TECHNICAL UNIVERSITY OF COTOPAXI

PUJILÍ CAMPUS

EDUCATIONAL SCIENCES, MAJORING IN ENGLISH

RESEARCH PROJECT

"L1 INTERFERENCE IN L2 WRITING SKILLS IN A1 STUDENTS AT THE UTC LANGUAGE CENTER"

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

Authors:

Añamise Caiza Karla Estefania

García Quezada Dayana Mishell

Tutor:
Mg.C. Abata Checa Fanny Mercedes

PUJILÍ - ECUADOR
APRIL 2022

TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled "L1 interference in L2 writing skills in A1 students at the UTC Language Center", and researched by Añamise Caiza Karla Estefania 1727680652, and García Quezada Dayana Mishell, ID number 1717168700 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, March, 2022

…………………………

Mg.C. Fanny Mercedes Abata Checa

ID: 050227874-0

COMMITTEE APPROVAL

The research report entitled "L1 interference in L2 writing skills in A1 students at the UTC Language Center", 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, March, 2022

…………………………………………..

Venegas Álvarez Gina Silvana

ID: 050159864-3

Committee president

………………………………………….

Rosero Menéndez Jorge Luis

ID: 0500862727

Committee, Member 1

………………………………………….

González Ortiz Olga Lorena

ID: 100237727-1

Committee, Member 2

COPYRIGHT REFUSE

Pujilí, March, 2022

....
Añamise Caiza Karla Estefania
ID: 1727680652

....
García Quezada Dayana Mishell
ID: 1717168700

GRATEFULNESS

To God who give us health, life and renews our strength every day to achieve our dreams and goals. To our parents for whose support, patience, and understanding have been by our side every step of the way.

To our tutor Mercedes Abata for her knowledge, patience, and guidance not only in the creation of this project but also during the academic periods in which we had her as a teacher.

Thank you for all your teachings and knowledge. Also, to our friends for being by our side, their friendship, and unconditional support.

Karla & Dayana

DEDICATION

I dedicate this project to my grandfather Carlos, who could not witness this important stage of my life, but the time that God gave him to live, he was always a great model of love and I know that he would be very satisfied with the achievement obtained.

To my parents for their conditional support during my academic life and for showing me patience, love, and faith to achieve my goal.

To my younger sister Angelica for being by my side in times of difficulty, showing her confidence in my abilities.

Karla

DEDICATION

I dedicate this project in a special way to my grandfather Manuel, who could not witness this important moment in my life and who I know would be proud and happy to be by my side.
To my mother for being with me always. For being my greatest inspiration and motivation. Thank you for your sacrifices and infinite love.
To my grandmother, who took care of me with love and care, who teaches me every day to be a good human being, instilling values in me.
To my uncle Edison for taking care of me as if I were his daughter, for being a role model, and for continuing to support me. All my successes are thanks to them.

Dayana

TECHNICAL UNIVERSITY OF COTOPAXI

PUJILÍ CAMPUS

EDUCATIONAL SCIENCES, MAJORING IN ENGLISH

THEME: L1 INTERFERENCE IN L2 WRITING SKILLS IN A1 STUDENTS AT THE UTC LANGUAGE CENTER.

Authors:

Añamise Caiza Karla Estefania.

García Quezada Dayana Mishell.

Tutor:
Abata Checa Fanny Mercedes, Mg. C.

ABSTRACT

In recent years, English has become more common in Ecuadorian society. The ability to communicate through writing is a unique characteristic of the human species and writing has helped people communicate with other human beings. The main aim of this research was to determine the strategies to enhance writing skills to avoid Spanish (L1) interference in English (L2) writing skills in A1 'C' English students at the UTC Language Center of Latacunga. A written work elaborated by the students was applied and a written partial exam was used as an instrument. A written test was applied to thirty-three university students whose average age is between 20 and 25 years old, from the Language Center of the Technical University of Cotopaxi of English level A1 'C'. There were 18 women and 15 men. In addition, a rubric was applied to evaluate each piece of writing in aiming to recognize the interference errors of the students. In this research, descriptive and diagnostic methods are used because they help us to analyze and describe the veracity of the problem; the interference of the mother tongue in writing skills. For this purpose, the main mother tongue interferences in writing structures between Spanish and English were identified through a bibliographic review. The results obtained through the application of written work, it was determined that most students have errors in punctuation, capitalization, spelling, sentence structure, and word order. Therefore, strategies are useful in the writing process such as: modeled writing, shared writing, guided writing, and independent writing. Some authors talk about these strategies, but it is considered that the most important strategy for teaching writing is guided writing. In addition, this research provides information to teachers and learners about L1 interference in L2 writing skills and the strategies and methods that are useful in the writing learning process. Thus, students created imprecise texts, lacking coherence and cohesion.

Keywords: foreign language**,** mother tongue, punctuation, writing skills

UNIVERSIDAD TÉCNICA DE COTOPAXI

EXTENSIÓN PUJILÍ

CIENCIAS DE LA EDUCACIÓN, MENCIÓN INGLÉS

TITULO: INTERFERENCIA DE LA L1 EN LAS HABILIDADES DE ESCRITURA DE LA L2 EN ESTUDIANTES A1 DEL CENTRO DE IDIOMAS DE LA UTC.

Autores:

Añamise Caiza Karla Estefania.

García Quezada Dayana Mishell.

Tutor:

Abata Checa Fanny Mercedes, Mg. C.

RESUMEN

En los últimos años, el inglés se ha vuelto más común en la sociedad ecuatoriana. La capacidad de comunicarse a través de la escritura es una característica única de la especie humana y la escritura ha ayudado a las personas a comunicarse con otros seres humanos. El objetivo principal de esta investigación fue determinar las estrategias para potenciar las habilidades de escritura para evitar la interferencia del español (L1) en las habilidades de escritura del inglés (L2) en estudiantes de inglés A1, paralelo ¨C¨ en el centro de idiomas UTC de Latacunga. Se aplicó un trabajo escrito elaborado por los estudiantes y se utilizó como instrumento un examen parcial escrito. Se aplicó una prueba escrita a treinta y tres estudiantes universitarios cuyo promedio de edad se encuentra entre los 20 y 25 años, del Centro de Idiomas de la Universidad Técnica de Cotopaxi de nivel de inglés A1 paralelo 'C'. Fueron 18 mujeres y 15 hombres. Además, se aplicó una rúbrica para evaluar cada escrito con el fin de reconocer los errores de interferencia de los estudiantes. En esta investigación se utilizaron métodos descriptivos y de diagnóstico porque nos ayudan a analizar y describir la veracidad del problema; la interferencia de la lengua materna en la escritura. Para ello, se identificaron las principales interferencias de la lengua materna en las estructuras de escritura entre el español y el inglés a través de una revisión bibliográfica. Los resultados obtenidos a través de la aplicación del trabajo escrito, se determinó que la mayoría de los estudiantes tienen errores de puntuación, mayúsculas, ortografía, estructura de la oración y orden de las palabras. Por lo tanto, en el proceso de escritura son útiles estrategias como: la escritura modelada, la escritura compartida, la escritura guiada y la escritura independiente. Algunos autores hablan de estas estrategias, pero se considera que la estrategia más importante para la enseñanza de la escritura es la escritura guiada. Además, esta investigación proporciona información a los profesores y a los alumnos sobre la interferencia de la L1 en las habilidades de escritura de la L2 y sobre las estrategias y métodos que son útiles en el proceso de aprendizaje de la escritura. De esta manera, los alumnos crearon textos imprecisos, carentes de coherencia y cohesión.

Palabras claves: habilidades de escritura, lengua extranjera, lengua materna, puntuación.

INDEX

TABLES INDEX

GRAPHICS INDEX

1. **GENERAL INFORMATION**

   Theme: ''L1 interference in L2 writing skills in A1 students at the UTC language center''.

   Starting Date: March, 2021

   Ending Date: March, 2022

   Place of Research: UTC Language Center

   Sponsoring Faculty: Pujilí Campus

   Sponsoring career: Educational Sciences, Majoring in English.

   Linked Research Project: Formative research

   Macro project of the career: Training processes in the teaching and learning of English as a foreign language in educational institutions in the province of Cotopaxi.

   Work Team: Mg. C. Mercedes Abata, Karla Añamise, Dayana García.

   Project Coordinator:

   Name: Mg.C. Abata Checa Fanny Mercedes

   Phone Number: 0995202377

   E-mail Address: fanny.abata@utc.edu.ec

   Researchers:

   Name: Añamise Caiza Karla Estefania

   Phone Number: 0995309504

   E-mail Address: karla.anamise0652@utc.edu.ec

   Name: García Quezada Dayana Mishell

   Phone Number: 0979831705

   E-mail Address: dayana.garcia8700@utc.edu.ec

   Knowledge Area: Education

   Research line: Education and communication for human and social development.

   Research line of the career: Innovation in the teaching and learning of English as a foreign language.

2. PROBLEM STATEMENT

Writing skills are an important part of the communication process. Through writing, people can express themselves, their opinions, ideas, thoughts, or feelings. Utami, Rais and Setyaningsih (2012) defines writing skills as 'specific abilities which help writers put their thoughts into words in a meaningful form and mentally interact with the message'. But while writing is an essential skill in the English learning process, it is also considered one of the most complex, especially for English language learners. This skill involves various aspects that are not taught by professors. Thus, learners do not have a correct writing process in the classroom.

In the Ecuadorian context, writing in English as a foreign language is considered a primary concern for students since they must learn to communicate in written form, doing sentences that make coherence and can be read, therefore the ability to write is required and necessary for their academic life. In addition, there are complex difficulties in the correct learning process. According to Tamayo and Cajas (2020), the main problem in the Ecuadorian context is the incoherence and inaccurate texts that students create. Researchers emphasize that literal translation from Spanish to the target language, English, severely affects the semantics of sentences. The challenge of teaching writing in Ecuador is magnified by using the native language as a support for the target language.

Taking into account that Ecuadorian students and in general those from the province of Cotopaxi learn a language in an environment in which their mother tongue, Spanish, (L1) is fully involved, for such reason, difficulties arise in the teaching and learning process of the language they are learning, in this case, English, (L2) because the teacher and students use the mother tongue to communicate in class.

Therefore, attention is involved in many types of learning and it is necessary for the individual to reach a level of arousal in order for any learning to occur (Cicekci and Sadik, 2019). Because English learners do not pay attention to writing classes, they not be able to write effectively in the target language. Hence, this one of the main negative points can close down the mind and prevent learning from occurring altogether. Lack of knowledge of the basic rules of the target language results in inaccurate and inconsistent written texts, spelling mistakes, punctuation errors, and incorrect use of articles/pronouns. It is also common for learners to translate from Spanish to English word by word.

As a result, L1 negatively influences English writing (Lopez, 2011). This condition causes students to not express their ideas correctly.

This problem is evident in the UTC language center. When students are learning the writing skill, interference problems arise from the mother tongue since students are not familiar with L2 (English) word order, spelling, punctuation and, consequently, their writing lacks coherence and cohesion to be understood by a reader. Abata, Cando, and Vargas (2017) state that the students demonstrated problems in the organization of the writings. What little information they had was not written sequentially. Also, students mixed all the ideas in a single paragraph without much regard for grammar. The writing activities were poor in grammar. They had many errors in verb agreement and tenses (p.114). Some problems found in this research were the misuse of grammatical rules, such as punctuation and capitalization, word order, use of correct verb tense, spelling errors, the use of articles, proper adjectives, among others.

Writing skills are not just the words written on a piece of paper; they are an accurate representation of an abstract form of vocabulary. Background knowledge of usable vocabulary and the generic structure expected are essential assets in writing exercises (Al-Ahdal and Alqasham, 2021).

Coherence is how a text makes sense to reads because of the important and usability of it is meaning, idea, and theory configuration (RahmtAllah, 2010). When it comes to generating cohesive content, EFL students frequently struggle. The majority of learners appear to have a hazy knowledge of clear and cohesive linkages, and they lack tools to assist them enhance their writing. Although cohesion and coherence both relate to the meaning of interactions that may or may not be verbally represented, they are different descriptive concepts. Likewise, coherence is a component of writing ability that has proven to be an important feature of and a reliable indicator of writing quality. It is accomplished by effortlessly connecting phrases and concepts and allowing them to flow into one another. An essay's lack of coherence might make it difficult for the reader to grasp the essay's primary ideas and themes. Coherence permits the reader to easily transition from one thought to the next, from one phrase to the next, and from one paragraph to the next throughout a piece of writing.

Cohesion refers to the logical connections of a text at the sentence level (Briesmaster and Etchegaray, 2017). Coherence is a component of writing abilities that has been shown to be both an important aspect of and a virtual guarantee of writing excellence. It is performed by mixing phrases and thoughts in a fluid and seamless manner. In short, coherence means the connection of the parts into a whole:

the interrelation of the different elements of the text. Otherwise, cohesion is vital to the reader in deducing meaning from a text and to the writer in developing a text that is simple to understand. In a nutshell, it refers to the logical connections found in a text involves grammatical and lexical relationships between the elements of written production such as connectors, synonyms, pronouns, among others. In other words, the phrases that make up each paragraph must be placed rationally and in a consistent order to convey the content to the reader. Interference mistakes occur as a result of pupils using vocabulary and structures that appear to be similar to those used in their Spanish L1.

Furthermore, learners struggle with productive skills like writing because they spend the majority of their time immersed in their mother tongue Spanish (L1), so their vocabulary and syntactic structure are extensive in the mother tongue, and the majority of errors occur in L2 writing, which is related to the transfer of grammatical structures and the main influence of thinking in the mother tongue. Núñez (2019) It is important that instructors or teachers identify when pupils present these kinds of transfers; in order to look for techniques in which the difficulties can be solved and understood when they are learning. It is remarkable that when these types of situations happen is natural due to the fact that learners are non-native speakers

What are the main strategies to improve writing skills in A1 'C' English learners at the UTC language center?

3. OBJECTIVES

3.1 General Objective:

- To determine the strategies to enhance writing skills to avoid Spanish (L1) interference in English (L2) writing skills in A1 'C' English students at the UTC Language Center of Latacunga.

3.2 Specific Objectives:

- To analyze the fundamental theories to develop writing skills and avoid L1 interference in L2 writing skills.
- To determine the common L1 interference errors in the L2 writing process in students at the Language Center.
- To define recommendations and conclusions to develop writing skills and avoid L1 interference in L2 writing skills

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

Table 1: Activities and task system in relation to the objectives.

Specific objective	Activities	Verification Means
-To analyze the fundamental theories to develop writing skills and avoid L1 interference in L2 writing skills.	-Bibliography Review -Read Papers -Information Gathering -Bibliographic Review	Theoretical Framework
-To determine the common L1 interference errors in the L2 writing process in students at the Language Center	-Analysis -Create a Rubric and identify the items. -Make students write a text -Apply the rubric -Analysis of the results using the rubric	Student writings
-To define recommendations and conclusions to develop writing skills and avoid L1 interference in L2 writing skills	Bibliographic Review.	Theoretical Framework

5. JUSTIFICATION

This research proposal has emerged due to the necessity to recognize and study how the L1 interferes in the acquisition of the ability to write in students who acquire English as a foreign language. The Common European Framework of Reference for Languages (2001) is an international standard for describing language skills. It describes language ability on a six-point scale, from A1 for beginners to C2 for those who have mastered a language. According to the CEFR (2001), at the A1 level, the learner can interact in a simple way, ask and answer simple questions about themselves, where they live, people they know, and things they have, initiate and respond to simple utterances in areas of immediate need or on very familiar topics, rather than relying purely on a very finite and lexically organized repertoire of situational phrases. In addition, to writing skills, students can write short, simple postcards, for instance, vacation greetings, fill in forms with personal details, and write simple letters. Considering CEFR English is taught as a second language in Ecuadorian educational institutions, both teachers and students are mostly exposed to speaking Spanish in the classroom. Due to the interference of the mother tongue by teachers and students, they do not learn English correctly. Spanish speakers tend to combine their native language and target language to express themselves in English, for this reason, Ecuadorian students cannot accurately communicate in the English language. These difficulties can affect even higher levels of English learning. The contributions of this project will lead students to identify the most common interference errors of the A1 'C' level English learners at the Language Center of the Technical University of Cotopaxi, as well as a proposal so that these errors can be avoided for teaching or learning just in theory.

This research can help English learners and teachers to know the main causes and consequences of L1 interference in L2 writing skills. Thus, teachers can use methods, strategies, and techniques to obtain better results in the process of teaching writing which can be of great use. In this way, students will be the direct beneficiaries, they will be able to avoid falling into these mistakes and learn the skill of writing correctly. 33 university students of English level A1 'C' at the Language Center of the Technical University of Cotopaxi whose average age is among 20- 25 years old. There were 18 women and 15 men.

Additionally, indirect beneficiaries will be the teachers that teach English as a foreign language at the Language Center of the Technical University of Cotopaxi.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 Background

In the last few years, the teaching of English has become a necessity in Ecuador. However, within this Spanish-speaking environment, learning a foreign language such as English raises several problems that prevent a good learning process, such as the interference of the mother tongue. Mohammed Saeed Mohammed (2021), infers 'The negative influence of L1 is caused by the negative transfer of the linguistic system from L1 to L2, and this leads the learners to form wrong sentence structures in L2 because the system in the target language is not the same as that of the native language. In that way, international and national studies have been found and will be detailed below.

Educational reforms were made in the country in order to enhance the English curriculum. The first educational reform in 1990 stated that 40 percent of the English curriculum should be devoted to reading comprehension, 40 percent should be devoted to listening comprehension, and 20 percent to writing and speaking (Ministerio de Educación, 2009).

This reform strengthened the development of listening and reading comprehension skills but gave speaking and writing a secondary role. However, this was changed in recent amendments to the national English curriculum. After the reform in 2009 and later adjustments initiated in 2012 at the primary level, the ministry of education introduced a new level of expectation regarding the productive skills of speaking and writing. This adjustment delineated content and objectives and put an equal expectation on the development of the four language skills (Barahona, 2015)

This author mentions that Chile has been driven by the economic imperative to train citizens to be proficient in the English language, which has resulted in high demand for English teachers. For that reason, I conducted a book which explores the training of teachers of English as a foreign language in order to improve the nature of learning all English skills in the teaching process. Moreover, this research is essential for students because it allows them to develop all four English language skills in an equal manner, regarding that all skills are important in English language acquisition.

López (2011) reported in 'Interferences of Spanish-English writing structure in second language learners' analyzes the influence that written expression, in the mother tongue, exerts on the written structure in the foreign language, when students are asked to present a written work in this language. This study examines the influence L1 written structure has on L2 written structure when students are asked to carry out assignments in the L2. Lopez asked 24 first-semester students at UNICA (Universidad Colombo Americana) to write some texts in English during the semester. The results of this study indicated that the influence of the first language (L1) can greatly hinder the writing process in English. In addition, four basic errors were identified in the first language (L1) over the second language (L2) which were the word order, the omission of the verb "to be", the subject of the verb "to be", and the incorrect use of the article "the".

Cabrera (2014) reported in 'Spanish Interference in EFL Writing Skills: A case of Ecuadorian Senior High Schools' how the mother tongue interferes with the acquisition of the English language. To carry out the research, 351 students in the second year of high school in Loja were selected. The students were from private and public institutions. In addition, one English teacher from each high school participated in this research, for a total of 42 (18 male and 24 female) teachers. The students chosen for this sample were 139 males and 212 females between the ages of 15 and 18. Also, Cabrera used a questionnaire to know students' learning preferences during the writing and other aspects related to the way they learn English. As well as a written test in which students were asked to write a narrative passage about any story of their childhood. Students were advised to write the main idea, the supporting ideas, and a concluding sentence. The final instrument was another questionnaire for teachers to obtain quantitative information related to the methods and activities used when teaching writing and the types of interference errors that teachers consider students made when writing in English.

Quishpe (2019) explained in his research 'Mother language interference in written texts in English as a foreign language'. This study aims to describe the most significant interference errors of L1 over L2 in narrative texts written by the EFL learners of the second level at Medicine School during the academic year October 2018 - July 2019, ESPOCH, Riobamba, Ecuador. The research consisted of 109 students and 04 teachers; the probabilistic stratified type sampling was 86 students. Quishpe used a survey with its questionnaire and a writing test with its narrative text for the collection of information. The information was processed in spreadsheets and analyzed by descriptive statistics using frequencies and percentages. Comparison of error analysis was applied in the revision of the

narrative texts. The results determined that the most significant interference errors were both Grammatical, which included excessive use of articles, misuse of verbs, omission of personal pronouns and incorrect word order, and Lexical, which included misuse of prepositions and false cognates. In summary, the linguistic transfer from L1 to L2 constitutes an obstacle to efficient written text production.

There are studies conducted at the language center of the Technical University of Cotopaxi. These were conducted by Abata, Cando and Mena (2017) in the title " Process and product approaches to enhancing writing skill in EFL classrooms" in which methods for teaching writing in English are discussed, but there are no studies conducted that describe the problem of interference of L1 (Spanish) on L2 (English). Therefore, this would be the first research that touches on the interference of source language on target language in the Language Center of the Technical University of Cotopaxi in A1 level students.

6.2 Theoretical framework

6.2.1   L1 or Mother tongue.

The mother tongue is often referred to as the first language or native language. It is the language most commonly spoken. However, the mother tongue always refers to the language that the child has used since birth, at important moments, and the language that is not so difficult for him/her to express him/herself.

According to Nishanthi (2020), Mother's tongue is the first language one learns as a baby, the language one grows up knowing, which is also known as the native language. A child first comprehends what is around them through the language they hear their mother communicating in from before they are born and thought about their lives.

6.2.2   Foreign Language

Foreign language (EFL) is a language of the majority of citizens, not widely used as a means of communication in the country. It is usually learned as a subject in school or college and is only used to talk to foreigners or to read written materials refers to any language other than the one spoken by

the inhabitants of a particular place. A clear example is the learning of English by an Ecuadorian in Ecuador

Iwai (2011) defined that EFL refers to those who learn English in non-English speaking countries. (E.g. Japanese people who learn English in their country are EFL learners) and ESL refers to those who learn English in countries where English is used as a tool for communication and is formally spoken (E.g. Hispanic people who are learning English, are ESL learners).

6.2.3   L1 Interference

Noviyenty and Putri (2021) defines interference is that the language errors which occur when mother tongue elements are brought into the language which is being learned. Interference is the linguistic error that occurs when elements of the native language are mixed or introduced into the target language. Transfer occurs because of what the learner thinks can be transferred from his or her first language to the target language. However, it must be considered that all transfer goes according to the linguistic development of the learner. Language interference is the influence of language learners' first language on their production of the language they are learning. It means that the speaker's first language influences his/her foreign language. Further, this may occur when learners transmit or transfer basic components from the original language to the target language, whether consciously or unconsciously.

One of the most important factors in the interference of the mother tongue is the structure of the language. Structure differentiation can lead to errors or mistakes in learning a foreign language. When language learners' primary language skills have a significant impact on their understanding of a second or foreign language, they experience language transfer. Understanding a native language makes it difficult to understand another language, which can lead to negative transmission, also known as interference.

When learning a foreign language, EFL students always encounter some difficulties in dealing with them. Students learn English, they often make mistakes, whether it is speaking or writing. Manrique (2013) stated that mispronunciation and grammatical errors are the most common types of interference between the mother tongue and the target language.

6.2.4   Use Spanish in EFL classes.

The influence of L1 in the acquisition of a foreign language is undeniable. It is inevitable that L2 learners think of their native language and use the L1 to aid effective L2 learning, either consciously or unconsciously.

The main role of the source language is to provide a linguistic basis for a better understanding of the target language. L1 would be useful for explaining difficult concepts and grammar, achieving and maintaining classroom discipline and overcoming disruptive behavior, explaining abstract concepts, creating awareness of differences and similarities between L1 and L2 (Inal and Turhanli, 2019). In short, the mother tongue plays a primary role in helping pupils understand concepts and rules established by the foreign language they are to learn. Whereas, in this context, Diaz (2019) expresses that prior knowledge refers to students' first language, and how its structure affects any other second language learning experience. Furthermore, Kohi and Suyarna (2020) explain not every piece of L1 used in the classroom facilitates learning. Sometimes this use may lead to nothing if attention is not paid to why L1 is used. Consequently, as a result, there is an overuse of Spanish in the classroom and students do not obtain adequate skills to be proficient in the target language.

Currently, the teacher is considered a facilitator of learning, so it is important that he/she uses English as much as possible during EFL classes. In this line, Murga and Tocoaman (2018) clarify the teacher is the first model of language use in an EFL environment. Thus, non-native English teachers must provide a better language model for their students and can then teach language learning strategies. Moreover, as cited by Debreli and Oyman (2015) "the use of L1 does not strengthen learner's cognition but may result in the inappropriate transfer of the bad language habits from the first language to the target language; thus, it should be abandoned" (p. 146). It is evident how second language research has studied the positive and negative effects of the first language in the classroom.

6.2.5   Foreign Language Acquisition

Foreign language acquisition can be influenced by different intrinsic or extrinsic factors. These may include the social environment, socioeconomic context, motivation, or cognitive factors. One of the determining factors in learning a second language is the motivation of the person.

Motivation as being more related to the student's decisions, the choices students make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect. For the constructivists in their definition of motivation, they place further emphasis on the social context as well as the individual's decisions (Nguyen, 2019). In other words, unless the learner is motivated, no matter how successful the materials, curriculum, and teaching methods are, the teaching-learning process may fail due to student demotivation. Thus, motivation seems to be at the heart of the teaching-learning process.

In order to learn English as a foreign language, it is essential to have access to basic material such as web-based applications, English books, computer programs, CD-ROMs. A student who does not have the necessary resources for an English course can only learn the topics taught in class. There is a possibility that the student may not understand the use of English such as grammar, phonology, and therefore fail in his/her attempt to learn English. With this and the low resources, the success rate in learning a foreign language becomes a challenge (Kormos, 2013).

Elgamal (2019) according to Leave (2015) suggests that cognition means thinking or using mental processes, such as observing, paying attention, making conjectures and assumptions, observing what is being said, interpreting what is being read, or heard. (p. 140). Besides, students need the information to solve problems, reorganize what they already know, and, therefore, actively absorb new knowledge while achieving their goals. Therefore, it is important to keep in mind that students learn in very different ways, using many strategies and learning styles. Hence, it is necessary to understand the general cognitive processes that individuals use to obtain L2.

All of these factors in one way or another act either negatively or positively on L2 learning.

6.2.6   Writing in EFL

Simply put, writing is the representation in written form in which graphic symbols such as the letters of the alphabet are present. Writing becomes very complex and difficult to develop when trying to generate a relevant and clear message in any language, in this case, the English language. In this context, Spratt, Pulverness, and William (2011) claim that writing is a productive skill that belongs to the four skills like reading and speaking. This skill allows students to produce their language in place of receiving it since it involves a written communication by making signs on a paper or page.

Writing is one of the most important skills in language learning and requires a great deal of effort and commitment on the part of EFL learners. Most students feel comfortable when listening to someone or reading something. On the contrary, it is often difficult for students to master this writing skill in a foreign language because writing requires the development of good ideas, knowledge of vocabulary, among other things. Rahayaan, Azwan and Bugis (2016) declare that ''Writing is the most difficult language skill. In the writing process, we always involve thinking skills and creative skills. Not only that but also it is supported by tight rules. Mastering vocabularies and tenses become the main key to get good writing. We must choose appropriate vocabularies to arrange words to be sentenced and develop it to be a paragraph. Besides that, we also must use a compatible tense to express an event at a certain time Writing skill is the one of skill which has to be mastered by students.''

6.2.7   Elements of writing

Writing skill involves several aspects that help to write better using appropriated words and following the correct grammatical rules. There are important elements to be considered in writing, these aspects are grammar, punctuation, and vocabulary.

6.2.7.1 Grammar

Grammar is a set of rules and structures for sentence formation. Some authors can conceptualize grammar. For linguists, grammar is nothing more than the set of principles that define how to compose a sentence. It is the mental system of rules and categories that allows human beings to form and interpret the words and sentences of their language.

Wilcox states (2004) points out: "Grammar involves the rules and relationships through which we construct meaningful sounds, words, and sentences; we could not enjoy the language of content without it. Grammar lives within language, nearly invisible compared to content" (p.14).

In addition, grammar being complex for students there is the primary complications of writing about grammar which is the common understanding of grammar, leading to difficulties in organizing good writing. (Bahri & Sugeng, 2010)

6.2.7.2 Punctuation

Punctuation refers to the practice of inserting standardized marks or chants that should be used in written matter. By using correct punctuation, misunderstandings can be avoided, confusion can mar your work, your argument can be lost, and points can be deducted for lack of clarity. For example, to allow for additional information, it is indicated by a comma (,). The semicolon (;) is used to indicate a more complete pause than the comma, but not the end of the sentence. A colon (:) is used to indicate the beginning of a list.

Punctuation rules in handbooks and style manuals are not sacred texts for a great many good writers" (p.1) In other words, Punctuation is very useful because we can order ideas, sentences and it is like grammatical rulers that help to understand much better a text and also by using the punctuation, sentences show sense and coherence and people are able to identify the main and secondary ideas. (Krahn, 2014 cited in Dawkins, 2005)

6.2.7.3 Vocabulary

Vocabulary refers to the words or set of words in a language. It is a very useful and fundamental tool for communication and knowledge acquisition. Acquiring a wide vocabulary is one of the biggest challenges in learning a foreign language. When people have an extensive vocabulary, they can express their ideas and feelings using different words. Regarding the vocabulary, Diamond (2006), in her article Teaching Vocabulary: Vocabulary is the knowledge of words and their meanings. This means that without establishing strong vocabulary base first, comprehension and use of a language cannot exist. In addition, the student should be able to recognize words, and know their meanings as well. A student has to be able to recognize and use a word in different contexts. (p.1)

The vocabulary has to be strong it means that learners need to have a knowledge of words with their meaning to use them in different contexts and situations.
Vocabulary refers to the stock of words, or phrases that a particular person, or group of persons knows and uses meaningfully in carrying out his or her communication both in oral and in written form (Webster, 2014).

Regarding these authors, vocabulary refers to the set of words that take place in the communication process, that is, in writing and speaking. Therefore, it is essential to have a wide vocabulary to show the quality of your writing. Finally, a wide vocabulary allows being an effective writer.

6.2.7.4 Spelling

Spelling is one of the tools that facilitate the effective communication of the writer's message. It is an integral part of the writing process and should take precedence, in the publication stage of students' writing. (Government of Newfoundland and Labrador, n.d)

Spelling is a difficult task for both native and non-native English speakers, and it is learned by a mix of practice and memory. Moreover, spelling in English is undeniably challenging, requiring several interconnected abilities such as reading and writing. One of the most essential issues of writing ability to consider is spelling. One misspelled word can completely affect the meaning of a phrase. Effective word recognition, which may considerably improve writing and reading comprehension, necessitates good spelling knowledge.

The best way to improve spelling is of course to become familiar with the basic spelling rules of the English language. Spelling is a difficult task for both native and non-native English speakers, and it is learned by a mix of practice and memory. Also, to improve spelling is of course to become familiar with the basic spelling rules of the English language. Muñoz (2017) citing research by Sebba (2007) states that orthography may be comprehend as the set of rules for writing properly the words, while spelling is the enforcement of those rules to write the words in a right way.

Cognates or false friends, which may entail a learning difficulty. It can be said that similarities can undermine learners' acquisition of the target language, for example, with the aid of false cognates/false friends. Thus, spelling errors reflect occasional gaps in writing skill proficiency. False friends, also known as false cognates, are words that are similar in form but have distinct meanings, for example, 'Fabric' in English; 'Fabrica' in Spanish. False cognates evidence the interference of the source language in the interpretation and misunderstandings in foreign language comprehension.

6.2.7.5 Organization

Organization as an element of writing is strongly linked to the composition of a piece of writing. It implies keeping the readers always oriented to the main ideas of the text, the secondary ones, etc. The written text, in general, should not be simply a compilation of information, but an organized structure of important, well-defined, understandable, well-written content, starting with simple topics, and as the reading progresses, deepening the topic, each theme should be a sequence, reinforcing what has been learned in each lesson, as each topic progresses, also, this information should be updated, interesting, and appropriate to the level of understanding and instruction of the people to whom the writing is targeted. A correct logical and sequential organization helps the reader to have good reading comprehension. Tosuncuoğlu (2018) explained that writer conveys his/ her ideas through writing and tells the reader what he wants to infer. Writing requires cultural and linguistic knowledge. Writing being one of the language skills as seen above, is an important part in foreign language learning.

Just as good spelling and sentence composition make the text coherent and readable, organization plays a key role in a good understanding of what we as writers want to capture and transmit in text. While it is true that an outline can change a lot, differing from a letter, an article, a project, or a thesis, it is necessary to consider certain points that the text types have in common. 1) Precise Introduction 2) Knowledgeable claim (establish the significance of the claim) 3) Develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence of each point 4) Use words, phrases, and clauses as well as varied syntax to link the major section of the text. In this way, the writer creates cohesion, maintains the audience's attention. 5) Establish and maintain a unique writing style, objective, and tone 6) provide a concluding statement or section that supports your arguments

Not only does the text need to be consistent in terms of substance, arrangement of the subject matter from beginning to finish, writing, and spelling, but it also must be clear, readable, and have an effective visualization while looking at the text to be considered effectively written. With good organization prior to writing, we ensure fewer lexical errors. Also, your reader follows your ideas easily.

6.2.8 Use of machine translators on EFL students' writing

In recent years, access to the Internet as a method of communication has supplied us with a diverse set of technology tools and resources for a variety of tasks. Within these tools, we can find automatic translators.

A translation tool is software that predicts the translation of words from the source language to the target language. Prior studies confirmed that translator sources can serve as an effective supplementary learning tool during L2 writing. Although machine translation can help mainly beginner learners to express themselves better and communicate more in L2 writing, it can only harm the creation of texts in the future.

Machine translators are still programs and as such can make mistakes. It is known that these tools translate texts word by word, thus creating an incoherent and inaccurate text for the reader. According to Niño (2009) Many learners, especially weak or low proficient learners of the target language, use the results of free online translators as a linguistic resource for their written production tasks in L2, mainly writing and translation in the target language. Since research on online translators and their impact on foreign language acquisition is scarce and old, we rely on the research done by Niño (2009)

6.2.8.1 Literal Translation

One of the main weaknesses of using free online translation systems is the fact that there are often many errors in their results and their translations. Literal translation includes everything from a literal translation of proper names, terms, and collocations, prepositions, determiners, or connectives, to meaningless phrases or sentences, the selection of an incorrect sense or a different meaning for a word, and various word order errors.

6.2.8.2 Grammatical Inaccuracies

One of the issues with free online translator systems is that they are frequently used as dictionaries of phrases or sentences by beginner or intermediate learners in situations where grammatical knowledge is required, such as determining which verb tense, form, or mood is required to express something

specific (a past action, a wish, a feeling, etc.) in the target language. More advanced learners, on the other hand, do not utilize these systems as grammatical references since they are aware of their numerous grammatical faults, which include prepositional, determiner, agreement, pronoun, verb form, verb tense, verb mood, number, and sentence structure problems.

6.2.8.3 Discursive Inaccuracies

When translating individual phrases, machine translation systems often perform better; but, when translating texts, they cause numerous discourse mistakes, particularly in respect to connectives and co-reference.

6.2.8.4 Spelling Errors

These problems arise when terms are entered into the system's dictionaries in translation tools. Although spelling problems such as punctuation and capitalization issues, letter omissions, and extraneous letters are becoming less common owing to the incorporation of spell checks in many commercial translation systems, the resultant output may still include spelling faults.

6.2.8.5 ''Artificial'' writings

Another drawback is that these methods may encourage an unnatural habit of translating into the L2 and then writing in it.

In brief, the absence of content words like subjects and verbs was considered more severely than the absence of function words like articles or the misuse of prepositions. In addition, the use of online translators severely impairs students' creativity. They will not be able to connect ideas until they can create a coherent and concise paragraph because they do not have a knowledge base of English grammar to rely on.

6.2.9   The Importance and Need of Writing Skills

Nowadays, the ability to write is one of the most developed skills throughout academic life because it is taught from school to university with the purpose that the student acquires adequate knowledge. As mentioned by Walsh (2010) writing is important because it's used extensively in higher education and the workplace. If students do not know how to express themselves in writing, they won't be able to communicate well with professors, employers, peers, or just about anyone else. Much of professional communication is done in writing: proposals, memos, reports, applications, preliminary interviews, e-mails, and more are part of the daily life of a college student or successful graduate Nasser (2016) infers the importance of writing, as one of the language skills, stems from the influential role which language plays in human life. In addition, the ability to write is an important part of communication because it allows communicating messages clearly and coherently so that people can understand the ideas expressed in the text. In addition, there are several benefits of the ability to write, which are developed below.

According to Chappell (2011) since it helps to: express one's personality, foster communication, develop thinking skills, make logical and persuasive arguments, give a person a chance to later reflect on his/her ideas and re-evaluate them, provide and receive feedback and prepare for school and employment.

6.2.10   Teaching and learning Strategies of Writing Skill

Writing is an essential skill and a habit, which requires some strategies that teachers can use to facilitate the learning process of their students. Teaching strategies are a set of approaches that are useful for teachers and students because they enable them to teach the writing process correctly (Papadopoulou, 2007).   In addition, there are some strategies such as: modeled writing, shared writing, guided writing, and independent writing. There are authors who talk about these strategies, but it is considered that the most important strategy for teaching writing is guided writing.

6.2.10.1   Modeled writing

Modeled writing is a simple strategy that can be done by the teacher, paraprofessionals, and peers with minimal training. One of the main features of this approach is to give students the facility to develop something. In other words, teachers do all the writing and take examples that have already

been done and ask students to do the same thing but change some of the words (State Government of Victoria, 2018)

Taylor, B. M., Pearson, P. D., Peterson, D. S., & Rodriguez, M. C. (2003) mentions that modeled writing is an effective instructional practice that provides a foundation for understanding the complexities of writing. The research contrasts the effectiveness of telling students how to write versus modeling for them. High levels of narration are negatively related to writing growth, while high levels of modeling are positively related, especially for children in high-poverty classrooms. (p.11)

The authors mention that modeled writing is better than telling students what to do because students can follow a model for writing the paragraph. There is a positive aspect with modeled writing, students can learn easily, but it limits their skills and restricts the development process of their creativity because they only copy and change some words.

6.2.10.2   Shared writing

Shared writing is critical to students' success because teachers can help them understand and express their ideas in order to develop a text. In this case, students are not passive. They contribute ideas while the teachers write. (Routman, 2012).

Routman (2005) states that shared writing is especially important for the writing success of our English language learners and struggling learners. Giving students many opportunities to first express their ideas orally and without fear of failure or worry about actual writing helps prepare them for writing success later on. (p.1)

Therefore, shared writing is a great way to spark students' imaginations, collaborate on ideas, and provide them with a good vocabulary to use in their writing. It also provides students with a model of what is expected in their writing, such as spelling, punctuation, and grammar.

6.2.10.3   Guided writing

Guided writing focuses closely on a group of students on a writing assignment. Teachers provide cues to help develop ideas and organization. On the other hand, teachers are not tutors; they are guides in the writing process. (Lejava, 2017).

Tyner (2004) states, guided writing is an instructional writing context chiefly teaching the writing process through modeling, support, and practice. (p.149)

So, guided writing is a similar activity to shared writing, but is one step closer to fully independent writing, as it encourages students to complete individual projects, which gives them practice and will improve their skills.

6.2.10.4 Independent writing

Students elaborate their pieces of writing. Teachers only provide them with some keywords and they are responsible to write a text without forgetting the instructions given by their teachers.

Davidson (2004) states: During independent writing, students are able to produce their own written texts by drawing on knowledge and skills that have been taught during previous teacher modeling and guided practice. (p.11)

Students will write freely. They will be able to express their ideas and thoughts, and then they will be evaluated by their teachers. Students write on their own without help.

They write independently on a topic provided by their teachers. In summary, there are different strategies for teaching writing that can be useful for skill development. However, teachers are the ones who select which strategy they will use to teach their students. Whatever strategy teachers select must be appropriate and correctly applied for students to succeed in the skill of writing, and there is no incorrect teaching that is detrimental to learning and skill development.

6.2.11 Method for Teaching Writing Skill

There are many methods to teaching writing, which are useful and necessary in the learning process. According to Brown (2001), methods to teaching writing are simplified into product and process approaches. However, the process approach has been used more than the product approach. On the other hand, Rajkumar (2013) has proposed several approaches for teaching writing skill, though all of them may not be perceived to bear equal degree of gravity for teaching

6.2.11.1 Communicative approach.

The communicative approach was developed in the early 1970s thanks to the studies of the Council of Europe and the contributions of many linguists, such as the American psychiatrist and

psychoanalyst Robert Langs M.D. This approach to writing places special emphasis on the communicative purpose of writing. In fact, writing is the graphic representation of spoken language and is fundamentally oriented to various forms of communication. In this case, the writer has to formulate a complete mental map of factors, such as readers, topic, purpose, context, message, possible obstacles, and expected impressions on the target audience. In general, to reinforce communicative writing, activities involving pair work, group work, role-playing, dramatization, jigsaw writing, etc. should be used. (Rajkumar, 2013).

This approach emphasizes the communicative skills that are developed through writing. For instance, learners can write a letter, email, SMS, report, etc. to convey certain messages. Writers must consider factors such as topic, context, audience, possible noises, etc., and write the text. These communicative purposes can only be achieved through communicative activities such as group work, pair work, role play. Teachers must realize the essence of these activities and motivate students in the corresponding tasks.

6.2.11.2 Product approach

A product approach is a traditional approach that suggests students imitate the writing model given by teachers (Gabrielatos, 2002, cited by Hasan and Akhnan, 2010). It involves the presentation of a writing model, which is analyzed and discussed so that students must imitate based on the given model. In addition, Brown (2001) explains that writing should follow the standard English style and have grammatical accuracy as well as good organization. According to this model of writing students perform a similar text, this may seem like a mechanical task, however, students can discover the structure, linguistic features, and how their ideas are organized.

Regarding the application of the product approach in the classroom, Badger and White (2000) lists four stages. These four typical stages of the product approach can be summarized as follows:

Familiarization: In the first stage, students are given a model composition, grammatical and lexical points are covered. The model composition is prepared by focusing on the grammatical and lexical points that the professor wishes to teach the students in the class.

Controlled writing: Students are encouraged to practice grammar, vocabulary points, and activities related to those topics. These can be used to reinforce knowledge

Guided writing: Learners are allowed to write paragraphs and essays, etc., using the grammar and vocabulary points covered in class. The teacher controls form, usage, and meaning. Students are not yet independent writers.

Free writing: Students are encouraged to write on their own. In other words, students are free to write. However, the form and usage are the same as those covered in class. Therefore, it cannot be said that learners have learned or mastered the skill to be able to write compositions on their own, as students are still dependent on their teachers or materials.

6.2.11.3   Process Approach

The process approach to teaching writing is very useful in foreign language teaching, as it helps learners get started in writing and builds self-confidence. Kroll (2001) defines the process approach as follows:

The "process approach" serves today as an umbrella term for many types of writing courses. What the term captures is the fact that student writers engage in their writing tasks through a cyclical approach rather than a single-shot approach. They are not expected to produce and submit complete and polished responses to their writing assignments without going through stages of drafting and receiving feedback on their drafts, be it from peers and/or from the teacher, followed by revision of their evolving texts. (pp. 220-221).

In other words, a process approach helps teachers focus on classroom activities that can be developed to help students begin writing in the classroom. It serves as a guide for students, through which they can feel confident in writing and master this complex skill. The number of stages in the writing process varies from writer to writer. The following quotations is mentioned because White and Arndt describe the steps used for the text development, which are well known and have been used in the process of teaching writing. White and Arndt (1991) explain the six recursive procedures in the production of a text as shown in the following diagram.

Graphic 1: White and Arndt's procedures involved in producing a written text
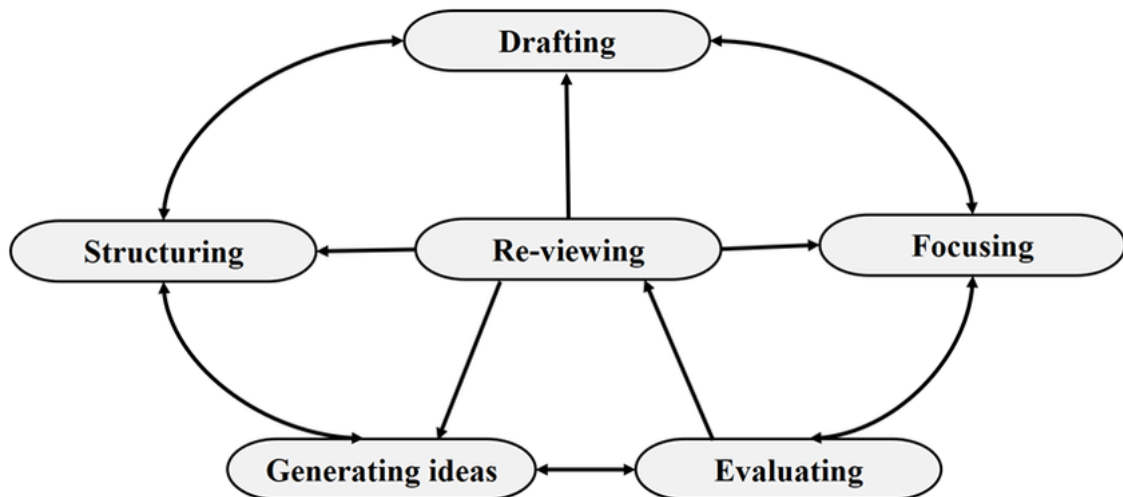
According to them these six recursive procedures go through the following thirteen stages in which process writing is done:

1. Discussion (class, small group, pair)

2. Brainstorming / making notes/ asking questions

3. Fast writing / selecting ideas / establishing a viewpoint

4. Rough drafting

5. Preliminary self-evaluation

6. Arranging information/structuring the text

7. First draft

8. Group /peer evaluation and responding

9. Conference

10. Second draft

11. Self-evaluation/editing/proofreading

12. Finished draft

13. Final responding to draft

It all begins with a discussion of the topic in small groups or pairs. Learners are asked to brainstorm, take notes or ask questions about the topic. Then, they have to select the ideas they find interesting and worthy of mention in their composition. Next, to put all the ideas into a paragraph in the composition form. They prepare their draft. The draft is evaluated by them, they correct, edit all errors, and prepare a draft. Afterward, Students exchange their drafts with their peers and evaluate them. Drafts are discussed in class. They then self-evaluate, edit and proofread. Finally, they prepare a final draft and submit it to the teacher for final evaluation.

6.2.12 L2 Writing Difficulty

English writing can become complicated for students, especially if they have limited knowledge of syntax and lexis of the foreign language. This may also be due to mother tongue interference, which causes errors when creating texts in a target language. According to Watcharapunyawong and Usaha (2012), the student may have difficulty forming letters or when connecting their mind to writing. Derakhshan (2015) based on Behla (1999) ''when learners feel gaps in their L2 syntactic structures to write in L2, they use syntactic structures from their first language. Therefore, mixing the mother tongue with the target language would create confusion and unintelligibility to the texts that students want to write.

In addition, learners use the native language as a tool to compose and test composition and to simplify the difficulty of the writing task in the target language, but this could only have a positive effect if the learners have prior knowledge of the structure of the English language. This means knowing about punctuation, vocabulary, verb tenses, articles, determiners, adjectives, among others.

6.2.13 L1 Transfer in L2 Writing

In L2 writing, the transfer can be considered both as a learning device and as a strategy to solve communication problems (Karim, 2013). Many composition strategies are the same in their native language (L1) and in their foreign language (L2), so L2 learners can move them from L1 to L2 in their writing. For example, learners who have learned to plan, reflect on, revise and edit their L1 writing can use similar strategies when writing their L2. Of course, for these component strategies to translate successfully into L2, English learners must have an appropriate level of proficiency in the target language. On another hand, students with lower proficiency levels may not be able to

successfully transfer these L1-based strategies because they have not yet reached a level of linguistic knowledge that allows them to linguistically compose a text in the target language.

7. METHODOLOGY

The main purpose of this research work is to discover the main interference errors committed by A1 students in their writings. To be able to collect data, writings written by English students of the Language Center of the Technical University of Cotopaxi will be used. This research was qualitative since the researchers analyzed the mother tongue interference in the English language.

The technique applied for this study was a written work developed by the students and as an instrument a written midterm exam. A written test was applied to thirty-three university students whose average age is among 20-25 years old, at the Language Center, Technical University of Cotopaxi of English level A1 'C'. There were 18 women and 15 men. Furthermore, we applied a rubric that contained the components of table 2. It helped us to analyze the errors of the Language center students.

The rubric considered each of the six items that the students had to fulfill in order for their text to be comprehensible to the reader. These items included subject-verb agreement, tense of the verb, sentence structure and word order, use of articles and prepositions, spelling, and lastly, punctuation and capitalization. Each of these items was considered in furtherance of determine which are the most common errors made by the students and how these errors are influenced by the mother tongue.

Table 2:Rubic for evaluating student writings in A1'C' level

Items
Subject—verb Agreement
Tense of the Verb
Sentences Structure and Word Order
Use of the articles and preposition
Spelling
Punctuaction and Capitalization

Besides, the researchers used descriptive and diagnostic methods because they help us to study and describe the veracity of the problem; Mother tongue interference in writing skills. Then, in order to do it, they identified the main native tongue interference in writing structures between Spanish and English through a literature review.

8. ANALYSIS AND DISCUSSION OF RESULTS

This chart shows all the common grammatical errors made by the students of the A1 'C level of the Language Center of the Technical University of Cotopaxi due to the interference of the mother tongue in the target language.

Tabla 3: Number and Percent of Common Grammar Errors of Level A1 of the Language Center at the Technical University of Cotopaxi.

	Subject-verb agreement	Tense of the Verb	Sentences Structure and word order	Use of the article and preposition	Spelling	Punctuation and Capitalization	Total Errors	Total Writings
Totales	20	8	26	17	38	95	204	31
Percentage	9,80%	3,92%	12,75%	8,33%	18,63%	46,57%	100%	

Analysis

After analyzing the results obtained through the application of the written works, it was determined that most of the students have errors in punctuation and capitalization, 46,57% of the total errors. The second rank is spelling with 18,63%. Sentences Structure and word order are in third place with 12.75% of errors made by students were sentenced. According to the data, 9.80% of students' errors of the language center do not have many subject-verb difficulties, but they have some problems in recognizing the subject, and therefore they do not know how to choose the correct verb form. In the fifth rank as errors is the use of articles and prepositions with 8.33% of total errors made by A1 students. Finally, the Tense of the Verb has a 3.92%.

Discussion

The biggest problem that could be found in the writings is the use of capitalization and punctuation. Concordant with Donoso (2020) Many students do not know the information about complicated and complex sentences, so their sentences have neither rhyme nor reason due to unacceptable use of punctuation marks. Some students have composed very long sentences simply by using comma. A portion of the students merely composed exceptionally complex sentences without using any punctuation marks. This makes the sentence meaningless. In brief, the purpose of punctuation is to

eliminate imprecision and to establish a clear relationship between words. Students do not know how to punctuate sentences, texts, or summaries in their own language, and this continues in the English language. Students must learn to punctuate in their mother tongue to can do in their target language. Unfortunately, many EFL students misuse it in their writing, preventing them from improving their writing abilities and, as a result, significantly impacting their entire language learning process.

In addition to punctuation, another factor that may affect readability and mutual intelligibility is capitalization (Salamin, Farrah, Zahida and Zaru, 2016). Another important writing patterns in English is capitalization. Capitalization not only marks the start of a sentence or emphasizes sorts of words in a phrase, but it also guarantees that the message is clear and that the writing is successful. Also, the students start the sentence without using capital letters, and sometimes, suddenly, capital letters are written in the middle of the sentence. They are also unaware that proper nouns and names of cities and humans are capitalized first.

One key thing to consider when it comes to writing ability is spelling, since a single misspelled word may completely affect the meaning of a statement. Spelling is one of the sub-skills and components of writing. In the writings reviewed, it has become noticeable that students do not have a broad knowledge of English vocabulary and therefore the amount of words written makes the text lose coherence. Roa (2016) demonstrated that direct interference occurs when words are similar in both L1 and L2. So, poor spelling can have drastic effects on the reading and writing of a piece of writing, directly affecting its coherence and cohesion. Moreover, poor spelling also restricts the writer's word choices, limiting originality and resulting in short, often unintelligible writings.

As well as spelling, it is important for a piece of writing to have a good composition using the correct form of sentences and word order. The corrected writings demonstrate many errors in the use of English grammar rules that result in grammatically incorrect sentences. Some sentences cannot convey what the writers want to express. Thus, the errors in each sentence reduce the effectiveness of the sentences written by the students. This means that the material to which learners are exposed is insufficient to enable them to discover the rules of the target language. This aspect is addressed by Raja & Zahid (2013) and cited by Anwar's (2015) research analyzed English language learners' writing obstacles and found that students faced more difficulties in organization, capitalization,

vocabulary, and grammar. They also state that lexical-level interference refers to borrowing words from one language and trying to make them sound more natural in the L2.

The study of Karim, Fathemaz, and Hakim (2015) showed that the EFL learners from the tertiary level make errors of subject-verb agreement mostly in their written work. In addition, these errors may lead to miscommunication. They have also added that analysis of subject-verb agreement rules may help the students to develop their sentence structure and arraying skills in sentence construction. Interference error is subject-verb agreement. For example, they forget to add an 'S' in the third person when they speak in the present tense. They are not able to memorize this rule that occurs in Simple Present. However, teachers should insist on the correct practice of this rule.

Articles and prepositions are similarly difficult to master due to their wide range of applications. As in their monography called 'Prepositional error analysis in EFL students' written compositions' Parada, Ruiz, and Sanchez (2017) wrote the use of prepositions caused several errors. However, the relative frequency of errors shows that the frequency of errors is low compared to the attempts at usage, which means that prepositions do not represent a significant source of errors among the courses. Even native English speakers have difficulty judging the accuracy of article and preposition use. As an example of misuse of prepositions or articles, the selection of an article may depend on the noun that follows it and on the words, that modify that noun. In conclusion, the article and preposition use are tough for English learners because of their complexity and variety.

Tavarez and Almanzar (2020) according to Dam (2010) explains that Spanish-speaking English language learners make interference errors by borrowing patterns from their mother tongue. He provides various types of typical interference errors such as verb tenses, articles, gender, number, personal pronouns, relative pronouns, adjectives, prepositions, possessives, question formation, negation, among others. Even though the percentage is low, it does not mean that this does not cause incoherence in the students' writing. The low percentage may be due to all the work the student-teachers had to do in the classroom. The students already knew how to use the verb form and therefore the level of error is minimal.

9. RESEARCH IMPACTS

During the foreign language learning process, students experience difficulties. These difficulties are related to mother tongue interference creating a negative impact on English foreign language writing instruction. Because of the transition from the learner's native language to a second language, learning English as a foreign language is not a simple task. It is obvious that mastering a language in which learners must organize their information into a logical framework can take time. When students study a foreign language, they often associate it with their mother tongue, causing inconsistencies and even grammatical faults in the written text. Since, learners rely on their mother tongue in expressing their ideas. Therefore, this research study will help students find methods and strategies to improve writing skills. Process and Product approaches are useful method that allow students to have a meaningful and relevant learning process. This will mean that the student will not only get good grades, in the educational context, but will be able to better develop English writing skills, and therefore improve other skills such as listening, speaking and reading.

On the other hand, this project has a social impact. Human beings are sociable by nature, so it is important to have a good written expression to communicate with other people. Thus, a good written expression allows to effectively communicate feelings, ideas, and messages through paragraphs, stories, e-mails, letters, among others. Through the application of the proposed methods, students will be able to understand the process and the necessary steps to write a piece of writing expressed with clarity through quality writing.

10. CONCLUSIONS AND RECOMMENDATION

10.1   Conclusions

● Writing is one of the most essential skills in language learning that requires the development of vocabulary knowledge, good ideas, good grammatical structuring, among others. In addition, the ability to write is useful to communicate with other people clearly and coherently, so that people can understand the ideas expressed in texts, reports, e-mails, etc. Although there is interference which is the linguistic error that occurs when introducing the mother tongue (Spanish) into the target language (English), in other words, students learning the foreign language develop several errors such as punctuation, capitalization, spelling, word order, among others due to interference from the mother tongue.

● The most common errors made by A1 English students at the language center are punctuation, capitalization, spelling, sentence structure, and word order. It is clear that these errors seriously affect the composition of the learners. This occurs due to a lack of grammatical knowledge such as punctuation and concentration in writing development is why students make these mistakes in the writing process.

● Writing skills involve strategies and teaching methods that are a set of useful approaches to writing development. There are some strategies such as: modeled writing, shared writing, guided writing, independent writing, and methods that are product and process. It is necessary to use these strategies and methods mentioned in the development of writing because it avoids future grammatical errors as the teacher is a guide, which provides a writing model, which is analyzed and discussed so that students have to imitate based on the given model and try to avoid errors.

10.2   Recommendations

- Teachers should be aware of and use instructional techniques for teaching students to write in English. Guided writing is an example of such a strategy, which helps students to improve their capacity to produce texts by providing them with a previous guide on which to base their writing process, helping them to avoid grammatical errors. As a result, the student will be able to write properly and coherently on his or her own.

- Teachers should remember that their students' errors are valuable tools in determining their level of English. Negative grades should be avoided, especially at lower levels, such as A1, as they can demotivate students. It is a good idea to tell them what they have done wrong with a thorough explanation and develop teaching activities. Teachers should make their pupils aware of their own mistakes in the writing process and development. In addition, self-correction plays an important role in allowing them to reflect on their mistakes and learn from them.

- As a recommendation, it is proposed that teachers should use a product approach. Students are more likely to make fewer mistakes if they imitate a model text. They will be able to better organize their thoughts and offer a draft to the teacher for examination of possible punctuation, capitalization, spelling, or sentence structure issues.

11. REFERENCES

Abata, M., Cando, F., & Vargas, P. (2017). Process and product approaches to enhancing writing skill in EFL classrooms.

Al-Ahdal, A., & Alqasham, F. (2021). Coherence and Cohesion in Saudi EFL Learners' Essay Writing: A Study at a Tertiary-level Institution. *Asian EFL Journal. 28*. 8-25.

Anwar, M. (2015). Evaluating capitalization errors in Saudi female students' EFL writing at bisha university. *SSRN Electronic Journal*. https://doi.org/10.2139/ssrn.2834445

Badger, R., & White, G. (2000). A process genre approach to teaching writing. *ELT Journal*, *54*(2), 153–160. https://doi.org/10.1093/elt/54.2.153

Bahri, S. (2009). Difficulties in writing in vocabulary and grammar of the second-year students of SMP N I Selong East Lombok West Nusa Tenggara in the school year 2008/2009. *JOURNAL OF EDUCATION*, *1*(2). https://journal.uny.ac.id/index.php/joe/article/view/197

Barahona, M. (2015). *English Language Teacher Education in Chile: A cultural historical activity theory perspective*. Routledge.

Briesmaster, M., & Etchegaray, P. (2017). Coherence and cohesion in EFL students' writing production: The impact of a metacognition-based intervention. *Ikala*, *22*(2), 183–202. https://doi.org/10.17533/udea.ikala.v22n02a02

Brown, H. D. 2001. Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd Ed). *White Plains: Addison Wesley Longman*.

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. https://doi.org/10.5539/elt.v7n7p40

Chappell, V. (2011). What makes writing so important? Retrieved December 27, 2012, from http://www.marquette.edu/wac/WhatMakesWritingSoImportant.html

Cicekci, M. A., & Sadik, F. (2019). Teachers' and students' opinions about students' attention problems during the lesson. *Journal of Education and Learning*, *8*(6), 15. https://doi.org/10.5539/jel.v8n6p15

Council of Europe (2001) Common European Framework of Reference for Languages: Learning, Teaching, Assessment, *Cambridge: Cambridge University Press*, available online at http://www.coe.int/t/dg4/ linguistic/Source/Framework_EN.p

Davidson, C. (2007). *Independent writing in current approaches to writing instruction: What have we overlooked?* Eric.Ed.Gov. Retrieved March 23, 2022, from https://files.eric.ed.gov/fulltext/EJ832129.pdf

Debreli, E., & Oyman, N. (2015). Students' preferences on the use of mother tongue in English as a Foreign Language classrooms: Is it the time to re-examine English-only policies? *English Language Teaching*, *9*(1), 148. https://doi.org/10.5539/elt.v9n1p148

Derakhshan, A., & Karimi, E. (2015). The interference of first language and second language acquisition. *Theory and Practice in Language Studies*, *5*(10), 2112. https://doi.org/10.17507/tpls.0510.19

Diamond, L., & Gutlohn, L. (2013). *Teaching vocabulary*. Reading Rockets. https://www.readingrockets.org/article/teaching-vocabulary

Diaz, A. L., & Concordia University Chicago United States. (2019). Spanish use in the English classroom: a study of Dominican students in an English-only environment. *Beyond Words*, *7*(1), 20–30. https://doi.org/10.33508/bw.v7i1.2014

Donoso, E. (2020). Using Spanish in English language Chilean classrooms? Perspectives from EFL teacher trainees. *PROFILE Issues in Teachers Professional Development*, *22*(1), 93–107. https://doi.org/10.15446/profile.v22n1.77494

Elgamal, A. (2019). Cognitive Factors Affecting Language Learning and Acquisition of Native and Non-Native Speakers. *Journal of Research in Curriculum Instruction and Educational Technology*, *4* (4), 135–152. https://doi.org/10.21608/jrciet.2019.31960

Government of Newfoundland and Labrador. (n.d.). Spelling in Context: Directions for Teaching and Learning. Gov.Nl.Ca. *Retrieved March 16, 2022,* from https://www.gov.nl.ca/education/files/k12_curriculum_documents_english_spelling_sec1.pdf

Hasan, M. K. & Akhand, M.M. (2010). Approaches to Writing in EFL/ESL Context: Balancing Product and Process in Writing Class at Tertiary Level. *Journal of NELTA, 15:* 77-88

Inal, S., & Turhanli, I. (2019). Teachers' opinions on the use of L1 in EFL classes. *The Journal of Language and Linguistic Studies*, *15*(3). https://www.jlls.org/index.php/jlls/article/view/1210/496

Iwai, Y. (2011). The effects of metacognitive reading strategies: Pedagogical implications for EFL/ESL teachers. *Reading Matrix: An International Online Journal*, *11*(2). http://www.readingmatrix.com/articles/april_2011/iwai.pdf

Karim, K., & Nassaji, H. (2012). *First language transfer in second language writing: An examination of current research*. Eric.Ed.Gov. https://files.eric.ed.gov/fulltext/EJ1127353.pdf

Karim, S. M. S., Fathemaz, F., & Hakim, A. (2015). Analysis of errors in subject-verb agreement among Bangladeshi tertiary level EFL learners, *Journal of ELT and Poetry, 3*(2), 1–6. Retrieved October 04, 2015 from http://www.journalofelt.in

Kohi, H., & Suvarna, L. G. (2020). Use of L1 in ESL/EFL classroom: Multinational teachers' perceptions and attitudes. *International Journal of English Language and Translation Studies*. https://www.academia.edu/44528021/Use_of_L1_in_ESL_EFL_Classroom_Multinational_Teachers_Perceptions_and_Attitudes

Kormos, J., & Kiddle, T. (2013). The role of socio-economic factors in motivation to learn English as a foreign language: The case of Chile. *System*, *41*(2), 399–412. https://doi.org/10.1016/j.system.2013.03.006

Krahn, A. E. (2014). *A new paradigm for punctuation* [University of Wisconsin Milwaukee]. https://dc.uwm.edu/etd/465/

Kroll, B. (2001). Considerations for teaching ESL/EFL writing course. In M. Celce-Murcia (ed.), Teaching English as a second/foreign language (3rd ed., pp. 219-232). Boston: Heinle&Heinle English as a foreign language: The case of Chile. *System*, *41*(2), 399–412. https://doi.org/10.1016/j.system.2013.03.006

Lejava, M. (2017). Guided Writing. Calameo.

Manrique, C.M.R. (2013). Mother Tongue Interference with Foreign Language: A Case Study About A2 Oral Production in a Columbian Public University.

Ministerio de Educación. (2009). Fundamentos del Ajuste Curricular en el Sector de Idioma Extranjero, Inglés. Santiago: Gobierno de Chile.

Mohammed Saeed Mohammed, G. (2021). *Mother tongue influence on English writing: A study with EFL learners at the university of bisha*. Asian ESP Journal 17 Issue 3.2. https://doi.org/10.13140/RG.2.2.26517.24801

Muñoz Rodríguez, E. D. (2017). *Ecuadorian public high school students´ errors in EFL writing skills* [Universidad Técnica Particular de Loja]. http://dspace.utpl.edu.ec/handle/123456789/17323

Murga, B. C., Damían, D. L., & Tacoaman, M. (2018). Uso de l1 en entornos de aprendizaje de inglés como lengua extranjera (EFL). *Boletâin Redipe*, *7*(5), 59–73. https://revista.redipe.org/index.php/1/article/view/495

Nasser, Aref. (2016). Teaching the writing skill to Yemeni EFL learners: The importance and challenge.

Nguyen, H. C. (2019). Motivation in Learning English Language: a case Study at Vietnam National University, Hanoi. *The European Journal of Educational Sciences*, *06*(01). https://doi.org/10.19044/ejes.v6no1a4

Niño, A. (2009). Machine translation in foreign language learning: language learners' and tutors' perceptions of its advantages and disadvantages. *ReCALL*, *21*(2), 241–258. https://doi.org/10.1017/s0958344009000172

Nishanthi, R. (2020). Understanding of the importance of mother tongue learning. *International Journal of Trend in Scientific Research and Development, 5*(1), 77–80. https://www.researchgate.net/publication/345436020_Understanding_of_the_Importance_of__Mother_Tongue_Learning

Noviyenty, L., & Putri, M. I. (2021). Mother tongue interference towards students' English pronunciation: A case study in IAIN curup. *Proceedings of the International Conference on Educational Sciences and Teacher Profession (ICETeP 2020)*, 283–290.

Núñez Olmedo, C. D. (2019). *Analysis of the linguistic difficulties chachi students have when learning English as a Foreign Language*. Edu.Ec. https://repositorio.pucese.edu.ec/handle/123456789/1965

Papadopoulou, E. (2007) The impact of vocabulary instruction on the vocabulary knowledge and writing performance of third-grade students. Thesis for obtaining a degree of Doctor of Philosophy University of Maryland. Department of Special Education.

Parada Viloria, I., Ruiz Castro, E., Sánchez Oyola, G. (2017). Prepositional error analysis in EFL students' written compositions. Corporación Universitaria Minuto de Dios, Bogotá http://hdl.handle.net/10656/5904

Quishpe, L. (2019). *Mother language interference in written texts in Enligsh as a foreign language. ESPOCH FADE*. Obtenido de Retrieved from http://revistas.espoch.edu.ec/index.php/cssn

Rahayaan, I., Azwan, A., Bugis, R. (2016). The Students' Writing Ability through Cooperative Script Method. Jurnal Retemena, 2(2)

RahmtAllah, E. A. E. (2020). EFL students' coherence skill in writing: A case study of third year students of bachelors in English language. *English Language Teaching*, *13*(8), 120. https://doi.org/10.5539/elt.v13n8p120

Rajkumar, (2013). Writing skills: An overview. Retrieved from https://shodhganga.inflibnet.ac.in/ bitstream/10603/51437/707-chapter3.pdf

Roa Gutiérrez, S. (2016). *Assessing L1 Interference on English spelling among Spanish EFL students*. Universidad de Valladolid. https://uvadoc.uva.es/handle/10324/18914

Routman, R (2012). Must Know Tips For Teaching Literacy. SPRING. http://www.regieroutman.org/files/4213/7842/4351/Tips_for_effective_demonstrations.pdf

Routman, Regie (2005)." Do More Shared Writing". Heinemann, 1

Salamin, A., Farrah, M., Zahida, R., & Zaru, N. (2016). *An investigation into punctuation and capitalization errors made by Hebron University EFL students*. http://dstore.alazhar.edu.ps/xmlui/handle/123456789/3235

Sebba, M. (2007). *Spelling and society: The culture and politics of orthography around the world*. Cambridge University Press. https://doi.org/10.1017/cbo9780511486739

Spratt, M., Pulvernes, A., & William, M. (2011). TKT Book.

State Government of Victoria. (2018). *Modeled writing.* Education and Training. https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/writing/Pages/teachingpracmodelled.aspx

Tamayo Maggi M. R., Cajas Quishpe D. C. (2020). Identification of Challenges in Teaching Writing to Ecuadorian EFL students. *AXIOMA, (23),* 5-9. Recuperado a partir de http://axioma.pucesi.edu.ec/index.php/axioma/article/view/620

Tavarez DaCosta, P., & Almanzar Alvarado, V. (2020). Spanish language interference in the English learning process for students of the English Immersion Program by MESCYT. *Online Submission*. https://eric.ed.gov/?id=ED602493

Taylor, B.M., Pearson, P.D., Peterson, D.S., & Rodriguez, M.C (2003). Reading growth in high poverty classrooms: The influence of teacher practices that encourage cognitive engagement in literacy learning. *Elementary School Journal, 104, 3-28*

Tyner, B. (2004). Beginning reading instruction and the small-group differentiated reading model. *In Small-Group Reading Instruction (pp. 1–16).* Newark, DE: International Reading Association.

Tosuncuoğlu, I. (2018). Forming a Well Organized Writing Activities. *Journal of Education and Training Studies*, *6*(6), 122. https://doi.org/10.11114/jets.v6i6.3111

Urdaneta, J. L. L. (2011). Spanish-English writing structure interferences in second language learners. *GiST Education and Learning Research Journal*, *5*, 158–179. https://dialnet.unirioja.es/servlet/articulo?codigo=4707891

Utami, F. S., Rais, A. D., & Setyaningsih, E. (n.d.). *Improving students' writing skill using a four-phase technique*. Uns.Ac.Id. Retrieved March 23, 2022, from https://eprints.uns.ac.id/1259/1/1242-2805-1-SM.pdf

Walsh, K. (2010). The importance of writing skills: Online tools to encourage success.

Watcharapunyawong, S. (2012). Thai EFL Students' Writing Errors in Different Text Types: The Interference of the First Language. *English Language Teaching. CCSE*. Canadian Center of Science and Education. https://www.ccsenet.org/journal/index.php/elt/article/view/23044

Webster. (2014). Webster's New World College Dictionary.

White, R., & V. Arndt. (1991). Process Writing. London: Longman

Wilcox, K. (2004) Defining grammar: A critical primer. A Thesis submitled in partial fulfillment of the requirements for degree of Master of Arts in Engles. Monta State University. Bozeman, Montana. 15

ANNEXES

11.1 **Annex 1. Students' Writings**

David looks for a place to travel on vacations. His options are: Brazil, Argentina, Rusia, and Indonesia.
David wants to travel to Indonesia, buy the airplane ticket online. David comes to Indonesia, and opens the map. David first eat typical food in Indonesia. Davis visits the museum and wants to tour amazing places. Davis sees a~~see~~ waterfall. the end of the trip~~travel~~. David buys memories form family. David returned to the~~retorn a~~ House.

11.2 **Annex 2. Students' Writings**

One morning my girlfriend and I decided to go on a trip~~go trip~~ so we sat down to plan everything. Each one sought~~seek~~ places that we both liked. So we chose to travel to places~~a places~~ where they sell a lot of talk about the~~talk the~~ culture. We packed our bags and went on a trip. We arrived at a~~to a~~ wonderful~~wonderfull~~ place and enjoyed the~~enjoy~~ moment. We Took~~Take~~ many~~much~~ photos at every~~a every~~ place we visited, we bought~~buy~~ many gifts for members~~for a members~~ and friends. Our entire travel plan was made for one week.

11.3   Annex 3. Students' Writings

A couple trip

This is the story of Fabri and Caro. They~~, they~~ have been a~~are~~ couple for~~since~~ a year, and they~~they~~ wanted to celebrate your anniversary traveling together. They~~, they~~ checked the maps and they decided to travel~~decided travel~~ to Mexico~~a Mexico~~, they went shopping and they bought a lot of things like bags, pants, skirts, shoes, sweaters~~sweater~~, etc.

The day of the trip they fell asleep, and they lost the trip, they were sad. One day your friend Diego invited them to go on an excursion, all together they went to Pasochoa mountain. They~~, they~~ can watch~~watched~~ a lot of animals like birds, foxes, cows, etc.

Fabri and Caro were happy to go to the mountain and for one more year together.