



TECHNICAL UNIVERSITY OF COTOPAXI

PUJILÍ CAMPUS

NATIONAL AND FOREIGN LANGUAGE PEDAGOGY ENGLISH MAJOR

RESEARCH REPORT

“ERROR ANALYSIS OF EFL STUDENTS’ ACADEMIC ESSAYS”

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

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DECLARATION OF AUTHORSHIP

Caiza Lasluisa Evelyn Dayana, with citizenship card No. 1752664803, Chiguano Llumipanta Jessica Consuelo, with citizenship card No. 1727654764 declare to be authors of this **RESEARCH PROJECT: “ERROR ANALYSIS OF EFL STUDENTS ACADEMIC ESSAYS”**, being the M.Sc. Romero Palacios Amparo De Jesús, tutor of this work; and, I expressly exempt the Technical University of Cotopaxi and its legal representatives from possible claims or legal actions.

Furthermore, We certify that the ideas, concepts, procedures and results expressed in this investigative work are our exclusive responsibility.

Pujilí, February 25, 2025



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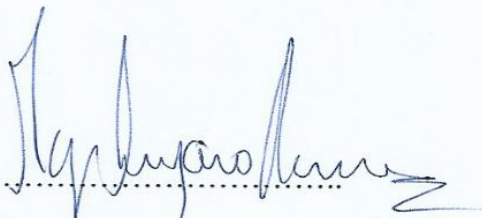
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ENDORSEMENT OF THE TUTOR OF THE RESEARCH PROJECT

As Tutor of the research project with the title:

“ERRORS ANALYSIS OF EFL STUDENTS’ ACADEMIC ESSAYS” by Caiza Lasluisa Evelyn Dayana, Chiguano Llumipanta Jessica Consuelo, from the career of Pedagogy of National and Foreign Languages, I consider that said academic article meets the methodological requirements and scientific-technical contributions sufficient to be submitted to the evaluation of the Project Validation Tribunal that the Directive Council of the Pujilí Extension of the Technical University of Cotopaxi designates, for its corresponding study and qualification.

Pujilí, February 25, 2025



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ENDORSEMENT OF APPROVAL OF THE DEGREE TRIBUNAL


As the Readers' Tribunal, approve the present Research Report according to the regulations issued by the Technical University of Cotopaxi, and by the Pujilí Extension; because, the postulants: Caiza Lasluisa Evelyn Dayana; Chiguano Llumipanta Jessica Consuelo, with the title of the Research Project:” **ERROR ANALYSIS OF EFL STUDENTS’ ACADEMIC ESSAYS**”, has considered the recommendations issued in a timely manner and meets the sufficient merits to be submitted to the act of sustaining the degree work.


Therefore, it is authorized to save the corresponding files on a CD, according to the institutional regulations.

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GRATEFULNESS

We express our sincere gratitude to God for giving us life and health every day to be able to achieve our goals.

We also thank our family members, whose unconditional love, encouragement and support have given us the strength to overcome each challenge.

We also thank our tutor M.Sc. Amparo De Jesús Romero for her guidance and advice throughout this process.

Likewise, we extend our gratitude to our professors and colleagues at the Technical University of Cotopaxi, that with their knowledge and support enriched our academic training.

DEDICATION

I dedicate this project in the most special way to my brothers and my parents who are my greatest inspiration. I express gratitude my mother and father for their unconditional support, for inculcating good values and motivating every day to fight for my goals.

To my grandparents, for giving me love, affection and unconditional support.

EVELYN

DEDICATION

I especially dedicate this project to my entire family.

*I express my gratitude to everyone for their support
and motivation to achieve my goals.*

JESSICA

TECHNICAL UNIVERSITY OF COTOPAXI

NATIONAL AND FOREIGN LANGUAGE PEDAGOGY ENGLISH MAJOR

THEME: “ERROR ANALYSIS OF EFL STUDENTS’ ACADEMIC ESSAYS”

Authors:

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ABSTRACT

Error analysis in English as a foreign language (EFL) students' academic writing is an activity that provides valuable information about the challenges and errors they make in developing writing skills. This study aimed to analyze the errors of EFL students' academic essays. The qualitative-descriptive research method and the Surface Strategy Taxonomy (SST) by Dulay, Burt, and Krashen (1982) were used to analyze and classify the errors. The participants were 23 students of the Technical University of Cotopaxi in the first semester's Pedagogy Career of National and Foreign Languages English. As part of the academic essays, 23 descriptive essays of 200 words in simple present tense with the topic “A Day in My Life” were collected. From the information collected, 72 errors were identified, which were classified into 4 categories: Omission, addition, misformation, and misordering. The results showed 53 errors in the omission category, a total of 7 errors in the addition category, 1 error in the malformation category, and 10 errors in the misordering category. It is concluded that the students made more omission errors, mainly the omission of the subject. These errors may be the result of the interference of the first language (L1) in the acquisition of the second language (L2). This study will allow teachers to know the difficulties of students in the development of written skills, which will allow them to implement strategies such as writing workshops, feedback, and reading corners, and in turn, they will be able to design new strategies.

KEYWORDS: Addition, errors, misformation, misordering, omission

UNIVERSIDAD TÉCNICA DE COTOPAXI

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS- INGLÉS

TÍTULO: “ANÁLISIS DE ERRORES EN ENSAYOS ACADÉMICOS DE ESTUDIANTES DE INGLÉS COMO LENGUA EXTRANJERA”

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Caiza Lasluisa Evelyn Dayana

Chiguano Llumipanta Jessica Consuelo

RESUMEN

El análisis de errores en la escritura académica de los estudiantes de inglés como lengua extranjera (EFL) es un proceso que proporciona información valiosa sobre los desafíos y errores que cometen en el desarrollo de habilidades de escritura. Este estudio tuvo como objetivo analizar errores en los ensayos académicos de los estudiantes de inglés como lengua extranjera. En la investigación se implementó el método de investigación cualitativo-descriptivo y la taxonomía de estrategia de superficie (SST) de Dulay, Burt and Krashen (1982) para analizar y clasificar los errores cometidos por los estudiantes. Los participantes fueron 23 estudiantes de la Universidad Técnica de Cotopaxi de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros Inglés del primer semestre “C”. Como parte de los ensayos académicos, se recogieron 23 ensayos descriptivos de 200 palabras en presente simple con el tema “Un día en mi vida”. De la información recopilada se identificaron 72 errores, los cuales se clasificaron en 4 categorías: Omisión, adición, mal formación y mal orden. Los resultados mostraron 53 errores en la categoría de omisión, un total de 7 errores en la categoría de adición, 1 error en la categoría de mal formación y 10 errores en la categoría de mal orden. Se concluyó que los alumnos cometieron más errores de omisión, principalmente la omisión del sujeto. Estos errores pueden ser el resultado de la interferencia de la primera lengua (L1) en la adquisición de la segunda lengua (L2). Este estudio permitirá a los docentes conocer las dificultades de los alumnos en el desarrollo de las habilidades escritas, lo que les permitirá implementar estrategias como talleres de escritura, retroalimentación y rincones de lectura, y a su vez, podrán diseñar nuevas estrategias.

PALABRAS CLAVE: Adición, errores, mal formación, mal orden, omisión

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1. GENERAL INFORMATION

Theme: Error Analysis of EFL Students' Academic Essays

Starting Date: October 2024

Ending Date: February 2025

Place of Research: Technical University of Cotopaxi

Sponsoring Faculty: Pujilí Campus

Sponsoring career: National and Foreign Language Pedagogy English

Linked Research Project (if applicable):

Macro project of the career: A transdisciplinary study of education and linguistics in linguistic-communicative contexts for teaching the English language.

Research Group: Caiza Lasluisa Evelyn Dayana - Chiguano Llumipanta Jessica Consuelo

Work Team: Caiza Lasluisa Evelyn Dayana - Chiguano Llumipanta Jessica Consuelo

Knowledge area: Education

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

Extension Sub-line: Education, linguistics, literature, interculturality and society.

2. PROBLEM STATEMENT

Acquiring writing skills in English as a foreign language (EFL) is a considerable challenge for learners around the world, it requires not only linguistic competence, but the EFL student needs to know grammatical rules, structures, textual coherence, and logical organization of ideas. In addition, interference from the mother tongue often results in direct translations and syntactical constructions that deviate from the natural conventions of English.

It is worth mentioning that several elements, including limited grammatical competence, incorrect application of grammatical rules, spelling and punctuation errors, interference from the mother tongue, insufficient exposure to the language, and the integration of technological resources, can significantly impact the effective acquisition and refinement of written competence.

In countries such as Libya and Indonesia, previous research has shown that these difficulties have a direct impact on students' academic performance in the area of writing. According to Aldabbus (2022), ineffective writing of texts affects comprehension, as there is no clear communication between the writer and the reader, and Husain (2022), mentions that errors in a written text are due to students still being confused when applying the rule in English. Therefore, they do not know how to understand grammar well when forming a sentence.

Furthermore, writing skills are increasingly important in educational and professional settings (Tamayo et al., 2020). However, in Ecuador, EFL learners often fail to develop writing proficiency due to factors such as native language interference, lack of motivation, grammatical misuse, and confusion between verb tenses.

Abata (2021), mentions that students at the Technical University of Cotopaxi (UTC) have problems learning and mastering the English language, especially writing skills. She adds that nowadays, developing the ability to write is important in an educational context since it allows students to “succeed in their studies and as future professionals” (Abata, 2021, p.4) but students do not know how to organize ideas, write properly outlines, use synonyms and antonyms, collocations, references, and conjunctions. These deficiencies in the knowledge

and practice of the language have affected their level of writing and their ability to write academic essays.

Currently, native language interference remains a major challenge in EFL writing. Añamíse and García (2022) emphasize that EFL learners frequently mix their native language with English, producing imprecise and incoherent texts. These writing deficiencies not only affect academic success but also hinder students' ability to communicate effectively in professional and real-world contexts.

This skill can present difficulties for writers of different levels and backgrounds. Therefore, this study aims to analyze the errors in EFL students' academic essays, addressing the following research question: *What are the errors in EFL students' academic essays?* Defining these errors allows us not only to understand the common difficulties faced by EFL students but also to recommend effective pedagogical strategies to improve students' written proficiency. By identifying and categorizing these errors, this research seeks to provide insights into the specific challenges faced by EFL learners and to propose effective pedagogical strategies to improve their writing competence.

3. JUSTIFICATION

This research project, entitled "Error Analysis of EFL Students' Academic Essays," analyzes common errors made by EFL students in descriptive essays using the Surface Strategy Taxonomy proposed by Dulay, Burt, and Krashen (1982). By examining these errors, the study seeks to understand the challenges faced by students when writing academic essays in English as a foreign language (EFL).

The significance of this study lies in its potential to improve EFL students' academic writing skills. By identifying and analyzing common errors in their essays, the research seeks to reveal underlying difficulties in grammar, thereby offering a clear diagnosis of students' writing competence.

The theoretical contribution of the project will enhance the understanding of error patterns in EFL academic writing, while its practical value will come from providing teachers with

empirical data to create targeted instructional strategies and remedial activities. This dual approach will support more effective language teaching methodologies and help students develop stronger writing skills.

The main beneficiaries of this project are teachers and students of English as a foreign language. Teachers will benefit from learning about common mistakes students make when writing, which will allow them to adjust their teaching methods or strategies and develop more effective resources to improve student performance, while students will improve their writing skills, and increase their confidence and academic performance.

The project is feasible to carry out with the available resources. The Technical University of Cotopaxi has provided the necessary access to EFL students' essays, which is a key resource for data collection. In addition, university professors and linguistics experts are available to assist in the analysis of these essays. Technological resources, such as text analysis software, are also available to facilitate identifying and classifying errors. Ultimately, the project aims to contribute to improving the overall quality of teaching English as a foreign language at the Technical University of Cotopaxi and help students achieve higher levels of language proficiency and academic performance.

4. OBJECTIVES

General Objective

To analyze the errors in EFL students' academic essays.

Specific Objectives

- To explore the theoretical background of errors in writing skills.
- To identify the common errors made by EFL students in academic essays.
- To define the main findings and results based on the data collected about the common errors made by EFL students in academic essays.

5. ACTIVITIES AND TASK SYSTEM ABOUT THE OBJECTIVES PROPOSED

| Specific objective | Activities | Result of the activity | Evidence |
|--|---|--|-------------------------------------|
| To explore the theoretical background of errors in writing skills. | <p>Activity 1. Find previous studies: Search and read papers, articles, and a thesis about error analysis in writing skills using reliable sources.</p> <p>Activity 2. Select the most relevant information about error analysis in academic essays.</p> | <p>Background</p> <p>Theoretical Framework</p> | Theoretical Framework |
| To identify the common errors made by EFL students in academic essays. | <p>Activity 1. -Select participants, choose an appropriate instrument for data collection, and validate the instrument.</p> <p>Activity 2.- Apply the instrument.</p> <p>Activity 3.- Analyze the data collected and identify the common errors.</p> | Collecting real data | Analysis and discussion of results. |

| | | | |
|--|--|---------------------------|---------------------------------|
| To define the main findings and results based on the data collected about the common errors made by EFL students in academic essays. | Activity 1. Establish major findings. | Summary of main findings. | Conclusions and recommendations |
|--|--|---------------------------|---------------------------------|

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 Background

Some previous international research contributes to this study. In an investigation carried out by Seddik (2023), a study entitled *Error Analysis in EFL Students' Writing Skill. The purpose was to describe and analyze errors committed by EFL students from Egypt.* Qualitative and quantitative methods were used. The participants were 20 male and female students in their first year at Future High School in Egypt. There were two instruments: the written essays gathered from the 20 students and a semi-structured interview consisting of 5 questions related to 5 main sources of errors. The results showed the most frequent errors are the errors of spelling and the errors of demonstratives.

On the other hand, Zufadli et al. (2020) conducted a study titled *Linguistic Errors Committed by EFL Students at Islamic Universities* whose objective was to identify the type of linguistic errors committed by EFL students at universities, explain the origin of errors, and elaborate the nature of the sources of error at the level of interlinguistic contrast between English systematic structures and those of the Indonesian language. The study used the qualitative method, the instrument was essays of 150-300 words written by students in the fourth semester of English as a Foreign Language. The results of the investigation were that errors

of omission presented the highest percentage (63%), followed by addition (18%), deformation (15%) and disorder (5%).

In the research carried out by Jamila (2023) titled *An Error Analysis in Writing Descriptive Text of Tenth Grade Students at Smkn 1 Tinambung*, the objective was to find the type of deformation failure made by students when writing a recount text. This research was carried out at SMK Tinambung Negeri with a sample of 15-10th grade students from the Department of OTKP. The method used in this research was a quantitative descriptive method. The results obtained from this research found 4 types of errors when writing a descriptive text. There is an error negligence of 64.86% in the omission category, followed by addition error 18.92% of the students. Error deformation was 8.11% of students and sequencing errors were 8.11% of students. The dominant error committed by OTKP class X students are errors of omission.

On the other hand, in a study by Sarasua (2021) titled *Error Analysis of Students' Essay Composition: References for a Corrective Feedbacking Mechanism*, the objective was to analyze grammatical errors committed in the essay composition of students at Cauayan City National High School-Main (CCNHS-Main). The study used a qualitative method, specifically a descriptive research design. The participants were 15 participants from the Special Program for Journalism. The instrument was an essay about their realizations during the pandemic with a minimum of 500 words. The results were the participants committed 20 types of errors which can be categorized into sentential level and word level errors. Incorrect subject-verb agreement, erroneous verb tense, and flawed use of prepositions were among the frequently erred grammar concepts in the participants' essay composition, while inappropriate pronoun usage was the error type least committed among the participants.

In a study carried out by Husain (2022) titled *Classifying Errors in Descriptive Writing Made by Eight Grade Students in Smp Negeri 2 sei Menggaris by Using Surface Strategy Taxonomy*. The research aimed to classify the types of errors that occur when writing descriptive text using the Surface Strategy Taxonomy. This study applied a mixed method. The participants were 22 students of grade VIII SMP Negeri 2 Sei Menggaris in the 2020/2021 academic year. The instrument used in the research was a written test. Results

showed that there were 40 student errors that were analyzed using Surface Strategy Taxonomy. The researcher found 20 errors of omission, 0 errors in addition, 17 errors of misinformation and 3 errors of misordering.

There is previous local research as well, as a study conducted by Pilapaña (2022) entitled her research *Error Analysis of English Articles and Pedagogical Implications for EFL Students*. The aforementioned research analyzed the frequency of errors that 40 adult English learners and 11 English teachers made in the use of English articles. This study applied a qualitative and quantitative method. The participants in this study were 192 people. The instrument was a test with writing, speaking, and grammar sections to detect errors. The study showed that adult learners face problems when using definite articles.

Previously, studies have been conducted on this topic. Mastering the writing skill is a challenge for EFL learners but practice and knowledge of grammar rules will result in better development of this skill.

6.2 Theoretical Framework

6.2.1 English language

English is an international language, one of the most widely used languages in the world due to its use in areas such as business, technology, science, entertainment, and diplomacy. This language is spoken in approximately 50 countries. According to the Common European Framework of Reference for Languages (CEFR), the English language is classified into six main levels: A1 (Beginner), A2 (Elementary), B1 (Intermediate), B2 (Upper Intermediate), C1 (Advanced), and C2 (Proficient) (De la Cruz et al., 2021).

English as a Foreign Language

English as a foreign language refers to the learning and use of the English language in a context where it is neither the mother tongue nor the primary language of communication. This process is usually carried out in formal educational environments, such as schools,

institutes or universities, although it can also be carried out self-taught language (Rustamov, 2022).

Benefits of learning English as a foreign language

Learning English as a foreign language offers numerous benefits that can positively impact both your personal and professional life. Many global companies use English as their primary language, increasing job opportunities and career growth. English also provides access to a wealth of information, including books, research, and online resources that may not be available in other languages. English improves cognitive skills, such as memory, problem-solving, and the ability to multitask. Additionally, learning English helps develop cross-cultural understanding, promoting empathy and global awareness. Lastly, it increases confidence and expands social networks, allowing people to connect with people from different backgrounds (Rustamov, 2022).

Challenges of English as a Foreign Language

Learning English as a foreign language has several challenges since the four skills must be developed, the productive ones (speaking and writing) and the receptive ones (listening and reading) to understand and produce the language. Students have few opportunities to practice the language outside the classroom. In some educational systems, grammar, and translation are prioritized, which limits the development of practical communication skills. Not all students have access to qualified teachers, modern resources, or updated materials, however, the learners can watch movies, series, and videos in English (Rustamov, 2022).

6.2.2 Skills

An English as a foreign language student has a great challenge when learning an L2, since in the English language there are four main skills: listening, speaking, reading and writing. These skills are essential for the student to have effective communication and are divided into two main categories: receptive skills (listening and reading) and productive skills (speaking and writing).

Listening: This skill is receptive. To develop this skill, the student must have the ability to listen and understand in order to decode and interpret the content of the message using the sense of hearing. To improve the ability to capture specific details and the general idea of conversations or speeches, it is advisable to listen to podcasts, songs, and videos in English, perform listening comprehension exercises, or participate in active listening activities, such as taking notes of what is heard (Broughton, 1980).

Speaking: This is the ability to express oneself verbally in English clearly and appropriately to communicate with others. It involves the formulation of words and sentences, requiring mastery of pronunciation, fluency, vocabulary, and grammar. This is initially an activity controlled by the teacher, then the student will be free to produce their language freely, thus improving at each level. It can be interactive (conversations, debates) or non-interactive (monologues, speeches). Everything depends on the confidence of the students in English as a foreign language and their exposure to the language (Broughton, 1980).

Reading: the ability to understand and analyze short or long written texts in English. Reading is a receptive skill that involves interpreting the meanings of words and phrases. It includes understanding a variety of genres (literary, academic, technical). The EFL student develops vocabulary, grammatical structures, and critical thinking. It can be intensive (detailed study of a short text) or extensive (reading long texts for pleasure or information). To develop this skill, it is recommended to read books, articles, newspapers, and blogs in English, underline unknown words, and look up their meaning to have a reading comprehension of the message that the writer conveys to the reader, practice speed reading to capture main ideas and specific details (Broughton, 1980).

Writing: is a productive skill that focuses on expressing ideas in a structured and coherent way in written form. This skill involves the creation of sentences, paragraphs, and complete texts. To develop this skill, the student must take into account some aspects such as grammar, spelling, punctuation, and style. Depending on the audience, the writing can be formal (essays, work emails) or informal (messages, notes). It is advisable to practice writing. The student can start with sentences using different grammatical tenses, summaries, or emails. To

have a better structure, style guides can be used to learn specific formats for letters, reports, essays, or emails (Broughton, 1980).

6.2.3 Writing

One of the four essential language skills that students must acquire when learning a second language (English) is the ability to write (Putri, 2021). Writing is essential for students to develop their English ability because when they write they retain the information they have acquired. In addition, when a student begins to write, they develop their imagination and concentration, and can also improve their memory. For the activity of writing to be enjoyable, students must know and follow the writing process.

Steps to write

Mastering the skill of writing in English as a foreign language requires several stages to be done successfully. According to Dewi (2021), there are several stages such as prewriting, drafting, revising, editing, proofreading, and publishing.

- Prewriting: This is the initial phase where the writer organizes his ideas before starting to write. At this stage, the writer does not start writing, he thinks about the possible topic and for this, he can help himself with brainstorming, a list of questions, or researching possible topics of interest.
- Drafting: This means that the writer begins to write the first version of his text. At this stage, the writer expresses his first ideas and thoughts fluidly without having too much organization or perfection in the text.
- Review: This is the time to review the first draft and ensure that it conveys ideas clearly and coherently. This will help identify sentences that sound strange or difficult to understand and correct grammar or spelling errors.
- Editing: This is the stage where the writer works on the precision of the language, the grammatical correctness, and the coherence of the text. A spell checker can be used, synonyms can be used, and the same words can be avoided. In addition, the writer

adapts the writing style depending on the audience to which it is directed. This can be formal or informal.

- **Proofreading:** This is the final review of the written text before publication. This is where the last typographical errors are corrected and it is verified that everything is in order. The writer looks for any errors that may have gone unnoticed and also makes sure that the text complies with the established formatting requirements.
- **Publication:** This is the time to make the text known and share it with the public. The writer can publish his text in a blog, a magazine, or a book or share it on social networks using the appropriate tools to reach the target audience (Dewi, 2021).

Types of writing

- **Intensive writing:** This type of writing helps develop creativity because the writer has the freedom to write for a short period (for example, 10 or 15 minutes) without stopping to correct or edit. In this period of time, the writer lets his ideas, emotions, and thoughts flow. Intensive writing helps generate content, it is an excellent tool for finding ideas for larger projects, and the writer can write more quickly and naturally (Jamila, 2023).
- **Extensive writing:** Extensive writing refers to the production of long, well-detailed texts that go into depth about a specific topic. It is very different from intensive writing. Long-form writing allows for the development of ideas in greater depth, the exploration of different perspectives, and the construction of more complex arguments. In this type of writing, the writer uses a broader vocabulary and literary resources to enrich the text. It requires exhaustive research of previous works to support the ideas and arguments presented.

Extensive writing has several benefits, such as developing the ability to analyze information and construct solid arguments, exploring new ideas and perspectives, and developing a more personal and formal writing style using a varied vocabulary.

Elements of Writing

Writing is an activity that involves various essential elements to ensure that the message you want to convey is effective and clear.

The elements of writing include several key components. Purpose defines why the writer writes, such as to inform, persuade, narrate, express emotion, or entertain, which influences the style and type of writing. Audience refers to the tailoring of language and content based on the reader's characteristics and needs. Content ensures that the text is relevant and clear, with descriptive words and references tailored to the audience. Organization provides structure, typically consisting of an introduction, body, and conclusion, with coherent paragraphs and transitions. Style determines the appropriate tone and vocabulary for the writing. Language and grammar focus on clarity and correctness, using precise language and maintaining proper spelling, punctuation, and grammar. Finally, originality encourages the writer to contribute unique ideas or approaches (Jamila, 2023).

Purposes of Writing

The purposes of writing can vary depending on the objective. To inform, writing provides clear, structured information on a specific topic, such as in academic articles or instruction manuals. To persuade, writing aims to convince the reader to adopt a particular idea or action, often through the use of arguments and emotional appeals, as seen in political speeches or advertising. Expressive writing shares personal emotions or experiences, allowing the writer to communicate from a personal perspective, such as in diaries or poetry. Finally, to entertain, writing seeks to engage the reader with an interesting narrative, using creativity and imagination, as in novels or short stories (Jamila, 2023).

6.2.4 Academic Essays

An academic essay is a text written in prose that presents, develops, and defends an idea or argument on a specific topic, based on research, critical analysis, and logical reasoning. It is a concise composition, often not exceeding three thousand words, designed to present a

coherent argument that logically addresses a research question or inquiry, guiding the reader to a well-supported conclusion (West et al., 2019).

Academic essays can be classified as follows:

- **Descriptive Essay:** A descriptive essay tells about a certain topic or story, using details to appeal to the five senses. It gives readers the ability to vividly imagine the situation or scene and feel as if they are experiencing it firsthand. To write a descriptive essay, you could choose a person, place, event, object, or experience and describe it thoroughly using many sensory details (Caulfield, 2020).
- **Narrative Essay:** Achieves a certain purpose by telling a story. It allows the writer to be more creative compared to other academic essays. Narratives can tell long and interesting stories or just a few minutes of emotion, which makes it interesting for the reader and also succeeds in conveying a message. The purposes of writing narratives include creating a sense of shared history, providing entertainment, offering instruction, and providing information (Mohammed, 2021).
- **Argumentative Essay:** a type of written text that seeks to convince the reader of a certain position or idea. Its function is to show the author's argument through evidence and logical reasoning. To achieve this, the author presents a series of solid and well-founded arguments, supported by evidence from other authors (Sari, E. & Agustina, M., 2022).
- **Expository essay:** a type of written text that has as its main objective to explain a topic in a clear, objective, and detailed manner. This type of essay compares, explores, and debates issues. Unlike the argumentative essay, which seeks to persuade, the expository essay focuses on informing and presenting facts neutrally (Mohammed, 2021).

6.2.5 Error Analysis

One of the challenges is learning to write well. EFL often generates certain errors in writing according to (Outranking, 2023, para. 1) “A writing error is an error in the form of grammar, spelling, punctuation or word choice”. These errors cause the writing to not be legible and understandable.

Error analysis is an activity aimed at revealing errors in writing and speaking. At the same time, this process helps to obtain accurate information about common complications that students or other people face when producing written texts (Nurintan, 2019).

6.2.6 Error and Mistake

An error in a written work refers to a significant fault in its structure, content, or format, often due to insufficient knowledge or incorrect application of grammatical rules. Common types of errors include grammatical errors, such as lack of agreement or incorrect verb tense usage; spelling errors, including misspellings, incorrect accentuation, or punctuation; style errors, like excessive repetition or overly long sentences; and content errors, such as incorrect information, inconsistent arguments, or lack of evidence. These errors can hinder the reader's understanding and damage the author's credibility (Jamila, 2023)

A mistake usually refers to a choice of words or ideas that is not the most appropriate, but that does not necessarily affect the general understanding of the text and is not intentional. For example, the use of inappropriate synonyms formal and ideas that do not fit with the main arguments or the introduction of information that distracts the reader. Mistakes can affect the quality of the text and the general impression it leaves on the reader, but they are usually not as serious as spelling mistakes (Jamila, 2023).

Errors Vs Mistakes: Errors are more serious, which is usually due to a poor understanding of the rules and which directly affects the clarity and credibility of the text. Mistakes, on the other hand, are less serious and usually involve poor word choice or minor alterations in clarity without drastically affecting the understanding of the written work.

6.2.7 The Surface Strategy Taxonomy

The Surface Strategy Taxonomy (SST) proposed by Dulay, Burt, and Krashen (1982) was a classification system of errors in language learning that focuses on how learners manipulate the surface structures of language. The purpose of the Surface Strategy Taxonomy is to analyze and classify errors based on the learners' alteration of the surface structure of language. This approach helps educators and researchers understand the nature of errors and the processes that learners go through when acquiring a new language as errors are inevitable in reaching the target language from a native language (Suahila, 2021).

The taxonomy classifies errors into four main categories:

Omission: This happens when a student omits necessary elements within a written text; these elements are necessary to convey the message that is intended to be conveyed. Language learners generally omit grammatical morphemes much more frequently than content words, such as articles, prepositions, or auxiliary verbs.

Table 1: classification of the Surface Strategy Taxonomy

| CATEGORY | DESCRIPTION | TYPES | EXAMPLES | EXPLANATION |
|-----------------|---|-------|---------------------------------|--|
| OMISSION | Refers to the absence of an item that must be present in a well-formed utterance. | - | Why do you always look (at) me? | Missing of a preposition (at) in the sentence. |

(Akbar et al., 2019, p.4-6)

Addition: Adding unnecessary elements that do not belong in the sentence, often due to overgeneralization of language rules.

Table 1: classification of the Surface Strategy Taxonomy

| CATEGORY | DESCRIPTION | TYPES | EXAMPLES | EXPLANATION |
|-----------------|---|-----------------|------------|-------------------------------------|
| ADDITION | The presence of an extra item which must not be present in a well formed utterance. | Regularization | Good (God) | Adding an extra letter in a word. |
| | | Double Marking | Homeworks | |
| | | Simple Addition | (homework) | Adding an extra word in a sentence. |

(Akbar et al., 2019, p.4-6)

Misformation: Using incorrect word forms or structures, such as incorrect verb conjugations or word order.

Table 1: classification of the Surface Strategy Taxonomy

| CATEGORY | DESCRIPTION | TYPES | EXAMPLES | EXPLANATION |
|---------------------|---|------------------|---|--|
| MISFORMATION | Refers to the use of the wrong form of the morpheme or structure. | Regularization | “My brother haved a red car” | Regularization of the verb “have” in the sentence. |
| | | Archi form | Instead: My brother had a red car. | |
| | | Alternating form | | |

(Akbar et al., 2019, p.4-6)

Misordering: Placing words in the wrong order within a sentence (Suahila, 2021).

Table 1: classification of the Surface Strategy Taxonomy

| CATEGORY | DESCRIPTION | TYPES | EXAMPLES | EXPLANATION |
|-------------|---|-------|--|--------------------------------------|
| Misordering | Marked by miss-ordering for a morpheme or a group of morphemes in the sentence. | | What your mother is doing? Instead of: What is your mother doing? | The verb to be is in the wrong place |

(Akbar et al., 2019, p.4-6)

6.2.8 Causes of the production of errors in academic writing in EFL students

Altınmakas, D. & Bayyurt, Y. (2019) talk about how another possible cause is a lack of vocabulary. Having a limited vocabulary hinders the student's ability to express ideas accurately and appropriately. This can result in overuse of basic words, incorrect choice of words, and wrong use of word forms, for example: repeating the same basic words; using "economic" instead of "economical"; "advices" instead of "advice."

Overgeneralization occurs when students apply a general rule of English grammar too broadly, without considering exceptions. Some of the most common are overgeneralizations of the past tense and plural forms, for example: "He goed" instead of "He went"; "Childs" instead of "Children." Overgeneralization is a cause of errors in English writing for students learning this language. Furthermore, some overgeneralizations could indicate that students are actively constructing their cognitive grammatical understanding. This suggests that overgeneralization when students apply language rules too broadly, is an important factor in the errors observed in Chinese EFL learners (Li, 2021).

Lack of practice and exposure when writing in English can prevent students from developing fluency and confidence in their writing skills, this can cause poorly structured essays due to lack of practice in organizing ideas; and simplistic sentences because they do not experiment

with complex syntax. (Al-Zoubi, 2018) mentions that the lack of practice and exposure to English significantly hinders the acquisition of the language by EFL learners. This problem is particularly pronounced for middle-level ESL students who are not sufficiently exposed to English, as it is not the medium of instruction but simply a subject taught in schools. It further suggests that the amount of exposure to English directly affects proficiency, and greater exposure leads to better language acquisition (Yusuf et al., 2021).

Misinterpretation and misunderstanding of a text refers to when the message or meaning that is intended to be communicated is incorrectly understood. This can occur due to inappropriate use of language, ambiguity in words, incorrect spelling, or a lack of clarity in expression (Muchtar, 2021).

7. METHODOLOGY

Research Design

The research is qualitative because it allows researchers to identify and analyze the common errors that students make when writing. According to Creswell (2012), qualitative research refers to “an inquiry process of understanding a social or human problem based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting” (pp. 1-2).

The research is also descriptive because it focuses on classifying and explaining the errors found in academic essays. Creswell (2012) argued that “the purpose of the descriptive method is to find a detailed explanation and description about the object of the research systematically” (p. 274).

Participants

The participants in this project are 23 students from the Technical University of Cotopaxi who are in the first semester, classroom "C". The age range of the participants is between 17 and 26 years old, there are 17 women and 6 men, of the Pedagogy of National and Foreign Languages–English Major. They were selected by convenience; this method is characterized

by searching for a sample group that meets the characteristics of interest of the researcher, in addition to intentionally selecting individuals from the population that is generally easy to access or through open calls (Hernández et al., 2019).

Data Collection

Academic essays were the foundation of the data collection instrument for this research. Among these, a descriptive essay was selected, characterized by providing a detailed description of a specific topic.

The descriptive essay was to be 200 words with the following topic "A Day in My Life" using the present simple tense, and students had 1 hour to write it by hand. The essay was written in the classroom with the presence of the teacher of the subject "Education and Society" and the use of digital devices was not permitted.

The procedure to obtain the descriptive essays was: first, authorization and consent to apply the instrument, making known the objective of the research. Second, the students were informed of the activity to be developed. Third, the instrument was applied in a controlled environment with the supervision of a teacher. After that, the students wrote an essay, describing all the activities they do during a typical day of their life. Finally, the samples were collected to later read, analyze and classify the errors using the Surface Strategy Taxonomy.

Data Analysis

The data analysis process was:

- Choose the samples as the descriptive essays.
- Read and identify errors in the descriptive essay, in this step, we proceeded to highlight all the errors in the essays.

- The Surface Strategy Taxonomy (SST) proposed by Dulay, Burt, and Krashen (1982) was used to analyze and classify the errors. This classifies the errors in a table and in 4 different categories: omission, addition, misformation, and misordering (Akbar et al., 2019).

-Finally, the classified errors were described and explained.

8. ANALYSIS AND DISCUSSION OF RESULTS

Analysis and interpretation of information collected

Based on the Surface Strategy Taxonomy proposed by Dulay, Burt and Krashen (1982), 72 errors were identified from the 23 descriptive essays, which were classified into four categories: Omission, addition, misformation and misordering.

Table 2: Omission Errors examples

| CATEGORY | TYPES | ERRORS | CORRECTION |
|----------|--|-------------------------|---|
| OMISSION | Verb Inflection –s | She read a book | She reads a book |
| | Gerund | I like play | I like playing |
| | -ing | I like wear clothes | I like wearing |
| | Articles | I am ... student | I am a student (article indefinite) |
| | A | She goes to ... kitchen | She goes to the kitchen. (article definite) |
| | The | I go to ... bathroom | I go to the bathroom. (definite article) |
| | Subject | take a shower | I take a shower. |
| | Personal Pronoun | wake up | I wake up. |
| | I | clean my house | I clean my house. |
| | | listen to pop music | I listen to pop music. |
| | Preposition | .. The house | At the house |
| | At and On (preposition of time) | I sleep 11:00 pm | I sleep at 11:00 pm. |
| | To (preposition of movement) | I go my bed | I go to my bed |
| | Thursday | On Thursday | |

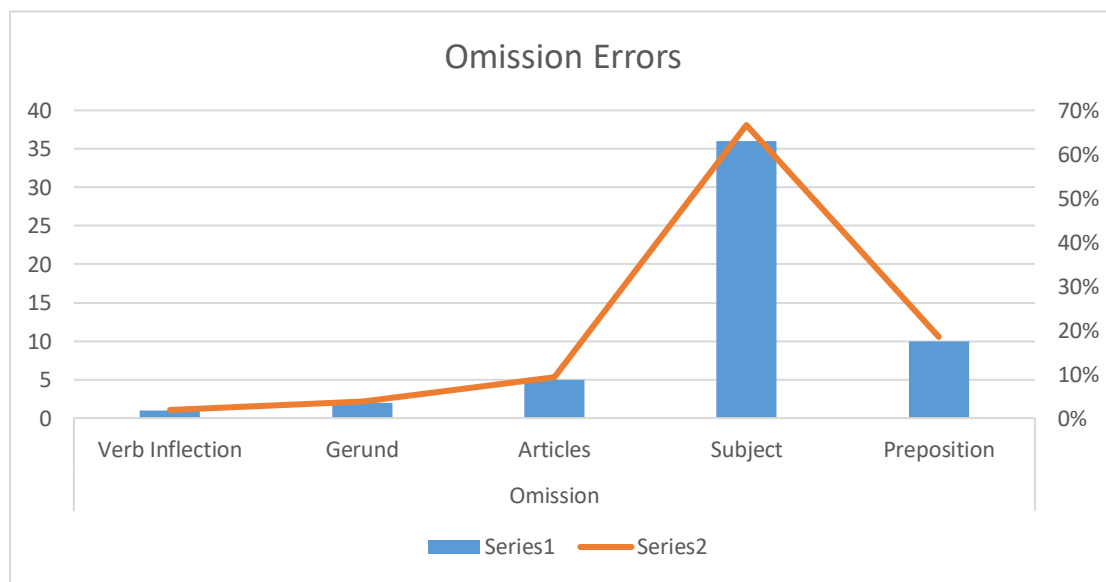
Elaborated by Caiza & Chiguano (2025)

Table 3: Percentage of Omission Errors

| CATEGORY | TYPES | TOTAL ERRORS | PERCENTAGE |
|--------------|-----------------|--------------|-------------|
| OMISSION | Verb Inflection | 1 | 2% |
| | Gerund | 2 | 4% |
| | Articles | 5 | 9% |
| | Subject | 36 | 67% |
| | Preposition | 10 | 19% |
| TOTAL | | 54 | 100% |

Elaborated by Caiza & Chiguano (2025)

Figure 1: Omission Errors



In the omission category, a total of 54 errors were found. The types of errors were identified such as: omission of the subject, students do not add the subject personal pronoun “I” at the beginning of the sentence, they do not comply with the correct Subject+Verb+Complement structure. This is followed by the omission of prepositions, they do not use the time preposition “At” to determine the hours, “On” before the days of the week and the movement preposition “to” to indicate the destination.

On the other hand, there is the omission of the articles “a” and “the” before the nouns. Students omitted the use of these elements, which affected the coherence of the written text. Following this is the omission of gerunds since the students did not comply with the rule of gerund verbs and did not place the “ing” in the verb play and wear. Finally, verb inflection marked the lowest percentage since some students did not apply the grammatical rules of the conjugation of verbs in the third person of the present simple.

Table 4: Addition Errors Examples

| CATEGORY | TYPES | ERRORS | CORRECTION |
|-----------------|-----------------|-----------------------|------------|
| ADDITION | Regularization | None found | |
| | Double Marking | None found | |
| | Simple Addition | At the 11 a.m. | At 11 a.m. |
| | Article “the” | | |

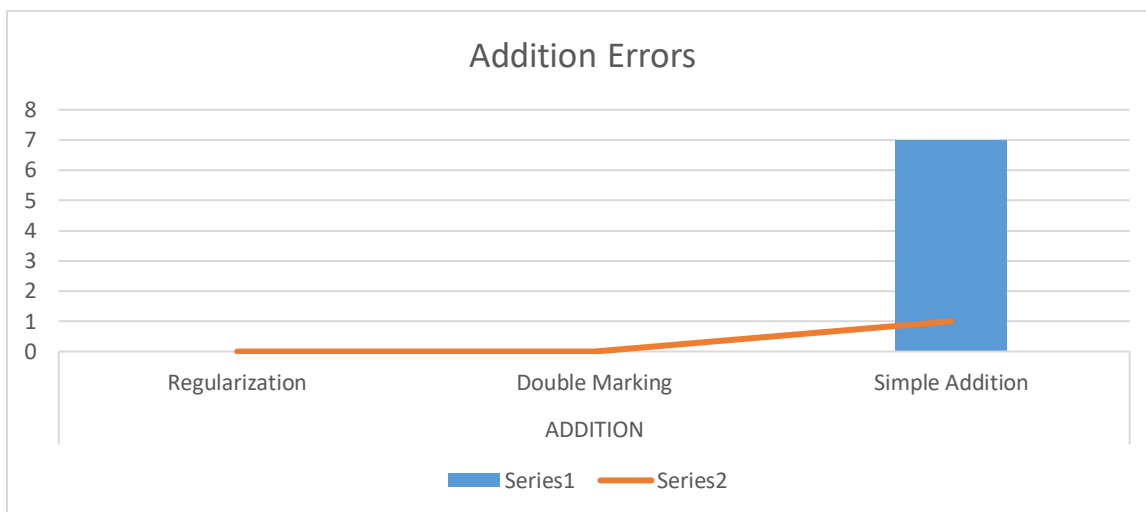
Elaborated by Caiza & Chiguano (2025)

Table 5: Percentage of Addition Errors

| CATEGORY | TYPES | TOTAL ERRORS | PERCENTAGE |
|-----------------|-----------------|--------------|------------|
| ADDITION | Regularization | 0 | 0% |
| | Double Marking | 0 | 0% |
| | Simple Addition | 7 | 100% |
| TOTAL | | 7 | 100% |

Elaborated by Caiza & Chiguano (2025)

Figure 2: Addition Errors



In the addition category, seven errors were identified, all stemming from a particular type of addition: EFL students erroneously inserted the definite article "the" inappropriately, thereby deviating from prescriptive grammatical norms. This improper usage indicates a lack of understanding regarding the correct syntactic application of the article within the context of the sentence.

Table 6: Misformation Errors Examples

| CATEGORY | TYPES | ERRORS | CORRECTION |
|--------------|------------------|------------------------------------|---------------------------|
| | Regularization | My brother haved a red car. | My brother had a red car. |
| MISFORMATION | Archi-form | None found | |
| | Alternating form | None found | |

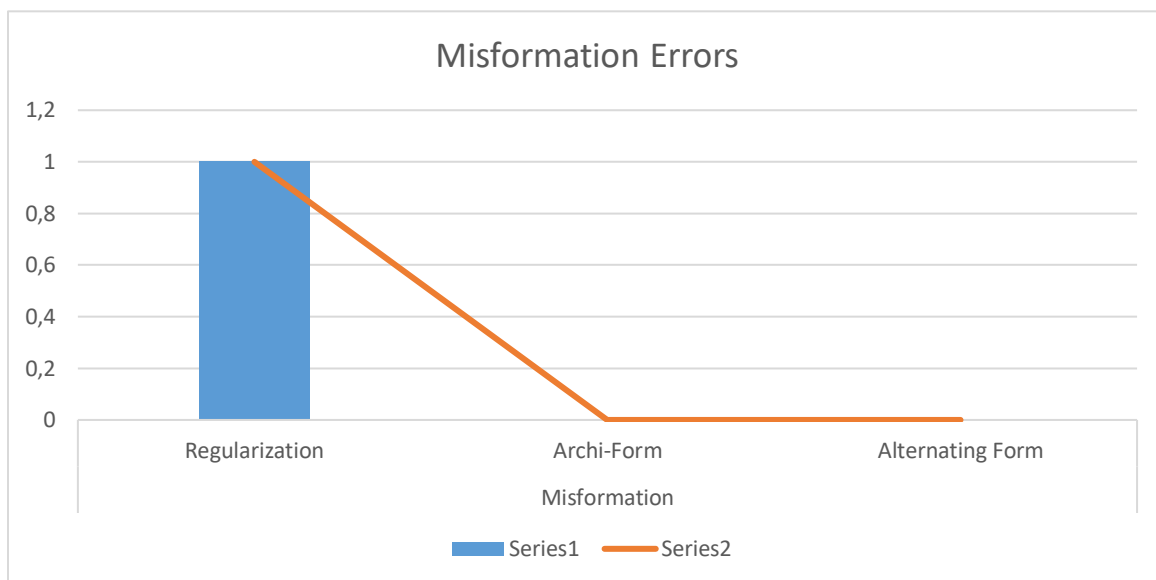
Elaborated by Caiza & Chiguano (2025)

Table 7: Percentage of Misformation Errors

| CATEGORY | TYPES | TOTAL ERRORS | PERCENTAGE |
|--------------|------------------|--------------|------------|
| Misformation | Regularization | 1 | 100% |
| | Archi-Form | 0 | 0% |
| | Alternating Form | 0 | 0% |
| TOTAL | | 1 | 100% |

Elaborated by Caiza & Chiguano (2025)

Figure 3: Misformation Errors



In the deformation category, a "regularization" error was identified, where the student incorrectly applied the regular verb conjugation rule to the irregular verb "tener." This was the only error recorded in this category, highlighting a specific misunderstanding of irregular verb forms.

Table 8: Misordering Errors Example

| CATEGORY | TYPES | ERRORS | CORRECTION |
|-------------|---------------------|-----------------------------------|--------------------------|
| MISORDERING | Incorrect Placement | Adjective Clothes black | Black clothes |
| | Adverbs | Always I listen to music | I always listen to music |

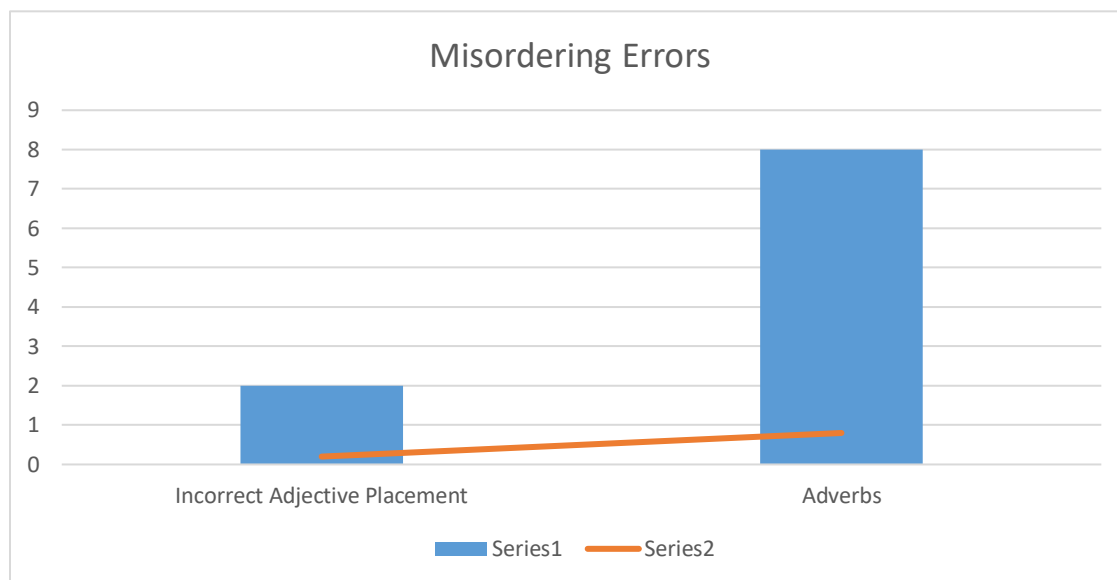
Elaborated by Caiza & Chiguano (2025)

Table 9: Percentage of Misordering Errors

| CATEGORY | TYPES | TOTAL ERRORS | PERCENTAGE |
|--------------|-------------------------------|--------------|------------|
| MISORDERING | Incorrect Adjective Placement | 2 | 20% |
| | Adverbs | 8 | 80% |
| TOTAL | | 10 | 100% |

Elaborated by Caiza & Chiguano (2025)

Figure 4: Misordering Errors



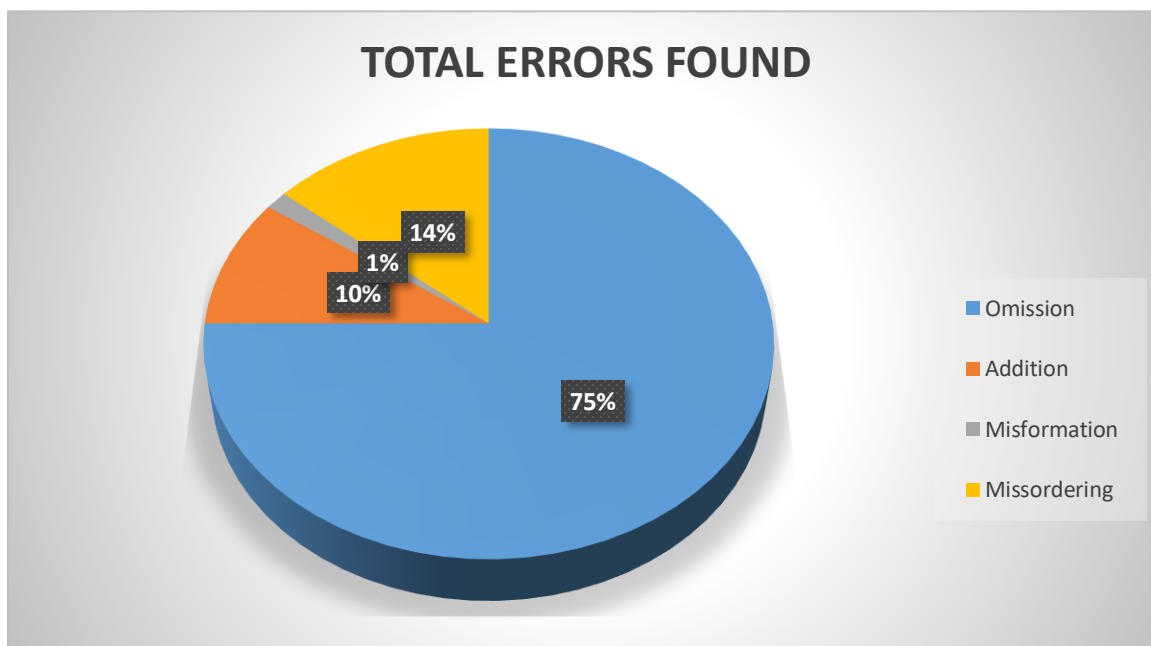
A pattern of recurring errors was identified in the misordering category, particularly regarding the placement of adverbs. Students consistently had difficulty complying with the correct word order in the present simple, which led to incorrect placement of adverbs within sentences. Furthermore, errors in adjective order, although less frequent, also contributed to misalignment of sentence structures. These issues significantly affected the overall coherence and clarity of the descriptive essays, as incorrect word order can disrupt the flow of ideas and make it difficult for the reader to understand.

Table 10: Total Percentage of the Four Categories of Errors Found in the Academic Essays of Students

| CATEGORIES | TOTAL ERRORS | PERCENTAGE |
|-------------------|---------------------|-------------------|
| Omission | 54 | 75% |
| Addition | 7 | 10% |
| Misformation | 1 | 1% |
| Misordering | 10 | 14% |
| TOTAL | 72 | 100% |

Elaborated by Caiza & Chiguano (2025)

Figure 5: Percentage of Errors Found



Based on the analysis and classification of errors using the Surface Strategy Taxonomy proposed by Krashen, Dulay and Burt (1982), errors were identified in the four categories: Omission, Addition, Misformation and misordering. The omission category presented the highest percentage with 75% of 100%, followed by the misordering category with 14%, the addition category presented a percentage of 10% and finally the lowest percentage was in errors of misformation with 1%. The students made recurring patterns of mission errors, especially in the subject omission type, which was the item that marked the most in that category.

These errors may be due to possible causes such as interference from the mother tongue, since students tend to confuse and use the grammatical structures and rules of Spanish in the production of the second language (Jamila 2023).

Discussion of the results

In the present study, the students made more errors in the omission category; 53 errors were found, which represents a percentage of 75% of the total errors found. Students omit linguistic elements in sentences, causing a lack of coherence in the text. This study is similar

to the study by Jamila (2023) who also used the Surface Strategy Taxonomy to identify the errors. He detected that the majority of errors occurred in the aforementioned category with a percentage of 64.86%. At the same time, this study coincides with the research carried out by Akbar et al. (2019) who showed that the most common types of errors were also in the omission category.

The addition category had 10% errors, this is different from the study by Jamila (2023) who obtained 18.92% of errors at the same time Zulfadli et al. (2020) in their research obtained 18% errors in the same category.

The misinformation category was the lowest with a percentage of 1%, this result is different from the results of other studies such as: that of Zulfadli et al. (2020) who obtained 15% errors and in the study carried out by Akbar et al. (2019) identified the largest number of errors in this category.

Finally, in the misordering category, 10 errors were detected, corresponding to a percentage of 14%, since the students placed the linguistic elements in the incorrect order, thus altering the grammatical structure. This study is different from that of Zulfadli et al. (2020) who in their research identified 5% errors. On the other hand, in the study carried out by Jamila (2023), they did not detect any type of error in this category.

Interference from the mother tongue is a factor that influences the acquisition of the English language since the majority of students confuse grammar, (Agustinarsih 2009 cited in Jamila, 2023)

9. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The main objective of this study was to analyze the errors in EFL students' academic essays, the findings of this research allow the following conclusions:

The theoretical background related to errors in writing skills was explored, leading to the identification of the Taxonomy of Surface Strategies (SST) proposed by Dulay, Burt, and Krashen (1982). This taxonomy was essential because it provided a structured and systematic

approach to analyzing and classifying errors, focusing on their surface manifestations: omission, addition, misformation, and misordering. Its use allowed a clearer understanding of how and why students make specific errors, revealing patterns that are crucial for diagnosing learning difficulties.

The identification of common errors made by EFL students in academic essays, specifically in descriptive essays as part of their classification. These revealed the presence of errors in the four categories of the Surface Strategies Taxonomy: omission, addition, deformation and disorder. This finding highlights the difficulties faced by students in the construction of written texts. The recurrence of errors in each category highlights specific areas that require specific teaching and practice.

The main findings and results based on the data collected about common errors made by EFL students in academic essays highlighted that omission errors were the most prevalent among the four categories of the Surface Strategy Taxonomy (SST). Specifically, the error was the omission of the subject, particularly the personal pronoun “I,” indicating a significant challenge in constructing grammatically complete sentences.

Recommendations

Based on the findings derived from the application of the Surface Strategies Taxonomy (SST), it is recommended that researchers incorporate this taxonomy for the analysis of EFL student errors. By systematically classifying errors as omission, addition, misformation, and misordering, teachers will be able to gain deeper insight into students' specific writing challenges and enable the design of specific strategies that address recurring patterns of errors and ultimately improve the accuracy and fluency of students' writing.

Teachers must recognize that language learners will inevitably make errors, especially when learning a foreign language, and that these errors can significantly affect their writing. The identification of common errors in the four categories of the Taxonomy of Surface Strategies (omission, addition, misformation, and misordering) demonstrates the need for early and proactive intervention. Teachers must be vigilant in catching these errors early, as failure to address them can result in persistent deficits that can carry over to later academic semesters.

Providing targeted practice and feedback will ultimately help students overcome these challenges and improve their overall academic performance.

Given the main findings, errors of omission, and, specifically, the personal pronoun “I”, it is recommended that ongoing writing workshops, supported by native teachers and volunteers, be set up to specifically address and correct these types of errors. These workshops should focus on helping learners understand the importance of subject inclusion and improve sentence construction through constant practice. In addition, it would be beneficial to create a reading corner, as it would allow students to expand their vocabulary and become familiar with proper sentence structures. Through exposure to well-constructed texts, students will not only increase their understanding of grammatical elements but also improve their ability to write more fluently and accurately.

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ANNEXES

Figure 2



Figure 3



Instruments validation

TECHNICAL UNIVERSITY OF COTOPAXI
MAJORING IN ENGLISH IN THE PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES DEPARTMENT

TOPIC: Error Analysis of EFL Students' Academic Essays

OBJECTIVE: To analyze the errors in EFL students' academic essays.

II. OVERALL RATING (Place the validity coefficient obtained in the respective interval and mark it with an X in the associated box)

- 1- Excellent
 2- Good
 3- Acceptable
 4- Deficient

1. VALIDATION ASPECTS

| ITEMS | Degree agreement | | | |
|---|------------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| CONTENT | | | | |
| 1. Does the content of the instrument cover all the important aspects of the topic under study? | ✓ | | | |
| 2. Are the words used in the instrument understandable for the English level of the students? | ✓ | | | |
| 3. Is the vocabulary used in the test correct to reach the objective? | ✓ | | | |
| Structure | | | | |
| 4. Is the format of the instrument clear and easy to follow? | ✓ | | | |
| 5. Is the estimated time to complete the instrument reasonable? | ✓ | | | |
| 6. Does the instrument allow you to obtain the research objectives? | ✓ | | | |
| Feasibility | | | | |
| 7. Can the instrument be easily administered in the proposed environment? | ✓ | | | |
| 8. Is the test flexible enough to adapt to the students? | ✓ | | | |
| 9. Will the applicability of the test meet the proposed objectives? | ✓ | | | |
| 10. Is the total time required to complete the test reasonable? | ✓ | | | |

DATA COLLECTION INSTRUMENT VALIDATION SHEET

I. GENERAL DATA

1.1. Name and surname of the evaluator:

Rodrigo Tovar Viera

1.2. Position and institution where you work:

Associate Professor, UTC, Pujilí

1.3. Years of experience of the evaluator:

9.5

1.4. Academic degree:

PhD in English Applied Linguistics

Rodrigo Tovar Viera
 EVALUATOR'S SIGNATURE

Place and date:

This document ensures that the data collection instrument has been reviewed and validated by experts in the field, ensuring its relevance, clarity and applicability for analyzing the errors in EFL students' academic essays.

Instrument

A descriptive essay of 200 words will be written on the topic "A day in my life" using the simple present tense, with a maximum time of 1 hour to write it by hand, the use of digital devices is not allowed. The procedure to obtain the descriptive essays is first, the authorization and consent to apply the instrument and to make known the objective of the research. Second, inform the students of the activity to be developed. Third, apply the instrument in a controlled environment with the supervision of a teacher. Finally, the samples will be collected to read and identify errors in the writing.

Surface Strategy Taxonomy

| CATEGORY | DESCRIPTION | TYPES | EXAMPLES | EXPLANATION |
|--------------|---|------------------|--|--|
| Omission | Refers to the absence of an item that must be present in a well-formed utterance. | - | Why do you always look (at) me? | Missing of a preposition (at) in the sentence. |
| Addition | The presence of an extra item which must not be present in a well formed utterance. | Regularization | Good (God) | Adding an extra letter in a word. |
| | | Double Marking | Homeworks (homework) | Adding an extra word in a sentence. |
| | | Simple Addition | . | |
| Misformation | Refers to the use of the wrong form of the morpheme or structure. | Regularization | "My brother haved a red car" | Regularization of the verb "have" in the sentence. |
| | | Archi form | Instead: My brother had a red car. | |
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| Misordeing | Marked by miss-ordering for a morpheme or a group of morphemes in the sentence. | | What your mother is doing? Instead of: What is your mother doing? | The verb to be is in the wrong place |

(Akbar et al., 2019, p.4-6)

Akbar, A., Marafat, L. O. S., & Lio, A. (2019). Error Analysis Of The Essays Written By English Department Students Of Halu Oleo University. *JLEET- Journal of Language Education and Educational Technology*, 4(1), 2. <http://dx.doi.org/10.33772/jleet>

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| 3. Is the vocabulary used in the test correct to reach the objective? | X | | | |
| Structure | X | | | |
| 4. Is the format of the instrument clear and easy to follow? | X | | | |
| 5. Is the estimated time to complete the instrument reasonable? | X | | | |
| 6. Does the instrument allow you to obtain the research objectives? | X | | | |
| Feasibility | X | | | |
| 7. Can the instrument be easily administered in the proposed environment? | X | | | |
| 8. Is the test flexible enough to adapt to the students? | X | | | |
| 9. Will the applicability of the test meet the proposed objectives? | X | | | |
| 10. Is the total time required to complete the test reasonable? | X | | | |

DATA COLLECTION INSTRUMENT VALIDATION SHEET

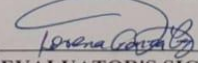
I. GENERAL DATA

1.1. Name and surname of the evaluator:
 Olga Lorena González Ortiz

1.2. Position and institution where you work:
 Professor

1.3. Years of experience of the evaluator:
 21 years

1.4. Academic degree:
 Ph.D.


 EVALUATOR'S SIGNATURE

Place and date:

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| 2. Are the words used in the instrument understandable for the English level of the students? | X | | | |
| 3. Is the vocabulary used in the test correct to reach the objective? | X | | | |
| Structure | X | | | |
| 4. Is the format of the instrument clear and easy to follow? | X | | | |
| 5. Is the estimated time to complete the instrument reasonable? | X | | | |
| 6. Does the instrument allow you to obtain the research objectives? | X | | | |
| Feasibility | X | | | |
| 7. Can the instrument be easily administered in the proposed environment? | X | | | |
| 8. Is the test flexible enough to adapt to the students? | X | | | |
| 9. Will the applicability of the test meet the proposed objectives? | X | | | |
| 10. Is the total time required to complete the test reasonable? | X | | | |

DATA COLLECTION INSTRUMENT VALIDATION SHEET

I. GENERAL DATA

1.1. Name and surname of the evaluator:

..... José Ignacio Andrade

1.2. Position and institution where you work:

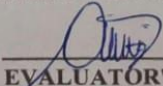
..... EFL instructor - Technical University of Cotopaxi

1.3. Years of experience of the evaluator:

..... 10 years

1.4. Academic degree:

..... Master's degree


 EVALUATOR'S SIGNATURE

Place and date:

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Figure 5: Authorization from the director of the National and Foreign Languages Pedagogy Degree.

 **UNIVERSIDAD
TÉCNICA DE
COTOPAXI**

Pujilí, 27 de noviembre de 2024

M.Sc.
Patricia Mena
**DIRECTORA DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS-
INGLÉS**
Presente.-

De mi consideración:

Luego de expresarle un cordial y afectuoso saludo por medio del presente, solicitamos su autorización para la aplicación de un instrumento de recolección de datos durante la hora de clase (Educación y Sociedad), con los estudiantes del primer semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, paralelo "C". El objetivo de este estudio es: Analizar los errores en los ensayos académicos de estudiantes de EFL.

Detalles de la actividad

- **Actividad:** Los estudiantes deberán redactar un ensayo descriptivo escrito a mano de 200 palabras, con el tema "A Day in My Life" usando presente simple.
- **Duración:** La actividad tendrá una duración de una hora.
- **Participantes:** Estudiantes del primer semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, paralelo "C".
- **Fecha y Hora:** Lunes 2 de diciembre del 2024 de 16:00 a 17:00 p.m.

La información recopilada será tratada con la más estricta confidencialidad y se mantendrá el anonimato de los participantes.

Agradecemos de antemano su colaboración y apoyo para esta investigación. Quedamos a su disposición para cualquier consulta o aclaración adicional que sea necesaria.

Atentamente,

Caiza Lasluisa Evelyn Dayana
CI: 1752664803
EMAIL: evelyn.caiza4803@utc.edu.ec
Chiguano Llumipanta Jessica Consuelo
CI: 1727654764
EMAIL: jessica.chiguano4764@utc.edu.ec

Recibo



Autorizado

Latacunga - Ecuador
Av. Simón Rodríguez s/n Barrio El Ejido / San Felipe. Tel: (03) 2252346 - 2252307 - 2252205

Examples of a Descriptive Essay

Write a descriptive essay using "Simple Present"

Topic: "A Day in My Life"
- 200 words

Hello!

I am student. I am 21 years old. I study at University Technical of Cotopaxi. My daily routines

I wake up at the 7:am. I eat breakfast with my sister. make my bed. After clean my house. Usually practice basketball in the park with my friend. Always listen to music, specially in english. I cook my lunch with my brother or sister. I do my homework in the morning. I go to the university in the afternoon. I read books in english or watch tik tok. Sometimes feel tired but enjoy the classes. In the evening go back my home. Then, spend time with my family. Friday, go to mall to eat chicken. I talk with my sister. Finally, go to bed.

- Omission ■

- Addition ■

- Misordering ■