



TECHNICAL UNIVERSITY OF COTOPAXI
PUJILÍ CAMPUS

NATIONAL AND FOREIGN LANGUAGE PEDAGOGY ENGLISH
MAJOR

RESEARCH REPORT

“SYNTACTIC ERROR PATTERNS IN WRITING COMPOSITIONS OF EFL STUDENTS”

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

AUTHOR:

Morales Yaguarshungo Christian Andrés

TUTOR:

Romero Palacios Amparo de Jesús, Mg.

PUJILÍ – ECUADOR

February 2025

DECLARATION OF AUTHORSHIP

I, Christian Andres Morales Yaguarshungo with ID number 1724935174, declare myself the author of the following research project: "SYNTACTIC ERROR PATTERNS IN WRITING COMPOSITIONS OF EFL STUDENTS", Amparo de Jesús Romero Palacios Mg, served as tutor for 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 ideas, concepts, procedures and results presented in this research work are solely my responsibility.

Pujilí February 26, 2025



Morales Yaguarshungo Christian Andrés

ID: 1724935174


TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled "SYNTACTIC ERROR PATTERNS IN WRITING COMPOSITION OF EFL STUDENTS", and researched by Morales Yaguarshungo Christian Andrés, ID 1724935174, for obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major.

I CERTIFY THAT:

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

Pujilí, February 26 , 2025



Romero Palacios Amparo de Jesús, MSc.
ID: 0501369185

COMMITTEE APPROVAL

The research report entitled "SYNTACTIC ERROR PATTERNS IN WRITING COMPOSITION OF EFL STUDENTS", realized by Christian Andrés Morales Yaguarshungo, ID 1724935174, has been revised, approved and authorized for printing and binding, before obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

Pujilí, 26 February, 2025



Chiluisa Chiluisa Marcia Janeth, MSc
ID: 0502214307
Committee president



Andrade Morán José Ignacio, MSc
ID: 0503101040

Committee, Member 1



Romero García Víctor Hugo, PhD
ID: 1803027935

Committee, Member 2

GRATEFULNESS

I want to express my gratitude to Jehovah, the true God, to whom I give all the credit and thanks for having accomplished another goal in my life. Likewise, to my parents, who have been a shield and guide of this process, completely hard in an emotional and academic sense, to my teachers who have been a pillar of teaching and an example of vocation for me. Finally, I want to express my gratitude to my thesis tutor, MSc, Amparo de Jesús Romero Palacios, for her wise guidance and her patience during this final stage of the academic process.

Christian

DEDICATION

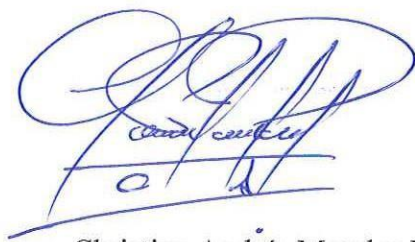
I dedicate this research project to myself with much love, for not giving up without having fought first, and having fought hard with myself, with my emotions, my successes, my falls, to finally achieve it. I also want to dedicate this thesis to those who have been pillars and shields in this process. To my parents Segundo and Bárbara, who have been unreachable warriors, and have undone their hands so that mine could gain strength. To my friends, Alejandra, Cristian, and Stefania, who have trusted in each one of my steps and projects. I love you, To my cat, Josias, this is my life. Finally, to the great alma mater Universidad Técnica de Cotopaxi, for contributing to my professional training.

Christian

COPYRIGHT REFUSE

I Christian Andrés Morales Yaguarshungo confer the rights of this undergraduate research report and authorize its total reproduction or part of it, as long as it is under the regulations of the Technical University of Cotopaxi.

Pujilí February 26 , 2025

A handwritten signature in blue ink, consisting of stylized, overlapping letters and a horizontal line at the bottom.

Christian Andrés Morales Yaguarshungo

ID: 1724935174

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

**THEME: ‘SYNTACTIC ERROR PATTERNS IN WRITING COMPOSITION OF
EFL STUDENTS’**

Author:

Morales Yaguarshungo Christian Andrés

ABSTRACT

Mastering the writing of a second language requires too much effort, this action implies to have a correct knowledge of a structural precision and a linguistic competence. However, EFL students face several challenges to master this since due to the low knowledge of grammar students tend to make these errors of a syntactical nature, therefore, this can negatively interfere with the learning process. This project aimed to analyze syntax errors patterns in writing composition of EFL students of the Remigio Crespo Toral Educational Unit. The methodology applied was qualitative and quantitative, the participants were 12 seventh and eighth grade students, 6 students per course, the data collection technique was Gass' theory and the instrument was a written diagnostic test consisting of a 60-word paragraph in which they had to describe about some collectible or valuable objects for them, from the data analysis these types of errors were found. Omission of articles, subject, letters, prepositions, substitution of verbs, use of articles, verbs, pronouns, morphemes, order and agreement errors. It was concluded that the main difficulties presented by the students are the lack of grammatical knowledge of the English language, its pronunciation and form. In addition, the interference of the mother tongue making evident the presence of this type of syntactic errors. In addition, it is worth mentioning finally that the teachers of said Educational Unit are indirect beneficiaries of this project since through this research, in the future, methodologies can be implemented to solve these errors.

Keywords: errors, interference, language, syntactic, writing.

**UNIVERSIDAD TÉCNICA DE COTOPAXI
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS- INGLÉS**

TEMA: PATRONES DE ERRORES SINTÁCTICOS EN COMPOSICIONES ESCRITAS POR ESTUDIANTES DE INGLÉS COMO LENGUA EXTRANJERA

Autor:

Morales Yaguarshungo Christian Andrés

RESUMEN

Dominar la escritura de una segunda lengua requiere demasiado esfuerzo ya que esto implica tener un conocimiento correcto de lo que precisión estructural y competencia lingüística al escribir. Sin embargo, los estudiantes de inglés como lengua extranjera enfrentan varios desafíos para llegar a dominar esto ya que debido al bajo conocimiento de la gramática los estudiantes tienden a cometer estos errores de carácter sintáctico, por tanto, esto puede interferir negativamente en el proceso de aprendizaje. Este proyecto tuvo como objetivo analizar los patrones de error sintáctico en las composiciones escritas de los estudiantes de inglés como lengua extranjera en la Unidad Educativa Remigio Crespo Toral. La metodología aplicada fue cualitativa y cuantitativa, los participantes fueron 12 estudiantes de séptimo y octavo año, 6 estudiantes por curso, la técnica de recolección de datos fue la teoría de Gass y el instrumento utilizado fue un test de diagnóstico escrito que constaba de un párrafo de 60 palabras en el que debían hablar sobre algunos objetos de colección o valiosos para ellos, a partir del análisis de datos se encontraron estos tipos de errores. Omisión de artículos, sujeto, letras, preposiciones, sustitución de verbos, uso de artículos, verbos, pronombres, morfemas, errores de orden y concordancia. Se concluyó que las principales dificultades que presentan los estudiantes es el desconocimiento gramatical del idioma inglés, su pronunciación y forma, además de que también la interferencia de la lengua madre hace evidente la presencia de este tipo de errores sintácticos. Además, cabe mencionar finalmente que como beneficiarios indirectos de este proyecto esta los docentes de dicha Unidad Educativa ya que, por medio de esta investigación, en el futuro se puede implementar metodologías para solventar estos errores.

Palabras clave: escritura, errores, interferencia, lenguaje, sintáctico.

INDEX

Cover page.....	i
Declaration of authorship.....	xii
Committee approval	¡Error! Marcador no definido.
Dedication.....	xvi
Copyright refuse	¡Error! Marcador no definido.
Abstract.....	xviii
Resumen	xix
Index of tables	xxiii
1. General information	1
2. Problem statement.....	2
Research questions	3
3. Objectives	3
3.1 General objectives.....	3
3.2 Specific objectives.....	3
4. Activities and task system in relation to the objectives proposed	4
5. Justification	5
6. Scientific and technical foundation.....	6
Research background.....	6

Theoretical framework.....	8
Writing.....	8
Error analysis	10
Morphosyntax.....	12
Applied linguistics.....	14
Language skills.....	17
Linguistic analysis	19
Second language vs. english as a foreign language	21
Non-native language.....	22
Methodology.....	24
Research approach.....	24
Research method	24
Data collection instrument.....	25
7. Analysis and discussion of results.....	28
Omission errors.....	28
Substitution errors	28
Order error	29
Concordance error	30
8. Research impacts (education)	32

9. Conclusions and recommendations	34
Conclusions	34
Recommendations.....	35
10. References.....	36
Appendix	43

INDEX OF FIGURES

Figure 1. results of omission errors.....	49
Figure 2. results of substitution errors	50
Figure 3. results of order errors	50
Figure 4. results of concordance errors.....	50
Figure 5. error trend chart.....	51
Figure 6.trend chart by error types.....	52

INDEX OF TABLES

Table 1.- Dimensions.....	4
Table 2.-Types of error.....	5

1. General Information

Theme: ‘‘ Syntactic Error Patterns in Writing Compositions of EFL Students’’

Starting date: October 2024

Ending date: March 2025

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: Morales Yaguarshungo Christian Andrés
Romero Palacios Amparo de Jesús, Mg.

Knowledge area: Education

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

Research line of the career: Language, Linguistics and Culture.

2. Problem statement

It is essential to emphasize that globalization has generated a significant need to acquire a language common to nations, thus facilitating effective communication throughout the world. Failure to align with this demand would result in a substantial deterioration in the performance of the country's citizens and a considerable setback in their overall development (Medina, Melo and Palacios, 2013). For this reason, this English language has been taken as a tool of social communication with which it is expected to achieve better objectives throughout life.

Therefore, it can be noted that during the school period is when the student develops his communication skills, at this stage he will focus on refining his written and verbal communication skills, that is, if at that age a child gets involved in singing, using phrases or repeating words in another language, his vocabulary development would improve and it would also be easier for him to recognize words in a broader context such as writing texts, which will last until adulthood. In addition, with the skill in this field he will have the ability to communicate in a coherent and organized manner through texts, messages and even long essays.

According to Savignon (2020), this competence not only facilitates formal communication but also creative expression for correct development in the written field. With these ideas in mind, it is important to identify the problems presented by seventh- and eighth-year students of the Remigio Crespo Toral Educational Unit. Students present academic challenges in regards to written production and manifest them with syntactical and grammatical errors. The notable frequency of these errors in the texts affects the quality of writing, damages the understanding of the content and negatively influences the students' perception of language proficiency.

This phenomenon not only affects academic development but also more assertive communication in a system that is increasingly involved in writing. It has also been noted that grammatical and syntactical errors persist not only in tasks sent home, but also in those that are done daily in the classroom. This prevents students from expressing themselves

freely and transmitting their ideas clearly.

In the same way, when talking about the educational context where this project is framed and adding to what corresponds to us, it is evident that there are great factors that interfere so that this type of problem in students are presented, according to the Mineduc (2022) the hours the hours English class that should be taught to students of basic general education are 3 hours a week but in reality within the educational unit only 1 class of class is dictated to the week which does not benefit the Students when developing broad and correct progress within the English Area, there is also the fact that when I come from Kichwa Homes speakers, this also interferes with its linguistic development since in most cases parents do not agree with which a foreign language is taught. In such virtue, it has been convenient to answer this problem in the form of a question, how do syntactic errors influence writing in EFL students?

Research questions

What are the most common patterns of syntactical errors in the written compositions of the students of the Remigio Crespo Toral educational unit?

3. Objectives

3.1 General objectives

To analyze syntax errors patterns in writing composition of EFL students of the Remigio Crespo Toral Educational Unit.

3.2 Specific objectives

- To stablish theoretical foundation about syntax errors patterns in writing composition.
- To identify syntax errors patterns in writing composition of seventh and eighth grade students of the Remigio Crespo Toral Educational Unit.
- To describe the main findings and results based on the data collected about syntax errors patterns in writing composition in an EFL context.

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

Specific objective	Activities	Verification Means
To establish theoretical foundation about syntax errors patterns in writing composition of EFL students.	<ul style="list-style-type: none"> • Search for previous research. • Select topics and subtopics. • Design of the theoretical framework. 	Theoretical Framework
To identify syntax errors patterns in writing composition. of seventh and eighth grade students of the Remigio Crespo Toral Educational Unit.	<ul style="list-style-type: none"> • Design instrument <p style="text-align: center;">Validate the instrument</p> <ul style="list-style-type: none"> • Apply instrument 	Instrument
To describe the main findings and results based on the data collected about syntax errors patterns in writing composition in an EFL context.	<ul style="list-style-type: none"> • Review results • Analyze the data • Establish major findings 	Findings and conclusions

5. Justification

This research is based on the critical importance of linguistic competence in the academic and communicative development of students during the English learning process. In addition, this topic deserves special attention due to its direct impact on the quality of written communication, both in the educational field and in the social performance of children.

Initially, the research aims to delve into the scope and nature of syntactic errors of students at the Remigio Crespo Toral Educational Unit. Understanding the specific patterns of these errors will allow educators and educational authorities to implement more effective and personalized teaching strategies (Hymes, 2020). It should be noted that research on this topic provides the opportunity to identify possible underlying causes of errors, whether it is the lack of specific educational resources, deficiencies in teaching, or individual factors related to language learning. This information is crucial to develop appropriate pedagogical interventions and address the root of the problem.

The research also highlights the importance of assessing the impact of spelling errors on academic performance. Understanding how these errors affect the assessment of written tasks and students' perception of their language skills can guide the implementation of support and positive reinforcement measures.

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

6. Scientific and Technical Foundation

Research Background

Previous to the analysis of previous studies, it was possible to identify the patterns of syntactic errors that occur in the writing of EFL students. This information was taken from different bibliographic sources reviewed in different databases, as well as from thesis projects, as well as from scientific articles from some universities around the world. After obtaining the information, it is concluded which are the most common error patterns. In the same way, identifying these patterns will help teachers to have an idea of how these affect students in their training process in this skill as well as how to develop strategies to try to minimize these deficiencies when writing.

Suleman et al (2018) this study that analyzes the syntactic errors in the writing of English in the first-year high school students of Jazan University, which takes as a base point the Arabic-speaking students exclusively, in the collected analysis it was identified that the most common errors are: sentence structure, subject, verb agreement, verb tense, auxiliary verb, number, use of conjunctions, prepositions, article among others. As a hypothetical point the study shows that the fact that mistakes are made in writing may also be due to the mother tongue which they practice naturally, it is also said that if writing becomes difficult to develop it for Arabic-speaking students, and that the traditional methodology does not help at all in their development in this skill and in general in the learning process of this foreign language, in another point in order to identify these errors in this study was used as an instrument of data collection, it consisted of the students having to make a written composition and in it talk about a day at school or a day in their daily life, a previous analysis of the responses were able to determine that in each student there is a similarity of results in terms of the syntactical errors committed and that the interference of the mother tongue is one of the strongest causes for these errors to occur.

Navas (2020) the purpose of this study is to analyze syntactic errors in second-year students at the University of Costa Rica. The methodology used for this research was qualitative and

quantitative since it sought to classify the types of errors and then analyze them. The instrument that was applied was an argumentative essay in which it was sought to find the different types of errors that have already been previously evidenced in the students' work. The most important findings were pluralization, adjectives, mechanical errors such as spelling errors, lack of punctuation, as a conclusion the author describes that the main cause of these errors occurring more frequently is the lack of grammatical knowledge and also the interference that exists between the mother tongue (L1) and the language they are learning (L2).

Muñoz (2017) the purpose of this study is to identify the types of writing errors by EFL students, this study was done in the city of Cuenca in a public school to 70 students and 5 teachers. The instrument used for data collection was a questionnaire and a written test, the research method was quantitative and qualitative, the results found revealed that the errors found of a grammatical nature respond to Subject-verb agreement, verb omission, pluralization, adjectives, mechanical errors such as spelling errors, lack of punctuation, omission and transition words, the results show that the causes for the production of these errors are the interference of the mother tongue and the areas that are most affected by this are grammar and vocabulary.

After reviewing the context of each author that all those proposed above keep similarity in the educational context in which it develops but obtaining variants in regards to results, also agreeing on the factors that interfere in the production of errors and all this addressed to the purpose of this research is feasible the development of the same since it keeps distance and relevance with the previous investigations to be developed with students of basic general education, where you are will address an analysis of errors that will help teachers in posterity.

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, 2021). 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 (2022), 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 (2020), 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, 2021).

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, 2020).

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 analysis, 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, 2022).

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 mayor 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, 2021). 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 (2019) 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 (2021) 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, 2020).

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).

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) 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).

Methodology

Research approach

This research project was developed based on a qualitative and quantitative method that seeks to identify patterns of syntactical errors in foreign language writing. Both methods are used because, according to Sandelowski (2000, p.246), researchers have resorted to the mixed methods technique for a better analysis of their studies.

This will generate a greater breadth in what is desired to identify and depth in the sense of what is desired to investigate, so qualitative and quantitative data will be collected, which will help improve the perspective when choosing the instrument to use since it facilitates the collection of both experiences and numerical data, which is where the quantitative method is put into practice, since this will allow us to visualize a broad analysis of the errors found after the application of the instrument, thus fulfilling the established objective.

Participants

This research was conducted at the seventh and eighth grade of Unidad Educativa Comunitaria Intercultural Bilingue Remigio Crespo Toral. The population of this study consists of 12 narrative essays produced by 12 students, 6 of seventh and 6 of eighth grade who are studying at the current school year, during the academic period 2023-2024. The study included a group of seventh and eighth graders at Unidad Educativa Comunitaria Intercultural Bilingue Remigio Crespo Toral. Participants in the study were asked to take a diagnostic test. After collecting the test, the research data will be collected by classifying the data ranging from structure errors, sentences, by checking syntactic errors which will be classified and quantified and if there is an element that does not follow the syntactic rules of English, it will be taken as an error.

Research Method

The descriptive method was used because it is the most used to collect information and with this allows to detail the problem as it is, so when looking for patterns of syntactic error is

what fully as a researcher seeks to order, group and point out characteristics prior to the analysis of the same.

Data collection instrument

The instrument used in this research was a written test taken from the pedagogical module 1 of English (2023, p. 21). This test seeks to identify patterns of syntactical errors in writing. This test consists of the elaboration of a 60-word paragraph about their "collectible or valuable objects for them". This type of instrument was chosen since it is the one indicated to be able to identify this type of cases. Although the students have not managed to reach an acceptable level in the development of the EFL (English foreign language), therefore a pilot study of this instrument was carried out prior to its application with 5 students who are not part of the research sample. The management of the data previously collected on the basis of the aforementioned instrument will first be processed in Microsoft Excel, to obtain statistical data represented in percentages which will be used to classify and order the errors found, from highest to lowest, according to the number of frequencies found.

Data analysis Technique.

For the data analysis, descriptive statistics was applied to validate the data obtained prior to the analysis of the results obtained by the instrument, the analysis will be performed under the theory of Gass (2008), which consists of six steps that include data collection, identification, classification, quantification of errors. This theory will help in the research to more easily identify each error to be found, thus more easily avoid confusion in the processing of data which will make each data presented in the future. In the results tables are more reliable and valid, (Gass & Selinker, 2008).

Collecting data: To collect the data, 12 written diagnostic tests were used, applied to 12 students in the seventh and eighth years of EGB respectively. After the test was applied, the data was collected and analyzed manually under detailed observation, taking into account that the dimensions or errors that were going to be sought were already clear. This was also done after prior analysis and research by other authors.

A Review of each test began, error by error.

Identifying errors: Then each word and sentence was observed in detail and carefully to find syntactical errors, then it was compared with the grammatical rules if applicable and if an element was found that was not in accordance with the rules it was marked as an error.

Example:

1. I have a pillou that my mother gave me.

In the sentence we have a substitution error in the word pillou where the correct word would be pillow, that is, the letter w is replaced by u. Likewise, the sentence presents an error of omission in the word, tat where the correct word would be, that.

Classifying errors: Subsequently, the highlighted parts were observed and the errors began to be classified. If they had subcategories, they would be divided according to the table of dimensions created based on the research prior to the development of this study (see appendix 2). For example, if the student made an omission error which corresponds to the absence of an article, this would have to be marked as an article omission error, to give it its place as a subcategory.

Example:

1. I have a pillou that my mother gave me.

The first error was related to the substitution of letters by changing ‘w’ to ‘u’, that is, morpheme substitution. The other was related to omission when seeing that in the word that the letter ‘h’ is omitted, that is, letter omission. This would then be noted for classification as a substitution error-morpheme substitution, omission error-letter omission.

Quantifying errors, after collecting and classifying, the researcher would aggregate the occurrence frequency of each error type by inputting the number of errors detected for each test into the pre-designed Excel worksheet. Next, after recording the errors in all 12 writing samples, the researcher would calculate the percentage of each category of error based on the following formula:

$$\frac{\text{frequency of each type of error}}{\text{Total number of errors found}} \times 100\%$$

Example

1. I have a pillou tat my mother gave me.

In the previous example we had two syntactical errors including omission and substitution, with the subcategory's omission of letters and substitution of morphemes, therefore the number of errors found will be recorded in the excel sheet for the subsequent final calculation.

7. Analysis and Discussion of Results

Omission errors

In the graph that corresponds to the omission errors, within the proposed analysis of the written test developed by the students, errors were found in the following areas: article, preposition, subject and omission of letters, which are classified by percentage range as follows and their respective example. It should be noted that the data correspond to the percentage of a total of 42 errors that make up 100% of them, general data that are found in figure 1 (see appendix 7), in regards to the article error of the total results it represents 23.80% while the preposition error of the total omission errors represents 11.90% in regards to the subject omission error it has 19.04% of the errors, finally the omission of letters occupies 45.23% being the error that stands out the most within this type of error.

Omission errors usually occur due to a lack of knowledge of the form or grammar that a sentence should have, this affects a large part of the students and leads to creating this type of errors. (Hikmah 2020) on the other hand for James. (1998) the omission is the absence of one or more words that must appear correctly in the process of constructing a sentence, so when comparing these concepts and previous studies the following errors could be evidenced.

It is important to note that, according to the author, the omission of errors is due to a lack of knowledge of grammatical rules, which greatly affects the understanding of what is intended to be conveyed in writing. On the other hand, the figure that expresses the percentages that represent each subcategory demonstrates the existence of said errors, in their great majority, which come from minor particles, that is, letters and the change of the same.

Substitution errors

In the analysis of the instrument in terms of substitution errors, the following are presented: verb, pronoun, adjective/verb and morpheme, the data in this section are based on 54 errors found in total (see appendix 8), which represent 100% therefore, in terms of verb substitution

it represents 27.77% of the total errors while pronoun substitution represents 7.40% of the total, in terms of adjective/verb it consists of 3.70% of the total errors, finally the substitution of morphemes represents 61.11% being the error that has the most presence within this type of error.

According to Mustafa et al., (2016) the error of substituting a word or morpheme occurs at the time of selecting said morpheme, it can occur due to a confusion in the vowel sound of each morpheme or a simple writing confusion, while Al-jarf (2010) attributes these errors to a lack of knowledge of the spelling rules of English that are of a phonetic and orthographic nature as well as to an interlinguistic interference between the mother tongue and the second language that is being learned

Within the substitution errors, it is convenient to also talk about how the confusion of sounds of each morpheme intervenes, which leads us to agree with the author above, since, although substitution does not only occur by replacing one morpheme with another, but also with other cases, the main cause always ends up in a lack of knowledge of the grammatical rules and in this case the spelling rules in English.

Order error

In the error analysis, which recorded 8 total errors representing 100% of the order errors section (see appendix 9), three types of errors were found: subject/verb inversion, object/verb inversion and adjective disorder. It is worth mentioning one particular in this section of the three errors proposed above. When performing the analysis, it was observed that object/verb and subject/verb did not have any errors in the proposed instrument, so subject/verb is the only one that is marked with present errors, constituting 100% of the errors and also being the only error identified within this category.

Order errors are characterized by the incorrect placement of a morpheme or group of morphemes. This occurs systematically in the mother tongue as well as in a second acquisition language L1 and L2. (Hendrawaty, 2018) Understanding the grammatical and syntactic order of sentences contributes to a correct sense of what you want to convey,

especially through writing, and helps progress in the learning process in a second language.

The order that precedes the formation of sentences is very important when presenting a correct writing for a correct understanding of each text, so that in this type of errors the linguistic interference plays a big role according to the author cited above this happens because the mother tongue is everything in the language of the students, at the same time that a second language is learned this leads us to a confusion of positions within each sentence unconsciously. Finally, each case is presented in a statistical table with its percentage and what they represent within the syntactical errors.

Concordance error

In the general analysis based on 15 errors representing 100% in this section of concordance errors, (see appendix 10) two were considered: Subject/verb and Subject/object. Regarding subject/object, it represents 20% of the errors found, while subject/verb occupies 80% of the errors identified within this category, constituting the most relevant error within this type.

Concordance errors according to Parise (2020) create confusion in readers and decrease the clarity of writing, understanding these rules helps writers to have coherence in their writings since coherence between words or phrases is important. The most common concordance errors are shown below.

The concordance is very important when understanding written texts especially when a second language is being acquired, so what the author mentioned in the previous paragraph agrees with the previous analysis, since this is due to a lack of knowledge of the rules, knowing these will help not to make this type of errors

Error trend analysis

In order to better visualize the errors that predominate in this analysis, this table has been generalized with the percentages of all the errors that were taken into account for said project. Therefore, in the first place, the substitution of morphemes predominates more frequently within the errors that students present the most, which represents 27% of the total errors

found, followed by the omission of letters, this type of error has a particular character which also responds to a learning disorder, within the total it includes 15% of the errors evidenced, the substitution of verbs generally occurs due to a confusion of verbal tense, which makes it represent 12% of the errors found in the analysis, it is also important to emphasize that the agreement when writing plays a big role, so in this type of errors the subject/verb represents 10% of the total errors, the presence of this type of errors deprives the message that one wants to transmit of meaning, the omission of an article was also present with a considerable percentage as it refers to the grammatical theme, the absence of this was evident in 8% of the total errors, as for the other errors, a minimum but no less important percentage is evident, but obeying the central point of this investigation, the most common errors are: common ones are already detailed.

Error trend analysis by types

In the table of trends by type of error presented above it can be seen that within the analysis carried out on the responses that the instrument gave, the type of error that predominates is substitution, this is because due to a lack of grammatical knowledge, students can end up changing certain letters either because they can hear the same when pronouncing said word or simply because they do not know that word. Followed by errors of omission that stand out particularly for the elimination of articles, subject and letters, deficiencies inherent to the grammatical structure, the two types of errors that follow respond to sentence structure since the concordance errors have been involved in the change of place either of subject and verb or subject and object, finally the order errors, the presence of these make it difficult to understand what the writer wants to convey in the same way it greatly affects the illegibility of the text, however this type of error has not been produced in large quantities by students.

Discussion

After having identified and analyzed each type of error with its respective subcategories present within the instrument used to show them, it was possible to show that the students make these errors influenced by their mother tongue, which in this case, because it is a rural institution and being Kichwa speakers, this language would be their main language due to a

socio-cultural effect, since Spanish interferes in the same way. Having said that, the students are under the learning of a 2nd language, which is Spanish. and at the same time, I tried to develop skills within English these interference gaps are created that consequently lead the student to make these types of errors either voluntarily or involuntarily, with respect to the errors found, the vast majority correspond to errors that respond to a low knowledge regarding grammatical rules and spelling rules, which would seriously affect the form and meaning of the information that the student tries to inform within their writings. In the same way, this sense of order and agreement that are important when it comes to having coherence and meaning from the sentence to a paragraph or, speaking in more general terms, a more elaborate text such as an essay.

8. Research Impacts (Education):

This project has a positive impact within the educational field, as it allows teachers to become aware of the most frequent errors in writing in English, especially in primary school children. In this way, teachers can implement activities aimed at reducing errors to increase linguistic fluency and accuracy in students. As mentioned by Suárez et al. (2019), emphasizing the importance of spelling errors in writing in English among student learners allows us to recognize the main difficulties that arise, as well as guide students to discover their own errors, which can be addressed through various strategies and techniques, such as group review, exchange of written texts, and cooperative corrections.

This is in line with the findings mentioned in Gómez & Gómez (2021), which establish that the recognition of writing errors in the English language allows for the systematic, organized and detailed analysis of grammatical errors, textisms and dysorthographic features of students, allowing for the description of the spelling rules used. In this way, it becomes possible to identify characteristics of the Spanish language in English writing and to increase exercises or activities focused on suppressing and eliminating these characteristics that hinder the correct learning of the English language.

Through the recognition of errors, teachers can continuously address these difficulties, which will allow students to improve the fluency and accuracy of the language in written

expression, which will positively impact oral expression and facilitate optimal communication in the future. Continuous work on correcting the main errors in English writing in primary education will allow students to improve their level of learning in secondary and higher education, providing them with better academic and employment opportunities.

9. Conclusions and Recommendations

Conclusions

Starting from the objective, establish a theoretical foundation about syntax errors patterns in writing composition in EFL context. It is concluded that after having analyzed several authors and investigated their findings, it is important to highlight that, although students present syntactical errors in their writing process, it is due to a lack of knowledge about the language and also to the linguistic interference that the mother tongue inherits in each of the students.

To identify the syntactical errors in the written compositions of the students, it was done through a diagnostic test, Remigio Crespo Toral Educational Unit. which when analyzed, it was possible to evidence in addition to the number of errors expressed in the previous analysis, it was also possible to evidence that there is a lack of knowledge and a field is provided for teachers to implement techniques to help improve these errors.

Within the errors found from the analysis of the instrument, it is evident that the great majority of errors occur in the smallest scale of the sentence, the letters, which leads us to understand that at the same time as not having knowledge of grammatical rules, there is also a large percentage of error in sentence structure.

Recommendations

It is important for students to master the English language, but to achieve this it is recommended that they practice periodically and develop a broad knowledge of this language.

During the teaching process, students require help to avoid writing errors, which leads teachers to know the progress of their students in order to periodically evaluate their progress.

This problem can be reduced if techniques and methods are implemented that help students improve their writing and thus avoid making these types of errors that affect the meaning of writing.

10. REFERENCES

- Abello, C. (2001). Lingüística inglesa aplicada: origen, evolución y futuro. *ELIA*, 17-35.
- Al jarf, M. (2010). An Analysis of Article Errors among Saudi Female EFL Students: A Case Study. *Asian Social Science*, 8(12).
- Agustinasari, E., Simanjuntak, T., & Bambang, M. (2022). A Review on Error Analysis Stages in Teaching English Structure. *PIONEER*, 14(1). doi:
<https://doi.org/10.36841/pioneer.v14i1.1702>
- Alcalde, N. (2011). Principales metodos de enseñanza en alemania. *Revista de Lingüística y Lenguas Aplicadas*, 6. doi:<http://dx.doi.org/10.4995/rlyla.2011.878>
- Aponte, A. (2020). El texto descriptivo para fortalecer la competencia comunicativa del español como lengua extranjera. *Rastros rostros*, 17, 11-22. doi:<http://dx.doi.org/10.16925/ra.v17i31.1270>
- Asif, M. (2022). Age and knowledge of morphosyntax in english as an additional language: grammatical judgment and error correction. *De Gruyter*.
- Bartels, N. (2019). *Applied linguistics and language teacher education*. Springer. doi:https://doi.org/10.1007/1-4020-2954-3_23
- Bautista, R. (2019). *Propuesta de diseño curricular de la licenciatura en lingüística aplicada en inglés para la carrera de lingüística e idiomas de la Universidad Pública de El Alto*.
- Retrieved from Universidad Mayor de San Andrés:
<https://repositorio.umsa.bo/bitstream/handle/123456789/21092/TM328.pdf?sequence=1&isAllowed=y>

- Broos, W., Duyck, W., & Hartsuiker, R. (2019). Monitoring speech production and comprehension: Where is the second-language delay? *Sage Journals*, 72(7). doi:<https://doi.org/10.1177/1747021818807447>
- Bui, G., & Skehan, P. (2018). *Complexity, Accuracy, and Fluency*. doi:10.1002/9781118784235.eelt0046
- Chávez, D., Cazar, S., Cabezas, K., & Salazar, V. (2022). Errores Interlingüísticos en el Desarrollo de la Habilidad de Escritura en inglés. *Polo del Conocimiento*, 7(7). doi:10.23857/pc.v7i7
- Chiluisa, M., Ccastro, S., Chavez, V., & Salguero, N. (2017). La Lingüística aplicada a la enseñanza de la lengua. *Boletín Virtual*, 6(3), 123-127. Retrieved from Bole.
- Cook, V. (1997). L2 users and English spelling. *Journal of Multilingual and Multicultural Development*, 18(6), 474-488.
- Cook, V. (1999). *Creating Second Language User*. *Jurnal Kurikulum BIL 2*.
- Crespo, A., & Pinto, E. (2020). El desarrollo de la escritura en inglés en la educación secundaria. *Dialnet*, 13(2).
- Crespo, A., & Pinto, E. (2020). EL DESARROLLO DE LA ESCRITURA EN INGLÉS EN LA EDUCACIÓN SECUNDARIA: UNA MISIÓN POSIBLE. *Revista Multidisciplinaria Dialógica*, 13(2), 28-53.
- Do, Y., Havenhill, J., & Sui, S. (2023). Variation learning in phonology and morphosyntax. *ELSEVIER*, 239. doi: <https://doi.org/10.1016/j.cognition.2023.105573>
- Encinas, F., Sánchez, V., & Puon, Y. (2020). La escritura en Inglés como lengua extranjera: Una revisión de la literatura e implicaciones pedagógicas literatura e implicaciones pedagógicas *Revista Electrónica Leer, Escribir y Descubri*, 1(6).

- English pedagogical module 1 (2023). Curriculum threads communication and cultural Awareness, Language Through the Arts, Reading, Writing, Oral Communication. p (21). https://educacion.gob.ec/wpcontent/uploads/downloads/2020/08/INGLES_7_MODULO_1.pdf
- Falth, L. (2017). Effects of a Fluency-Based Intervention on Students' Accuracy, Fluency, Motivation and Self-Confidence in English as an Additional Language. *JSM Communication Disorders, 1*(1).
- Farukh, A., & Vulchanova, M. (2020). L1, quantity of exposure to L2 and reading disability as factors in L2 oral comprehension and production skills. *ELSEVIER, 50*, 221-233.
- Gass, S.M., Selinker, L. (2008). *Second Language Acquisition*. Editorial Routledge. <https://bpb-us-e2.wpmucdn.com/websites.umass.edu/dist/c/2494/files/2015/08/Gass.Second-Language-Acquisition.pdf>
- Gómez, A., & Gómez, M. (2015). Escritura ortográfica y mensajes de texto en estudiantes universitarios. *Perfiles Educativos*(150), 91-104.
- González, M. (2022). *Tipología textual en educación primaria y en educación especial*. Retrieved from Universidad de Valladolid: <https://uvadoc.uva.es/bitstream/handle/10324/6939/TFG-L748.pdf;jsessionid=D5ED88B47BC0C0890816852E9F334149?sequence=1>
- Guo, R., & Ellis, N. (2021). Language Usage and Second Language Morphosyntax: Effects of Availability, Reliability, and Formulaicity. *Frontiers Psychology, 12*.
- Hannan, F., & Sutrisno, A. (2022). Morphosyntax Errors in Undergraduate Research Articles from English Education Departmen. *English Education, 7*(1). doi: <https://doi.org/10.29407/jetar.v7i1.17862>
- Hanoon, J., Said, S., & Shamsudin, S. (2024). Exploring Morpho-syntactic Errors in English Compositions by University ESL Learners. *Research Square, 1*. doi:<https://doi.org/10.21203/rs.3.rs-3836056/v1>

- Hasanah, N., & Tri, P. (2019). Emerging Challenges of Teaching English in Non-native English Speaking Countries: Teachers' View. *English Language Teaching Educational Journal (ELTEJ)*, 2(3), 112-120.
- He, Q., & Olra, I. (2021). Morphosyntactic inconsistency in cross-linguistic transfer: Pedagogical implications for teaching English questions to Chinese EFL learners. *Sage Journals*. doi:<https://doi.org/10.1177/13621688211029430>
- Hendrawaty, N. (June 2018). An analysis on students ' errors in writing sentence patterns. *English students journal*. 11(1), 63-85. <http://download.garuda.kemdikbud.go.id/article.php?article=761984&val=12317&title=An%20Analysis%20on%20Students%20Errors%20in%20Writing%20Sentence%20Patterns#:~:text=Dealing%20with%20sentence%20patterns%2C%20compound,number%20of%20errors%20is%202022.13%25>
- Hendricks, A., & Adolf, S. (2020). Production of Morphosyntax Within and Across Different Dialects of American English. *JSHLR*, 17. doi:https://doi.org/10.1044/2020_JSLHR-19-00244
- Hikmah, E. (2020). The Grammatical Error Analysis Found in Students' Composition. *Lensa*, 10(2). doi:<http://jurnal.unimus.ac.id/index.php/lensa>
- Hymes, D. (2020). On Communicative Competence. 12(2), 437-451. Retrieved from https://nimshav.github.io/EthnoComm-Repository/EOC_Library/Hymes%20-%201972%20-%20On%20Communicative%20Competence.pdf
- Luque, G. (2021). El dominio de la Lingüística aplicada. *RESLA*, 157-173.
- Medina, M., Melo, G., & Palacios, M. (2013). La importancia del Aprendizaje del Idioma Inglés a temprana edad. *Revista Científica YACHANA*, 2(2), 191-195. Retrieved from <http://revistas.ulvr.edu.ec/index.php/yachana/article/view/46/41>

- Metsala, J., & David, M. (2021). Improving English reading fluency and comprehension for children with reading fluency disabilities. *Dyslexia*, 28(1), 79-96. doi:<https://doi.org/10.1002/dys.1695>
- Ministerio de Educacion de la Republica del Ecuador (2022). Malla curricular ingles 29(2). doi:10.24205/03276716.2020.365
- Mustafa, F. Kirana, M. Bahari Ys, Syamsul .(January 2016).errors in EFL writing by junior high students in indonesia. *International journal of research studies*.6(1),38-52. https://www.researchgate.net/publication/306346383_Errors_in_EFL_writing_by_junior_high_students_in_Indonesia
- Muñoz, T. (2017). Foreign Language Teaching and Learning. *International Encyclopedia of the Social & Behavioral Sciences*, 327-333.
- Navas.C (2020). *Teaching Elementary School Students to Be Effective Writers: A Practice Guide*. NCEE 2012-4058. IES. Retrieved from <https://files.eric.ed.gov/fulltext/ED533112.pdf>
- Parise. (2020).the use of concordance in EFL/ESL writing instructions. https://scholar.google.com.ec/scholar?q=the+use+of+concordance+in+EFL/ESL+writing+instructions&hl=es&as_sdt=0&as_vis=1&oi=scholar
- Rincón, A. (2021). *Fortalecimiento de la escritura en inglés en estudiantes de educación media de una institución pública*. Retrieved from UNIVERSIDAD TECVIRTUAL : chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://repositorio.tec.mx/bitstream/handle/11285/626565/Adriana_Paola_Rinc%C3%B3n_Acevedo_.pdf?sequence=1&isAllowed=y
- Rojas, C., Logroño, M., Armas, P., & Reinoso, A. (2020). Talleres de escritura y su incidencia en la producción de textos descriptivos en inglés. *Ciencia Digital*, 3(3). doi: <https://doi.org/10.33262/cienciadigital.v3i3.612>
- Rojas, S. (2020). La lingüística descriptiva y aplicada a la enseñanza de lenguas: insumos teóricos

para una propuesta curricular en un programa de pregrado en bilingüismo con énfasis español-inglés. *Voces y Silencios: Revista Latinoamericana de Educación*, 9(1), 114-133. doi: <https://dx.doi.org/10.18175/VyS9.1.2018.07>

Rustamovna, D., Rafael, R., & Khanipova, Y. (2019). INNOVATIVE APPROACHES TO TEACHING AND LEARNING ENGLISH AS SECOND AND ENGLISH AS FOREIGN LANGUAGE IN MULTILINGUAL EDUCATION. *Humanities & Social Sciences Reviews*, 7(6), 45-48. doi: <https://doi.org/10.18510/hssr.2019.7610>

Savignon, S. (2002). Communicative Competence: Theory and Classroom Practice. 3(1), 112-117. Retrieved from <https://eric.ed.gov/?id=ed135245>

Sandelowski, T. (2000). Foreign Language Teaching and Learning. *International Encyclopedia of the Social & Behavioral Sciences*, 327-333.

Schmitt, N. (2010). *An Introduction to Applied Linguistics*. Routledge. Spada,

Suárez, S., Suárez, Á., Sánchez, I., & Suárez, M. (2019). La ortografía en el ámbito universitario: una realidad que exige la. *Didáctica. Lengua y literatura*(31), 135-145. doi:<https://dx.doi.org/10.5209/dida.65945>

Suleman, H.M.,Altayib,O.A.M,S.K.(2018).Evaluation of second Language Learners’Syntactic Errors in ESLWriting. A case study of Jazan University preparatory year students.journal od education and practice.9(11).<https://www.iiste.org/Journals/index.php/JEP/article/view/42190/43435>

Sulpizio, S., Maschio, N., Fedeli, D., & Abutalebi, J. (2020). Bilingual language processing: A meta-analysis of functional neuroimaging studies. *ELSEVIER*, 108, 834-853. doi:<https://doi.org/10.1016/j.neubiorev.2019.12.014>

Tapia, A. (2021). *Estrategia abtadi y aprendizaje colaborativo, en la producción de textos descriptivos en inglés a través del G-suite for Education, 2020*. . Retrieved from Universidad

César Vallejo: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://repositorio.ucv.edu.pe/bitstream/handle/20.500.12692/60063/Tapia_DA-SD.pdf?sequence=1&isAllowed=y

Tinta, M. (2020). Proceso de enseñanza aprendizaje de la escritura a partir de la lectura de la realidad *Horizontes*, 4(16), 553-568. doi: <https://doi.org/10.33996/revistahorizontes.v4i16.137>

Xu, L., Naserpour, A., Rezai, A., Namaziandost, E., & Azizi, Z. (2022). Exploring EFL Learners' Metaphorical Conceptions of Language Learning: A Multimodal Analysis. *Journal of Psycholinguistic Research*, 51, 323-339.

Yusuf, D. (2017). What, How and Why? A Multi-Dimensional Case Analysis of the Challenges Facing Native and Non- Native EFL Teachers. *Journal of Language Teaching and Learning in Thailand*, 54.

Zhang, H., Dai, Y., & Wang, Y. (2020). Motivation and Second Foreign Language Proficiency: The Mediating Role of Foreign Language Enjoyment. *MDPI*, 12(4). doi:<https://doi.org/10.3390/su1204130>

Appendix

Appendix 1: Diagnostic Writing test

Diagnostic Writing Test for EFL Students

Time: 60 minutes

Instruction: Write about your special collection or possession in 60 words.

Structure of sentence: Subject + verb + complement

e.g.: My father has a collection of old coins

.....

.....

.....

.....

.....

.....

.....

.....

Fuente: Instrumento tomado de English pedagogical module 1 (2023). Curriculum threads communication and cultural Awareness, Language Through the Arts, Reading, Writing, Oral Communication. p (21). https://educacion.gob.ec/wp-content/uploads/downloads/2020/08/INGLES_7_MODULO_1.pdf

Appendix 2: Oficio de aceptacion Unidad Educativa

UNIVERSIDAD TÉCNICA DE COTOPAXI

Carrera de Pedagogía de los Idiomas

Pujilí, 13 de Junio 2024

Lic.
Sergio Tipanquiña
RECTOR DE LA UNIDAD EDUCATIVA COMUNITARIA INTERCULTURAL BILINGÜE, REMIGIO CRESPO TORAL

Presente:--

De mi consideración:

Yo Christian Andres Morales Yaguashungo portador de la cedula de ciudadanía No. 1724935174 estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Inglés me dirijo a usted por medio de la presente, me permito solicitar de la manera más comedida se me permita realizar la aplicación de un test escrito a los estudiantes de séptimo y octavo año de EGB, el cual tiene como finalidad, servir como instrumento de recolección de datos, como parte del proyecto de investigación titulado, SYNTACTIC ERROR PATTERNS IN SECOND LANGUAGE WRITING IN EFL STUDENTS.

Por su gentil atención desde ya dejo constancia de mi agradecimiento.

Atentamente,

Christian Andres Morales Yaguashungo
CI: 1724935174
CEL: 0993280169

*Recibido con fecha 19/6/2024
Se le agradece la aplicación del cuestionario
test, a los estudiantes de 7mo y 8to de
E.G.B. para el día jueves 27 de
junio a las 10:00 am que el Sr.
Christian Andres Yaguashungo
presenta oportunamente, en su
su. H. Familia. Elvira Torres*

Appendix 3: Validation instrument 1

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

TOPIC: " Syntactic Error Patterns in Writing Compositions of EFL Students"

OBJECTIVE: To identify syntax errors patterns in writing composition of EFL students at the Remigio Crespo Toral Educational Unit.

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

4- Deficient

1- Excellent
2- Good
3- Acceptable

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?	X			
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				
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				
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:
Rodrigo Zamora Vera

1.2 Position and institution where you work:
Associate Professor UTE

1.3 Years of experience of the evaluator:
25 years

1.4 Academic degree:
Ph.D. in English Applied Linguistics


EVALUATOR 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 identify syntactic pattern errors.

Appendix 4 : Validation instrument 2

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

TOPIC: " Syntactic Error Patterns in Writing Compositions of EFL Students "

OBJECTIVE: To identify syntax errors patterns in writing composition of EFL students at the Romelio Crespo Toral Educational Unit.

II. OVERALL RATING [Place the validity coefficient obtained in the respective interval and mark with an X in the associated box]

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

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 feasible 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:
AYDOR MELLENDEZ JIMENEZ

1.2 Position and institution where you work:
UNIVERSITY

1.3. Years of experience of the evaluator:
25

1.4. Academic degree:
MAESTRIA


 EVALUATOR 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 identify syntactic pattern errors.

Appendix 5: table1. Dimensions

Dimensión	Sub temas	Example
Omission error		
	Omission of articles	I went store/ I went to store
	Omission of prepositions	I'm going park / I'm going to the park
	Omission of subjects	Went to school / I went to school
	Omission of letters	Fater / father
Substitution error		
	Verbs	She do it/ She does it
	Pronouns	Him is my brother / He is my brother
	Adjectives/ verbs	This is very gooder / This is very good
	Morpheme	I goinj sleep/ I going to sleep

Order error

Inversion subject/verb	Go I to school/I go to school
Inversion object/ verb	The book read I / I read the book
Adjective disorder	I quickly very drive / I drive very quickly

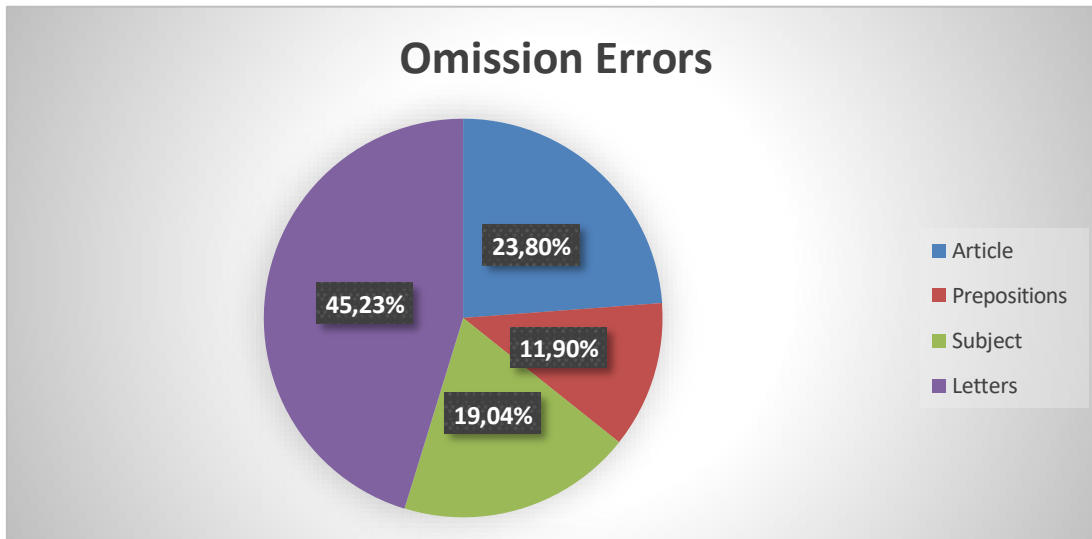
Concordance errors

Subject / verb	The students are go to school / The students go to school
Subject / object	The woman is a good doctor, he / The woman is a good doctor, she

Elaborate by: Christian Morales
Source: Suleman (2016)

Appendix 6

Figure 1. results of the omission errors.

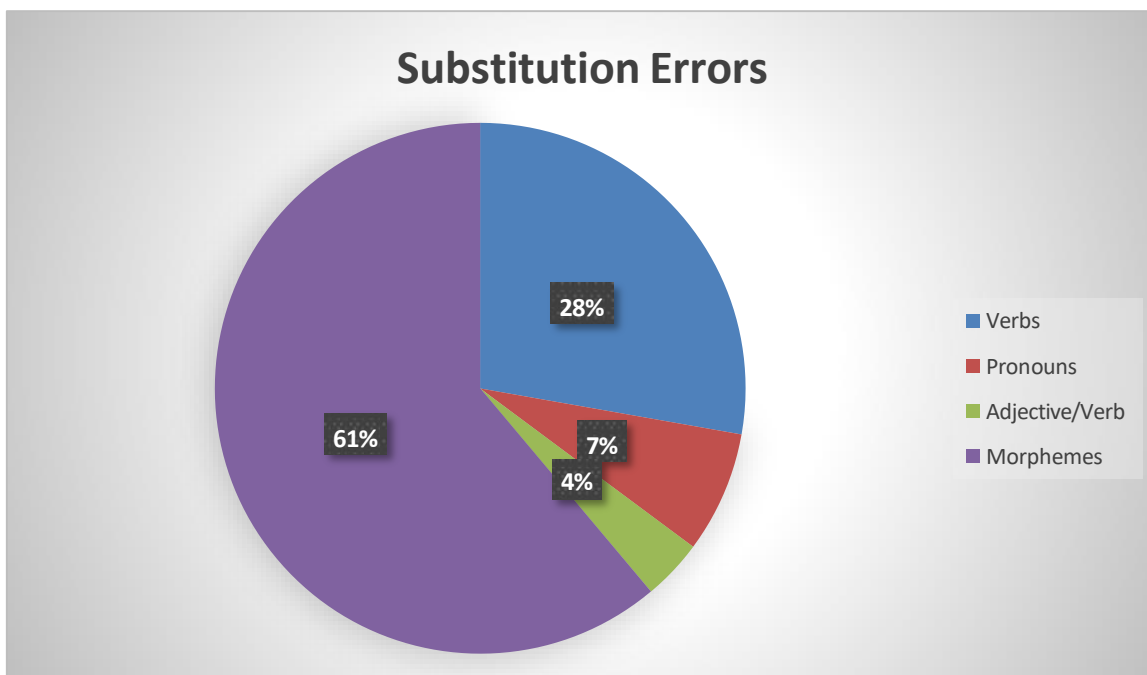


Elaborate by: Christian Morales

Source: writing test

Appendix 7

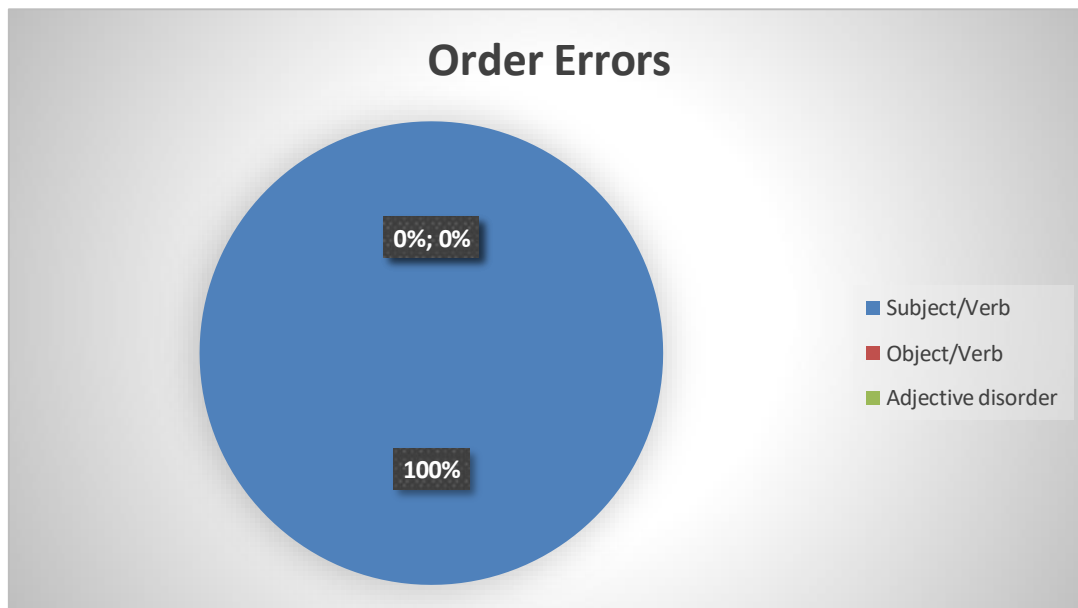
Figure 2. results of the substitution errors.



Elaborate by: Christian Morales
Source: writing test

Appendix 8

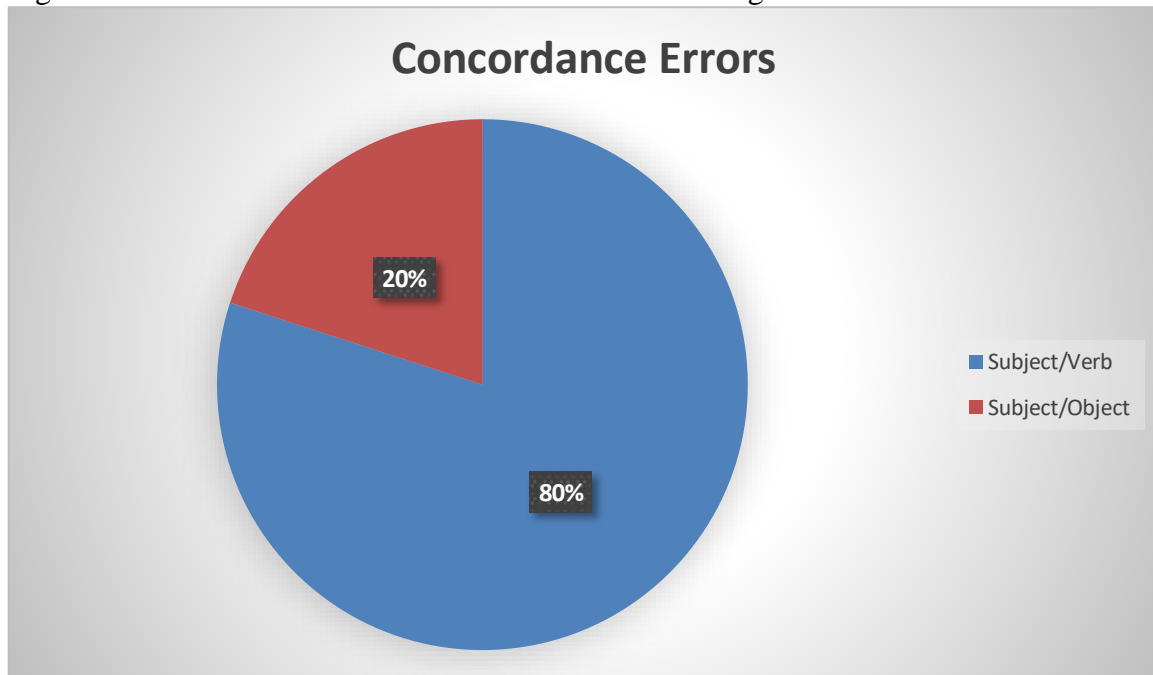
Figure 3. results of the order errors found in writing test.



Elaborate by: Christian Morales
Source: writing test

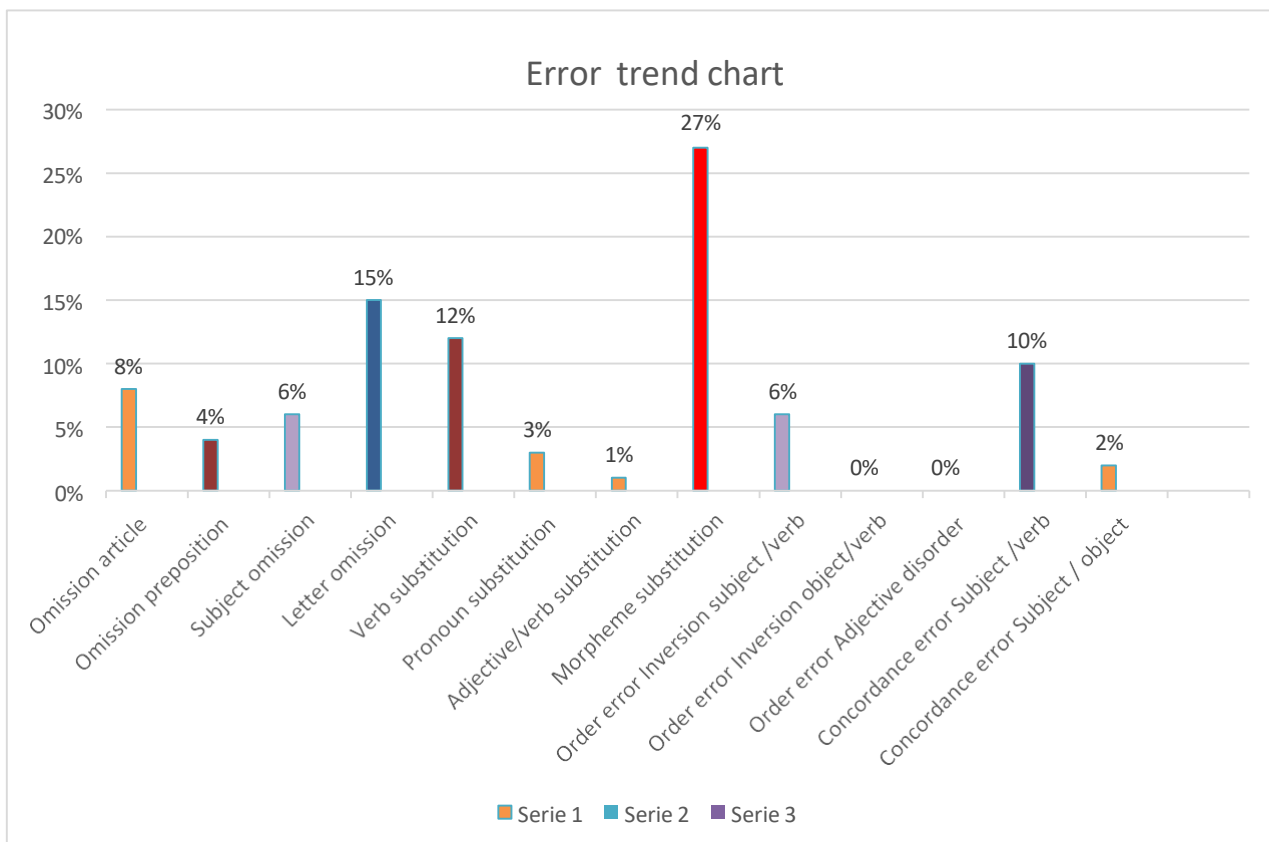
Appendix 9

Figure 4. results of the concordance errors found in writing test

**Elaborate by:** Christian Morales**Source:** writing test

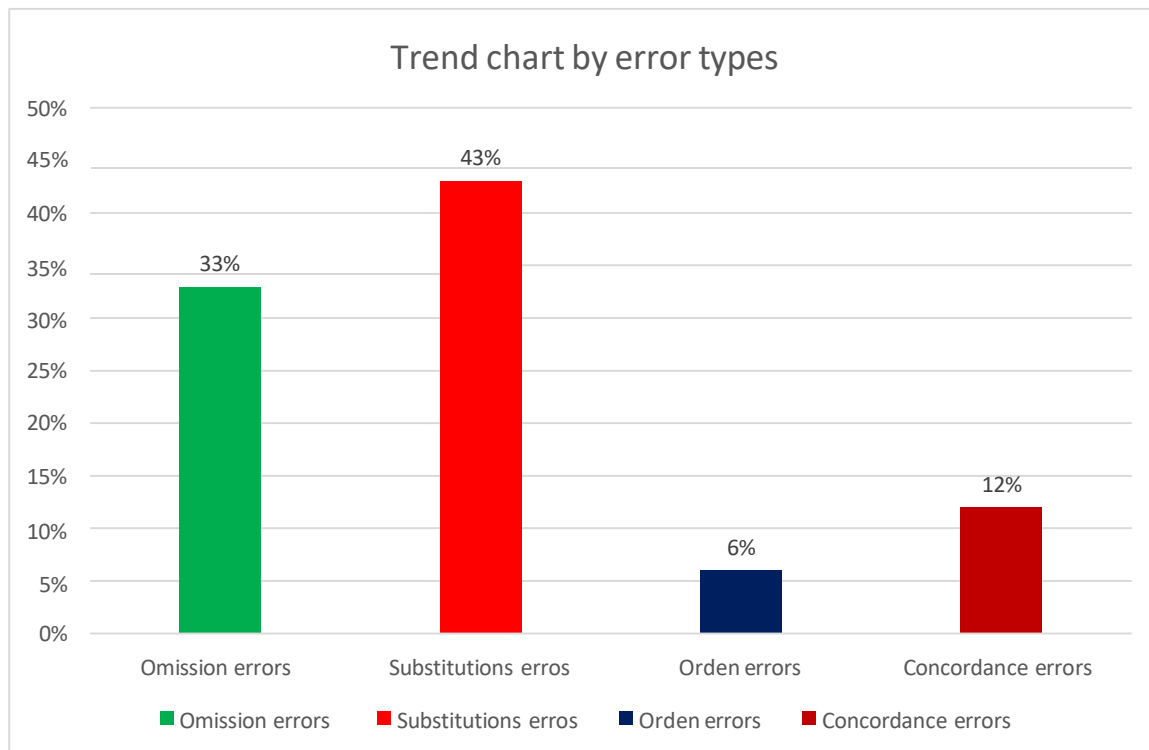
Appendix 10

Figure 5 . Error trend chart



Appendix 11

Figure 6. Trend chart by error types



Appendix 12

Table 2. Types of error

Types of error	Error categories	Example	Frequency	Percentage	Code
Omission error	Articles	I went store	10	8%	Art
	Prepositions	I'm going park	5	4%	Prep
	Subjects	Went to school	8	6 %	S
	Letters	Fater	19	15%	L.O
Substitution error	Verbs	She do it	15	12%	VO
	Pronouns	Him is my brother	4	3%	P
	Adjectives/ Verb	This very gooder	2	1%	Adj/V
	Morphemes	Younk	33	27%	MRPH
Orden errors	Inversión Subject/verb	Go I to school	8	6%	I. Sub/ V
	Inversión object/verb	The book read I	0	0%	I. Obj/ V
	Adjective disorder	I quickly very drive	0	0%	Adj.Dis
Concordance errors	Subject /verb	The students are go to school	12	10%	Subj/V
	Subject /object	The woman is good doctor,he...	3	2%	Subj/Obj
Total			119	100%	

Elaborate by: Christian Morales
Source: Parise (2020)