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Error Analysis of English Articles and Pedagogical Implications for EFL Students

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**ERROR ANALYSIS OF ENGLISH ARTICLES AND PEDAGOGICAL
IMPLICATIONS FOR EFL STUDENTS**

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ABSTRACT

The present research analyzes the frequency of errors that 40 adult English learners and 11 English teachers make in the use of English articles. It investigates the different types of errors (addition, omission, and selection) and the sources (interlingual and intralingual). For data collection, a test with writing, speaking, and grammar sections were conducted for this research. For teachers, a grammar and writing a paragraph task was administered. Following the conventions of Error Analysis (EA) and Contrastive Analysis (CA), this study found that adult learners face problems in using articles that deserve attention, especially in the definite article, which often appears where zero article is required to have well structure utterances. In errors of the addition category, transfer of the mother language was found as the primary source of the identified errors for students and teachers. Errors behind the Intralingual source disclose a low level of occurrence. Due to the features of these errors, count and non-count nouns in different contexts need to be timely taught to reduce the misuse of articles. Based on the results, some pedagogical implications are put forward to help teachers and students improve the acquisition of articles.

Keywords: English articles; interlingual; intralingual; errors; error analysis

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RESUMEN

Esta investigación analiza la frecuencia de errores cometidos en el uso de los artículos en inglés por parte de 40 estudiantes adultos y 11 profesores de inglés. Además, investiga los tipos de errores (adición, omisión, selección) y las fuentes (interlengua - intralengua) de donde provienen. Para la recolección de datos, una prueba de 3 secciones fue aplicada a los estudiantes. Los profesores realizaron una prueba de gramática y producción escrita. Siguiendo las convenciones de Análisis de Errores (EA) y Análisis Contrastivo (CA), se halló que los estudiantes enfrentan problemas en el uso de los artículos que merecen atención, especialmente el artículo definido, el cual aparece donde el artículo cero actúa gramaticalmente correcto. En los errores de la categoría de adición, la transferencia de la lengua materna es la fuente primaria de los errores de estudiantes y profesores. Los errores que provienen de la fuente de intralengua revelan un bajo porcentaje. Debido a las características de estos errores, los sustantivos contables y no-contables deben ser enseñados en diferentes contextos y oportunamente para reducir el uso indebido de los artículos. Finalmente, algunas implicaciones pedagógicas son presentadas para ayudar a profesores y estudiantes a mejorar el proceso de adquisición de los artículos.

Palabras claves: artículos en inglés, interlengua, intralengua, errores, análisis de errores

1. INTRODUCTION

Many studies assert that learning the English article system is one of the most challenging grammar points that foreign language learners of different language backgrounds face (Ouertani, 2013), (Isabelli-García, 2012), (Diez-Bedmar, 2012). Despite their high frequency of use and early instruction, acquisition and teaching are a real challenge for learners and teachers.

Over the years, as an EFL teacher, I have had many experiences regarding teaching this linguistic item, and it is not a surprise to see how frequently the L2 learners make errors regarding the use of the English articles during the learning process. As an EFL teacher, the main goal is to see students using the English language flawlessly according to their developmental level. However, most of us have faced frustration when we repeatedly correct the same mistake and do not see progress.

Acquiring English articles is a complex process for L2 learners (Ionin, Zubizarreta, & Baustista, 2007), not only for the learners whose L1 does not have an article system but also for those whose L1 has it. Mistakes or errors are standard features and an inflatable part in the acquisition of the English article.

Richards (1971) stated Interlingual and Intralingual as broad categories of sources of errors. As cited in (Khansir, 2012), the first language interference, interlingual errors, could be one of the principal sources of learners' errors considering that its similarities and differences provide negative or positive transfer, which eases or hinders learning. The second source, intralingual error, reflects the incorrect generalization of rules or the lack of competence within the target language (Heydari, 2012).

It is necessary to involve two major approaches: Contrastive Analysis (CA), which lies in comparing learners' mother tongue with the target language to establish the cause of errors, and Error Analysis (EA), which attempts to describe the linguistic aspects of learners' errors to understand them in the second language acquisition process.

Concerning the subjects of this study, although adult EFL students have previously received six academic years of English instruction as a foreign language, errors in English articles remain significant. Most errors appear in the definite article usage when the article zero is grammatically correct, and the addition category encloses them. The interference of the first language claims to

be the main source of errors as well for the learners and teachers. I am interested in identifying, analyzing, and determining the error sources to look into this difficulty. After a reflection, I reach appropriate teaching strategies to help EFL students reduce the difficulties in article use.

2. LITERATURE REVIEW

2.1. *Previous studies: acquisition of English articles by native speakers of Spanish and other languages*

Different studies have been carried out on this subject. Four relevant investigations can be mentioned about acquiring articles for second-language speakers. For example, two researchers from the University of Toronto, Avery and Radisic (2007) discuss the difficulties students of a second language have in learning English articles. Specifically, they refer to Serbian learners of English. According to the authors, the “difficulties in acquiring articles may result from problems with prosodic structure” (Avery and Radisic, 2007, p. 2).

In 1990, an investigation was carried out by Gorokhova in which it was shown that the acquisition of English articles by native speakers of Spanish is evolutionary. In other words, it is being acquired progressively. A different reference is the use of article *the* since it demonstrates a better command of the language, as long as it is included in the appropriate contexts. Instead, article zero is already part of a much more advanced state that requires a good understanding of the native speaker of Spanish.

Ionin, Zubizarreta, and Bautista's (2006) investigation of Source of Linguistic Knowledge in the Second Language Acquisition of English Articles reveals that native speakers of Spanish tend to transfer semantics from Spanish to English. “It is shown that L1-Spanish learners of English transfer the semantics of Spanish articles onto English, and thus correctly categorize English articles based on definiteness” (Ionin, Zubizarreta & Bautista, 2006, p. 554). This transfer affects the acquisition of English articles because it would not use the same logic as Spanish in English. The structure of Spanish requires an article before each noun, except in the case of proper nouns. In the case of English, it is not always necessary to use articles; in fact, it is common for article zero to be used.

Finally, another study carried out by the University of Cambridge (2008) revealed that second-language learners tend to overgeneralize the use of the definite article. In addition, the report shows that the article is used the most, even in contexts where it is not necessary.

2.2. *Contrastive Analysis (CA)*

Contrastive Analysis was proposed as an essential element of the methodology of EFL teaching by Fries, 1945 cited in (Fauziati, 2014). Later, Lado, 1957, cited in (Celce-Murcia, Brinton, & Goodwin, 1996) stated the relevance of CA in language learning since the second language acquisition is filtered through the learners' first language, facilitating when the target structures are similar and interfering when the target structures are different or do not exist.

According to the above statements, it is possible to compare and contrast the first language system with the second language system. It would also be possible to predict learners' difficulties, design new teaching materials, and to help learners learn the target language.

Regarding this, Lee, 1968 cited in (Fauziati, 2014) assumes that in CA: (1) foreign language learning is based on the native language, (2) similarities ease learning (also called a positive transfer); (3) differences provoke difficulties (also called negative transfer or interference); (3) via CA problems can be predicted and considered in the curriculum. However, (3) not all problems predicted by CA always seem difficult for the students.

The most rational form of CA came from Wardhaugh (1970), cited in (Fauziati, 2014), who agreed that CA could predict some learning problems. Still, its main contribution lies in that CA could explain the reasons for many, but far from all, systematic language-learning errors.

In summarizing, Murar (2015, pág. 93) conceptualizes CA like this:

Contrastive analysis systematically compares the similarities and differences between the native and the target language systems, predicting when learning a new language. Furthermore, the contrastive analysis hypothesis claimed that the main barrier to second language acquisition is the interference of the first language system with the second language system and that a scientific, structural comparison of the two languages in question would enable people to predict and describe which are problems and which are not.

2.3. *Error analysis*

Writing is a challenging process in the first language. Undoubtedly, it is more complicated in a foreign language learning course since one of the most hindering factors is

making mistakes and errors. Consequently, many types of research have been conducted to identify and treat errors EFL learners commit. Of course, recognizing errors and their origin during EFL learning will help teachers know the difficulties students face in learning that language. A key finding of Error Analysis (EA hereafter) has been that many learners' errors are produced due to misunderstanding the target language rules. (Darus, 2009)

Hence, Error Analysis (EA) is considered a helpful tool in language teaching to redirect the teacher's point of view and reformulate the methodology that helps students fill their gaps. Some experts define EA (Selinker, 2008): "as a type of linguistic analysis that focuses on the errors learners make; it is the comparison between the errors a learner makes in producing the target language and the target language form itself."

According to Corder (1967) cited in (Heydari, 2012), EA is a procedure used by both researchers and teachers which involves collecting samples of learner's language, identifying errors in the sample, describing these errors, classifying them according to their nature and causes, and evaluating their seriousness. EA is to find "what the learner knows and does not know" (Corder, 1975) and, at the end of the process, enable the teacher to supply the learner not just with the information that the new system is wrong but also with the right sort of data for the learner to form an adequate perception of rules in the target language.

Corder (1974) bordered the features of EA, focusing the researchers' attention on the learning perspective rather than only on the teaching perspective and, therefore, also away from contrastive analysis (Murar, 2015). Whereas, for Brown, EA is "the fact that learners make errors and can be observed, analyzed and classified to reveal something of the system operating within the learner." (Sholihatun, 2017). In 1996, Richards stated that EA theory had been conducted to identify strategies learners use in language learning, to track the causes of learners' errors, obtain information on common difficulties in language learning or on how to prepare teaching materials", as it is it cited in (Murar, 2015, pág. 95).

In short, learners' errors analysis allows us to be more conscious of the students' language learning process to provide adequate instruction and feedback since these errors reveal the effectiveness of our teaching practice, materials, and techniques.

2.4. Error and mistake

At any process, errors can be seen as red flags that demonstrate that the learner is going through a learning process. According to (Selinker, 2008), errors in language learning are “not just the result of wrong learning, but they are indicators of a learner's attempt to figure out the new language system to which the learner is exposed” (p.102). Ellis (1988) pointed out that errors show that second language (L2) rules are not acquired just about memorizing and then reproducing, but it is a progressive process with many failures to work on. However, learners create their system of rules based on the received input, but sometimes this new system has many deviations of L2, which differ according to learners and settings; hence, during the L2 acquisition process, learners will make mistakes and errors. In 1974, Corder, as cited in (Jabeen, 2015), made the distinction between these two terms:

2.4.1. Mistakes

Mistakes result from poor language usage due to many aspects like exhaustion and carelessness on the part of learners. As Brown (2000:217) stated in Gass (2008), a mistake, called a lapse, refers to a performance error, a failure when misusing a known system. Mistakes happen due to deficiencies in its performance and rise from lack of attention, slips of memory, and anxiety possibly caused by the pressure of time, among others.

A mistake occurs when the learner knows the correct linguistic form, notices it, and self-corrects according to their knowledge level. Although, for Corder, "mistakes are of no significance in the process of language learning" (Murar, 2015), they show how much the learner has progressed and what they need to acquire.

2.4.2. Errors

An error results from the learners' incomplete learning and linguistic incompetency; errors cannot be self-corrected. Gass (2008) stated that "errors are systematic," which is expected to happen repeatedly, and the learner cannot recognize it as an error. Norris (1983) also postulated that errors are "a systematic deviation when a learner has not learned something and consistently gets it wrong" (Murar, 2015). Learners produce semantically incorrect sentences at the early stage of the learning process, and later, only with the instruction and feedback from teachers they can notice and correct them.

The main difference between errors and mistakes is that errors are systematic and are supposed to reveal the level of competence achieved by a learner, while mistakes are not systematic; they are performance deviants that can be noticed and corrected by the learner.

2.5. Sources of errors

Richards (1971) carried out the first and most important study regarding EA with learners of different language backgrounds (Heydari, 2012). After his studies, he determined that learner's errors might have different sources of origin that imply teacher and students' performance, resources employed, and the interference of the learners' first language. Hence, Richard (1971) classified them according to their causes into two broad sources as follows:

- 1) *Interlingual errors*: Those errors originated from the interference of the features of the mother language. It deals with the position that one language is learned in the presence of another one. It is based on the similarities and differences of two languages, and this has positive and negative effects on language learning; it interferes the second language learning, according to Selinker (1972), as cited in Jabeen (2015)
- 2) *Intralingual errors*: These are those errors that occur during the target learning process. It happens in a stage when learners have not entirely understood the rules or because of the difficulty of the new language itself. Richards divided intralingua errors into the following categories:
 - a) *Overgeneralization errors*: The learner creates a wrong structure based on other structures in the target language. Learners tend to extend the use of specific rules when they overgeneralize and become the cause of language learning errors. This deviation is observed in children while learning the L1 (James, 1998, pp.178-179) as cited in Jabeen (2015)
 - b) *Ignorance of rule restrictions*: It happens when the learner applies rules to the context where they are not acceptable.
 - c) *Incomplete application of rules*: the learner fails to develop an accurate structure.

Besides these error categories, Stenson (1983) cited in (Kaweera, 2013) proposed induced error as the errors resulting from the classroom context teaching methodology. Later, James (1998) called it classroom-based errors, which implies material-induced errors, teacher-

talk induced errors, and exercise-based induced errors. This study is based on Richards's (1971) classification of errors as Interlingual and Intralingual.

2.5.1. Classification of errors

To go on in the field of error analysis, Corder (1975) classified the errors into four different categories:

- a) *Addition* refers to the addition of any grammatical item in the utterance.
- b) *Omission* occurs when the required linguistic items in the utterance are omitted.
- c) *Selection* refers to the wrong selection of certain forms.
- d) *Word-order*: refers to the wrong order of the words in an utterance. This type of error might not occur in articles, but the following is an example of word order in other forms.

2.5.2. Procedure for error analysis

Ellis (2003), cited in Swasti (2016), pointed out four steps to analyze learners' errors. They described them like this:

1. *Identifying errors*: It is necessary to compare sentences that learners produce with what seems correct in the target language.
2. *Describing errors*: Once the errors are identified, they must be classified into types of errors. Ellis (2008), as cited in (Swasti, 2016), suggests that errors can be classified into grammatical categories by gathering all the errors relating to one grammatical category like "verb" and then identifying the different kinds of verb errors. Another can be identifying how the learners' utterances differ from the reconstructed target-language utterances.

(Corder, 1975) classified errors into omission, addition, selection, and word-order errors.

3. *Explaining errors*: Once errors are identified and classified, it is necessary to explain the reason they occur. Learners' errors might have different sources. The sources of errors, intralingual and interlingual, suggested by Richards, will be used to lead this study.
4. *Error evaluation*: This stage is for learners to acquire a foreign language. It is essential to notice that some errors can be considered severe and might need more attention or different

treatment by teachers. Some errors, known as global errors, violate the overall structure of a sentence and, for this reason, make it difficult to process. Other errors, known as local errors, affect only a single constituent in the sentence and are less likely to create any processing problems (2003:19-20) cited in (Swasti, 2016).

The procedures of analyzing errors suggested by Ellis are the basis for this study about the errors in English articles.

2.6. English article system

The English article system has four forms: a, an, the, and article zero. They function as determiners in sentences. Moore (2004) in (Barret & Chen, 2011, p. 3) mentions that “English has three articles: the definite, indefinite, and zero, which have a wide range of semantic and syntactic functions in discourse.” This trait led to as many rules, making this part of English grammar one of the most difficult to master, especially the definite *the* and zero article. Its use involves the integration of semantic, pragmatic, and grammatical functions of a noun phrase. (Barret & Chen, 2011).

The role of the noun phrase is significant when learning the article system. An article determines the range of reference of a noun in two ways: a) specific reference “when the speaker refers to someone or something that the hearer already understands what is talked about; b) when the speaker refers to someone or something of a category but without mentioning a specific person or thing” (Collins 2005:42-43) cited in (Fangfang, 2010)

2.6.1. The definite article (*the*)

"the" function is to single out or specify a noun to be identified by the hearer. Alexander (1998, p. 48) quoted in (Sholihatun, 2017) mentioned that article "the" is used when the speaker refers to a specific thing, place, or person, which is the noun. Eastwood in (Sholihatun, 2017) explained that the definite article "the" is used:

- 1) When the object or group of objects has uniqueness, it is considered unique in its class.
- 2) When placed before a noun, the article is definite by adding a phrase or clause.
- 3) When the article represents to be the only one in a particular location.
- 4) Before superlatives and only (the word).
- 5) With the plural form of the family names.

With adjectives to refer to a whole group of people.

2.6.2. Ø Zero article

Article zero is used with proper nouns (names, cities, towns, or states). Also, with names of most countries, except members of states, republics, or islands. With names of streets; with names of lakes, bays, mountains, islands, and continents names. Except those with a chain of islands like the Aleutians, the Hebrides, and the Canary Islands. Besides, zero article happens with mass nouns where the reference is indefinite, like in: *We had chicken again for lunch*. In this case, chicken is a mass noun since it refers to the meat, or with plural count nouns where the reference is indefinite, like *potatoes are overconsumed in the highlands*.

2.6.3. The indefinite article (a-an)

The indefinite article refers to a particular person, place, or thing when the hearer/ reader does not know which one is being described. Indefinite a/an is used with an unidentified specimen, Eastwood (200, p. 199), as quoted in (Sholihatun, 2017).

The general function of a/an is contrary to article zero; it creates one thing, place, or person where there was none before. It thus happens most frequently with singular countable nouns, and it is the second most common way of describing a generic noun, i.e., as a class representative (Master P. , 1997).

Moreover, Eastwood in (Sholihatun, 2017) indicates *a and an are used before a singular countable noun* and when a noun is mentioned for the first time and represents no particular person, place, or thing. Also, with a noun complement, this includes names of professions. Other uses of indefinite articles also include:

- 1) With a particular expression of quantity and a certain number.
- 2) With an expression of price, speed, ratio, etc.
- 3) With exclamation before singular, countable nouns.

3. RESEARCH DESIGN AND METHODS

This is a descriptive research with the error analysis procedure. A case is conducted, as it helps to focus intensely on a case to obtain the data from learners' errors in using English articles. This research follows a non-probability design, with nonprobability or nonrandom sampling: the convenience technique, where the target participants were selected considering the proximity, accessibility, and willingness of the researcher (Dornyei 2007) as cited in (Ilker & Abubakar, 2015). This test will be conducted on 40 A2.2 level students and 11 EFL teachers.

The results obtained from the data collection will be analyzed under both qualitative and quantitative methods. The quantitative method will reveal numerical data regarding the number of errors in each category. On the other hand, the qualitative method will interpret the data more detailed and descriptive, like the source and type of error and some implications. It means that the qualitative data phase builds directly on the results from the quantitative phase.

3.1. DESCRIPTION OF METHOD

3.1.1. Participants

The total population of the students studied is 192 people. The sample selected for the study is 40 people. This group comprises 24 men and 19 women between 19 and 50 years old. Therefore, the average age of this population is 25.4 years. All students are at a higher level of instruction.

Participants are taking English classes as a requirement for graduation. It is essential to mention that they will not receive formal instruction on the English article system during this period. Still, they have already covered this grammar structure at the previous level as part of their curriculum. 11 of 14 teachers of the Language Centre also took part in this study. This group comprises three men and eight women between 28 and 50 years old. Therefore, the average age of this population is 37.9 years.

3.1.2. Tools

The data collection instrument is a set of activities that includes three different exercises. The first was a multiple-choice exercise of 17 items taken from (Murphy, 2012) and (Eastwood, 1999). This exercise allowed us to identify the features of selection errors committed with each article. The second is a writing task where students provided four sentences about the topic “My favorite toy when I was a kid.” The last task was a speaking task in which the students recorded themselves talking about three topics: 1) My favorite subject, 2) My dream house, and 3) My best friend; students talked for the lapse of 45 seconds to 1 minute each. These two last activities permitted identifying the features of selection, omission, and addition errors with each article.

Students needed to know they were under research and were warned not to use additional tools like a translator or a dictionary to get factual data.

The instrument applied for teachers consisted of a multiple-choice exercise of 17 items and writing a paragraph about “The ideal job” that permits identifying the different features of article errors and categorizing them into each type of error. Teachers were given specific instructions concerning the length of their writing, which was from 120 to 140 words.

3.1.3. Data Analysis

For the data analysis, errors were identified, described, and classified under the three types of errors given by Corder (1975) cited in (Jabeen, 2015): omission, selection, and addition, and determined the most and the least frequent error. The source of error was also determined. It is essential to mention that Corder (1975) suggested four categories of errors in language learning, but in this specific study about articles, the fourth category *ordering* was not considered. CA method will be used to notice how Spanish interferes with English article learning and discover some learning implications. Data gathered from the MP3 source is transcribed for its analysis.

4. RESULTS

When learning a new language, such as English, it is normal for us to make spelling or grammar mistakes due to the differences between the mother language and English. As it was said, making mistakes proves that learning is happening and will improve as we advance in our learning process and achieve better command of the language. This section comprises the findings extracted from the different activities applied to both students and teachers to determine the frequency of errors committed in each article and its sources.

For a summary of the A2.2 students' multiple choice activity results, see Annex 1, 2, 3, and 4. In summary, there is 65% accuracy in using the English articles. I found that the students have made 238 errors, representing the *35% of the deviance in using the English articles. Of those, 115 errors belong to article the, 57 errors in the article a, 44 errors in article zero, and 18 errors in the article an.* What can be extracted from the results obtained from the evaluation is that the more significant number of errors made are related to *the* article compared to the other articles (*a, an, zero*).

Due to the nature of this instrument, selection errors found in this test appeared under the following features (see below tables 1 and 2) from higher to lower, the use of article *the* instead of *zero* 97 errors and article *zero* instead of *the* 36 errors. Both represent a significant percentage. It is 55,9% of the total errors; *a* instead of definite *the* and vice-versa 32 (13,4%); *a* instead of *an* and vice-versa 23 (9,7%); *an* instead of *the* and vice versa 13 (5,5%); *a* instead of *zero* and vice versa 27 (11,3%); *an* instead of *zero* and vice versa 6 (2,52%). The 1,7 % belong to other errors since students used terms like *in* and *or*, which doesn't make sense in the structure and is not the study's subject.

Table 1*Feature of selection errors*

	<i>the</i>	<i>a</i>	<i>an</i>	<i>zero</i>
<i>the</i>		10	8	97
<i>a</i>	22		15	20
<i>an</i>	5	8		5
<i>zero</i>	36	7	1	

Done by: Pilapaña (2022)

Table 2*Percentages per feature*

The ↔ zero	55,9 %
A ↔ the	13,4 %
A ↔ an	9,7%
Zero ↔ a	11,3 %
An ↔ the	5,5 %
Zero ↔ an	2,5%
Other errors	1,7 %

Done by: Pilapaña (2022)

22 out of 235 articles are misused in the writing activity, which shows only 9,36% of errors. It reflects that the students use what they know; therefore, there are few errors. Fifteen errors fall on *the* article, 5 on the article *a*, and 2 in other types of errors.

This activity made it possible to detect addition, omission, and selection errors. Of the three categories analyzed in this task, addition errors occur most frequently. *Fourteen occurrences of addition represent (63,63% when the learner adds the article the (50%) and article a (13,6) when article zero was grammatically correct. Four occurrences of omission errors represent 18,18% of incidence, with the omission of the and a. Two errors of selection (9,1%), when the learner misselects article a per an and a per the. The 9,1% percentage missing corresponds to other errors in which learners use the article a pretending to mean “to” and a spelling error where students write “de” instead of the.*

Even though the percentage of errors in the activity does not seem significant, it also deserves our attention since it demonstrates that the proper use of the English articles continues to pose complications for the learners.

The transcript of the speaking task appears in Annex 14. The main limitation of the speaking task presented in the analysis was the lack of coherence or cohesion, which made hearing what they wanted to convey difficultly. There were 97 errors found from a total of 607 articles used. The results obtained coincide with the previous tasks since the frequency of errors resorts mainly on the misuse of the article *the* with 59,8%, followed by the article *a* (29,9 %) and in low frequency but not less meaningful errors with the article *zero* (7,21%), and the article *an* (3,09%).

The addition category has the most considerable number of occurrences representing 60,9% of the total. These errors relapse in the same feature of errors. The learners employ articles where *a*, *an*, or *zero* article fits grammatically correctly. Secondly, 24,74% corresponds to the omission errors where articles *the* and *a* are omitted. Finally, 14,36% are errors of selection that occur when students make wrong selections between the indefinite and definite articles and amongst the two types of indefinite articles.

On the other side, the data obtained from the instruments applied to teachers display 15,82% of errors with similar characteristics as those made by the students. It means their errors mainly relapse in the improper use of articles *the*, *zero* and *a*. Errors with the article *an* are shallow.

The selection errors that appear in the multiple-choice activity are mainly featured by the wrong selection between article *the* and article *a* and vice versa (36%); wrong selection between article *the* and article *zero* and vice versa (31,6%); wrong selection between article *zero* and article *a* and vice versa (23,7%) and finally wrong selection between article *the* and article *an* and vice versa (7.9%). There are no occurrences of wrong selection between articles *zero* and *an*, and *a* and *an*.

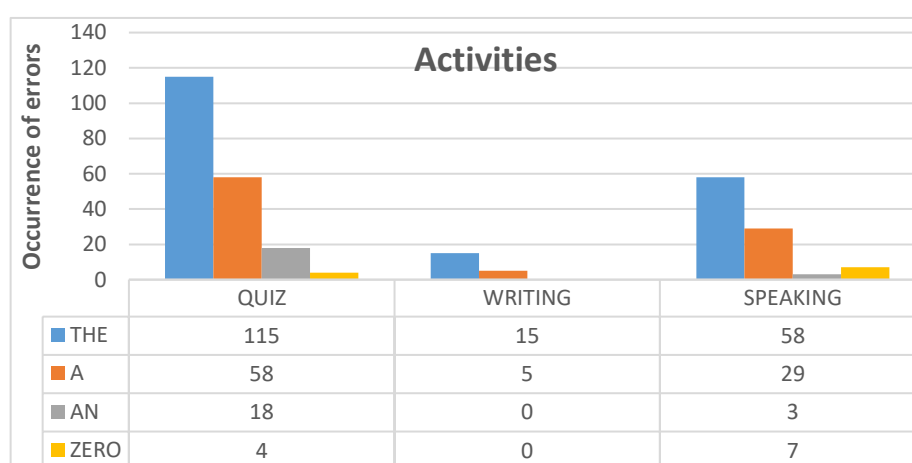
In the second task, there is 77,77% of accuracy. I also found that the most frequent errors belong to the category of addition with 73,1%. The teachers mostly tend to add the article *the* (53,84%) where no article is needed. This result discloses that non-count nouns for generic reference and mass nouns require more attention since these types of nouns do not need article use. Also, *the article a* (15,38%) and in the smallest number of occurrences when *the article an*

(3,84%) is added. Errors of omission occur in 19,23%. Articles *the* and *a* are omitted in this category. Finally, selection errors are committed in 7,69% with wrong selection between definite and indefinite articles.

Summarizing results found advocate a greater inclination to resort to *the* article to complete a sentence. Article *a* has a lower but significant trend, following articles *zero* and *an*. In general, it can be seen in table 3 that students resort much more to articles *the* before any other.

Table 3:

Errors according to each article



Done by: Pilapaña (2022)

5. DISCUSSION

Some studies about the English articles coincide with the difficulty English learners face in commanding the article system; some even mention that this grammar point is “unlearnable and unteachable” due to different reasons like the lack of appropriate teaching methodologies and teaching resources (Thomas, 2021). Other reasons behind those errors emerge from interlingual and intralingual sources.

After a thorough examination of the results, they display the A2 students' lack of accuracy in the English article. The vast majority of errors are due to the use of the article *the* in situations in which *zero article* is required. These results line with those found by Fiorella & Mick (2014), where significant errors of Spanish learners of English are regarding the article *the* when *zero* must occur. From these results, it is coherent to affirm that the errors made in the article *the* are

mainly in the category of addition, (see table 4) and discloses that interlingual is the primary source of errors since the learners have the habit of translating the expressions onto English as it used in spoken Spanish like in: *I was traveling in the night... (Yo estaba viajando en la noche)*. Some examples listed in Annex 11 show how the similarities or differences of the mother language interfere with the target language learning (Heydari, 2012).

Another reason for the presence of *the* instead of *zero* is because learners cannot distinguish the generic or specific meaning of plural and singular nouns and transfer the Spanish utterances in mind into English like in: *I like to know about the animals and the plants; When I was a child, I liked the dolls*, which in Spanish correctly means: *A mi me gusta conocer acerca de los animales y las plantas; Cuando era niña me gustaban las muñecas*.

Other frequent additions occur before sports, subjects, and proper nouns as in: *I love too much the History; the soccer is exciting for me; how was the Ecuador ago; the Diana has lands*. These are clear examples of the negative transfer of the mother language. They suggest that students resort to the translation method from Spanish to English since they have wrong Spanish constructions in their mind, like in the given sentences. These errors (the soccer, the history) also have traits of intralingual since they evidence the lack of knowledge of the rules of the target language when adding the article *the* before things in general like sports and subject words. These samples of article addition are not grammatically accepted according to the rules revised in the English Grammar in Use book (Murphy, 2012).

For the sample, *the Diana has lands*, the rule of the definite article in Spanish declares that it is not used before a proper name. Although this structure is ungrammatical, this construction is part of the dialect and identity of some countries in Latin America. For instance, in most provinces of Ecuador, it is common to hear people using the article *el/la* before proper names in spoken Spanish; conversely, in the coast region, this construction rarely occurs. The use of this structure can show the social or educational status of the individual, the proximity among the speakers, or simply an informal way of using the language, which means that it is not necessarily used “in the popular, countrified areas” as (i.e., *el Luis, la Rosa*) mentioned in (Justo, 2018) or does not occur “exclusively, in rural areas of some regions” (De Mello, 1992) stated.

As in Spanish, the definite article is grammatically correct in many noun phrase contexts; students tend to add the article *the* where it is not required. They tend to translate from the mother language into the target language, conveying the rules of the definite article of Spanish into

English. Still, it is important to distinguish that *Spanish requires the article the when English uses the zero article* (Dotti & O'Donnell, 2014), it is one of the significant causes of addition errors.

Although Spanish and English definite article systems have similarities, it is essential to notice that “gender and number of the definite Spanish article (el, la, los, las)” (García-Mayo, Snape, & Gurel, 2012, p. 5) make this definite article more widely used with all types of nouns: count singular, count plural and non-count (Huddleston and Pullum (2002) cited in (Torrado, 2011) which causes the frequency of use of the article *the* increases when learning English, thus in this category, the interference of the first language appears as its source of errors.

On the counterpart of the mention before, errors about addition with article zero originated from its absence in the Spanish article system. Therefore, what is understood from this is that the nature of article zero is non-presence, and any selection from another article is understood as an addition error. English language learners of the level that has been evaluated in this research transfer the logic from Spanish to English and, therefore, are not used to not using an article in grammar because the figure of article zero does not exist in Spanish.

Thus, this first category of error identified in this study has interlingual as its error source. These results are closely related to the results found by Garcia-Mayo (2008), as it stated that “there is an important L1-transfer effect in the generic contexts of use” (Garcia-Mayo, 2008) since learners tend to overuse the article *the* when it is not required. See examples: *The people from around the world...; I watched the several movies...; The things are really going to have to change around here.*

Omission errors appear as the second in frequency with 24,16%. Omission error means the absence of an item that must be present in a well-structured sentence (Corder,1973). As mentioned before, in this study, the omission of the article *a* before a singular noun modified by an adjective prevails. It occurs 19 times such as in: *She is (...) very friendly person; My friend died in (...) tragic accident. Before a singular noun that is countable like in; my house has (...) bathroom, and in the omission of the article the before nouns that are already known or has the category of uniqueness like in: where (...) sun pass and she was (...) president of an animal shelter.*

Errors of selection occur in 13,33% when an article is wrongly selected. Half of them correspond to misselection between the article *the* instead of *a*. Students do not bear in mind that the noun is unknown or mentioned for the first time and tend to use the article *the* instead of *a*, such as in: *a large room with the tv; surrounded by the fence*. The other half occurs because the students used article *a* before a noun beginning with a vowel-like in: *She was a incredible person; a entrance of flowers*.

Table 4

Frequency of errors per category (Writing/Speaking activities)



Done by: Pilapaña (2022)

As can be noticed in the examples listed in the last two categories, the lack of understanding for applying the definite and indefinite articles is not related to the transfer of the first language but contributed by the target language itself. It means that its source comes from intralingual since students are not applying the rules appropriately. I can infer that due to the complexity of the English article system of rules, such problems appear in the article acquisition. These types of errors are common in Spanish learners of English during the process of the second language at a stage when the learner has not acquired the knowledge properly (Heydari, 2012). (Schachter & Celce-Murcia, 1997, p. 443) also supported assuming that: "the complex rule-learning behavior is characterized by the incomplete application of rules and failure to learn conditions for rule application."

Comparing the mentioned results with those obtained from teachers', I found that most of their errors come from interlingual sources 73,9% and intralingual 26,92%. These interlingual errors mainly originated from addition errors, whereas intralingual from omission and selection.

Finally, although there is a noticeable difference between interlingual and intralingual errors, they affect the teachers' performance and learners. Incorporating the patterns of the mother language is the main reason behind teachers' errors before the lack of domain of the target language. However, teachers have a higher level of preparation in the subject favor committing fewer errors. Master supports this idea 1997:216 cited in (Fangfang, 2010), who stated that "formal instruction does have a positive effect." Hence, it is important for teachers to self-study, be exposed to the target language through printed, visual and audible aids, and gradually improve the accuracy of the English article use and the language itself, although many errors persist.

6. PEDAGOGICAL IMPLICATIONS

Liu & Gleason (2002) cited in (Dotti & O'Donnell, 2014, p. 7); and Dulay, Burt & Krashen (1982) cited in (Sidoní, 2018) postulated: "because of its high complexity and frequent use, the English article system is one of the most complex structural elements for ESL learners. It has often been considered complicated grammar, very difficult if not impossible to teach".

Having established a framework of the difficulties in using English articles by adult Spanish-speaking students and teachers, some pedagogical suggestions are put forward to help the learners improve their ability in this part of grammar.

The first implication for teachers is to take advantage of students' errors noticing how far they have progressed and what still needs to be acquired (Corder 1981 cited in (Kaweera, 2013). EA must be taken as a tool that allows us to re-think learners' errors and failures in the teaching methodologies to adapt them according to the difficulties found. The lack of domain of this linguistic item on the part of the teachers affects teaching; therefore, better class planning and preparation for this subject is highly required. Being aware of all these facts might help avoid students fossilizing their errors through practical and more contextualized exercises.

Secondly, according to Celce-Murcia and Larsen-Freeman (1999), cited in (Leong, 2011), the "lexical classification of English common nouns into count and non-count is a very important preliminary to correct use of articles." Hence the appropriate learning of English articles depends

on recognizing count and non-count nouns. To exercise on this topic, students can sort given nouns into count and non-count nouns to gain a clearer idea of the distinction of nouns.

Next, due to the complexity of English articles, they should be taught clearly and progressively, introducing the basis of indefinite (a, an) firstly and then the definite article (the) and all its functions (Leong, 2011). Students can do filling the blanks with correct article exercises. Once students demonstrate knowledge of the count and non-counts and definite and indefinite articles, teachers can propose more complex activities to use definite articles mentioning nouns for the second time and non-count nouns.

Application of cloze texts is very recommended in teaching articles. If the cloze text is well-constructed measures the language skills ranging from the most basic to the most advanced levels (Gan,2001) cited in (Leong, 2011).

English articles require time in the classroom to get students to understand the boundaries of each article; since “Successful learning is most likely to occur if sufficient time is spent on practicing a single distinction at a time until students feel relatively comfortable with it” (Master P. , 1997, p. 226). Besides, with adult learners, it is feasible to contrast the article system of Spanish and English to understand, be aware of their errors, and notice that their word-to-word translation from Spanish into English or conveying the rules of the first language to English, which often happens with beginning levels plays an important role in the errors committed.

As most errors committed by the subjects of this study are the addition of the definite and indefinite article, it is necessary to instruct our students about when not to produce an article (zero article) and when to use the article *the* and *a*, which are the most problematic areas of application. Nevertheless, the teachers should balance the three kinds of articles independently of the frequency of errors in this study.

Lastly, although the inappropriate use of English articles does not affect the message's meaning, the students must realize the importance of its learning. It is worth suggesting that learners should be more attentive to the article system to improve.

Hopefully, suggestions can help the students and the teachers minimize the errors in using English articles, and the teaching-learning process will show better results than before.

7. CONCLUSIONS

This research has aimed to study the frequency of errors committed in English articles and determine their types and sources through EA and CA. Based on the data, it is evidenced that students make errors in English articles when producing the language. Their errors are mainly under the addition category with features of the interlingual source.

Taking into account previous studies and the present one on the use of articles, it is most likely that the predisposition of adult students to make errors is due to a logic of mother tongue discovering that interlingual is the primary source of errors in this study since, in Spanish, the use of articles is much more frequent than in English, they tend to add the article *the* when it is not required. Errors that evidence the lack of domain of rules are lower but require attention for teachers.

Among other reasons for the misuse of English articles are the strategies used in the classrooms, the time invested in the topic, learner self-motivation, and the lack of exposure to the language since the majority of students are limited to the input received in the classroom instruction and is not used to interact with the language which definitely does not favor the learning. Concluding, to minimize the frequency of errors in the English articles is essential to provide a clear explanation of each article's usage and type of nouns, apply exercises considering the level of complexity, notice the most common errors and offer timely corrective feedback adapting classroom strategies that help to mitigate the occurrence of errors and ensure that the teaching and learning process of the English articles will be effective.

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ANNEX 1. Sample of students' task

a. Complete these sentences. Use a, an, the or Ø for zero article.

Exercises taken from (Murphy, 2012)

1. What is _____ longest river in Africa?
2. Have you been to _____ Canada or _____ United States?
3. Jessica plays _____ violin in an orchestra.
4. _____ young people have the future in their hands.
5. I am afraid of _____ dogs.
6. _____ Sun is _____ star.

Exercises taken from (Eastwood, 1999)

7. _____ world's weather is changing. _____ pollution is having _____ effect on our climate.
8. If _____ earth was _____ human being, it would be in hospital.
9. _____ ozone layer will continue to disappear if we don't find _____ way to stop it.
10. There was _____ article about _____ contamination in a paper.

b. To have to write four sentences to answer this question.

1. Can you tell me about your favorite toy when you were little?

1. _____
2. _____
3. _____
4. _____

c. In one minute, talk about these different topics. Please send it in an MP3 format.

Topic 1: My best friend

Topic 2: The subject that I really love

Topic 3: My dream house

Eastwood, J. (1999). Oxford Practice Grammar (2nd ed.). New York: Oxford University Press.

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ANNEX 2: Sample of teachers' task

- 1) Complete this story by writing a, an, the or Ø if you think no article is needed in the gaps.

I was traveling around 1)_____ United Kingdom by 2)_____train one summer when I was about 18 years old, and I arrived in 3)_____ city (I can't remember 4)_____ name) just as it was getting dark. I went looking for somewhere to stay, such as 5) _____youth hostel, but the only one I found was full, and they couldn't recommend anywhere else for 6) _____ cheap accommodation. As usual, I had 7) _____problem with 8)_____money: I didn't have enough for 9) _____hotel. I wandered around 10) _____city looking for 11) _____park to sleep in. It was very dark when I came to 12)_____ pair of 13) _____imposing gates leading into what looked like 14) _____park. I went inside, and fortunately, I had 15) _____excellent sleeping bag, which I unrolled and climbed inside. Then I ate some bread, which was 16) _____only food I had. When I woke up and looked around me, I had an enormous surprise when I saw I had been sleeping in 17)_____ someone's back garden!

(Brook-Hart, 2014)

- 2) Write a 120-140 words paragraph about "THE IDEAL JOB."

Estimated time: 15 mins

ANNEX 3. ANSWER SHEET _ STUDENTS EVALUATION

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
THE	0	THE	THE	0	0	THE	A	THE	0	AN	THE	A	THE	A	AN	0

ANNEX 4. SUMMARY OF RESPONSES (STUDENTS' TASK)

RESPONSES										
S.	1	2	3	4	5	6	7	8	9	10
1	A	0 / THE	THE	THE	A	THE / A	THE / A / AN	A / THE	THE / THE	AN / A
2	THE	0 / 0	A	THE	A	0 / A	THE / THE / 0	THE / A	THE / 0	A / THE
3	THE	0 / 0	THE	THE	THE	THE / A	THE / THE / A	THE / 0	THE / A	AN / A
4	THE	0 / 0	THE	THE	THE	THE / A	THE / THE / AN	AN / THE	THE / A	AN / THE
5	THE	0 / THE	A	0	0	THE / A	THE / THE / A	THE / A	THE / A	AN / THE
6	A	0 / 0	A	THE	THE	THE / A	THE / THE / AN	THE / A	THE / A	AN / A
7	THE	THE / 0	THE	THE	THE	THE / A	THE / THE / AN	THE / A	THE / A	AN / THE
8	THE	0 / 0	THE	THE	THE	THE / A	THE / THE / AN	THE / A	THE / A	AN / THE
9	THE	0 / 0	THE	0	0	THE / A	THE / THE / A	THE / A	THE / A	AN / 0
10	THE	0 / 0	THE	0	THE	THE / A	THE / A / AN	THE / A	THE / A	AN / THE
11	THE	IN / IN	THE	THE	0	0 / A	IN / THE / AN	THE / A	THE / A	AN / THE
12	THE	THE / THE	THE	THE	0	THE / A	THE / THE / AN	THE / A	THE / A	A / THE
13	THE	0 / 0	A	THE	THE	THE / A	THE / THE / AN	THE / A	THE / A	AN / THE
14	THE	0 / 0	A	THE	THE	THE / A	A / THE / AN	THE / A	THE / A	AN / THE
15	A	0 / 0	THE	THE	THE	0 / A	THE / THE / AN	THE / AN	THE / A	AN / THE
16	A	0 / 0	A	THE	A	THE	0 / A / AN	AN / OR	THE / A	AN / THE
17	THE	THE / THE	THE	0	THE	THE / A	0 / 0 / A	THE / A	THE / A	ANY / THE
18	THE	0 / 0	THE	0	0	THE / A	THE / 0 / 0	THE / AN	THE / THE	AN / THE

19	THE	0 / 0	A	THE	A	THE / A	THE / THE / AN	THE / 0	THE / A	AN / THE
20	THE	0 / 0	THE	THE	0	THE / A	THE / 0 / 0	THE / A	THE / A	AN / 0
21	THE	0 / 0	THE	0	0	THE / A	THE / THE / 0	THE / A	THE / A	AN / 0
22	THE	0 / 0	THE	0	THE	THE / A	THE / THE / 0	THE / A	THE / THE	AN / A
23	THE	0 / THE	THE	0	0	0 / A	THE / 0 / 0	THE / 0	THE / A	AN / THE
24	THE	0 / THE	A	THE	A	THE / A	THE / THE / AN	THE / THE	THE / A	AN / THE
25	THE	AN / THE	THE	THE	A	THE / A	THE / A / THE	THE / A	THE / A	THE / A
26	THE	THE / THE	A	THE	THE	THE / A	THE / THE / AN	THE / A	THE / A	AN / THE
27	THE	0 / THE	THE	THE	0	THE / A	THE / THE / AN	THE / A	THE / A	AN / 0
28	THE	0 / 0	0	THE	0	THE / A	THE / 0 / AN	THE / A	THE / THE	AN / THE
29	THE	THE / 0	A	0	0	THE / A	THE / THE / A	THE / AN	THE / AN	AN / THE
30	A	0 / 0	THE	0	0	THE / A	THE / THE / A	THE / A	THE / A	AN / THE
31	THE	0 / 0	THE	THE	A	THE / A	THE / THE / AN	THE / A	THE / A	AN / THE
32	THE	0 / THE	THE	THE	THE	THE / A	THE / 0 / AN	THE / A	THE / A	AN / 0
33	THE	0 / THE	THE	0	THE	THE / A	THE / 0 / AN	THE / A	THE / A	AN / 0
34	THE	AN / AN	THE	0 / THE	A	THE / A	0 / THE / A	THE / AN	0 / A	A / THE
35	A	0 / 0	THE	THE	OR	THE / AN	THE / THE / A	THE / AN	THE / A	A / OR
36	THE	0 / THE	A	0	0	THE / A	THE / 0 / AN	THE / A	THE / A	AN / THE
37	THE	0 / THE	THE	0	0	THE / A	0 / 0 / A	THE / A	THE / A	AN / 0
38	THE	AN / A	A	THE	A	THE / AN	THE / THE / A	THE / A	AN / THE	A / THE
39	THE	0 / THE	THE	THE	THE	THE / A	THE / A / AN	THE / A	THE / A	AN / THE
40	AN	0 / 0	THE	AN	AN	0 / 0	0 / 0 / 0	A / THE	0 / THE	AN / THE

ANNEX 4. SUMMARY OF ERRORS – A2.2. STUDENTS EVALUATION

S.	RESPONSES									
	1	2	3	4	5	6	7	8	9	10
1	ERROR	0 / THE	THE	ERROR	ERROR	THE / A	THE / ERROR / AN	ERROR / ERROR	THE / ERROR	AN / ERROR
2	THE	0 / ERROR	ERROR	ERROR	ERROR	ERROR / A	THE / ERROR / ERROR	THE / A	THE / ERROR	ERROR / ERROR
3	THE	0 / ERROR	THE	ERROR	ERROR	THE / A	THE / ERROR / ERROR	THE / ERROR	THE / A	AN / ERROR
4	THE	0 / ERROR	THE	ERROR	ERROR	THE / A	THE / ERROR / AN	ERROR / ERROR	THE / A	AN / ERROR
5	THE	0 / THE	ERROR	0	0	THE / A	THE / ERROR / ERROR	THE / A	THE / A	AN / ERROR
6	ERROR	0 / ERROR	ERROR	ERROR	ERROR	THE / A	THE / ERROR / AN	THE / A	THE / A	AN / ERROR
7	THE	ERROR / ERROR	THE	ERROR	ERROR	THE / A	THE / ERROR / AN	THE / A	THE / A	AN / ERROR
8	THE	0 / ERROR	THE	ERROR	ERROR	THE / A	THE / ERROR / AN	THE / A	THE / A	AN / ERROR
9	THE	0 / ERROR	THE	0	0	THE / A	THE / ERROR / ERROR	THE / A	THE / A	AN / 0
10	THE	0 / ERROR	THE	0	ERROR	THE / A	THE / ERROR / AN	THE / A	THE / A	AN / ERROR
11	THE	ERROR / ERROR	THE	ERROR	ERROR	ERROR / A	ERROR / ERROR / AN	THE / A	THE / A	AN / ERROR
12	THE	ERROR / THE	THE	ERROR	0	THE / A	THE / ERROR / AN	THE / A	THE / A	ERROR / ERROR
13	THE	0 / ERROR	ERROR	ERROR	ERROR	THE / A	THE / ERROR / AN	THE / A	THE / A	AN / ERROR
14	THE	0 / ERROR	ERROR	ERROR	ERROR	THE / A	ERROR / ERROR / AN	THE / A	THE / A	AN / ERROR
15	ERROR	0 / ERROR	THE	ERROR	ERROR	ERROR / A	THE / ERROR / AN	THE / ERROR	THE / A	AN / ERROR
16	ERROR	0 / ERROR	ERROR	ERROR	ERROR	THE / ERROR	ERROR / ERROR / AN	ERROR / ERROR	THE / A	AN / ERROR
17	THE	ERROR / THE	THE	0	ERROR	THE / A	ERROR / 0 / ERROR	THE / A	THE / A	ERROR / ERROR
18	THE	0 / ERROR	THE	0	0	THE / A	THE / 0 / ERROR	THE / ERROR	THE / ERROR	AN / ERROR
19	THE	0 / ERROR	ERROR	ERROR	ERROR	THE / A	THE / ERROR / AN	THE / ERROR	THE / A	AN / ERROR
20	THE	0 / ERROR	THE	ERROR	0	THE / A	THE / 0 / ERROR	THE / A	THE / A	AN / 0
21	THE	0 / ERROR	THE	0	0	THE / A	THE / ERROR / ERROR	THE / A	THE / A	AN / 0
22	THE	0 / ERROR	THE	0	ERROR	THE / A	THE / ERROR / ERROR	THE / A	THE / ERROR	AN / ERROR
23	THE	0 / THE	THE	0	0	ERROR / A	THE / ERROR / ERROR	THE / ERROR	THE / A	AN / ERROR
24	THE	0 / THE	ERROR	ERROR	ERROR	THE / A	THE / ERROR / AN	THE / ERROR	THE / A	AN / ERROR

25	THE	ERROR / THE	THE	ERROR	ERROR	THE / A	THE / ERROR / ERROR	THE / A	THE / A	ERROR / ERROR
26	THE	ERROR / THE	ERROR	ERROR	ERROR	THE / A	THE / ERROR / AN	THE / A	THE / A	AN / ERROR
27	THE	0 / THE	THE	ERROR	0	THE / A	THE / ERROR / AN	THE / A	THE / A	AN / 0
28	THE	0 / ERROR	ERROR	ERROR	0	THE / A	THE / 0 / AN	THE / A	THE / ERROR	AN / ERROR
29	THE	ERROR / ERROR	ERROR	0	0	THE / A	THE / ERROR / ERROR	THE / ERROR	THE / ERROR	AN / ERROR
30	ERROR	0 / ERROR	THE	0	0	THE / A	THE / ERROR / ERROR	THE / A	THE / A	AN / ERROR
31	THE	0 / ERROR	THE	ERROR	ERROR	THE / A	THE / ERROR / AN	THE / A	THE / A	AN / ERROR
32	THE	0 / THE	THE	ERROR	ERROR	THE / A	THE / 0 / AN	THE / A	THE / A	AN / 0
33	THE	0 / THE	THE	0	ERROR	THE / A	THE / 0 / AN	THE / A	THE / A	AN / 0
34	THE	ERROR / ERROR	THE	ERROR	ERROR	THE / A	ERROR / ERROR / ERROR	THE / ERROR	ERROR / A	ERROR / ERROR
35	ERROR	0 / ERROR	THE	ERROR	ERROR	THE / ERROR	THE / ERROR / ERROR	THE / ERROR	THE / A	ERROR / ERROR
36	THE	0 / THE	ERROR	0	ERROR	THE / A	THE / 0 / AN	THE / A	THE / A	AN / ERROR
37	THE	0 / THE	THE	0	0	THE / A	0 / 0 / A	THE / A	THE / A	AN / 0
38	THE	ERROR / ERROR	ERROR	ERROR	ERROR	THE / ERROR	THE / THE / A	THE / A	ERROR / ERROR	A / ERROR
39	THE	0 / THE	THE	ERROR	ERROR	THE / A	THE / A / AN	THE / A	THE / A	AN / ERROR
40	ERROR	0 / ERROR	THE	ERROR	ERROR	ERROR / ERROR	0 / 0 / 0	A / THE	ERROR / ERROR	AN / ERROR

ANNEX 6. SUMMARY OF ERROR BY CATEGORY

S.	RESPONSES									
	1	2	3	4	5	6	7	8	9	10
1	SELECTION	0 / THE	THE	ADDITION	ADDITION	THE / A	THE / ADDITION / AN	SELECTION / SELECTION	THE / SELECTION	AN / ADDITION
2	THE	0 / OMISSION	SELECTION	ADDITION	ADDITION	OMISSION / A	THE / ADDITION / OMISSION	THE / A	THE / OMISSION	SELECTION / ADDITION
3	THE	0 / OMISSION	THE	ADDITION	ADDITION	THE / A	THE / ADDITION / SELECTION	THE / OMISSION	THE / A	AN / ADDITION
4	THE	0 / OMISSION	THE	ADDITION	ADDITION	THE / A	THE / ADDITION / AN	SELECTION / SELECTION	THE / A	AN / ADDITION

5	THE	0 / THE	SELECTION	0	0	THE / A	THE / ADDITION / SELECTION	THE / A	THE / A	AN / ADDITION
6	SELECTION	0 / OMISSION	SELECTION	ADDITION	ADDITION	THE / A	THE / ADDITION / AN	THE / A	THE / A	AN / ADDITION
7	THE	ADDITION / OMISSION	THE	ADDITION	ADDITION	THE / A	THE / ADDITION / AN	THE / A	THE / A	AN / ADDITION
8	THE	0 / OMISSION	THE	ADDITION	ADDITION	THE / A	THE / ADDITION / AN	THE / A	THE / A	AN / ADDITION
9	THE	0 / OMISSION	THE	0	0	THE / A	THE / ADDITION / SELECTION	THE / A	THE / A	AN / 0
10	THE	0 / OMISSION	THE	0	ADDITION	THE / A	THE / ADDITION / AN	THE / A	THE / A	AN / ADDITION
11	THE	ADDITION / SELECTION	THE	ADDITION	0	OMISSION / A	SELECTION / ADDITION / AN	THE / A	THE / A	AN / ADDITION
12	THE	ADDITION / SELECTION	THE	ADDITION	0	THE / A	THE / ADDITION / AN	THE / A	THE / A	SELECTION / ADDITION
13	THE	0 / OMISSION	SELECTION	ADDITION	ADDITION	THE / A	THE / ADDITION / AN	THE / A	THE / A	AN / ADDITION
14	THE	0 / OMISSION	SELECTION	ADDITION	ADDITION	THE / A	SELECTION / ADDITION / AN	THE / A	THE / A	AN / ADDITION
15	SELECTION	0 / OMISSION	THE	ADDITION	ADDITION	OMISSION / A	THE / ADDITION / AN	THE / SELECTION	THE / A	AN / ADDITION
16	SELECTION	0 / OMISSION	SELECTION	ADDITION	ADDITION	THE / OMISSION	OMISSION / ADDITION / AN	SELECTION / SELECTION	THE / A	AN / ADDITION
17	THE	ADDITION / SELECTION	THE	0	ADDITION	THE / A	OMISSION / 0 / SELECTION	THE / A	THE / A	SELECTION / ADDITION
18	THE	0 / OMISSION	THE	0	0	THE / A	THE / 0 / OMISSION	THE / SELECTION	THE / SELECTION	AN / ADDITION
19	THE	0 / OMISSION	SELECTION	ADDITION	ADDITION	THE / A	THE / ADDITION / AN	THE / OMISSION	THE / A	AN / ADDITION
20	THE	0 / OMISSION	THE	ADDITION	0	THE / A	THE / 0 / OMISSION	THE / A	THE / A	AN / 0
21	THE	0 / OMISSION	THE	0	0	THE / A	THE / ADDITION / OMISSION	THE / A	THE / A	AN / 0

22	THE	0 / OMISSION	THE	0	ADDITION	THE / A	THE / ADDITION / OMISSION	THE / A	THE / SELECTION	AN / ADDITION
23	THE	0 / THE	THE	0	0	OMISSION / A	THE / 0 / OMISSION	THE / OMISSION	THE / A	AN / ADDITION
24	THE	0 / THE	SELECTION	ADDITION	ADDITION	THE / A	THE / ADDITION / AN	THE / SELECTION	THE / A	AN / ADDITION
25	THE	ADDITION / THE	THE	ADDITION	ADDITION	THE / A	THE / ADDITION / SELECTION	THE / A	THE / A	SELECTION / ADDITION
26	THE	ADDITION / THE	SELECTION	ADDITION	ADDITION	THE / A	THE / ADDITION / AN	THE / A	THE / A	AN / ADDITION
27	THE	0 / THE	THE	ADDITION	0	THE / A	THE / ADDITION / AN	THE / A	THE / A	AN / 0
28	THE	0 / 0	OMISSION	ADDITION	0	THE / A	THE / 0 / AN	THE / A	THE / SELECTION	AN / ADDITION
29	THE	ADDITION / OMISSION	SELECTION	0	0	THE / A	THE / ADDITION / SELECTION	THE / SELECTION	THE / SELECTION	AN / ADDITION
30	SELECTION	0 / OMISSION	THE	0	0	THE / A	THE / ADDITION / SELECTION	THE / A	THE / A	AN / ADDITION
31	THE	0 / OMISSION	THE	ADDITION	ADDITION	THE / A	THE / ADDITION / AN	THE / A	THE / A	AN / ADDITION
32	THE	0 / SELECTION	THE	ADDITION	ADDITION	THE / A	THE / 0 / AN	THE / A	THE / A	AN / 0
33	THE	0 / SELECTION	THE	0	ADDITION	THE / A	THE / 0 / AN	THE / A	THE / A	AN / 0
34	THE	ADDITION / SELECTION	THE	ADDITION	ADDITION	THE / A	OMISSION / ADDITION / SELECTION	THE / SELECTION	OMISSION / A	SELECTION / ADDITION
35	SELECTION	0 / OMISSION	THE	ADDITION	ADDITION	THE / SELECTION	THE / ADDITION / SELECTION	THE / SELECTION	THE / A	SELECTION / ADDITION
36	THE	0 / THE	SELECTION	0	0	THE / A	THE / 0 / AN	THE / A	THE / A	AN / ADDITION
37	THE	0 / THE	THE	0	0	THE / A	OMISSION / 0 / SELECTION	THE / A	THE / A	AN / 0

38	THE	ADDITION / SELECTION	SELECTION	ADDITION	ADDITION	THE / SELECTION	THE / ADDITION / SELECTION	THE / A	SELECTION / SELECTION	SELECTION / THE
39	THE	0 / THE	THE	ADDITION	ADDITION	THE / A	THE / ADDITION / AN	THE / A	THE / A	AN / THE
40	SELECTION	0 / OMISSION	THE	ADDITION	ADDITION	OMISSION / OMISSION	OMISSION / 0 / OMISSION	SELECTION / SELECTION	SELECTION / SELECTION	AN / THE

ANNEX 7. ANSWER SHEET – TEACHERS EVALUATION

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
THE	0	A	THE	A	A	A	0	THE	THE	A	A	0	A	AN	THE	0

ANNEX 8. SUMMARY OF RESPONSES – TEACHERS' EVALUATION

S.	RESPONSES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	THE	0	A	THE	A	A	A	0	THE	THE	A	A	0	A	AN	THE	THE
2	THE	0	A	THE	A	A	A	THE	AN	THE	A	A	0	A	AN	0	0
3	THE	0	A	THE	A	0	A	0	A	THE	A	A	0	THE	AN	AN	0
4	THE	0	A	THE	A	A	A	THE	THE	THE	A	A	0	A	AN	THE	0
5	THE	0	A	THE	A	0	A	A	THE	THE	THE	A	0	A	AN	THE	0
6	THE	0	A	THE	A	A	0	0	THE	THE	A	A	0	0	AN	THE	0
7	0	THE	THE	THE	THE	A	A	0	THE	THE	THE	A	THE	A	AN	0	THE
8	THE	0	A	THE	A	A	A	0	THE	THE	A	A	THE	THE	AN	THE	0
9	0	0	THE	A	A	THE	A	0	A	THE	A	0	0	A	AN	AN	A
10	THE	0	A	THE	THE	0	A	0	THE	THE	A	A	0	A	AN	THE	0
11	THE	0	THE	THE	A	0	A	THE	A	THE	A	A	0	A	AN	THE	0

ANNEX 9. SUMMARY OF ERRORS – TEACHERS' EVALUATION

S.	RESPONSES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	THE	0	A	THE	A	A	A	0	THE	THE	A	A	0	A	AN	THE	ERROR
2	THE	0	A	THE	A	A	A	ERROR	ERROR	THE	A	A	0	A	AN	ERROR	0
3	THE	0	A	THE	A	0	A	0	ERROR	THE	A	A	0	ERROR	AN	ERROR	0
4	THE	0	A	THE	A	A	A	ERROR	THE	THE	A	A	0	A	AN	THE	0
5	THE	0	A	THE	A	0	A	ERROR	THE	THE	ERROR	A	0	A	AN	THE	0
6	THE	0	A	THE	A	A	0	0	THE	THE	A	A	0	0	AN	THE	0
7	ERROR	ERROR	ERROR	THE	ERROR	A	A	0	THE	THE	ERROR	A	ERROR	A	AN	ERROR	ERROR
8	THE	0	A	THE	A	A	A	0	THE	THE	A	A	ERROR	ERROR	AN	THE	0
9	ERROR	0	ERROR	ERROR	A	ERROR	A	0	ERROR	THE	A	0	0	A	AN	ERROR	ERROR
10	THE	0	A	THE	ERROR	0	A	0	THE	THE	A	A	0	A	AN	THE	0
11	THE	0	ERROR	THE	A	0	A	ERROR	ERROR	THE	A	A	0	A	AN	THE	0

ANNEX 10. SUMMARY OF ERROR BY CATEGORY – TEACHERS' EVALUATION

S.	RESPONSES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	THE	0	A	THE	A	A	A	0	THE	THE	A	A	0	A	AN	THE	ADDITION
2	THE	0	A	THE	A	A	A	ADDITION	SELECTION	THE	A	A	0	A	AN	OMISSION	0
3	THE	0	A	THE	A	OMISSION	A	0	SELECTION	THE	A	A	0	SELECTION	AN	SELECTION	0
4	THE	0	A	THE	A	A	A	ADDITION	THE	THE	A	A	0	A	AN	THE	0
5	THE	0	A	THE	A	OMISSION	A	A	THE	THE	SELECTION	A	0	A	AN	THE	0
6	THE	0	A	THE	A	A	OMISSION	0	THE	THE	A	A	0	OMISSION	AN	THE	0
7	OMISSION	ADDITION	SELECTION	THE	SELECTION	A	A	0	THE	THE	SELECTION	A	ADDITION	A	AN	OMISSION	ADDITION
8	THE	0	A	THE	A	A	A	0	THE	THE	A	A	ADDITION	SELECTION	AN	THE	0

9	OMISSION	0	SELECTI ON	SELEC TION	A	SELECTI ON	A	0	SELECTI ON	THE	A	OMISSI ON	0	A	AN	SELECTION	ADDITION
10	THE	0	A	THE	SELECTIO N	OMISSIO N	A	0	THE	THE	A	A	0	A	AN	THE	0
11	THE	0	SELECTI ON	THE	A	OMISSIO N	A	ADDITION	SELECTI ON	THE	A	A	0	A	AN	THE	0

ANNEX 11: IDENTIFICATION OF ERRORS PER CATEGORIA

ADDITION ERRORS

No.	Identified errors	Article added		
		a	an	the
1	Some time later I started to like <i>the</i> soccer			✓
2	When I was a child I collected <i>the</i> planes.			✓
3because I was travelling at <i>the</i> night .			✓
4	I went in a car with my parents to look for it in <i>the</i> shopping centers.			✓
5	... I listened to <i>the</i> music and danced.			✓
6	One of my favorite toys were <i>the</i> dolls			✓
7	When I was a child I like to collect <i>the</i> cars.			✓
8	Sometimes I lent my sister once a <i>the</i> week.			✓
9	When I was a little...	✓		
10	My parents gave <i>the</i> “balero”			✓
11	Whenever I see my doll I remember <i>a</i> my father.	✓		
12	I my daughter you give my doll when was <i>a</i> small.	✓		
13	I spende all <i>the</i> day playing whith my doll.			✓
14- 15	With the dolls we played to prepare food using <i>the</i> leaves of <i>the</i> trees.			✓
	SCRIPT -ADDITION 59			
1	Areas specially for playing <i>the</i> soccer.			✓
2	I met him in <i>the</i> high school. (x4)			✓
3	The subject that I really like in <i>the</i> high school...(x2)			✓
4	Was <i>the</i> accounting ...			✓
5	We studied in <i>the</i> Gran Colombia.			✓
6	<i>The</i> one that has a garden to invite my friends.			✓
7	... to do <i>the</i> bbq.			✓
8	I love <i>the</i> Greek mythology...			✓
9	...but I really love <i>the</i> Egyptian mythology...			✓
10	...la diablada de pillara and the carnival in all my country.			✓
11	...I really like <i>the</i> Natural Sciences			✓
12	I liked know about <i>the</i> animals and <i>the</i> plants.(x2)			✓
13	...a big garden for my mother grow <i>the</i> plants...			✓
14	My dream house would in <i>a</i> Japanese style...			✓
15	...and I would have three bedrooms for <i>the</i> visitors.			✓
16	...the use that is given in the every day...			✓
17	... I want no have problems with <i>the</i> neighbors.			✓
18	...they talked about <i>the</i> story of the Ecuador...			✓
19	...I really like the Natural Sciences			✓
20	...we met at the school...(x2)			✓

21	He is very loyal and <i>a</i> good person	✓		
22	I love how he treat the people and the animals.			✓
23	The numbers call my atention.			✓
24- 25	I like nature for that I love listen <i>the</i> birds, <i>the</i> leaves,(x2)			✓
26	...were a very small river passed and <i>a</i> build small	✓		
27	...My favorite subject was <i>the</i> drawing.			✓
28	My best friend is <i>the</i> Paola...			✓
29	... but with <i>the</i> we play more.			✓
30	The second was <i>the</i> mathematics			✓
31	My friend and I meet six years ago at <i>the</i> school			✓
32	...areas for <i>the</i> sports.			✓
33	I like <i>the</i> mathematics...			✓
34	We learning much more to solve <i>the</i> exercises...			✓
35	...but the most fun is to see <i>a</i> how <i>a</i> circuits building works (x2)	✓		
36	...and a garage for <i>the</i> other things			✓
37	I also like the anatomy ...			✓
38	I will put a little fridge for <i>the</i> snacks and drinks...			✓
39	My favorite subject when I was in <i>the</i> school...			✓
40	Her favorite food is <i>the</i> lasagna.			✓
41	I really like to program <i>the</i> computer			✓
42	...I like the basketball...			✓
43	...with Mayra we went on <i>the</i> trips...			✓
44	She teach me how to prepare <i>the</i> cake and sushi...			✓
45	...in the second floor <i>a</i> three bedrooms.	✓		
46	My best friend is Diana, the Diana have lands...			✓
47	...also <i>the</i> did explain...			✓
48	Have a large garden because I love the flowers.			✓
49	When I was in school I love too much <i>the</i> History.			✓
50	To know how was the Ecuador ago.			✓
51	...to go to play, to eat, and to go to <i>the</i> parties.			✓
52	I love <i>the</i> English as a subject...			✓

OMISSION ERRORS

	Identified errors	Article omitted		
		a	an	the
1.	I liked to play to be (...) nurse.	✓		
2.	The cars he played every day was (...) hot wheels			✓
3.	I liked (...) power ranger toy because was my first toy			✓

4.	The car was an interesting toy for (...) long time.	✓		
	SCRIPT -24			
1.	I will like have (...) cozy house.	✓		
2.	My house will also has (...) soccer court.	✓		
3.	My house of my dreams is two floor with very (...) very large window.	✓		
4.	A patio with (...) small pool.	✓		
5.	a room with comfortable sofas and chairs and (...) big TV.	✓		
6.	I don't want luxuries but need (...) large patio	✓		
7.	She was (...) president of a animal shelter.			✓
8.	She is (...) very special person for me...	✓		
9.	He is (...) very loyal and a good person...	✓		
10.	...a balcony where (...) sun passes.			✓
11.	I want (...)very beautiful house.	✓		
12.	We were always the first to arrive for (...) class...			✓
13.	...we go for (...)trip every month.	✓		
14.	There are (...) very big TV	✓		
15.	She's (...) very friendly person...	✓		
16.	This is (...) space very important ...			
17.	My best frien died in (...) ragic accident	✓		
18.	My teacher was (...) very good teacher	✓		
19.	My teacher went to (...) trip to Colombia	✓		
20.	My house has (...) bathroom...	✓		
21.	My house will have (...) big living room.	✓		
22.	...and (...) large pool.	✓		
23.	She is (...) very cheerful and funny friend.	✓		
24.	Now whe lives in (...) South of Quito.			✓
		22		6

SELECTION ERRORS

No.	Identified errors	Correct article		
		a	an	the
1	I used to go to <i>the</i> park with my doll.	✓		
2	My mom took me to <i>the</i> market.	✓		
	SCRIPT – selection (14)			
1	On the weekends we go to <i>the</i> park or	✓		
2	He is <i>a</i> important person for me...		✓	
3	He is <i>a</i> unconditional support.		✓	
4	... with a image of Virgen....		✓	
5	...with a entrance of flowers and plants.		✓	
6	...we coincide one day in <i>the</i> classroom...	✓		
7	She was president of <i>a</i> animal shelter.		✓	
8	It must located in <i>a</i> exclusive place from the city...		✓	

9	Also a large room with <i>the</i> TV on the wall.	✓		
10	She was a incredible person to me sometimes.		✓	
11	I like to have <i>the</i> very big television	✓		
12	In the outside part of the house surrounded by the fence.	✓		
13	In order to have a identity		✓	
14	He is within <i>the</i> group of the institute.	✓		

OTHER ERRORS

Identified errors	Correct article		
	a	an	the
...I found the teddy on <i>de</i> floor of my room.			✓

ANNEX 12: TEACHERS' IDENTIFICATION OF ERRORS ACCORDING TO THEIR CATEGORY

No.	Identified errors	Article added		
		a	an	the
1	I like <i>the</i> work			✓
2	<i>The</i> work should be team based...			✓
3	An original and <i>an</i> honest answer...		✓	
4	...working with <i>the</i> professors...			✓
5	They can do <i>the</i> things at work.			✓
6	Having to work non-stop can lead anyone to get <i>the</i> burn out syndrome.			✓
7	We all work for <i>the</i> money.			✓
8	<i>The</i> working hours are important...			✓
9	Finally, <i>the</i> environment at work is key.			✓
10	Find the best career and go to <i>the</i> university Place for their primary use,,don't use the			✓
11	Make a positive impact on the people	✓		
12	Job that gives me <i>the</i> satisfaction and <i>the</i> joy (x2)			✓
13	The payment for doing <i>the</i> work would be...			✓
14	Interact with <i>the</i> others and travel			✓
15	Will lead to reaching <i>the</i> goals			
16	Would be done at my home, alone or in <i>a</i> team	✓		
17	Professional training outside <i>the</i> classroom.			✓
18				✓
19				✓
				✓
OMISSION ERRORS				
1	A job with (...) good salary.	✓		
2	More important would be (...)personal growth.			✓
3	To learn (...) best practices from a highly skilled mentor.			✓
4				
5				
SELECTION ERRORS				
1	There is not and ideal job		✓	

