the April - August 2022 academic period. The researchers chose

this population because the students were at an early stage of learning and had not had considerable exposure to the target language, English. As such, they were more likely to make errors in their writing. Thus, the severity of the influence of the mother tongue, Spanish, could be evidenced.

7.3 DATA COLLECTION INSTRUMENTS

7.3.1 Descriptive Composition

This first instrument was adopted from a writing task for pre-intermediate (A2) level students from the Department of Foreign Language Education of the Suleyman Demirel University (See Appendix 1). Thus, the participants were asked to write a 150-word descriptive composition on “A friend’s description”. They had to include information about their friend’s age, nationality, job, physical appearance, personality, hobbies, and usual clothes. These parameters agreed with the learning topics that the English teacher taught to the participants.

This instrument was carried out in a face-to-face modality on July 12th. The participants were given printed sheets with the topic on them. It was not required for personal information since the researchers chose to do this activity under anonymity to allow participants more freedom in their writing, i.e. they can do it without the pressure of being judged on their writing or having it affect their grades in the subject.

The writing task took 45 minutes, during which the researchers monitored that the students did not use any resources to translate, as this would disturb the aim of the research. Out of thirty-six participants, only ten could write the required composition, while the rest could not fulfill the conditions and criteria of the activity. However, the researchers decided to use random selection to select five more compositions and compare them with those written in 150 words. The rest of the compositions were dropped out of the database.

7.3.2 Translation Exercises

The second instrument was designed by the researchers, who considered the linguistic background of the participants, i.e., it was based on the topics they had already learned in their English classes. Consequently, a translation activity containing 20 Spanish sentences

was created to induce a specific type of error (See Appendix 2). In this case, sentences 1-3 focused on subject-verb agreement errors, 4-6 on omission errors, 7-9 on addition errors, 10-12 on substitution errors, 13-15 on word-order errors, 16-18 on plurality errors, and 19 and 20 were short paragraphs combining different types of such errors.

Consequently, the thirty-six participants were given 20 sentences to translate from Spanish to English. This meant that 720 sentences were supposed to be collected, but only 100 were collected because some of the intended participants left some sentences blank or unattempt. This instrument was also carried out anonymously and in a face-to-face modality on August 24th. The participants were given 30 minutes to complete the activity, while the researchers supervised the process.

7.4 DATA ANALYSIS TECHNIQUE

Data analysis was done using error analysis which “is a type of linguistic analysis that focuses on the errors learners make. This term is strongly associated with Corder (1967). He is regarded as the father of this field” (Ridha, 2012, p. 26). Moreover, Phuket & Othman (2015) assert that error analysis “has been widely used as a means to gain understanding on how writing skill is learnt” (p. 104). The error analysis procedure, according to Corder (1981), consists of five stages. These are (1) linguistic sample selection, (2) error identification, (3) error classification, (4) error description, and (5) error evaluation.

In this regard, based on the literature, the researchers first decided to use a specific sample which focused on the written production of EFL language learners. They then collected and carefully read 15 descriptive compositions and 100 translation sentences to identify morphosyntactic errors caused by the interference of the learners’ mother tongue. These errors were classified into 6 main categories: word order, omission, addition, substitution, subject-verb agreement and plurality. If a new category emerged, it was added to the list. In this case, the new category was mechanics. After that, the errors were described based on the difficulties of learners by comparing formal differences between the learners’ first language and the target language. Finally, the researchers explain the seriousness of the L1-influenced errors in the grammatical structure of the target language.

8. ANALYSIS AND DISCUSSION OF RESULTS

First of all, it is worth mentioning that the sentences examined were those caused by mother tongue transfer and therefore have more than one error in themselves. Moreover, each sentence used in the following discussion was rewritten exactly as it was written by the participants in the data collection instruments. Based on this, the most relevant samples were qualitatively analyzed according to their morphological and syntactical features.

Therefore, the results of the data analysis showed that there are seven types of errors that cause ungrammatical sentences. These errors were (1) word order, (2) omission, (3) addition, (4) substitution, (5) subject-verb agreement, and (6) plurality, which are the main categories of this study. Additionally, it was found errors in (7) mechanics which are other out of the scope of this study, but they are also take into account for the analysis. The different types of errors are further discussed in the following sections.

8.1 ERRORS OF WORD ORDER

A frequent error found in this research was related to word order, which refers to the incorrect sequence of elements in a well-structured utterance (Indriani, 2019). This can be demonstrated in the table below, in which it is worth mentioning that some sentences have more than one error, but the analysis is mainly based on word order errors.

Table 1 Samples of EFL Learners' Word-order Errors

Examples of Errors	Corrections
1. My father is teacher of English .	1. My father is an English teacher .
2. The persons young not want have sons.	2. Young people do not want to have children.
3. She enter the bedroom of her brother .	3. She enters her brother's bedroom .
4. The Espanish is a language simple of learn.	4. Spanish is an easy language to learn.
5. Miguel have a life very complicated .	5. Miguel has a very complicated life .
6. What's doing Luis ?	6. What's Luis doing ?
7. He want buy a big car of color blue .	7. He wants to buy a big blue car .
8. He is black curly hair .	8. He has long curly black hair .
9. He study in University Technical of	9. He studies at Technical University of

Ambato.	Ambato.
10. She studies in University Technical of Cotopaxi.	10. She studies at Technical University of Cotopaxi
11. She always is a good person.	11. She is always a good person.
12. She uses often black clothes.	12. She often wears black clothes.
13. She in her free time practice contemporary dance .	13. She practices contemporary dance in her free time .
14. She prefer weater sunny .	14. She prefers sunny weather .
15. His color hair is brown.	15. His hair color is brown.
16. Her pets always is clean.	16. Her pets are always clean.
17. My friend is a boy fantastic .	17. My friend is a fantastic boy .
18. Her hobbies favorite is practice sports and dance.	18. Her favorite hobbies are practicing sports and dancing.
19. Her fruits favorite is apples and grapes.	19. Her favorite fruits are apples and grapes.
20. Her color favorite is black and red.	20. Her favorite colors are black and red.
21. Her animals favorite is dogs and rabbits.	21. Her favorite animals are dogs and rabbits.
22. Her song favorite is “San Lucas” the Kevin Kaarl.	22. Her favorite song is “San Lucas” by Kevin Kaarl.
23. Her singer favorite is Kevin Kaarl.	23. Her favorite singer is Kevin Kaarl.
24. Her sport favorite is soccer.	24. Her favorite sport is soccer.
25. She like ice cream of staumbery .	25. She likes strawberry ice cream .
26. He have face very long .	26. He has a very long face .
27. He use usually pants large , jeans, shorts, he use black shoes.	27. He usually wears large pants , jeans, shorts, and black shoes.
28. He uses a dress elegant .	28. He wears an elegant dress .

Sentences in *Table 1*, include errors of word order such as a noun and its adjective, adjective position, and adverbs describing verbs. These aspects were summarized and analyzed in the following four sentences:

1. *Her singer favorite is Kevin Kaarl.*

In sentence 1, the syntactic analysis shows that in the noun phrase, “*Her singer favorite...*”, the order of the noun and adjective is wrong. In this sense, it is evident that the student applied the Spanish word order patterns in which the adjective usually follows the noun, as in “*Su cantante favorito*”. For this reason, the student wrote “*Her singer favorite...*”. However, in

English, “adjectives always appear before the noun or noun phrase that they modify” (Centurión & Noriega, 2015, p. 10).

Thus, the correct word order would be “*Her favorite singer...*”. Kester and Gorman (n.d.) attribute this error to the forward cue transfer which is often used “when language learners have not figured out the cue system of the second language” (p. 3). It could therefore be deduced that word order errors occur because students use the linguistic knowledge of their mother tongue rather than refraining from producing in the second language.

2. *He is **black curly hair**.*

Similarly, sentence 2 is morphologically incorrect, as there is a misplacement of the adjectives in “*black curly hair*”. This adjectival phrase lacks a proper order, as the learner was influenced by the word order preferences of his native language in writing this English sentence. In fact, Marin (1976) states that, in Spanish, there are no rules determining the correct sequence of adjectives. Surprisingly, writers do tend to follow an order in using multiple adjectives, but this is based on instinct rather than on a principle.

Conversely, in English, adjectives follow specific rules as they sometimes “appear in a string of adjectives, and when they do, they appear in a set order according to category” (Centurión & Noriega, 2015, p. 10). Currently, according to the Cambridge Dictionary, there are 10 categories that define the order of adjectives, these are opinion, size, physical quality, shape, age, color, material, origin, type and purpose.

Therefore, the correct adjectival phrase would be “*curly black hair*”. In these circumstances, it is clear that the influence of the mother tongue seems to be greater due to the complexity of word order in the target language and the absence of certain grammatical categories in the mother tongue.

3. *She **always is** a good person.*

4. *She **uses often** black clothes.*

Finally, analyzing sentences 3 and 4, word order is again affected by incorrect adverbial position. In both sentences, Spanish interference causes the learner to misplace “*always*” and “*often*” since “Spanish frequency adverbs show a great variability as far as their position is concerned. They can appear in preverbal and post verbal positions, and basically everywhere in the sentence” (Mayoral, 2004, p. 2). Whereas, in English, Solís (2006) points out that “adverbs of frequency come after the verb *be*; with other verbs, they usually come before the main verb” (p. 273). In this context, although the order of adverbs of frequency is incorrect in English, they are acceptable in Spanish. This because the order of adverbs in Spanish is relatively flexible and can easily be changed without affecting the grammatical meaning of the sentence.

8.2 ERRORS OF OMISSION

As the name suggests, this error lies in the absence of the necessary elements that must appear in a sentence in order to be well-structured (Dulay et al., 1982). Learners made this type of error by omitting both content and grammatical words. This can be illustrated in the table below, in which it is worth mentioning that some sentences have more than one error, but the analysis is mainly based on omission errors.

Table 2 Samples of EFL Learners’ Omission Errors

Examples of Errors	Corrections
1. I want plant three trees in the garden.	1. I want to plant three trees in the garden.
2. My father is English teacher .	2. My father is an English teacher .
3. Carlos and Paul wait his brother to go on the school.	3. Carlos and Paul wait for their sister to go to school.
4. The persons young not want have sons.	4. Young people do not want to have children.
5. She enter her sister room.	5. She enters her sister's room.
6. The Espanish lenguaje is easy of learning.	6. Spanish is an easy language to learn.
7. Miguel have complicated live.	7. Miguel has a complicated life.
8. Miguel has a hard life.	8. Miguel has a very hard life.
9. I have do my homework.	9. I have to do my homework.
10. My brother is chef .	10. My brother is a chef .

11. I love speak English.	11. I love to speak English.
12. Is important learn idioms.	12. It is important to learn languages.
13. I want know new people and travel for the world.	13. I want to know new people and travel for the world.
14. He is beautiful skin.	14. He has a beautiful skin.
15. She is student .	15. She is a student .
16. She love play piano.	16. She loves to play piano.
17. She love to listen k-pop music.	17. She loves to listen to k-pop music.
18. He likes ride the bike.	18. He likes to ride the bike.
19. He doen's like skate in the park.	19. He doesn't like to skate in the park.
20. He isn't angry person.	20. He isn't an angry person.
21. He likes stay with his friends.	21. He likes to stay with his friends.
22. My friend is the funniest person that I ever met.	22. My friend is the funniest person I have ever met.
23. My friend is the kind of person that look friendly but is very friky because all the time talk about anime and k-dramas.	23. My friend is the kind of person that looks friendly but is very freaky because all the time he talks about anime and k-dramas.
24. Your hobbi is play ecuavoley and basketball.	24. His hobby is playing ecuavoley and basketball.
25. He like to travet beach and your favorite weater is sunny.	25. He likes to travel to the beach and his favorite weather is sunny
26. He's student in Cenepamil.	26. He's a student at Cenepamil.
27. He works at factory .	27. He works at a factory .
28. He has two pets cat and dog .	28. He has two pets, a cat and a dog .
29. He has beautiful garden.	29. He has a beautiful garden.
30. She live in Mulalo and she likes listen to music at night.	30. She lives in Mulalo and likes to listen to music at night.
31. She travel at university two hours.	31. She travels to the university for two hours.
32. She is excellent cooking .	32. She is excellent at cooking .
33. He plays guitar .	33. He plays the guitar.
34. He listen music.	34. He listens to music.
35. He not like scary movies.	35. He doesn't like scary movies.
36. He enjoy read in the night.	36. He enjoys reading at night.
37. He's good chef.	37. He's a good chef.
38. He likes sing.	38. He likes to sing.
39. He is likes dance .	39. He likes to dance .
40. He enjoy eat pizza.	40. He enjoys eating pizza.
41. Does not like to watch series and cook.	41. He does not like to watch series and cook.

42. He listen music and dance the weekend .	42. He listens to music and dance on the weekend .
43. Her hobbies favorite is practice sports and dance .	43. Her favorite hobbies are practicing sports and dancing .
44. She cook delicious .	44. She cooks deliciously .
45. He have face very long .	45. He has a very long face .
46. My friend's nationality Ecuadorian .	46. My friend's nationality is Ecuadorian .

Sentences in *Table 2* show the omission of items such as prepositions, articles, auxiliaries, and subjects. These aspects were summarized and analyzed in the following four sentences:

1. *I **want plant** three trees in the garden.*

As demonstrated in sentence 1, the learner omitted the preposition “*to*” between the verbs *want* and *plant*. In this case, since there are two verbs in the same clause, conjugating them is required. This phenomenon is known as two-verb constructions, in which one verb is connected to another in a verb phrase to provide additional information about a given action. Generally, when two verbs are together, the first is conjugated and the other remains in its infinitive form.

Although the process is the same in English and Spanish, the error is illustrated by comparing the infinitive form in both languages. Consequently, the omission of “*to*”, which is part of the infinitive form of English verbs, occurs because the learner assumed that, as in his mother tongue, infinitives do not use prepositions as they always end in *-ar*, *-er*, and *-ir* (Torres, 2003). Thus, it is deduced that the error is “affecting directly the rules and modifying the usages of L2 grammar categories” (Londoño, 2004, p. 142), which clearly produces an interference.

2. *My father is **English teacher**.*

Analyzing sentence 2, the article “*an*”, which should be a compulsory element in English, has been omitted by the learner. This is a mother tongue interference error, which occurs because, as Domínguez (2021) explains, when talking about abstract ideas related to identity, it is not necessary to use any article in front of the noun about an occupation. So, it is common

in Spanish, to say, “*Mi papá es profesor de Inglés*”, when referring to occupations. However, this type of sentence in English is considered ungrammatical because it is required “the presence of indefinite articles to indicate membership” (Rivero, n.d., para. 13) and this is the case with occupations. Therefore, the correct sentence would be “*My father is an English teacher*”.

3. *He not like scary movies.*

Another omission error is identified in sentence 3, where the learner failed to add “*does*” before the negative particle. The absence of this auxiliary verb is attributed to the mother tongue because in the latter “lexical verbs do not need an auxiliary verb to form negation in simple tenses; the negative particle *no* is simply placed in front of the verb” (Zovko & Fajdić, 2016, p. 50). As a result, there is no equivalent for “*does*” in the Spanish auxiliary verb system, causing learners to omit it.

By contrast, in English, “*does*” is a primary auxiliary verb that also functions as a lexical verb, i.e. it has meaning in its own right. Under these circumstances, Alagbe (2009) asserts that the omission of it “leads to distortion in the message meant to be related” (p. 57). In other words, it is implied that this interference error causes the information conveyed by the message in the second language to be meaningless.

4. *Does not like to watch series and cook.*

Lastly, the omission of the subject is shown in sentence 4, where the learner, in describing the dislikes of his male best friend, omitted the pronoun “*He*”. Thus, Cabrera et al. (2014) argue that, in Spanish, “the subject may sometimes be omitted in the sentence when it is clearly understood in the context of the text or conversation. In this sense, it is not necessary to explicitly mention the subject” (p. 45).

However, although Spanish is considered a flexible language to pronoun omission, Ynoa stresses that “instances of pronoun dropping are prohibited to a greater degree in English” (2020, p. 7). In fact, this is closely related to Garcia’s opinion (2017), which states that the subject is a compulsory element of declarative clauses in English in order to avoid syntactic

violation. As a consequence, it is imperative to recognize that English is influenced by a negative transfer from the learner's mother tongue. Thus, the result may be the informal use of English, which can be wrongly interpreted due to the use of the implicit or tacit subject, which is common in Spanish.

8.3 ERRORS OF ADDITION

Another type of error found involves the unnecessary use of one or more elements within properly structured constructions (Muhsin, 2016). As well as omission, most of the addition errors were made when using both grammatical and content words. This can be illustrated in the table below, in which it is worth mentioning that some sentences have more than one error, but the analysis is mainly based on addition errors.

Table 3 Samples of EFL Learners' Addition Errors

Examples of Errors	Corrections
1. My father is teacher of English.	1. My father is an English teacher .
2. Carlos and Paul wait for her sister for go to the school.	2. Carlos and Paul wait for their sister to go to school .
3. The teen people don't want to have daughter.	3. Young people don't want to have children.
4. She enters to her brother's room.	4. She enters her brother's room.
5. The Spanish is an easy language to learn.	5. Spanish is an easy language to learn.
6. My friend is 24 years old and is prengant.	6. My friend is 24 years old and pregnant .
7. In Christmas, the children receive presents.	7. At Christmas, children receive presents.
8. She hates to the mouse and to the wolf .	8. She hates mice and wolves .
9. He want buy a big car of color blue .	9. He wants to buy a big blue car .
10. He work in the Maraton Sport .	10. He works in Maraton Sport .
11. He like the horror movie and romantic movies.	11. He likes horror and romantic movies.
12. She loves the cats .	12. She loves cats .
13. She love the dogs and cats.	13. She loves dogs and cats.
14. He doesn't drink the beer .	14. He doesn't drink beer .
15. He drinks the coffee and water.	15. He drinks coffee and water.
16. He likes to drink ice cream and he likes to spend time with his family.	16. He likes to have ice cream and spend time with his family.

17. He wear t-shirts, caps, shoes and he sometimes wears formal clothes.	17. He wears a t-shirt, cap, shoes and sometimes formal clothes.
18. He likes to see the nature .	18. He likes to see nature .
19. He loves to God becaus God has been good with them.	19. He loves God because he has been good with him.
20. She live in Mulalo and she likes listen to music at night.	20. She lives in Mulalo and likes to listen to music at night.
21. She studys in the Technical University of Cotopaxi .	21. She studies at Technical University of Cotopaxi .
22. He enjoy read in the night .	22. He enjoys reading at night .
23. He is likes dance.	23. He likes to dance.
24. Her cellphone is color green .	24. Her cellphone is green .
25. Her clothes are color black .	25. Her clothes are black .
26. She like ice cream of staumbery .	26. She likes strawberry ice cream.
27. Your eyes is very small and of color black .	27. His eyes are very small and black .

Sentences in *Table 3* illustrate that learners made some errors at the morphological level in their English writing. They added linguistic elements which resulted in ungrammatical utterances. These errors are related to the use of prepositions, articles, and verbs. These aspects were summarized and analyzed in the following three sentences:

1. *She enters ~~to~~ her brother's room.*

In this first sample, the preposition “*to*” is considered a morpheme that is not necessary after the verb “*enter*”. The learner used this preposition since the Spanish equivalent of it would be “*al*”, which is the contraction that occurs when the preposition “*a*” is followed by the article “*el*” (Real Academia Española, 2005). The inappropriate addition of “*to*” occurs because, in Spanish, “*a*” is used with verbs that express movement to specific places and is often accompanied by direct objects (Belda, 2019).

Based on the latter, the opposite is true in English. Thus, the Macmillan Dictionary concludes that “*enter*” is an intransitive verb that, being followed by a direct object, does not need a preposition. Hence, L1 preposition use influenced L2 grammatical structure because the perspectives of each language are different in defining what and how prepositions are used.

Complexity also increases as the functions of prepositions vary from one language to another, leading learners to resort to a word-for-word translation.

2. *~~The~~ Spanish is an easy language to learn.*

Sentence 2 contains an unnecessary item which is the article “*the*”. The learner committed this error because, in his mother tongue, the definitive article is used with names of languages that function as the subject of a sentence. On the other hand, in English, there is a phenomenon known as the zero-article Ø which is basically the absence of an article. Master (2003) argues that it occurs when the noun in question is uncountable or plural. Moreover, Torrado (2011) explains that when a noun is used to refer to something in general, the use of a definite article is not required.

Coincidentally, in the example above, the noun “*Spanish*” is uncountable and is also used in a non-specific sense, so it cannot be preceded by “*the*”. In light of these factors, this addition error could be explained in terms of a negative transfer due to the specific differences between Spanish and English and the knowledge transferred from one language to the other.

3. *My friend is 24 years old and ~~is~~ pregnant.*

Finally, the analysis of this compound sentence shows that the error lies in the avoidable addition of the verb “*is*” after *and*. In this case, gapping was necessary since it “creates gaps in a sentence after a conjunction by deleting a verb which would otherwise reappear” (Nordquist, 2019, para. 5). Although this process occurs in Spanish and English, the omission of the verb was affected by the differences between both languages.

In Spanish, the *to-be* verb is used to describe temporary conditions as in “*pregnant*”, whereas the verb used to express age is “*tener*” which is not an equivalent of the *to-be* verb. Therefore, the learner wrote the verb “*is*” in the second clause because its meaning was not the same as the verb in the first clause. He may also consider that, as in his mother tongue, the absence of this verb would make the sentence meaningless.

In English, however, as the verb *to be* is used for the same purpose in both clauses of the compound sentence, it can be omitted without losing grammaticality, as its meaning is implicit in the context (McShane & Babkin, 2016). The omission of this element also prevents the whole sentence from sounding redundant. Considering these factors, the correct construction would be “*My friend is 24 years old and pregnant*”.

8.4 ERRORS OF SUBSTITUTION

As its name suggests, substitution errors occur when a word is replaced by another word that is not correct according to the context (Azmi, 2021). This type of error occurs mainly when the meaning and function of words are not sufficiently understood, especially when these features vary from one language to another. This can be represented in the table below, in which it is worth mentioning that some sentences have more than one error, but the analysis is mainly based on substitution errors.

Table 4 Samples of EFL Learners’ Substitution Errors

Examples of Errors	Corrections
1. Juan and Mary don’t assist classes.	1. Juan and Mary don’t attend classes.
2. Everyone in the class are using jeans.	2. Everyone in the class is wearing jeans.
3. My brother and me are in vacations.	3. My brother and I are on vacation.
4. Carlos and Paul wait for her sister to go to school.	4. Carlos and Paul wait for their sister to go to school.
5. The teen people don’t want to have daughter .	5. Young people don’t want to have children .
6. She gets into his brother’s room.	6. She enters her brother's room.
7. The Spanish is a easy lenguaje to learn.	7. Spanish is an easy language to learn.
8. There are two posters in the wall.	8. There are two posters on the wall .
9. I am married with Pablo.	9. I am married to Pablo.
10. She has 19 years old.	10. She is 19 years old.
11. Miguel have complicated live .	11. Miguel has a very complicated life .
12. She wears a beautiful red cardigan .	12. She wears a beautiful red coat .
13. In Christmas, the children receive presents.	13. At Christmas, children receive presents.
14. He work in a hotel of Monday to Friday. Her work is difficult.	14. He works in a hotel from Monday to Friday. His work is difficult.

-
- | | |
|--|---|
| <p>15. Is important learn idioms. I want to know new people and travel for the world.</p> <p>16. He is short hair.</p> <p>17. He is black eyes.</p> <p>18. He is beautiful skin.</p> <p>19. He is black long curly hair.</p> <p>20. Your personality is very nice.</p> <p>21. She studies in University Technical of Cotopaxi.</p> <p>22. I love she very much.</p> <p>23. She uses often black clothes.</p> <p>24. He favorite song is “we are bullet-proof-eternal”.</p> <p>25. She favorite place is the beach.</p> <p>26. She has 19 years old.</p> <p>27. Your girlfriend's name is Belen and your children is George.</p> <p>28. His hair is black but his eyes are coffee.</p> <p>29. Your pet's name is Draco.</p> <p>30. Your hobbi is play ecuavoley and basketball.</p> <p>31. Jhon's snikers is black and your pants is blue.</p> <p>32. Your favorite foods is ceviche and cangrejada.</p> <p>33. Your car is blue and he likes to travel in airplane.</p> <p>34. Your last name is Caisa.</p> <p>35. Your father is Pedro Caisa and your mother is Nanci Chango.</p> <p>36. He like to travet beach and your favorite weater is sunny.</p> <p>37. His favorite sport is swiming and runing for the morning.</p> <p>38. He's student in Cenepamill.</p> <p>39. He likes to drink ice cream and he likes to spend time with his family.</p> <p>40. He loves to God becaus God has been good with them.</p> <p>41. Her name is Gladys and your last name is</p> | <p>15. It is important to learn languages. I want to meet new people and travel around the world.</p> <p>16. He has short hair.</p> <p>17. He has black eyes</p> <p>18. He has a beautiful skin.</p> <p>19. He has long curly black hair.</p> <p>20. His personality is very nice.</p> <p>21. She studies at Technical University of Cotopaxi.</p> <p>22. I love her very much.</p> <p>23. She often wears black clothes.</p> <p>24. His favorite song is “We are bullet-proof-eternal”.</p> <p>25. Her favorite place is the beach.</p> <p>26. She is 19 years old.</p> <p>27. His girlfriend's name is Belen and his child is George.</p> <p>28. His hair is black but his eyes are brown.</p> <p>29. His pet's name is Draco.</p> <p>30. His hobby is playing ecuavoley and basketball.</p> <p>31. Jhon's sneakers are black and his pants are blue.</p> <p>32. His favorite foods are ceviche and cangrejada.</p> <p>33. His car is blue and he likes to travel by airplane.</p> <p>34. His last name is Caisa.</p> <p>35. His father is Pedro Caisa and his mother is Nanci Chango.</p> <p>36. He likes to travel to the beach and his favorite weather is sunny.</p> <p>37. His favorite sport is swimming and running in the morning.</p> <p>38. He's a student at Cenepamill.</p> <p>39. He likes to have ice cream and spend time with his family.</p> <p>40. He loves God because he has been good with him.</p> <p>41. Her name is Gladys and her last name is</p> |
|--|---|
-

Astudillo.	Astudillo.
42. She study in UTC.	42. She studies at UTC.
43. She get to the bus.	43. She gets on the bus.
44. She travel at university two hours.	44. She travels to the university for two hours.
45. She don't like to use the glass.	45. She doesn't like to wear glasses.
46. She like to buy deportive shoes .	46. She likes to buy sneakers .
47. Your name's Sophia.	47. Her name's Sophia.
48. Your favorite fruit is strawberry.	48. Her favorite fruit is strawberry.
49. Your favorite song is "Happier than Ever".	49. Her favorite song is "Happier than Ever".
50. She lives with your parents.	50. She lives with her parents.
51. Your favorite food is encebollado.	51. Her favorite food is encebollado.
52. Your favorite color is red.	52. Her favorite color is red.
53. His favorite book is of romance.	53. His favorite book is about romance.
54. He enjoy read in the night.	54. He enjoys reading at night.
55. He talk with your friends.	55. He talks with his friends.
56. She job in Ambato.	56. She works in Ambato.
57. She has 21 years old.	57. She is 21 years old.
58. She is grocery and very cool.	58. She is rude and very cool.
59. He is thin and safe .	59. He is thin and confident .
60. Her favorite color is blue.	60. His favorite color is blue.
61. He always uses dark clothes and sneakers.	61. He always wears dark clothes and sneakers.
62. Your name Jenifer.	62. Her name is Jenifer.
63. Your eyes is very small and of color black.	63. His eyes are very small and black.
64. Your nose is very long.	64. His nose is very long.
65. Your personality is very friendly, attend and happy.	65. His personality is very friendly, attentive and happy.
66. He uses a dress elegant.	66. He wears an elegant dress.

Students made different types of substitutions as shown in sentences in *Table 4*. The main errors found were in replacing verbs, determiners, prepositions, and adjectives. These aspects were summarized and analyzed in the following four sentences:

1. *Juan and Mary don't **assist** classes.*

In the first example, a substitution of the verb "*attend*" for "*assist*" is evident. This error occurs because such verbs are false cognates, i.e. words similar or almost similar in structure,

but totally different in meaning. As a result, learners tend to replace certain words with others that look and sound similar in their mother tongue (Rúa, 2018). This misbelief led to the error of replacing the verb “*attend*” with “*assist*”, as it is similar to the Spanish verb “*asistir*”. However, this verb does not fit the context of the sentence because its meaning is “to help somebody or help with something” (Cambridge Dictionary). Therefore, the correct verb is “*attend*”, as it means “to go regularly to a place” (Macmillan Dictionary).

Accordingly, the use of false cognates shows the negative influence of the mother tongue. Thus, learners tend to intuitively select words from a foreign language because they remind them of some words in their own language. They also do not consider that, in many cases, the meaning of these words varies greatly from one language to another. This would eventually cause critical learning problems (Guevara, 2016).

2. *Carlos and Paul wait for **her** sister to go to school.*

In the second sentence, “*her*” is inappropriate for the context. In this case, considering that “*su*” is the Spanish equivalent for “*her*”, Erichsen (2019) explains that “*su*” can be ambiguous as it has multiple meanings. In other words, there are five words that can be translated as “*su*”. They are *his*, *her*, *its*, *your*, and *their*. In addition to this, in English, the possessive adjective has to agree with the possessor rather than the possessed (Kelsey, 2021).

With this in mind, the learner should have written “*their*” instead of “*her*”, as it has to agree with “*Carlos and Paul*” who are the possessors of the noun “*sister*”. It can therefore be deduced that this type of substitution error is due to negative interference, namely when there are divergent usages and ambiguities of possessive adjectives between the first and the second language. This concurs with Khan (2021).

3. *He likes to travel **in** airplane.*

In this sentence, the error stems from replacing the preposition “*by*” with “*in*”. The learner wrote this incorrectly because in Spanish, “*in*” is a common preposition to express movement including that which involves means of transport. Chavarria (2002) also attributes

the error to the high coincidence of “*en*” with “*in*” in its most prototypical uses, which can eventually result in overgeneralization leading to inaccurate sentences, as in sentence 3.

In this case, The Britannica Dictionary (2011) explains that, in English, the appropriate preposition should be “*by*” as it is used in a more general sense to refer to vehicles of any kind. In view of this, it is reasonable to associate this error with a linguistic influence. This is in line with Scott & Tucker (1974) and Khotaba (2013), who recognize that poor linguistic knowledge of the target language allows mother tongue to infer mostly in words that have several meanings and of which learners are unaware of several restrictions when using such words, as in the case of prepositions.

4. *His hair is black but his eyes are coffee.*

Lastly, in sentence 4, the word “*coffee*” is another substitution error caused by the use of partial false cognate. Roca (2010) defines them as “two similar words have at least one shared meaning and at least one different meaning” (p. 719). In this regard, the cognates “*coffee*” and “*café*” have the same meaning in Spanish and English, which is a hot drink made with water and ground or powdered coffee beans (Collins Dictionary), but in Spanish, “*café*” is also a color. Based on this, the error lies in the fact that the learner relied on his first language and wrote “*coffee*” instead of “*brown*” which is the correct word for the context of English.

Therefore, it is shown that partial false cognates can be ambiguous because learners tend to incorrectly project the meaning of one word in their mother tongue onto another word in the target language. Furthermore, Abou-Khalil et al. (2018) mention that partial false cognates have a cross-language effect resulting in semantic overlap due to the uncertainty that these cognates cause learners to recognize in which context a word plays the role of a true or false cognate.

8.5 ERRORS OF SUBJECT-VERB AGREEMENT

The most evident error students made was in the subject-verb agreement rule, which indicates that the form of a verb must always fit grammatically with the subject (Anantri, 2017). However, the opposite occurs in the table below, in which it is worth mentioning that some

sentences have more than one error, but the analysis is mainly based on subject-verb agreement errors.

Table 5 Samples of EFL Learners' Subject-verb Agreement Errors

Examples of Errors	Corrections
1. Everyone in the class are using jeans.	1. Everyone in the class is wearing jeans.
2. My brother and me is of the vacations.	2. My brother and I are on vacation.
3. I wants to plant three trees in the garden.	3. I want to plant three trees in the garden.
4. Carlos and Paul waits for their sister to go to school	4. Carlos and Paul wait for their sister to go to school.
5. The yong peoples doesn't want to have childrens.	5. Young people don't want to have children.
6. She enter the bedroom of her brother	6. She enters her brother's room.
7. Miguel have a life very complicate.	7. Miguel has a very complicated life.
8. She wear a beautiful jacket.	8. She wears a beautiful red coat.
9. She hate the mouses and wolfs.	9. She hates mice and wolves.
10. My brother is chef. He work in a hotel of Monday to Friday. Her work is difficult. He want buy a big car of color blue.	10. My brother is a cook/chef. He works in a hotel from Monday to Friday. His job/work is difficult/hard. He wants to buy a big blue car.
11. He spend time with his family.	11. He spends time with his family.
12. He always listen to music.	12. He always listens to music.
13. He study in University Technical of Ambato.	13. He studies at Technical University of Ambato.
14. He work in the Maraton Sport.	14. He works in Maraton Sport.
15. He like the horror movie and romantic movies.	15. He likes horror and romantic movies.
16. She love to read comics in her free time.	16. She loves to read comics in her free time.
17. She sometime do yoga.	17. She sometimes does yoga.
18. He eat fruits and vegetables.	18. He eats fruits and vegetables.
19. He usually get angry with me.	19. He usually gets angry with me.
20. My friend always read books.	20. My friend always reads books.
21. John's snikers is black and your pants is blue.	21. John's sneakers are black and his pants are blue.
22. Your favorite foods is ceviche and cangrejada.	22. His favorite foods are ceviche and cangrejada.
23. She travel at university two hours.	23. She travels to the university for two hours.
24. She prefer weater sunny.	24. She prefers sunny weather.
25. She don't drink soda.	25. She doesn't drink soda.

26. He wear jackets, jeans and shoes.	26. He wears jackets, jeans and shoes.
27. He enjoy read in the night.	27. He enjoys reading at night.
28. He talk with your friends.	28. He talks with his friends.
29. He practice karate.	29. He practices karate.
30. Her hobby is buy clothes and study.	30. Her hobbies are buying clothes and studying.
31. Her favorite foods is pizza and longaniza.	31. Her favorite foods are pizza and longaniza.
32. Her favorite color is black and yellow.	32. Her favorite colors are black and yellow.
33. Her pets always is clean.	33. Her pets are always clean.
34. Her fruits favorite is apples and grapes.	34. Her favorite fruits are apples and grapes.
35. Her color favorite is black and red.	35. Her favorite colors are black and red.
36. Her animals favorite is dogs and rabbits.	36. Her favorite animals are dogs and rabbits.
37. She have four brothers.	37. She has four brothers.
38. She cook delicious.	38. She cooks deliciously.
39. She have two friends.	39. She has two friends.

After observing the data presented in *Table 5*, it can be evident that the subject-verb agreement errors were related to the verb to be (am, is, are), singular and plural subjects in putative agreement with the verb and auxiliary verbs in Present Simple tense (do/does). These aspects were summarized and analyzed in the following four sentences:

1. *Everyone in the class **are** using jeans.*

According to the subject-verb agreement error, it is possible to say that sentence 1 is syntactically incorrect since the verb “*are*” does not fit with the pronoun “*Everybody*”. Although the latter term translated into Spanish means “*todos*” and seems to denote a plural subject, in English grammar, it does not. In both languages, “*todos*” and “*everybody*” belong to the indefinite pronouns group. However, in Spanish, some of them can vary in number and gender, as in the case of “*todos*,” which can also be “*todo, toda, todas*”.

On the contrary, in English, this does not occur, as their rules establish that “*everybody*” is a singular pronoun, and therefore it requires a singular verb. So the correct sentence would be “*Everybody in the class is...*”. Perhaps, the error described above may be because the “use of pronouns differs in Spanish and English and therefore presents problems to the speaker of Spanish” (Moore & Marzano, 2015, p. 166).

2. *Carlos and Paul waits for their sister to go to school.*
3. *He eat fruits and vegetables.*

The errors in sentences 2 and 3 are morphologically incorrect due to the inappropriate addition and omission of the suffix -s in both singular and plural subjects. Sentence 2 contains a plural subject “*Carlos and Paul*”, so the verb “*wait*” does not require the suffix -s, yet it is added unnecessarily. Sentence 3, on the other hand, contains the third person-singular pronoun “*He*” necessitating the addition of the suffix -s to the verb “*eat*”, but it is omitted.

Consequently, neither sentence fulfills the English requirement of subject-verb agreement. In this regard, Chanaroke’s (2021) study concluded that students commit this error because they might not be aware that in the Present Simple tense, when a subject is a third-person singular in an affirmative sentence, it is mandatory to add the suffixes -s, -es, and -ies to the main verb. Sure, following the inflection rules according to the verb ending. By analogy, this grammatical rule does not apply when the subject is plural since the verb must be in its base form.

4. *She don’t drink soda.*

Likewise, when it comes to subject-verb agreement errors, auxiliary verbs such as “*do*” and “*does*” are also a cause for concern. It is essential to underline that these kinds of verbs are only used in negative and interrogative forms of the Present Simple. For example, in sentence 4, the auxiliary verb “*do*” is present in the contraction “*don’t*” (*do+not*), where the auxiliary is misused, as the subject of the sentence is one of the three third-person singulars “*She*”, which by default must be followed by the auxiliary verb “*does*”. This morphological error is consistent with the findings of Nugroho’s (2014) study, which showed that students have difficulty using the auxiliary verbs “*do*” and “*does*”, as they are unable to identify the proper auxiliary verb for a personal pronoun.

The previous examples show that students did not consider the verb, which had to match their subject respectively. Although the students’ sentences contain some parts of the acceptable syntax, they do not have sufficient linguistic awareness to apply the subject-verb agreement

rules successfully, which suggests a lack of language proficiency. According to Alahmadi (2019), this kind of error can be interpreted as an inadequate application of the English grammar rules that occurs when the learners do not fully grasp a specific structure needed to create acceptable sentences.

8.6 ERRORS OF PLURALITY

Generally, it encompasses errors related to noun inflection rules, which can cause the same word to adopt different forms (Booij, 2006). However, these rules are much more complicated than simply adding -s or -es to the end of a noun, as in the case of regular nouns (Yordchim, 2012). It is because there are also irregular plural nouns, which “may use some suffixes other than -s or -es, change their internal stems, and sometimes do not need any suffix” (Fanani & Fathoni, 2021, p. 81). This can be exemplified in the table below, in which it is worth mentioning that some sentences have more than one error, but the analysis is mainly based on plurality errors.

Table 6 Samples of EFL Learners' Plurality Errors

Examples of Errors	Corrections
1. The persons young not want have childrens .	1. Young people don't want to have children .
2. My brother and me is of the vacations .	2. My brother and I are on vacation.
3. I want plant three tree in the garden.	3. I want to plant three trees in the garden.
4. She hate the mouses and wolfs .	4. She hates mice and wolves .
5. I have to do my homeworks .	5. I have to do my homework .
6. I love to speak english. It important learn languages. I want to meet new persons and travel around the word.	6. I love to speak/speaking English. It is important to learn languages. I want to meet new people and travel around the world.
7. I want know new peoples and travel for the world.	7. I want to meet new people and travel around the world.
8. She usually wear comfortable clothes like pants, t-shirt , dress .	8. She usually wears comfortable clothes like pants, t-shirts , and dresses .
9. Your girlfriend's name is Belen and your children is George.	9. His girlfriend's name is Belen and his child is George.
10. She wear dress .	10. She wears dresses .
11. She wear t-shirt with pants.	11. She wears t-shirts with pants.

12. He usually wears sneaker .	12. He usually wears sneakers .
13. Michael wears black jacket and a green pant .	13. Michael wears a black jacket and green pants .
14. She like long dress .	14. She likes long dresses .
15. She don't like to use the glass .	15. She doesn't like to wear glasses .
16. She don't like skirt .	16. She doesn't like skirts .
17. She wear t-shirts and coat .	17. She wears t-shirts and coats .
18. Her favorite food is pizza and longaniza.	18. Her favorite foods are pizza and longaniza.
19. Her favorite color is black and yellow.	19. Her favorite colors are black and yellow.
20. Her color favorite is black and red.	20. Her favorite colors are black and red.

Sentences in *Table 6* demonstrate how students added and omitted the suffix -s at the end of all nouns without considering the plural noun rules, which led to misformation errors. This aspect was summarized and analyzed in the following four sentences:

1. *I want plant three **tree** in the garden.*

Although phrase 1 has various morphological problems, the focus will be on the noun phrase: *three trees*. In this case, the student failed to see that such a phrase refers to multiple elements. In this regard, it is necessary to mention that nouns in English are typically inflected depending on their number. It means that if a regular noun denotes more than one element, as in the noun phrase “*three tree*” it is necessary to apply the standard rule of adding -s or -es to the end of the noun, but if the noun indicates only one thing, it does not apply. Considering this guideline, the correct would be “*three trees*”. This result is connected with those of Ardiansah (2017), who concluded that students make such an error because they do not generally understand when and how to make the plural form of regular nouns. Therefore, they omit and add the grammatical morphemes -s for no reason, thus demonstrating their linguistic unawareness in constructing the plural form of nouns.

2. *The **persons** young not want have **childrens**.*
3. *She hate the **mouses** and **wolfs**.*
4. *I have to do my **homeworks**.*

By examining the three sentences above, it is possible to conclude that the inflection applied at the end of each noun has resulted in their noun phrases being morphologically incorrect.

Such an error occurred when students inserted the suffix -s to the end of nouns such as “*persons*,” “*childrens*,” “*mouses*,” “*wolfs*,” and “*homeworks*”. The proper form would be “*people*,” “*children*,” “*mice*,” “*wolves*,” and “*homework*” respectively.

Consequently, the results indicate that the erroneous formation of plurals committed by the students occurred due to the overgeneralization factor, as most of the students followed the general rule of plural formation in English by adding the letter -s to the end of the noun. This result is in line with Abbood’s research (2020), which showed that most students experience grammatical errors in forming plural nouns due to overgeneralization. Such a phenomenon arises in language learning when students overextend a grammar rule to cover other instances to which that rule does not apply (Akhmad, 2020). In this regard, Matiini (2016) claims that overgeneralization refers to the students’ way of constructing their own second language rules, even though they are aware that the rules they made are possibly wrong, all this because of their limited knowledge of L2 rules” (p. 145).

8.7 ERRORS OF MECHANICS

Another prevalent error made by the students is associated with mechanical errors. They deal with unintentional errors that students repeatedly make when using capitalization, punctuation, and spelling in their academic writing (Puspitasari, 2019). This can be demonstrated in the table below, in which it is worth mentioning that some sentences have more than one error, but the analysis is mainly based on mechanics errors.

Table 7 Samples of EFL Learners’ Mechanics Errors

Examples of Errors	Corrections
1. My brother and me are of vacacions .	1. My brother and I are on vacation .
2. I want to plan tree trees in the garden.	2. I want to plant three trees in the garden.
3. My father is inglish teacher.	3. My father is an English teacher.
4. The yong peoples doesn’t want to have childrens.	4. Young people don’t want to have children.
5. Spanish is an easy lenguage to learn.	5. Spanish is an easy language to learn.
6. There are two pósters on the wall.	6. There are two posters on the wall.

-
- | | |
|---|--|
| <p>7. My friend is 24 years old and is pregnant.</p> <p>8. Miguel have a life very complicate.</p> <p>9. ¿What is Luis doing?</p> <p>10. She wears a beautfjul red jacket.</p> <p>11. In Cristmass, the childrens receive gifs.</p> <p>12. My brothes is a chef. He work in a hotel from monday a friday. His job is hard. He wants to buy a big blue car.</p> <p>13. My brother is chef. he work in a hotel of Monday to Friday. Her work is difficult. he want buy a car big of blue color.</p> <p>14. I want know new persons and travel for the word.</p> <p>15. He is ecuadorian.</p> <p>16. He is handson.</p> <p>17. He likes to read mistry's books.</p> <p>18. His favorite food is pizza with orang juice.</p> <p>19. He study Arquitecture.</p> <p>20. My friend nationality is Ecuadorian.</p> <p>21. She has brow eyes.</p> <p>22. She usually wear confortable clothes like pants, t-shirt, dress.</p> <p>23. He favorite song is "we are bullet-proof-eternal".</p> <p>24. She in her free time practice contemporany dance.</p> <p>25. She sometime do yoga.</p> <p>26. He doen's like skate in the park.</p> <p>27. He doesn't have any pircings.</p> <p>28. He has brow eyes.</p> <p>29. He is a pasient friend.</p> <p>30. He isn't ungry.</p> <p>31. He is very responsable in the university.</p> <p>32. He studies in Cotopaxi Tecnical University.</p> <p>33. He is an amagazine person.</p> <p>34. He has black eyes and a small nouse.</p> <p>35. My friend is the kind of person that look friendly but is very friky because all the time</p> | <p>7. My friend is 24 years old and pregnant.</p> <p>8. Miguel has a very complicated life.</p> <p>9. What is Luis doing?</p> <p>10. She wears a beautiful red coat.</p> <p>11. At Christmas, children receive gifts.</p> <p>12. My brother is a chef. He works in a hotel from Monday to Friday. His job is difficult/hard. He wants to buy a big blue car.</p> <p>13. My brother is a chef. He works in a hotel from Monday to Friday. His work is difficult/hard. He wants to buy a big blue car.</p> <p>14. I want to meet new people and travel around the world.</p> <p>15. He is Ecuadorian.</p> <p>16. He is handsome.</p> <p>17. He likes to read mystery books.</p> <p>18. His favorite food is pizza with orange juice.</p> <p>19. He studies Architecture.</p> <p>20. My friend's nationality is Ecuadorian.</p> <p>21. She has brown eyes.</p> <p>22. She usually wears comfortable clothes like pants, t-shirts, and dresses.</p> <p>23. His favorite song is "We are bullet-proof-eternal."</p> <p>24. She practices contemporary dance in her free time.</p> <p>25. She sometimes does yoga.</p> <p>26. He doesn't like to skate in the park.</p> <p>27. He doesn't have any piercings.</p> <p>28. He has brown eyes.</p> <p>29. He is a patient friend.</p> <p>30. He isn't angry.</p> <p>31. He is very responsible in the university.</p> <p>32. He studies at Technical University of Cotopaxi.</p> <p>33. He is an amazing person.</p> <p>34. He has black eyes and a small nose.</p> <p>35. My friend is the kind of person that looks friendly but is very freaky because all the time</p> |
|---|--|
-

talk about anime and k-dramas.	he talks about anime and k-dramas.
36. Your hobbi is play ecuavoley and basketball.	36. His hobby is playing ecuavoley and basketball.
37. Jhon's snikers is black and your pants is blue.	37. Jhon's sneakers are black and his pants are blue.
38. He like to ravett beach and your favorite weater is sunny.	38. He likes to travel to the beach and his favorite weather is sunny.
39. His favorite sport is swiming and runing for the morning.	39. His favorite sport is swimming and running in the morning.
40. My frend is Roberto.	40. My friend is Roberto.
41. He has two pets cat and dog.	41. He has two pets , a cat and a dog.
42. He is very frendly and polite.	42. He is very friendly and polite.
43. He loves to God becaus God has been good with them.	43. He loves God because he has been good with him.
44. She prefer weater sunny.	44. She prefers sunny weather .
45. He is Ecuatorian .	45. He is Ecuadorian .
46. He likes coffe .	46. He likes coffee .
47. Her hobbie is buy clothes and study.	47. Her hobbies are buying clothes and studying.
48. He has 20 yeas old.	48. He is 20 years old.
49. She is 18 gears old.	49. She is 18 years old.
50. She is amuzing .	50. She is amazing .
51. Her animals favorite is dogs and rabiths .	51. Her favorite animals are dogs and rabbits .
52. She like ice cream of staumbery .	52. She likes strawberry ice cream.
53. My friend's nationality Ecuatorian .	53. My friend's nationality is Ecuadorian .

After examining the sentences in *Table 7*, the mechanical errors were due to missing capitalization, misspelling, and punctuation aspects such as period, commas, and apostrophes to form possessive nouns, diacritics, and question marks. These aspects were summarized and analyzed in the following six sentences:

1. *My brother is chef. he work in a hotel of Monday to Friday.*
2. *He is ecuadorian.*

Different capitalization errors are noticeable in the first and second sentences, respectively. Sentence 1 has two independent clauses, “*My brother is chef. he work in ...*”, both separated by a period; however, the student overlooked one of the capitalization rules, which is that the

first word of a sentence must always begin with a capital letter. Thus, the correct form would be “*My brother is a chef. He works in...*”. On the other hand, in sentence 2, “*He is ecuadorian,*” the student forgot another capitalization rule, which states that all proper nouns, such as people names, languages, nationalities, etc., must be capitalized, no matter where they are in the sentence. Therefore, “*He is Ecuadorian*” would be more appropriate.

3. *He is very **frendly** and polite.*

4. *She is 18 **gears** old.*

Regarding spelling, Fitria (2020) asserts that it is “the art of choosing and arranging letters to write a word correctly and accurately” (p. 241). Nevertheless, two particular words in sentences 3 and 4 do not adhere to this idea as students omitted and replaced letters when writing “*frendly*” and “*gears*”. The vowel letter “*i*” is absent in the word “*frendly*”, thus the proper spelling would be “*friendly*”, and the consonant “*g*” in the word “*gears*” needs to be replaced with the consonant “*y*”, forming the proper term “*years*.” In light of these spelling errors, it could be argued that one of the reasons spelling is difficult for EFL learners is that the correspondence between a word's sound and the way it is spelled is not always obvious (Hidayah, 2020).

5. *He has two **pets cat** and dog.*

6. *¿What is Luis doing?*

Finally, on punctuation marks such as commas, full stops, question marks, and so on, Zulkifli (2015) claims that “their use is important because they make it easier for the reader to understand what is written” (p. 14). Therefore, when one of these punctuation marks is omitted, added, or misused, punctuation errors happen, as in the case of sentence 5, “*He has two pets cat and dog*”. By leaving out the comma in this instance, the student conveys an unclear message, causing the reader to fall into confusion. This is because, without the comma, it is hard to determine how the words “*cat*” and “*dog*” are related. The proper sentence would be “*He has two pets, a cat and a dog*”.

On the other hand, it's important to note that although English and Spanish similarly employ punctuation, there are some slight differences, such as how to use question marks. Unlike Spanish, which uses two question marks (¿?) at the beginning and end of a question, English uses just one question mark (?) at the end of a question (Puspitasari, 2019). With this in mind, it is possible to show that according to the English punctuation rule, sentence 6, "¿What is Luis doing?" is wrong, as the student applied the punctuation rule of L1. Although this inaccuracy does not impair understanding of the sentence, it is unacceptable in English writing. So, the proper form would be, "What is Luis doing?"

In the light of the mentioned above, Mohamed & Yassin (2016) assert that mechanical errors "may be attributed to carelessness or lack of concentration, therefore, they should not worry teachers or students because the students themselves can correct them when their attention is drawn to them" (p. 76). Lastly, it is prime to stress that although mechanical errors are out of the scope of this study, it is impossible to overlook them because of their close relationship with grammar. It is because one aspect of grammar is punctuation, which relates to the symbols used to clarify the meaning of sentences. Punctuation is, therefore, also an essential part of learning English, as it can make the text confusing for the reader and implies that the writer has a low level of English or lacks care and attention to detail (Moore, 2016).

9. RESEARCH IMPACTS

An awareness of how the mother tongue influences the foreign language learning process is of utmost importance for all actors involved in this process. In this regard, this research has an educational and cultural impact as it will deepen the understanding of this morphosyntactic phenomenon through the analysis of errors in written production. Consequently, having this knowledge will help teachers to anticipate learners' morphosyntactic errors and take the appropriate preventative action in the first levels, preventing students from having insufficient written communication skills when they are in higher levels.

In addition, this information will also help students to raise awareness of their learning so that they will be motivated to strive for a better linguistic knowledge of the target language. This is paramount as English has become a 21st-century necessity, and learners must be capable enough to use correct English grammar to convey acceptable messages without errors or misunderstandings.

For the authorities, it is necessary to take this research into account as it shows a low level of English proficiency in first level students, which is not adequate for the profile of the degree course. In this sense, it seems reasonable to consider improving the admission process by levelling the knowledge in the main subjects so that students can perform better in the first academic periods of the English degree course.

Finally, this research encourages a mutual commitment between teachers, learners and authorities in order to achieve the development of lasting language competencies through the analysis of mother tongue-influenced errors, which is fully recognized in this and other research as a source of improvement in foreign language learning and teaching.

10. CONCLUSIONS AND RECOMMENDATIONS

10.1 CONCLUSIONS

As for the first specific objective related to establishing an epistemological foundation on mother tongue interference, it has been concluded that, through the investigation of various studies, an understanding of this morphosyntactic phenomenon allows for a broader view of the problems faced by language learners. At the beginning of learning another language, learners often use their first language (L1) and make errors that affect the structure of the second language (L2), especially when the L1 supplies linguistic gaps of the L2 in the construction of written compositions. This is known as language interference or transfer, a problem that is evident in the case of learners majoring in English, with Spanish being their mother tongue. This concurs with Odlin (1989) who defined language interference as “the influence resulting from the similarities and differences between the target language and any other language that has been previously acquired”. Therefore, the information presented in the theoretical framework allows us to enrich the research and comprehend the problem investigated.

Concerning the second specific objective of this study, to identify errors in EFL language learners, the researchers distinguished that the errors found occur at both morphological and syntactic levels. In this regard, morphosyntactic errors occur in word order, omission, addition, substitution, subject-verb agreement, and plurality. These errors were found in both content words and grammatical words, thus affecting the structure of the sentence and the relationship between its different elements. On the other hand, mechanics errors affecting capitalization, punctuation, and spelling were also found. Although these errors are outside the scope of the study, they were also taken into account because of their negative impact on the development of EFL learners’ writing skills. All in all, it was noted that English grammar was the area most affected, as this type of error infringed on its conventions.

Finally, regarding the third specific objective, which is to describe the errors and their causes, the researchers, based on a detailed explanation of the morphosyntactic errors, proved that learners relied heavily on Spanish grammar structures when writing in English. In other

words, the results confirmed that learners' native language has played a significant role in English learning. Moreover, as can be seen from the discussion, the causes of errors are manifold. Thus, although in most cases the main cause was the learners' mother tongue interference, there were other causes, such as overgeneralization of rules, limited knowledge of grammar, and carelessness, factors which it is worth mentioning are outside the scope of this study. However, it is important not to underestimate any of these causes since, like the mother tongue, they impact learners, who, influenced by them, tend to construct error-ridden sentences as a result of their confusion between the different structures of Spanish and English. Therefore, it is undeniable that L1 interference significantly affects L2 communicative processes, as the linguistic choices made by the learners do not express the intended message. This seriously hampers the development of appropriate written competence, which is indispensable in foreign language learning.

10.2 RECOMMENDATIONS

The research study suggests considering the theoretical aspects of this work in order to be applied in many classroom sceneries. For example, exposing the importance of analyzing L1-influenced errors fosters linguistic awareness in learners to recognize them, self-correct and promote research. Thus, it is possible to create an interest in deepening the research on this type of morphosyntactic phenomenon among the students of the English Major at the Technical University of Cotopaxi. Therefore, further research could be carried out to address didactic approaches to enable EFL learners to acculturate to new linguistic structures without depending on those of their mother tongue and thus reduce the errors found in this study.

Additionally, it is highly advisable to improve the grammatical system of first level students in the English Major through listening or reading exercises that precede the writing exercise. This will help the students to have better orthographic, grammatical and lexical knowledge, which, to some extent, are the umbrella for the written quality production. Likewise, it is also important to encourage teachers to analyze errors from a non-traditional corrective practice, in which they should provide their students with feedback on their writing tasks, using simple language, with examples and reconstruction of correct sentences. In this way, errors can be

prevented from fossilizing, and learners can reach a good level of autonomy and self-correction that allows them to communicate meaningfully and unambiguously in the target language.

Finally, the researchers suggest that the learners' mother tongue should not be banned in the EFL classroom, but neither should its use be constantly encouraged. In this sense, it is necessary to use activities in which L1 works as a support for L2 learning, such as activities related to the use of cognates. These are useful for novice learners since through them they can be aware of the similarities (true cognates) and differences (false cognates) between Spanish and English. In other words, it is pertinent to encourage positive transfer and thus decrease negative transfer from the mother tongue. On the other hand, it is also advisable to recognize that L1 interference is not the only factor that influences students' errors, as there are other factors, such as intralinguistic ones, that must be considered as they can also severely affect the foreign language learning process if they are not addressed. Last but not least, it is also highly recommended to offer a pre-course (nivelación) to provide students with the necessary knowledge to begin their undergraduate studies and thus improve learning outcomes.

11. REFERENCES

- Abbood, H. A. (2020). Systematic Study of Errors Analysis Made by Foreign Language Learners. *Iraqi Academic Scientific Journals*, 2(32), 6-10. <https://rb.gy/kwifq3>
- Abdallah, M. S. (2011). *Teaching English as a Foreign Language from a New Literacy Perspective: A Guide for Egyptian EFL Student Teachers*. (1st ed.). VDM Verlag. <https://files.eric.ed.gov/fulltext/ED523729.pdf>
- Abou-Khalil, V., Flanagan, B., & Ogata, H. (2018). Learning False Friends across Contexts. *Proceedings of the Second Multimodal Learning Analytics Across (Physical and Digital) Spaces co-located with the 8th International Learning Analytics and Knowledge Conference (LAK 2018), Australia, 2163*, 1-11. <https://ceur-ws.org/Vol-2163/paper1.pdf>
- Agustiani, S. N. (2019). *Morphosyntactic Errors in the Students' Written Descriptive Texts* [Undergraduate Thesis, Universitas Negeri Semarang]. <https://rb.gy/swyfow>
- Akhmad, B. (2020). Over-generalization, Under-generalization, and No-generalization on a Child's Language Acquisition. *Journal of English Language Studies*, 5(2), 106-116. <http://dx.doi.org/10.30870/jels.v5i2.7655>
- Akter, F., & Mamun, M, D. (2019). Study of Humanistic Education: A solution to Language Teaching in Bangladesh. *North American Academic Research*, 2(11), 238-250. <https://doi.org/10.5281/zenodo.3545047>
- Alahmadi, N. (2019). A Study of Grammatical Errors of Subject Verb Agreement in Writing made by Saudi Learners. *International Journal of English Language and Linguistics Research*, 7(6), 48-59. <https://bit.ly/3uDAmPJ>
- Alagbe, AA. (2009). The English Primary Auxiliary Verbs: A Linguistic Theoretical Exercise. *African Research Review*, 3(2), 56-65. <https://doi.org/10.4314/afrrrev.v3i2.43606>

- Aljohani, M. (2017). Principles of “Constructivism” in Foreign Language Teaching. *Journal of Literature and Art Studies*, 7(1), 97-107. <https://doi.org/10.17265/2159-5836/2017.01.013>
- Anantri, T. A. (2017). *An Error Analysis of Subject Verb Agreement in Narrative Writing of the Tenth Grade Students of Madrasah Aliyah Negeri 2 Palembang*. [Undergraduate thesis, Raden Fatah State Islamic University]. <https://bit.ly/3Hntfco>
- Ardiansah, D. R. (2017). *Students' Error in Constructing Plural Form of Noun*. [Undergraduate thesis, University of Muhammadiyah Sumatera Utara]. <https://bit.ly/3YWx12D>
- Arifi, Q. (2017). Humanistic Approach in Teaching Foreign Language (from the Teacher Perspective). *European Scientific Journal*, 13(35), 194-205. <https://rb.gy/p6aqi8>
- Arung, F. (2016). Language Acquisition and Learning on Children. *Journal of English Education*, 1(1), 1-9. <https://doi.org/10.31327/jee.v1i1.76>
- Ávila, J. & Gómez, N. (2009). Improving Reading Comprehension Skills through Reading Strategies Used by a Group of Foreign Language Learners. *HOW*, 16(1), 55-70. <https://www.redalyc.org/articulo.oa?id=499450715004>
- Aydoğan, H., & Akbarov, A. A. (2014). The Four Basic Language Skills, Whole Language & Intergrated Skill Approach in Mainstream University Classrooms in Turkey. *Mediterranean Journal of Social Sciences*, 5(9), 672-680. <https://rb.gy/rca32s>
- Belda, M. (2019). 2019). Errors of the use of Spanish language: prepositions. *Educación y Futuro Digital*, 18, 43-62. <https://rb.gy/e7rouu>
- Binkert, P. J. (2003). *Linguistic analysis: Lecture notes and workbook for lin 180*. <http://api.adm.br/GRS/referencias/LINGUISTIC%20ANALYSIS.pdf>
- Booij, G. (2006). Inflection and Derivation. In Brown, K. (ed.), *Encyclopedia of Language and Linguistics*. (pp. 654-661). Elsevier. <https://rb.gy/kkd3it>

- Broughton, G., Brumfit, C., Flavell, R., Hill, P., & Pincas, A. (2003). *Teaching English as a Foreign Language*. (2nd ed.). Routledge. <https://rb.gy/0supdf>
- Brown, K., & Miller, J. (2013). *The Cambridge Dictionary of Linguistics*. Cambridge University Press. <https://doi.org/10.1017/CBO9781139049412>
- Budiman, A. (2017). Behaviorism in Foreign Language Teaching Methodology. *English Franca, 1*(2). 101-114. <http://dx.doi.org/10.29240/ef.v1i2.171>
- Bühmann, D., & Trudell, B. (2008). Mother Tongue Matters: Local Language as a Key to Effective Learning. UNESCO. <https://rb.gy/iazpmq>
- Bünemann, A. R. (2012). Second Language Learning. In Seel, N.M. (ed.), *Encyclopedia of the Sciences of Learning*. (pp. 2980-2983). Springer. <https://rb.gy/pspb05>
- Cabrera, P., Gonzalez, P., Ochoa, C., Quinonez, A., Castillo, L., Solano, L., Espinosa, F., & Arias, M. (2014). Spanish Interference in EFL Writing Skills: A Case of Ecuadorian Senior High Schools. *English Language Teaching, 7*(7), 40-48. <https://rb.gy/mcxqlh>
- Cambridge Dictionary. (n.d.). Assist. In *Cambridge Dictionary*. Retrieved January 06, 2023, from <https://dictionary.cambridge.org/dictionary/english/assist>
- Castello, D. (2015). *First Language Acquisition and Classroom Language Learning: Similarities and Differences* [Master's thesis, University of Birmingham]. <https://bit.ly/2Mpx4iW>
- Centurión, C., & Noriega, C. (2015). *Degrees, order, classification and uses of adjectives to strengthen the basic grammar knowledge* [Bachelor's thesis, Universidad de Guayaquil]. <http://repositorio.ug.edu.ec/handle/redug/47430>
- Chanaroke, U. (2021). Mother Tongue Transfer: A Case Study of Errors in English Sentence Writing of Undergraduate Students. *EAU Heritage Journal Social Science and Humanities, 11*(2). 184-194. <https://rb.gy/wzgdjt>

- Chavarría, R. (2002). English Locative Prepositions in, on, at and Spanish Locative Prepositions en and sobre. *LETRAS*, 1(34), 59-72. <https://doi.org/10.15359/rl.1-34.3>
- Collins Dictionary. (n.d.). Coffee. In Collins Dictionary. Retrieved January 11, 2023, from <https://www.collinsdictionary.com/es/diccionario/ingles/coffee>
- Cook, G. (2012). British applied linguistics: impacts of and impacts on. *Applied Linguistics Review*, 3(1), 25-45. <https://doi.org/10.1515/applirev-2012-0002>
- Corder, S. (1967). The significance of learners' errors. *International Review of Applied Linguistics*, 5(4), 161-170. <https://rb.gy/h0e6yl>
- Crystal, D. (2008). *A Dictionary of Linguistics and Phonetics* (6th ed.). Blackwell Publishing. <https://rb.gy/lhpt20>
- Davies, A. (2007). *An Introduction to Applied Linguistics: From Practice to Theory* (2nd ed.). Edinburgh University Press. <http://www.jstor.org/stable/10.3366/j.ctt1g09wtk>
- Damayanti, K. (2022). The Principles of Language Teaching. *Holistics Journal*, 14(1), 49-56. <https://jurnal.polsri.ac.id/index.php/holistic/article/view/4943/2046>
- Denizer, E. (2017). Does Mother Tongue Interfere in Second Language Learning?. *Journal of Foreign Language Education and Technology*, 2(1), 39-54. <https://rb.gy/7y8svd>
- Dominguez, L. (2021, May 20). *7 Cases When Not to Use Articles in Spanish*. Homeschool Spanish Academy. <https://rb.gy/rwspmp>
- Durens, F. (n.d.). Morpho-Syntactic Error Analysis of Narrative Essays Written by Non-Language Majors [Bachelor's thesis, Cebu Technological University]. <https://rb.gy/5i3m6h>
- Emaliana, I. (2017). Teacher-centered or Student-centered Learning Approach to promote Learning?. *Jurnal Sosial Humaniora*, 10(2), 59-70. <https://rb.gy/siyy9p>
- Erichsen, G. (2020, August 29). *Possessive Adjectives (Short Form) in Spanish*. ThoughtCo. <https://www.thoughtco.com/possessive-adjectives-short-form-3079109>

- Figueiredo, A. (2005). Learning Contexts: a Blueprint for Research. *Interactive Educational Multimedia*, (11), 127-139. <https://rb.gy/evgyjh>
- Fitria, T. N. (2020). Spelling Error Analysis in Student's Writing English Composition. *Journal Getsempena English Education Journal*, 7(2), 240-252. <https://rb.gy/o7vkaq>
- Fitriani, N., & Zulkarnain, S. (2019). An Investigation of Mother Tongue Influence on EFL Learners during their Speaking Performance. *Southeast Asia Language Teaching and Learning (SALTeL) Journal*, 2(2), 30-35. <https://rb.gy/dqplhe>
- García, W. (2017). *Spanish Syntax Influence on the Learning of English* [Master's thesis, Universidad de Cuenca]. <http://dspace.ucuenca.edu.ec/handle/123456789/28706>
- Gautam, P. (2019). Writing Skill: An Instructional Overview. *Journal of NELTA Gandaki*, 2, 74-90. <https://doi.org/10.3126/jong.v2i0.26605>
- Golkarian, G. (2019, April 26-29). *The Problems of 2nd Language on Mother Tongue in the Field of Education* [Conference presentation abstract]. 6th International Congress on Multidisciplinary Studies, Kalyoncu University, Gaziantep, Turkey. <https://rb.gy/zgehbK>
- Grabe, W. (2010). Applied Linguistics: A Twenty-First-Century Discipline. In R. B. Kaplan (ed.), *The Oxford Handbook of Applied Linguistics* (2nd ed., pp. 33-44), Oxford. <https://doi.org/10.1093/oxfordhb/9780195384253.013.0002>
- Guevara, D. (2016). *Analysis of the Most Common Words Called "False Friends" of the English Language that Interfere the Students' Reading Understanding At PUCESE* [Bachelor's thesis, Pontificia Universidad Católica del Ecuador]. PUCESE Repository. <https://repositorio.pucese.edu.ec/handle/123456789/603>
- Hawash, M. (2018). Error Analysis. *International Journal of Research and Analytical Reviews*, 5(4), 193-196. http://ijrar.com/upload_issue/ijrar_issue_20542535.pdf
- Harsa, L. N. (2014). *English Morpho-Syntax*. Universitas Terbuka. <https://rb.gy/dasjm8>

- Heydari, P., Bagheri, M. (2012). Error Analysis: Sources of L2 Learners' Errors. *Theory and Practice in Language Studies*, 2(8), 1583-1589. <https://rb.gy/ja00xt>
- Hidayah, R. (2020). *An Analysis of Spelling Error made by Students in Writing Descriptive Text on the Seventh Grade of MTs.N 2 Tanggamus in Academic Year 2019/2020*. [Undergraduate thesis, State Islamic University]. <https://rb.gy/hs9pzx>
- Hikmah, H. (2020). Analysis of Omission and Addition Errors found in the Students' English Texts. *English Language Teaching and English Linguistics Journal*, 5(1), 1-8. <https://bit.ly/3IM5wDI>
- Hulya, I. (2009). Comparing and Contrasting First and Second Language Acquisition: Implications for Language Teachers. *English Language Teaching*, 2(2), 155-163. <https://doi.org/10.5539/elt.v2n2p155>
- Hussain, I. (2017). Distinction Between Language Acquisition and Language Learning: A Comparative Study. *Journal of Literature, Languages and Linguistics*, 39, 1-5. <https://rb.gy/wworme>
- Hutauruk, B. (2015). A Research Error Analysis made by the Males and Females Students in the Third Year (2012). Semester V at English Department in FKIP UHN Pematangsiantar. *Proceedings of International Conference on Teaching English as a Foreign Language, Indonesia*, 1-10. <https://rb.gy/3amnbt>
- Janicki, K. (2010). Lay people's language problems. *International Journal of Applied Linguistics*, 20(1), 73-94. <https://doi.org/10.1111/j.1473-4192.2009.00229.x>
- Jobeen, A., Kazemian, B., & Shahbaz, M. (2015). The Role of Error Analysis in Teaching and Learning of Second and Foreign Language. *Education and Linguistics Research*, 1(2), 52-62. <https://ssrn.com/abstract=2659714>
- Julien, M. (2007). On the relation between morphology and syntax. In G. Ramchand, & C. Reiss (Eds.), *The Oxford Handbook of Linguistic Interfaces*, (pp. 209–238). Oxford University Press. <https://doi.org/10.1093/OXFORDHB/9780199247455.013.0008>

- Kadarisman, E. (2014). Language Problems in Applied Linguistics: Limiting the Scope. *TEFLIN Journal*, 25(1), 94-121. <https://rb.gy/tlgfhu>
- Kester, E., & Gorman, B. (n.d.). *Semantic and Syntactic Patterns in the English Language Learner* [White Paper]. Bilingualistics. <https://cutt.ly/b0kMyYJ>
- Kelsey, E. (2021). *Possessive structures and genitive case: Spanish and English compared* (471) [Honor thesis, University of Northern Iowa]. UNI ScholarWorks. <https://rb.gy/apiwdd>
- Khabibawati, A. (2020). *An Error Analysis on the Use of Past Tense in the Students Writing on Recount Texts: A Descriptive Qualitative Study at the Eighth Grade Students of SMP N 1 Tenganan*. [Undergraduate Thesis, State Institute For Islamic Studies, Salatiga]. <https://bit.ly/3WYqKb8>
- Khan, S. (2021). Morphosyntactic Influence Of L1 (Punjabi) On L2 English: A Study Of Possessive Adjectives. *Elementary Education Online*, 20(2), 1784-1805. <http://ilkogretim-online.org/?mno=41619>
- Khansir, A. A. (2012). Error analysis and second language acquisition. *Theory and Practice in Language Studies*, 2(5), 1027-1032. <http://dx.doi.org/10.4304/tpls.2.5.1027-1032>
- Khotaba, E. (2013). Errors in the Use of Prepositions and Adverb Particles by Arab ESL Speakers: Performance Analysis Perspective. *International Journal of Linguistics*, 5(1), 273-282. <https://doi.org/10.5296/ijl.v5i1.3310>
- Knapp, K. (2013). Applications in applied linguistics: Modes and domains. *AILA Review*, 26(1), 1-9. <https://doi.org/10.1075/aila.26.01kna>
- Krashen, S. D. (1982). *Second Language Acquisition and Second Language Learning*. Oxford: Pergamon Press Inc. <https://rb.gy/povyoh>
- Kthupi, E. (2015). Errors in the Foreign Language Learning Process. *Interdisciplinary Journal of Research and Development*, 2(1), 97-100. <https://rb.gy/zlbeqc>

- Kovář, V., Horák, A., Jakubíček, M. (2011). Syntactic Analysis Using Finite Patterns: A New Parsing System for Czech. In Z. Vetulani (Ed.), *Human Language Technology. Challenges for Computer Science and Linguistics*. Springer. (pp. 161–171).
https://doi.org/10.1007/978-3-642-20095-3_15
- Kumaran, P., & Krish, P. (2021). Mother Tongue Interference in English Writing among Tamil School Students. *Journal of Language Studies*, 21(1), 110-123.
<https://rb.gy/pb5w2w>
- Lak, M., Soleimani, H., & Parvaneh, F. (2017). The Effect of Teacher-Centeredness Method vs. Learner-Centeredness Method on Reading Comprehension among Iranian EFL Learners. *Journal of Advances in English Language Teaching*, 5(1), 1-10. <https://rb.gy/ilifhw>
- Lightbown, P. M., & Spada, N. (2020). *How languages are learned*. (4th ed.). Oxford University. <https://rb.gy/wjp2rb>
- Liu, L., & Zhang, Y. (2014). The Application of Constructivism to the Teaching of Intercultural Communication. *English Language Teaching*, 7(5), 136-141.
<https://rb.gy/twhg2k>
- Londoño, D. (2008). Error Analysis in a Written Composition. *Profile: Issues in Teachers' Professional Development*, (10), 135-146. <https://rb.gy/2bk4d9>
- Macmillan Dictionary. (n.d.). Attend. In *Macmillan Dictionary*. Retrieved January 06, 2023, from <https://www.macmillandictionary.com/dictionary/british/attend>
- Macmillan Dictionary. (n.d.). Enter. In *Macmillan Dictionary*. Retrieved December 30, 2022, from <https://www.macmillandictionary.com/dictionary/british/enter>
- Madrid, D. (1995). Internal and External Factors in Language Teaching. *Actas de las 11 Jornadas de Estudios Ingleses*. Universidad de Jaén. pp. 59-82. <https://rb.gy/mjea9d>

- Marin, D. (1976, April). *The Sequence of Multiple Adjectives in Spanish* [Meeting Paper]. Linguistic Symposium on Romance Languages, Montreal, Quebec.
<https://rb.gy/xslarx>
- Master, P. (2003). Acquisition of the Zero and Null Articles in English. *Issues in Applied Linguistics*, 14(1), 3-20. <https://rb.gy/llcl4l>
- Matiini, G. (2016). Overgeneralization in Singular/Plural Nouns and Suffixed Nouns of IELTS Course Students. *Journal of Language and Literature Education*, 6(2), 144-159. https://doi.org/10.17509/bs_jpbs.v16i2.4478
- Mayoral, R. (2004). On the Position of Frequency Adverbs in Spanish. *USC Working Papers in Linguistics* 2, 1-15. <https://rb.gy/yfakwd>
- McShane, M., & Babkin, P. (2016). Detection and Resolution of Verb Phrase Ellipsis. *Linguistic Issues in Language Technology*, 13(1), 1-33. <https://rb.gy/3sxrba>
- Mengliyev, B., Shahabitdinova, S., Khamroeva, S., Gulyamova, S., Botirova, A. (2021). The morphological analysis and synthesis of word forms in the linguistic analyzer. *Journal of Language and Linguistic Studies*, 17(1), 558-564. <https://rb.gy/zsibdv>
- Moeller, A. & Catalano, T. (2015). Foreign Language Teaching and Learning. In Aleidina M., & Therers, C. (Eds.). *International Encyclopedia of the Social & Behavioral Science* (pp.327-332). <https://rb.gy/ckqs4t>
- Mohamed, S., & Yassin, A. (2016). Common Punctuation Errors Made by Secondary Schools Students in English: A Case Study at Secondary Schools, Nyala Locality. *Journal of Humanities*, 17(4), 73-87. <https://rb.gy/louobs>
- Moore, F. B., & Marzano, R. J. (2015). Common Errors of Spanish Speakers Learning English. *National Council of Teachers of English*, 13(2), 161-167.
<https://rb.gy/heiyan>
- Moore, N. (2016). What's the point? The role of punctuation in realizing information structure in written English. *Functional Linguistics*, 3(6), 1-23. <https://rb.gy/nvb2q7>

- Mundhe, G. B. (2015). Teaching receptive and productive language skills with the help of techniques. *An International Journal in English*, 1(7), 1-6. <https://cutt.ly/oMQIXjq>
- Murtiana, R. (2019). An Analysis of Interlingual and Intralingual Errors in EFL Learners' Composition. *JURNAL EDUCATIVE: Journal of Educational Studies*, 4(2), 204-216. <http://dx.doi.org/10.30983/educative.v4i2.2544>
- Nguyen, H. C. (2019). Motivation in Learning English Language: A Case Study at Vietnam National University, Hanoi. *European Journal of Educational Science (EJES)*, 6(1), 49-65. <http://dx.doi.org/10.19044/ejes.v6no1a4>
- Nordquist, R. (2019, July 21). *What Is Gapping? Definition and Examples*. ThoughtCo. <https://www.thoughtco.com/what-is-gapping-1690885>
- Nugroho, A. P. (2014). *The Student's Problem in Differentiating between the Use of Auxiliary Verb Do and Does: A Case Study of the First Grade of SMP N 2 Ayah in the Academic Year 2013/2014*. [Bachelor's thesis, Muhammadiyah University of Purworejo]. <http://repository.umpwr.ac.id:8080/handle/123456789/3246>
- Odlin, T. (1989). *Language Transfer: Cross-Linguistic Influence in Language Learning*. Cambridge: Cambridge University Press. <https://rb.gy/q472rn>
- Oflazer, K. (1999). Morphological Analysis. In: H. Halteren (Ed.), *Syntactic Wordclass Tagging*. (pp. 175–205). Springer. https://doi.org/10.1007/978-94-015-9273-4_12
- Olana, T., Zeleke, T., & Jiregna, K. (2015). Mother Tongue Interference in English Language Writing at Derge Secondary School: The Case of Grade 9 Students. *Science, Technology and Arts Research Journal*, 4(4), 208-214. <https://doi.org/10.4314/star.v4i4.29>
- Padilla, W., & Cárdenas, Y. (2021). Morphosyntactic influence of Spanish on English as a foreign language in high school students. *South Florida Journal of Development*, 2(5), 7599–7615. <https://doi.org/10.46932/sfjdv2n5-094>

- Paker, T., & Karaağaç, Ö. (2015). The Use and Functions of Mother Tongue in EFL Classes. *Procedia Social and Behavioral Science*, 199, 111-119. <https://rb.gy/0sityf>
- Pauliková, K. (2017). *Difficulties in Speech Production of Learners of English as a Foreign Language* [Article]. International Masaryk conference for Ph.D. students and young researchers, Hradec Králové, Magnanimitas. <https://bit.ly/3JEtsH7>
- Pinker, S. (2008). Language Acquisition. In L. Gleitman, M. Liberman & D. Osherson (Eds.). *An Invitation to Cognitive Science*. (2nd ed., pp. 135-182). Cambridge. <https://rb.gy/fjlmra>
- Pratiwi, K. (2016). Students' Difficulties in Writing English (A Study at The Third Semester Students of English Education Program At University of Bengkulu Academic Year 2011-2012). *Linguists: Journal Of Linguistics and Language Teaching*, 3(1), 1-13. <http://dx.doi.org/10.29300/ling.v3i1.106>
- Phuket, P., & Othman, N. (2015). Understanding EFL Students' Errors in Writing. *International Knowledge Sharing Platform*, 6(32), 99-106. <https://rb.gy/hdx46y>
- Puspitasari, D. (2019). *Mechanical Errors in Academic Writing: A Case Study at English Language Education Department of UIN Sunan Ampel Surabaya*. [Undergraduate thesis, UIN Sunan Ampel]. <https://bit.ly/3PIn2tE>
- Ratnasari, D. (2019). Behaviorism, Innatism and Interactionism in English Teaching and Learning. *The Journal of English Literacy Education*, 6(1), 42-50. <https://rb.gy/0tio62>
- Real Academia Española. (2005). *Diccionario Panhispánico de Dudas* [Panhispanic Dictionary of Doubts]. Madrid: Real Academia Española. <https://www.rae.es/dpd/al>
- Rees-Miller, J. (2003). Applied Linguistics. In M. Aronoff and J. Rees-Miller (Eds.), *The Handbook of Linguistics* (pp. 637-646). Blackwell. <https://rb.gy/rkmght>
- Richards, J. C., & Schmidt, R. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics* (4th ed.). Pearson Education. <https://rb.gy/s4novc>

- Ridha, N. (2012). The Effect of EFL Learners' Mother Tongue on their Writings in English : An Error Analysis Study. *ADAB AL-BASRAH*, (60), 22-45. <https://rb.gy/szwmk7>
- Rivero, S. (n.d.). *Use of articles*. Cuny School of Law. <https://rb.gy/ci2ppt>
- Roca, M. L. (2021). The problem of false friends in learner language: Evidence from two learner corpora. In M. Isabel, C. Begoña, L. Inés, & L. S. Paula (Eds.), *Language Windowing through Corpora* (pp. 717-729). Universidade da Coruña. <https://rb.gy/fvw2mw>
- Rúa, A. (2018). *Influence of Spanish as a First Language in the Learning Process of English as a Foreign Language in the School of Hospitality and Tourism at PUCE Esmeraldas, 2017* [Bachelor's thesis, Pontificia Universidad Católica del Ecuador]. PUCSE Repository. <https://repositorio.pucese.edu.ec/handle/123456789/1452>
- Rudd, L.C., Lambert, M.C. (2011). Interaction Theory of Language Development. In: Goldstein, S., Naglieri, J.A. (Eds.), *Encyclopedia of Child Behavior and Development* (pp. 830-831). Springer. <https://rb.gy/mj5ict>
- Sailo, B. L. (2019). Language Acquisition as an Innate Ability. *Journal of Humanities & Social Sciences*, 5(1), 69-76. <https://rb.gy/w0gpzc>
- Sánchez, W. (2007). On the nature of Applied linguistics: theory and practice relationships from a critical perspective. *GIST – Education and Learning Research Journal*, (1), 98–114. <https://latinjournal.org/index.php/gist/article/view/563>
- Sankar, K. (2018). The theories of Language Acquisition and Cognitivism in developing Second Language Learning: An Insight. *Research Journal of English Language and Literature*, 6(4), 124-130. <https://rb.gy/cqerfl>
- Saud, W. (2019). A contrastive Analysis of ESL and EFL learning Strategies. *Journal of Language Teaching and Research*, 10(2), 311-321. <https://rb.gy/6upxxs>
- Schmitt, N., & Rodgers, M.P.H. (Eds.). (2019). *An Introduction to Applied Linguistics* (3rd ed.). Routledge. <https://doi.org/10.4324/9780429424465>

- Scott, M., & Tucker, G. (1974). Error Analysis and English-Language Strategies of Arab Students. *Language Learning*, 24(1), 69-97. <https://rb.gy/119yi7>
- Sethole, S. (2014). *The nature and extent of mother tongue interference by Sepedi on the effectiveness of learning English among Information Technology foundation students at Tshwane University of Technology* [Master's dissertation, University of Pretoria]. UPSpace Institutional Repository. <https://rb.gy/6lmtn5>
- Setiyadi, B., Sukirlan, M., & Mahpul. (2018). Teaching Language Skills: Preparing Materials and Selecting Techniques. GRAHA ILMU. <https://rb.gy/8wxain>
- Shaul, D. L. (2014). Language Acquisition vs. Language Learning, In David Leedom S. *Linguistic Ideologies of Native American Language Revitalization* (pp. 23-30.). Springer. https://doi.org/10.1007/978-3-319-05293-9_3
- Shirkhani, S., & Ardeshir, D. (2013). Humanism in the Foreign Language Classroom. *Journal of English Language Teaching*, 3(4), 1-5. <https://rb.gy/prl9eh>
- Siddiqui, A., Sartaj, S., & Keerio, A. K. (2019). Understanding the Critical Role of Applied Linguistics with Other Disciplines of 21st Century. *Theory and Practice in Language Studies*, 9(6), 620-624. <http://dx.doi.org/10.17507/tpls.0906.03>
- Solís, M. (2007). The position of adverbs in english: trying to solve a major problem most language learners usually face. *Revista De Filología Y Lingüística De La Universidad De Costa Rica*, 32(1), 271–285. <https://rb.gy/1wta6v>
- Subandowo, D. (2017). The Language Interference in English Speaking Skill for EFL Learners. *Education and Humanities Research (ASSEHR)*, 110, 204-208. <https://rb.gy/wtbf4o>
- Surayyo, A. (2022). Similarities and Differences between First and Second Language Acquisition. *European Scholar Journal (ESJ)*, 3(2), 100-104. <https://bit.ly/3DnqKEU>

- Svenja, C. (2008). Native or Non-native speakers. Who are the better English teachers? [Seminar paper]. Múnich, GRIN Verlag. <https://www.grin.com/document/140542>
- Suhendi, A., & Purwarno, P. (2018). Constructivist Learning Theory: The Contribution to Foreign Language Learning and Teaching. *KnE Social Sciences*, 3(4), 87–95. <https://doi.org/10.18502/kss.v3i4.1921>
- Thắng, N. T. (2016). Understanding Applied Linguistics. *Tạp Chí Khoa Học Đại Học Đà Lạt*, 6(1), 81-87. [https://doi.org/10.37569/DalatUniversity.6.1.30\(2016\)](https://doi.org/10.37569/DalatUniversity.6.1.30(2016))
- The Britannica Dictionary. (2011, May 3). *By car, in my car, etc.* <https://rb.gy/8hns83>
- Torrado, L. (2011). Definite article use in the Interlanguage of Spanish speakers: A multi-dimensional problem. *Miscelánea: A Journal of English and American Studies*, 43, 87-105. <https://www.miscelaneajournal.net/index.php/misc/article/view/59>
- Torres-Robles, C. (2003). *Spanish Verbs and Essential Grammar Review*. Purdue University Calumet. <https://rb.gy/9se1tn>
- Torky, S. (2006). *The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students* [Doctoral dissertation, Ain Shams University]. <https://eric.ed.gov/?id=ED523922>
- Ubaydulloyevna, F. (2022). LINGUISTIC ANALYSIS OF THE WORD. *European Journal of Humanities and Educational Advancements*, 3(1), 66-68. <https://rb.gy/f8dpdw>
- Umarlebbe, H. J., & Said, S. B. (2021). Universal Grammar: Arguments for its Existence. *Advances in Language and Literary Studies*, 12(2), 31-36. <https://rb.gy/rhbqf5>
- Utami, F. S., Rais, A. D., & Setyaningsih, E. (2012). Improving Students' Writing Skill Using a Four-phase Technique. *English Education: Jurnal Pendidikan Bahasa Inggris Universitas Sebelas Maret*, 1(1), 1-14. <https://bit.ly/3PZDEfH>

- Vosse, T. (1992). Detecting and correcting morpho-syntactic errors in real texts. In M. Bates, & O. Stock (Eds.), *Proceedings of the third conference on Applied natural language processing* (111-118). Association for Computational Linguistics.
<https://rb.gy/9bmgon>
- Walasari, D., Khoiri, N., & Ariani, N. (2021). The Analysis of Grammar Error in Writing Descriptive Text for Seventh Graders (39-46). In *National English Education, Language, and Literature Seminar*. Indonesia. Universitas Negeri Malang.
<https://rb.gy/2m1wsw>
- Yadav, M. K. (2014). Role of Mother Tongue in Second Language Learning. *International Journal of Research (IJR)*, 1(11), 572-582. <https://rb.gy/hfpz0h>
- Ynoa, M. (2020). *Analysis of Pro-drop Errors in L2 English by L1 Spanish Speakers* [Master's thesis, City University of New York]. CUNY Academic Works.
<https://rb.gy/higswl>
- Yordchim, S. (2012). *Infections in English Nouns, verbs and adjectives* [Doctoral dissertation, Suan Sunandha Rajabhat University]. Royal Society.
<https://cutt.ly/01seexY>
- Zheng, T. (2018). Influence of Negative Transfer of Mother Tongue on Chinese English Learners' Pronunciation. *Theory and Practice in Language Studies*, 8(11), 1478-1484. <http://dx.doi.org/10.17507/tpls.0811.12>
- Zhou, M. Y., & Brown, D. (2017). Behaviorism. In M. Standridge (Ed.), *Educational Learning Theories* (2nd ed., pp. 6-12). Galileo Open Learning Materials.
<https://rb.gy/9ylvsb>
- Zovko, I. & Fajdić, A. (2016). Crosslinguistic Influence of Auxiliary Verbs in Spanish and English – ser, estar and be. *Studia Romanica et Anglica Zagabiensia*, 61, 45-72.
<https://urn.nsk.hr/urn:nbn:hr:131:400215>

Zulkifli, A. (2015). *Error Analysis of Using Punctuation Mark made by Students in Writing Class*. [Undergraduate thesis, Muhammadiyah University of Makassar].

https://digilibadmin.unismuh.ac.id/upload/17643-Full_Text.pdf

Appendix 2. Translation Exercises**TRANSLATION EXERCISES**

Read carefully the following sentences in Spanish and translate them into English.

1. Juan y Mary no asisten a clases.

2. Todos en la clase están usando jeans.

3. Mi hermano y yo estamos de vacaciones.

4. Quiero plantar tres árboles en el jardín.

5. Mi papá es profesor de Inglés.

6. Carlos y Paul esperan a su hermana para ir a la escuela.

7. Las personas jóvenes no quieren tener hijos.

8. Ella entra al cuarto de su hermano.

9. El Español es un lenguaje fácil de aprender.

10. Hay dos pósters en la pared.

11. Yo estoy casada con Pablo.

12. Mi amiga tiene 24 años y está embarazada.

13. Miguel tiene una vida muy complicada.

14. Ella lleva un bonito abrigo rojo.

15. ¿Qué está haciendo Luis?

16. En Navidad, los niños reciben regalos.

17. Ella odia a los ratones y a los lobos.

18. Tengo que hacer mis deberes.

19. Mi hermano es cocinero. Trabaja en un hotel de lunes a viernes.
Su trabajo es difícil. Quiere comprar un auto grande de color azul.

20. Me encanta hablar inglés. Es importante aprender idiomas. Quiero conocer
nuevas personas y viajar por el mundo.

Appendix 3. Errors Found in the 150-word Descriptive Compositions

No.	Student's Code	Grammatical Error Sentences	Correct Grammatical Sentences	Categorization of Errors
1	ES001	He is ecuadorian .	He is Ecuadorian .	Mechanics
		He is short hair.	He has short hair.	Substitution
		He is black eyes.	He has black eyes.	Substitution
		He is handson .	He is handsome .	Mechanics
		He is beautiful skin.	He has a beautiful skin.	Substitution/Omission
		He is black long curly hair.	He has long curly black hair.	Substitution/Word-order
		He likes to read mistry's books.	He likes to read mystery books.	Addition/Mechanics
		He spend time with his family.	He spends time with his family.	Subject-verb agreement
		His favorite food is pizza with orang juice.	His favorite food is pizza with orange juice.	Mechanics
2	ES004	Your personality is nice.	His personality is nice.	Substitution
		He always listen to music.	He always listens to music.	Subject-verb agreement
		He study in University Technical of Ambato.	He studies at Technical University of Ambato.	Subject-verb agreement/Substitution/Word-order
		He work in the Maraton Sport.	He works in Maraton Sport.	Subject-verb agreement
		He like the horror movie and romantic movies.	He likes horror and romantic movies.	Subject-verb agreement/Addition
		He study Arquitecture .	He studies Architecture .	Subject-verb agreement/Mechanics
3	ES005	She is student .	She is a student.	Omission
		She studies in University Technical of Cotopaxi.	She studies at Technical University of Cotopaxi.	Substitution/Word-order
		She has brow eyes.	She has brown eyes.	Mechanics
		She always is a good person.	She is always a good person.	Word-order
		She usually wear comfortable clothes like	She usually wears comfortable clothes like	Subject-verb agreement/Mechanics/

		pants, t-shirt, dress.	pants, t-shirts, and dresses.	Plurality/Omission/ Plurality
		She loves the cats.	She loves cats.	Addition
		I love she very much.	I love her very much.	Substitution
4	ES015	My friend nationality is Ecuatorian.	My friend's nationality is Ecuadorian.	Mechanics (*2)
		She has brow hair.	She has brown hair.	Mechanics
		She love to read comics in her free time.	She loves to read comics in her free time.	Subject-verb agreement
		She like to watch romantic movies.	She likes to watch romantic movies.	Subject-verb agreement
		She love play piano.	She loves to play piano.	Subject-verb agreement/Omission
		She wear dress.	She wears dresses.	Subject-verb agreement/Plurality
		She wear t-shirt with pants.	She wears t-shirts with pants.	Subject-verb agreement/Plurality
		She wear black blouses.	She wears black blouses.	Subject-verb agreement
		She wear caps every day.	She wears caps every day.	Subject-verb agreement
		She uses often black clothes.	She often wears black clothes.	Word-order/ Substitution
		She love to listen k-pop music.	She loves to listen to k-pop music.	Subject-verb agreement/Omission
		He favorite song is " we are bullet-proof-eternal".	His favorite song is " We are bullet-proof-eternal".	Substitution/ Mechanics
		She in her free time practice contemporary dance.	She practices contemporary dance in her free time.	Word-order/ Subject-verb agreement/Mechanics
		She sometime do yoga.	She sometimes does yoga.	Mechanics/Subject-verb agreement
		She love the dogs and cats.	She loves dogs and cats.	Subject-verb agreement/Addition
		She favorite place is the beach.	Her favorite place is the beach.	Substitution
		She love to swim in the sea.	She loves to swim in the sea.	Subject-verb agreement
		She has 19 years old.	She is 19 years old.	Substitution

5	ES016	He likes ride the bike.	He likes to ride the bike.	Omission
		He doen's like skate in the park.	He doesn't like to skate/skating in the park.	Mechanics/Omission
		He doesn't have any pircings .	He doesn't have any piercings .	Mechanics
		He has brow eyes.	He has brown eyes.	Mechanics
		He isn't angry person.	He isn't an angry person.	Omission
		He is a pasient friend.	He is a patient friend.	Mechanics
		He isn't ungry .	He isn't angry .	Mechanics
		He eat fruits and vegetables.	He eats fruits and vegetables.	Subject-verb agreement
		He is very responsable in the university.	He is very responsible in the university.	Mechanics
		He doesn't drink the beer.	He doesn't drink beer .	Addition
		He drinks the coffee and water.	He drinks coffee and water.	Addition
		He usually wears sneaker .	He usually wears sneakers .	Plurality
		He likes stay with his friends.	He likes to stay with his friends.	Omission
He studies in Cotopaxi Tecnical University .	He studies at Technical University of Cotopaxi .	Substitution/Mechanics/Word-order		
He is an amagazine person.	He is an amazing person.	Mechanics		
6	ES021	He has black eyes and a small nouse .	He has black eyes and a small nose .	Mechanics
		My friend is the funniest person that I ever met.	My friend is the funniest person I have ever met.	Omission/Tenses
		He usually get angry with me.	He usually gets angry with me.	Subject-verb agreement
		My friend always read books.	My friend always reads books.	Subject-verb agreement
		Michael wears black jacket and a green pant .	Michael wears a black jacket and green pants .	Omission/Addition/Plurality
Michael never like pink clothes because he feels like a girl.	Michael never likes pink clothes because he feels like a girl.	Subject-verb agreement		

		My friend is the kind of person that look friendly but is very friky because all the time talk about anime and k-dramas.	My friend is the kind of person that looks friendly but is very freaky because all the time he talks about anime and k-dramas.	Subject-verb agreement/Mechanics/Omission/Subject-verb agreement
7	ES022	He work in the restaurant and he's from Ecuador.	He works in a restaurant and he's from Ecuador.	Subject-verb agreement/Substitution
		Your girlfriend's name is Belen and your children is George.	His girlfriend's name is Belen and his child is George.	Substitution (*2)/Plurality
		His hair is black but his eyes are coffee .	His hair is black but his eyes are brown .	Substitution
		Your pet's name is Draco.	His pet's name is Draco.	Substitution
		Your hobbi is play ecuavoley and basketball.	His hobby is playing ecuavoley and basketball.	Substitution/Mechanics/Omission
		Jhon's snikers is black and your pants is blue.	Jhon's sneakers are black and his pants are blue.	Mechanics/Subject-verb agreement/Substitution/Subject-verb agreement
		Your favorite foods is ceviche and cangrejada.	His favorite foods are ceviche and cangrejada.	Substitution/Subject-verb agreement
		He likes to travel in airplane.	He likes to travel by airplane.	Substitution
		Your last name is Caisa.	His last name is Caisa.	Substitution
		Your father is Pedro Caisa and your mother is Nanci Chango.	His father is Pedro Caisa and his mother is Nanci Chango.	Substitution (*2)
		He like to party and dance.	He likes to party and dance.	Subject-verb agreement
		He like to travet beach and your favorite weater is sunny.	He likes to travel to the beach and his favorite weather is sunny.	Subject-verb agreement/Mechanics/Omission (*2)/Substitution/Mechanics
		His favorite sport is swiming and runing for the morning.	His favorite sport is swimming and running in the morning.	Substitution/Mechanics(*2)/Substitution
		He's student in Cenepamill.	He's a student at Cenepamill.	Omission/Substitution
8	ES025	My frend is Roberto.	My friend is Roberto.	Mechanics
		He works at factory .	He works at a factory.	Omission
		He is very frendly and	He is very friendly and	Mechanics

		polite.	polite.	
		He likes to drink ice cream and he likes to spend time with his family.	He likes to have ice cream and spend time with his family.	Substitution/Addition (*3)
		He has two pets cat and dog .	He has two pets, a cat and a dog .	Mechanics/Omission (*2)
		He has beautiful garden.	He has a beautiful garden.	Omission
		He likes to see the nature.	He likes to see nature .	Addition
		He loves to God because God has been good with them .	He loves God because he has been good with him .	Addition/Mechanics/ Substitution (*2)
9	ES026	Her name is Gladys and your last name is Astudillo.	Her name is Gladys and her last name is Astudillo.	Substitution
		She live in Mulalo and she likes listen to music at night.	She lives in Mulalo and likes to listen to music at night.	Subject-verb agreement/Addition/ Omission
		She like long dress .	She likes long dresses .	Subject-verb agreement/Omission
		She want to study Basic Education.	She wants to study Basic Education.	Subject-verb agreement
		She study in UTC.	She studies at UTC.	Subject-verb agreement/Substitution
		She get to the bus.	She gets on the bus.	Subject-verb agreement/Substitution
		She travel at university two hours.	She travels to the university for two hours.	Subject-verb agreement/Substitution/ Omission (*2)
		She don't like to use the glass .	She doesn't like to wear glasses .	Subject-verb agreement/Substitution/ Plurality
		She like to buy deportive shoes .	She likes to buy sneakers .	Subject-verb agreement/Substitution
		She like the color black.	She likes the color black.	Subject-verb agreement
		She prefer weater sunny .	She prefers sunny weather .	Subject-verb agreement/Mechanics/ Word-order
		She don't like animals.	She doesn't like animals.	Subject-verb agreement
10	ES034	Your name's Sophia.	Her name's Sophia.	Substitution

She is ecuadorian .	She is Ecuadorian .	Mechanics
She is excellent cooking .	She is excellent at cooking.	Omission
She wear large pants.	She wears large pants.	Subject-verb agreement
She don't like skirt .	She doesn't like skirts .	Subject-verb agreement/Plurality
She wear t-shirts and coat .	She wears t-shirts and coats .	Subject-verb agreement/Plurality
Your favorite fruit is strawberry.	Her favorite fruit is strawberry.	Substitution
Your favorite song is "Happier than Ever".	Her favorite song is "Happier than Ever".	Substitution
She lives with your parents.	She lives with her parents.	Substitution
She studies in the Technical University of Cotopaxi.	She studies at Technical University of Cotopaxi.	Subject-verb agreement/Substitution/Addition
Your favorite food is encebollado.	Her favorite food is encebollado.	Substitution
She don't drink soda.	She doesn't drink soda.	Subject-verb agreement
Your favorite color is red.	Her favorite color is red.	Substitution

Appendix 4. Errors Found in Descriptive Compositions of Less than 150-words

No.	Student's Code	Grammatical Error Sentences	Correct Grammatical Sentences	Categorization of Errors
1	ES006	He is Ecuatorian .	He is Ecuadorian .	Mechanics
		He studies in the University Technical of Ambato .	He studies at Technical University of Ambato .	Substitution/Addition/ Word-order
		He plays guitar .	He plays the guitar .	Omission
		He listen music.	He listens to music.	Subject-verb agreement/Omission
		His color hair is brown.	His hair color is brown.	Word-order
		He wear jackets, jeans and shoes.	He wears jackets, jeans and shoes.	Subject-verb agreement
		He jobs in a restaurant.	He works in a restaurant.	Substitution
		His favorite book is of romance.	His favorite book is about romance.	Substitution
		He likes coffe .	He likes coffee .	Mechanics
		He not like scary movies .	He doesn't like scary movies.	Omission
		He enjoy read in the night.	He enjoys reading at night.	Subject-verb agreement/Omission/ Substitution/Addition
		He's good chef.	He's a good chef.	Omission
		He talk with your friends.	He talks with his friends.	Subject-verb agreement/Substitution
		He likes sing .	He likes to sing .	Omission
		He likes read children's books.	He likes to read children's books.	Omission
		He is likes dance .	He likes to dance .	Addition
He practice karate.	He practices karate.	Subject-verb agreement		
He practice soccer.	He practices soccer.	Subject-verb agreement		
2	ES011	She job in Ambato.	She works in Ambato.	Substitution/Subject-verb agreement
		She has 21 years old.	She is 21 years old.	Substitution
		Her hobbie is buy clothes	Her hobbies are buying	Mechanics/Subject-verb

and study .	clothes and studying .	agreement/Omission (*2)
Her favorite food is pizza and longaniza.	Her favorite foods are pizza and longaniza.	Plurality/Subject-verb agreement
Her favorite color is black and yellow.	Her favorite colors are black and yellow.	Plurality/Subject-verb agreement
She is grocery and very cool.	She is rude and very cool.	Substitution
Her cellphone is color green .	Her cellphone is green .	Addition
Her clothes are color black.	Her clothes are black .	Addition
She love black color .	She loves black .	Subject-verb agreement
She love chips.	She loves chips .	Subject-verb agreement
She live in Ambato.	She lives in Ambato.	Subject-verb agreement
Her pets always is clean.	Her pets are always clean.	Subject-verb agreement/Word-order

3	ES012	My friend is a boy fantastic .	My friend is a fantastic boy .	Word-order
		He has 20 years old.	He is 20 years old.	Substitution/Mechanics
		He live in Pujilí.	He lives in Pujilí.	Subject-verb agreement
		He study in Technical University to Cotopaxi .	He studies at Technical University of Cotopaxi.	Subject-verb agreement/Substitution (*2)
		He is thin and safe .	He is thin and confident .	Substitution
		Her favorite color is blue.	His favorite color is blue.	Substitution
		He enjoy eat pizza.	He enjoys eating pizza.	Subject-verb agreement/Omission
		Does not like to watch series and cook.	He does not like to watch series and cook.	Omission
		He listen music and dance the weekend .	He listens to music and dance on the weekend .	Subject -verb agreement/Omission (*2)
		He always uses dark clothes and sneakers.	He always wears dark clothes and sneakers.	Substitution
4	ES035	Your name Jenifer.	Her name is Jenifer.	Substitution
		She is 18 gears old.	She is 18 years old.	Mechanics
		She lives Pujilí .	She lives in Pujilí.	Omission

She is amuzing .	She is amazing .	Mechanics
Her hobbies favorite is practice sports and dance .	Her favorite hobbies are practicing sports and dancing .	Word-order/ Subject-verb agreement/Omission (*2)
Her fruits favorite is apples and grapes.	Her favorite fruits are apples and grapes.	Word-order/ Subject-verb agreement
Her color favorite is black and red.	Her favorite colors are black and red.	Word-order/Plurality/ Subject-verb agreement
Her animals favorite is dogs and rabiths .	Her favorite animals are dogs and rabbits .	Word-order/ Subject-verb agreement/Mechanics
Her song favorite is “San Lucas” by Kevin Kaarl.	Her favorite song is “San Lucas” by Kevin Kaarl.	Word-order
Her singer favorite is Kevin Kaarl.	Her favorite singer is Kevin Kaarl.	Word-order
Her sport favorite is soccer.	Her favorite sport is soccer.	Word-order
She have four brothers.	She has four brothers.	Subject-verb agreement
She work in Latacunga.	She works in Latacunga.	Subject-verb agreement
She cook delicious .	She cooks deliciously .	Subject-verb agreement/Omission
She like ice cream of staumbery .	She likes strawberry ice cream .	Subject-verb agreement/Word-order/Addition/Mechanics
She have two friends.	She has two friends.	Subject-verb agreement

5	ES038	He have face very long.	He has a very long face .	Subject-verb agreement/Omission/ Word-order
		Your eyes is very small and of color black.	His eyes are very small and black.	Substitution/ Subject-verb agreement/Addition
		Your nose is very long.	His nose is very long.	Substitution
		Your personality is very friendly, attend and happy.	His personality is very friendly, attentive and happy.	Substitution (*2)
		My friend’s nationality Ecuadorian .	My friend’s nationality is Ecuadorian .	Omission/Mechanics
		He uses a dress elegant .	He wears an elegant dress .	Substitution (*2)/ Word-order

Appendix 5. Errors Found in the Translation Exercises

No.	Spanish Native Form	English Native Form	Student's Production	Categorization of Errors
1	Juan y Mary no asisten a clases.	Juan and Mary do not/don't attend classes.	EL006: Juan and Mary don't assist the classes.	Mechanics-Substitution/Addition
			EL011: Juan and Mary no assist to classes.	Substitution (*2)/Addition
			EL016: Juan and Mary can't go to classes.	Substitution (*2)/Addition
			EL020: Juan and Mary not assist to classes.	Omission/Mechanics/Substitution/Addition
			EL035: Juan and Mary don't assist classes.	Substitution
2	Todos en la clase están usando jeans.	Everyone/Everybody in the class is wearing jeans.	EL006: Everyone in the class is wear jeans.	Omission
			EL011: All in the class using jeans.	Substitution/Omission/Substitution
			EL016: Alls in the class is using jeans.	Addition-Substitution/Substitution
			EL020: Every in the class wearing jeans.	Omission (*2)
			EL035: Everyone in the class are using jeans.	Subject-verb agreement/Substitution
3	Mi hermano y yo estamos de vacaciones.	My brother and I are on vacation/holiday.	EL006: My brother and me are in vacations .	Substitution (*2)/Addition
			EL011: I and my brother are of vacation.	Word-order/Substitution
			EL016: My brother and me is of the vacations .	Substitution/Subject-verb agreement/Substitution/Addition (*2)
			EL020: My brother and me are the vacation.	Substitution (*2)
			EL035: My brother and me are of vacacions .	Substitution (*2)/Mechanics/Addition
4	Quiero plantar tres árboles en el jardín.	I want to plant three trees in the garden.	EL006: I want plant three tree in the garden.	Omission (*2)
			EL011: I wants to plant three trees in the garden.	Subject-verb agreement
			EL016: I want plant three	Omission

			trees in the garden.	
			EL020: I want plant three trees in the garden.	Omission
			EL035: I want to plan tree trees in the garden.	Mechanics (*2)
5	Mi papá es profesor de Inglés.	My dad/father is an English teacher.	EL006: My father is English teacher.	Omission
			EL011: My father is English teacher.	Omission
			EL016: My father is teacher of English.	Omission/Word-order/ Addition
			EL020: My father is inglish teacher.	Omission/ Mechanics (*2)
			EL035: My dad is English teacher.	Omission
6	Carlos y Paul esperan a su hermana para ir a la escuela.	Carlos and Paul wait for their sister to go to school.	EL006: Carlos and Paul wait for her sister to go to school.	Substitution
			EL011: Carlos and Paul waits for their sister to go to school.	Subject-verb agreement
			EL016: Carlos and Paul wait to her sister for go to the school.	Substitution (*3)/Addition
			EL020: Carlos and Paul wait his brother to go on the school.	Omission/Substitution (*3)/ Addition
			EL035: Carlos and Paul wait for her sister for go to the school.	Substitution (*2)/Addition
7	Las personas jóvenes no quieren tener hijos.	Young people do not/don't want to have children.	EL006: The teen people don't want to have daughter.	Addition/Substitution (*2)
			EL011: Young people do not want to have childrens.	Addition
			EL016: The persons young not want have sons.	Addition/Word-order/ Plurality/Omission (*2)/Substitution
			EL020: The yong peoples doesn't want to have childrens.	Addition/Mechanics/ Addition/Subject-verb agreement/ Addition
			EL035: The younger	Addition (*4)

		peoples don't want to have childrens.		
8	Ella entra al cuarto de su hermano.	She enters her brother's bedroom/room.	EL006: She into to his brother's bedroom.	Substitution/Addition/ Substitution
			EL011: She enters to her brother's room.	Addition
			EL016: She enter the bedroom of her brother.	Subject-verb agreement/Addition (*2)/ Word-order
			EL020: She enter her sister room.	Subject-verb agreement/ Substitution/Mechanics
			EL035: She gets into his brother's room.	Substitution (*2)
9	El Español es un lenguaje fácil de aprender.	Spanish is an easy language to learn.	EL006: Spanish is an easy language to learn.	Mechanics
			EL011: The Spanish is an easy language to learn.	Addition
			EL016: The Spanish is a language simple of learn.	Addition/Mechanics/ Word-order/ Substitution (*3)
			EL020: The Spanish lenguaje is easy of learning.	Addition/Mechanics/ Substitution/Word-order/ Omission/Substitution/ Addition
			EL035: The Spanish is a easy lenguaje to learn.	Addition/Mechanics/ Substitution (*2)
10	Hay dos pósters en la pared.	There are two/2 posters on the wall.	EL006: There are two posters at the wall.	Substitution
			EL011: There are 2 pósters on the wall.	Mechanics
			EL016: The are poster in the wall.	Substitution/Omission/ Plurality/Substitution
			EL020: There are two posters in the wall.	Substitution
			EL035: There are two pósters on the wall.	Mechanics
11	Yo estoy casada con Pablo.	I'm/am married to Pablo.	EL006: I am married with Pablo.	Substitution
			EL011: I am married with Pablo.	Substitution
			EL016: I'm married with	Substitution

			Pablo.	
			EL020: I am tired with Pablo.	Substitution (*2)
			EL035: I'm married with Pablo.	Substitution
12	Mi amiga tiene 24 años y está embarazada.	My friend is 24 years old and pregnant.	EL006: My friend have 24 years old and she is pregnat.	Substitution/Addition (*2)/ Mechanics
			EL011: My friend is 24 years old and she is pregnant.	Addition (*2)
			EL016: My friend is 24 years old and is pregnant.	Addition
			EL020: My friend have 24 years old and she is pregnant.	Substitution/Addition(*2)/ Mechanics
			EL035: My friend had 24 years old and she is pregnad.	Substitution/Addition (*2)/ Mechanics
13	Miguel tiene una vida muy complicada.	Miguel has a very complicated/difficult/hard life.	EL006: Miguel have a life very complicate.	Subject-verb agreement/ Word-order/Mechanics
			EL011: Miguel have a life very complicated.	Subject-verb agreement/ Word-order
			EL016: Miguel have a life very difficult.	Subject-verb agreement/ Word-order
			EL020: Miguel have complicated live.	Subject-verb agreement/ Omission (*2)/Substitution
			EL035: Miguel has a hard life.	Omission
14	Ella lleva un bonito abrigo rojo.	She wears a beautiful/nice/pretty red coat.	EL006: She wears a beautiful red cardigan.	Substitution
			EL011: She wears a beautfjul red jacket.	Mechanics/Substitution
			EL016: She bring a nice red coat.	Substitution-Subject-verb agreement
			EL020: She wear a beautiful jacket.	Subject-verb agreement/ Omission/Substitution
			EL035: She wear a beautiful red jacket.	Subject-verb agreement/ Substitution

15	¿Qué está haciendo Luis?	What's/is Luis doing?	EL006: ¿What is Luis doing?	Mechanics
			EL011: What's doing Luis?	Word-order
			EL016: What is doing Luis?	Word-order
			EL020: What do Luis doing?	Substitution
			EL035: ¿What is Luis doing?	Mechanics
16	En Navidad, los niños reciben regalos.	At Christmas, children receive gifts/presents.	EL006: In Christmas, the children receive presents.	Substitution/Addition
			EL011: At Marry Chritmas , childre receive gifts.	Addition-Mechanics/ Mechanics (*2)
			EL016: In Chrimas , the boys recibie gifs .	Substitution/Mechanics/ Addition/Substitution/ Mechanics (*2)
			EL020: In Mery Christmas, the children take up presents.	Substitution/ Addition-Mechanics/ Addition/Substitution/
			EL035: In Cristmass , the childrens receive gifs .	Substitution/Mechanics/ Addition (*2)/Mechanics
17	Ella odia a los ratones y a los lobos.	She hates mice and wolves.	EL006: She hate the mouses and wolfs .	Subject-verb agreement/ Addition/Plurality (*2)
			EL011: She hate the mouses and wolfs .	Subject-verb agreement/ Addition/Plurality (*2)
			EL016: She hates to the mouse and to the wolf .	Addition (*2)/Plurality/ Addition(*2)/Plurality
			EL020: She hate mouse and wolf .	Subject-verb agreement/ Plurality (*2)
			EL035: She hate mouses and wolfs .	Subject-verb agreement/ Plurality (*2)
18	Tengo que hacer mis deberes.	I have to do my homework.	EL006: I have do my homeworks .	Omission/Plurality
			EL011: I have do my homework.	Omission
			EL016: I have do my homeworks .	Omission/Plurality

		EL020: I have to do my homeworks .	Plurality
		EL035: I have to do my homeworks .	Plurality
19	Mi hermano es cocinero. Trabaja en un hotel de lunes a viernes. Su trabajo es difícil. Quiere comprar un auto grande de color azul.	My brother is a cook/chef. He works in a hotel from Monday to Friday. His job/work is difficult/hard. He wants buying/to buy a big blue car.	<p>EL006: My brothes is a chef. He work in a hotel from monday a friday. His job is hard. He wants to buy a big blue car.</p> <p>EL011: My brother is chef. He work in a hotel of Monday to Friday. Her work is difficult. He want buy a big car of color blue.</p> <p>EL016: My brother is chef. he work in a hotel of Monday to Friday. Her work is difficult. he want buy a car big of blue color.</p> <p>EL020: My brother is cook. He work in the hotel monday to Friday. His job is difficult. He want buying a big blue car.</p> <p>EL035: My brother is cook. he work in a hotel from Monday to Friday. Her job is hard. He want to buy a big car of blue.</p>
20	Me encanta hablar inglés. Es importante aprender idiomas. Quiero conocer nuevas personas y viajar por el mundo.	I love to speak/speaking English. It is important to learn languages. I want to meet new people and travel around the world.	<p>EL006: I love speak English. Is important learn idioms. I want to know new people and travel for the world.</p> <p>EL011: I love speaking Englis. Is important learn idioms. I want know new people and travel for the world.</p> <p>EL016: I love speak english. Is important learn idioms. I want know new persons and travel for the word.</p> <p>EL020: I like speaking inglish. Is important learn idiom. I want know new</p>

peoples and travel **for** the world.

Substitution/Omission/
Substitution/Plurality/
Substitution

EL035: I love to speak **english**. **It** important **learn** **lenguages**. I want to meet new **persons** and travel around the **word**.

Mechanics/Omission (*2)/
Mechanics/Plurality/
Mechanics

Appendix 6. Data Collection Instrument Request Form (Descriptive Text)



EXTENSIÓN
PUJILÍ

Pujilí, 05 de julio de 2022.

MSc.

Patricia Mena

**DIRECTORA DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES
Y EXTRANJEROS**

Presente.-

Por medio de la presente solicitamos a usted, autorizar la aplicación de un **“texto descriptivo”** como instrumento del trabajo de investigación **“Morphosyntactic Analysis: Interference of Mother Tongue in EFL Language Classrooms”** de las estudiantes, **Silvia Lizbeth Chanaluisa Taipe** y **Lesly Johana Pinta Claudio**, correspondiente al trabajo de titulación de Octavo Ciclo de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros.

Bajo su autorización, dicho instrumento, se aplicará a **Primer Ciclo Paralelo C** durante la materia de **Pre-Basic English A1.3** a cargo de la **Mg. Mercedes Abata**, el **12 de julio del presente año**.

Por la gentil atención que se digne dar a este pedido, anticipamos nuestros sinceros sentimientos de consideración y estima.

Atentamente,

.....
Silvia Lizbeth Chanaluisa Taipe
Investigador 1

.....
Lesly Johana Pinta Claudio
Investigador 2

Pujilí - Ecuador

Pasaje Carlos Alberto Toro Lema y José Merizalde. Tel: 032723314



Appendix 7. Data Collection Instrument Request Form (Translation Exercises)



EXTENSIÓN
PUJILÍ

Pujilí, 19 de agosto de 2022.

MSc.

Patricia Mena

**DIRECTORA DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES
Y EXTRANJEROS**

Presente.-

Por medio de la presente solicitamos a usted, autorizar la aplicación de “ejercicios de traducción Español-Inglés” como instrumento del trabajo de investigación “**Morphosyntactic Analysis: Interference of Mother Tongue in EFL Language Classrooms**” de las estudiantes, **Silvia Lizbeth Chanaluisa Taipe** y **Lesly Johana Pinta Claudio**, correspondiente al trabajo de titulación de Octavo Ciclo de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros.

Bajo su autorización, dicho instrumento, se aplicará a **Primer Ciclo Paralelo C** durante la materia de **Pre-Basic English A1.3** a cargo de la **Mg. Mercedes Abata**, el **24 de agosto del presente año**.

Por la gentil atención que se digne dar a este pedido, anticipamos nuestros sinceros sentimientos de consideración y estima.

Atentamente,

.....
Silvia Lizbeth Chanaluisa Taipe
Investigador 1

.....
Lesly Johana Pinta Claudio
Investigador 2

Pujilí - Ecuador

Pasaje Carlos Alberto Toro Lema y José Merizalde. Tel: 032723314

