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Magíster en Pedagogía del Inglés como Lengua Extranjera

**Error Analysis of Subject Verb Agreement in Present Simple Third Person Singular on written
sentences with A2.2 EFL Students**

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Quito, August 2021

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MAESTRÍA EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA

ERROR ANALYSIS OF SUBJECT VERB AGREEMENT IN PRESENT SIMPLE THIRD PERSON SINGULAR ON
WRITTEN SENTENCES A2.2 EFL STUDENTS

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ABSTRACT

This research is aimed at analyzing the written subject-verb agreement (SVA) errors in present simple in third person singular made by high school students to know the possible sources for these errors and design or plan the most appropriate input to support students to overcome these difficulties. The corpus for this study comprises 15 participants and 366 writing samples obtained from the tasks responses to identify, classify, quantify, and determine the possible sources of errors. The methodology was conducted through a descriptive research design, and it was focused on the qualitative and quantitative approaches. Later, the collected errors were classified conforming to Dulay, Burt, and Krashen's (1982) Surface Strategy Taxonomy, which gathers errors with omission, addition, misformation, and misordering. Likewise, the analysis of the results to know the possible sources for these errors is based on prominent studies from specialists in this field. The results reveal that the most common error that students make deals with misformation, followed by omission and misordering errors, whereas addition is the least frequent error; thus, most of the errors are intralingual as the students apply rules inadequately or incompletely. Further, other errors are interlingual since the errors committed by the participants are from the negative transfer of their mother language. Lastly, the context of learning is another significant source of error considered in this paper. Based on the information, teachers could detect students' needs and design the most effective and optimal input to overcome this issue from the results.

Keywords: Error Analysis, Subject-verb agreement, Surface Strategy Taxonomy, Sources of error, Interlingual, Intralingual, Context of Learning.

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ANÁLISIS DE ERROR ENTRE EL SUJETO Y EL VERBO EN ORACIONES ESCRITAS EN PRESENTE SIMPLE
TERCERA PERSONA DEL SINGULAR EN ESTUDIANTES DE INGLÉS COMO LENGUA EXTRANJERA

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RESUMEN

Esta investigación tiene como objetivo analizar los errores escritos de concordancia sujeto-verbo (SVA) en presente simple en tercera persona singular que cometen los estudiantes de secundaria, con el fin de conocer las posibles fuentes de estos errores y diseñar o planificar el input más adecuado para ayudar a los estudiantes a superar estas dificultades. El corpus de este estudio está compuesto por 15 participantes y 366 muestras de escritura obtenidas de las respuestas de las tareas con el fin de identificar, clasificar, cuantificar y determinar las posibles fuentes de errores. La metodología se llevó a cabo mediante un diseño de investigación descriptivo, y se centró en los enfoques cualitativo y cuantitativo. Posteriormente, los errores recopilados se clasificaron de acuerdo con la Taxonomía de estrategia de superficie de Dulay, Burt y Krashen (1982), que reúne errores con omisión, adición, información errónea y desorden. Asimismo, el análisis de los resultados para conocer las posibles fuentes de estos errores se basa en destacados estudios de especialistas en este campo. Los resultados revelan que el error más común que cometen los estudiantes se relaciona con la falta de información, seguido de los errores de omisión y desorden, mientras que la suma es el error menos frecuente. Por lo tanto, la mayoría de los errores son intralingüísticos ya que los estudiantes aplican las reglas de manera inadecuada o incompleta. Además, otros errores son interlingüísticos ya que los errores cometidos por los participantes provienen de la transferencia negativa de su lengua materna. Por último, el contexto de aprendizaje es otra fuente significativa de error considerada en este trabajo. Con base en la información, los docentes podrán detectar las necesidades de los estudiantes y diseñar el input más efectivo y óptimo para superar este problema a partir de los resultados.

Palabras clave: Análisis de Error, Acuerdo entre el Sujeto y Verbo, Taxonomía de Estrategia de Superficie, Fuentes de Errores, Interlingual, Intralingual, Contexto de Aprendizaje.

1. Introduction

One of the main discussions in English grammar deals with Subject - Verb Agreement in the simple present in the third person since this component causes students to make errors in their written texts. It is unavoidable that learners commit errors in their English Language acquisition development; in fact, they can demonstrate that learners are in the process of language acquisition skills. Nevertheless, when the errors impede communication effectiveness, exploring the possible sources for these errors is necessary. In this case, the analysis of these errors allows teachers to anticipate the problems and design the best feedback according to the students' needs.

Similarly, analysis of errors provides several benefits for both students and teachers. "Error analysis enables teachers to find out the sources of errors and take pedagogical precautions towards them. Thus, the analysis of learner language has become an essential need to overcome some questions and propose solutions regarding different aspects" (Shami, 2013, p.328). Error analysis is a significant field of Applied Linguistics and second language acquisition. Accordingly, this research is directed to analyze subject-verb agreement errors in the present simple tense third person singular to recognize the possible sources. Hence, this information can be given to teachers who have not been acquainted with this topic. So, the importance of this study lies on the assumption that teachers will use this error analysis tool as a support to design and plan the best input to support their students in the language acquisition process. In this way, they will have a deep insight into their student's language acquisition progress. Furthermore, not many errors analysis studies have been developed in public high schools in our country, considering that our reality in SLA is different from other countries.

Consequently, identifying subject-verb agreement errors, classifying them into error types, and finally, quantifying the errors to detect the most frequent or prevalent was crucial to find out the possible sources of errors in this research. In such a way, to accomplish these objectives, a test and interviews with students and teachers were necessary. To conclude, the present study includes the following components: a theoretical framework, methodology, results, discussion, conclusion, recommendations, and references.

2. Theoretical Framework

2.1. Error Analysis (EA)

One of the most critical topics in Applied Linguistics deals with error analysis, according to Corder (1981) is to provide evidence of the acquisition process at a particular point. In this aspect, the relevance of EA is telling teachers, through systematic analysis whether the learning outcomes have progressed positively or not. In the same way, errors provide teachers with evidence of how language is being acquired and what strategies or procedures the language learner uses in his discovery of language. The final and most important aspect about why errors are essential to the learner himself is "we can regard the making of errors as a device the learner uses in order to learn. It is a way the learner has of testing his hypotheses about the nature of the language he is learning" (Corder, 1981, p.11). He also claims that error analysis aims to understand the psycholinguistic processes of language learning. Consequently, error analysis is defined as a "systematic study of the learners' language which is itself necessary to an understanding of the process of second language acquisition" (Azevedo & Corder, 1983, p.1).

Error analysis in SLA was established as an alternative to **Contrastive Analysis**. Concerning EA goals, Sridhar (1975) affirms that "purely pragmatic-error analysis was conceived and performed for its "feedback" value in designing pedagogical materials and strategies" (p.21). However, he also states that the methodology of error analysis is traditional so far; it follows a uniform method which is based on "collection of data, identification of errors, classification into error types, statement of the relative frequency of error types and finally, identification of the areas of difficulty in the Target Language" (Sridhar, 1975, p.22).

It is mentioned that "Analyzing errors from a surface error strategy perspective holds much promise for researchers concerned with identifying cognitive processes that underlie the learner's reconstruction of the new language" (Dulay et al., 1982, p.150). Besides, by using this strategy, errors can be organized and analyzed accurately in this research.

2.2. Types of errors

In particular, for the error identification and classification Dulay et al. (1982) recommend the Surface Strategy Taxonomy, which includes the following categories: Omission, Addition, Misformation, and Misordering. Regarding these categories, Dulay, Burt, and Krashen (1982) point out that omission deals with the absence of an item that necessarily must appear in a correct utterance. On the other hand, addition errors have to do with the presence of an item that must not be placed within accurate

utterances. Next, misformation is related to the use of the wrong form of the morpheme; lastly, misordering deals with the incorrect placement of a morpheme or groups or morphemes in an utterance.

Consequently, some subcategories will be taken into account in this research in order to remark more precisely the errors types; to this extent, Dulay et al., (1982) classify them as follows, misformation with regularization errors which are defined as "those in which a regular marker is used in place of an irregular one" (p.158). Next, misformation with *archi* – form which has some characteristics, "the selection of one member of a class of forms to represent others in the class is a common characteristic in all stages of second language acquisition. We have called the form selected by the learner an *archi-form*" (p.160). After that, addition with regularization happens according to Dulay et al. (1982) when "a marker that is typically added to a linguistic item is erroneously added to exceptional item of the given class that does not take a marker" (p.157). They also mention that addition with double marking uses two items for the same feature. In conclusion, these subcategories are significant in this work since they classify the different errors for a better understanding and organization of them.

2.3. Source of errors

While error analysis is represented by traditional process development, more sophisticated studies from relevant experts have presented new insights, including analysis of sources of the errors. Thus, Brown (2007) includes the following sources, interlingual and intralingual transfer, the context of learning, and communication strategies as possible reasons why learners make errors. So, Brown defines these sources of errors as follows; first, interlingual is an important source of error which happens in this aspect "The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language, or interference" (p.263). Second, sources of error have been one of the major contributions of language learning research since they extend beyond interlingual errors. Brown (2007) claims that "It is now clear that intralingual transfer (within the target language itself) is a major factor in second language learning" (p.264). Brown mentions that intralingual transfer happens when learners have begun to acquire structures of the new language when more and more negative intralingual transfers or overgeneralizations are manifested.

Next, a third major source of error is related to the context of learning, regarding this topic (Brown, 2007) states that "Students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was rote memorized in a drill but improperly contextualized" (p.266). Finally, communication strategies are related to learning styles, so Brown says that "learners obviously use production strategies in order to

enhance getting their messages across, but at times these techniques can themselves become a source of error" (p.266). By analyzing these sources of errors suggested by Brown, this research will have more relevance, as they are crucial for this EA.

In like manner, James (2013) suggests the following sources of errors in language acquisition, Interlingual, Intralingual, communication-strategy, and induced. Regarding intralingual, James (2013) mentions these subcategories "learning strategies are used for code-breaking while communication strategies are encoding and decoding strategies. Both types of strategy can be the source of error" (p.185). Besides, it could be possible to multiply these categories into subcategories. Lastly, induced errors deal with materials, teacher-talk induced errors, exercise-based induced errors, errors induced by pedagogical priorities, and look up errors. As it is seen, there are many sources of errors, so the most prominent have been mentioned according to the most remarkable authors. Not every term is defined here since they are described in the discussion stage to clarify the source of error more effectively.

Similarly, Richards (2015) mentions that strategies of learning and communication happen when "the learner generates a grammar in which many of the marked – unmarked distinctions of the target language are removed, where inflected forms tend to replace by uninflected forms, and where prepositions, auxiliary and article usage appears to be simplified" (p.71). Additionally, in another study from Richards (1971b), he describes types and causes of possible sources for intralingual and developmental errors. Thus, he suggests as part of intralingual errors a faulty of generalization, incomplete application of rules, and failure to learn conditions under which rules apply. On the other side, developmental errors have the following types of sources, over-generalization, ignorance of rule restrictions, incomplete application of rules, and false concepts hypothesized. Some of these terms have already been defined for they have a close relationship with other sources mentioned before.

Nevertheless, these principles are recently explored in language learning teaching. Furthermore, Khansir (2012) mentions that "in recent years studies of second language acquisition have tended to focus on learners' errors since they allow for prediction of the difficulties involved in acquiring a second language" (p.1029). Hence, these new principles will allow more sophisticated studies about error analysis in the future.

2.4. Error and Mistake

The use of Error Analysis (**EA**) is crucial in English as a Foreign Language (EFL) instruction. In EA, we can differentiate between errors and mistakes. In this way, Brown (1981) describes an error as a "noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner"

(p.226). He agrees that errors show competence level in the target language. Concerning this, James (1998) states that errors are considered "as being an instance of language that is unintentionally deviant and is not self-correctible by its author" (p.78). He claims that mistakes can be committed either intentionally or unintentionally and those mistakes are self-correctible. In short, mistakes are accidental, and the error occurs due to a lack of rules or structures.

Consequently, Richards (2015) states that mistakes do not impede the process of language learning. He claims that the problem is determining what a learner's mistake is and what a learner's error is. So, in this aspect this research is focused on determining what kind of errors students make and what are possible sources; for this reason, it is crucial to differentiate between errors and mistakes from these different definitions.

2.5. Interlanguage

Knowing about the learner's experiences around L2 in an idiosyncratic way is a remarkable element in this study. In this way, interlanguage is the main topic to elucidate this process. To begin, Corder (1981) used the term transitional competence to point out the nature of a learner's language errors. However, interlanguage theory was defined by Selinker in 1972. Tarone (2018) pointed out Selinker's definition of interlanguage as "the separate linguistic system evidenced when adult second language learners spontaneously express meaning using a language they are in the process of learning" (p.2). Besides, Selinker states that interlanguage diverges systematically from the native language and target language being learned. Thus, he mentioned that "Interlingual identification exists; we assume that there is such a psychological structure that is latent in the brain, activated when one attempts to learn a second language" (Selinker, 1972, p. 211). In some prominent studies, the interlanguage is seen as a bridge between L1 and L2.

Regarding this syntactic study, and to understand how Interlanguage Syntax is involved in Language Acquisition, Gass (1984) mentioned that: "in attempting to come to an understanding of the processes involved in acquiring the syntax of a second language, it has become evident that we must consider generalizations and approximations of target language (TL) structures" (p.115). Nevertheless, Gass (1984) also says that an explanation of L2 acquisition cannot be developed just with the target language alone. So, the progress of development is shaped by additional factors; thus, the two most important have been suggested by Gass (1984): language transfer and language universals.

2.6. Language Transfer and Language Universals

Concerning language transfer referred to above, Montrul (2014) states that several kinds of errors in second language acquisition are because of language transfer as a consequence of the first language. Hence, she asserts this “transfer is a defining feature of the cognitive process of second language acquisition: the native language plays a prominent role in the behavioral and cognitive outcomes of second language acquisition” (p.81). According to many experts such as, Montrul, Tarone, Chomsky, Bibee and Gass agree in different ways interlanguage hypothesis has had a noticeable impact on the language acquisition field, and it has grown in different forms. Regarding this Tarone (2018) mentions some themes of the interlanguage hypothesis; thus, the initial interlanguage was specifically applied to second acquisition adult learners. Therefore, it is relevant to remark the phenomenon of fossilization as another theme in this interlanguage hypothesis which will be explained later. Finally, interlanguage has been originally focused on morphology, phonology, syntax, and lexis. Now, it has expanded to include social contexts as well as phonetics.

The other major source of influence on second language acquisition suggested by Gass (1984) is the language universals, she defines it as “those linguistic elements which are common to all languages (in the form of either absolute or statistical universals)” (p.125). The study of this topic is extremely important as we could have an integrated understanding of the human language universals and how they are linked to language acquisition. Regarding this theory, Joan Bibee (2009) states that there are very few absolute universals based on studies on crosslinguistic patterns, so she mentions that “the only absolute universal I found is that all languages have at least some derivational morphology” (p.21). Concerning this affirmation, Gass (1984) remarks that there are two kinds of universals discussed in this theory: absolute and statistical. Absolute has to do with universals which are true for all languages and statistical deals with universals which are true for most languages. In order to find out the similarities in patterns among languages, it is essential other demanding studies.

2.7. Fossilization

Remarking on the importance of error analysis, it is crucial to describe the term fossilization; so, it is a technical term to characterize the “permanent lack of mastery of a target language (TL) despite continuous exposure to the TL input, adequate motivation to improve, and sufficient opportunity for practice (Han, 2004, p.4 cited by Ortega, 2013, p.134). Selinker introduced this argument in 1972; however, it is relevant to mention new facts we know today about it. Now we know that children cannot fossilize because they acquire the language, and due to brain plasticity, they can improve their learning

and avoid fossilization in the future. Montrul (2014) comments that more recent and careful linguistic analysis conveys that fossilization happens in certain areas of grammar, principally in phonetics and inflectional morphology. Also, she states that "most of the fossilizable items are due to L1 transfer. That is, L1 influence is not just a temporary feature of interlanguage development, but it can persist in localized aspects of the interlanguage from the initial state into ultimate attainment" (p.87).

2.8. Second Language Acquisition

Different and meaningful terms were referred to above since all of them are crucial to expound the role of EA in second language acquisition. Previously, SLA must be grasped in-depth to get a better appreciation of this work. Over the years, several theories have been developed around language learning; sequentially, in the 80s, (Krashen, 1982), a distinguished expert in linguistics specialized in second language acquisition and development, claims that SLA theory is supported by some vital hypotheses with experimental data which attempt to give concrete answers about how we acquire a language.

Before describing the hypotheses mentioned above, an acquisition–learning distinction is fundamental to figure out the core of this theory. In this way, language acquisition according to Krashen (2004) is "a subconscious process; language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication" (p.15). In addition, he states that this process is similar or identical to the process children develop to acquire their first language. Moreover, the results of the acquisition are also subconscious and we are not aware of the rules of the language acquired. Differently, another way to develop competence in a second language is by language learning, which means conscious knowledge and being aware of the language rules.

Thus, the first hypothesis deals with the input in language acquisition, which is one of the most important in this theory, so Krashen remarks on the necessity of optimal and comprehensible input in the SLA process. So, optimal input is not grammatically sequenced and "it is possible for learners to "acquire" or "to learn" rules independently and at separate times" (Ellis, 1994, p.14). Subsequently, the affective filter hypothesis supports the SLA theory; regarding this, Krashen (2004) defines affective filter as the influence of affective factors in the SLA process. He mentions that in the last decades, research about this topic has established some affective variables related to SLA and its influence. Thus, motivation, self-confidence, and anxiety carry weight at the moment of acquiring a new language.

Following the SLA characterization is regarded as a "relatively young field, and the major goal of this approach is the determination of linguistic constraints on the formation of second language

grammars" (p.2). In this context, the EFL process deals with phonology, syntax, morphology, semantics, and language pragmatics (Gass and Selinker 2008). Considering that SLA is a young field, it is a substantial reason why teachers need to be engaged with this approach, so Ellis (1994) states the study of SLA contributes with a great deal of knowledge that teachers can use to evaluate their pedagogical practices. It also allows teachers to have a centered view of language pedagogy and examine the different principles more critically; then, "every time teachers make a pedagogic decision about content or methodology, they are, in fact, making assumptions about how learners learn" (Ellis, 1994, p.15).

2.9. Subject - Verb Agreement (SVA)

Subject-verb agreement is one of the most important and complex phenomena in English syntax (Kim & Sells, 2008). Consequently, the present research is centered upon the syntactic analysis of errors in SVA in the third person singular; then, it is imperative to explain what subject-verb agreement is. In this aspect, Chen et al., (2007) explain that "subject-verb agreement is an important grammatical feature found in most Indo-European languages. In English, only number agreement is required in the present tense (John speaks perfect Spanish vs. They speak perfect Spanish)" (p.161). A well-formed head subject phrase requires the subject combines with the verb in an agreement. On the other hand, if the verb were to combine with an inappropriate agreement value, we would create a grammatical error, for instance, "the students plays" (Kim & Sells, 2008)

According to some researches in Error Analysis of SVA, the results of their studies deal with the following categories, as Stapa (2010) mentions, A – Person, B – Number, C - Coordinated Subject, D - Indefinite Expression of Amount, and E – Notional Agreement and Proximity. Furthermore, concerning the source of errors, Nurjanah (2017) says the data obtained from students which were analyzed in-depth indicated that the possible sources for errors in SVA in the present tense deal with the inter-lingual transfer, intra-lingual transfer, and context of learning. To conclude, a brand-new approach was developed regarding the SVA topic. Thence, Pérez (2021) states that SVA in English is still a problematic area for Spanish learners.

3. Methodology

3.1. Research Design

The present study was conducted through a descriptive research design since the general objective of this study is to analyze the subject-verb agreement errors in the present simple tense third person singular in written sentences in A2.2 EFL students to find out the possible source of the errors. Next, specific objectives were carried out to get the general objective. First, collecting the data of errors in subject-verb agreement. Second, identifying subject-verb agreement errors in the third person singular. Third, classifying into errors types; then, quantifying the errors to detect the most frequent or prevalent and finally present the possible sources of the errors. "Descriptive research includes surveys and fact-finding inquiries of different kinds. The major purpose of descriptive research is a description of the state of affairs as it exists at present" (Kothari, 2004, p. 2).

This research was focused on the qualitative and quantitative approaches. According to (VanderStoep & Johnston, 2009), "The purpose of qualitative research is more descriptive than predictive. The goal is to understand, in-depth, the viewpoint of a research participant realizing that all understanding is constructed" (p.167). First, the information obtained in the present study is presented quantitatively to provide percentages about types of errors, how frequent the different types of errors are, and the total of errors made by students. Further, some graphics and tables are included to present this information. Second, the possible sources of SVA errors in the third person singular are analyzed qualitatively since this approach permits to have particular interpretations about the potential reasons for these errors. So, empirical support is included to carry out this interpretation about the source of errors. Moreover, this study makes a sentential level analysis of written texts to detect what are the students' needs with the purpose of having a deeper understanding of the source of errors mentioned above and helping students to overcome the subject-verb agreement errors; further, this error analysis study leads teachers to plan the most optimal input and know about the student's improvements in the language acquisition process.

3.2. Participants

The participants for this study were 15 students, eight women, and seven men, with A2.2 English language level from a public high school in the South of Quito and they are 16 years old. They were part of International Baccalaureate (BI) class with 27 students, and the mechanism to choose them was randomly as their scores from the placement test applied at the beginning of the school year are highly variable.

3.3. Materials and Procedure

To collect the data, the researcher used three kinds of data collections. They were written tests, students' interviews, and audio interviews with teachers. In this research, the test was the most remarkable instrument. The researcher allocated a test to the students to write two paragraphs or single sentences with a topic chosen from the Subject Schema and according to their English language level. The topics were related to describing their best friend and his/her family and to describing a character (real or imaginary) they admire.

Furthermore, they formed four sentences from prompts. Then, they were given 60 minutes to complete the activities, 15 to recheck and revise them before submitting their writings to the teacher. Further, an interview was applied to differentiate between errors and mistakes, support findings from the written activities, get some insights about the possible sources of errors in the feedback time, and triangulate the data from the students' works. This interview was developed with the 15 students and the questions covered in this interview deal with the present simple third person. After that, feedback will be given in order to get some insights to have a piece of brief information about the possible sources for the different collected errors.

Finally, an audio interview via WhatsApp with three open questions was applied to five English teachers to know their thoughts about error analysis in the SLA process. Next, after collecting data, all the SVA errors were classified according to Dulay, Burt, and Krashen's (1982) Surface Strategy Taxonomy, which classifies errors into four categories omission, addition, misformation, and misordering. After that, for the analysis and description of the erroneous sentences, it was imperative to determine the source of errors making use of prominent theories from relevant specialists in this topic such as Dulay, Burt, and Krashen's (1982), Brown (2007), Gass (1984), and Richards (2015).

4. Results

The results presented at this stage are classified from general to more specific data. So, after collecting and identifying the most relevant SVA errors in the third person, the data were classified into error types applying the Surface Strategy Taxonomy Dulay, Burt, and Krashen's (1982). Besides quantifying the errors, the researcher worked with a formula to detect the most frequent or prevalent errors. Further, prominent data about error analysis are exhibited according to teachers' responses.

4.1. General Data

Firstly, the results were obtained from an amount of 366 written sentences; thus, 282 sentences were irrelevant for this study, 14 sentences involve errors not related to SVA, and finally, 70 sentences containing SVA errors third person singular in the simple present tense were taken into account in this research. As table 1 shows.

Table 1

General data

| Written Sentences | Number |
|-----------------------------------|--------|
| Sentences written by participants | 366 |
| Irrelevant cases for the study | 282 |
| Sentences with SVA errors | 70 |
| Other errors | 14 |

Done by: Torres, 2021

To determine the frequency and percentage of errors in this research, the researcher applied the following formula:

$$\% \text{ type of errors} = \frac{\text{frequency of student's errors on each category} \times 100\%}{\text{Total of student's errors}}$$

4.2. Error Classification

The classification into categories and subcategories is made on the Surface Strategy Taxonomy mentioned above. To be more specific, the surface strategy taxonomy groups the errors into four categories: omission, addition, misformation, misordering as it was explained above.

The results are illustrated in table 2 and graphic one below.

Table 2.

Error Classification

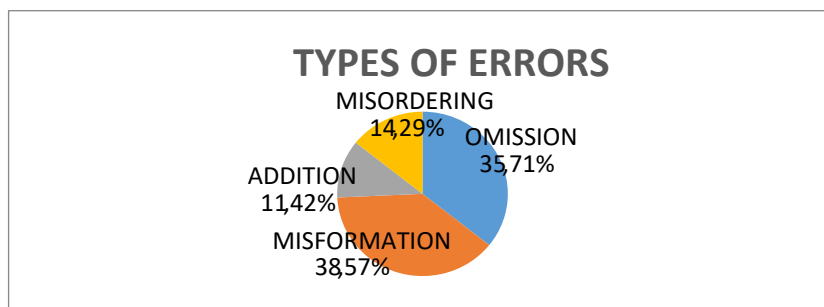
| Nº | TYPES OF ERRORS | NUMBER OF ERRORS | % PERCENTAGE |
|----|-----------------|------------------|--------------|
| 1 | MISFORMATION | 27 | 38,57% |
| 2 | OMISSION | 25 | 35,71% |
| 3 | MISORDERING | 10 | 14,29% |
| 4 | ADDITION | 8 | 11,42% |
| | TOTAL | 70 | 100% |

Done by: Torres, 2021

It can be seen that misformation has the highest percentage of errors with 27 out of 70 or 38,57% in total. Similarly, errors of omission with 25 out of 70 or 35,71% in the conclusive results are in this category. Next, with 10 out of 70 or 14,29% misordering errors got a lower average. Moreover, errors of addition, with 8 out of 70 or 11,42% of the final results, are less frequent. These results are clearly shown in the graphic below.

Graphic 1.

Error Classification



Done by: Torres, 2021

Consequently, each category and subcategory analysis were developed according to their frequency and percentage with partial and global results. So, it is essential to mention that the implications of these findings are discussed and supported by prominent studies as follows:

4.3. Misformation Errors

In this error category, the learner supplies an item although incorrect, inaccurate, and not random. There are three subcategories considered in this group: regularization errors, archi-form inappropriate selection of pronoun, and archi-form inappropriate selection of auxiliary questions. The results can be seen in the table below.

Table 3.

Errors of Misformation

| ERRORS OF MISFORMATION | FREQUENCY | %OUT OF 27 | TOTAL% |
|---|------------------|-------------------|---------------|
| Regularization errors | 22 | 81,48% | 31,42% |
| Archi-form inappropriate selection of pronoun | 3 | 11.11% | 4,28% |
| Archi-form inappropriate selection of auxiliary in questions. | 2 | 7,4% | 2,85% |
| TOTAL | 27 | 100% | 38,57% |

Done by: Torres, 2021

As seen in the table, error regularization has the highest level in this component, with 22 out of 27 errors or the 81,48% and 31,42% in the global results. Next, 3 archi-form errors with an inappropriate pronoun selection were found out of 27 or 11,11% and 4,28 in the global results. Finally, 2 archi – form errors with an inappropriate selection of auxiliaries in questions were found out of 27 or 7,4% and 2,85% in the global average.

4.4. Errors of Omission

In order to characterize errors based on omission, (Dulay, Burt & Krashen, 1982) describe them as "the absence of an item that must appear in a well-formed utterance" (p.154). From the students' data analysis, 35,71 % of 70 errors were caused by omission. To be specific, the results in this category are presented according to the subcategory of error omission; thus:

Table 4.

Errors of Omission

| ERRORS OF OMISSION | FREQUENCY | %OUT OF 25 | TOTAL % |
|--------------------------------------|------------------|-------------------|----------------|
| Omission of Inflectional Morpheme -S | 18 | 72% | 25,71% |
| Omission of Subject Pronoun | 5 | 20% | 7,14% |
| Omission of Auxiliary | 2 | 8% | 2,85% |
| TOTAL | 25 | 100% | 35,71% |

Done by: Torres, 2021

The results demonstrate three relevant aspects. First, most errors deal with the lack of inflectional morpheme – S. In specific, 18 errors in this category were found out of 25 or 72% and 25,71% in the global percentage. Second, 5 errors with the omission of the subject pronoun were found out of 25 errors or 20% and the 7,14% of the global results. Lastly, there are 2 errors out of 25 with the omission of the auxiliary, representing 8%, and the 2,85% in the global results.

4.5. Errors of Addition

According to (Dulay et al., 1982), errors of addition "are characterized by the presence of an item which must not appear in a well-formed utterance" (p.156). They also state that these errors happen in later stages when the learner has already acquired some sets of rules. Finally, three types of errors of addition have been observed in this study; they are related to double marking, regularization, and simple additions. The results provide evidence that 8 out of 70 errors were errors of addition or 11,42% in the global average, as shown in the table below.

Table 5.

Errors of Addition

| ERRORS OF ADDITION | FREQUENCY | % OUT OF 8 | TOTAL% |
|---------------------------|------------------|-------------------|---------------|
| Errors of regularization | 5 | 62,5% | 7,14% |
| Error of double marking | 2 | 25% | 2,85% |
| Error of simple addition | 1 | 12,5% | 1,42% |
| TOTAL | 8 | 100% | 11,42% |

Done by: Torres, 2021

Regularization errors represent 62% or 5 out of 8 errors and 7,14% of global errors from the results. Next, 2 errors out of 8 or 25% have a double marking error which means the 2,85% of the global

errors. Finally, something less important is the error of simple addition, which is 1 error out of 8 or 12,05% and 11,42% in the global average.

4.6. Errors of Misordering

This study shows that 10 errors out of 70 or 14,29% have misordering inconsistencies, as seen in the table below.

Table 6.

Errors of Misordering

| ERRORS OF MISORDERING | FREQUENCY | % OUT OF 10 | TOTAL % |
|--------------------------|-----------|-------------|---------|
| Word-by-word translation | 10 | 100% | 14,29% |
| TOTAL | 10 | 100% | 14,29% |

Done by: Torres, 2021

The chart shows 10 word-by-word translation errors found out of 10 or the 100% and 14,29% of the global errors. In conclusion, the whole number of errors of misordering is caused by a word-by-word translation from the L1.

5. Discussion

As seen in the quantitative results above, different error categories and subcategories are presented according to their frequency. In this stage, the qualitative data obtained from participants is discussed to find out the possible reasons for the errors remarked before. The implications of those findings are discussed with the support of empirical evidence and possible source of errors suggested in meaningful studies carried out by preeminent researchers. In fact, the possible sources of errors can be related to numerous factors which are presented below. In addition, some examples from the learners' interviews were taken into account to triangulate the information. So, in the group of misformation errors, three subcategories are included, as seen in the tables below.

5.1. Misformation Errors

5.1.1. Misformation with Regularization Errors.

Table 7.

Errors of misformation with regularization errors.

| N° | Examples of regularization errors | Correct sentence |
|----|--|--|
| 1 | He *has nineteen years old | He is nineteen years old |
| 5 | he *have a good relation with my parents | He has a good relationship with my parents |
| 8 | She *don't like dried fruits..... | She doesn't like dried fruits ... |
| 11 | *Does you like the pop music from the '80s? | Do you like 80's pop music? |

Done by: Torres, 2021

Based on the qualitative data, in example number one, the possible cause for this error could be linked to a mother-tongue influence or interlingual negative transfer, so the participant probably translated the L1 word (tener) into the English language (have) without keeping in mind that in the English language the correct form is by using the verb form of to be. About this topic, Richards (1971) states that interference is “the use of elements from one language while speaking another”(p.10). Later, in examples 5,8,11, there is a disagreement of subject and number, which is considered an intralingual transfer, the possible source for these errors is the overgeneralization or system – simplification. Regarding this, “This error type is found when the writer learns a rule or pattern in the target language, he/ she then, assumes that the rule or pattern operates without exception” (Scovel, 2001 cited by Kaweera, 2013,p. 15). With respect to this source of error James (2013) states that “this strategy leads to the overindulgence of one

member of a set of forms and the underuse of others in the set" (p.187). Then, the participants chose one alternative to use in their sentences. During an interview conducted on January 28th, 2021, ST – 5 repeated the same error made in the written task, so this error "My best friend is Liz, she don't like eat eggs" help us to notice the overindulgence of one member, in this case, the auxiliary "don't". It is necessary to mention that this error was made by other students as well. In fact, these are the most common sources in this research.

5.1.2. Misformation with Archi – form an Inappropriate Selection of Pronoun.

Table 8.

Errors of misformation with archi – form an inappropriate selection of pronoun.

| N° | Examples of archi-form inappropriate selection of pronoun | Correct sentence |
|----|---|---|
| 1 | She like whatches show TV's and *your favorite color is blue | She likes to watch TV shows and her favorite color is blue. |
| 2 | Carlos is tall, with eyes dark, and use *him attractive for ask to give more food | Carlos is tall, he has dark eyes, and he uses his attractiveness to ask for more food |
| 3 | he cooks for *my and my family | he cooks for me and my family |

Done by: Torres, 2021

5.1.3. Misformation with Archi – form an Inappropriate Selection of Auxiliary in Questions

Table 9

Errors of misformation with archi – form an inappropriate selection of auxiliary in questions

| N° | Examples of archi-form inappropriate selection of auxiliary in questions | Correct sentence |
|----|--|--------------------------------------|
| 1 | *Are you like travel? | Do you like to travel? |
| 2 | *Is my sister listen to music...? | Does my sister listen to music |

Done by: Torres, 2021

In the examples from the charts, the participants selected the wrong pronoun and auxiliary in their sentences. A possible source for these errors could be related to misanalysis which is explained by James (2013) as "the learners have formed a hunch or hypothesis concerning an L2 item, which they are now putting into practice. The hypothesis is not based on L1 knowledge at all. Unfortunately, the hypothesis is unfounded" (p.185). From the qualitative data in example 1, we can appreciate the false

concept as the learner chose the possessive pronoun “your” instead of “her” reinforced by L1 “su-sus” in Spanish.

Another remarkable source has to do with the context of learning, regarding this topic Brown (2007) states that "Students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was rotely memorized in a drill but improperly contextualized" (p. 266). In this way, participants chose an incorrect pronoun and auxiliary, which was not contextualized correctly; it is possible intralingual error. From an interview conducted on January 28th, 2021, ST- 2 illustrates this error category by saying the following example “Teacher - *Could you tell me something about your best friend* - Student *Ok, your name is Antony...*” “*it is my friend since two years ago.*” Later in the feedback, the participant mentioned that this error was for a misunderstanding of the pronoun “you” in English as (su) in Spanish. Something similar occurred with the misconception of the possessive adjective “my” and the object pronoun “me”.

5.2. Errors of Omission

In this category, three subcategories of errors are discussed in the tables below. They are errors with the omission of the inflectional morpheme -S, errors with the omission of the subject pronoun, and omission of the auxiliary.

5.2.1 Omission of the Inflectional Morpheme -S

Table 10.

Errors with the omission of the inflectional morpheme -S

| N° | Omission of inflectional morpheme -s | Correct sentence |
|----|--------------------------------------|------------------------------|
| 2 | It *share information | It shares information |
| 5 | she *love cooking | She loves cooking |
| 11 | he *like play video games | he likes to play video games |

Done by: Torres, 2021

Thus, in the examples provided from the qualitative data, the possible explanation for these errors may be related to over-generalization. Concerning this assumption Richards (2015) states that “With the omission of the third person – s, overgeneralization removes the necessity of concord, thus relieving the learner of considerable effort” (p.174). Then, learners create just one structure instead of two to reduce complications, so they generalize the endingless for all persons, so it could be an intralingual error. Also,

the context of learning can be another possible source for these errors; in this way, (Brown, 2007) states that “in a classroom context the teacher or the textbook can lead the learner to make faulty hypotheses about the language” (p.266). Learners can mislead the teacher's explanation as well. In the same way, from an interview conducted on January 28th, 2021, ST- 2, illustrates the omission of the inflectional morpheme -S with the following sentences “*he study in the Montufar high school*” “*he like comics, also he like cubos de rubic, he like music rock music*” After the interview in the feedback time, learners mentioned they made these sentences with these errors, because the rule of third-person singular was not acquired at all, then they did not apply it, and they generalized the rule without morpheme -s. In other words, this rule is omitted several times as it does not exist in their mother tongue.

Another intralingual type of source for these errors may deal with the ignorance of rule restriction which is explained by Richards (2015) as the lack of rules for this structure which means intralingual errors.

5.2.2. Omission of the Pronoun

Table 11.

Errors with the omission of the subject pronoun.

| N° | Omission of the Subject Pronoun | Correct sentence |
|----|---|---|
| 1 | she likes study, * is a wonderful people | ... She is a wonderful woman |
| 4 | My best friend is a good and pretty girl, *don't has a work she study | My best friend is a good and pretty girl, she doesn't |
| 5 | What thing inspired *to make your music? | What things inspired you to make your..... |

Done by: Torres, 2021

As seen in the table, learners omitted the subject pronoun in sentences 1, 4, and 5. Although it is not a significant error, and it does not interfere in communication, in academic writings, the correct use of pronouns helps to make the sentences more straightforward for a better understanding of the texts. The possible sources for these errors could have to do with the interlingual negative transfer as the conjugated verbs in Spanish are very informative and just from the verb you can identify the subject because the verb will indicate person, number, and tense; differently, in English, it is necessary to write the subject pronoun especially on formal writings. It is a type of communication strategy called calque which is defined by James (1998) as a case of literal translation from L1 into L2. In the feedback from the interview conducted on January 28th, 2021, learners mentioned they omitted the subject pronoun because they translated literally from the Spanish language into the English language.

5.2.3. Omission of the Auxiliary

Table 12.

Errors with the omission of the auxiliary.

| N° | Omission of Auxiliaries | Correct sentence |
|----|---------------------------------|-------------------------|
| 1 | ¿How *you feel now? | How do you feel? |
| 2 | Economists *studying ... | Economists are studying |

Done by: Torres, 2021

Similarly, these results are likely to be related to the interlingual transfer. In example 1, the learner omitted the auxiliary (do) necessary to build English questions in the simple present tense. There is a possible negative transfer from L1 as the student uses the same structure from the native language taking into account that auxiliaries are not used in the Spanish language. Further, the learner used the question mark to open and close the sentence used in L1. In example 2, the learner omitted the auxiliary (be), which could be just a mistake as the student pointed in the feedback after the interview conducted on January 28th, 2021.

5.3. Errors of Addition

As shown in the examples below, errors related to generalization and double marking are presented in this category.

5.3.1 Addition with Regularization

Table 13.

Errors of addition with regularization

| N° | Error of regularization | Correct sentence |
|----|---|---|
| 1 | she is very *funnies and made me *laughs all the time | She is very funny and make me laugh.... |
| 2 | what's your *favorites movies? | what's your favorite movie? |
| 3 | She like *whatches show TV's and your favorite color is blue | She likes to watch TV shows..... |
| 4 | he is *nices and likes eat cookies | he is nice and likes to eat cookies |

Done by: Torres, 2021

In the table above, overgeneralizations or system-simplification related to the third person singular were made which are part of the intralingual error source. First, in examples 1, 2, and 4, learners apply the rule of the third person erroneously as the learners generalized the rule in the adjective and the

causative case. In this way, Richards (2015) says that “overgeneralization covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language” (p.174). With regard to this point, in the interview managed on January 28th, 2021 in the feedback activity, applicants stated that they applied the third person rule without taking into account they were adjectives, then they overused this rule. Next, in example 3, the student applies the rule on the incorrect verb which is related to the ignorance of rule restriction as to the possible source for this error. According to this, Richards (2015) mentions that ignorance of rule restriction is “ failure to observe the restrictions of existing structures, that is, the application of rules to contexts where they do not apply” (p.175).

Another source of error could deal with the context of learning as the students sometimes create "false concepts hypothesized " (Richards, 1971, p.14). mentioned from teacher or textbook explanations. Further, similar errors were made in the students' interview, which helps us to demonstrate they are errors and not mistakes. Similarly, it happens with double marking in the examples below.

5.3.2. Addition with Double Marking

Table 14.

Errors of addition with double marking

| N° | Error of double marking | Correct sentence |
|----|---|---|
| 1 | she have a *one little sister | she has a little sister |
| 2 | She likes to *goes to walk in the mornings | She likes to go to walk in the mornings |

Done by: Torres, 2021

As shown in the table above, learners made double marking errors as they used two items for the same feature. For example, in sentence 1 there is a double marking in using "a" and "one" in the sentence. In example 2, there is a double marking of the morpheme -S in the third person in two verbs with the same feature. As a possible source of error for these sentences deals with overlooking cooccurrence restrictions according to James (2013) or ignorance of rule restriction according to Richards (2015) in both cases, they mention that this source is caused by the ignorance of restriction of existing structures which are applied in contexts where is not applicable. Some interesting facts were presented in the feedback from the interview conducted on January 28th, 2021, ST- 13 mentioned that he/she did not know that the second verb is an infinitive and it is wrong to add -s as the third person, for this reason, it could be an ignorance of the rule on this structure.

5.3.3. Errors of Simple Addition

Table 15.

Errors with simple addition

| N° | Error of simple addition | Correct sentence |
|----|--|--------------------------|
| 1 | My *friends is great, because is very funny and cheerful | My friend is great |

Done by: Torres, 2021

Although it is possible a simple addition of an inflectional morpheme to this noun, there is a subject-verb disagreement and a possible intralingual transfer. It could happen due to a misinterpretation of the third person rule. However, in the feedback after the interview conducted on January 28th, 2021, ST- 3 said that the main reason why he/she made this mistake was that he/she had heard from many people to say my "Friends" to talk about one friend in Spanish conversation; then, I thought it was correct. In this case, it could be a lexical error and a negative interference from L1.

5.4. Errors of Misordering

According to (Dulay et al., 1982), misordering errors deal with "the incorrect placement of a morpheme or group of morphemes in an utterance" (p.162). Based on this description, the examples from the table show how these errors affect the subject-verb agreement somehow.

5.4.1. Errors of Misordering Word by Word Translation

Table 16.

Errors of misordering

| N° | Examples of misorder errors | Correct sentence |
|----|---|---|
| 1 | My *character favorit is short | My favorite character is short |
| 2 | ¿*you can dance? | Can you dance? |
| 5 | The *show tv is very interesting. | The Tv show is very interesting |
| 9 | Carlos is tall, with *eyes dark, and use him attractive for ask to give more food | Carlos is tall, with dark eyes, and he uses his attractiveness to ask for more food |
| 10 | This bear is *of color white | This bear is white (in color) |

Done by: Torres, 2021

The possible sources for these errors could have to do with the interlingual negative transfer as the learners made a word-for-word translation from their native language. The following example is from

the learners' interview "he is a person very important for me (female participant, ST-4)." this example shows misordering errors. After the interview, in the feedback activity, conducted on January 28th, 2021, ST- 4 mentioned that he/she followed the L1 order in this structure because he/she did not have a clear idea about the rules for L2 order in these sentences. Additionally, these syntactic errors happen in L1 and L2 in the early stages. In order to support this source of these errors Gass (1984) defines broadly the language transfer phenomena such as (1) delayed rule restructuring, (2) transfer of typological organization, (3) different paths of acquisition, (4) avoidance, (5) overproduction of certain elements, (6) additional attention paid to the target language resulting in more rapid learning..." (p.121). These could be some explanations why these errors were committed which are so usual in language acquisition.

6. Conclusions

As seen in the results and analysis above, Spanish speakers have some difficulties in this area of English acquisition. This research, which was about Error Analysis of Subject Verb Agreement in the present simple third person singular, reveals that the participants made SVA errors in 70 examples. These errors were classified according to Dulay, Burt, and Krashen's Surface Strategy Taxonomy. The results determined that the most common errors dealt with misformation errors with 27 or 38,57% of the total number of errors, followed by omission with 25 errors or 35,71% of all errors, there were 10 errors with misordering or 14,29% of the total of errors; finally, the addition was the least common error with 8 errors or 11,42% of the total of errors found in this research. After appraising these results, it is clear that error analysis is an effective tool to give an appropriate view of the learners' needs and readdress the methodology applied. In the same topic, these results can provide the best insights to reorganize the input adapted in the language acquisition process.

Regarding the possible sources for each of these types of errors and based on prominent theories from remarkable specialists in this topic it was concluded that in misformation errors, students overgeneralized some rules dealing with the auxiliaries do-does or have -has which could be considered an intralingual error. Another possible reason may have to do with the context of learning because students might mislead some explanations from teachers or books as Richards (1971) mentioned above, "false concepts." For instance, in archi-form inappropriate selections of pronouns or auxiliaries are presented in the discussion of results. As for omission errors, the most frequent error has to do with the omission of the inflectional morpheme (-s), assuming the participants ignored (or have not yet acquired) the rule for the third person in present simple singular, causing a disagreement between subject and verb, which is an apparent intralingual interference. Concerning addition errors, the results show a possible overgeneralization of the third person rule as the students made errors by applying this rule erroneously, which could be an intralingual source and possibly it happened due to the context of learning. Finally, about misordering errors, students might have done a word-by-word translation from the L1, which could be an interlingual negative interference as the learners used the L1 syntactic structure in L2 acquisition.

On the whole, the results of this analysis suggest that SVA in third person singular should be given special attention. The students are aware of SVA in some instances, but they need some directions to avoid possible fossilization in others. In addition, teachers can design the most optimal input from the results to master this topic and give the students good support according to their needs. In this way, teachers agree that error analysis is an important tool to know their students' progress, although it is

imperative to increase the level of research in these kinds of topics. During an interview conducted on February 03, 2021, Teacher A.P stated that "correction is important as long as it affects the appropriate writing of the message I am giving" (translated by author). Teacher S.T said that "I consider it quite important we analyze the errors and correct them at the moment the learners are doing their homework, compositions since some students learn from a visual way. " (translated by author). Then, error analysis is a crucial tool to help students with their language acquisition process and it is essential to research in-depth about this topic.

Finally, this work has some limitations due to the COVID pandemic. Nevertheless, the findings of this study could be the starting point for developing more investigation about the different branches of Language Acquisition.

7. Recommendations

As stated in the conclusions, the carried-out research revealed different errors committed in the third person in the simple present tense. To begin, error analysis could have important implications in the curriculum design as teachers could consider the most important items to be included on it based on the students' errors analysis. Next, teachers should recognize whether errors are local or global to try to diagnose the source and design the possible solution. Furthermore, it is necessary to understand the psychological reason for each circumstance. In general, the sources of errors are under the intralingual or interlingual approach, so the following directions are focused on fixing these errors as Kaweera (2013) proposes. In the first place, teachers should instruct students about errors by creating consciousness of their errors and their possible sources. This awareness can help learners to avoid errors. Thus, students will be able to identify the sources and correct the errors by themselves once they know about them.

Following, teachers should avoid large grammar presentations instead they should give more importance to brief lessons based on learners' needs, complicated rules of the language, or errors taken from the students' most frequent errors. In addition to this, teachers can use the inductive method to design supplementary grammar instruction through reading passages with remedial exercises that include the structure learners are acquiring.

Afterward, teachers should respond to the learners' errors by using explicit or implicit corrections; after that, they should prepare the students' training in utilizing the teacher response. It is suggested to use direct correction or using codes, marks, symbols which students understand and they can correct their errors by themselves.

It is highly recommended to keep students working on their errors with collaborative or self-editing activities in which students have the opportunity to track their errors. The aim of these activities should be focused on students' independence skills for editing their errors. Then, teachers should provide students with effective materials and workshops that learners understand the objective and benefit them. As a result, activities encourage students to work in their autonomous learning.

Finally, we propose that further research should be undertaken in these areas so teachers and students could have benefits in their English language development.

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Appendixes

Appendix A High School Consent

Pontificia Universidad Católica del Ecuador
 Facultad de Ciencias de la Educación
 Facultad de Comunicación, Lingüística y Literatura
 Maestría en Pedagogía del Inglés como Lengua Extranjera



Quito, 22 de enero de 2021

Magister
 Bolívar Loachamin
Vicerrector (e)
 UNIDAD EDUCATIVA "JUAN PÍO MONTÚFAR"

Presente. -


De mi consideración:

Solicito a usted, por medio de la presente, en mi calidad de Coordinadora de la Maestría en Pedagogía del Inglés como lengua extranjera- MPILE, su autorización para realizar la parte experimental del trabajo de titulación del estudiante José Fabián Torres Merino titulado "An Error Analysis of Subject- Verb Agreement Present Simple Tense Written Sentences A2.2 EFL Students".


Agradezco de antemano su aprobación a mi solicitud.

Atentamente,


Milica Dragosavljevich
Coordinadora
Maestría en Pedagogía del inglés como lengua extranjera



INSTITUCIÓN EDUCATIVA
"JUAN PÍO MONTÚFAR"
VICERRECTORADO
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Aprobado

Recibido
22-01-2021


v. 12 de Octubre 1076 y Ramón Roca
 apartado postal 17-01-2184
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Appendix B Parents' Consent

Pontificia Universidad
Católica del Ecuador

Facultad de Ciencias de la Educación

Facultad de Comunicación, Lingüística y Literatura

Maestría en Pedagogía del Inglés como Lengua Extranjera



Quito, 23 de enero de 2021

Consentimiento informado para Padres

Su hijo ha sido invitado a ser parte de la parte de investigación del trabajo de titulación:

“ERROR ANALYSIS OF SUBJECT VERB AGREEMENT IN PRESENT SIMPLE WRITTEN SENTENCES” del maestrante Licenciado, JOSÉ FABIÁN TORRES MERINO, profesor/a de la Unidad Educativa de su hijo, como requisito previo para la obtención del título de Magíster en Pedagogía del Inglés como Lengua Extranjera.

El propósito de esta investigación es: Reunir información acerca de los errores más comunes que se cometen en este tema gramatical es decir la concordancia entre el Sujeto y el Verbo y analizarlos para conocer cuáles pueden ser las posibles causas y ayude a comprender mejor el tema.

La identidad del estudiante será protegida por lo que se usarán códigos y nombres ficticios al manejo, todo análisis e interpretación de los datos. Solamente los estudiantes que participan en la investigación y los/as profesores/as que la dirigen tendrán acceso a los datos o que puedan identificar directa o indirectamente a un participante, incluyendo esta hoja de consentimiento.

Si ha leído este documento y ha decidido ser miembro de este proyecto, por favor entienda que la participación del estudiante es completamente voluntaria y que tiene derecho a retirarse o inhibirse de participar en el estudio en cualquier momento, sin ninguna penalidad.

También, tiene derecho a no contestar alguna pregunta en particular, así como recibir una copia de este documento.

Contacto: Ante cualquier duda se puede comunicar a la PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR, por medio del correo electrónico: MPILE@puce.edu.ec.

Av. 12 de Octubre 1076 y Ramón Roca
Apartado postal 17-01-2184 Telf.: (593) 2 299 17 00 ext. 1362
Quito – Ecuador www.puce.edu.ec



Nombre del Padre/Madre/Tutor participante:

Firma: _

Relación con el menor participante:

Nombre completo del menor participante:

Appendix C Teachers' Consent

TEACHERS' CONSENT

Dear respondent

I am a student in Pontificia Universidad Católica del Ecuador and I am conducting a study analyzing error in Subject - Verb Agreement on English as a Foreign Language (EFL) participants writings. The results of this study will hopefully improve learners writing skills in Language Acquisition process, and it may contribute to understand in depth the meaning of errors in writing

I am interested in your experience in English Language Teaching, so I have designed an interview survey by WhatsApp platform which asks you to respond to 3 opened questions related to the topic. The three questions focus on your experience in Language Teaching field.

As this research seeks validity and reliability when gathering data, you are kindly invited to consent to your participation in it. In turns, the author makes a commitment neither to share your personal information with any person or institution nor to publish it via any resource or means. It is important to remark that this interview will be in order to get data anonymously Thanks in advance for your worthwhile contribution

[Soy estudiante de la Pontificia Universidad Católica del Ecuador y estoy desarrollando un estudio en análisis de errores en el acuerdo entre el sujeto y el verbo en escritos de estudiantes de inglés como lengua extranjera. Se espera que los resultados de este estudio mejorarán la habilidad de escritura de los estudiantes en el proceso de adquisición de un idioma y podría contribuir a una comprensión mas profunda del significado de los errores en escritura.

Estoy interesado en tu experiencia en enseñanza del idioma inglés, por tal motivo he diseñado una entrevista por la plataforma WhatsApp la cual solicitará responder a tres preguntas abiertas relacionadas al tema en mención. Las tres preguntas están enfocadas en tu experiencia en el campo de enseñanza del idioma.

Debido a que esta investigación busca validez y confiabilidad en la recopilación de datos, amablemente lo invitamos a dar su consentimiento para participar en ella. Por su parte, el autor de la investigación se compromete a no compartir su información personal con ninguna persona ni a publicarla en ningún recurso o medio, sin su consentimiento. Recordar también que la entrevista es para obtener información anónimamente.

Antelamos nuestro agradecimiento por su valiosa contribución.]

By clicking agree I accept to take part in this investigation.

Agree

Teaching level: A1 – A2 – B1 – B2

Working place: Public institution Private institution

Appendix D Activities to get Data

11/6/2021

PRESENT SIMPLE ACTIVITIES

PRESENT SIMPLE ACTIVITIES

Las siguientes actividades están diseñadas con el objetivo de recolectar evidencia acerca de los errores en este tema de estructura, y realizar una descripción, análisis profundo de las posibles causas de estos errores. Por lo tanto se solicita realizar las actividades con responsabilidad y honestidad de tal forma que se garantice un análisis más confiable en esta investigación.

1. Write your code here

ACTIVITY 1. Write a composition in your own words. Describe your best friend and her/his family (brother, sister, mother, father) as detailed as you can. Use sequence words in your writing: First, second, finally, then, next, after that, etc. (At least 90 words). Include in your report the following aspects:

ROUTINES

PREFERENCES (LIKE / DON'T LIKE)

APPEARANCE

PERSONALITY

WORK

ACTIVITY 2 Describe a character (real or imaginary) you admire most in as much detail as possible. (at least 50 words or 6 sentences)

11/6/2021

PRESENT SIMPLE ACTIVITIES

ACTIVITY 3

Look at the prompts and write questions in present simple below.

1. my sister/ listen/ to music in/ the evenings?



2. my /mother /go/ shopping / in the afternoons?



3. my father / and my brother / fix/ things / at the weekends?



11/6/2021

PRESENT SIMPLE ACTIVITIES

4. Juan / take / the dog / for a walk on /weekdays?



ACTIVITY 4 Fill in the blanks with the correct simple present form from the word bank below.

1. 1. Economists the possibility of an upcoming depression every day. In fact, many of them that things will become worse before they become better.

study – exist – believe

2. 2. Today, only 35,000 people in Canada..... one of the Inuit languages. They have spoken these languages for centuries, but now the languagesat risk.

speak – be – focus

3. 3. Scientists say that tomatoes as fruits, not vegetables. Today, approximately 7,500 tomato varieties around the world.

recommend – qualify – exist

11/6/2021

PRESENT SIMPLE ACTIVITIES

4. 4. This radio station is vital because it..... primarily on news reports. Itinformation with millions of listeners in the United States.

focus – share - understand

5. 5. Scientists..... the significance of the environmental problem because theyits effects every day.

study – show – believe

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Google Forms

Appendix E Questions for Teachers and Students Interview

QUESTIONS FOR TEACHERS INTERVIEW

Q1. Cómo maneja los errores en los trabajos escritos de los estudiantes, qué acciones realiza?

Q2. Es importante corregir los errores en los trabajos escritos de los estudiantes SI/NO por qué?

Q3.Cuál es el rol del profesor ante los errores de escritura de los estudiantes ?

QUESTIONS FOR STUDENTS INTERVIEW

Q1. Could you tell me something about your family ?.

- Mother, father, brother, or sister.
- What do they do every day?

Q2. Could you tell me something about your best friend?

- Likes and dislikes
- Describe him/her