



TECHNICAL UNIVERSITY OF COTOPAXI

PUJILÍ CAMPUS

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY

ENGLISH MAJOR

RESEARCH REPORT

“SPELLING ERRORS IN YOUNG LEARNERS’ WRITING”

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

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**PUJILI – ECUADOR
OCTOBER 2023 - MARCH 2024**

DECLARATION OF AUTHORSHIP

We, Barbosa Oña Sofia Mercedes, with ID number 0503578916, and Torres Reinoso Karla Jhoana, with ID number 1804464657, declare ourselves as the authors of the following RESEARCH PROJECT: "**SPELLING ERRORS IN YOUNG LEARNERS' WRITING.**" Lic. Amparo de Jesús Romero Palacios, Mg, serves as the Tutor of this work. I expressly release the Technical University of Cotopaxi and its legal representatives from any potential claims or legal actions.

Furthermore, I certify that the ideas, concepts, procedures, and results presented in this research work are solely my responsibility.

Pujilí March, 2024



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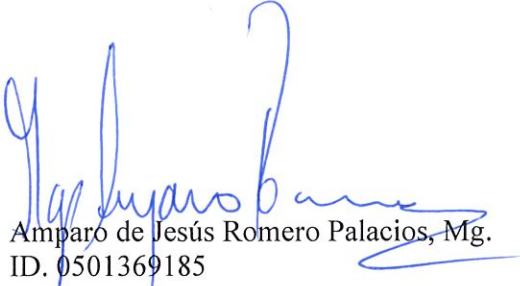
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ENDORSEMENT FROM THE PROJECT TUTOR

As the Tutor of the Research Project titled:

“SPELLING ERRORS IN YOUNG LEARNERS WRITING”, by Barbosa Oña Sofia Mercedes and Torres Reinoso Karla Jhoana, from the Department of National and Foreign Language Pedagogy English Major, I believe that the aforementioned Research Report deserves approval endorsement for meeting the technical standards, translation, and prescribed formats, as well as for incorporating the observations and recommendations proposed during the pre-defense.

Pujilí March, 2024



Amparo de Jesús Romero Palacios, Mg.
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APPROVAL ENDORSEMENT FROM THE GRADUATION COMMITTEE

As the Readers' Committee, we hereby approve the present Research Report in accordance with the regulatory provisions issued by the Technical University of Cotopaxi and its Pujilí Campus. The applicants, Barbosa Oña Sofia Mercedes and Torres Reinoso Karla Jhoana, with the title of the Research Project: "**SPELLING ERRORS IN YOUNG LEARNERS' WRITING**", have taken into consideration the recommendations issued in a timely manner and possess sufficient merits to undergo the thesis defense.

Based on the aforementioned, authorization is granted to record the corresponding files on a CD, in accordance with institutional regulations.

Pujilí March, 2024

For the record, they sign:



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GRATEFULNESS

Firstly, it is a challenge to adequately express the infinite gratitude we feel towards God, who has been our main source of strength and wisdom. Additionally, we would not have embarked on this journey without the knowledge and support of our esteemed mentor, MG. Amparo Romero, who had full confidence in our abilities. We extend special thanks to the renowned Technical University of Cotopaxi and its professors, whose experiences and teachings have shaped our professional lives, enabling us to become quality humanists. Finally, we express gratitude to our families and friends who have been present in every stage, motivating us to pursue our big dreams.

Sofia & Jhoana

DEDICATION

This project is dedicated to Gabriele, who from heaven has guided me and been with me every step of the way. I also want to express my deep gratitude to my parents, Jimena and Robert, who have accompanied me at all times and have been an example to follow. To my boyfriend, Andres, I appreciate his unwavering support, especially on the most challenging days, encouraging me not to give up. Thanks to my best friend, Alejandra, who has always been by my side. Finally, I express my gratitude to all my wise and respected professors. Their example has cultivated in me a deep appreciation for teaching and research

Sofia

DEDICATION

I want to thank God for life, blessings and for always making me feel that he is with me. I want to infinitely thank my daddy Salomon, he has always been with me giving me his blessings. To my uncle Javier, for the support and words of encouragement that always give me strength to continue, to my aunt Mercedes, who has been a mother to me, and for being that inspiration as a person and professional, to my aunt Alba for being there pending from a distance, and to my close family, thank you for being there in the important moments.

Jhoana

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

THEME: SPELLING ERRORS IN YOUNG LEARNERS' WRITING

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ABSTRACT

Mastering writing in a second language requires significant effort and entails demonstrating a certain level of structural accuracy and communicative potential in writing. However, English as a foreign language students face various challenges in achieving this due to the morphosyntax of writing, where students make certain types of spelling errors when writing short paragraphs about their daily lives. Therefore, such a phenomenon can negatively interfere with the learning process. This study aims to analyze spelling errors in the writing of young students. The applied methodology was qualitative-descriptive. The participants were 40 sixth-grade students from the "Isidro Ayora" Basic Education School in the academic period of April-August 2023. The data collection technique used was the checklist, and the data collection instrument was a descriptive A1 Basic text of an 80-word paragraph describing their family. From the data analysis, the researchers found four types of errors that result in ungrammatical sentences. These errors were (1) addition, (2) omission, (3) transposition, (4) substitution, which are the main categories of this study. It was concluded that the main difficulties presented by the students are the unfamiliarity with English language writing, especially writing as it is pronounced, making the spelling error of substitution evident, which is considered the most common in students' daily writing.

Keywords: descriptive, qualitative, spelling error, writing, young learner.

UNIVERSIDAD TÉCNICA DE COTOPAXI
FACULTAD DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS -
INGLES

TEMA: ERRORES ORTOGRÁFICOS EN LA ESCRITURA DE LOS JÓVENES
ESTUDIANTES

Autores:

Barbosa Oña Sofia Mercedes
Torres Reinoso Karla Jhoana

RESUMEN

Dominar la escritura en una segunda lengua requiere mucho esfuerzo e incluye mostrar un cierto nivel de precisión estructural y potencial comunicativo al escribir. Sin embargo, los estudiantes de inglés como lengua extranjera enfrentan varios desafíos para lograr esto debido a la morfosintaxis de la escritura, donde los estudiantes cometen ciertos tipos de errores ortográficos al escribir párrafos cortos de su vida diaria. Por tanto, un fenómeno de este tipo puede interferir negativamente en el proceso de aprendizaje. Este estudio tiene como objetivo analizar los errores ortográficos en la escritura de jóvenes estudiantes. La metodología aplicada fue cualitativa-descriptiva. Los participantes fueron 40 estudiantes de sexto año de la Escuela de Educación Básica “Isidro Ayora” en el periodo académico abril-agosto de 2023. La técnica de recolección de datos utilizada fue el check list y el instrumento de recolección de datos fue un texto descriptivo A1 Básico de un párrafo de 80 palabras que describe a su familia. A partir del análisis de datos, los investigadores encontraron cuatro tipos de errores que provocan oraciones agramaticales. Estos errores fueron (1) adición, (2) omisión, (3) transposición, (4) sustitución, que son las principales categorías de este estudio. Se concluyó que las principales dificultades que presentan los estudiantes es el desconocimiento de la escritura del idioma inglés, sobre todo escriben como se pronuncia, haciendo evidente el error ortográfico de sustitución, el cual es considerado el más común en la escritura diaria de los estudiantes.

Palabras clave: cualitativo, descriptivo, errores ortográficos, escritura, jóvenes estudiantes.

AVAL DE TRADUCCIÓN

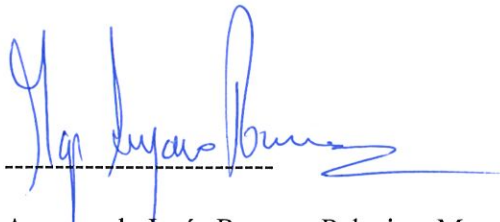
En calidad de Docente de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Cotopaxi; en forma legal **CERTIFICO** que:

La traducción del resumen al idioma español del proyecto de investigación cuyo título versa: "**SPELLING ERRORS IN YOUNG LEARNERS' WRITING**" presentado por: Sofia Mercedes Barbosa Oña y Karla Jhoana Torres Reinoso, egresadas de la Carrera de: **Pedagogía De Los Idiomas Nacionales Y Extranjeros**, perteneciente a la **Extensión Pujilí** lo realizaron bajo mi supervisión y cumple con una correcta estructura gramatical del Idioma.

Es todo en cuanto puedo certificar en honor a la verdad y autorizo al peticionario hacer uso del presente aval para los fines académicos legales.

Pujilí, Marzo del 2024

Atentamente,



Amparo de Jesús Romero Palacios, Mg.
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UNDERGRADUATE DEGREE WORK STRUCTURE

1. General Information

Theme: Spelling errors in young learners' writing

Starting date: October 2023

Ending date: March 2024

Place of Research: Technical University of Cotopaxi

Sponsoring Faculty: Pujilí Campus

Sponsoring career: National and Foreign Language Pedagogy English

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

Work Team: Barbosa Oña Sofía Mercedes

Torres Reinoso Karla Jhoana

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Knowledge area: Education

Research line: Linguistic education, literature, interculturality, and society.

Research line of the career (if applicable): Language, Linguistics and Culture.

2. Problem statement

It is essential to emphasize that globalization has led to a significant need to acquire a language common to nations, thereby facilitating effective communication across the globe. Failing to align with this demand would result in a substantial deterioration in the performance of the country's citizens and a considerable setback in its overall development (Medina, Melo, & Palacios, 2013). Moreover, Chávez (2017) asserts that English is the language of technology, recent discoveries, and social communication, so it has been chosen to achieve new and improved objectives in all aspects of daily life.

Within this context, it can be noted that during the school period is when a student develops their communicative competencies (Savignon, 2002). In this stage, they will focus on refining both written and verbal communication skills and expressing their emotions. If a child engages in singing, playing, and repeating phrases and words in another language from a very young age, it will enhance their phonological development. Furthermore, through playful and multisensory activities, scholars will be capable of acquiring a vocabulary that they will never forget, even into adulthood (Hymes, 1927). That's the reason why a student can learn English as a foreign language (EFL) on a solid foundation, as what is learned during this stage remains in the brain.

On the other hand, by skewing the information within the basic skills of English are commonly divided into four main areas: listening comprehension, oral expression, reading comprehension, and written expression (Pae & O'Brien, 2018). Then converging on written expression, this skill involves the ability to communicate coherently and organized through texts, ranging from short messages to complex essays. Developing written expression requires mastering grammar and expanding vocabulary (Deane, Odendahl, Quinlan, Fowles, & Welsh, 2014). This competency not only facilitates formal communication, such as report writing, but also creative expression, enabling storytelling and the articulation of profound thoughts. Therefore, revision and editing are key aspects to enhance clarity and coherence of a message. In summary, written expression is a

crucial skill that significantly contributes to effective communication in English (Graham, Bollinger, Booth, & McCutchen, 2012).

To sum up and having all those ideas on mind it is important to identify problems related to Isidro Ayora Basic Education School. Scholars show up academic and communicative challenges spelling errors. The notable frequency of these errors in written texts affects the quality of writing, compromises comprehension of content and can negatively influence students' perception of language proficiency. This phenomenon not only impacts academic performance, but also becomes a huge obstacle to effective communication in an increasingly writing dependent environment.

Moreover, the persistence of spelling errors has direct consequences for the assessment of written assignments and examinations, which, in turn, affects teachers' perceptions of students' language proficiency. In addition, difficulty in expressing oneself correctly may limit students' ability to convey their ideas clearly and accurately, thus compromising their essential communication skills in today's society. For this reason, the aim of this study is to improve the orthographic competence in writing of young learners in the 6th grade of elementary school at the "Isidro Ayora" Basic Education School. By solving this problem, students will be able to go beyond the correction of errors, encompassing activities and approaches that strengthen the understanding and application of spelling rules.

3. Objectives

General objectives

To analyze spelling errors in writing of younger students in the educational environment “Isidro Ayora” Basic Education School.

Specific objectives

To establish theoretical foundation related of spelling errors in writing related to younger students

Identify spelling errors in students of English as a foreign language through the application of the technique and instrument.

To describe spelling errors and causes in young learners' writing.

4. Activities and Task System in Relation to the Objectives Proposed

Specific objectives	Activities	Verification Means
To establish theoretical foundation related of spelling errors in writing related to younger students	<ul style="list-style-type: none"> • Bibliographic review • Literature review of documents and archives regarding English language writing errors. • Examine current, accurate, and reliable data from relevant studies on the subject. • Organize the variables that address the main problems. • Include citations of research and authors in order to enrich the theoretical perspective. 	<ul style="list-style-type: none"> • Background • Theoretical framework
To identify spelling errors in learners of English as a foreign language	<ul style="list-style-type: none"> • Development and application of the data collection instrument. • Choosing students who will be enrolled in this study. • Adapting and apply a task for young students. 	<ul style="list-style-type: none"> • Table of results of students' writings: • Appendices

	<ul style="list-style-type: none"> Organize in tables the students' fragments according to the type of error identified using graphs. 	
To describe spelling errors and causes in young learners' writing.	<ul style="list-style-type: none"> Qualitatively examine the data. Describe in detail the results obtained by the students. Establish recommendations and results 	<ul style="list-style-type: none"> Analysis and Discussion of Results.

5. Justification

The significance of the present research is grounded in the critical relevance that spelling competence holds in the academic and communicative development of students during the process of learning English. Furthermore, this topic deserves careful attention due to its direct impact on the quality of written communication, both within the educational realm and in the future professional and social performance of the youth.

Initially, the research aims to delve into the extent and nature of spelling errors among young students in Isidro Ayora institution. Understanding the specific patterns of these errors will enable educators and educational authorities to implement more effective and personalized teaching strategies (Hymes, 1927). Notably, researching this topic provides an opportunity to identify potential underlying causes of spelling errors, whether it be a lack of specific educational resources, deficiencies in teaching, or individual factors related to language learning. This information is crucial for developing appropriate pedagogical interventions and addressing the root of the issue.

The research also underscores the importance of assessing the impact of spelling errors on academic performance and students' self-esteem. Understanding how these errors affect the evaluation of written tasks and students' perception of their language skills can guide the implementation of supportive measures and positive reinforcement.

For these reasons, the research will contribute to the development of effective strategies and resources to enhance spelling skills. Therefore, it is worth to mention that identifying best pedagogical practices, educational tools, and innovative approaches will help optimize teaching methods and promote lasting learning.

6. Scientific and Technical Foundation

Background

To begin the present, the topic to be discussed about spelling errors in young students has been investigated in several bibliographical sites, where several cited authors describe the results, they have obtained in their research.

Vassiliki (2014) asserts teachers in Greek primary schools consistently confront the challenge posed by the high incidence of spelling errors in their students' written productions. The lack of research findings in the realm of spelling among young EFL learners in Greece often leaves teachers with a sense of helplessness when attempting to comprehend and address this issue. In this context, the researcher, who is also an English teacher and an educational researcher specializing in second language acquisition, felt compelled to specifically examine this problem.

A descriptive case study was conducted, focusing on the spelling errors of an 11-year-old class of Greek EFL students at a pre-intermediate proficiency level, utilizing a total of eighty free compositions. The aim was to shed light on the students' interlanguage (IL) in terms of error types

and spelling processes, provide a detailed description of the problem within the scope of a single EFL class, and understand the factors that may be contributing to this issue. The results indicate four main error categories and seventeen subcategories, demonstrating the application of classic second language acquisition strategies in EFL spelling acquisition by children. They also reveal idiosyncratic strategies specific to young EFL learners in Greece and learning processes shared between EFL learners in Greece and Japan, despite their differing ages.

Al-Oudat (2017) asserts that error analysis is an essential component of linguistic analysis, providing clarity on the mistakes made by those learning a second language. Consequently, the aim of this research is to scrutinize the spelling errors committed by English major students at the University of the Andes. The sample for this study comprised 65 English major students, aged between 18 and 22 years.

The instruments employed included written samples, specifically 65 essays serving as data for the research. The data were predominantly analyzed according to the types of spelling errors, categorizing them based on Cook's (1999) classification, which identifies four types: (1) Insertion, as in 'phictures' instead of 'pictures'; (2) Omission, as in 'pleas' instead of 'please'; (3) Substitution, as in 'accident' instead of 'accidente'; and (4) Transposition, where two adjacent letters are swapped, as in 'firend' instead of 'friend.'

In conclusion, the researcher argues that the process of learning a second language is a challenge, and errors are expected from learners. Therefore, those with an interest in learning English should take into account the notable difference between the Arabic and English writing systems.

Theoretical Framework

Writing

Writing is understood as a language element that enables lasting communication. It is achieved through selected and determined signs that help encode the message intended for others to understand its meaning. Its primary function is to facilitate the interaction of two or more people so that they can share their ideas (Villaruel, López, Uribe, Mendoza, & Durand, 2012). As writing is a crucial element of language, it is also considered a key factor in teaching and learning. It facilitates the understanding of various mechanisms and specific units of a language or specific topic. Through writing, one can learn more about an object or field of study to assimilate its dimensions and characteristics correctly (Tinta, 2020).

Aspects of Writing

According to Crespo & Pinto (2016) teachers often impart the English writing area by translating texts, causing students to interpret a written piece by translating word-for-word literally without understanding its meaning and purpose. This confusion arises in the comprehension of grammatical structures, as well as the linguistic rules necessary for correctly using the language. For this reason, significant problems arise when using the foreign language in different contexts. Due to the lack of proper understanding and expression in writing, individuals confuse the use of language structures and do not apply them optimally. This has led to a decrease in interest in learning a new language (Encinas, Sánchez, & Puon, 2020).

Types of Writing

Several types of writing are identified in the elaboration and composition of written texts. According to González (2014), these include: Narrative Text: Describes situations, places, or times where events occur, providing a general overview of the occurrence, Descriptive Texts: Detail all the elements and main aspects of an event or situation to give a specific view of what happened, Expository Texts: Aim to teach and explain reality, emphasizing the presentation of evidence.

These are widely used in the school environment to present various topics and finally, Argumentative Text: Presents reasons or arguments on a specific topic, defending the writer's opinion and generating a new perspective for the reader.

Writing Processes

According to Crespo & Pinto (2016), a widely used writing process in English teaching classrooms is bilaterality. This process focuses on composing texts in both the native language and English to ensure that students understand the general idea rather than focusing solely on literal word translation. This way, students can practice their bilingualism and learn the rules and linguistic structures of the new language appropriately. It is essential to understand that writing in another language requires the development of various skills, such as the correct use of vocabulary and a proper understanding of the language's grammar. Thus, producing correct written texts that can convey a clear and coherent message becomes possible. It is important to consider the purpose of the text to be written to use the appropriate grammar and linguistic structure (Rincón, 2013).

Descriptive Text

Descriptive texts focus on detailing a field or area through words. They represent the elements of a situation or place in a specific manner. These texts are generally used to inform how an event has occurred or what a person, place, or thing is like. When describing people, it may include both an objective and subjective evaluation, assessing their physical form, personality, and psychological and emotional skills (Aponte, 2015).

Purpose of Descriptive Text

The primary purpose of descriptive text is to create in the reader's mind an image similar to or the same as what is described in the text. The goal is to transport the person to the place or event being described. Therefore, all specific elements and factors must be detailed to give greater emphasis to the image intended to be conveyed (Rojas, Logroño, Armas, & Reinoso, 2019).

Types of Descriptive Text

According to Rojas et al. (2019), the main types of descriptive text are: Chronography: Describes time, Topography: Describes places, Prosopography: Describes the external appearance of a character, Ethopeia: Describes the moral aspect of a person, Prosopopoeia: Describes an imaginary being and finally, Portrait: Describes the physical and moral aspect of a person.

Elements of Descriptive Text

Tapia (2021), states that the main elements to consider in descriptive text are: Title: Provides information about the general topic and attracts the reader's interest, Introduction: Presents a quick overview of the topic, contextualizing the reader, Development: Describes all the characteristics and elements of the event, place, or person being described and Conclusion: Summarizes the most relevant and concise aspects of the overall text.

Error analysis

Errors that occur during the learning of the English language typically revolve around pronunciation, as well as oral or written expression. Most often, individuals are unaware of these errors until a language expert points them out. These errors stem from the fact that teachers often convey knowledge in a mechanical rather than practical manner within classrooms. According to Agustinasari et al. (2022), the most common errors are:

Linguistic Errors: these encompass mistakes made at different linguistic levels, including morphological, syntactic, phonological, etc. It is important to identify the error to correct it and express the intended idea accurately; addition errors: refers to the literal and exact application of certain language rules. For example, applying rules where it is not necessary, removing elements required in certain structures, and a common mistake of adding linguistic elements in structures where it is not needed. Moreover, omission errors: involves the voluntary elimination of a word that should be present in a linguistic structure.

Therefore, articles and prepositions are often omitted, as their usage may not be properly understood; errors Due to incorrect form: these result from the improper use of a morpheme or structure, stemming from a lack of knowledge of the grammatical rules of the English language; misplacement errors: Arise when one or more morphemes are incorrectly placed within a text or statement, expressing an idea entirely different from the intended meaning and lastly mixing errors: occur when an individual is familiar with two related structures, and either can be used to convey the intended idea. However, the person mixes parts of both structures, producing an inappropriate and entirely different text from the intended message (p. 12).

Within the English language, it is important to promptly and effectively identify errors to prevent negative learning. For this reason, error analysis is carried out within the same language, eliminating the need to resort to the native language. According to Bukit (2020), there are three steps to identify errors:

Identification and Classification: The error analyst, who can be a native speaker or an English language teacher, takes an excerpt from the learner's text and recreates it using their knowledge. Then, they compare the two texts and identify all the errors they have found, classifying them according to their criteria.

Description: During this stage, errors are separated based on their linguistic action and taxonomy that is, according to the grammar or structure of the language. This facilitates the learner's identification and correction of errors, as they are explained in terms of spelling mistakes, omissions, additions, etc.

Explanation and Diagnosis of Causes: In this stage, the analyst determines the type of error committed and identifies whether there is still interference from the learner's native language in

acquiring the new language. In this way, an effective solution is sought to prevent the recurrence of errors in the future.

Error analysis within the learning process of the English language is a crucial element, as it allows the identification of the linguistic level at which an individual encounters difficulty, as well as the skill or proficiency that requires further development and attention from the teacher or instructor. It is essential that, upon identifying an error, an immediate solution is proposed to prevent its recurrence in the future.

Morphosyntax

Morphosyntax is recognized as a fundamental element of linguistics, focusing on analyzing and studying the structure and organization of language. This means that it is a branch that investigates the composition and functionality of different linguistic units. A solid understanding of the morphosyntax of a language enables a high level of language proficiency, as it allows for the correct use of words to form sentences, phrases, or texts, and to engage in dialogues or conversations (Guo & Ellis, 2021).

Moreover, morphosyntax facilitates the execution of morphological analysis related to identifying the form of words to determine their grammatical category, such as whether they are articles, pronouns, prepositions, etc. Additionally, it allows for syntactic analysis, focusing on understanding the function of each word within a sentence or phrase or the type of sentence that has been formed. Acquiring this knowledge adequately enables optimal language use in any context or environment for the language being studied (Do, Havenhill, & Sui, 2023).

Furthermore, morphosyntax is a key factor as it provides a deep understanding of English grammar, enabling learners to use the language effectively in group or collective situations, as well as in the classroom through optimal oral and written expression. Furthermore, it facilitates the identification

and correction of errors that may arise when using the language, leading to meaningful learning through theory and practice (Hendricks & Adolf, 2020).

He & Olra (2021) said that some issues commonly arise in English language learning because many grammatical rules from Spanish interfere with the new language. Literal translation from Spanish to English, word by word, often occurs, neglecting certain grammatical elements that do not apply in English, resulting in sentences or phrases losing meaning. This is due to the fact that in the Spanish language, morphosyntax and grammatical rules are flexible, allowing a broad combination of elements. However, in English, morphosyntax is less permissive, and grammatical elements cannot be placed without proper order within a linguistic construction.

Morphosyntactic errors

It is important to consider that the learning of the English language revolves around individuals comprehending and acquiring new grammatical rules that must be adhered to for the correct use of the language. This is because, in most cases, students draw comparisons between their native language and the foreign language to understand a text, written piece, or even to engage in a conversation. This often leads to significant errors as the grammatical rules of their native language do not closely resemble those of the English language (Mammeri, 2015).

On the other hand, errors occur because individuals learning the English language have not properly internalized the language rules, thus lacking knowledge of how to use them in written and oral texts. Morphosyntactic errors are related to the structure and function of words within the language, often arising when constructing sentences or phrases to convey a message. This occurs when the elements are not structured correctly or, conversely, are used inappropriately within linguistic construction (Asif, 2018).

Types of Morphosyntactic Errors

In the learning process of English, various morphosyntactic errors are often generated, which can distort the meaning of the text or phrase, leading to confusion and inaccuracies in English communication. Errors are common at the beginning of the learning process but should diminish as the learner progresses to achieve appropriate precision and fluency (Hannan & Sutrisno, 2022).

According to Hanoon et al. (2024), the primary morphosyntactic errors committed in the learning of the English language include; omission errors: it refers to the absence of a word that should be present in the text. In English, this error affects crucial functional elements such as articles and prepositions. Sometimes, the absence of the subject in a sentence occurs, especially when dealing with objects or animals. Secondly, addition errors: these errors frequently occur when there is a very specific use of grammatical rules in the language. Various addition errors are identified, such as regularization (ignoring certain rules that indicate that certain words should not be applied in certain linguistic structures, but still doing so); double marking (failure to eliminate elements required in certain structures but not in others); and simple addition error (referring to any kind of addition unrelated to regularization or double marking).

One major error is called substitution errors: it refers to the inappropriate use of words or linguistic elements within a text. This includes the incorrect use of articles, prepositions, or pronouns within a sentence. Additionally, substitution errors have been identified in conversations or dialogues, where vowel sounds are replaced, causing words to sound inaccurately and conveying a completely different idea from the original and finally transposition errors: this type of error typically occurs when individuals interchange words within a sentence, creating a new meaning. In English, most words are arranged in the opposite order to Spanish for the sentence to make exact sense. However, when there is insufficient knowledge of the language's linguistic rules, these errors occur, leading to confusion and frustration.

Applied Linguistics

Applied linguistics is based on the articulation of theory and practice of English language; in other words, it is considered interdisciplinary. Its objective is to address various difficulties that arise within the use of the language, maintaining a proper balance between the theoretical and the practical to generate knowledge and apply it correctly, providing a suitable structure to the foreign language (Chiluisa, Ccastro, Chavez, & Salguero, 2017).

One of the main purposes pursued by Applied Linguistics is to appropriately use what individuals know about the language, how it is learned, and how it is used to achieve a specific goal or address a problem. In this way, understanding of English is enhanced in different situations, and necessary knowledge is generated to make important decisions in various circumstances (Schmitt, 2010).

Thus, this discipline is considered a mediator between the three problems encountered in foreign language acquisition, namely language-related issues, teaching, and learning problems (Luque, 2005). This has enabled individuals to understand the language structure correctly and apply it appropriately in different everyday situations.

To sum up, applied linguistics is a discipline of great significance for the teaching and learning of the English language, as it enables educators and students to understand the language's structure correctly and assimilate it appropriately. In this way, the effective use of English is achieved within the developmental context, allowing knowledge to be applied.

Importance

Bartels (2005) pronounces that a professor of English must possess all the necessary knowledge about the language, as this enables them to identify and understand the various problems students face in learning and implement effective solutions to achieve proficient handling in different situations. Therefore, Applied Linguistics enables the teacher to implement effective tools and

strategies to accurately convey the elements of the foreign language, allowing students to apply them in their daily routines.

The central role of Applied Linguistics in the foreign language is to enable individuals to use it within the social environment in which they operate and interact. In fact, it facilitates a proper understanding of the language's structure and grammar for correct usage. The main issues addressed by this discipline are related to language learning, teaching, assessment, and planning, aiming to improve fluency and usage (Khansir, 2013).

Therefore, this discipline holds great importance in learning a new language, as it enables individuals to acquire all the necessary resources and tools for a proper understanding of the language structure. Subsequently, the use of the language will be appropriate, allowing individuals to interact within different environments and contexts.

Characteristics

This discipline is identified as scientific and as a mediating element between the theoretical and practical aspects of the foreign language; thus, it is interdisciplinary and educational, focusing on solving language usage problems in different situations. In this way, it is characterized by aiding in the understanding and proper internalization of the English language so that it can be used in various circumstances and environments. It enables the appropriate learning and acquisition of the language, its composition, usage, and mastery of sociolinguistic and psycholinguistic theories to enhance teaching methods (Rojas S. , 2018).

Abello (2001, pp. 12-13) asserts that a key feature of applied linguistics is its utilization of knowledge of the foreign language in relation to different disciplines and situations; in other words, it seeks to analyze, clarify, and resolve various theoretical and practical language-related issues with the aim of improving its use in the environment. Additionally, three main phases are identified

within its development: language learning, understanding different communicative uses, and regression of the mother tongue due to improvement in English proficiency.

Domains

According to Luque (2005) the main domains or areas in which applied linguistics operates within the teaching and learning of the foreign language, are as follows: it serves as a solution for language speech problems, influences the first language to enable the proper learning of the second language, facilitates the identification of speakers through audio, generate appropriate linguistic usage for social advertising groups. Thus, it helps improve writing for the preparation of important documents or writings. It establishes the history of toponymic words and lastly, facilitates the identification of the evolution of linguistic usage according to age.

On the other hand, according to Bautista (2019), the domains or fields operates include; learning a second language, bilingualism, reading, translation, dialectology, understanding and production of messages, semiotics and finally, production of pedagogical grammars. Finally, according to Schmitt (2010), the essential areas in which Applied Linguistics operates are:

Learning a second language or tongue: To learn a new language, it is necessary to understand the entire structure, grammar, and usage of the language being acquired, so that one can comprehend the language's composition and subsequently use it appropriately in different contexts and for various purposes.

Psycholinguistics: Psycholinguistics studies the cognitive processes activated and engaged when learning a new language. It closely relates to Applied Linguistics because acquiring theoretical and practical knowledge of using the English language activates and modifies psychological structures, enabling individuals to use the structure of the new language for communication.

Sociolinguistics: Sociolinguistics analyzes and relates language and society. It focuses on studying the proper use of language in different contexts, allowing individuals to apply their theoretical knowledge correctly.

Language skills

Schmitt (2010, p. 13) asseverate the main language skills of Applied Linguistics in the English language are:

Listening: The process of listening to audios or videos in the English language contributes to a better understanding of the language. It allows for the identification of sounds, words, and phrases and their correlation with the context in which they unfold. This skill enables one to determine whether a conversation or dialogue pertains to education, advertising, sales, or a social event. It is an important proficiency that must be developed to apply the language correctly, as it facilitates pronunciation improvement.

Speaking and Pronunciation: The ability to speak and pronounce the different words of the language correctly enables the proper application of the foreign language in various contexts. Additionally, it ensures that other proficient individuals in the language can comprehend what we intend to express, fostering diverse conversations.

Reading: Reading in the English language involves a proper understanding of words, i.e., knowing their meanings to comprehend what the text is conveying accurately.

Writing: Writing in the English language reflects progress in understanding the structure and usage of the language. Expressing thoughts through writing or drafting texts and documents in English demonstrates the language acquisition process. This activity requires knowledge of vocabulary, pronunciation, structure, and grammar.

Production and Comprehension Difficulties in Linguistics

According to Bross et al., (2019) within the process of learning English, several challenges arise when it comes to understanding and producing written texts. This is because a significant number of individuals tend to focus on translating each word literally, rather than establishing a direct connection between the text and metacognition, as they do in their native language. In other words, they do not apply the strategies and techniques from their primary language; instead, they concentrate on understanding the meaning of each word rather than the overall text. This approach only confuses the reader and leads to misunderstanding.

It is observed that a majority of students struggle to produce and comprehend texts in English because they lack the necessary tools and strategies to understand the language's structure correctly. This is attributed to the fact that educators primarily emphasize expanding vocabulary and mastering grammar, rather than fostering an interest in the analysis of writings to comprehend overarching ideas. Consequently, students tend to decode information rather than construct meanings to achieve language proficiency (Farukh & Vulchanova, 2016).

Accuracy and fluency

The ability of oral expression in English is a crucial element in the learning of this language, as it enables individuals to actively participate in various social situations where they can engage in appropriate dialogue. Furthermore, it is important to consider that oral expression directly influences writing, facilitating the clear and understandable composition of texts and documents (Falth, 2017).

On the other hand, issues of fluency and precision in oral expression arise because in classrooms, educators often become conveyors of passive knowledge. In other words, they transfer information to students for mechanical acquisition through constant repetition without practical application.

Consequently, students are unable to apply the knowledge, resulting in a purely theoretical learning experience, hindering their mastery of the language for effective use in diverse environments and situations (Bui & Skehan, 2018).

It is noteworthy that fluency in English enables effective communication, as it leads to oral expression without unnecessary pauses, hesitations, and with quick responses. However, oral precision focuses on the proper use of grammar, meaning that individuals can articulate criteria, opinions, or messages using the exact words that reflect and give meaning to what they are saying, thereby creating an efficient communicative situation (Metsala & David, 2021).

Linguistic Analysis

Levels of Language Analysis

It is important to mention that the study of a language involves much more than learning to communicate or read and understand texts, as reaching this level of proficiency requires a deep analysis of the various levels that constitute language. These levels enable individuals to understand pronunciation, usage, writing, and meaning of words accurately, allowing them to use them appropriately in conversation, dialogue, or written production. According to Sulpizio et al. (2020), the main levels of linguistic analysis are:

Phonological Level: This level focuses on the recognition of phonemes, accents, and tones, which are essential linguistic signs for the correct understanding of the language; **Phonetic Level:** It is oriented towards the study of the patterns or characteristic sounds of the language, i.e., the phonemes that compose the language, ensuring clear and proper pronunciation; **Morphological Level:** It centers on the recognition and analysis of words and morphemes that compose them, as well as the relationships that occur between these elements and **Syntactic Level:** This level focuses on analyzing statements or texts according to their structures and the functions they perform, ultimately determining the function of each word.

It is essential to consider that a language is a complex set of various elements that interrelate with each other. To master it, one must acquire knowledge of the different levels that constitute the language. This comprehensive understanding will lead to effective language proficiency, enabling individuals to handle the language in any situation and context. In-depth study of each linguistic level of English allows individuals to acquire effective pronunciation and fluency, aiding in effective communication and optimal written expression for text and document composition (Xu, Naserpour, Rezai, Namaziandost, & Azizi, 2022).

Theories and Principles

In the process of learning a new language, several theories have been identified that attempt to explain how the new language integrates into the individual's thinking and function to enable effective communication. According to Rodas & Rodas (2021), some of the main theories are:

Table 1

Theories of Learning a New Language

School of Thought	Characteristics
Behaviorism and Structural Linguistics	<ul style="list-style-type: none"> - Behavior must be observed - Description - Use of the scientific method - Use of empiricism - Conditioning - Positive and negative reinforcement
Cognitive School and Generative Grammar	<ul style="list-style-type: none"> - Language is acquired innately through individual development - Generative Grammar

School of Thought	Characteristics
	<ul style="list-style-type: none"> - Interlanguage may emerge - Systematicity exists in learning - There is a universal grammar - New competencies are developed - Deep structure is analyzed
Constructivism	<ul style="list-style-type: none"> - Interactive discourse is presented during learning - Sociocultural variables are taken into account - Cooperative learning is introduced - Discovery-based learning is presented - Meanings are constructed - Variability occurs in interlanguage

Note: This table shows the different theories on the learning of a new language. Taken from: (Rodas & Rodas, 2021)

Moreover, De Rasamond (2019), establishes various theories that focus on the acquisition and learning of a new language, which are:

Behaviorism: states that learning a new language results from constant practice of habits. It maintains that learning should be reinforced to endure, achievable through repetitive and mechanical activities. Additionally, this theory suggests that learning can occur through imitation to acquire new words and their pronunciation, but reinforcement is necessary for permanence.

Cognitivism: asserts that a new language is learned similarly to how new things are learned. It requires the restructuring and accommodation of certain mental schemata to establish knowledge.

Initially, new knowledge must be presented for individuals to select elements that initially grab their attention and then acquire all necessary elements to direct them to long-term memory. Subsequently, a method must be devised to access the assimilated knowledge whenever needed. The theory proposes that new knowledge integrates by modifying schemata.

Constructivism: this theory posits that the individual is responsible for actively constructing their own knowledge; by maintaining a direct relationship with the external world, individuals acquire new knowledge that interconnects with prior knowledge and constructs new complex schemata progressively. In the context of learning a new language, constructivism maintains that individuals must be in contact with external experiences that allow them to learn new rules, enabling them to internalize them properly by understanding their practical and theoretical uses.

Lastly, humanism it emphasizes that the person or subject is the central axis of the teaching-learning process. It is important to consider all the needs, interests, and expectations of individuals to increase their motivation and achieve a high level of commitment that will allow them to learn and use the language correctly.

Learning Context

The learning context is a key factor in the teaching process, directly influencing student motivation and interest and allowing them to acquire knowledge effectively. Therefore, an appropriate learning context must address all the needs and characteristics of students, with the aim of establishing techniques and methodologies and using resources that enable meaningful learning. It is also necessary to consider factors conditioned by their family environment and previous experience to address any issues that may arise during the process (Frances, De Bruin, & Andoni, 2020).

Generally, the acquisition of a new language takes place within a classroom, in minority contexts compared to acquiring a native language. Therefore, the context must be comfortable and, above all, have resources that promote the motivation and interest of individuals. The context should

provide optimal conditions that enable and facilitate language development, including didactic spaces that help practice speaking and pronunciation, as well as areas and materials to enhance language skills. In this way, a high level of individual commitment will be maintained to acquire and practice the new language (Montrul, 2019).

In addition, Kalaja & Hihta (2020) state that appropriate learning environment should feature three main spaces to ensure meaningful and lasting learning. The first space refers to a documentary environment, where all texts describing the characteristics of the topics to be covered are presented. The second space concerns structuring, presenting the norms and rules for assessing learning. The third space is the psychodynamic one, focusing on interactions between students and teachers to put theory into practice.

Similarities and Differences

It is important to distinguish between the acquisition and learning of a new language to understand the process of incorporating new knowledge and language rules. Mohamad and Rashid (2018), establish the following differences between acquisition and learning:

Table 2

Differences between acquisition and learning

ACQUISITION	LEARNING
Unconscious process that occurs spontaneously when using the language.	Conscious knowledge of the language (rules and structure) related to formal language.
It develops within a natural context or environment.	It develops within a formal environment such as the classroom or a teaching hall.
The practical part is executed first, and then the theory is introduced.	Es necesario conocer la parte teórica para aplicarla en la práctica

ACQUISITION	LEARNING
It is a process by which one acquires the native or mother tongue.	It is a process through which one acquires a new language or second language.
It arises thanks to universal linguistics.	It arises through the constant practice of the language's linguistics.

Note: This table shows the main differences between language acquisition and learning. Taken from: (Mohamad & Rashid, 2018).

On the other hand, Surayyo (2022), states that similarities between language acquisition and learning refer to the following: both enable the incorporation of a language; both focus on language comprehension and production rather than literacy. Likewise, both allow the individual to communicate effectively within a natural context. Therefore, both are important processes within linguistics that facilitate social interaction and optimal development in the environment.

Second Language Vs. English as a Foreign Language

Rustamovna et al. (2019) state that currently, the learning of English as a foreign language is primarily based on traditional teaching that emphasizes the memorization and mechanization of concepts and grammatical structures, which is common in school curricula. However, a second language approach to teaching English has been implemented, incorporating various tools, strategies, and resources to reform curricula and school plans. This modernization of learning programs places greater emphasis on the practical aspect of the language, aiming to establish an interactive and motivating environment where students develop more interest and commitment to learning English.

Within classrooms, the approach involves implementing group practical work and activities to apply previously acquired knowledge and establish social actions. The goal is to guide the learning of the English language towards a second language, where the student integrates it into their daily routine, practicing it at all times and in all situations, rather than adopting it as just another subject in the school plan, using the traditional mechanistic and memorization approach to assimilate language rules and structures (Zhang, Dai, & Wang, 2020).

Non-Native Language

Approaches to learning a non-native language

There are currently several methods or approaches to learning second or foreign languages that are used to facilitate the incorporation and assimilation of language rules and structures for correct language usage. According to Alcalde (2011), the main methods for learning a non-native language are:

Firstly, grammar and translation: it focuses on knowledge of the language's words and grammar rules, allowing the student to comprehend and construct sentences correctly, obtaining a deep understanding of the target language. Secondly, direct or natural method: oriented towards increasing language practice, applying theory within specific interaction spaces or relationships with people who speak the language to better comprehend and understand it. Thirdly, audiolingual method: it focuses on analyzing and studying spoken language to execute a descriptive and inductive process that enables the adoption of linguistic patterns of the new language for correct usage.

Therefore, intermediary method: aims to conceive the student as an active participant in the class, taught in the language intended to be taught, executing inductive learning regarding the grammatical area through examples to understand theory and, above all, oral expression exercises in the language; thus audiovisual method: Emphasizes visual elements, presenting the new language in relation to images; focuses on the overall understanding of communicative situations

rather than analyzing linguistic structures and lastly communicative method: that aims to establish interactive and motivating activities that facilitate the development and learning of communicative skills in the language.

Challenges in a Non-Native English Classroom

Yusuf (2017), mentions that within the realm of English language learning, several challenges or issues have been identified. These challenges are related to the insensitivity of teachers in detecting students' linguistic problems in the new language, barriers in teaching-learning strategies, and, above all, a lack of familiarity with the culture. A latent problem is that most teachers opt for traditional, mechanized teaching and do not implement didactic tools for the language. Furthermore, it is crucial to acknowledge that a significant challenge in the classroom is not identifying the needs and requirements of students to solidify knowledge in areas of uncertainty.

Based on above, it is established that a foreign language teacher must acquire innovative teaching methods and techniques to maintain a high level of motivation and interest from students. In this way, students can acquire meaningful learning that allows them to delve into the theory and apply it correctly in different contexts (Hasanah & Tri, 2019).

7. Methodology

Research Design

The approach employed in the research was qualitative, as a thorough examination of spelling errors in the writing of foreign language students was conducted to determine their causes. Piña (2023) asserts that qualitative approach focuses on describing the phenomenon of study through the collection, analysis, and interpretation of gathered data, thereby obtaining a true representation of reality.

7.1.1. Scope

The scope of the research was descriptive, as it detailed all the writing errors made by English language students through the application of a checklist that helped evaluate the descriptive composition produced by the students. In this way, a general overview of the most common errors in written expression that hinder their learning and proficiency in the language was obtained. According to Ramos (2020), the descriptive scope of the research allows for understanding the specific characteristics of the phenomenon under study to identify its behavior in the environment.

7.1.2. Bibliographic-Documentary

On the other hand, the type of research executed was bibliographic-documentary, as theoretical information was gathered through the review of documents on writing errors in the English language. This included examining texts written by students to identify the most common errors committed. Hernández et al. (2014) state that bibliographic-documentary research focuses on reviewing texts, documents, and files related to the phenomenon under study to identify specific characteristics and gain a general understanding of its behavior in the environment.

The primary document for the analysis of writing errors was a personal descriptive composition crafted by the students, which was assessed through a checklist to verify the types of errors committed. This allowed for the visualization of the main difficulties students face in the area of written expression in the English language.

Research Participants

The study population consisted of 40 sixth-grade students of Basic Education "Isidro Ayora"; 2023-2024 school year, with ages between 10 and 11 years old. This educational level was chosen due to the fact, these students are in the process of learning a foreign language. They are still acquiring

linguistic rules and structures and most of the time they show up inability to handle them correctly and present a lot of errors in written texts.

Data Collection Instruments

The technique was the checklist, which allowed for monitoring and verifying the type of errors exhibited by the students in the written texts they produced. The checklist comprised the four main errors determined by Cook (1999), namely omission, addition, substitution, and transposition; these errors arise as the learner attempts to apply the grammatical rules of their native language to the target language.

The instrument utilized for data collection was the descriptive composition, wherein students were tasked with writing an 80-word paragraph addressed to their family, considering aspects such as age, nationality, physical traits, occupation, hobbies, and everyday outfit. Thus, a written text from the students was obtained for analysis based on the checklist to establish an overall outcome.

Data Analysis Technique

The descriptive compositions created by the students were assessed using the checklist, which comprised four categories referring to the four most common errors, each containing subcategories that could be found in writing. Thus, specific data were obtained regarding elements of omission, addition, substitution, and transposition that students generated within their written expression, aiming to address them effectively so that students can enhance their language fluency and accuracy.

8. Analysis and Discussion of Results

First of all, it is necessary to mention that Cook (1997), conducted a spelling study wherein he analyzed the various writing errors in the English language generated by students learning a second language in different countries. He concluded that the main spelling errors in English include: omission (wherein graphemes are omitted or removed); addition (where extra letters are inserted or added to words); substitution (where graphemes are replaced by similar ones); and transposition (where the positions of two contiguous graphemes are inverted). This classification of errors is the most commonly used, as they are intuitive and basic errors typically made by second language learners and can be detected by teachers when reviewing students' written texts.

In the context of analyzing information by students, they were tasked with crafting an 80-word paragraph aimed at describing their family, clothing, nationality, physical appearance, occupation, hobbies, and age. According Cook (1999), the conducted analysis focused on detecting word order errors, omission errors, addition errors, and last but not least, substitution errors. These four typologies of mistakes were scrutinized with the intention of evaluating the writing within three distinct categories: efficient, uncertain, and inefficient. These instances are developed for the purpose of categorizing students' writing level and, of course, providing them feedback in order to achieve a properly level on English.

Word Order Errors

This was undoubtedly the most common mistake among students. The results are listed in Table 1 shown below. The table displays one error for each student analyzed, with the purpose of accurately assessing the study group. See.

Table 3.- (Annex 5). Word order errors discover on students.

Comment

According to the information that has been gotten; most of the mistakes elucidates a range of omission errors frequently encountered in English sentences, addressing concerns such as misplacement of words, repetition, and incorrect usage. These errors span various aspects of sentence construction, including:

1. Misplacement of possessive pronouns before the subject.
2. Incorrect positioning of prepositions after the subject.
3. Errors in the order of verbs and subjects.
4. Improper placement of prepositions before objects.
5. Word order errors in both questions and statements.
6. Unwarranted repetition of verbs or words within sentences.
7. Incorrect usage of adjectives and nouns.
8. Misplacement of conjunctions in sentence structures.
9. Inaccurate verb tense usage.
10. Errors in forming questions and affirmative statements.
11. Misplacement of adverbs and adjectives, leading to diminished sentence clarity.
12. Disorganized word placement in lists or enumerations.
13. Errors in forming negative questions and statements.
14. Misplacement of articles before nouns.
15. Incorrect usage of nationality and prepositions.

These errors undermine the coherence and lucidity of sentences, potentially causing confusion. Rectifying these mistakes is essential for ensuring grammatical precision and bolstering the sentences' capacity to convey their intended meaning accurately.

According to Marín (2013), word order errors are common among English learners, as they tend to focus on translating word for word instead of grasping the overall context. This leads to significant interference in English writing, as it becomes entangled with the syntax of their native language, resulting in improper placement of grammatical elements such as verbs, articles, and adjectives. Such issues arise because Spanish allows for more freedom in word placement within a sentence compared to English. Furthermore, Hoyos & Roldán (2015) assert that word order errors cause disruptions within written texts, altering the syntactic order of sentences and the semantic order of the message or text. This interference hampers written communication, as the intended meaning differs from the conveyed idea.

Therefore, it is evident that word order error is the most prevalent among students learning a foreign language, as they often prioritize translating word for word to comprehend the text's meaning, without considering that English word order differs from that of their native language. This confusion and distortion of the text's idea result in conveying a misleading message that deviates from the original intention.

Omission Errors

In order to review this information, see

Table 4.- (Annex 6) Omission errors discovered on pupils.

Comment

According to the information that has been gotten; students show up some errors that encompass a wide range of grammatical issues, including misplacement of verbs, omission of articles and prepositions, and incorrect usage of infinitive markers. For instance, errors such as "She to has long hair and green eyes" demonstrate the omission of the infinitive marker "to" before the verb "has," which should be corrected to "She has long hair and green eyes." Similarly, mistakes like "He a teacher" showcase the need for the verb "is" before the occupation, leading to the correction "He

is a teacher." These corrections are crucial for ensuring grammatical accuracy and clarity in communication. By identifying and rectifying these errors, students can enhance their language proficiency and effectively convey their intended messages in English.

This aligns with the findings established in Kusumawardhani's research (2017), which highlights that the most common omission errors made by English language learners include the omission of auxiliary verbs, articles, countable and uncountable nouns, and prepositions. These omissions result in a complete change in sentence syntax and alter the intended idea. Therefore, Gulo & Vany (2018), in their study, assert that the most prevalent omission errors in English writing are related to verbal markers ("s" and "es"), verbs, auxiliaries, and the "-ing" form. Additionally, they note the omission of the suffix "s" or "es" when used as a plural marker. It is identified that verb omission occurs within sentences, auxiliary omission within continuous and progressive tenses, and suffix omission within conjugated participial verbs.

As observed, the majority of omission errors are linked to the suppression of suffixes and verbs, particularly when conjugated verbs are written, leading to distortion of the main sentence or idea and a different message being conveyed. Hence, it is crucial to correct verb usage within sentences and emphasize the significance of suffixes in English linguistics, as they impart proper meaning to words.

Addition Errors

In order to review this information, see

Table 5.- (Annex 7) Addition errors discover on pupils.

Comment

According to the information that was gotten; it is important to go deeper into the addition errors and their corrections provided in the examples:

1. Original Sentence:

"She is going to the store."

1.1. Addition Error:

"She is going to the store and buy some groceries."

1.2. Explanation

The addition error occurs with the inclusion of "and buy some groceries," which adds an extra action without properly connecting it to the sentence structure.

1.3. Correction:

"She is going to the store to buy some groceries." This correction removes the extraneous addition and maintains the coherence of the sentence by properly connecting the action of buying groceries to the main verb "going."

2. Original Sentence:

"He likes to play basketball."

2.1. Addition Error:

"He likes to play basketball in the afternoon and."

2.2. Explanation:

The error arises with the addition of "in the afternoon and," which doesn't contribute to the sentence's meaning and disrupts its flow.

2.3. Correction:

"He likes to play basketball in the afternoon." Removing the unnecessary addition maintains the sentence's clarity and coherence.

3. Original Sentence:

"They are from Spain."

3.1. Addition Error:

"They are from Spain and live in Madrid."

3.2. Explanation:

The error occurs by adding "and live in Madrid," which introduces extra information not required by the sentence.

3.3. Correction:

"They are from Spain." Removing the additional information focuses the sentence on the intended meaning without unnecessary details.

4. Original Sentence:

"She enjoys reading books."

4.1. Addition Error:

"She enjoys reading books every night."

4.2. Explanation:

The addition of "every night" provides unnecessary frequency information that doesn't contribute to the sentence's main idea.

4.3. Correction: }

"She enjoys reading books." Removing the unnecessary addition maintains the simplicity and clarity of the sentence.

5. Original Sentence:

"My father works as a doctor."

5.1. Addition Error:

"My father works as a doctor at the hospital."

5.2. Explanation:

The error occurs with the addition of "at the hospital," which specifies the workplace but is not required for the sentence's basic meaning.

5.3. Correction:

"My father works as a doctor." Removing the additional information simplifies the sentence while retaining its essential message.

To sum up in each example, the addition error involves inserting extra words or phrases that do not contribute meaningfully to the sentence or disrupt its structure. The corrections remove these unnecessary additions, resulting in clearer and more concise sentences that effectively convey the intended message.

Hendrawaty (2018), in her research on the analysis of errors made by students in sentence pattern writing, establishes that addition errors are the most common after omission errors. This is because students add suffixes, articles, and even verbs to sentences, giving them a different meaning, which occurs because they translate word for word from their native language to the foreign language. Similarly, Putri et al. (2018), in their study related to the analysis of grammatical errors in student writing, state that addition ranks second in English writing errors, as they identified a total of 260 addition errors. It was found that students added unnecessary elements in sentence construction, resulting in a different meaning. Therefore, it is crucial to promptly correct these errors, as they impair the meaning of sentences within the text. It is essential for students to reduce their word-for-word translation and promote the global translation of the sentence to identify how words should be written.

Substitution Errors

In order to review this information, see

Table 6.- (Annex 8) Substitution errors discover on students.

Comment

Jampi et al. (2020), assert that the most common substitution errors found in the writing of English language learners are: substitution of singular verbs for plural verbs and vice versa; substitution of a pronoun; substitution of a plural noun for a singular noun; substitution of an adjective for a noun; substitution of a noun for a verb; and substitution of a past tense verb for an infinitive verb.

On the other hand, Alhaysony (2012), maintains that although substitution errors are not as frequent, the most common ones found in the writing of foreign language learners are: substituting the definite article "the" for the indefinite article "a"; due to an interlinguistic error. This means that the majority of substitutions occur in relation to grammatical elements connecting words, as in Spanish, words can be substituted without losing the sentence's meaning; however, the foreign language is less flexible in terms of grammar, and rules must be fully respected to execute proper written and oral communication.

Therefore, substitution errors must be corrected immediately, as substituting connectors or links between words can lead to the loss of the initial idea intended to be conveyed, negatively impacting language fluency and precision; consequently, hindering the proper acquisition of grammatical rules. Additionally, It is necessary to mention that avoiding substitution errors during the process of learning English is essential due to several factors. Initially, such errors can significantly impact the clarity of communication by distorting the intended meaning of sentences, thereby impeding effective language learning and interaction. Additionally, the attainment of accuracy in language is paramount for developing proficiency, and substitution errors hinder this progression by introducing incorrect vocabulary and word usage. Furthermore, the mastery of grammar rules is fundamental, and substitution errors often entail grammatical mistakes, such as incorrect verb forms or noun usage, which can hinder progress in language proficiency.

Moreover, rectifying substitution errors contributes to building confidence among learners. The consistent occurrence of such errors can erode students' confidence in their language abilities, and addressing them reinforces the correct usage of words and phrases, thereby fostering greater self-

assurance. Additionally, these errors hinder the development of language fluency by introducing inaccuracies that disrupt the flow of speech or writing. In formal language assessments such as exams or proficiency tests, substitution errors can lead to lower scores, impacting professional and academic success. Ultimately, by avoiding substitution errors, learners can enhance their language learning experience, improve communication skills, and achieve proficiency in English, positioning themselves for success in various professional and academic endeavors.

Discussion

Grammar is a crucial component in the learning of English as a second language; however, it is the area where several errors are often found among students. This is because they are not familiar with or do not handle the different grammatical rules of the language properly, making it difficult for them to generate written texts with clear and concise ideas. Gómez (2020) asserts that the majority of second language students make several errors when producing written texts, as they do not consider the grammar of the language and compose sentences with a sequence similar to that of their mother tongue, leading to the occurrence of frequent errors that distort the meaning of the text.

Within the study, it was found that the majority of students omit or eliminate articles and auxiliary verbs within sentences; furthermore, they insert or add words within sentences as they translate each word into Spanish without considering the grammatical rules of the English language, thus distorting the meaning of the message.

On the other hand, Chávez et al. (2022), mention that omission errors occur quite frequently among English language learners, especially concerning articles used when speaking generally about a noun. This is because articles are important elements in Spanish in these cases, leading students to confuse language rules and distort the meaning of the sentence. Additionally, the addition of inappropriate or redundant morphemes within a written text is common. This occurs because students translate words literally without considering the overall context of the text, causing confusion in its main meaning.

The research conducted demonstrated that students-maintained substitution errors regarding elements such as articles and connectors between words, replacing them with others they deemed better. Similarly, concerning transposition errors, it was found that students place words within sentences as they would in Spanish, completely altering the sentence's meaning, as English places morphemes inversely.

In reference to the aforementioned, Marín (2013), considers that errors in word order and word substitution are common among English language learners because they fail to internalize the grammatical rules of the language correctly and continue to adhere to the grammar of their mother tongue. This difficulty impedes them from forming sentences and phrases with correct syntax.

9. Research Impacts (Education):

The present project presents a positive impact within the educational field, as it enables teachers to become aware of the most frequent errors in English writing, especially in primary school children. In this way, teachers can implement activities aimed at reducing errors to increase language fluency and precision in students. As mentioned by Suárez et al. (2019), emphasizing the importance of spelling errors in English writing among learner students enables the recognition of the main difficulties that arise, as well as guiding students to discover their own errors, which can be addressed through various strategies and techniques, such as group revision, exchange of written texts, and cooperative corrections.

This aligns with the findings mentioned in Gómez & Gómez (2015), where it is established that the recognition of writing errors in the English language enables systematic, organized, and detailed analysis of grammatical errors, textisms, and dysorthographic features of students, allowing the description of spelling rules used. Thus, it becomes possible to identify features of the

Spanish language in English writing and increase exercises or activities focused on suppressing and eliminating these features that hinder the proper learning of the English language.

The identification of errors in English writing will enable teachers to alter or adjust their teaching strategies, as those currently employed often focus on word-for-word translation, hindering students' proper acquisition of grammatical rules. This is because they emphasize the meanings of words rather than constructing sentences and phrases with correct syntax.

Through error recognition, teachers can continuously address these difficulties, enabling students to improve language fluency and precision in written expression, which will positively impact oral expression and facilitate optimal communication in the future. Continuous work on correcting the primary errors in English writing in primary education will enable students to enhance their learning level in secondary and higher education, providing them with better academic and job opportunities.

10. Conclusions and Recommendations

Conclusions

The literature review established that the most common spelling errors in English writing among students or learners of this language are substitution, addition, omission, and word order errors, including verbs, articles, prepositions, and suffixes. Within the research, a detailed analysis of 80-word paragraphs written by students was conducted, identifying four main errors: errors in word order (incorrect placement of words within the sentence, resulting in a different meaning), omission errors (removal of words, suffixes, verbs, or prepositions), addition errors (involving the inclusion of unnecessary words, articles, or suffixes within the sentence), and substitution errors (including the replacement of inappropriate words, verbs, or prepositions, resulting in a different meaning of the sentence). This is because the learning they receive directs them to translate word for word to understand the meaning and form sentences or phrases.

The most common word order errors were: incorrect placement of pronouns before the subject, prepositions after the subject, errors in the order of verbs and subjects, inappropriate placement of prepositions before objects, errors in word order in questions and statements, incorrect use of adjectives and nouns, inappropriate placement of conjunctions in sentence structures, misuse of verb tense, errors in forming negative questions and statements, unordered words in lists, errors in article placement, and incorrect use of nationality and prepositions. Regarding omissions, incorrect placement of verbs, omission of articles and prepositions, and incorrect use of infinitive markers were found. As for addition errors, addition of articles, suffixes causing clarity errors in the sentence was found. Finally, regarding substitution errors, students substitute words because they do not know their correct pronunciation, resulting in the sentence having a different meaning.

Based on the proposed objectives, it was determined the existence of spelling errors in the young students of the "Isidro Ayora" Basic Education School. Some errors are common in students, for example: Equator/Ecuadorian; Three/tree; mechanic/mechanical; mi/my; waiter/waitress; fader/father. The difficulties they present are the lack of knowledge of the writing of the English language, and at the same time, they write as it is pronounced, making present the spelling error of substitution. This problem, if not reviewed by the teacher, can generate many problems in the grammar of the language, where students in their next school years would continue making the same error, and not only of substitution, but also of addition, omission and transposition. The more we know about how written languages are acquired, the more we can support children during the important milestone of learning a second language. As Frank Smith (2014) said: "A language puts you in a corridor for life. "Two languages open all the doors along the way."

Recommendations

It is imperative that teachers delve into the investigation of the various errors occurring in English language written expression among students, which will enable them to understand the present

difficulties and devise strategies to address them effectively. It is necessary for them to employ pedagogical techniques that facilitate the improvement of students' written expression and ensure the proper acquisition of grammatical rules, thus enhancing fluency and precision. It is crucial for them to steer away from teaching methods based on memorization, as they are unnecessary and inadequate in the long run.

By understanding the specifics of each writing error among students, teachers can design tailored activities to correct each error and enhance the linguistic acquisition of the language. Consequently, students will be able to apply grammatical rules accurately in both oral and written expression.

This problem can be reduced with writing activities such as Ginger, Espresso, Write & Improve, Hemingway, Grammar Girl, Gap-fill, Crosswords, Word search, Dictations, Paragraph writing. This could facilitate the acquisition of English spelling in young students. These activities are an excellent strategy for students to learn the spelling of the English language in a better way through games and reasoning.

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