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TEMA: *“ANALYSIS OF WRITTEN ERRORS MADE IN
EXAMS BY STUDENTS OF ENGLISH IN
THIRD AND FOURTH LEVELS AT THE
CATHOLIC UNIVERSITY IN AMBATO-
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INTRODUCTION

INTRODUCTION

Making errors is an issue that everyone who is involved in the process of learning a foreign language (teachers - students) has to face daily.

The English Language Department at “Universidad Católica” in Ambato, has been working since 1986. During this time, thousands of students have come to learn the language with us; and neither the causes and origin of the errors in the exams have been analysed and studied, nor the main types of errors made by them in writing. This is the main reason that encouraged us to develop this dissertation based on our learners errors in the writing section of the exams, considering that writing is a difficult skill to master by foreign language learners.

We considered the writing section of each exam to be the most relevant to be analysed, considering it as one of the most important in the development and success of an exam. While in spoken language, the learner has the opportunity to hesitate and correct his mistakes at the moment, the author of a piece of writing with mistakes could be qualified as illiterate, because everyone expects writing to be correct. It is noticeable, as well, that many times teachers put more emphasis on written accuracy than on spoken accuracy.

It is important to mention that the writer does not get immediate feedback from the teacher (or reader), and sometimes, if it is the case, no feedback at all. The writer is at a disadvantage not being able to make use of segmental or suprasegmental

phonemes to convey his meaning. On the other hand, he needs to compensate this lack by being clear and making use of right grammatical structures, tools and organisation, in order to pass his message on without requiring his voice to clarify tone or expressions. In writing we have a clear piece of information that can be seen and kept for a long period of time, while the oral production is momentaneous and vanishes in just a few seconds (unless it is recorded).

This dissertation will be developed in five chapters, where the main purpose is to give a clear vision of the writing skills, kind of errors, and their occurrence, as well as the importance of them in the teaching situation, and the main objective which was already mentioned, to analyse the writing section in exams, to realise about the main type of errors, made by students at the University.

Chapter One deals with how the writing skill is learnt. We will include some approaches of how writing can be learnt; the development of writing skills and the importance of writing in the process of communication; as well how taking an exam can influence on the correct performance of the students' writing. Implications of the anxiety as a non-linguistic aspect in the final product to be obtained are included.

Chapter Two will bring us an interesting topic- interlanguage, which should be known by every teacher. Here we will discover how the two languages combine in the learner's mind and its effects in writing. Coherence and cohesion are vital tools

in writing. Therefore, these two topics are discussed and presented, to help the readers have a permanent attraction to what was written, as well as understanding it.

Chapter Three deals with learning strategies, which should be known by everyone immersed in the process of foreign language learning. The learning strategies that everyone uses are unique, and we will see them focused on writing, along this chapter as a help for teachers and students.

Chapter four will be the last to deal with theory, going through different categories selected for the analysis of the exams. Some examples will be listed. We will consider errors as an essential part of the learning process and creativity. Writing Assessment is also included in this chapter.

Chapter Five will be the application of the theory in the previous chapters. We will analyse selected exams in order to realise about the most common errors made by students at levels three and four at the University, which will be shown in graph charts. Errors will be also analysed by the gender of the students. The results presented will be a general point of view of the different categories in chapter 4.

Conclusions and Recommendations will show the final results and data obtained from the analysis, points of view and some recommendation and ideas in order to make our writing classes more motivating for our students are included.

CHAPTER 1

“LEARNING

WRITING”

CHAPTER 1

“LEARNING WRITING”

For the purpose of this dissertation, writing is defined as the creation of original text using the individual's intellectual and linguistic resources, rather than copying someone else's text, using a prepared list of words to create sentences or stories. for class work or exams, or practising handwriting.

1.1. Second Language Acquisition

Before dealing with writing skills in deep, we consider important to mention about second language acquisition and some facts about it. A second language can be acquired in a variety of ways and at any age. In this way we can distinguish different kinds of second language learning: tutored and untutored, or spontaneous or guided language learning.

1.1.1. The Competition Model to Acquire a Foreign Language

The way how people who use only one language understand and perform a sentence has been interpreted in terms of how a language is used, rather than how it is formed (structure).

“A major concept discussed in the competition model is that speakers must have a natural way to determine relationships between elements in a sentence.” (Robalino, 1999).

Word order, lexical terms, and morphology, all have a very important role in English as well as animacy criteria (i.e. whether the noun is animate or inanimate); in some other languages, word order is not as important as it is in English; for example, in Spanish an adjective can be placed either before or after a noun and the meaning of the sentence does not change and the message we want to convey is well understood. Now we have to deal with a question when we are learning a foreign language, do we use the same rules and strategies we did in our first language? or is it the same to learn a second language as a foreign language? “ In general, the methodology used to gather information in SL studies, based on the Competition Model, is the same. For example, a learner whose FL uses cues that differ from those of the TL may design conflicting sentences” (Robalino, 1999).

“One of the findings of a study conducted using this paradigm is that a meaning-based comprehension strategy takes precedence over a grammar-based one, but there is also evidence that learners first look for correspondences in their FL to form hypothesis regarding meaning.” (Robalino 1999). This means that once the learner is really aware of the differences between their mother tongue and the new language they are learning, they start to discriminate some rules and associate directly only with the rules of each of the languages, and the learner realises what a foreign

language is, and what the mother tongue is, even though mistakes can be made in the foreign language.

The Competition Model can be a very useful aspect to reflect about, because it will give us the clue to the interference of Spanish in the process of learning English and the possible causes of making mistakes.

1.2. EFL versus ESL Setting

EFL versus ESL context and the role of English in the classroom is considered as crucial.

The most important difference between the two contexts is the students in an ESL context can practice their English after class in real life situations like shopping and socialising, on the other hand, EFL students cannot do it. Students sometimes do not realise about the importance of learning English, they do not need to speak English out of the classroom and probably do not write, unless they have a pen friend in another country. However it is the task of the teacher to make a difference by establishing a small English library and encouraging students to read; through which the writing skills can develop.

1.3. Development of Learner's Writing

Writing is one of the skills that can never be considered as spontaneous, it is certainly learnt by a guided teaching process that leads students to develop this skill step by step until the learners reach a high level, through which they will be able to communicate naturally making use of written language in order to convey a message. Since our work deals with writing mistakes, we start considering at this point the importance of writing as a powerful tool in Foreign Language Learning and Communication.

In the last fifteen to twenty years, education researchers and educators have learned a tremendous amount about foreign language learner's writing development. Examinations have revealed that, from early age, people work to make sense of written language; they make predictions about how written language works and create texts based on these predictions. As the student's understanding of and predictions about written language change, so do the learner's texts. The perception of the foreign language learner as creator has been confirmed in studies of classrooms in which writing has been taught as a process of drafting and revising.

Studies of the writing development of native speakers influenced other researchers to investigate the writing development of foreign language learners. The most general conclusion these examinations have reached is that the process of writing is similar for first and second language learners. More specifically, the following

conclusions may be made about student's writing development in their foreign language class:

Learners, while they are still learning English, can write; they can create their own meaning.

Learners can respond to the works of others and can use another learner's responses to their work to make substantive revisions in their creations.

Texts produced by writers look very much like those produced by young native speakers. These texts demonstrate that the writers are making predictions about how the written language works. As the writers' predictions change, the texts change.

Students approach writing and develop as writers differently from one another.

The classroom environment has a significant impact on student's development as writers.

Culture may affect the writers' view of writing, of the functions or purposes for writing, and of themselves as writers.

The ability to write in the native language facilitates the learner's writing in several different ways. Native language writing provides learners with information about the purposes of writing.

Writing ability in the native language provides second language learners with both linguistic and non-linguistic resources that they can use as they approach second language writing. In addition, second language learners apply the knowledge about writing gained in first language settings to second language settings.

Learners develop as writers when they use writing to carry out activities that are meaningful to them. Teachers need to provide time for writing on a regular basis; they need to encourage learners to write; they need to promote writing by responding to the content of the text rather than to the form; and they need to provide multiple opportunities for writers to engage in writing for reasons that are real and important to the individual writer.

Suggestions for specific classroom activities include the following:

Use diaries or journals to promote fluency in writing and to help students see writing as one means of self-expression.

Utilise personal narratives and writing workshop techniques to help learners become comfortable with the skills of drafting, sharing, and revising their pieces.

Make the reading-writing connection by exposing learners to a wide variety of literary forms in reading and then provide opportunities for learners to construct their own forms to share with others.

Incorporate various writing activities into content-area units so that learners will experience the kinds of writing that will be expected in disciplines across the curriculum.

1.4. Communication in Writing

Each piece of writing is in essence a piece of communication. Writing is certainly no one-way street. Students need to be aware of this. When a writer wants to communicate something to an audience and the classroom is not a reflection of the outside world, it is not effective for him; but the teacher can create situations during classes where students can write with a real audience like classmates or pen friends in mind and try, at least, ^{to} imitate the outside world; as mentioned in the point about Motivation in Writing (further in this chapter) , the teacher needs to create encouraging occasions which intrinsically motivate students to write. Writing to classmates is a possibility to develop this idea; it is of course ‘more challenging to write to a native speaker of English. This makes us directly reflect about writing as a process and writing as a product.

“The product is, after all, the ultimate goal; it is the reason that we go through the process of prewriting, drafting, revising, and editing.” (Brown, 1994)

1.5. Significant Differences Between Writing and Talking

For most young children talking comes much before learning to write or type words, even misspelled words; so at the stage of childhood where children can speak but are not yet able to write much, even if they know what they might want to write, obviously speaking will be easier. However, for many, if not most people, talking is generally still easier even after their basic physical ability to write or type

words, and it is contradictory to their ability to say them. Besides talking is generally still easier for most people even when their writing vocabulary exceeds their speaking vocabulary, as it does for many or most decently educated adults.

It is true that talking is, for the majority of purposes, quicker than writing, it is not the slowness of writing that makes writing difficult in those cases where it is difficult. It would be, for example, time-consuming, laborious, and frustrating for two or more people in proximity to write messages to each other in a conversation rather than to simply speak to each other, but if they had to do it, it would only be slower than talking, not more difficult to know what to write; one would write simply what one would say. People do this all the time when passing notes back and forth during a meeting, a class lecture, writing such notes is a situation in which writing is not more difficult than talking, but if one wants to write an essay or book report simply by dictating it, instead of writing or typing it, it would be neither easier nor faster for most people because here the problem would not be that it takes longer to write than to talk.

Writing is certainly considered as a different skill, and generally more difficult than, talking because, at other times, writing tends to occur under conditions which make it more difficult to know what to say and how to say it. Writing tends to be done under conditions that yield no natural or spontaneous introduction and that require more detail and clarity, generally because there is little feedback or opportunity to respond to any lack of understanding, misunderstandings, or disagreement. Writing usually demands greater understanding of what is required

for approaching or introducing a subject, for making it clear, and for being reasonably complete about it. Because conversation allows immediate feedback and clarifications or corrections where necessary, good writing is generally a very different activity from merely transcribing to paper, spoken words or ideas that occur in your mind.

There is also the pressure of knowing that writing leaves a record which could survive for some time and it is able to be seen by many people, giving them an impression of the author's character and personality. Therefore, students tend to be careful, sometimes overly cautious. Moreover, writing tends to reflect the ability to communicate when students supposedly have time to plan and perfect what one is saying, on the other hand, when writing in an exam, students have also the time pressure among others, which are mentioned in this chapter.

One can "talk off the top of one's head" or "think out loud", taking back or amending whatever does not seem to have been accurate or expressed very well earlier. In conversation one may even contradict oneself and abandon a position one had earlier stated. But "writing off the top of one's head" or "thinking on paper " would only be reasonable for "writing down ideas" or working on a draft. Once a piece of writing is finished, there are expectations that it is fully formed, and at least sufficiently polished for the reader.

There are two major general kinds of differences between the conditions in which spoken conversation tends to take place and the conditions in which written

communication tends to take place. Each of these differences promotes difficulties for writing.

In spoken conversations there is normally more proximity in time and space between the participants than there is in written communications. This allows more immediate, helpful feedback and audio or visual cues about what needs to be said next.

Written works are often more formal in nature, and often addressed to a larger audience.

There are also circumstances in which writing is something like talking in a conversation - computer chat or sending instant messages back and forth. In this circumstance, the correspondents are not separated by time, just by distance. It is pretty similar to a phone conversation except that you cannot readily interrupt others. Also, the note passing during classes, meetings are similar to conversation, more so than computer or phone dialogues, since there is not a distance.

Since writing usually requires more information to be included, if students are not accustomed to give additional information, or does not know what kind of information needs to be provided, students will find writing more difficult. In writing, people generally have to provide an introduction and a context because the reader one is writing is normally separated from you by space or time, and usually both. Writing without giving sufficient background information is like changing the subject of a conversation, or beginning a conversation, in the middle.

1.6. Individual Differences In Foreign Language Acquisition

Talking about foreign language acquisition, we have to consider that even though learners seem to have the same way to acquire a second language, we know that everyone presents great individual differences according to our years of experience as English teachers, which can be described in the following points:

Learners follow the same path; it means a single direction of development, and individual differences show how much a learner has progressed in the language. Every person's difference makes him progress through different stages of improvement as he acquires the language.

When we study the progress of learners, they show similarities in acquiring a structure, but if we take a closer view of their development, we will still find differences. For example, one student can acquire the structures of the language first before the correct spelling of some words, whereas another student can acquire the spelling first and the structures or patterns for writing at a later stage.

Most studies do not reveal any nature of these differences, they just describe variations in "proficiency" in the foreign language and try to find relations with some non-linguistic aspects, such as motivation, intelligence and personality. In this respect, we can express that a more motivated student will succeed in acquiring

language, but "this does not mean that a more intelligent or better motivated person will necessarily be more successful", (Ellis, 1986) just that he has more possibilities to do so. For this it is necessary that we take a closer look at motivation for learning.

1.7. Motivation for Learning

Motivation is the great force that moves a person to achieve his goals. When acquiring a new language it is the force that will lead the learner to put all his emotion and attention in the new structures and every aspect of the new language, as well as involve himself in the task and learning situation. Perseverance and energy of the learner will also depend on his motivation.

Motivation is related with many factors such as: the learner's need for achievement and success, how curious he is, the desire for new experiences. Among others some important are: the need for communication and the students' attitude to the second language community.

1.7.1. Attitudes And Motivation

Attitude is an important matter in the learning of a second language. It is another of the basis for natural learning, for gaining proficiency in the language. Besides motivation, aptitude, and other factors are needed for acquiring a second language. (Ellis, 1990) We will make a brief comment on attitudes.

As we have studied motivation before, we can say that motivation and attitude are closely related, and they go hand in hand in the learning process. Therefore, most of the motivation of the learner could be governed by his attitude to the language itself and the language community.

Since "motivation comes from attitude" we can find two kind of attitudes: attitudes to the speech community and attitudes toward use of the language, how the learner is going to react when putting the language in use. According to this, we can say that attitudes can be different, and some ones can be more relevant than others.

Attitude plays a non-direct role in the learning process, but attitude conveys motivation, which is, as we have seen, one of the most important ingredients for language learning. Motivation, as stated by Gardner (1985), presupposes "four aspects, a goal, effortful behaviour, a desire to attain the goal and favourable attitudes towards the activity in question... those aspects are not unidimensional." This can be expressed in terms that "a learner's attitudes affect the development of motivation" (Gardner, 1985). He can regard his way of learning as an integrative or instrumental one; here we will be dealing with the two kinds of motivation. This makes us think that accomplishments in second language learning are relevant to the quantity of attitudes and motivation.

Many aspects are necessary to get language proficiency, but motivation and language aptitude are the two individual and relevant differences which can be counted on in the language learning process.

1.7.2. Ability to Learn

Most of the time, we have the idea that the ability to learn is only related to the cognitive factors, intelligence. But it is significant to mention that there are some other and different factors that affect the ability to learn, such as: personality, age and learning strategies.

1.7.2.1. Cognitive Factors

Cognitive factors are in relation to language aptitude. This means the potential of a student to learn a language. A number of abilities are important for language aptitude. They include the ability to:

- a. memorise words
- b. recognise the grammatical function of the words in sentences
- c. induce grammatical rules from examples.

There are different cognitive factors for success in second language learning, for example, a learner could use his learning strategies (see chapter 3) to recall experiences; or when the learner is field independent, this could help him to distinguish important information and structures of the language. When referring to these cognitive differences, we are also talking about learning styles, the ones the students take advantage of in order to learn.

1.7.2.2. Personality

Besides the different considerations already mentioned, we see that different kinds of personality influence second language learning as well as writing.

Some studies show that "extroverted" kinds of personality are related very well with success in second language learning. People with outgoing personalities will have advantages. This learner will look for different occasions and situations where he can involve himself with the language. He will feel less anxious when using language in real communication. His level of self esteem will help him to gain proficiency, and he will take the risk to make mistakes without feeling threatened, when he is exposed to considerable amounts of new and well known material.

Contrasting them, we have the "introverted" learner, who will face exactly the opposite experiences. He could find himself in difficult situations when exposed to the language. Nevertheless, he can make use of his learning strategies: working alone, studying by himself, in order to succeed in second language learning. His learning could be slower, but his perseverance will help him to be proficient in the language.

1.7.2.3 Age

One of the most important elements we have to consider in second language learning is age. Associated with age, we can distinguish two major groups of learners: children and adults.

It is true that children learn a language better than adults. This can be explained if we consider that there is a "critical period" in life when the brain is flexible and language learning can result easier. This period ends around puberty. The learning of a language will be, then, a laborious and artificial task. Despite that, adults and teenagers have good mechanisms for learning; we have seen that they acquire high levels of proficiency in a second language. We can also say they have not lost their natural capacities for language learning completely.

Contrasting the learning ability of children and older people, we encounter one considerable difference: children have better conditions for learning. They have more attention, more time, and opportunities, among others. Children receive more attention from native speakers of the language. They are exposed to simpler language, which is easier to understand. They could have more positive attitudes towards the community than their parents.

Adults care for structures taught, and they usually analyse the learning experience, which could cause problems in internalising new language. It may show us that

older learners trust in the "learning" of the language, whereas younger learners "acquire" it in a natural way.

1.7.3. Motivation in Writing

The most important factor for motivation in writing exercises is that students need to feel personally involved in order to make the learning experience of lasting value. Motivating the student to participate in the exercise, and at the same time improving and expanding writing skills, requires in some cases a not easy procedure. An important point is that teachers should be clear on what skills the he/she is trying to develop. Next, the teacher needs to know what type of exercise can facilitate learning of the target area. Once skill areas and means of implementation are defined, the teacher can then proceed to reflect on what topic can be employed to ensure student motivation for participation. Combining these objectives, the teacher can expect both motivation and effective learning.

Selecting the topic depends on many factors; therefore some questions arise: What level are the students? What is the average age of the students? Why are the students learning English? Are there any specific future intentions for the writing? (e.g. school tests or job application letters etc.). Other important questions to ask oneself are: What should the students be able to produce at the end of this exercise? (a well written paragraph, basic communication of ideas, transmission of the message etc.) What is the focus of the exercise? (structure, tense usage, creative writing). Once these factors are clear in the mind of the teacher, the teacher can

begin to focus on how to involve and motivate the students in the activity, and in this way promote a positive and long-term learning experience.

In correction, the teacher must choose the most appropriate way for the specified writing area. For example, if formal business letter English is required, it is of little use to employ a free expression type of exercise. On the other hand, when working on descriptive language writing skills, a formal letter is equally out of place.

It is important that the teacher considers how to involve the students by considering what type of activities are interesting to the students; having in mind if the students are preparing for something specific such as a class work, homework or test. When the selection is a topic that involves the students, the teacher is providing a context within which effective learning is produced

Finally, the question of what kind of correction will facilitate a useful writing exercise is very important. Here the teacher needs once again to think about the overall exercise. If there is an immediate task at hand, such as taking a test, perhaps teacher guided correction is the most effective solution. However, if the task is more general (for example developing a paragraph), the best approach would be to have the students work in groups and learning from each other. Most importantly,

by choosing the correct means of correction the teacher can motivate rather discourage students.

1.8. Writing Acquisition

The best opportunity to acquire the second language is by exposing the learner to natural language and, to achieve this, we need to involve them in authentic activities. Also, involving our students with "native speakers of the language at a personal level" (social strategies, see chapter 3) will help to give them a real input of language and in this way they will have the opportunity to produce written language in a better way. This is possible to take place when the learner has positive attitudes, and feels confident to do so in written language.

“In writing the target language, students often need to cooperate with proficient language users. This frequently happens when learners encounter proficient language users, in the job, in the classroom, or on a trip” (Oxford, 1990). Seeking for help from native English speakers will help our students to develop writing skills better and faster how to write in the target language, using the English rules that differ from Spanish.

1.8.1. Background

When walking into an adult English for speakers of other languages class 20 years ago, you might have seen students doing little writing other than completing short exercises designed to reinforce particular grammar points or language functions. The teacher may have evaluated this writing on the basis of formal correctness; students may have had little opportunity to write extended pieces in which they expressed their own ideas. Today, you may see exactly the same kind of writing in some adult Second Language classes; in many others, however, you are likely to see students filling out job applications, writing notes to their teachers, or practising taking phone messages. They may be writing journal entries, doing free writing, composing stories about their lives, or writing tales from their homelands. Some may be revising their work for publication. Others may be working together to draft letters to the editor of a newspaper about a community problem or to demand a petition to the local school authorities. The teacher may be writing alongside students, responding to their writing by asking questions and sharing experiences, or giving mini-lessons about a particular grammar point.

At first glance, the changes over the past 20 years can be constructed as representing a new eclecticism in writing pedagogy: a "let a hundred flowers bloom" philosophy. However, underneath this proliferation of practices are several distinct tendencies that reflect theoretical developments in the fields of second language acquisition, composition theory, and literacy studies. Although most of the

research in Second Language writing has been done in higher education contexts and there has been minimal writing research in adult contexts, pedagogical practices in both contexts are informed by similar approaches. Understanding the differences and similarities between the approaches is important because writing instruction is so powerful. The way that writing is taught sends learners messages about who they are as writers, what is entailed in the act of writing, what they can do with writing, and what writing can do for them. In fact, writing instruction often goes further than shaping conceptions about writing itself: it can also contribute to construct learners' sense of their own identities and possibilities.

(<http://esl.about.com/cs/teachingwriting/>)

1.8.2. Approaches To Teaching Second Language Writing

There are different current approaches to teaching second language writing, some of them are: the theoretical perspectives on which they are based, their implications for practice, and the messages they send learners.

1.8.2.1. Behavioural and Functional Approach

One of the first departures from grammar-oriented writing instruction for Second Language students in non-academic contexts was the functional or competency-based approach (Savage, 1993). This approach, which evolved in the late 1970s, is

based on the view that, for immigrants or refugees, the priority is survival; according to this view, their needs for writing focus primarily on very functionally-oriented, context-specific writing tasks. Thus, where grammar-based approaches value what students know about language, this view emphasises what students can do with language. Often writing tasks are integrated into thematic life skills modules along with reading and oral language skills: reading want ads, filling out job applications, and preparing for interviews may go hand in hand as tasks associated with finding a job. Proponents of this approach argue that it will enable learners to participate in the contexts of their daily lives competently and meet the practical demands of work, family, and community life. The message here is that being able to perform the writing tasks associated with specific contexts, norms, and society defined roles will result in assimilation into the speech community.

1.8.2.2. Cognitive Approaches: Writing for Self-expression and Meaning-Making

As second language acquisition and composition theories have developed, an emphasis on writing as a cognitive, meaning-making process has become increasingly popular. In contrast to behavioural and functional approaches, believers in this approach argue that writing should be much more than filling out forms or responding to externally defined norms. All too often, they claim, the functional approach limits both the kinds of writing students can do and the roles for which it prepares them. It trains students to fit into the social order as it exists,

which, for refugees and immigrants, often means playing lower roles or unimportant jobs that require little thinking or extended writing

In Foreign Language classes, the situation can be similar since we have to motivate our students to produce written utterances related to natural issues, rather than to imaginary situations that most of the times make the students feel frustrated and unwilling to write.

In the cognitive view, often called the "process" approach to writing, the focus on meaningful communication for learner-defined purposes derives from second language acquisition theory. The focus on the process of writing as a vehicle for reflection and exploration of ideas comes from composition theory. The content, practices, and purposes of Second Language writing inspired by this approach differ from those in functional classes: writing becomes a way of making sense of experience or discovering what one thinks rather than performing functionally useful tasks. Therefore, writing often starts with personal narratives, as titles. While instruction focuses primarily on writing to create meaning, form is addressed both implicitly and explicitly: advocates of this approach argue that increasing accuracy evolves through drafting, revision, and editing; in addition, teachers often incorporate mini-lessons about relevant linguistic points.

Common practices in the process approach include free writing in journals, writing extended narratives through a cyclical process, and publishing student writing. In dialogue journals, students write about thoughts, experiences, reactions to texts, or issues of importance to them, and teachers respond to the content of students' entries by sharing experiences, ideas, and reactions as well as modelling correct usage. The cyclical process of composing extended narratives involves generating ideas through free writing and brainstorming, drafting, talking to peers and teachers, revising organisation and content, editing for form, and, in some cases, publishing writing. These publications give writers real audiences and purposes for their writing, as well as becoming the impetus for building curriculum around learner writing and serving as models for student writers. The message this approach sends is that learners' lives and voices have value and can become the vehicle for language acquisition as well as self-discovery.

Reading is a very necessary and useful tool that helps students to acquire vocabulary and also it could contribute to the development of the writing skills, e.g. if a student reads a lot of poetry, he will acquire some vocabulary used mainly by literate people; on the other hand if a person is permanently reading magazines or articles for young people, the learner will obviously acquire colloquial language.

1.8.2.3. The Socio-Cultural Approach

A third perspective coming from the field of literacy studies focuses on socio-cultural practices rather than functional behaviours or cognitive processes. Literacy ethnographers argue that cognitive views of literacy and process approaches assume a universality to writing that is not borne out by research into actual literacy uses. Their research shows that ways of acquiring and using writing vary from culture to culture, from context to context, and always depend on who is using it, under what conditions, and for what purposes. According to this view, people are informally socialised into the local, culture-specific literacy practices of the communities in which they are immersed. Because the out-of-school literacy practices of people with high grade of education backgrounds are most congruent with school literacy practices.

To value the range of practices that students bring and use as resources, is related to the view about what people know and do, by investigating how people actually use and acquire writing within their families and communities. The point is to build on what people know, and to incorporate their local cultural knowledge into schooling, drawing on what is called their funds of knowledge. Thus, pedagogical practices may encourage the use of culture-specific genres, purposes, and content. The message in this approach is that learners' cultural knowledge and ways of using

literacy are valuable and can become a bridge to new learning. Writing is a vehicle of social and cultural affirmation.

1.8.2.4. The Genre Approach

A fourth approach argues that both the cognitive and socio-cultural approaches to writing instruction, despite claiming to empower learners, assure their continued exclusion. They argue that because certain literacies give more power than others, it's not enough for learners to share their stories, find their voices, and observe their cultures. Process writing and immersion in meaningful usage may be fine for people who come from the dominant culture, but they obscure the rules of the game for everyone else. A popular genre approach, proposes deconstructing dominant genres, analysing them from a linguistic point of view, and reproducing them. Through instruction students learn to identify specific text types (narrative, factual, procedural, and persuasive), analyse their structural and linguistic features, and generate their own texts that conform to the conventions of each genre. For example, students might be given two different texts, they would be invited to compare what the texts are about, why they were written, when each one would be read, where they would be published, and how the language and structure of the texts differ. The students might then use this information to produce their own parallel texts. The message seen in this approach is that mastering the genres of power will give access to power.

1.8.2.5. The Critical Approach: Writing for Social Change

The social change focus on social issues and action for change. Within the critical approach, writing pedagogy is related to analysing student experience in relation to economic and political relations. Writing focuses on content drawn from the social context of learners' lives (connecting the word and the world, as Paulo Freire would say) and is used in the service of action for change. The message this approach sends is that writing can become a context for exploring critical social issues and a tool for taking action to improve the conditions of one's life.

<http://esl.about.com/cs/teachingwriting/>

Once the writing skills has been developed by the students, now they are able to write, discuss and give opinions using all the strategies that were acquired in the process of learning how to write. They are capable to write in any situations including the development of exam writing tasks, in which the learner will face situations that were previously taught in different contexts and contents.

1.9. Emotional Climate of Learning Situations

The emotional climate plays an important role in the acquiring of a new language. It can create anxiety, insecurity and in this way, the learner could be creating barriers against communication, which make the learning process difficult.

This overanxious situations can be created by the classroom or the second language community. When the student is corrected without understanding very clearly why, this is a clear example of how stressed a student can feel. All the friendly environment that the pupils can experience in the second language will help them to reduce all this sensation of anxiety little by little, and make them more confident to use the language. It is the teacher's role to help them to feel relaxed within a nice atmosphere, being co-operative and supportive.

These levels of anxiety, however, should be seen as a natural process of learning, which could be in some cases, favourable for the learner who will devote more time to prepare himself for the task.

1.9.1. Anxiety in Writing

Many situations or activities, such as writing, taking tests, completing, or presenting written work, may make us anxious or apprehensive. It's important to remember that a moderate level of anxiety is helpful and productive. That flow of adrenaline is a natural response that helps get us ready for action. Without it, we might not perform as well.

Anxiety is hard to cope with, and sometimes we do not know how to reduce it; however, some of the strategies that students can use in order to reduce anxiety are listed below:

- Focus their energy by rehearsing the task in their head.

- Consciously stop the non-productive comments running through their head by replacing them with productive ones.
- If students have some "rituals" for writing success, students should use them. E.g. brainstorming, mind map, etc are good ways to reduce anxiety in writing.

1.9.2. Writing under Exam Conditions

It is very clear the difference that exists between writing in exams and writing in class or at home: in class the learner has time to plan, draft and redraft, to produce his best work, in an exam he only has a limited time to produce his final work. Some ideas that deal with time and pressure when writing in exams, and that a student should remember are:

- read the questions and instructions very carefully.
- make sure he is clear about what the question is asking him to do (purpose) and what form it should take.
- make a plan.
- think as he writes.
- read over each paragraph to make sure he is on the right track.
- check punctuation as he goes along.

- always leave himself five minutes or so to read over his work carefully to check spelling, punctuation, organisation and make any final changes.
- Look for key words in the question. Sometimes these will be printed in bold type.

<http://esl.about.com/cs/teachingwriting/anxiety>

1.9.3. Implications

The role of emotional variables in foreign language teaching and learning has been studied extensively for the last three decades by several authors, such as: Krashen (1985) and MacIntyre and Gardner (1991, 1992 and 1994). Among other affective variables, anxiety stands out as one of the main blocking factors for effective performance in written exams. Its damaging effects have been found in all phases of this process, Input, Processing and Output and through the development of the task.

The relevance of students' anxiety as an educational problem made some researchers enquire about the fact that the kind of anxiety which affects foreign language learners is of a special kind, stated as Foreign Language Anxiety, which is defined by the authors as “a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language”.

1.9.4. How To Keep Calm During Tests

Taking tests is always stressful and no one is prepared to face it easily. Since it is our concern to deal with written tests, we have listed some hints that can be helpful in order to get ready or at least better prepared for an examination.

1. **PREPARE WELL IN ADVANCE.** Keep up day to day, if you can; but don't judge yourself severely if you don't. Don't go without sleep the night before (though 4 or 5 hours may be enough). Stop studying an hour or so before the test and relax and compose yourself.
2. **KNOW TIME AND PLACE** of the test and what you need to bring. Be on time, neither too early nor too late, with enough supplies. Don't rush.
3. **DON'T TALK ABOUT THE TEST** with classmates immediately beforehand, if you know it raises your anxiety level. To do so may increase group paranoia.
4. Read over the test and **PLAN YOUR APPROACH.** Be sure how much each part of the exam values, time limits for each section, which question you'll start with, etc.

5. Don't hesitate to ASK FOR CLARIFICATION from the professor, teaching assistant if you have questions about directions, procedure, etc., rather than letting anxiety build up because you aren't sure about what you are expected to do.

6. DEVELOP AN AGGRESSIVE, YET REALISTIC ATTITUDE. Approach the test vigorously determined that you will do your best; but also accept the limits of what you know at the moment. Use everything you know to do well; but don't blame yourself for what you don't know.

7. ACTIVITY REDUCES ANXIETY. If you go blank and can't think of anything to write, go on to another question or another part of the test. On an essay, write down anything you can recall on scratch paper to stimulate your memory and get your mind working.

8. RELAX YOURSELF PHYSICALLY during the test, if you notice that you are not thinking well. Pause, lay your test aside, and take several slow, deep breaths. Concentrate on your breathing. Do this if you notice that you are worrying excessively about one problem, not reading carefully, forgetting information you know.

9. **PAY ATTENTION TO THE TEST**, not to yourself or others. Don't waste time worrying, doubting yourself, wondering how other people are doing, blaming yourself, etc. Don't worry about what you should have done; pay attention to what you can do now.

<http://www.utexas.edu/student/utlc/handouts/1305.html>

How people learn to write is an issue that we have considered along this chapter and we have dealt with different points of view that lead us to understand how learners develop the ability to write and use this skill to communicate with others. It is discussed as well that Controlling anxiety, emotions and feelings when writing under exams conditions help students to develop in a better and easier way the skill of writing, and consequently they will be able to achieve their objective, which is to use words to communicate with their audience through a piece of paper.

CHAPTER 2

“FOREIGN LANGUAGE

PROCESSES IN

WRITING”

CHAPTER 2

“FOREIGN LANGUAGE PROCESSES IN WRITING”

To learn a foreign language, the student has to face different stages or processes according to the different skills he has to acquire. This chapter refers to some of them, what we consider to be important in relation to the writing skill.

2.1. Interlanguage

To study Interlanguage in the Foreign Language Learning process is very important, in order to understand the stage at which the learner arrives when acquiring a foreign language; it is always noticeable that at early stages there is an interference of his mother tongue. As far as the acquisitions of the language progresses, the interference starts to decrease and this is what is called interlanguage.

"Prior to the introduction of Interlanguage, linguists attempted, through contrastive analysis between native languages and target languages, to predict and describe learners' errors in terms of interference - the projection or transfer of habits of the first language onto that of the foreign language to be learned. However, whereas language transfer could account for some errors, it was noticed that a great many errors did not bear a resemblance to either the native language or to the foreign language being learned." (Lado, 1961)

(http://www.uncc.edu/colleges/arts_and_sciences/language/courses/4263/4263intl.htm)

2.1.1. L2 Processes in Interlanguage in Writing

- Interlanguage development means reliance on L1 proficiency visible in L2 writing
- Errors in syntax & grammar present in oral speech occur also in writing
- Spelling may reflect L1 letter-sound correspondence

2.1.2. Interlanguage Theories, Two Languages Combination

In the language learning process, the term Interlanguage is used to refer to the learners' current language use, while they are acquiring the target language. However, for certain students the Interlanguage can last for a long period of time until the target language is mastered.

"The idea of Interlanguage is founded upon the assumption that an L2 learner, at any particular moment in his learning sequence, is using a language system which is neither the L1, nor the L2. It is a third language, with its own grammar, its own lexicon and so on. The rules used by the learner are to be found in neither his own mother tongue, nor in the Target Language."

(<http://perso.club->

internet.fr/tmason/WebPages/LangTeach/Licence/CM/OldLectures/L7_Interlanguage.htm#Interlanguage)

It is important to refer to some definitions of interlanguage given:

Selinker (1969 – 1972) expresses: "The term Interlanguage was coined, to refer to the interim grammars constructed by Second Language learners on their way to the target language"

According to Ellis (1986), 'Interlanguage' also has two important meanings:

- a) It refers to the structured system which the learner constructs at any given stage in his development; and
- b) The range of Interlocking systems that characterises the development of learners over time.

Despite the two definitions above, Larsen-Freeman and Long, 1991, cites a third definition that we quote as follows:

- b) In a given contact situation, the language systems of learners at the same stage of proficiency roughly coincide with major variations ascribable to differences in learning experiences.

“ Interlanguage is used to describe the result of the learning process in between the native language (L1) and the target language (L2). This definition make us think that Interlanguage is not unique to one learner. Even though many factors are exclusive to each learner. "Interlanguage is also a common or shared phenomenon.

It can be seen as both what the learners produce, and also the path or continuum along which learners progress in their acquisition of the TL.”

(<http://langue.hyper.chubu.ac.jp/jalt/pub/tlt/00/may/luth.html>)

2.1.3. Interlanguage and Learning Strategies

How does the learner create Interlanguage? According to Selinker, there are a number of basic processes - but, particularly in his later work, he insists upon learning strategies - that is, activities that the learner adopts in order to help acquire the language.

Selinker (1972) argued that Interlanguage was the product of five central cognitive processes involved in second language learning.

2.1.3.1 Language Transfer

"Some items, rules and subsystems of Interlanguage may result from transfer from the first language"(Spolsky, 1989)

As Selinker expressed about Interlanguage in 1972, "It is my contention that the most interesting phenomena in Interlanguage performance are those items, rules, and subsystems which are fossilizable..." (Richards, 1974)

2.1.3.2. Transfer of Training

" Some elements of the Interlanguage may result from specific features of the training process used to teach the second language" (Spolsky, 1989). If the fossilizable items are an answer of identifiable aspects in training development we are talking about Transfer of Training.

2.1.3.3. Overgeneralization

"Some elements of the Interlanguage may be the product of overgeneralization of the rules and semantic features of the target language" (Spolsky, 1989)

The all-important rule in dealing with an Interlanguage must always be not to translate word for word from one's native language, requires mental discipline, and realise that a constructed language cannot be expected to fulfil all the functions and uses to which a general language can be put. There will always be something dry and prosaic about the second language, and it is a mistake to try and translate very deep poetry, for it will be capable of rendering only those elements of poetry which might as well have been expressed through a paraphrase in native prose. (<http://www.geocities.com/Athens/Forum/5037/AILdif.html>)

Interlanguage tell us a lot about our students are in terms of grammatical and lexical development, within the notion of interlanguage can be extended to include other important aspects of writing, like content and organisation. Two factors which are

significant to develop once interlanguage are: sufficient input and plenty of practice; and to provide sufficient input students need to be exposed to a variety of listening tasks and something that is more important, encourage them to do extensive reading out of the classroom. Since what they read gives them a model for their writing, but, if a student avoids writing and ~~do~~ not practise writing he will not improve, this means his interlanguage will not develop.

2.1.4 Variability in Interlanguage

We should point out that there is much linguistic variation in the Interlanguage. It means that learners using the target language structures at certain times (such as plural /s/) could not use them at other times. This can be seen in writing, e.g. students sometimes write *child and children* and the same students, in some other times, write *child, childs or childrens*.

There are two sorts of variation: free variation and systematic variation. Free Variation is related to random occurrence, while systematic variation is conditioned by context.

When variation is researched within the Interlanguage of learners, it is required that it shows that the learner uses some rules or hypotheses that could be the cause of linguistic variation. These rules and hypotheses differ from the target language rules, causing the creation of invented rules by learner in order to write in the target language.

As was earlier mentioned, context can influence systematic variation. The two main ones are linguistic context and social context. "Linguistic context can be syntactic (syntactic structures such as NPs, subordinate clauses, etc.), or even morphological or semantic. Social contexts can have to do with the reader, the writing task type."

(http://academics.smevt.edu/rwilliams2/sla/variation_ki.htm)

2.2. L2 Processes in Writing The Monitor

- Productive skills develop as the L2 learner's ability to compare his own forms to models and conventions.
- Since written language is fixed, writing offers many opportunities to develop monitoring through teacher, peer models and correction.

2.3. Natural Order

- The Natural Order of Acquisition affects development of form and accuracy.
- Students' writing will lag one or two levels behind foreign language oral skills level.
- Progression is from words to sentences to paragraphs to complete narratives.

2.4. Input, Interaction and Foreign Language Acquisition

There are important points of view in order to understand the trends that foreign language acquisition has followed, it can be the presence of a methodology for investigating input in foreign language acquisition. We can say input in relation to writing is the language addressed to the learner, could be in the form of reading or by listening to a native speaker or another learner.

Input comprises the language made available to the learner in the form of stimuli and also that which occurs as feedback. Feedback serves two purposes. It indicates when L2 utterances produced by the learner are correct and so reinforces them, and it also indicates when the utterances are ill formed by correcting them." (Ellis, 1986) It is important that the stimuli be in a determined amount and also the feedback, so the learning takes place and therefore, some habits are formed.

Another point of view says that the acquisition of language is the result of an interaction between the learner's mental abilities and the linguistic environment.

2.4.1. The Role of Input and Interaction in Second Language Learning

It is of our concern, at this point, to focus how second language learning is affected by the quantity and quality of the input and interaction , and how.

To be able to understand a little bit more about input and interaction, and their effects on SLL, we have to take into consideration as well the output of the learner. Co-relational studies, for instance, evaluate input and output characteristics. "For example, the frequency of grammatical features of the input can be correlated with the frequency of the same features in the learner's output." (Ellis, 1986).

2.5. Input in Writing

Input in writing we will say is everything that provides students with the necessary information to produce language output. This is all kinds of language a learner receives, could be in form of spoken , read or listened language that will give him the opportunities to activate his knowledge, because as Harmer (1991) expresses, it is when students are producing language that they can select from the input they have received.

In writing as well as the other in skills, we would say that we distinguish two kinds of input:

Roughly tuned input, which is the language that students can more or less understand even though it is above their own productive level. "The teacher is a major source of roughly tuned input" (Harmer, 1991) and so are visual materials such as flash cards, posters, picture sequence, written or oral instructions, etc that we can provide for our students. Another important source is reading, both in class or outside it

Finely tuned input, on the other hand, is language which has been very precisely selected to be at exactly the students' level. For our purposes finely-tuned input can be taken to mean that language which we select for conscious learning and teaching." (Harmer, 1991)

2.5.1 Effects Of The Speed At Which Writing Is Acquired

Students may not need to write quickly or, in many cases, be able to reach the speed that they can produce written language in their first language. Speed and comfort must be high on the list of priorities. How this is achieved is dependent on the expertise of the teachers in their own system (the students' second) as well as their understanding of their students' writing posture in their first writing system. All this needs to be explained and introduces factors that many people will not have considered at all in their past, either as writers or being part of their responsibility as a teacher.

The problems that afflicts the majority of writers will begin to be revealed as soon as second language learners begin to write. Some are the type of difficulties that would be evident in the writers' first writing system. These problems should be able to be recognised by experienced teachers whether or not they can comprehend the words written in the letters involved; but everyone should be careful about using the usual criteria. The uncertainties of a new culture may be unexpectedly inhibiting and disturb any writer's pace; and we as teachers need to have all these details in mind and need a whole new attitude to testing.

Although the main concern here is with the pace at which a second writing system is acquired, this cannot be totally isolated from the creative tasks and other aspects of written language.

<http://www.intellectbooks.com/authors/sassoonr/acqintro.htm>

2.6. Discourse in Writing

Studying discourse means the study of language independently of the sense of the sentence. It is usually related to studying extended texts either spoken or written; but most important it is linked to the relationship between a text and the situation in which it occurs.

As Mc.Carthy cites the following example in Carter and Nunan (2001): When we see the written text *NO BICYCLES*, it can be studied as discourse, making its analysis we can find the following questions about the different meaning the notice could have:

“Who wrote the notice and to whom it is addressed (e.g. a person in authority, addressing it to a general public, this might explain what appears to be a rather abrupt ellipted imperative: ‘do not ride/park your bicycle here!’).

How do we know what it means? In fact, in the situation it was taken (from the window of a bicycle-hire shop), it meant ‘we have no more bicycles left to hire out’.”

The real meaning of the notice was not an imperative but statement; even though we can not see this meaning clearly in the text we can interpret it based on the text in its context.

“Discourse analysts are also interested in things being well formed, but by quite different criteria. For a discourse analyst, the questions of who uttered the words *NO BICYCLES*, where, when and for whom and with what goal, are all relevant to an interpretation as to whether the act of utterances is well formed. For this reason, discourse analysts work with **utterances** (i.e. sequences of words **written** or spoken in specific contexts) rather than with sentences” (McCarthy in Carter and Nunan, 2001).

Discourse analysis can be performed both in spoken and written texts, it is obvious that there is no simple and single differences between speech and writing. For example, in writing public notices tend to be ignored such as stating regulations or giving orders; this does not mean that they are completely ignored; that only in some cases people tend to avoid looking at them.

“Writing is most typically created ‘off line’ (i.e. composed at one time and read at another), usually with time for reflection and revision (and exception would be real-time emailing by two computers simultaneously on line to each other; one of the reasons why email is often felt to be more like talking than writing). The terms text and discourse are often used interchangeably to refer to language ‘beyond the sentence’, i.e. the study of any utterance or set of utterances as part of a context. But

equally a distinction is sometimes made between texts as products of language used (e.g. a public notice saying *cycling forbidden*, or a novel, or an academic article, or a transcript of a conversation), and discourse as the process of meaning-creation an interaction, whether in writing or in speech” (McCarthy in Carter and Nunan, 2001).

2.6.1. Written Discourse

Linguists are concerned with attempts to explain how sentences are related one to another using linguistic resources. McCarthy in Carter and Nunan, 2001 explains that Werlich (1976) makes a description about the way linguistic features characterise different text types (narrative, descriptive, expository and argumentative) influenced greatly among teachers in the 1980’s. On the other hand, he explains that Prague School’s followers were interested on the way individual sentences are constructed in terms of their theme (their starting point of topic) and rheme what was said about that topic.

Writing cannot be considered as an isolated issue, it is closely related to reading as well as the reader and how this person can interpret what he/she read in a written way taking into consideration exemplifications, summary, expansions and all develops a complete written text. “Working with everyday written texts, some linguists have demonstrated how cultural common patterns such as the situation→problem→response→evaluation→solution’ sequence in texts is constructed by the reader in interaction with the logical relations between clauses

within the text and by processing lexical and grammatical signals of the pattern employed by the author” (McCarthy in Carter and Nunan, 2001).

It is important to mention the following concern about the differences between written and spoken language; we must be aware that if skills differentiates written and spoken aspects of language, it is somehow difficult to know how reliable are our traditional resources which are mainly based on written evidence, such as grammar books, dictionaries, usage manuals and all written information

“As noted above, one of the contributions of discourse analysis is the separation of spoken and written texts for different kinds of scrutiny. The practical importance of examining both written language and spoken language is threefold:

It has implications for ‘skills’ approaches to language teaching, in which the four primary skills are constructed around a written-spoken dichotomy.

The description of the target language, in terms of vocabulary and grammar, changes considerably depending on the source of once data, whether written or spoken.

The units of acquisition, such as clauses and sentences, the ‘rules’ underlying them (e.g. word order and complementation patterns), and the metalanguage used to talk about them are also brought into question.

2.7. Cohesion and Coherence for Writing

Two factors that are crucial in writing are Cohesion and Coherence. They indicate if a piece of written language is understandable or not. Since written communication

depends on these two factors, it is necessary to have a look at them and their implications in the written task.

2.7.1. Cohesion

Cohesion means joining ideas so that they flow easily. Thus, it is important at this point to have a look at this topic since it is a significant matter in the issue of making errors in writing.

If a piece of writing lacks cohesion, the reader has to jump from one idea to another. Fortunately there are a number of ways that second language learners can make use of, to improve or avoid cohesion errors in writing:

Linking sentences

Sentences can often be linked by one of the following ways:

1. conjunctions (“and”, “because”, etc.);
2. relative clauses;
3. participle phrases (“Having demonstrated that...”);
4. adverbial phrases (“In addition ...”, “On the other hand ...”, “In contrast...”)

Discourse markers

These are words and phrases that let the reader know where they are and what is coming next. Some examples of these are:

Firstly, ...

Finally, ...

Another point worth considering is that ...

An alternative view is ...

In marked contrast to this view, ...

This can be summarised as ...

A further consideration is

Your own pace reading is the best source of discourse markers.

<http://www.bilkent.edu.tr/~fast/term/node6.html>

It is useful when writing, to have in mind the following chart, which shows us different ways to make sentences more cohesive, and with a good use of them we can help our students to refrain from making mistakes:

Adapted from J. Swales (1971)

However nevertheless	Similar in meaning to <i>but</i>
Thus therefore consequently as a result hence so	Similar in meaning to <i>therefore</i>
in fact in reality	Used to introduce a contrast with a theory; also sometimes used to suggest that the reader is misinformed e.g. It is generally thought that x is true. <i>In fact</i> , y is true
Naturally of course	The writer is about to remind the reader of an obvious point

obviously	
in other words	The writer is about to state something in a simpler way
as a rule generally speaking in general	Used to start a general statement
Then furthermore also in addition besides moreover	Similar in meaning to <i>and</i> but stronger.
First second third etc. Finally in conclusion	Used when making a series of points. If describing the last step in a process, <i>finally</i> and not <i>in conclusion</i> should be used. Do not use <i>at last</i> , which is used only to refer to time.

http://www.engl.polyu.edu.hk/EECTR/aphandbook/common_grammatical_errors.htm

Cohesion studies are linked to surface linguistic structure in the text rather than cognitive processes of interpretation, therefore its categories are grammatical and lexical ones, and can be regarded in the following points:

“Reference: e.g. how pronouns refer back and forth to people and things in different sentences.

Substitution and Ellipsis: how reduced grammatical forms such as co-ordinated clauses without subject-repetition can be interpreted coherently.

Conjunction: how definite sets of conjunctions (and, but, so, etc) create relations between sentences.

Lexical links across sentences: e.g. repetition, use of synonyms, collocations.

2.7.2. Coherence

Coherence refers to a certain characteristic or aspect of writing. Literally, the word means "to stick together." Coherence in writing means that all the ideas in a paragraph flow smoothly from one sentence to the next sentence. With coherence, the reader has a enjoyable time understanding the ideas the writer wants to express.

Paragraph Unity. It is a crucial feature of good paragraph writing. Paragraph unity means that a paragraph should refer to one main topic. This means that all the sentences, the topic, supporting ideas, the detail sentences, and the concluding sentence have to tell the reader about one main topic. If a paragraph contains a sentence or sentences that do not relate to the main topic, it means, then, that the paragraph "lacks unity," or that the sentence is "off-topic."

On the other hand, if sentences, and ideas fit together clearly, readers can follow along easily, Therefore, the writing is coherent, this means that the ideas tie together smoothly and clearly. In order to have a good coherent paragraph we need to use some of the following methods.

Repetition of a Key Term or Phrase

This helps to focus your ideas and to keep your reader on track.

Example: The problem with *contemporary art* is that it is not easily understood by most people. *Contemporary art* is deliberately abstract, and that means it leaves the viewer wondering what she is looking at.

Synonyms They provide some variety in word choices, helping the reader to stay focused on the idea being discussed.

Example: Myths narrate sacred histories and explain sacred origins. *These traditional narratives* are, in short, a set of beliefs that are a very real force in the lives of the people who tell them.

Pronouns. *This, that, these, those, he, she, it, they, and we* are useful pronouns for referring back to something previously mentioned. Nevertheless, the writer needs to consider that what he is referring to should be clear.

Example: When scientific experiments do not work out as expected, *they* are often considered failures until some other scientist tries *them* again. *Those* that work out better the second time around are the ones that promise the most rewards.

Transitional Words.

There are many words in English that cue the readers to relationships between sentences, joining sentences together, for example *however, therefore, in addition, also, but, moreover, etc.*

Example: I like autumn, and yet autumn is a sad time of the year, too. The leaves turn bright shades of red and the weather is mild, *but* I can't help thinking ahead to the winter and the ice storms that will surely blow through here. *In addition,* that will be the season of chapped faces, too many layers of clothes to put on, and days when I'll have to shovel heaps of snow from my car's windshield.

Sentence Patterns

Sometimes, repeated or parallel sentence patterns can help the reader follow along and keep ideas tied together.

Example: (from a speech by President John F. Kennedy) And so, my fellow Americans: ask not what your country can do for you--ask what you can do for your country.

http://owl.english.purdue.edu/handouts/general/gl_cohere.html

<http://lrs.ed.uiuc.edu/students/fwalters/cohere.html>

2.8. Natural vs. Simulated Environments

We know that these two environments are very different, but it is necessary to establish a comparison to analyse how different they are. We can say that they are different especially in that classroom environment relates to the formal teaching of a second language, making it difficult, for many people to have the real communication outside the classroom.

The input is said to be of limited variety and of reduced chances to set hypotheses. As a result there are limited opportunities for negotiating meaning, and the learner assumes obligated roles which limit his capacities to express himself using the target language even in written situations.

However, there are these differences, we cannot overemphasise them. Natural environments can have big differences, considering the kind of input they deal with,

whereas the simulated can differ in the kind of discourse they give; but instead of seeing these two environments as opposites, we should try to see them as they give the same kinds of discourse at different levels. This means that similar kind of interactions can be present in both environments, but due to specific conditions such as the number of learners or physical settings, some kinds of interaction are present in one environment, and different kinds of interaction are more frequent in the other environment.

As a conclusion, it can be said that "the comparison between natural and simulated environments, as a source for writing input, will depend on the frequency of different types of interaction which occur in each setting.... in the final analysis, it is the style of teaching that counts, in particular whether it is teacher or learner centred" (Ellis, 1986)

2.8.1. How exposing to a Natural Environment Favours Writing Acquisition

The development of writing skills is an essential part for every second language learner. Due to the complex nature of writing, students often experience difficulties, becoming frustrated and overwhelmed, as they struggle to develop these skills. Teachers, therefore, must provide students with a supportive environment in which they may develop the skills needed to become effective, confident writers. Every teacher has the potential to contribute to a supportive environment and motivate student success in writing. It is important to emphasize the importance of creating classrooms in which students are provided with a clear purpose for writing. Making

writing authentic for students is a major goal for teachers, Engaging students in writing by allowing them to make their own meaning from writing activities. It is necessary to give students a sense of ownership over their writing and allow them to share their work with real audiences. The supportive environments created by the teachers can only help to encourage students as they develop as writers.

http://learnwebharvard.ed/2821/writing_intro.cfm

Being exposed to a natural environment in which the target language is used, favours the acquisition of writing since the learner is in contact with written language in advertisements, newspapers, supermarket products, street signs; which help the learner internalise how a word is written and therefore he/she can use it in his/her written performance. We can simulate a natural environment with the use of posters, advertisements that can be changed periodically in order to stimulate students senses. Nevertheless, this situation will not be as effective as a natural environment, but we can consider it as a part of the process of foreign language learning.

2.9. Different Approaches to Writing Skills

Writing is a continuing process of discovering how to find the most effective language for communicating one's thoughts and feelings. It is challenging writing in one's native language, and even more it is in a second language. Even though, English second language learners put their thoughts on paper, see their ideas in

print, and it is an adventure for them to share their work with others, they find they develop a powerful voice in their new language.

Writing also enhances language acquisition as learners experiment with words, sentences, and larger chunks of writing to communicate their ideas effectively and to reinforce the grammar and vocabulary they are learning in class.

At this point we want to note different general approaches to writing and some activities that can make writing easier and more enjoyable for both learners and teachers.

Approaches

There are two general approaches to writing: free writing, which is not necessarily edited or worked on further; and the language experience approach (LEA) which is often used with beginning literacy learners to provide opportunities for reading and writing through personal experiences and oral language (Taylor, 1992).

Free Writing

Learners write for a period of time in class on a topic of their interest. This writing can take many forms, including quick writes, which are time-limited, done individually, and not always shared; another example is writing dialogue journals to the teacher, a classmate or another partner who then responds. These writings may be kept in a portfolio or notebook. From these pieces, themes may emerge that

can act as motivators for more extensive writing that could be discussed, revised, edited, and published.

Process Writing

Process writing usually begins with some form of *pre-writing activity* in which learners work together in groups to generate ideas about a particular topic. This could include sharing the free-writing piece described above, brainstorming, making a list or timeline, or simply reflecting on an experience. Each group member then works alone to compose a *first draft*, concentrating on getting ideas on paper, without worrying about spelling or grammar. They then read their drafts to each other in pairs or small groups. They encourage each other with constructive comments and questions as they seek better understanding of what each other is trying to write. They might discuss the purpose of the writing, what the author learned or hopes others learn from his work, and what the reader likes best or has trouble with

Revising can be based on these comments and responses. Now the main concern is clarity as the writer looks at organisation and sequencing of ideas, the need for additional information or examples, areas of confusion, and words or phrases that could make the writing clearer. Revisions should be shared until the ideas seem clear. Then, *editing* can begin as the focus moves to spelling, grammar, punctuation, transition words (first, next), and signal words (for example, another reason is . . .). Learners should be encouraged to refer to what they know or have studied. A checklist can help them focus on specific points. They should use each other and the teacher as resources, in addition to the dictionary and grammar books. When the

learner and the teacher feel satisfied with a particular piece of writing, it should be *shared with a wider audience* (the whole class, family and friends, or the community). Pieces can be displayed around the room or compiled and published as a book, magazine, newsletter, or newspaper. Learners should be encouraged to read each other's work and comment on final products.

Depending on the amount of class time available for writing, the needs of the learners, and the comfort level of the learners and the teacher, pre-writing activities such as brainstorming can be done orally or in writing, individually or as a whole class. Learners might prepare their first draft in class or as homework, depending on how much time they have outside class to write. Rather than having learners work in groups to respond to drafts, the teacher might talk to learners to discuss their writing and ask questions to clarify ideas. As issues arise (e.g., trouble with topic sentences, the use of quotation marks), the teacher might spend class time working on specific points with the entire class.

Language Experience Approach:

Although there are many variations in the application of LEA, the basic process remains constant: learners relate individual or group experiences to a teacher, or fellow learner, who transcribes these contributions for use in reading and writing activities. In a class situation, the experience may stem from something that the learners did together or have in common. Before any writing occurs, the experience is discussed. Then the class works together to develop a written text. Often the exact

words of the learners are recorded as dictated, without transcriber corrections to grammar or vocabulary so that the focus is on the content. The text is then read aloud and opportunities are provided for learners to practice reading it. Extension activities that encourage further writing can be developed to accommodate learners at different proficiency levels. For example, beginning learners may simply copy the story or make their own illustrated dictionary of vocabulary words. More advanced learners may produce their own individual written pieces on the same experience.

Activities to Develop Writing Skills

Teachers and learners may also have specific kinds of writing they want to do or specific skills that need to be developed. The following writing activities can be engaging and challenging and can add variety to writing instruction. They also develop important literacy skills. The writing that emerges from an activity may be an end in itself or may lead to more extensive writing, employing one of the approaches discussed above.

Assessing Needs

Having learners write about what they want to learn and why, is an excellent way for the teacher to conduct a class needs assessment. Beginning level learners can write just a few words in English. At higher levels, learners can write a simple letter, an entry in a dialog journal, or even an essay. They can be asked to respond to questions such as "Where do you use English?" "Where do you want to use

English?" "What language skills (reading, writing, speaking, listening, use of vocabulary, use of grammar) are you interested in developing?" and "Where and how do you practice reading?" (e.g., at home, reading books to my child)

Reacting to a Text or Stimulus

Learners can record their reactions to various stimuli. They might do a free writing or an LEA piece in response to a piece of music; a photograph or drawing; a sound, such as water being poured; or even smells, such as the aroma of different spices or flowers. They can also respond to a field trip, movies or written texts such as stories, poetry, and narratives. Reactions can be in single words, sentences, paragraphs, an essay, or a poem

Writing Letters

Letters of complaint (while studying shopping), cover letters (while preparing for employment), or letters of advice (while studying newspaper and media) allow learners to practice some of the types of writing that are useful in their daily lives. At beginning levels, learners can fill in the blanks with content words such as, "The ----- is broken." At more advanced levels, learners can compose letters on their own or be guided by questions.

Analysing and Synthesising Information

Adults frequently need to interpret information that appears in graphic form such as charts, drawings, and maps, or interpret and synthesise information from several sources. To prepare for this kind of writing, learners can complete grids based on information they gather from class or community surveys. For example, at the beginning level, a simple grid can ask for the names of the learners in the class and different countries or cities or languages. Groups of learners can work together to fill in parts of the grid and then share their information with the entire class to complete the grid. They can then use this information to write simple sentences describing their class, such as "Mary and Joe are from Quito, Susan is from Ambato." At higher levels, learners can gather more extensive data and then write a descriptive paragraph or composition. Using maps, learners can write directions for getting from one location to another. After reading articles on a topic such as immigration, learners can write a letter to the editor or a summary of the information presented.

Making Lists

Lists can help learners generate vocabulary and provide the basis for larger pieces. For example, when studying money and numbers, learners might enjoy listing how they would spend a million dollars. Other lists might be about favourite foods, places, or activities; wishes; things missed about one's country; or things liked in the United States. For a beginning learner, a few words might be enough. More proficient learners could write several sentences or more.

In the previous lines we have tried to give a better idea, about different approaches to writing , and the possible activities students can take part of in order to develop their writing skills and gain experience for presenting a test and what is most important for real life. To Achieve these objectives teachers need to provide learners with opportunities to write about topics that are related to their personal experiences and lives, to participate in various writing activities, and to feel that their writing has value. By integrating writing with content at every level of instruction, teachers help learners find their own voices in their new language and develop the ability to communicate effectively in different contexts and with different audiences.

<http://esl.about.com/cs/teachingwriting/>

CHAPTER 3

“Language Learning Strategies in Writing”

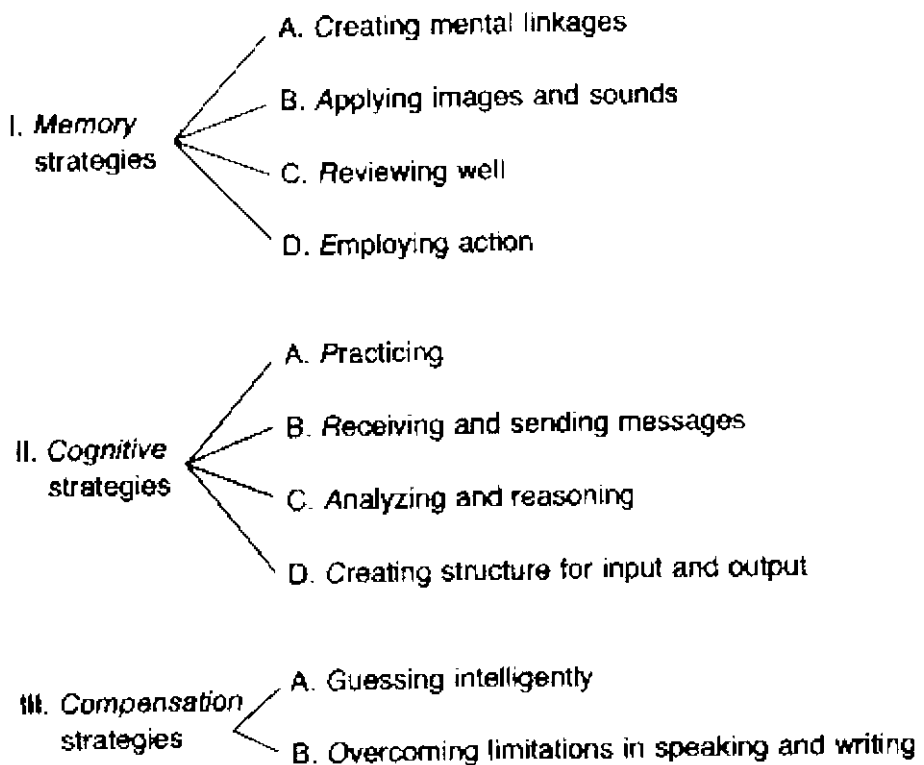
CHAPTER 3

“Language Learning Strategies in Writing”

3.1. Direct Strategies for Dealing with Language

They are called so because they are directly related to the target language. All of them need of the mind processing of the language. In here we have three different groups:

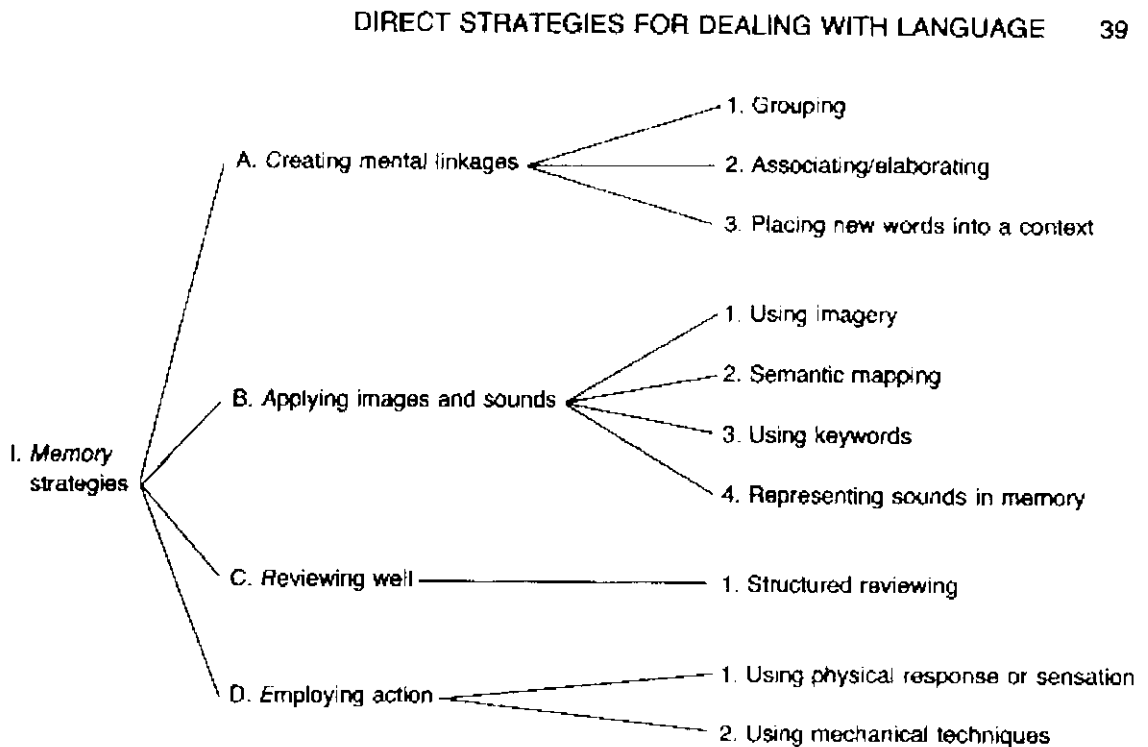
38 LANGUAGE LEARNING STRATEGIES



3.1.1. Memory Strategies

They are also called Mnemonics, they have always been considered as ‘powerful mental tools.’ “The mind can store some 100 trillion bits of information, but only part of that potential can be used unless memory strategies come to the aid of the learner” (Oxford, 1990).

Memory strategies are classified in four groups:



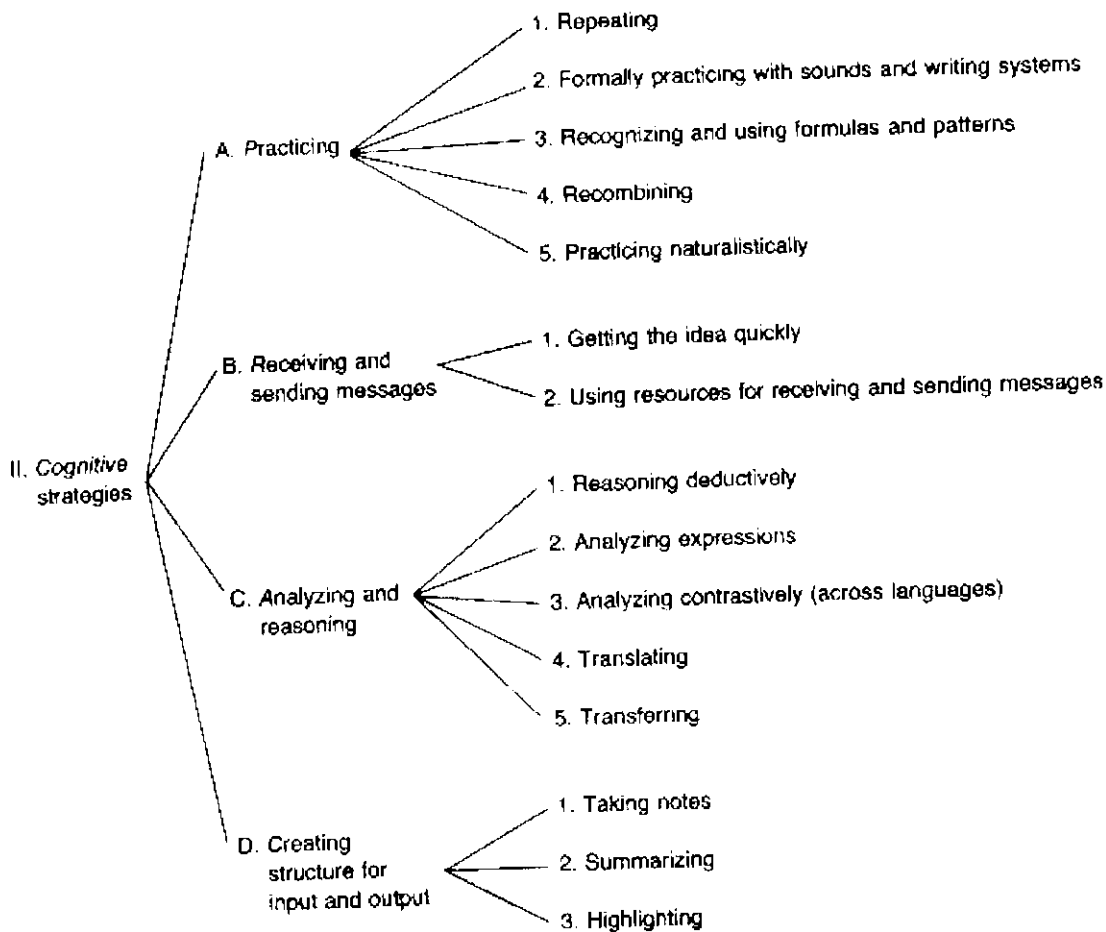
Memory strategies can favour all sort of learning styles, for example, the mind can create visual images of words or phrases. Other students use their aural (sounds),

kinaesthetic (movement) or tactile (touch) learning style, and they can get benefits from joining verbal, material with sound, motion or touch.

3.1.2.Cognitive Strategies

They are very important in the learning of a second language. They are of different kinds but have only one function: “manipulation or transformation of the target language by the learner.”





Memory Aid: PRAC

"Cognitive strategies are PRAC-tical for language learning."

Wild and whirling words!

William Shakespeare

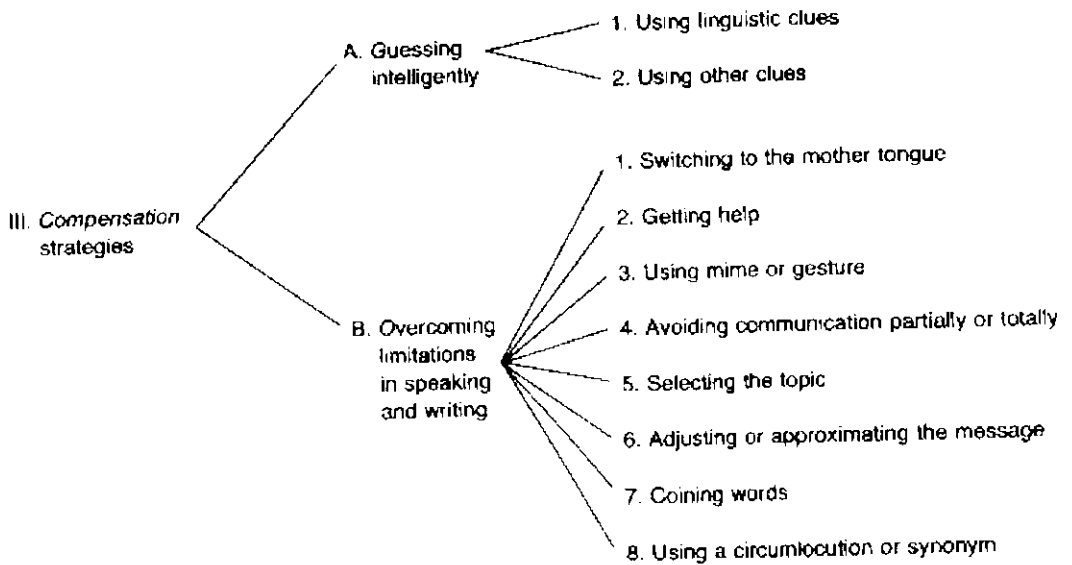
Receiving and sending messages strategies help the learner not to memorise every single word, but to get the general idea of the message.

Different strategies are used by language learners, but what are commonly used are analysing and reasoning strategies. "many learners specially adults, tend to 'reason out' the new language. They construct a formal model in their minds based on analysis and comparison, create general rules, and revise those rules when new information is available. This process is extremely valuable. However, sometimes

students make mistakes by unquestioningly generalising the rules they have learned or transferring expressions from one language to another, typically from the mother tongue to the new language. Such mistakes characterise the ‘interlanguage,’ (See Chapter 2) a hybrid form of language that lies somewhere between the native language and the target language. Inappropriate use of literal translation also contributes to the interlanguage. Interlanguage is a predictable, normal phase of language learning, but some language learners fail to leave that phase because they misuse or overuse some of the analysing and reasoning strategies.

3.1.3. Compensation Strategies

These are in some way the most important strategies that a language learner can use. They help students to overcome limitations in knowledge, using the new language either for compensation or production. They are of two kinds.



Memory Aid: GO

"Language learners can GO far with compensation strategies."

Necessity is the mother of invention.

16th-century proverb

Guessing strategies are also known as 'inferencing', and require the use of linguistic and non-linguistic cues to guess the meaning.

This strategies are used by learners at any level of second language instruction. "Guessing is just a special case of the way people typically process new information, that is, interpreting the data by using the immediate context and their own life experience." (Oxford, 1990)

Compensation strategies are used by the learner not only in understanding but producing the language, and they let students produce (written or oral) language without a complete knowledge about vocabulary or grammatical rules. For

example, if a student does not know how to use the 'will' to express future, he can make use of 'going to' to convey his message.

Compensation strategies help learners not only to keep using the language, but also to be more fluent in the use of the language they already know.

3.2.Applying Direct Strategies to Writing

3.2.1.Memory Strategies

3.2.1.1. Creating Mental Linkages

Placing New Words into a Context This strategy involves placing new words or expressions that have been heard or read into a meaningful context', for example in a written sentence, as an aid to recall it. In writing learners often have to learn words or phrases without supporting or explanatory context, in this case this strategy helps them to create their own context.

Reviewing Well This structured reviewing strategy helps the learner to remember new material in the target language. It requires reviewing at different intervals, at the beginning more frequently and later less often.

In the case of writing we can have students writing paragraphs, correcting them (or making use of self or peer correction), then, they would write a second draft,

correct it again until they can get a final piece of writing. Students will need to practice writing every day, in order to master the skill, once it is acquired he can practice less frequently, and in this way the student will keep spiralling back. He could have a even more meaningful product combining all his paragraphs to have an end product.

3.2.2. Cognitive Strategies

3.2.2.1. Practising

Repeating Repetition means writing the same thing several times, and it is a way of emphasising information.

“A related but different principle involving repeating is called the ‘lead paragraph’ rule, which is used in written journalism. This principle involves putting into the lead paragraph (that is the first or leading paragraph) all the salient details of who, what, when, where, why, and how –the essence of the entire story in a few hard-hitting introductory sentences. The paragraphs following the lead paragraphs flesh out this skeleton, giving more information and background details, usually in order of decreasing importance. Sometimes there is a real conclusion or summary at the end, and sometimes not.” (Oxford, 1990)

A different way of using this repeating strategy in writing is revising the different drafts of the writings to amend them. Nothing is perfectly written the first time, so

revising is always necessary. There are two ways of revising: treating the writing and revision as different activities, and revising as an ongoing activity, it means, writing and checking at the same time.

Formally Practicing With Sounds And Writing Systems This strategy helps students to learn new writing systems which are necessary in the use of the target language. It is not the case of our students (Spanish speakers) learning English, but it is important to consider that some languages, have different alphabets, syllabaries, or idiographic systems. An example of this is languages which use graphics to express ideas are Chinese or Japanese.

“Formal practice with writing systems can include copying letters, copying words, comparing similar -sounding words in the native and target languages in terms of their written presentation, using visual imagery and humour to remember new symbols, and putting symbols into meaningful verbal contexts.” (Oxford, 1990)

Recognising and Using Formulas And Patterns This will help students produce written language. Formulas help them learn language as unanalysed pieces or ‘chunks’, while patterns have the flexibility to take a different word in its structure.

Formulas:

Taking into consideration...

Your sincerely,

A further consideration is

In contrast to

In marked contrast to this view, ...

By the way,

This can be summarised as ...

On the other

hand

An alternative view is ...

In addition to...

Patterns:

I don't know how to...

I would like to...

Recombining “The strategy of recombining involves constructing a meaningful sentence or longer expression by putting together known elements in new ways. The result may be serious or silly sentences, but it always provides useful practice... One way to use it is to string together two or more known expressions into a written story... but recombining strategy does not always imply stringing together items in this way; it might involve using known forms, such as ‘going to the concert’, with different pronouns, like *he, she, we, they, you.*” (Oxford, 1990)

Practising Naturalistically This strategy is the path to the development of different activities: individual work, individual work in relation to multipart products, creating a single piece by different writers. Or exchanging written work with a partner or group, in this way reading is integrated, as well.

Creation of individual work can include all kinds of styles: autobiographical sketches, interviews, reports, stories, tales, poems, etc. The length of the work will be in relation to their proficiency.

Creation of individual work in relation to multipart products, this activities can be: simulated television or radio (*news/documentary*) programs where every student contributes with his/her written work. Simulations of newspapers, reports, etc, this would contribute to writing with a real purpose and for a real audience.

Creating a single piece by different writers means that two or more students can cooperate to have an end product, such as a story, a play. This could be done out of the classroom. At this point jigsaw writing can be a useful activity.

Exchange of written works can be done by pairs or groups, or with the teacher which is also an interesting possibility, as well as exchanging journals with the teacher, who provides feedback in a polite way. As an exchange activity we can have pen pals among classmates or friends outside the classroom.

All of these activities will give students the chance to practise the language naturalistically.

3.2.2.2. Receiving and Sending Messages

Using the resources for receiving and sending messages This strategy is related to the use of different resources to produce written messages in the new language. For example, it would be useful for the learner to make good use of books, dictionaries, travel guides, etc. That could help him understand better the written or spoken language to be applied for developing written tasks.

3.2.2.3. Analysing and Reasoning

Reasoning Deductively It is a very useful type of logical thinking strategies, which is related to the guessing of hypotheses about the meaning of what is read to apply in writing, by means of general rules the learner already knows.

This strategy could result in overgeneralization errors; e.g. the use of {-ed1} in past verbs instead of irregular verbs forms.

Translating Second Language writers usually rely on this strategy to produce messages. This should not always be seen as a bad strategy, at early second language instruction translation can be helpful when it is used with care. This strategy can be used by the learner to produce his own language to understand a new language, but a word by word translation should be avoided because it can produce wrong interpretation of the target language. Translating also slows down

the learning process, making the students always refer to the wrong language for understanding the new one.

Transferring “This means directly applying the previous knowledge to facilitate new knowledge in the target language... This can involve applying linguistic knowledge from the learner’s own language to the new language... transferring, works well as long as the language elements or concepts are directly parallel, but most of the time they are not. It can leave to inaccuracy in transferring as translating learners should not expect to have an equivalence in all words or sentences across the two languages; grammatical differences are enormous.” (Oxford, 1990).

3.2.2.4. Creating Structures for Input and Output

Taking Notes This is another very useful strategy, but learners need to know this is not formal writing. This can be practised at all levels of the second language instruction involving in this way writing practice of words or just hints for understanding.

There are different ways for taking notes; some of them are:

Draw notes: unstructured notes.

Shopping list: or T-information; this means writing down information in clusters.

Semantic maps

Tree diagrams: sometimes transformed into a flow chart.

This strategy helps the learner to write down ideas in form of notes as soon as they come to his/her head, even in the case of writing for an exam.

Summarising This means having students writing a short version from original passages. This activity is more challenging than just taking notes. The complexity of the summarised text will depend on the level of the learners.

Highlighting This strategy supplements summarising and taking notes. Highlighting means emphasising the most important points by colouring them, underlining, using big writing, etc. This is a very important strategy in writing in order to have the reader focusing on the main information, this will tell the learner if he has succeeded or not in conveying the meaning.

3.2.3. Compensation Strategies

3.2.3.1. Overcoming Limitations in Speaking and Writing

Selecting the Topic This is a very handy strategy for writers, either in their own language or in a second one. Whenever possible, writers should select a topic of their interest to be able to write with motivation. When learners select their own topic to write, they should think about their audiences' interests, needs and, if the case, level of understanding.

Adjusting or Approximating the Message When using this strategy, the writers alter the message by excluding some bits of information, he expresses simpler ideas or writes a less complex sentence with the same meaning.

“Writers often resort to this strategy when they simply cannot come up with the right or most desirable expressions. For instance, instead of writing the more difficult sentence ‘I would have liked to have visited Australia, but I could not go because I lacked the necessary funds’, a student can write ‘I did not go to Australia, because I did not have money’”. (Oxford, 1990).

Coining Words This is a very useful strategy for writers, when making use of this strategy, writers can make up words in order to convey his message, he does not have in mind or he does not know the right vocabulary.

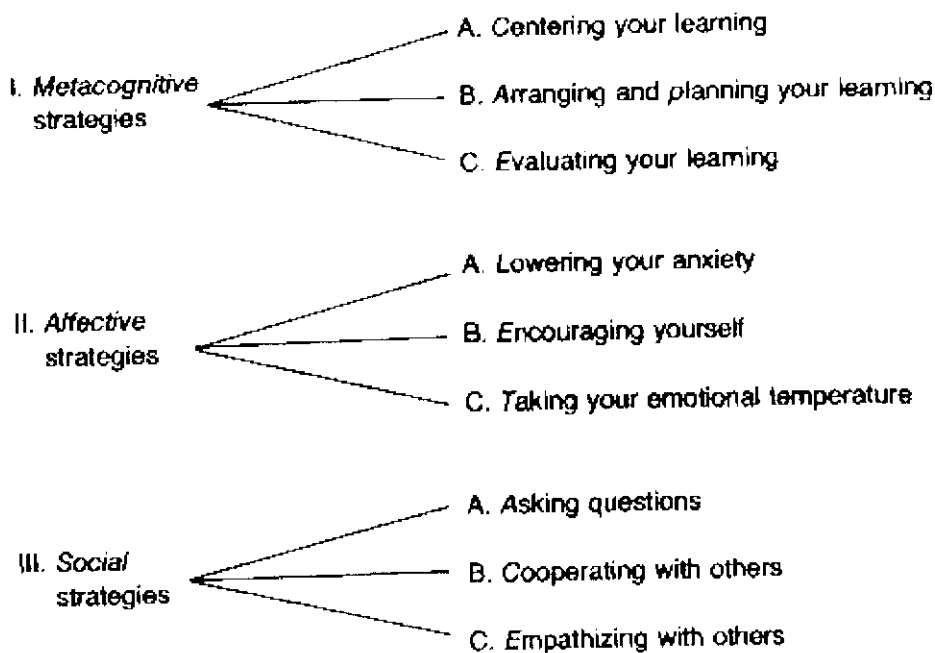
e.g. *airball* instead of *balloons*
night table instead of *bedside table*
tooth doctor instead of *dentist*

Using a Circumlocution or Synonym This means writing synonyms expressions, which involves several words to describe a concept or give a definition to express the message.

e.g. *I would better tie myself in* instead of *car seat belt*
A leather package that holds paper instead of *briefcase*

3.3. Indirect Strategies for General Management of Learning

Indirect strategies are called so, because they are related indirectly to the language learning process, supporting and managing it. Indirect strategies are in relation with direct strategies, already mentioned, and are applicable for writing in any language learning situation.

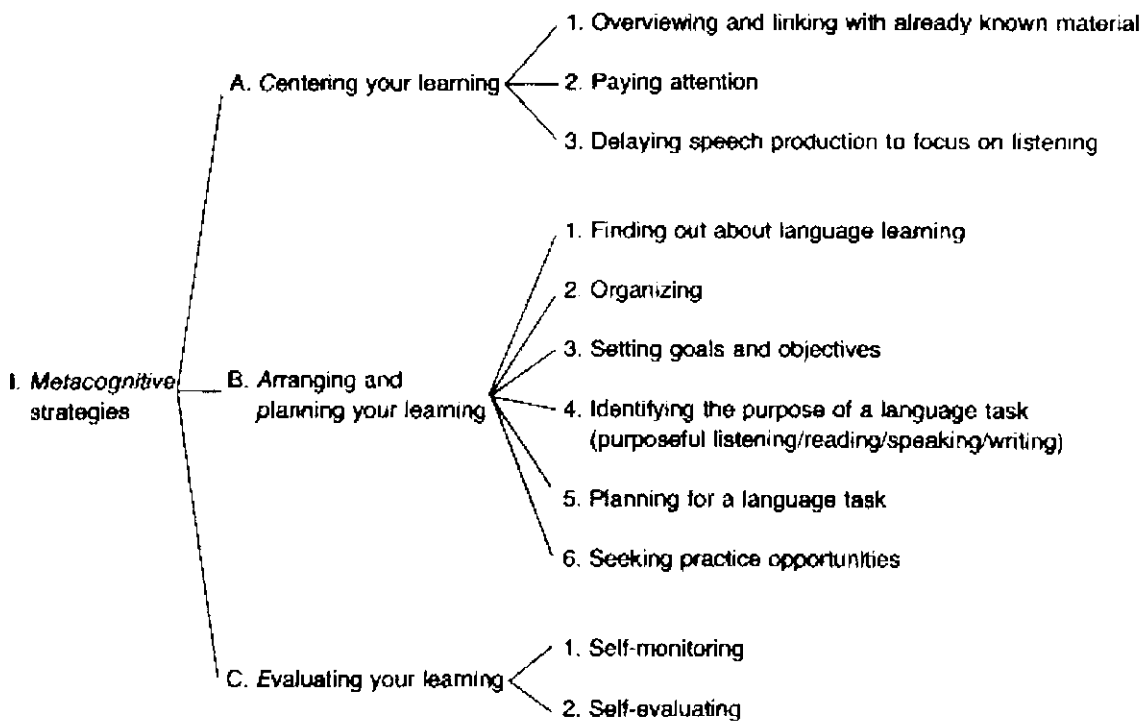


Memory Aids: CAPE, LET, ACE

3.3.1. Metacognitives Strategies

“Metacognitive means beyond, beside, or with the cognitive. Therefore, cognitive strategies are actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process.” (Oxford, 1990)

These strategies are important for a successful learning, when the learner could feel buried beneath a huge mass of new language, confusing rules, new vocabulary, etc. Metacognitive Strategies will help students to regain focus on the language when this happens. These strategies will also help the learner to plan the learning in an effective way. Learners who are especially interested in learning the language can have the opportunity to look for practice chances usually outside the classroom when making use the Metacognitive strategy of seeking practice opportunities.



Memory Aid: CAPE

"Metacognitive strategies make language learners more CAPE-able."

A mighty maze! But not without a plan.

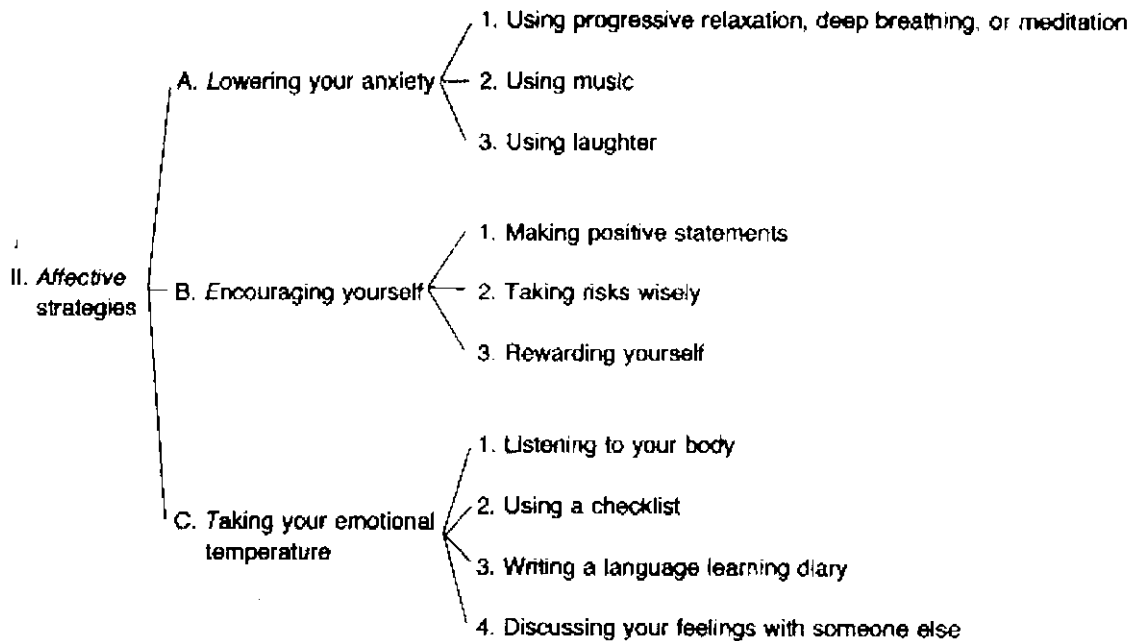
Alexander Pope

'Evaluating learning strategies' are going to be very helpful in the managing of errors in writing. For some learners, it is difficult to realise about errors and if so sometimes they are very worried about them that will not find out that they can learn from their mistakes. The situation can become worse when a student gets grades, which in general "grades reward discrete --point rule- learning than communicative competence. (Oxford, 1990).

These problems can improve with the use of self monitoring and self evaluating strategies that will help the learner to know that grades do not always reflect their knowledge.

3.3.2. Affective Strategies

These strategies are very close related to the situation of writing in general and even more with writing in exams. They are in relation with the emotions, motivation, attitudes and values; and the students can overcome any difficult situation through affective strategies.



“The affective side of the learner is probably one of the very biggest influences of language success or failure. Good language learners are often those who know how to control their emotions and attitudes about learning (Oxford, 1990).

It is well known, that negative feelings and attitudes can stop progress, but on the other hand, positive attitudes will help learners to develop language skills. Therefore, we should give our learners the chance to know about affective strategies and the chance to use them, a good way to apply the affective strategies is by teaching the students to control their emotions and anxiety using some of the ideas suggested in Chapter 1. As it is mentioned before, lowering anxiety, which is a very close related topic to the affective side of the learner, is a necessary tool that helps students to cope with the pressure of exam conditions (See Chapter 1)

“Teachers can exert a tremendous influence over the emotional atmosphere of the classroom in the different ways:

By changing the social structure of the classroom to give students more responsibility.

By providing increased amounts of naturalistic communication.

By teaching learners to use affective strategies” (Oxford, 1990)

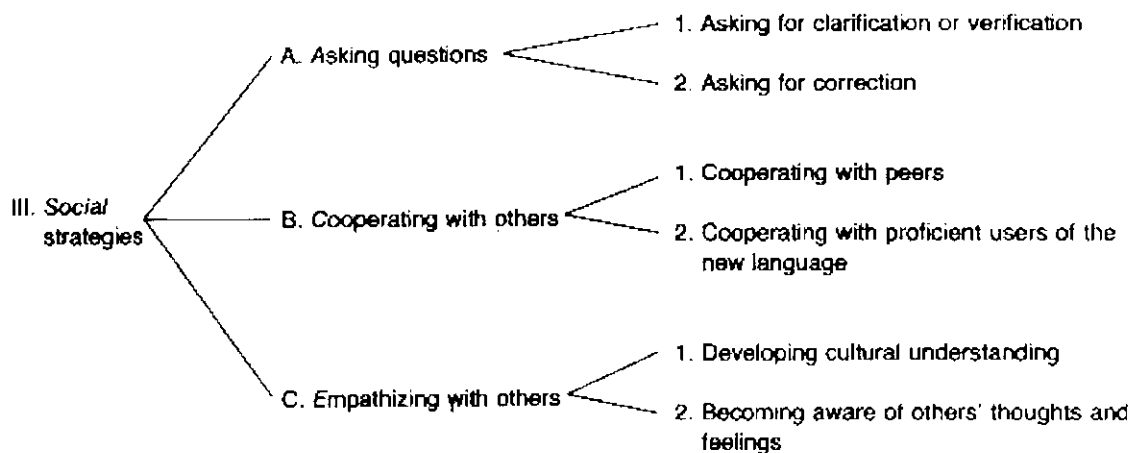
Anxiety, which is the first one of these strategies, can help learners to get their goals, but too much anxiety can block the learning process. It is necessary, then the application of lowering anxiety strategies, such as laughter, deep breathing and

what is more important self-encouragement will help learners to reduce anxiety especially in test taking situations.

“The language learner who is anxious, either in a typical language classroom or in a more serious culture shock situation, is likely to be inhibited and unwilling to take even moderate risks. Successful language learning necessitates overcoming inhibitions and learning to take reasonable risks, as in guessing meaning or speaking up despite the possibility of making a mistake... Self-encouragement and anxiety- reducing strategies, can help learners lower their inhibitions and take appropriate risks.” (Oxford, 1990).

3.3.3. Social Strategies

The application of social strategies is very important in the process of learning a second language, since language means interacting with the society.



Social strategies can be also applied in writing, as Oxford (1990) expresses: “One of the most basic social interactions is asking questions, an action from which learners gain great benefit”. Asking questions helps the learners in establishing a conversation and getting a response that will give direct feedback, and that will tell the students if the questions was understood or not.

We can help our students to develop writing skills by writing questions at any level. It is important the learner writes in a co-operative atmosphere, which is the second of the strategies in this group. This implies a co-operative task; co-operative learning will lead to higher self-esteem, increase confidence and enjoyment, greater and more rapid achievement. More respect for the teacher and the subject. The use of co-operative strategies can give teachers pleasant results, such as: better students and teacher satisfaction, stronger language learner motivation, positive language practice opportunities, positive feedback about language errors, and greater use of different language functions.

The third group of strategies is related to empathy, which means to put oneself in somebody else's place, to understand better that person. These strategies will help learners to increase their empathy towards others' total feelings and therefore engage the reader in the case of writing. A lack of empathy with potential readers is a serious drawback.

3.4. Applying Indirect Strategies to Writing

When a learner applies indirect strategies to his learning, he needs to keep in mind that they will work better in combination with direct strategies.

3.4.1. Applying Metacognitive Strategies to Writing

3.4.1.1. Centring your Learning

Overviewing and Linking with Already Known Material. This means pre-viewing new information and relating it to what students already know. Teacher's role here will be to ^{help} lead students realise about relationships between new and already known material.

In writing, students can brainstorm about the topic, mainly writing ideas for a limited time, or talking to a group about the different topics to write about. In this way he will be applying his knowledge and start thinking how to expand his ideas for future writings.

Paying Attention This strategy recognises two trends:

Directed Attention. Means concentrating or paying general attention to the activity or language point. Directed attention can be encouraged by providing interesting topics to write, and reducing distractions.

Selective Attention Means to be selective in decisions to find out about particular information; this attention can be encouraged by facilitating student activities which require attention to specific details.

Writing requires a great deal of concentration and writers can get direct attention by isolating themselves from noise and interruptions.

On the other hand as Oxford (1990) suggests: “for writing selective attention may mean deciding in advance which aspects of the writing to focus at any given time, like structure, content, tone, sentence construction, punctuation or people needs.”

3.4.1.2. Arranging and Planning your Learning

Find out About Language Learning This means discovering techniques to become better language learners. Teachers in this case need to help their students to discover their particular learning styles, in order to help them to apply suitable strategies, talk to students about language problems and share ideas about effective strategies to be used.

Organising in writing means:

Creating a suitable setting, relaxed and comfortable to concentrate on ideas, as well as on structure.

Organising time, writing down activities to practice writing out of the classroom.

Keeping a notebook to write down new expressions or structures, will help students to remember and recall information in an easy way.

Setting Goals and Objectives Establishing goals and objectives are the main points in language learning, without objectives students do not know where they are going. They would never get anywhere. Goals and objectives can be of two kinds:

Long Term Objectives. Those ones to be accomplished after maybe months or even years of effort.

Short Term Objectives. To be reached after hours, days or weeks of effort.

The main goal in writing should be to develop writing skills to communicate with native speakers (or non-native speakers, e.g. Germans, Koreans, Japanese for business) purposes of the language, to succeed in school (to write accurately in proficiency exams).

Identifying the purpose of a Language Task “The strategy of considering the purpose is an important one, because knowing the purpose for doing something enables the learner to channel their energy in the right direction” (Oxford, 1990)

Teachers should help their students to analyse the situation and find out the real purpose for carrying out the task. The identification of the written task will depend on the written format and the needs of the reader. Writers will be in advantage if they have in mind their purpose for writing, e.g. giving real information, convincing the reader about the validity of a point, entertaining the reader, making the reader feel an emotion with what he is reading.

Planning for a Language Task An example of the application of this strategy is given by Oxford (1990) as she describes:

“When a student needs to write a letter to a foreign friend, she realises that the letter requires specific language functions (describing, explaining), a certain number of instructions (past, conditionals).

After reflecting she had the necessary knowledge, she looks for additional resources like talking to a native speaker to ask for colloquial expressions; for example, in this way she will be planning her tasks before hand.

Seeking Practice Opportunities This means to look for extra chances, usually out of the classroom, to practice the language. This could include talking writing to native

speakers, and reading English magazines to improve knowledge that will be applied in writing.

3.4.1.3. Evaluating Your Learning

Self-Monitoring This means realising about their own errors in writing. This strategy helps students to find out the reason of the error, caused maybe by generalisation from a native language's rule or inappropriate translation. "However, error analysis –even the positive kind- must not be too strongly emphasised, or else learners will become over self-conscious about their performance." (Oxford, 1990) This strategy can be used in combination with peer correction under correct teacher's intervention and if the class environment allows to do so.

Self Evaluating In writing students can reflect on their writings, to note the structure, context and realise about progress overtime. Some important points to consider when self-evaluating writing are: sentence length, complexity of thought, power of arguments, written organisation, accuracy and social appropriateness.

3.4.2. Applying Affective Strategies to Writing

3.4.2.1. Lowering your Anxiety

Using Progressive Relaxation, Deep Breathing, or Meditation All of these strategies have the intention to lower learner's anxiety in any of the skills of the language. They will be even more effective with writing in class or in exams.

Progressive relaxation has the power of relaxing all the major muscle groups, one at a time. Deep breathing works effectively and helps progressive relaxation, but it should be done deep from the diaphragm, not just from the lungs; by breathing, the students will feel calmed and relaxed immediately. Meditation will also help to lower anxiety by focusing thoughts on a mental image or sound. Having students relax for a few minutes before starting to write in an exam would be of great help to get their writing goals more efficiently.

Using Music This is an alternative to create a relaxed environment before, or during, exams. This helps learners to change to a positive mood, for completing the writing task. The kind of music to be selected should agree with the situation and students' preferences and need. Usually it should be classical, calm music.

Using Laughter "Language learners can benefit from laughter's anxiety-reducing powers. Laughter brings pleasure to the classroom... Laughter is part of the general atmosphere of enjoyment for students of all ages." (Oxford, 1990)

In writing we can assign or have students deciding on a funny topic to write about, in order to have students working relaxed.

3.4.2.2. Encouraging Yourself

Making Positive Statements This strategy will definitely improve writing skills, this help students to feel self-motivated to continue working hard to achieve their goals.

The following are some example of self encouraging expressions:

“I enjoy writing in the new language”

“Writing helps me to discover what’s on my mind”

“I don’t have to know every thing I’m going to write before I start”

“I’m confident and secure about my progress”

“I’m taking risks and doing well”

“It’s o.k. if I make mistakes”

“Everybody makes mistakes, I can learn form mine”

“People understand a lot more of what I write”

(Oxford, 1990)

Taking Risks Wisely This strategy is related with the decision to write no matter to take the risk of making mistakes or having difficulties. In exams, for example, the decision to take a risk will need to be in relation to the other strategies such as making positive statements and rewarding yourself.

Rewarding Yourself Learners are able not to rely only on external reward, but they can get reward from themselves. Therefore, they need to discover how to reward

themselves for any achievements in language learning. Self-reward is different from one person to another.

Reward does not have to be tangible, but the learner can start by appreciating his work; for example a well written piece of language. Making positive statements can be considered a way of self-rewarding.

3.4.2.3. Taking Your Emotional Temperature

Listening to Your Body This means paying attention to what the body says. This strategy will also affect writing skills, as Oxford (1990) explains “Negative feelings like tensions, anxiety, fear and outrage tighten the muscles and affect all the organs of the body. Positive feelings like happiness, pleasure, excitement can have a calming effect... Language learners need to pay attention to these physical sensations frequently. The application of these strategies will favour learners by controlling his emotional feelings and overcome any difficulties in writing.

Using a Checklist and Writing a Language Learning Diary These two strategies will help learners to keep records about their feelings towards the language. Students can also include information about strategies that are effective or not for them. In writing they can record their experiences positive or negative about their feelings when completing a writing task.

Discussing Your Feelings with Someone Else Students are able to discuss about their notes on diaries or checklists with partners, groups, with the teacher or outsiders; it helps the students discover their weak points, they also learn to have control over their anxiety or inhibitions.

3.4.3. Applying Social Strategies to Writing

3.4.3.1. Asking Questions

Asking for Correction When learners ask for correction the kind and amount of correction will be in relation to the level of the students and the purpose of the writing. (Oxford, 1990) Writing correction at early instruction could have two negative effects: Lowering students motivation to write or students ignore the corrections. Advanced learners, on the other hand, should ask for a bigger amount of correction, or some comments on the errors, so they can amend the mistakes.

3.4.3.2. Cooperating with Others

Cooperating with Peers This strategy is in relation with ‘extroverted learners’, this involves working in pairs or groups to achieve a goal.

This is a very useful strategy for writing. It is always thought that writers are lonely people, but when applying this strategy we see that writing can be a social activity. This is possible by sharing ideas in groups, or having classmates comment on

writings. Brainstorming to generate ideas for writing is another useful activity to turn writing into a social, cooperative skill.

3.4.3.3. Empathising with Others

Developing Cultural Understanding This strategy helps learners to know more about new language's society life and culture, this is of great help in writing because learners will have a better knowledge about what's appropriate to write in the target language.

Becoming Aware of Other's Thoughts and Feelings" learners can become aware of the feelings of others as expressed in writing. Students can see the feelings of people with whom the communicate informally through letters, notes, or memos. Formal writing like novels, stories, and articles can be understood more easily when learners consciously try to 'get inside the skin' of the writer to understand the writer's point of view." (Oxford, 1990).

CHAPTER 4

“TYPES OF ERRORS IN WRITING”

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Before analysing errors in depth, it is necessary to define what an error is: H.D. Brown (1994) says: "A mistake is a performance error that is either a random guess or a 'slip', in that it is a failure to utilise a known system correctly" Based on the definition above, Ancker (FORUM, Vol 38, Num. 4) expresses that "a native speaker could make a mistake in her native language. Errors, on the other hand, are problems that a native speaker would not have. Brown defines an error as noticeable deviation from the adult grammar of a native speaker reflecting the interlanguage competence of the learner.... As someone learns a foreign language, the errors she makes indicate her level of proficiency. Clearly, the errors of a beginner are different from the errors of an advanced student, and what were once errors can become mere mistakes."

Edge (1989) defines errors in a simpler way as Ancker quotes "A slip is what a learner can self-correct, and an error is what a learner cannot self-correct. An attempt is a guess or when neither the intended meaning nor the structure is clear to the teacher. This distinction between error and mistake or between error and slip is a reason enough for teachers to abandon the practice of immediately correcting students. Errors and attempts are different, of course, because students cannot correct themselves, but that does not mean the teacher must."

4.1. Errors

The analysis of errors in cognitive, linguistic and other psychological processes has a long history dating back to the introduction of signal detection theory in psychophysics and behavioural learning paradigms. Although many applied linguists now favour interlanguage paradigms for second-language acquisition, error analysis (EA) is still widely used in language classes. The attraction of EA lies in one's ability to isolate variability in responses, such as distinguishing true errors from "mistakes", which simple correct/incorrect" paradigms tend to discard."

(<http://lithwww.epfl.ch/~pallotta/herald/node6.html>)

4.1.1 What Causes Errors?

"Krashen & Terrell (1983) suggest that in natural communication, only meaning errors that hamper communication are corrected and that teachers should only treat such errors in order not to create a negative atmosphere. Instead, they limit the application of form based error correction to grammar sessions where the aim is already the teaching of the form...Since Natural Approach (NA) is primarily based on acquisition activities in the class period, it is necessary to consider whether the direct correction of any skill errors in these activities is beneficial or detrimental."

(http://maxpages.com/thena/Treatment_of_Errors)

When we are dealing with errors in any of the skills, as it is our case in writing, it is very necessary to understand the importance of a language learner's errors, and reflect about the real causes for making them.

"A variety of language teachers, asked what causes errors, will probably come up with similar answers. Some will reply that it is carelessness on the part of the students and others with some linguistic knowledge will usually reply 'first language interference' or 'translation from the first language'. These answers have a measure of truth in them but only a measure and do not begin to answer the question WHAT CAUSES ERRORS?" (Norrish, 1983). Nevertheless, this question seems not to have a clear or easy answer, in this chapter we will consider some types of errors and, thus we could infer the possible causes for making mistakes.

4.1.1.1. Carelessness

When we notice that our students are making errors, we see that some questions arise: Why are some of the students careless? are they always careless or just sometimes? what are they careless about? Motivation is linked with carelessness, and many times it is not the fault of the student if he lacks interest in the class; it could be that the materials or the teaching style are not suitable for the group of students.

"One way of reducing the number of careless errors in written work is to get students to check each other's work. This will involve students in an active search

for errors and English can be used for a genuine communication while discussing these errors in class". (Norrish, 1983).

4.1.1.2. First Language Interference

Along the centuries, many people thought that the learning of a language was a HABIT that was formed with the maturity of the individual.

When we are talking about habits, we are dealing with the studies made by Skinner and the Behaviourism theory of language learning; as it is said in Norrish (1983), "Skinner's definitive statement of the behaviourist theory of language learning held that if language is essentially a set of habits, then we try to learn new habits, and the old ones will interfere with the new ones. This is what is called 'mother tongue interference'. In the classroom, the old habits must be drilled out and a new set of responses must be learnt. The notion of mother tongue interference as a main contributor to error in learners' use of foreign languages is related strongly to this particular view of how human beings learn a language."

When analysing written work, we realise that students make mistakes due to the first language interference, as it was described by Corder (1981). "If the actual shapes of morphemes are rarely taken from the mother-tongue and incorporated into utterances in the foreign language, the morphological and syntactic systems often are."

One of the most common errors students make is the pluralisation of adjectives that is widely made by Spanish speakers who are learning English:

e.g. *las casas son bonitas*

the houses are beautifuls, instead of *the houses are beautiful*.

It is necessary to mention another example of error provoked by mother tongue interference, that is the position of adjectives in a sentence:

e.g. *niña bonita, profesor estricto, computadora nueva*

girl nice, teacher strict, computer new.

instead of:

nice girl, strict teacher, new computer.

"The rules governing choice of possessive adjective in English are different from those in Spanish..... the choice between them relates not to any features of the noun they are modifying but to the sex of the person referred to". (Corder, 1981). In Spanish, one form to indicate possession (*su* or *tu*) and the gender of the noun and the person refer to, are irrelevant.

e.g. *Hable, con su madre (su de ella)*

I talked to your mother instead of *I talked to her mother*

Su casa es muy hermosa (su de él)

Your house is very beautiful instead of *his house is beautiful*.

Nevertheless, in this case, 'su' can have different meaning; it could mean your (sing. and plural), his, her, their).

The article "*the*" is another typical example of mother tongue interference in the process of learning English; in Spanish "*el*", "*la*" "*los*", "*las*" is widely used before nouns, e.g. *la gente*, *los edificios*; however this is not used in English; it is used for *people* or *buildings*.

"It is not certain that all types of errors can be explained entirely by reference to the mother-tongue, since much the same mistake could be made through an overgeneralization of a rule..... In selecting verb tense, learners often make their choice according to the way choices are usually made in the mother-tongue. Learning a new tense system involves the acquisition of a new set of forms, but usually, the learner does not normally borrow from the mother-tongue as he does this. He may, however, confuse the tenses of the target language with tenses in his own language and then choose between them as if he was using his mother tongue." (Corder, 1981).

An example of this choice is the one with the present simple and the present progressive tense in Spanish, for this system has a similar choice between them. For example, *come* and *está comiendo*. Anyway, the selection is different from the English language. In English, the formula "*be+ing*" refers to a current activity; on the other hand, in Spanish, both forms can be used in order to talk about a current activity, but the compound form is used to emphasise the duration of an event. This

means that when we do not want to stress the duration of an activity, we use the simple form, and it is the structure commonly used. The Spanish speaker learning English will transfer this structure into the target language, and this will result in the learner writing:

One of my classmates uses all his knowledge to develop the exam now, instead of One of my classmates is using all his knowledge to develop the exam now.

The scientist investigates about plants now, instead of , the scientist is investigating about plants now .

As we can see above, we can find interference from the mother tongue in the process of writing acquisition.

4.1.1.3. Translation

When people are learning a second language, one of the tools the learner uses every day is translation from the first language to the target language.

"Translation word by word of idiomatic expressions in the learner's first language can produce howlers." (Norrish, 1983)

Some of the most common errors we find in the translation of idiomatic expressions are:

Tomar el pelo Take your hair instead of Pull your leg

con los manos en la masa *with his hands in the dough* instead of *caught red handed*.

Aprender de memoria *Learn of memory* instead of *Learn by Heart*

"It should be made clear that the distinction between Interference and Translation from the first language are causes of student's error is a fine one; the implication of the term interference is that what takes place is largely unconscious in the mind of the learner" (Norrish, 1983).

We have to consider some of the possible reasons of translating a familiar expression, for example, when the learner wants to communicate something in writing, he does not know the correct expression or structure; he will make use of translation, without realising that there is a right expression or word for his idea. This means that he will be depending on his native language.

We cannot disregard the function of translation as a communication strategy; for example, when the learner is writing a letter and his mind is involved in the message, the learner wants to convey this rather than the correctness of the language he is using.

"This is surely not a phenomenon to be strongly discouraged, since there is now very little evidence indeed that making errors leads to the learning of erroneous forms. In any case, this type of activity will not invariably lead to erroneous forms." (Norish, 1983)

In spite of all the information mentioned above, we have to be aware that translation in writing is not the best way to acquire good writing skills, or produce correct pieces of writing.

4.1.1.4. Overgeneralization.

Jackobovits, in Richards 1980, expresses that overgeneralization means the 'use of previously available strategies in new situations... In second language learning... some of these strategies will prove helpful in organising the facts about the second language, but others, perhaps due to superficial similarities, will be misleading and inapplicable.'

This means that the learner creates an erroneous structure based on his experiences about different structures of the target language. A clear example of generalisation of Spanish speakers learning English, is the use of the {-s2} with the third person singular; this could be a result of the use of all other ending less forms for the rest of the persons. For example, 'there does not exist any exact rules' may be caused either of hypercorrection... or of generalisation of the third person singular ending for the third person plural.

"Overgeneralization is associated with redundancy reduction. It may occur, for instance, with items which are contrasted in the grammar of the language but which do not carry significant and obvious contrast for the learner" (Richards, 1980) For example the {-ed1} marker of past tense.

In the process of learning English, overgeneralization is a very common mistake, especially at early stages when learners are getting familiar with the language; one of the most frequent is the past form of the verbs; when the student learns the past form, the first thing they learn is the form of regular verbs (verb + {-ed}), and in this way the student will overgeneralize the rule and when an irregular verb appears in the context of study, the learner will use the same rule in the formation of the past form of irregular verbs.

e.g. *write - wri~~ted~~ (wrote)*

eat - e~~ated~~ (ate)

go - go~~ed~~ (went)

Adverbs are also a trouble when they come from adjectives, everybody tends to add the suffix {-ly} to all adjectives.

for example: *good - goodly (well)*

fast - fastly (fast)

The overgeneralization of the rule of the comparative and superlative structure is a headache for teachers who are always trying to make students differentiate the correct rules. Students hardly understand the addition of {-er/l} (comparative) in a single syllable adjectives and the presence of 'more' before this sort of adjective is permanently present because they infer that only 'more' conveys the meaning of 'más'

i.e. *My neighbour is more pretty than my classmate*

My exam was more easy than yours

My cousin's dog is more big than mine.

Another error derived from generalisation with the comparative structure is the mixture of the comparative and the superlative.

For example: *The whale is the most bigger animal* instead of

The whale is the biggest animal in the world

My dad is the taller in the family instead of

My dad is the tallest in my family

The most older or

Carol is the older in the classroom instead of

Carol is the oldest in the classroom

Susan is the more beautiful girl in the world instead of

Susan is the most beautiful girl in the world

That house is biggest than mine instead of

That house is bigger than mine

The presence of double comparison in compositions made by students of English is another mistake that we find very often.

e.g. *The more taller person in the classroom*

Alejandra cooked more better than Diana

4.1.1.5. Ignorance of Rule Restrictions.

This is produced when the learner ignores where he cannot apply a rule (the restriction of such a rule). This is the application of rule in contexts where they do not apply.

E.g. *The man I saw him.*

This example violates the limitation on subjects in structures with *who*. (Richards, 1980)

Some rule restriction errors may be described in terms of correlation, and some others could be the product of the interchange of the rules learned. A result of analogy for example, could be the misuse of prepositions. "The learner, encountering a particular preposition with one type of verb, attempts by analogy to use the same preposition with similar verbs." (Richards, 1980)

For example: - *He showed me the book*, results in

He explained me the book.

- *He said to me*, results in

He asked to me, or

He called to me.

- *Ask him to do it*, results in

Make him to do it.

- *Go with him*, could result in

- *Follow with him.*

In this way, pattern exercises lead to the use of incorrect rules applied by analogy.

"By analogy the learner's previous experience of "*subject + verb + object*" constructions, the learner feels that there is something incomplete about 'that's the man who I saw', and so adds the object, after the verb, as he has been taught to do elsewhere." (Richards, 1980) Resulting in 'The man who I saw him'

4.1.1.6. Incomplete Application of the Rules.

Here we can cite the occurrence of structures whose deviance represents the degree of development of the rules required to produce acceptable utterances. One of the factors that may influence here is redundancy, because the learners tend to use the same words all the time that makes the message sound strange; another point that is important to mention, is that in the learning process, students do not acquire the structures of questions (for example) as fast as they would do it with statements, and they tend to use them as if they were questions. Even when there is permanent feedback from the teacher, the students can fossilise the use of sentences as questions.

Another problem that we can face is that some students do not understand clearly some of the basic concepts of the target language, and they make a very close relationship with the rules of the mother tongue. One of the most common examples of this sort of problem is the use of real times when they want to express ideas in writing; this is due, as it was mentioned above, to the interference of the mother tongue.

4.2. Global Error and Local Error

Another useful and helpful way to classify errors is the consideration of the local and global error. One of the most common experiences that teachers have is the exact location of an error made by a student in a piece of writing, and it is not surprising that once we finish checking a composition we see a big red spot all over the paper; this means that an error is something that can not be easily remarked. "An error can vary in magnitude. It can cover, a morpheme, a word, a phrase, a clause, a sentence, or even a paragraph" (Lengo, 1995).

The difference between local and global errors implies that "a global error is one which involves the overall structure of a sentence and a local error is one which affects a particular constituent." (Burt and Kiparsky, 1974) in (Lengo, 1995).

Richards et.al. (1985) presents some examples that can help us to clarify the concepts of local and global error.

Global Error

I like take taxi but my friend said so not that we should be late for school.

Local Error

If I heard from him, I will let you know.

As we can see in the first example, if a teacher corrects it, he would say that it is completely wrong, while in the second case, only the tense of the verb *hear* will need to be corrected.

It is necessary to highlight that the effect of errors on intelligibility can vary. The impact of the effect in the sense of the written message is not a restriction for communicating an idea; however we can face problems in understanding the real meaning.

For instance, Richards et.al. (1985):

- *Since the harvest was good, was rain a lot last year.*
- *The harvest was good last year, because plenty of rain.*

As we realise from these examples, the second sentence is better grammatically structured and the message is easily understood; whilst in the first case, we cannot determine if what was intended to say was a question or a statement, because it ends in a period, but the position of words presupposes that it could be a question. Even though the form is not acceptable.

"This distinction between these two categories of errors will help teachers in their judgements of to what extent a learners output is likely to be understandable to a reader. As far as remedial teaching is concerned, the global error would need treatment before the local type." (Norrish, 1983).

Even though, in our analysis, we do not classify errors in the categories mentioned above, we considered important to mention these sort of errors, which could be basis for a further study.

4.3. Omission, Addition, Selection and Ordering

Lengo (1995) expresses that Corder (1973) divided errors in four categories: omission, when the students do not use some structures or words that are base in a sentence; addition, when the learner include unnecessary words or incorrect structures; selection, when the students uses the incorrect word or structure; and, ordering, when the students do not place the word in the correct position in a sentence.

4.3.1. Omission

"Certain linguistic forms may be omitted by the learner because of their complexity in production." (Lengo, 1985)

We can find this sort of problem in morphology and therefore in pieces of writing. The most frequent examples are: learners usually omit the third person singular morpheme {-s2}; the plural morpheme {-s1} and the past tense of the regular verbs morpheme {-ed1}. Omission can be present in Syntax, too; and the learners can delete some obligatory elements.

E.g. *My sister work in a bank*

My neighbour have two dog in the yard

Mark call me yesterday

Is very interesting to travel to different places

4.3.2. Addition

"Learners not only omit elements which they regard as redundant but they also add redundant elements." (Lengo, 1995)

In writing, there is a clear influence of the mother tongue of the learner in the presence of additional letters in a word of the target language. E.g.

'an estudent'

'The United Estates'

In syntax, the learner may produce a wrong combination. e.g. the over-use of the article 'the':

The Ecuador is in South America.

The Cotopaxi ...,

The life (la vida)

At the lexical level, there is an unnecessary addition of words, for example:

I stayed there since five years ago instead of I stayed there for five years.

4.3.3. Selection

Learners commit errors in writing: morphology, syntax and vocabulary due to the selection of the wrong phoneme, morpheme, structure or vocabulary item as it was expressed by Lengo in 1995.

The obvious reason for the presence of errors in the morphology area is that a student selects a wrong morpheme. A clear example is seen when the students uses: {-est} instead of {-er} to establish a comparison. Having as a result sentences like:

I am tallest than my friend

There are cases in which the students do not recognise words and usually tend to put one for another; one of the most common errors is the use of REMEMBER and REMIND.

Her face remembers me of my mother

"However, it appears that morphological errors in English due to selection are not as frequent as errors in other linguistics spheres, because of the relatively small number of inflections and of their restricted usage." (Lengo, 1995)

In syntax, the error in selection is produced when the learner chooses a wrong structure; an error of this nature can be the result of interlanguage transfer or generalisation.

e.g. *I want that he comes here* instead of *I want him to come here*; this error could be produced because in Spanish we see: *Quiero que venga acá.*

At the lexical level, the students make this sort of mistake because they choose the wrong word they think is the correct one to transmit a message, without realising that they have made a mistake. "A robin may simply be referred to as a bird. This type of error is prompted by the strategy of approximation or semantic contiguity" (Lengo, 1995)

The selection between MAKE and DO is one of the greatest problems a Spanish speaker has when learning English:

I am doing a lot of mistakes

I made my homework yesterday

Could you make me a favour?

I did a cake for your birthday

Although, collocation errors will not be part of the analysis, we have to mention that some students (even at an advanced level) have permanent problems in the use of some verbs.

e.g. A student says: 'I have to give an exam at four' instead of 'I have to take an exam at four'

'I have to make my homework' instead of 'I have to do my homework'

4.3.4 Ordering

Errors of ordering in writing come up due to changing the position of words. As it was mentioned before, this kind of error is committed also in morphology and misordering of bound morphemes is less frequent, maybe because of the limited number of them, but a clear example of this is the addition of the {-ing} to the preposition when we are using a gerund in a phrasal verb.

e.g. He is get upping now instead of he is getting up now.

Always my friend and I go to school.

In syntax the learner will confuse the order of the words for example

I like very much football.

My mother bought a television very big.

Then, when he entered the room, he saw a shadow strange.

At the time they were going down, they heard that noise horrible.

At the lexical level a clear example is produced when the learner inverts the elements of a compound word:

The eye-blued girl instead of the blue-eyed girl.

4.4. False Cognates

Learning English vocabulary can seem so easy: *Constitución* means "constitution," *nación* means "nation," and *decepción* means "deception". Most words that end in *-ción* can be translated into English by changing the suffix to "-tion." And the pattern holds true for the first two words listed above. But *una decepción* is a *disappointment*, not a *deception*.

Spanish and English have literally thousands of cognates, words that are basically the same in both languages, having the same spelling and similar meanings. But combinations such as *decepción* and "deception" are false cognates or word pairs which look like they might mean the same thing but do not. They can be confusing, and if you make the mistake of using them in writing, you are likely to be misunderstood.

Following is a list of some of the most common false cognates or some of the ones you are mostly likely to come across in writing in English:

Actual: The word indicates that something is current, at the present time in Spanish. Thus the day's hot topic might be referred to as *un tema actual*, and a Spanish speaker could say the actual topic.

Assist: This word is always associated with *ASISTIR* in Spanish; student's do not realise that its actual meaning is *help*.

A typical example of the use of this false cognate is: *Many people assisted to the seminar*

Attend: Means to be present and give help in English. Spanish speakers learning English usually confuses with "*atender*" which means pay attention to something or someone.

A student may say "*Please attend the class*" intending to mean "*Please pay attention to the class*".

Carpet: In English it refers to a piece of special fabric that covers the floor (alfombra), while the false cognate in Spanish (carpeta) means a file folder (including the virtual kind) or a briefcase.

I have all my documents in my carpet in my bag.

Delete is usually confused with *delito*.

The police found who committed the delete.

Desgracia: In Spanish, this is little more than a mistake or misfortune. Something shameful is una vergüenza or una deshonra. Spanish speakers usually use disgrace when they want to express desgracia. We also have to mention that desgracia is a noun and disgrace is an adjective.

There was a disgrace yesterday night

Disgust is always confused with disgusto/ disgustarse (to be angry with someone), when disgust in English has a very different meaning of disliking something.

I am disgusted with my boss.

Embarrasing: It could seem to mean to be pregnant, but it does not. Someone who feels embarrassed tiene vergüenza or se siente avergonzado. However, students usually get confused with the two terms.

Susan is embarrassed, she is going to have a baby boy.

Exit: It means way out in English, but often is misunderstood with Exito in Spanish which means a hit or a success.

The conference was a complete exit.

Fabric: Students usually confuse this term with fábrica, the actual meaning in English is "cloth" in Spanish tejido and tela.

e.g. *I worked in the fabric for two years.*

Library is always confused with *librería*; hardly any beginner student use *library* with its correct meaning.

e.g. *I bought a book in the library*

Molest: It can be confused with the word *molestar* which means bother or annoy, whereas *molest* has a sexual connotation.

My brother molests me every day.

Once: If you can count past ten, you know that 'once' is the word for eleven. If something happens once, it happens one time.

Push the button once (a learner pushes the button eleven times).

Particular has a false cognate in Spanish *particular* (*privado*).

My brothers need particular classes of English.

Realize is another common mistake , usually confused with 'realizar'

I realise my chores every day.

Rope is *cuerda* or *soga* and it is frequently confused with *ropa* referring to clothes.

I bought some new ropes for the party on Saturday.

Sensible: A sensible person or idea can be referred to as *sensato* or *razonable* not 'sensible' or able to show his feelings easily. This is usually confused with the meaning of '*sensitive*' in English.

She cried when she saw her father, because she is a sensible person.

Soap is always used as a word to describe one of the dishes of a meal (sopa) not the soapy product for washing.

I want to have some soap for lunch.

Tuna: It is another frequent error when the students confuse this word with edible cactus, they do not realise that this word means Atún.

My uncle collected some tunas from his garden.

Values is always confused with 'valores' in the sense of 'belongings'. Many people do not realise about the real meaning of them such as honesty, friendship, loyalty, amongst others, and you can see in hotels notes like:

Leave your values at the front desk, the hotel is not responsible of them.

4.5. Fossilisation

"Unfortunately the chances of any animal becoming a fossil are not very great, and the chances of a fossil then being discovered many thousands of years later are even less" (Doff, 1988 in Louro, 1994).

"Whatever the case may be in nature, the chances of linguistic items becoming fossil are very great, and the chances of fossils being discovered are being greater." (Louro, 1994). "Normally, we expect a learner to progress further along the learning

continuum, so that his interlanguage moves closer and closer to the target language system and contains fewer and fewer errors. However, some errors will never disappear entirely. Such errors are often described as fossilised, meaning that they have become permanent features of the learner's language" (Duskova, A. 1990)

After studying different kinds of errors, we will have a brief look at a different kind of errors. From the concepts and definitions, that we have cited above, about fossilisation, we can distinguish two kinds of errors; transitional errors which disappear when the rule is acquired; and fossilised errors which do not disappear and remain with time, even if the learner has a high level of the second language. One of the reason for fossilised errors could be again the interference of the mother tongue which influence in determining which errors will be fossilised; another possible reason is that the fossilised error does not stop the learner from communication, and he satisfies his communicative needs at a social level. "A learner who feels only rudimentary communicative needs is therefore likely to stop progressing at an early stage than a learner with a fuller range of needs." (Duskova, A, 1990)

There are no clear hints why fossilisation occurs, even though we know that some causes, such as the ones mentioned, may be more evident than others.

e.g. A clear example of fossilisation is the use of *IS* with *PEOPLE*, as well as the use of the definite article '*THE*.'

The people is very friendly, this error usually happens with native speakers of Spanish.

The lack of use of {-s2} in the third person singular in the simple present tense.

He was born in London, he is an intelligent person, who love to write poems, and my family like him a lot.

4.6. Errors and Correction

"Recent theories on language acquisition and teaching methodology support the position that not all errors should be corrected and those that are corrected should usually not be treated immediately" (Ancker, 2000). This means that not all the errors that students make in a piece of writing should be corrected, or if any of the students' writings is not clear, or is full of mistakes, he has not learnt what we intended to teach; every teacher should be aware that errors are normal, and we can not avoid them as part of the learning process. We should interpret them as a period in which the learner is acquiring the second language.

4.7. Assessment in Writing

Error in the process of acquiring a second language should be seen as a necessary and inevitable part of the process itself. The correction of errors could produce a negative evidence and a negative experience for the learner, as we already have

mentioned above, which makes necessary the use of the correct rules for this matter. Therefore, we should look at the importance of assessment as a connected issue to the topic of making errors and its analysing or evaluation.

Even though the terms testing and assessment are often used indistinctly, it is consequential to establish a difference between them. "Assessment is an umbrella term encompassing measurement instruments administered on a 'one-off' basis such as tests, as well as qualitative methods of monitoring and recording student learning such as observation, simulations or project work. Assessment is also distinguished from evaluation which is concerned with the overall language programme and not just with what individual students have learnt." (Brindley in Carter and Nunan, 2001)

There are different kinds of assessment. *Assessment of achievement* which establishes what a student has learnt in relation to the development of a course or curriculum. *Formative assessment*, which is carried out by the teacher during the learning process in order to use the result as a resource to improve the learning situation.

Summative Assessment which is referred to the one applied at the end of a course or instruction term in order to provide information on the program results. As we can see from this, we will pay special attention to assessment of achievement, as well as summative assessment; which bring general results from the accomplishments of the students at the end of an instructional term. This is what exams to be later

analysed intend to measure: students' achievements at a certain point in the course development and at the end of it.

Assessment results can be interpreted as norm-referenced or criterion-referenced. "Norm referenced assessment ranks learners in relation to each other... Criterion referencing occurs when learners' performance is described in relation to an explicit stated standard; e.g. a person's ability may be reported in terms of a 'can-do' statement describing the kinds of tasks he or she can perform using the target language... The two requirements for any assessment are that it should be valid and reliable, i.e. it should assess only the abilities which it claims to assess and do so consistently." (Brindley in Carter and Nunan, 2001)

We can consider three kinds of validity:

1. *Construct validity*: The extent to which the content of the test/assessment reflects current theoretical understanding of the skill(s) being assessed.
2. *Content validity*: whether it represents an adequate sample of ability.
3. *Criterion related validity*: the extent to which the results correlate with other independent measures of ability.

Consequential validity can be mentioned, as a unified view of the three previous ones; and it refers to the extent to which a test or assessment serves the purpose for which it is intended. (Brindley in Carter and Nunan, 2001)

Reliability on the other hand is concerned with confirming how assertive scores on tests or assessments are affected by measurement error, i.e. the scores varying by many different factors unrelated to the ability being assessed, for example anxiety, already mentioned in previous chapters and its implications, not clear instructions, fatigue, etc. “This factors could result in inconsistent performance by test takers. To establish the degree to which test results are stable, various approaches can be used. The consistency of test results over time can be estimated in terms of test-retest reliability.” (Brindley in Carter and Nunan, 2001) However, teachers need to keep in mind that scores not always reflect what the student is able to perform or do, this is an important point that not only teacher but students should be conscious about.

In this way when we have written exams as a source for analysis we need to think and reflect how valid and reliable are the results (the end product of the writing task), bearing in mind the different considerations that have been noted at this point.

4.7.1. Assessment Purposes

The main purpose of assessment is to get results on language learners’ achievement to find out their progress. In addition we can assess for various other purposes:

Selection to determine whether learners have sufficient language proficiency to be able to undertake tertiary study.

Certification to provide people with a statement of their language ability.

Diagnosing to identify learners' strengths and weaknesses.

Instructional decision making to decide what material to present next to or what to revise.

Motivation to encourage learners to study harder.

4.7.2. Writing Assessment in Foreign Language Classes

Second language learning has a new tendency of assessment, which can help students to avoid the panic that means to be assessed by the teacher, or at least help them to cope with it. This is called self assessment, it does not focus on formal measurement of out comes, but it concerns with improving the quality of learning instruction.

Brindley expresses that self-assessment proponents argue that participating in self-assessment can help learners to become skilled judges of their own strengths and weaknesses and to set realistic goals for themselves, thus developing their capacity to become self-directed. Research suggests that with training, learners are capable of self-assessing their language ability with reasonable accuracy. (Carter and Nunan, 2001)

Evidence shows that guidance in the self-assessment practice is more than important, because it may be threatening for some students since they could feel it is altering the student-teacher relationship. Facts also indicate that learners are

capable of saying what they cannot do, but it is difficult for them to say what they really can do.

Although it is difficult to apply self-assessment in exams, it is not impossible; it arouses our interest since it is closely related to writing skills. Nevertheless, in our teaching situation the exams are corrected by the teachers themselves, but it would be a good opportunity to start thinking that testing and assessing can change and be applied in new challenging ways.

Assessments are important to the learners themselves, to their parents, to teachers, and to educators beyond the classroom or building level. Therefore, it seems important to advocate and promote assessment based, as much as possible, on daily classroom activity, that is, based on the observation and documentation of what students are doing in authentic writing situations in their own classrooms.

Classroom-based assessment may take many forms. Learners' progress may be documented through a systematic collection of learner's work in writing folders, and checklists and anecdotal records may be used to note and analyse changes in writing over time. Teachers may carry out periodic observations of individual student, recording the individual's writing behaviours and strategies within the context of the classroom. Student's themselves may be asked to compare samples of their writing so that they may comment on their own progress.

At the school or level, writing competence should be evaluated using holistic assessments of writing samples rather than standardised tests. Assessments of actual writing come closer to reflecting the changes in teaching practices that are being advocated for both native speakers and learners.

http://www.ed.gov/databases/ERIC_Digests/ed303046.html

4.8. Non-Contrastive Approach to Error Analysis

The analysis of interference of languages in contact has usually been studied when talking about bilingualism. The studies have focused on the systems of those languages in contact and the result, of such studies have given evidence for the prediction of the difficulties in acquiring a second language.

"Those elements that are similar to the (learner's) native language will be simple for him, and those areas that are different will be difficult. In the past decades language teaching has derived considerable impetus from the application of contrastive studies." (Richards: 1980). However, this has been shown not to be true in many cases in later studies. Students are capable to acquire second language similarities with the mother tongue without any problems derived from it.

Second language acquisition studies have emphasised that contrastive analysis could be more predictive at a phonology level than at a syntactic one. It is easy to suppose and many people assume that the majority of errors made by bilinguals are caused by the mixing of Spanish and English, for example; but it is important to

notice that interference is neither the major nor the only factor in which learners write sentences and use written language. The contrastive approach, then, is going to give us an idea that transfer is not the only cause of errors, and that there exist some others which do not derive from it (transfer).

Some of these different errors, not caused by transfer, are called intralingual and developmental errors. "Rather than reflecting the learner's inability to separate two languages, intralingual and developmental errors reflect the learner's competence at a particular stage, and illustrate some of the general characteristics of language acquisition." (Richards: 1980) These errors are related to the strategies for learning a second language and how it is taught.

This kind of errors keeps on going from week to week; they could even go with the learner to the next level of learning. We cannot describe them just as bad memorisation of rules, or memory limitations; but many times, they could be considered as final grammatical competence or, in other cases, as transitional competence.

4.9. Errors as Part of Language Creativity

Learners with little experience in the target language form hypothetical rules about the new language, and in the need for creating new expressions, they could be making mistakes.

"The process leading to the errors is clearly a creative one, and Selinker (1972) calls this an 'L2 communication strategy'. It is a natural activity of the human who interacts with his environment in the laudable attempt to make sense of it and to form it to his own ends." (Norrish, 1983).

Some of these strategies are quoted; the examples below have been taken from written announcements in public places.

A pedestrian hit me and went under my car.

The guy was all over the road, I had to swerve a number of times before I hit him.

I collided with a stationary truck coming the other way.

Doctor of women and other diseases

I had been driving for 40 years when I fell asleep at the wheel and had an accident.

The pedestrian had no idea which way to run, so I ran over him.

For those who have children and don't know it, we have a nursery downstairs.

Tuesday at 4 PM there will be an ice cream social. All ladies giving milk will please come early.

Thursday at 5 PM, there will be a meeting of the little Mother's club. All ladies wishing to be "little mothers" will meet with the pastor in his study.

Christopher Columbus was a great navigator who discovered America while cursing about the Atlantic.

Bach was the most famous composer in the world, and so was Handel. Handel was half German, half Italian, and half English. He was very large. Bach died from 1750 to the present.

(http://lynn_meade.tripod.com/id71.htm)

This list is intended to illustrate the fact that one of the main causes of error, though not the only one is precisely that creativity and adventurousness in students that the alert and responsive teacher at any level will wish to encourage.

One of the things a teacher should do when encountering these sorts of error is, to take advantage of them, writing them on the board and asking students to find the mistakes and correct them; in this way, the errors are not only a reason for laughing at, for they become an essential part of the learning process.

4.10. Inevitability of Errors

Making errors is a very essential part in the learning process of a language; it is impossible to avoid committing errors and we can learn from them, we can get feedback as well as, they can be a help in the process of concept formation.

One of the main problems a teacher faces inside the classroom is that the students do not like to talk or produce the language because they are afraid of making a mistake; it is necessary for students to be encouraged by the teacher to produce the language even though the language contains errors, and disapproval should for no reason be shown.

“There is a practical problem here that most language teachers will be aware of: that of grading the material. If the learner wishes to express something that will involve him in parts of the language which occurs later in the book or course, should the teacher alter the plan and teach the relevant items earlier than intended? It would do no harm, if the items needed are not too far advanced in complexity, to give them to the learner(s) who need them, assuming there is adequate time.” (Norrish, 1985)

When we encourage our learners to write freely, we should not force them to progress very fast producing long paragraphs at early stages, that could be difficult for them, but we should encourage them to produce (written) language which is really necessary for them to communicate.

As a conclusion, we can say that the role of the teachers is to encourage learners to produce written language, and do not stop the learning process and motivation with overcorrection of the learner's mistakes.

4.11. Productive and Receptive Errors

One of the classifications of errors is: Productive and Receptive.

We can talk about Productive errors when we refer to those which occur in the language learner's utterances and written work; receptive ones are those which result in the misinterpretation of the input. "Competence in a language can be regarded as composed of productive competence and receptive competence. These two competencies do not develop at the same rate. It is not uncommon to hear people say that they understand a language better than they can produce it or vice versa" (Lengo, 1995)

When we analyse errors, it is easier with productive errors than with receptive errors; if we want to research productive errors we have to study the utterances or written work - remember 'utterances' only refers to oral production of the learner, whereas to investigate receptive errors we have to study learners reactions towards the language he is exposed to. The behaviour of the learner shows us if he understood or not the language. Analysing written work is one of the best opportunities to understand the production of the language consider productive errors.

e.g. When the teacher asks a student to write a composition on a certain topic, the student can misinterpret the instructions and write something completely different.

“In treating the different types of errors which occur in learner’s utterances and written work, sensitivity is called for on the part of both the teacher and the learner” (Lengo, 1995).

4.12. Errors in Writing

Writing has always been considered as a secondary skill, since the first skill we acquire even in our native language is speaking, and there are still some cases of people who are illiterate, they just speak but never learnt to write or read the language. There are languages which do not have a written form and whose speakers can become literate in other languages, but never in their own. In some cases the written language is thought to be more difficult than the oral. All of these things mentioned above do not reduce the importance of literacy skills in societies where it is increasing.

4.12.1 Importance Given To Errors in Writing

“In the written medium, information has to be transmitted without any aid from sources other than the language itself. It seems to follow from this that more attention needs to be paid to the language as a code – in short, to the grammatical and lexical systems – than is the case with speech. When writing was the only way

of storing information, it was vital that people should be educated to construct grammatically acceptable sentences and be able to spell correctly.” (Norrish, 1985). Due to the importance given to writing when researchers want to find any deviant in the language, they usually try to find it in the written language.

What usually happens in writing is that the learners are aware of not making mistakes in writing more than in conveying the real meaning (communication), this phenomenon does not happen in oral language where the learner produces it without thinking about it.

Native English Teachers who teach the language in English speaking countries give more importance to fluency and the ability to manipulate written language than to grammatical correctness and spelling i.e errors are tolerated; the same point of view can be used by teachers of English as a foreign language in order to help students to avoid committing errors “Writing can be an aid to memory. Students should be prevented from making errors in writing by being given a great deal of guidance in the early stages and not being asked to do exercises they have not been sufficiently prepared for.” (Norrish, 1985).

4.13. Grammatical Errors in Writing

In the teaching of writing, attention may be paid to the correction of high frequency errors or of those errors which are least acceptable to native speakers. As an alternative, the teacher might wish to correct only errors that are related to the

particular language forms being learned. In writing exams, however, special attention should be given to errors which impede written communication.

As it was mentioned earlier in this chapter, global and local errors are a significant matter to consider grammatical errors in writing. Therefore, it is necessary to have a closer view of them. Heaton (1991) expresses that “as a result of examining this kind of errors, Burt and Kiparsky (1972) advocate classifying errors according to whether they are global or local errors.” Where global errors are the ones which do not allow the reader to understand the message. Misuse of connectives, relative pronouns, wrong sequence of tenses, incorrect word ordering and inadequate lexical knowledge, misspellings can be considered as global errors. On the other hand, local errors are the ones which cause problems in a particular constituent in a sentence and they do not stop written communication. This could include misuse of prepositions and articles, lack of agreement between subject and verb, wrong verb forms, misplace of adverbs.

“Burt argues that this distinction between global and local errors provides the most useful criteria for determining the communicative importance of errors, claiming that the correction of a global error helps to clarify a message far more than the correction of several local errors.” (Heaton, 1991)

Heaton cites that Hendrickson has modified classification of global and local error made by Burt and Kiparsky, defining global error as “communicative error which results in a proficient speaker misinterpreting or even failing to understand a

message, and a local error as a linguistic error which renders a structure, but which nevertheless does not give rise to any real difficulty in understanding the intended meaning of the sentence. The whole area of local/global or communicative/linguistic errors is a rich one, and may well provide a systematic method for assessing free-written work with deeper insight.” (Heaton, 1991). The importance of correcting errors, whatever their nature is, has vast implications for judging and in grading tests and exams.

CHAPTER 5

“ANALYSIS OF THE EXAMS – A PRACTICAL APPLICATION OF THE THEORY”

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This chapter deals with the analysis of the exams of some students at the Catholic University in Ambato – Ecuador; 44 exams were selected randomly. Errors in the writing section will be analysed in terms of error categories mentioned in Chapter 4, excluding Global and Local Error.

It is significant to mention that the analysis was consciously and strictly made at sentence level and a deep analysis could be topic of a further research, where structures, discourse and grammar could be studied in detail.

5.1. Proficiency Level

Defining Proficiency levels is a quite adventurous task, nevertheless it is mandatory, because it provides a starting point for future decisions about language learning and teaching.

Based on the “New Interchange and Skills Concordance” chart of Cambridge University Press., the students who are in level 3 can be considered as *Lower-Intermediate* and the Students who are in Level 4 as *Intermediate*.

Age

For the purpose of the analysis, the age of the students who took the analysed exams is between 15 to adults.

5.2. Collection and Analysis of Data

For the collection of data, we asked the Director of the Language and Linguistic Department for permission to collect exams in order to develop our dissertation. We got her permission, and picked up exams from Level 3 and 4 (first partial exam, mid-term written examination, second partial exam and final written exam). We had 137 exams from level 3 and 116 exams from level 4. We decided that analysing 253 exams was going to be extremely long; therefore, we thought that the best idea was sampling the exams in order to have a selected group, from which the data would not vary but, at the same time, the analysis would not be so extended. From the bibliography, we decided to apply 'A Simple Random Sampling'

5.2.1. Simple Random Sampling

*"A method of drawing samples such that each at every distinct sample of the same size n has exactly the same probability of being selected is called **simple random sampling**". (Winkler and Hays, 1974)*

Before applying this, we read some books of Statistics, from which we derived the following procedure. " Given some simple experiment and the corresponding

sample space of elementary events, the set of outcomes of n separate trials is as a **sample**. When the sample is drawn without replacement, the same member of the population can occur no more than once in a given sample. Ordinarily, probability and statistics deal with random samples.... It has already been suggested that probability calculations can be made quite simple when the elementary events in a sample space have equal probabilities. The theory of Statistics deals with samples from specified population, and here, too, great simplification is introduced if each distinct sample of a particular size can be assumed to have equal probability of selection. For this reason, the elementary theory of Statistics is based on the idea of simple random sampling... In other words, simple random sampling corresponds to the situation where all possible samples of the same size have exactly the same probability of occurrence. This does not mean, however, that the theory of statistics does not apply to situations where samples have unequal probabilities of occurrence; the theory and methods can be extended to any sampling scheme where the probability of various samples are known, even though they are unequal.” (Winkler and Hays, 1974)

5.2.1.1. Procedures for Sampling Randomly

“In practical situations involving a given population, there are a number of schemes for sampling the population randomly and independently. For instance, if the population is not extremely large, we could fill a container with slips of paper or marbles, each one labelled with a particular member of the population. The container could then be shaken to mix the contents thoroughly, and the slips of

paper of balls could then be drawn out one at a time, with or without replacement, until exactly n have been drawn.... A better procedure for sampling randomly and independently, involves the use of a table of random numbers. Such a table contains many pages filled with digits from 0 through 9. These tables have been composed in such a way that each digit is approximately equally to occur in any spot in the table and there is no systematic connection between the occurrence of any single digit in the sequence and any other... In order to use these tables for random sampling, we must list the possible members of the population (distinct units that might be observed). Each unit is then given a different number.” (Winkler and Hays, 1974).

In the development of our sampling, we followed the same procedure mentioned above. First, we numbered all the exams dividing them in groups (first partial, mid-term, second partial, final), then we chose an equal number of exams (randomly) taken by girls and boys, twenty two from level three and twenty two from level four as it is shown in the following table:

<u>LEVEL 3</u>		<u>LEVEL 4</u>	
<i>First Partial:</i>	5	<i>First Partial:</i>	8
<i>Mid-term</i>	7	<i>Mid-term</i>	3
<i>Second Partial</i>	7	<i>Second Partial</i>	4
<i>Final Exam</i>	3	<i>Final Exam</i>	7

Once we had the number of exams to be studied, we designed our own table of random numbers. For making the selection, we used BINGO game tokens with the numbers from 1 to 40; with the number of exams to be analysed, we took the same number of tokens from a box randomly, so this was the way how the exams were finally selected. In the following table of random numbers, the ones in red are the numbers of the exams that were taken for the study:

TABLE OF RANDOM NUMBERS								
#	LEVEL 3				LEVEL 4			
	F.P.	M.T.	S.P.	F.E.	F.P.	M.T.	S.P.	F.E.
1	8	14	5	11	6	9	40	27
2	15	23	8	19	31	20	1	26
3	24	34	1	27	9	33	21	31
4	35	11	17	33	15	10	7	1
5	30	27	29	2	24	40	26	29
6	19	3	33	12	33	34	14	11
7	4	35	13	30	4	1	4	35
8	9	24	21	1	34	11	22	12
9	28	15	2	29	13	39	11	22
10	14	6	18	26	23	19	23	14
11	34	39	34	37	33	21	27	28
12	25	28	37	34	16	32	8	13
13	3	9	40	20	7	2	28	34
14	36	16	6	3	20	12	16	16
15	13	1	22	25	36	31	32	21
16	31	29	39	13	11	35	13	2
17	20	13	9	39	30	38	34	37
18	10	17	30	4	35	13	30	15
19	37	25	3	28	1	22	10	32
20	40	7	26	14	38	3	24	3
21	21	30	36	31	25	30	3	18
22	1	18	14	5	17	24	19	20
23	7	2	31	22	8	15	35	10
24	16	36	38	38	19	23	2	17
25	26	31	10	36	14	26	20	23
26	33	19	19	6	40	28	39	4
27	38	12	23	35	28	36	38	9
28	22	8	35	16	21	4	12	38
29	2	22	15	21	37	25	29	19
30	6	37	27	7	18	14	6	30
31	17	32	32	40	12	37	37	5
32	29	4	11	23	39	5	17	39
33	11	21	4	8	2	16	15	24
34	32	38	24	24	26	27	31	6
35	39	40	28	15	22	6	25	33
36	27	33	16	9	5	29	9	8
37	12	10	20	32	29	17	33	25
38	23	26	25	17	10	7	5	7
39	18	20	12	10	27	18	36	40
40	5	5	7	18	3	8	18	26

F.P. = First Partial Exam

* = Analysed Exams

M.T. = Mid-term written Exam

S.P. = Second Partial Exam

F.E. = Final written Exam

5.3. Analysis of the Exams

Since our analysis focuses on written errors, only the writing section of each exam was analysed. It is necessary to clarify that the following study was done only at sentence level and not as a deep study of the components of a sentence one-by-one nor have we considered errors at the discourse level or global errors; this is because our purpose is to have a general view of the most common mistakes made by our students at the university in order to determine the failing points of the students among the error categories cited. In this section, we have the presence of grammar errors as well as general understanding, being able to observe the following kinds of errors: Translation, first language interference, carelessness, overgeneralization, ignorance of rule restrictions, incomplete application of the rules, omission, addition, selection, ordering, false cognates and misspelling.

For the general reader, it is necessary to clarify that the selection of the type of error was ambiguous to categorise, so we decided on the category based on the general idea, and, which is most important, on the development of the piece of writing studied; the level of proficiency the students showed through writing was also an important marker to decide the kind of error.

LEVEL 3 - FIRST PARTIAL EXAM – FORM 1

TOPIC OF THE WRITING: THE BEST VACATION YOU'VE EVER HAD.

EXAM 7 (GIRL)

My best vacation was in 1997. I travelled to Ibarra, with my parents and my brother. We arrived at night. Then we went out to eat Arabian food, it was delicious. Next, we returned to the hotel, and we saw a car accident, we helped to people. After that we went to bed. Next day we returned to Ambato.

Analysis

"accident": This is considered to be a **carelessness** error, due to the similarity of the word in Spanish.

"we helped to people": **Interference of the mother tongue** (Spanish) "ayudar a"; **addition** of a preposition where it is not necessary.

"Nex day we returned to Ambato.": **Carelessness** error in writing 'next'.

EXAM 11 (BOY)

My best vacation was in Bahia de Caraquez. It's in the Coast Region, and is an interesting places to visit. I went to Bahia with my family and my friends.

Bahia has tall buildings and beautiful. In this places I played soccer with my friends, Next in the night we went to the disco. Then of six days in Bahia we returned to Ambato very happies.

Analysis

"and is an interesting places to visit." **Omission** of the subject 'it', at the same time we consider it is a **first language interference** "es interesante", where it is common to omit the subject pronoun. **Incomplete Application of the rule** "an... places."

"Bahia has tall buildings and beautiful." Error is caused by the **omission** of the subject 'it' as well as the corresponding form of the verb to be 'is'.

"In this places..." **Incomplete application of the rule:** use of the plural noun referring first to a singular noun.

"... in the night we went..." **L1 interference** - '*en la noche*' instead of '*at night*'.

"Then of six days in Bahia we returned to Ambato very happies." This piece of language results from the **interference from Spanish** 'luego de 6 días it means 'then of six days' instead of 'after six days'. We could also detect an error caused by the pluralization of the adjective very common in Spanish 'regresamos felices' this means 'we returned very happies instead of 'we returned very happy'

TOPIC OF WRITING: EATING OUT

EXAM 22 (BOY)

I go to Coyote Restaurant, sometimes I go with friends and others I go with my family. I like this restaurant because it is funny, you can laugh, but not much. The food is very delicious but it is served late. This restaurant is a pub also but it is only for old men.

Analysis

"I go to Coyote," this is a typical example of **omission** because the student did not include the adverb of frequency usually generally used to describe habits.

"I go with friends and others I go with my family;" here we have another example of **omission** (expression of time). A better sentence could be "Sometimes I go with friends and at other times I go with my family".

"I like this restaurant because it is funny." The student wanted to say ' because it is fun'; however, ' fun' is not an adjective but a noun. This could be described as an **overgeneralization** error, because it would be normal to use an adjective here. 'Fun' is a classic exception.

“you can laught, but not much”; this is an example of **incomplete application of rules**, because the writer used a past (**misspelled**) after a modal verb. (i.e. a grammatical error).

“but it is only for an olds men”; a clear example of **incomplete application of the rule** because the student used “an” with the plural noun “men”; it is also a **first language interference** when the learner is pluralizing the adjective “olds” with “viejos” in Spanish.

EXAM 25 (GIRL)

"My family and me on Saturday went eat out in the Charruas Restaurant because the food is very delicious. The usually order is Chicken, french fries, meat, soda, wiskey, dessert and ice cream. My boyfriend always went at the Charruas Restaurant with your friends, familiy borthers, sister and dog. The Charruas Restaurant is the place very very nice."

Analysis

"My family and me on Saturday went eat out in the Charruas Restaurant..." the first problem we can see is the **wrong selection** of the object pronoun “me” instead of the subject pronoun ‘I’. The second problem in this sentence is **word order**, maybe caused by interference of the mother tongue; we also can see that there is a problem of **omission** of the preposition 'to' in the case of “went eat”, a better sentence should

be 'My family and I went out to eat (or went to eat out) at Charruas Restaurant on Saturday.'

"The usually order is Chicken, french fries, meat, soda, wiskey, dessert and ice cream." A clear **first language interference** is what we can see in this sentence from the Spanish sentence "La orden usual es pollo, papas fritas, carne, cola, whisky. A spelling mistake can also be seen in whisky." (Seems fine to me - except 'usually' is an adverb and should be an adjective; it would also be more natural to say 'We usually order ...')

"My boyfriend always went at the Charruas Restaurant with your friends, family brothers, sister and dog." The use of 'at' is a **wrong selection** of the preposition, for 'to' is the correct one. "Your" is also misused and it is considered **first language interference**.

"The Charruas Restaurant is the place very very nice." **Ordering** is the most obvious error due to interference of the mother tongue where we can see the adjectives after the noun; also, **wrong selection** in the use of definite article 'the' instead of the indefinite article 'a'. Redundancy (**addition**) is present with the use of 'very very'.

EXAM 26 (GIRL)

"When I eating out, I go to Marcelo's restaurant because is a very beautiful place and because they serve a very delicious food. I usually order a hamburger with french fries, a soda, and of dessert a chocolate cake. I usually go to the restaurant with my friends, parents or my sister. The other day I went with my bestfriend and they serve bread with butter. It was very delicious. I love this place."

Analysis

"When I eating out..." a gerund is wrong used in this clause, we can consider this error as a cause of **incomplete application of the rule**.

"...because is a very beautiful place..." the subject 'it' has been **omitted** in this sentence.

"...they serve a very delicious food." **First language interference**, in the use of the article 'a' before an uncountable noun 'sirven una comida deliciosa'.

"...and of dessert a chocolate cake." **Translation** from Spanish is clearly observed in this piece of language 'y de postre un cake de chocolate'.

"The other day I went with my bestfriend and they serve bread with butter."
Carelessness is the error in "best friend" used as one word and **incomplete application of the rule** in the case of 'serve' instead of 'served'.

EXAM ANALYSIS LEVEL 3 FORM 1 MIDTERM EXAM

TOPIC OF THE WRITING

WEDDINGS IN ECUADOR. WHAT HAPPENS BEFORE, DURING AND AFTER A WEDDING. WHAT PEOPLE WEAR, EAT, DRINK, ETC.

EXAM 6 (BOY)

"In Ecuador the weddings are most popular and fun.

Before of the wedding the bride has a party with hers friend, they speak about of his life.

The groom before of the weeding has a party with his friends. They drinking and dancing. In the weeding the brice gives a great drees and the groom arrive with his fathers.

After the weeding they had a honey moon for about 1 week."

Analysis

"In Ecuador the weddings are most popular and fun." **wrong selection** of words; 'most' does not fit in this meaning. 'very' would sound better.

"Before of the wedding the bride has a party with hers friend, they speak about of his life." **Translation** word by word from Spanish can be seen in this sentence. We can relate with 'Antes de la boda, la novia tiene una fiesta con sus amigas, hablan acerca de su vida'. **Wrong selection** on the following examples: the writer is using the possessive pronoun 'hers' instead of the possessive adjective 'her'. 'His' is also wrong by used; the writer is using "it" with "bride".

"The groom before of the weeding has a party with his friends." Here we have another example of **translation**, 'El novio antes de la boda tiene una fiesta con sus amigos'. Weeding is **misspelled**, it should be wedding.

"They drinking and dancing." The cause of the mistake is **incomplete application of the rule**, he could have said "they drink and dance."

"In the weeding the bride gives a great drees and the groom arrive with his fathers." Many mistakes can be seen here: **wrong selection** of the verb 'give' instead of 'wear'; **carelessness** in the spelling of 'dress'. **Incomplete application of the rule**, the students does not use {-s2} in 'arrives'. A **false cognate** has appeared in the use of 'fathers' instead of 'parents' from the Spanish "father - padre."

"After the weeding they had a honey moon for about 1 week." **Incomplete application of the rules** is the error here; a better sentence could be 'After the wedding they have a honey moon for about 1 week' Wedding is also **misspelled** in this sentence.

EXAM 2 (BOY)

In Ecuador, many couples get married because they are waiting for a baby, that's is not a good reason, but it's true . Anyway. Before the wedding, they (he and she) go out to a party, in different places of course.

During the wedding the couple make a promise for eternal love. After the ceremony everybody drink a lot of alcohol.

Analysis

"...they are waiting for a baby,..." **wrong selection** of words 'waiting for' instead of 'expecting'.

"...that's is not a good reason, but it's true...", **Carelessness** is seen in 'that's is'; because the writer did not put the apostrophe.

"...the couple make a promise for eternal love." **Incomplete application of rules**; in the third person singular {-s2}.

"After the ceremony everybody drink a lot of alcohol." As in the case above, the third person singular {-s2} is omitted in 'everybody drinks' so the error is **Incomplete application of rule**.

TOPIC OF THE WRITING:

THE MOST USEFUL GADGET OR MACHINE YOU HAVE AT HOME. MENTION WHY IT IS USEFUL, HOW YOU USE IT, WHEN YOU BOUGHT IT, PROBLEMS YOU HAVE HAD WITH IT, ETC.

EXAM 23 (BOY)

"CD is the most useful gadget in my home, because I can listen music for example, rock, pop, blues, and more. I use it when there's a party, I bought two years ago but it's good. Last year I bought around 30 CDs. I like listen music. I'd like pop, rock, salsa, merenge, it's fun!"

Analysis

"CD is the most useful gadget in my home..." **Omission** of the indefinite article 'A' before CD.

"...because I can listen music..." **Ignorance of rule restriction**, lack of the preposition 'to' that usually follows the verb 'listen'.

"I bought two years ago but it's good." **Omission** of the object 'it' after 'bought' and **wrong selection** of the conjunction; "and" would be better.

"I like listen music." As was mentioned before, here we have another example of **ignorance of rule restriction** 'listen + to'.

"I'd like pop, rock, salsa, merenge,..." **Addition** of 'would' makes the meaning of the sentence different from what we think the writer wanted to say.

EXAM 28 (GIRL)

THE BICKER

This machine is used for cutting or chopping up foods and mixing the liquids. Last month this is not working right because the electricity is not very good in my house. Whith the bicker I make a milk shake, juice, and anything. It's very important for mothers in kitchen.

Analysis

"THE BICKER" this is an example of **wrong selection** we think it should be 'The Blender'.

"...choping up foods and mixing the liquids." **Misspelling** of chopping and the pluralization (**ignorance of rules restriction**) of an uncountable noun and addition of 'the'.

"Last month this is not working right..." **Incomplete application of the rule**, because she uses present and past in the same sentence.

"Whith the bicker I make a milk shake, juice, and anything." 'With has been **misspelled**, we have the presence of that odd word 'bicker', and **wrong selection**, the writer is using 'anything', for 'other things'.

"It's very important for mothers in kitchen.": **omission** of the definite article 'the' before kitchen.

EXAM 29 (BOY)

Last vacation my parents bough a new washer machine, the other washer machine doesn't work because it was old.

The washer machine is a great gadget because it's use for washing clothes and with it I wash my clothes easily. To wash my clothes I put my clothes in the washer then I add some water and Deja that I cup it and finally turn on the machine and I wait for 45 minutes.

With other washer machine we used to have problems, the washer machine doesn't turn on but with the new a have more freetime.

Analysis

"Last vacation my parents bough a new washer machine...": **Wrong selection** of the word 'washer' instead of 'washing'. **Misspelling** of the verb "bought."

"...the other washer machine doesn't work because it was old.": **Incomplete application of rules** because of the presence of the auxiliary 'don't' when referring to the past 'didn't'.

"...it's use for washing clothes...": **Incomplete application of rules**: 'use' instead of 'used'

"I add some water and Deja that I cup it and finally turn on the machine and...": **First language interference** in the selection of the word 'Deja' which is the brand of a soap in Spanish. We see, also a **wrong selection** of the verb cup, maybe here the writer meant 'I put it...'. Finally, we have **omission** of the subject pronoun in 'finally 'I turn on...'

"With other washer machine we used to have problems, the washer machine doesn't turn on but with the new a have more freetime." **Omission** of the definite article 'the' with 'other'. Again we can observe the presence of an auxiliar in present 'doesn't' when talking in past 'didn't' (**Incomplete Application of the rule**). The use of 'a' instead of 'we' could be considered as an example of **carelessness**, as well as in the writing of "free time" as one word.

EXAM 19 (BOY)

The most useful machine that I have in my house is the refrigerator. It is useful because you can put a lot of food and things in. It keeps the food cool and you can

repair it. One day my mother cleaned the refrigerator and she realized that it was broke. She called to my father and tell him that was hapening.

Analysis

"...it was broke..." **Ignorance of Rule Restriction**, past tense 'broke'; instead of past participle, 'broken'.

"...you can put a lot of food and things in." **Omission** of the subject pronoun 'it' at the end.

"She called to my father and tell him that was hapening." **First language interference**: use of the preposition 'to' after the verb called, 'llamo a...'. **Incomplete application of rules** 'tell' instead of 'told' when talking in past tense. **Wrong selection** of the pronoun 'that' instead of 'what'. **Misspelling** of the word 'happening'.

EXAM 24 (GIRL)

"The most useful gadget I have in my home is computer. We use it when we have to do homeworks, letters, etc, also we use it when we want to play. My favorite computer game is DUMS. It's very exciting. My brother uses it to send messages by INTERNET. He has a nice ciber friend. My mom bought the computer 1 year ago.

Only there is a problem I don't know use any programs, but I like play in it and the programs that I use are funny!

Analysis

"We use it when we have to do homeworks, letters,..." **Ignorance of rule restriction:** pluralization of the word "homework".

"...also we use it when..." **Wrong order** of the adverb 'also' before the subject pronoun, it should be 'we also use it when...'

"only there is a problem..." **Wrong order** of the sentence, the word 'only' should go before the adverb 'there' and the verb 'is'. It should be 'there is only one problem'.

"I don't know use any programs..." **Ignorance of rule restriction:** use of 'to' between verbs = I don't know to use any programs.

"but I like play in it..." **Ignorance of rule restriction:** 'to' between verbs. There is a **wrong selection** of the preposition 'in it' instead of 'on it'.

TOPIC OF THE WRITING:

HOW THINGS HAVE CHANGED. CHOOSE TWO OF THESE TOPICS:
CLOTHING, EDUCATION, ENTERTAINMENT, HEALTH, HOUSING
TRANSPORTATION, WORK.

EXAM 3 (GIRL)

Nowadays everybody the person and things have changed. The clothes before the women used dresses and other clothes very serius today we use jeans and jakets. Other thing that change is the transportation, before people travel in horse, corsets and cars. Now people travel in plane, yets, trole's. I think that is good because the people can arrive on time to the work or can travel other countries of the world.

Analysis

"Nowadays everybody the person and things have changed", here we have a typical example of **translation** from Spanish.

"The clothes before the women used dresses and other clothes very serius". We have many different examples of errors in this short sentence, such as **ignorance of rule restrictions** in the case of 'use' instead of 'wear', we also find the addition of 'the' before 'women'. **Incomplete application of the rule:** lack of 'were' before

'very serious', a better sentence could be: "The clothes women wore in the past were very serious dresses and other kind of clothes". **Misspelling** of 'serious'.

"...today we use jeans and jakets." **Ignorance of rule restrictions** 'use' instead of 'wear'.

"Other thing that change is the transportation..." First of all, we have a **wrong selection** of 'Other' instead of 'Another', as well as the tense of the verb 'change', that should be in 'Past Simple' or "Present Perfect Simple' (**Incomplete application of rules**). The writer also **added** 'the' before transportation.

"before people travel in horse, corsets and cars. Now people travel in plane, yets, trole's." **Wrong selection** of prepositions like 'in' horses, better 'on' horses; 'in planes' correct answer 'by plane'; **wrong selection** of the word 'corsets' by, maybe, 'cabriolet', 'yets' for 'jets', 'troles' for 'troleys'.

"...the people can arrive on time to the work or can travel other countries of the world." **Wrong selection** of prepositions 'to' instead of 'at' before work, as well as **addition** of 'the' before 'work'. We also see **omission** of 'to' after "travel."

EXAM 7 (GIRL)

In the past:

The people used, humberd years ago.

The clothing: The woman used large dresses, gloves, boots coats.

The men used used black suit, hat, tie, stick, coat.

The transportation: The people travel in carriages and train.

Education: The education were very interesting.

Entertainment: The entertainment in the past were movies, theater, galeris.

The housing were very old and beautiful.

In the present:

These days the people use:

The clothing: The woman use jeans, blouses, shoes, boots, and running shoes.

The people like to use clothes of the 60 years.

The transportation: These days, the people travel in beautiful cars and air planes.

The Education is very creative.

The entertainment are very funny.

The heath is very bad.

The housing is very tall and beautiful.

The work is very bad.

Analysis

“The people used, humbered years ago.” **Ignorance of the rule restriction** in the case of ‘use’ instead of ‘wear’. **Misspelling** of the word ‘hundred’, as well as **translation** from Spanish ‘La gente usaba hace cien años’.

“The clothing: The woman used large dresses, gloves, boots, coats. The men used used black suit, hat, tie, stick, coat.” The main problem is **ignorance of the rule restriction**, since the writer used ‘used’ instead of ‘wore’. **Addition** of the article ‘the’ before clothing. **Wrong selection** of a singular noun (woman) in the place of the plural (women). **Carelessness** in the repetition of ‘used’

“The transportation: The people travel in carruages and train.” As in the case above, we have **addition** of ‘the’ before transportation and people. **Misspelling** of ‘carriages’. **Incomplete application of the rules** in the use of ‘travel’ instead of ‘travelled’.

“Education: The education were very interesting.” **Incomplete application of the rules** ‘were’ instead of ‘was’.

“Entertainment: The entretainment in the past were movies, theater, galeris.” ‘The’ is **added** again at the beginning of the sentence; **ordering** is also a problem here because a better sentence could be ‘ In the past, entertainment was movies, theater, galleries’. **Incomplete application of the rule** ‘were’ instead of ‘was’, referring to entertainment.

“The housing were very old and beautiful.” **Incomplete application of the rules** ‘were’ instead of ‘was’, and **wrong selection** of the word ‘housing’ referring to ‘houses’.

“The clothing: The woman use jeans, blouses, shoes, boots, and running shoes.”
The main error in this exam is the use of ‘use’ instead of ‘wore’ (**ignorance of rule restriction**), and the addition of ‘the’. **Wrong selection** of a singular noun (woman) in the place of the plural (women).

“The people like to use clothes of the 60 years.” **Addition** of ‘The’, and **Ignorance of rule restriction** ‘use’ instead of ‘wear’. Also the **wrong selection** of the preposition ‘of’ instead of ‘from’, before the 60’s.

“The entertainment are very funny.” **Incomplete application of the rule** in the use of the verb ‘are’ instead of ‘is’. **Overgeneralization** in the use of the noun ‘funny’ instead of the adjective ‘fun’.

“The housing are very tall and beautiful”. **Incomplete application of the rules** ‘are’ instead of ‘is’.

EXAM 10 (BOY)

In the past, the transportation were very slow because, they didn't have the technology, how we have now. The cars were too expensive, the people used to travel horses. The ships were the only form for travel to other Continent.

Nowadays the transportation is very fast, the people travel in airplanes, cars, motos, ships, etc.

They travel too comfortable and fairly expensive.

Analysis

"In the past, the transportation were very slow ," **Incomplete application of the rules**, in the use of 'were' instead of 'was'.

"they didn't have the technology, how we have now" -**translation** from Spanish 'ellos no tenían la tecnología como la tenemos ahora'

"... the people used to travel horses." **Omission** of the preposition 'on or by' before horses.

"The ships were the only form for travel to other Continent." **Wrong selection** of words in the case of 'form' instead of 'way'. **Incomplete application of the rule** in the omission of the 'gerund' after the preposition 'for'; and the last example is **ignorance of rule restriction** 'other + Continents'.

"Nowadays the transportation is very fast, the people travel in airplanes, cars, motos, ships, etc." **Wrong selection** of prepositions 'in' instead of 'by'

"They travel too comfortable and fairly expensive." **Misspelling** of 'comfortable' and **omission** of the subject 'it is' before 'fairly expensive'.

TOPIC OF THE WRITING:

YOUR HOPES FOR THE FUTURE. BE SURE TO TELL WHAT AND WHY YOU WOULD LIKE TO BE.

EXAM 18 (BOY)

My plans for the future.

In five years, I will be a famous soccer player or maybe a big enterprise computer owner. I hope to get married with a good wife and I will have two kids. I will get a lot of money and I hope to buy a car and my own house. If I studied hard, I would get a very good work in a famous enterprise.

I would like to be a great worker and a very good person. In the next years, I won't be a loser I promise me!!

Analysis

“I hope to get married with a good wife” **First language interference**, in the selection of the preposition ‘marry with’ instead of ‘marry to’.

I promise me!! **First language interference** in the selection of the object pronoun ‘me’ instead of ‘myself’

EXAM 24 (BOY)

In the future I'd like to be a very good engineer, because I like this mayor a lot.

I plan to travel around the world, because I love to know a lot of people.

I hope to get my own car and I want to get married after finishing my studies I plan to move to other country.

I'll hope fortunately in my life.

Analysis

"In the future I'd like to be a very good engineer, because I like this mayor a lot."

Misspelling of the word 'mayor' for 'major'.

"I plan to move to other country." **Wrong selection** of the word 'other', here a better word is 'another' before country.

"I'll hope fortunately in my life." **Wrong selection** of the word 'fortunately' instead of 'fortune'. **Misspelling** of the word 'fortunatelly'.

EXAM 26 (BOY)

In the future I want be a good profesional and have my house, a car. I want to have a family with two children and graduate of Doctor in Optometry.

My dream is travel by the world with my wife and I want haven't mistake in my major.

Analysis

“In the future I want be a good profesional and have my house, a car.” **Ignorance of rule restriction**, the student does not use ‘to’ after ‘want’. **Omission** of the conjunction ‘and’ in the final part of the sentence ‘..., and a car’.

“I want to have a family with two children and graduate of Doctor in Optometry.” **Wrong selection** of the preposition ‘of’ instead of ‘as’. **Omission** of the article ‘a’ before the noun doctor.

“My dream is travel by the world with my wife and I want haven't mistake in my major.” **Ignorance of rule restriction**, the student does not use ‘to’ before ‘travel’. **First Language Interference** in the last part where the message which is hardly understood. **Wrong selection** of the preposition ‘by’ instead of ‘around’.

TOPIC OF THE WRITING:

DESCRIBE MEMBERS OF YOUR FAMILY. HOW SIMILAR OR DIFFERENT ARE YOU FROM THEM?

EXAM 40 (GIRL)

My brother is very different to me. My brother is a bad-tempered person he is very serious and he is angry. But is a good brother. My mother is very similar to me. My mother always practice the sport and so I am. My mother is funny and is very takative. My father is similar with my brother. He is a serious person, but, he is not bad-tempered.

Analysis

“My brother is very different to me.” **Wrong selection of prepositions** ‘to’ instead of ‘from’.

“But is a good brother.” **First language interference**, in the omission of the subject ‘he’.

“My mother always practice the sport and so I am.” **Ignorance of rule restriction:** lack of {-s2} in the verb; we also see **Ignorance of rule restriction** as well as **ordering** in ‘so I am’, it should be ‘so do I’.

“My mother is funny and is very takative.” **carelessness** in the spelling of ‘talkative’.

“My father is similar with my brother.” **Wrong selection** of the preposition ‘with’ instead of ‘to’.

EXAM ANALYSIS

LEVEL 3

FORM 5

FINAL EXAM

TOPIC OF THE WRITING:

IF YOU BECAME A CELEBRITY (ACTOR, SINGER) AND HAD TO CHOOSE A NEW NAME, WHAT NAME WOULD YOU CHOOSE AND WHY?

EXAM 5 (BOY)

If I became a celebrity, I will be an Actor of Action movies and I chouse Silvester because he is a good Actor and he works in a lot of Action movies. He has a good body and him Actor life is exciting. I choose this name because he has a "club of fans" and because he talks very good the English, he knows a lot of countries and he has a lot of films with Holliwood. His name is know for all countries.

Analysis

“If I became a celebrity, I will be an Actor of Action movies” **Incomplete application of the rules** in relation to Conditional 2; he used ‘will’ instead of ‘would’; **carelessness** in the capitalization of ‘actor’.

“and I chouse Silvester because he is a good Actor” **Incomplete application of the rule**: ‘would’ before “choose”, which is also **misspelled**, (to talk about an imaginary situation).

“He has a good body and him Actor life is exciting.” **Wrong selection of words**; the object pronoun ‘him’ in place of the possessive adjective ‘his’. **Ordering** in the phrase ‘Actor life’. **Omission** of the possessive {-s}.

“he talks very good the English,” **First language interference** when he adds ‘the’ before English, ‘el habla muy bien el Inglés’ plus **ordering** error: syntax adjective and adverb problems “He speaks English very well” would be better.

“he knows a lot of countries and he has a lot of films with Holliwood.” **Wrong selection** of words ‘with’ for ‘in’, and **misspelling** of Hollywood.

“His name is know for all countries.” **Incomplete application of the rules** in the use of the past participle in the passive voice (known). **First language interference** ‘for all countries’, (por todos los paises) instead of ‘in every country’.

EXAM

TOPIC OF THE WRITING:

WRITE ABOUT A FAMOUS DEAD PERSON. GIVE DETAILS ABOUT WHAT S/HE DID. MENTION HER/HIS MOST IMPORTANT ACHIEVEMENTS. WHY S/HE IS REMEMBERED NOWADAYS.

EXAM 19 (GIRL)

Lady Diana was a beautiful princess. Diana got married with Carlos of Wales. She has two children, Diana was very generous polite reliable and a good person. She helped to person with cancer. Everyone remember her activities. This activities was to help the children of Africa. She is remembered nowadays because she was very important and because she did very good things for other people. Diana is a example for everybody in the world.

Analysis

“Diana got married with Carlos of Wales.” **Wrong selection** of prepositions ‘with’ by ‘to’; **first language interference**: ‘Carlos’ by ‘Charles’.

“She has two children,” **Incomplete applications of the rules**, because the events are in past and the writer used ‘has’. ‘She had two children’.

“She helped to person with cancer.” **First language interference** ‘she helped to’ ‘ayudó a’. **Wrong selection** of words ‘person’ in the place of ‘people’.

“Everyone remember her activities.” This is a clear example of **ignorance of rule restrictions**, because the writer did not know that ‘everyone’ takes {-s2}, third person singular.

“This activities was to help the children of Africa”. **Incomplete application of the rules**, in the case of ‘was’ for ‘were’ next to a plural noun. **Wrong selection** of the pronoun ‘this’ instead of ‘these’ + plural noun.

“Diana is a example for everybody in the world.” **Carelessness**: ‘a’ instead of ‘an’.

EXAM ANALYSIS LEVEL 3 FORM 4 FINAL EXAM

TOPIC OF THE WRITING:

WRITE ABOUT THE MOST FAMOUS LANDMARKS IN YOUR COUNTRY. SAY WHY THEY'RE FAMOUS FOR, WHERE THEY'RE LOCATED, ETC.

EXAM 30 (GIRL)

I'm going to talk about the monoument of the "Middle of the World". This interesting monument is in Ecuador in South America. It was built near to Quito.

The ecuadorian people built this monoument in honor to the middle of the world because a imaginary line cut the world in two parts, and these line cross exactly by this point.

Analysis

“I’m going to talk about the monoument of the “Middle of the World”.” **Misspelling** of the word ‘Monument’.

“It was built near to Quito.” **First language interference** in the addition of ‘to’ after ‘near’.

“The ecuadorian people built this monoument in honor of the middle of the world” **First language interference** in the use of the preposition ‘of’ instead of ‘to’ after ‘honor’. ‘...en honor de...’.

“because a imaginary line cut the world in two parts,” **Carelessness** in the case of ‘a’ in the place of ‘an’, we have another example of **Incomplete application of the rule** in the omission of {-s2} in ‘cuts’.

“and these line cross exactly by this point.” **Wrong selection** of pronoun ‘these’ referring to a singular noun; **incomplete application of the rule**: omission of {-s2} in ‘crosses’.

PARTIAL EXAM

TOPIC OF THE WRITING:

WRITE A PARAGRAPH ABOUT A BOOK YOU WOULD LIKE TO WRITE ABOUT IF YOU WERE A WRITER. BE SURE TO INCLUDE THE STORY MAIN CHARACTERS, ETC

EXAM 1 (GIRL)

My story take place in a cafeteria in Ambato downtown. The main character was a painted and singer, he was married and has two girls his name was washo. Other character was Izabela, she was a executive Washo always went to cafeteria "El Patio" and Isabela too.

A day she said if he would may paint her (retrato). She accepted. Together made a great picture for gift her father in his birthday. Father's Isabela was exciting with the present.

After few days Isabela learned play guitarra.

Finally Washo made a song to Isabela. Now they singer together.

Analysis

The main problem in this exam is that the writer was required to write something imaginary; but she did not use the modal 'would', she used a combination of Simple

Present Tense and Past Tense, so the meaning changes. Therefore, the complete paragraph is an example of Incomplete Application of rules.

“My story take place in a cafeteria in Ambato downtown.” **Incomplete application of the rule:** nstead of “...would take place...”.

“The main character was a painted and singer,” Here we find a **wrong selection** of words ‘painted’ by ‘painter’.

“he was married and has two girls his name was Washo.” **Incomplete application of the rule:** lack of the conditional ‘would’. We can see an **ordering** problem, as well: ‘His name would be Washo, he would be married and he would have two daughters’.

“Other character was Izabela, she was a executive.” Again here we have some examples of the **incomplete application of the rules:** ‘Another character would be Isabella, she would be an executive’ **Wrong selection** of words: ‘other’ for ‘another’. **Carelessness:** use of a + noun beginning with a vowel.

“Washo always went to cafeteria "El Patio" and Isabela too.” This is a clear example of **translation** ‘Washo siempre iba a la cafeteria “El Patio” e Isabela tambien’.

“A day she said if he would may paint her (retrato). She accepted.” **Wrong selection** of The article ‘a’ by ‘one’, and ‘said’ by ‘asked’. **Ignorance of rule restriction** in the use of two modals together ‘would may’. **Spanish interference** ‘retrato’ by ‘portrait’; and ‘she accepted’ **carelessness** in the use of the personal pronoun ‘she’ instead of ‘he’.

“Together made a great picture for gift her father in his birthday.” **Translation** from Spanish ‘Juntos hicieron un gran cuadro de regalo para su padre en su cumpleaños’ a better sentence could be ‘He painted a great picture of her, which she would give her father as a birthday present’.

“Father's Isabela was exciting with the present.” **Ordering** error ‘Isabela’s Father..’; **Overgeneralization** in the use of adjective ‘exciting’ in the place of ‘excited’.

“After few days Isabela learned play guitarra.” **Omission** of ‘a’ before the formula ‘a few days’ and **ignorance of rule restriction**: ‘to’ between verbs.

“Finally Washo made a song to Isabela. Now they singer together.” **Wrong selection** of words ‘to’ by ‘for’, and ‘Singer’ by ‘sing’.

EXAM 2 (BOY)

That story is wonderful there is a big boy in the CANADIAN ISLAND. That boy was looky for many year. One day a ship desenbarcs in the cost. When the sailor see the big boy.

Analysis

“That boy was looky for many year.” **Wrong selection** of the the word ‘looky’ instead of ‘looked’ or ‘lucky’; **carelessness** in the use of the word ‘year’, it should be plural.

“One day a ship desenbarcs in the cost.” **First language interference** in the use of ‘desenbarcs’ (desembarcar), and ‘cost’ (costa).

“When the sailor see the big boy.” **Incomplete application of the rule:** use of the simple present tense ‘see’ instead of ‘saw’, ‘sees’ or ‘would see’ in an imaginary situation.

EXAM 4 (GIRL)

"The detective in my neighbouhood"

My neighbouhood is very interesting:

Evidence: "Pie grande" is in my year, evidence: "Elvis" living in the next house, evidence: "Marilyn Monroe dance in the theater of school in my neighbourhood."

Well, I'm a detecte I'm a intelligent detective. I had many case the others years, but one day. I stayed in my office. Before I got up about 7:00 o'clock after that I took my breakfast; it was very delicious then I went to my office. The day was quiet, always very quiet. When "Jorge" (he was the afect) called me and said that "her wife had killed in his house."

In this moment I standed up; and went to the house. When I stayed in the house's killed, I called to the door and the clerck said: "good afternoon, Mr Andrade; can I help you!" Then I said: "yes, I came for the killed"; he not said nothing when I went to the library and the Miss Monica stayed in. Okey! I asked to her the killed and she answer: "What killed, baby?" "here didn't have a killed", "you are mistaked, the killed was in the next house, I sorry, baby!"

Analysis

"Elvis" living in the next house,' **Incomplete application of the rules** 'Elvis lives next to my house' or 'Elvis is living...'.
'

"Marilyn Monroe dance in the theater of school in my neighbourhood." **Incomplete application of the rule:** lack of {-s2} 'dances'. **Omission** of the article 'the' before school.

“Well, I’m a detecte I’m a intelligent detective.” **Wrong selection** of the word ‘detect’ instead of ‘detective’; **Carelessness**: ‘a intelligent’ instead of ‘an intelligent’.

“I had many case the others years, but one day...” **Translation** ‘Tuve muchos casos los años anteriores, pero un dia...’.

“Before I got up about 7:00 o'clock after that I took my breakfast; it was very delicious then I went to my office.” **Addition** of the adverb ‘before’.

“When "Jorge" (he was the afect) called me and said that her wife had killed in his house” Another **translation** example ‘Cuando Jorge (él era el afectado) me llamó, y dijo que su esposa fue asesinada en su casa’

“In this moment I standed up; and went to the house.” **Overgeneralization** of the use of {-ed1} in the formation of the past form of verbs. **Wrong selection** of the pronoun ‘this’ instead of ‘that’.

“When I stayed in the house's killed,” **First language interference**, the meaning is not understood.

“I called to the door and the clerck said: "good afternoon, Mr Andrade; can I help you!” **Translation** ‘Cuando llamé a la puerta....’ Instead when I knocked the door...

“Then I said: “yes, I came for the killed”; he not said nothing” **Translation** ‘Vine por el asesinato, el no dijo nada.’

“when I went to the library and the Miss Monica stayed in.” **Addition** of ‘the’ before a proper name Miss Monica.

“Okey! I asked to her the killed and she answer: “What killed, baby?” “here didn’t have a killed”,” **Translation** from Spanish ‘Ok, Le pregunté por el muerto, y ella contestó, qué muerto? aquí no tenemos ningún muerto.’

“you are mistaked, the killed was in the next house, I sorry, baby!” **Overgeneralization** in the use of mistaked, the student used a noun in the place of a verb. **Translation** form Spanish ‘estas quivocado, el asesinato fue en la casa de alado, lo siento!’

PARTIAL EXAM

TOPIC OF THE WRITING:

WRITE A PARAGRAPH ABOUT A BOOK YOU'VE READ. BE SURE TO INCLUDE WHAT THE STORY WAS ABOUT, THE MAIN CHARACTERS AND YOUR OPINION OF THE BOOK.

EXAM 9 (BOY)

I have read about a man in Mexico who was very popular and handsome. He lived with his mother because his father was separated from them, he also had an older sister but he didn't know. He drank a lot and he used to have sex with some girls, after some time he was very sick and went to the doctor but during some visits he met to his father (the doctor) and to his sister too. I think this book called *Juventud en Extasis* is an important novel because young people have some wrong values today.

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Analysis

“he also had an older sister but he didn't know.” **Omission** of the object pronoun ‘her’ after know.

“during some visits he met to his father (the doctor) and to his sister too.”

Ignorance of rule restriction in the use of ‘met + to + possessive pronoun.

EXAM 10 (GIRL)

'Heart' is a good book that was written by Edmondo D'Amicis. This book contained a wonderful history about a boy who had a notebook in which he wrote all things that he did and he wanted to transmit it to the people. He also wrote the dissapoints that he had with your father and mother, the things that he did with your friends. I like this book. It's really interesting because leave a lot of lessons for the life. "Heart" is a book that has a lot of successful.

Analysis

“This book contained a wonderful history about a boy who had a notebook” **Wrong selection** of word ‘history’ for ‘story’.

“...he wanted to transmit it to the people.” **Addition** of the object pronoun ‘it’ and addition of the article ‘the’.

“He also wrote the dissapoints that he had with your father and mother, the things that he did with your friends.” **Wrong selection** of words ‘dissapoints’ in place of ‘disappointments’. **First language interference** in the use of the possessive pronoun ‘your’, instead of ‘his’.

“It's really interesting because leave a lot of lessons for the life.” **Omission** of the subject ‘it’ after ‘because’ referring to the book. **Incomplete application of the rule**, when the student ommits {-s2} leaves.

““Heart” is a book that has a lot of successful.” **Overgeneralization**, the student maybe assumes that he can use the adjective ‘successful’ in the place of the noun ‘success’.

EXAM ANALYSIS LEVEL 4 FORM 4 FIRST PARTIAL EXAM

TOPIC OF THE WRITING:

WRITE A PARAGRAPH ABOUT WHAT YOU WOULD DO TO HELP PEOPLE IF YOU HAD A LOT OF MONEY OR THE POWER TO DO SO.

EXAM 23 (BOY)

If I had a lot of money, I would have helped to the poorest people in many ways, for example, if I had saw a child at street that have hunger, I would have invited to my home, and I'll give to him a lot of food for he and his family. If I had had a bus, I would have gotten up to the bus, and given they a tour around the Ecuador.

Analysis

“If I had a lot of money, I would have helped to the poorest people in many ways,”

Incomplete application of the rules; the writer combines conditionals 2 and 3.

“if I had saw a child at street that have hunger, I would have invited to my home,”

Ignorance of rule restrictions, because the writer used the past form instead of the past participle ‘if I had seen’. **Incomplete application of the rule,** the students does not include {-s2} ‘has’. **Translation** from Spanish ‘have hunger’ from ‘tener hambre’ instead of ‘to be hungry’.

“I’ll give to him a lot of food for he and his family. If I had had a bus, I would have gotten up to the bus, and given they a tour around the Ecuador.” **Ignorance of rule restriction,** because the student uses the structure ‘give+ to + object pronoun (him)’.

Ordering error ‘I’ll give a lot of food to him’, or ‘I’ll give him a lot of food’. Ignorance of rule restriction when using personal pronouns, instead of the object pronouns after prepositions. **Wrong selection** of the verb ‘gotten up to’ instead of ‘gone to’

EXAM 33 (BOY)

If I had a lot of money or the power, first I do some intitutions for help people in many place of the world that is most nesenary, for example, in the countries of Africa, because in this place there are more pour people that in others places. I help

the pours mother with her sons, give some principals recourses for their lives, and medical attention too. And the most important part, I stop the wars in the world, because this is the part that the life in the world is very bad.

Analysis

“first I do some intitutions for help people in many place of the world”
Misspelling of the words ‘first’, and ‘institutions’. **Omission** of the modal ‘would’ before ‘do’ and **wrong selection** of the verb ‘do’ for ‘create’. **Wrong selection** of the prepositions ‘for’ by ‘to’. **Carelessness** in the use of ‘place’.

“that is most nesasary” **Omission** of the subject ‘it’ and **misspelling** of the word ‘necessary’.

“because in this place there are more pour people that in others places.” **Wrong selection** of words ‘pour’ by ‘poor’ and **misspelling** of ‘people’.

“I help the pours mother with her sons, give some principals recourses for their lives, and medical attention too.” **Wrong selection** of the word ‘Pour’ by ‘poor’, **Ignorance of rule restriction** because you cannot pluralise adjectives (poor). **Interference of the mother tongue**, in the use of the words ‘principal’ in the place of ‘main’ and ‘recurses’ by ‘resources’. **Misspelling** of ‘attention’.

“And the most important part, I stop the wars in the world, because this is the part that the life in the world is very bad.” **Incomplete application of the rule:** use of modal ‘would’ to refer to an imaginary situation. **Translation** from Spanish ‘Y la parte mas importante, yo pararía las guerras porque esta es la parte del mundo que está muy mal’

EXAM 36 (GIRL)

If I have a lot of money or the power. I think that first I helped a poor people because today the situation of the Ecuador are very bad and most of the people not have money for to eat study and other situations. It is for this that I helped first the poor people and next I probably builds a hospital because nowadays the hospital not have a lot of medicines for to help the people. and Finally I maybe I travel to other countries and study the University for when I finished the study I returned and helped to my country and my family.

Analysis

“If I have a lot of money or the power.” **Incomplete application of the rule,** the student did not use conditional 2 to talk about an imaginary situation.

“I think that first I helped a poor people because today the situation of the Ecuador are very bad and most of the people not have money for to eat study and other situations.” **Incomplete application of the rule** conditional 1 in the place of

conditional 2. **Wrong selection** of words 'pour' instead of 'poor'. **Incomplete application of the rule** in the use of 'a' before 'people'. **Addition** of the article 'the' before a proper name 'Ecuador'. **Incomplete application of the rule**, the student does not use the auxiliary 'do' between 'people' and 'not'. **Ignorance of rule restriction** , we cannot use two prepositions together 'for' and 'to'. **Interference of the mother tongue** in 'situaciones'

"It is for this that I helped first the pour people and next I probably builds a hospital because nowadays the hospital not have a lot of medicines for to help the people."

Translation from Spanish 'Es por esto que ayudé a la gente pobre y luego yo probablemente construya un hospital porque ahora el hospital no tiene muchas medicinas para ayudar a la gente'

"and Finally I maybe I travell to other countries and study the University for when I finished the stody I returned and helped to my country and my family."

Translation from Spanish ' y finalmente yo posiblemente, viaje a otros paises y estudie la univesidad y para cuando yo haya terminado de estudiar regresaré y ayudaré a mi país y a mi familia'. **Misspelling** of 'study'

TOPIC OF THE WRITING:

WRITE A LETTER TO DR. SMITH, A COUNCELOR OF AN ADVICE COLUMN IN A NEWSPAPER. TELL HIM ABOUT AN AWKWARD SITUATION OR A PROBLEM.

EXAM 6 (GIRL)

Dr. Smith:

One day my best friend was very strange with me and we didn't say nothing.

When we were in a party he said that he fall in love of me. I said him: 'I just love as a friend'.

Then, we talked and actually we are friends again.

Analysis

"...we didn't say nothing." **Incomplete application of the rule:** negative expression with nothing.

"When we were in a party he said that he fall in love of me." **Incomplete application of the rule,** when reporting a statement: 'he said that he had fallen in love with me.' **Wrong selection** of preposition 'of me' instead of 'with me'.

"I said him: 'I just love as a friend'." **Ignorance of rule restriction** in the use of the verb say + object pronoun. **Omission** of the object pronoun 'you' in 'I just love you as a friend'.

"Then, we talked and actually we are friends again." **False cognate** 'actually', which means 'really'; and the learner assumes it means 'actualmente' in Spanish.

EXAM 7 (GIRL)

Dear Dr. Smith:

I have a big problem with my parents because they have old ideas about the life for example when I want to go out with my friends they always said to me NO and I said way but they didn't give me a good answer or when I want to get married with my boyfriend they didn't like it, so they went to talked with his parents and then he didn't wanted married with me.

I try to understood them but is imposible I don't know what I have to do with this problem. Can you help me please.

Analysis

"...I want to go out with my friends they always said to me NO and I said way but they didn't give me a good answer..." **Incomplete application of the rule**, when referring to habits: 'I WANT... they always said... and I said... they didn't give me'

instead of 'they always say... I say.... they don't give me'. **Wrong selection** of the word 'way' instead of 'the question word why?'.
"

"...when I want to get married with my boyfriend they didn't like it..." **Incomplete application of the rule:** use of the verb 'want' in the present tense, instead of the past tense 'wanted'.

"...they went to talked with his parents and then he didn't wanted married with me."
Incomplete application of the rule: to + simple form of the verb, didn't + simple form of the verb. **Ignorance of rule restriction** in the use of the infinitive 'to' between verbs: 'he didn't want to marry me'. **Ignorance of rule restriction** as well in the use of two past tenses together (wanted married). **Addition** of the preposition 'with'.

"I try to understood them but is imposible..." **Incomplete application of the rule:** 'to + simple form of the verb': 'I try to understand' **Misspelling** of the word 'impossible.'

EXAM 10 (BOY)

Dr. Smith:

I have a problem, when I was in my friend's home he tell me that there is a party here but we need a car because we want to bring some girls at night when my parents were sleeping I took my father's car after that I was in the party. It was very

exiting and I can to know new people, when the party finished I wanted return my home when I was driving the car I didn't can see a rock then I crashed the car tell me Dr. Smith what can I do?

Analysis

"I have a problem, when I was in my friend's home he tell me that there is a party here..." **Incomplete application of the rule:** wrong tense of the verb 'tell' and 'there is' when talking about an event in the past. **Wrong selection** of the adverb 'here' instead of 'there'.

"...but we need a car because we want..." **Incomplete application of the rule:** lack of past tense for the verbs 'we needed' and 'we wanted'.

"It was very exiting and I can to know new people..." **Misspelling** of the word exciting. **Ignorance of rule restriction 'can + verb'.** **Incomplete application of the rule:** in the use of the modal 'can' to talk about an event in the past: 'could'. **Wrong selection** of the verb 'know' instead of 'meet'+ people.

"...when the party finished I wanted return my home..." **Ignorance of rule restriction:** use of infinitive 'to' between verbs, 'I wanted to return'. **Addition** of the possessive pronoun 'my' + home.

"...when I was driving the car I didn't can see a rock then I crashed the car..."

Ignorance of rule restriction: In English we don't use the auxiliary 'do' in combination with the modal 'can'; 'I didn't see' or 'I couldn't see'.

EXAM ANALYSIS LEVEL 4 FORM 3 SECOND PARTIAL EXAM

TOPIC OF THE WRITING:

DO MANY TOURIST VISIT ECUADOR EVERY YEAR? WRITE A PARAGRAPH TELLING ABOUT WHERE THEY COME FROM, WHAT PLACES THEY LIKE TO VISIT.

EXAM 2 (BOY)

Tourism in Ecuador

Ecuador is a very little country located in Northwest of South America. It's a charming country visited every year for a lot of tourist from all other country, almost. So, Ecuador is visited by Americans, English, British, Italians, Japanese, etc. Their favourite places to visit are the beaches, the Andes, Historic Monuments, mountains, National Parks, zoos, the hot spring in Baños, waterpools, waterfalls, etc.

Analysis

"Ecuador is a very little country located in Northwest of South America." **Omission** of the definite article 'the + Northwest'.

"It's a charming country visited every year for a lot of tourist from all other country, almost." **Wrong selection** of the preposition 'for many tourists' instead of 'by many tourists'. **Omission** of {-s} with the noun 'tourists' and 'countries'. **Wrong order**, placing the adverb 'almost' at the end.

EXAM 5 (BOY)

Welcome to Ecuador.

Ecuador is a small country; but it has a lot of beautiful and interesting places.

Like Galapagos Islands. These Islands are near Ecuador you can arrive there by plane or ship. They are beautiful because they have a lot natural resources that you can enjoy.

Ecuador have mountains and a lot of touristics places.

You can go to Chimborazo, there you will see a diferent kind resources, that you will enjoy if you have hot clothes.

Please visit us.

Analysis

"...they have a lot natural resources that..." **Omission** of the preposition 'of' in the formula: 'a lot of'.

"Ecuador have mountains and a lot of touristics places." **Incomplete application of the rule:** present simple for the third person singular {-s2} 'Ecuador has'. **Ignorance of rule restriction:** pluralization of the adjective 'touristic'. **First language interference** 'tourist and touristic.'

"You can go to Chimborazo..." **Omission** of a noun explaining the word Chimborazo, for example 'you can go to Chimborazo mountain'.

"...there you will see a diferent kind resources..." Here we have two examples of **incomplete application of the rules:** use of the indefinite article 'a' with a plural noun 'resources', the student does not pluralize the noun 'kind'. **Omission** of the preposition 'of' after the noun 'kinds': 'different kinds of'. **Misspelling** of the word 'different'.

EXAM 7 (GIRL)

Ecuador has many beautiful places to visit. In ecuador there are four regions, coast, sierra, amazon, and Galapagos.

On the coastal region the weather is very hot and humid. There are many beaches and cities like: Salinas, Atacames, Santo Domingo, Guayaquil, etc.

Guayaquil is the main port in Ecuador.

In the sierra region the weather is cooler than in the coast. There are mountains, lakes, etc.

Quito is the capital of Ecuador. It's a beautiful and modern city. In the amazon region the weather is very humid. In the Galapagos islands the weather is summer.

Ecuador is the land of adventure.

Analysis

"On the coastal region the weather is very hot and humid." **First language interference** in the selection of the word 'coastal' instead of 'coast'.

"In the Galapagos islands the weather is summer." **Wrong selection** of the word 'summer' instead of 'hot'.

EXAM ANALYSIS LEVEL 4 FORM 1 SECOND PARTIAL EXAM

TOPIC OF THE WRITING:

CHOOSE ONE OF THESE HEADLINES AND MAKE UP AN INTERESTING STORY ABOUT IT.

A. MILLIONAIRE KEN TYSON (68) MARRIES POP STAR KIN BASS(19).

B. WOMAN GAVE BIRTH 3 CHILDREN IN A TAXI.

EXAM 21 (GIRL)

Susan Smith is a woman who gave birth to 3 children in a taxi yesterday. The story happened in New York, Susan was going to work when she remembered that she have to buy a present for her boss because this was his birthday. In this moment she went downtown and she was trying to find a beautiful present, she found it and when she looked at her watch she saw that she was very very late. She took a taxi when the taxi was on Back Street Boys Street she didn't feel well because she would to give birth.

The taxi's driver tried to find a hospital but he can't it and the woman gave birth to 3 children there.

The taxi's driver help to it. Now she is in Alejandro Sanz's hospital with her 3 children and she is very happy, her husband is happy too.

Analysis

"...when she remembered that she have to buy a present for her boss because this was his birthday." **Incomplete application of the rule:** past tense of the verb 'have', 'she had to buy'. **Wrong selection** of the pronoun 'this', instead of 'it': 'it was his birthday'.

"In this moment..." **Wrong selection** of the pronoun 'this' instead of 'that' to refer to a past moment.

"...she didn't feel well because she would to give birth." **Ignorance of rule restriction:** modal 'would' + simple form of the verb; and **wrong selection** of expression: 'would' instead of 'was going to'.

"The taxi's driver tried to find a hospital but he can't it..." **Addition** of {-s3} to the noun taxi driver. **Incomplete application of the rule:** use of modal 'can't' when talking in past tense: 'couldn't'.

"The taxi's driver help to it." **Addition** of {-s3} to the noun taxi driver. **Incomplete application of the rule:** wrong tense of the verb help, when talking about an event in the past: 'helped'. **First language interference:** it is incorrect in English to use the structure: 'help + to + object pronoun'. **Wrong selection** of the object pronoun 'it' instead of 'her', 'the taxi driver helped her'.

EXAM ANALYSIS

LEVEL 4

FORM 2

FINAL EXAM

TOPIC OF THE WRITING:

WHAT IS IT IMPORTANT TO INCLUDE IN A RESUME OR CURRICULUM VITAE? BE SURE TO MENTION WHY EDUCATIONAL BACKGROUND, WORK EXPERIENCE, LANGUAGES, SKILLS, AND PERSONAL QUALITIES ARE IMPORTANT.

EXAM 6 (BOY)

My name is Victor Medina I'm study optometry in the Catholic University and too study English.

I went to high school and the Polonia College. I have twenty three years old, I'm from Quito I studied on course the manager and chemistry.

I'm a good person, my father's from Quito I have little experience, I speak English one little.

I like be very friendly and puntual and be much efficient. I'm not married because I want to be a good professional.

My adress in Ambato now because I study Optometry I'm not sick. My telephone is 447311 thank you.

Analysis

"...and too study English." **Omission** of the pronoun 'I'. **Wrong order**: it's not possible to use the adverb too before a verb, it goes at the end: 'I study English too'. All these problems could be caused due to **Spanish interference**: 'y tambien estudio Inglés'.

"I went to high school ond the Polonia College." **Carelessness** when writing 'on', **Wrong selection** of the preposition 'on' instead of 'at'.

"I have twenty three years old". **Translation** form Spanish: 'tengo 20 años'.

"I studied on course the manager and chemistry." **Wrong selection** of the preposition 'on', instead of the indefinite article 'a' 'I studied a course...'. **Wrong selection** of the definite article 'the manager...' instead of the preposition 'on' + **wrong selection** of the word 'manager' instead of 'managing or management': 'I studied a course on managing and chemistry'.

"I speak English one little." **Wrong selection** of words 'one' instead of 'a'.

"I like be very friendly and puntual and be much efficient." **Ignorance of rule restriction**: use of the infinitive 'to' between verbs: 'I like to be very...'. **Misspelling** of the word 'puntual'. **Wrong selection** of the adverb 'much' instead of 'very'. **Misspelling** of the word 'efficient'.

"My adress in Ambato now because..." **Wrong selection** of the expression 'My address in Ambato now...' instead of 'I live in Ambato now...'. **Misspelling** of the word 'address'.

EXAM 7 (BOY)

In a curriculum vitae , the most important things are the Education because is more important for find a work. Work experience is important too because I have a experience for new works.

Know many languages is important too because I can speak with another people that never speak spanish.

Skills is import in a curriculum vitae because I need to teach another people and never, the people teach, me their skills. If I have many skills, I will be find the best work.

Analysis

"...the most important things are the Education because is more important for find a work." **Incomplete application of the rule:** There's no concordance between the plural form of verb 'to be' with the singular noun: '...things are the Education...'. **Wrong selection** of the comparative 'more' instead of the adverb 'very': '... very important...'. **Ignorance of rule restriction:** for + gerund. **Addition** of the definite article 'a': '...for finding work.'

"Work experience is important too because I have a experience for new works." **Wrong selection** of the pronoun 'I' instead of the impersonal 'you'. **Carelessness:** use of article 'a' when the following word begins with a consonant; and the unnecessary **addition** of that article. **Wrong selection** of the noun 'work' instead of 'job': '...you have experience for new jobs'.

"Know many languages is important too because I can speak with another people that never speak spanish." **Incomplete application of the rule:** starting a sentence with a gerund, whenever possible: 'Knowing many languages...' or 'speaking many languages...'. **Ignorance of rule restriction:** use of the adjective 'another' with

singular nouns. **Wrong selection** of the word 'never' instead of the auxiliary 'don't':
'I can speak to people that don't speak English'.

"Skills is import in a curriculum vitae..." **Incomplete application of the rule:**
plural noun + the correct form of the verb to be 'are'. **Wrong selection** of the word
'import' instead of 'important': 'skills are important in a curriculum vitae'

"...because I need teach another people and never, the people teach, me their skills."
Ignorance of rule restriction: use of the infinitive 'to' between verbs '...I need to
teach...'. **Ignorance of rule restriction:** use of the adjective 'another' with singular
nouns. **Addition** of the definitive article 'the' before 'people'.

"If I have many skills, I will be find the best work." **Translation:** 'If I have many
skills', 'si tengo muchas habilidades'. Addition of the verb 'to be'.

EXAM ANALYSIS

LEVEL 4

FORM 4

FINAL EXAM

TOPIC OF THE WRITING:

**WRITE A PARAGRAPH TELLING ABOUT THE MOST UNUSUAL OR
INTERESTING STORY IN THE NEWSPAPER OR ON T.V. THIS WEEK.**

EXAM 26 (GIRL)

The cat and mouse life together, because, the cat has most the kidding and fund the baby mouse, the baby mouse go the house's cat, the cat love the baby mouse, the baby mouse consideret thee cat your mom.

Analysis

"the cat and mouse life together..." **Omission** of an article 'the/a + mouse'. **Wrong selection** of the noun 'life', instead of the verb 'live'.

"...because, the cat has most the kidding and fund the baby mouse..." This is a very confusing sentence, maybe caused by **first language interference**; we do not know what the writer means. Even though, it was analysed in the following terms: **Wrong selection** of the verb 'has' instead of the 'likes', **wrong selection** of the word 'kidding' instead of 'kitten'. **Misspelling** of the verb 'found'.

"...the baby mouse go the house's cat..." **Incomplete application of the rule**: third person singular + V + s in the present tense. **Omission** of the preposition 'to' after the verb 'go'. **Wrong order** of the possessive: 'the cat's house'.

"...the cat love the baby mouse..." **Incomplete application of the rule**: third person singular + V + s in the present tense.

"...the baby mouse consideret the cat your mom" **Misspelling** of the past tense 'considered'. **First language interference**, in the use of possessive pronoun 'your' instead of 'its'.

EXAM 27 (BOY)

Ok this is a story I watched in "Fox" this is a weird story from "The X Films". It's about a strange dog from to China, this dog was translader to U.S.A. but when two policemes tried to opened the box of this dog, this dog killed this two men. But the odd in this situation is that the bodies was found in to the box, but the dog don't turn up. After this situation the dog killed three persons, The FBI tried to found this dog and a odd person said that this dog is not a dog, this dog is a man that in the night he was transformer in a dangerous dog. This person is a veterinary and she was studied this weird tipe of dogs.

On night this woman desapared of her house and run away with a man; but suddenly in the darkness the woman and the man was transformed in two dog and never turn up.

Analysis

"Ok this is a story I watched in 'Fox'" **Wrong selection** of the preposition 'in' instead of 'on'.

"...this dog was translader to U.S.A." **First language interference**, in the use of the word 'was translader'. instead of 'was taken'.

"...when two policemen tried to opened the box..." **Carelessness:** when adding {-s} (plural morpheme) to an already plural noun. **Incomplete application of the rule:** infinitive 'to' + simple form of the verb.

"...this dog killed this two men." **Wrong selection** of the pronoun 'this' + plural noun.

"...this situation is that the bodies was found in to the box..." **Incomplete application of the rule:** plural noun + 'were' (past tense of verb 'to be'). **Wrong selection** of the preposition 'into' instead of 'in'.

"...but the dog don't turn up." **Incomplete application of the rule:** use of the auxiliary verb 'don't' when talking in past tense.

"The FBI tried to found this dog...". **Incomplete application of the rule:** infinitive 'to' + simple form of the verb, not past tense.

"...and a odd person..." **Carelessness:** use of the article 'an' when the following word begins with a vowel.

"...that in the night he was transformer in a dangerous dog." **First language interference:** preposition 'in the' + 'night' = 'en la noche' instead of 'at night'. **First language interference** in the use of the word 'transformer' = 'transformar'. **Wrong selection** of the preposition 'in a dangerous...', instead of 'into a dangerous...'.

"...she was studied this weird tipe of dogs." **Misspelling** of the word 'type'.

Addition of the verb 'was'.

"On night this woman desapared of her house and run away..." **Wrong selection** of the preposition 'at' + 'night'. **Misspelling** of the word 'disappeared'. **Wrong selection** of the preposition 'of', instead of 'from her house'.

"...the woman and the man was transformed in two dog and never turn up."

Incomplete Application of the Rules: plural noun + 'were' (past tense of verb 'to be'.) **Wrong selection** of the preposition 'in', instead of 'into'. **Carelessness**, when omiting the pluralization of the noun 'two dogs'. **Incomplete application of the rule:** lack of the past tense of the verb 'turn'.

EXAM 21 (GIRL)

I watched the news on TV and the most unusual story was the story of a woman that was pregnancie of twins but in the 6th month of pregnance she has headaches; the doctors think that it was normal but she has a problem in her head with her "venas" its explosioned and she stay in "coma" for 3 months.

The twins were born healthy and beatiful. The twins are girls.

Their mother wake up of the "coma" and she stay fine she move her hands and her eyes.

The woman is from Brazil.

Analysis

"...a woman that was pregnancie of twins..." **Wrong selection** of the word 'pregnancie' instead of 'pregnant'.

"...in the 6th month of pregnance" **Misspelling** of the word 'pregnance' instead of the 'pregnancy'.

"...she has headaches..." **Incomplete application of the rule:** use of the past tense of the verb have, when telling a story in the past. **Misspelling** of the word 'headaches'.

"... the doctors think that..." **Incomplete application of the rule:** use of the past tense of the verb think, when telling a story in the past.

"...she has a problem in her head with her "venas" its explosioned..." **Incomplete application of the rule:** use of the past tense of the verb have, when telling a story in the past. **First language interference:** in the use of the word 'venas', instead of 'veins'. **Wrong selection** of the possessive pronoun 'its' instead of the subject pronoun 'they'. **First Language Interference:** in the use of the word 'explosioned', when the learner meant "blew out".

"...she stay in "coma" for 3 months." **Wrong selection** of the verb 'stay', instead of 'was'. **Incomplete Application of the Rule** because the verb should be in past .

"The twins were born healthy and beautiful." **Carelessness** in writing 'beautiful'.

"Their mother wake up of the "coma" and..." **Incomplete application of the rule:** use of the past tense of the verb 'wake up', when telling a story in the past. **Wrong selection** of the preposition 'of', instead of 'from'.

"...she stay fine she move her hands and her eyes." **Wrong selection** of the verb 'stay' instead of 'was'. **Incomplete Application of the Rule:** the verbs in present not in past.

EXAM ANALYSIS LEVEL 4 FORM 1 FINAL EXAM

TOPIC OF THE WRITING:

WRITE A PARAGRAPH TELLING ABOUT THE BIGGEST LIE YOU HAVE EVER TOLD IN YOUR LIFE. BE SURE TO GIVE DETAILS.

EXAM 29 (GIRL)

A long time ago, when I was a child, I had forgotten to make a homework, specifically it was a Math exercise about adding numbers, so I couldn't sleep and a woke up at 4 o'clock and made the homework, it was a very cold night and I got the flu, after finishing my difficult homework, I was felling very bad and I decided sleep with my parents, I was very sick and my mom asked me what had happen to me I said that I was sleeping and I walked and ate a lot of ice cubs and ice cream after

midnight, I didn't want that my mother knows about my homework, the next day I was absence of school, but I had to do 2 homework more than which I hadn't done, it was terrible.

Analysis

"I had forgotten to make a homework." **Ignorance of rule restriction:** the noun homework is always used with the verb 'to do'.

"I couldn't sleep and a woke up at 4 o'clock and made the homework..."
Carelessness of the word 'a' instead of the pronoun 'I'. **Ignorance of rule restriction:** the noun homework is always used with the verb 'to do'.

"...my dificult homework..." **Misspelling** of the word 'difficult'.

"I decided sleep with my parents..." **Ignorance of rule restriction:** use of infinitive 'to' between verbs.

"...my mom asked me what had happen to me..." **Incomplete application of the rule:** past perfect = had + past participle (happened).

"I didn't want that my mother knows about my homework..." **Ignorance of rule restriction:** use of the infinitive to indicate we wish a person to do something; 'I didn't want my mother to know...!'

"...the next day I was absence of school..." **Wrong selection** of the noun 'absence', instead of the adjective 'absent'.

"I had to do 2 homework more than which I hadn't done." **Addition** of the word 'than'.

EXAM 34 (GIRL)

Well, my biggest lie, was when I was 16 years old and my friends invited me do a party, so I have to tell to my parents but I know that they always said me NO!, so I decided tell them a little lie and it was, that I had to study with a friend for a exam but then when my parents wanted to took me at home they didn't find me. So when I returned to my house they didn't sleep and they started to answer what happened to me and I just cried.

Analysis

"...my friends invited me do a party..." **Ignorance of rule restriction**: Use of the infinitive 'to' between verbs, here, before the verb 'do'. **Wrong selection** of the verb 'do a party' instead of 'make a party' or 'have a party'.

"I have to tell to my parents..." **Interference of the mother tongue**: use of the preposition 'to' after the verb 'tell'. In Spanish 'decir a'.

"...I know that they always said me NO!..." **Incomplete application of the rule:** use of the present tense of the verb 'say', to talk about habits. '...they always say'.

Ignorance of rule restriction: We cannot use the verb say + an object pronoun.

"...I decided tell them a little lie..." **Ignorance of rule restriction:** Use of the infinitive 'to' between verbs, 'I decided to tell them...'.
I decided to tell them...

"...when my parents wanted to took me at home they didn't find me." **Incomplete application of the rule:** use the simple form of the verb after the infinitive 'to', 'my parents wanted to take me...'. **Ignorance of Rules Restriction** 'at' before the noun 'home'.

"...they started to answer..." **Wrong selection** of the verb 'answer', instead of 'ask'.

5.3. Report of Errors

Once we finished analyzing the exams, we had the following results: 22 exams made by boys and 22 exams made by girls, giving a total of 44 exams analyzed.

KINDS OF ERRORS	TOTAL NUMBER OF ERRORS
Translation	20
First Language Interference	38
Carelessness	23
Overgeneralization	6
Ignorance of Rule Restriction	47
Incomplete Application of Rules	81
Omission	34
Addition	22
Selection	91
Ordering	14
False Cognates	2
Misspelling	34

Table 4.2. Results obtained from the general analysis of errors

The results above belong to the final number of errors found in the 57 exams studied, and we can see that the highest occurrence is in ‘Wrong Selection’.

In the following table, we can see the occurrence of errors depending on the sex of the students.

Kind of error Gender	NUMBER OF ERRORS	
	BOYS	GIRLS
Translation	7	13
First Language Interference	18	20
Carelessness	11	12
Overgeneralization	1	5
Ignorance of Rule Restriction	19	28
Incomplete Application of Rules	36	45
Omission	23	11
Addition	6	16
Selection	44	47
Ordering	5	9
False Cognates	1	1
Misspelling	21	13

Table. 4.3. Errors classified according to the gender of the students.

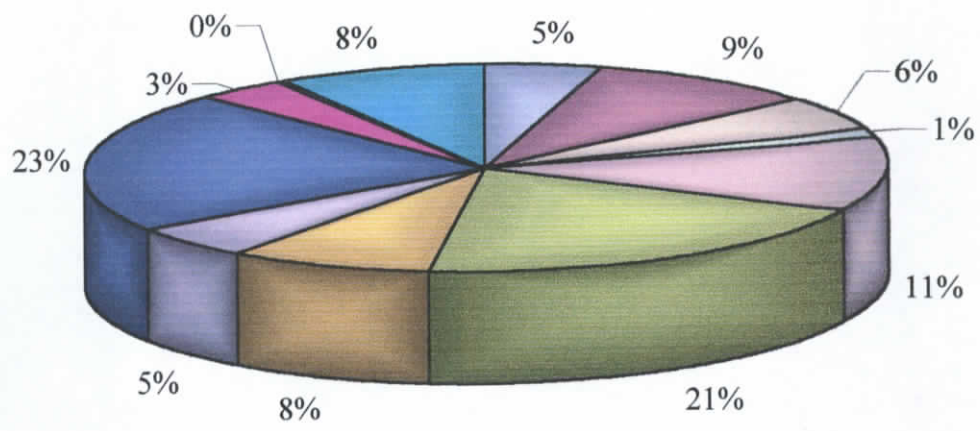
As we can see girls tend to make more errors in some cases (the number of exams analysed was equal 22 boys and 22 girls), with exception of *misspelling* that boys have nearly the double and *omission* where boys have more than the double of errors.. One of the errors that we expected to have a high frequency was *first*

language interference, however, it is very noticeable that the percentage is very similar both in women and men.

The highest frequency was in *incomplete application of the rules*, we considered this when the students knew the rules (e.g. {-s2} in third person singular) but they did not use them.

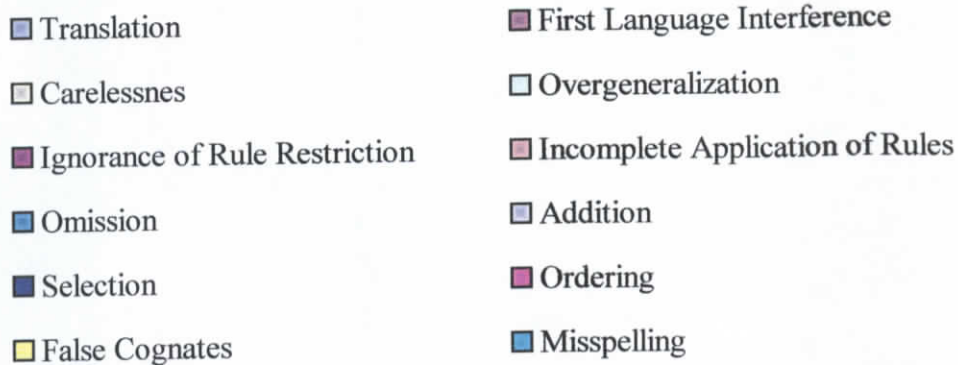
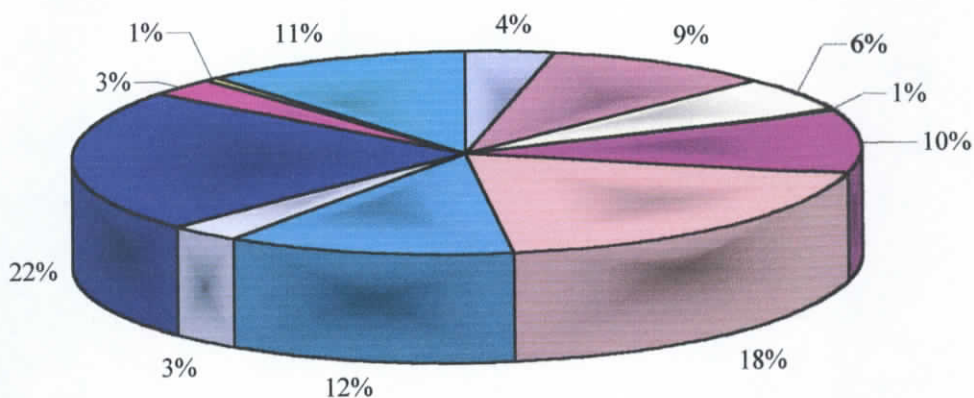
GRAPHS

GENERAL ANALYSIS OF ERRORS

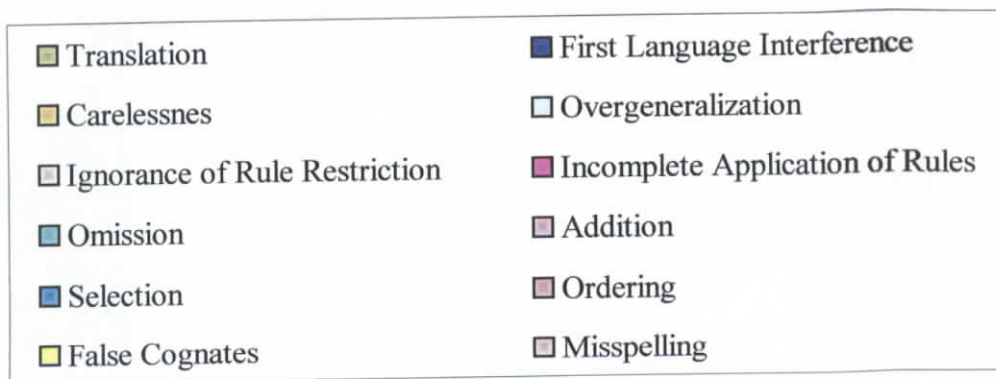
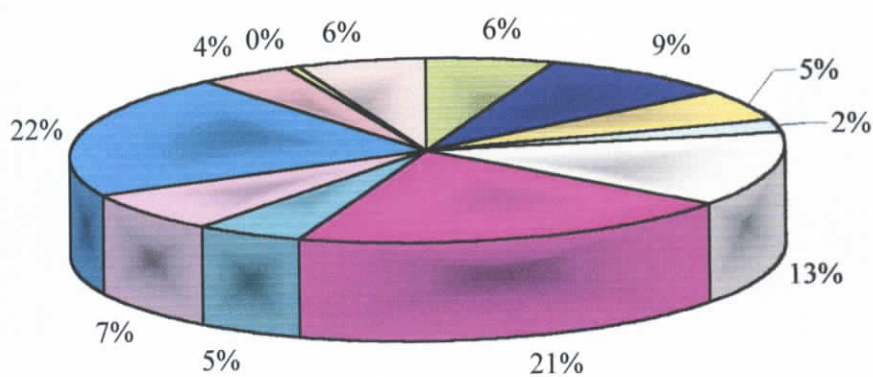


- | | |
|--|--|
| Translation | First Language Interference |
| Carelessness | Overgeneralization |
| Ignorance of Rule Restriction | Incomplete Application of Rules |
| Omission | Addition |
| Selection | Ordering |
| False Cognates | Misspelling |

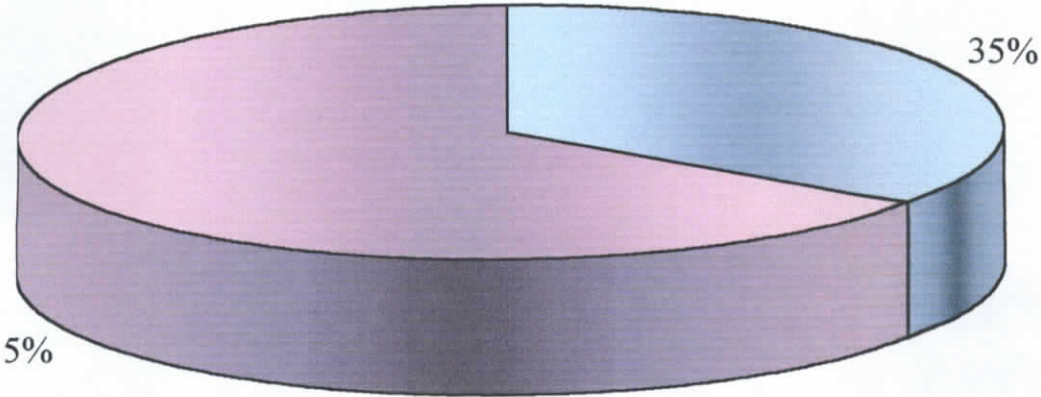
ERRORS MADE BY BOYS



ERRORS MADE BY GIRLS

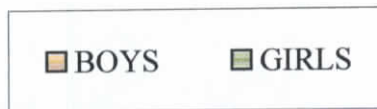
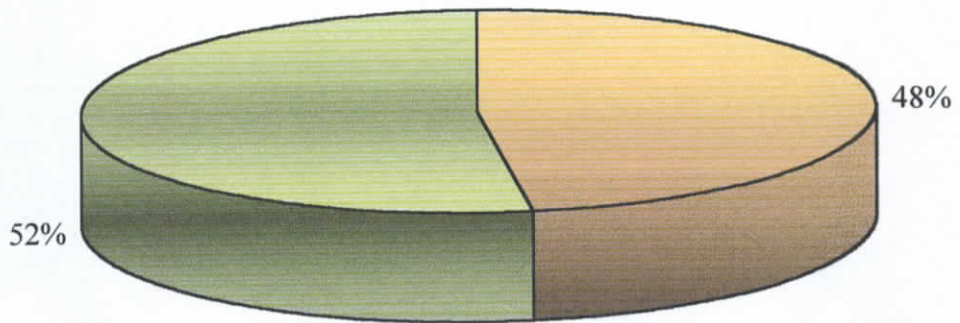


TRANSLATION ERRORS

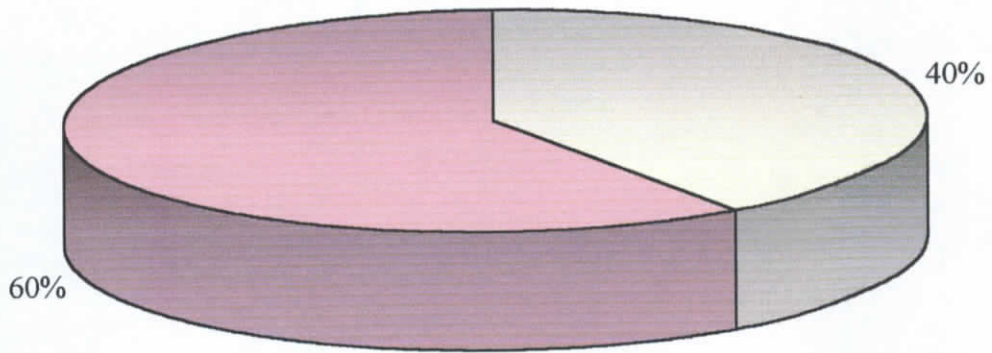


■ BOYS ■ GIRLS

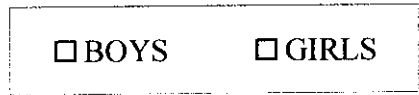
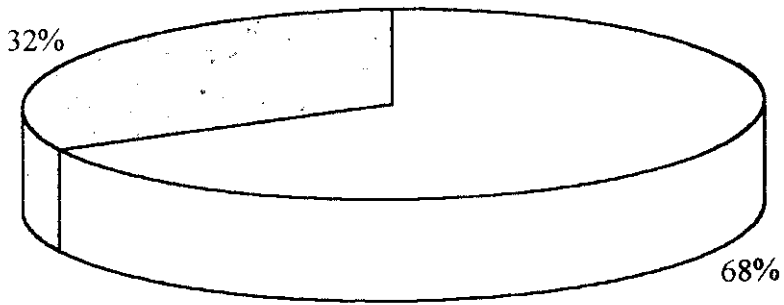
CARELESSNESS ERRORS



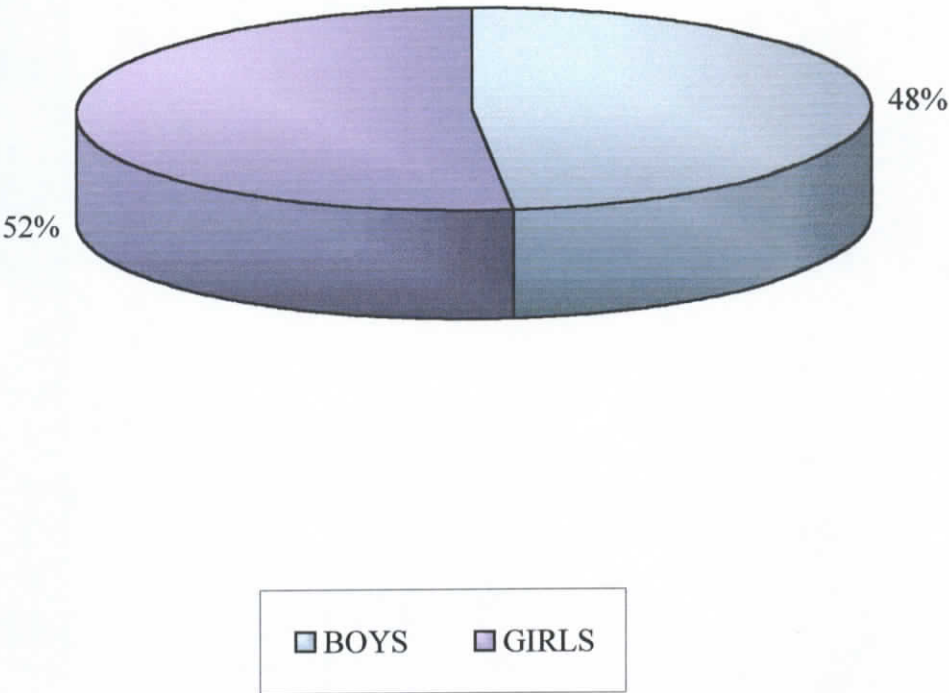
IGNORANCE OF RULES RESTRICTION ERRORS



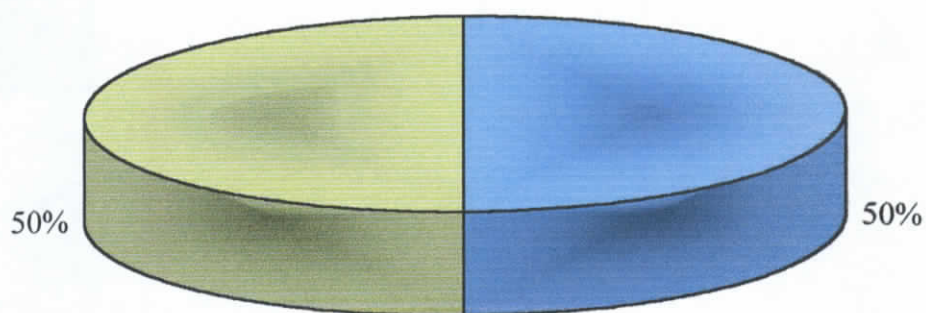
OMISSION ERRORS



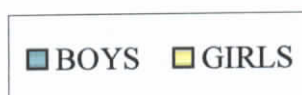
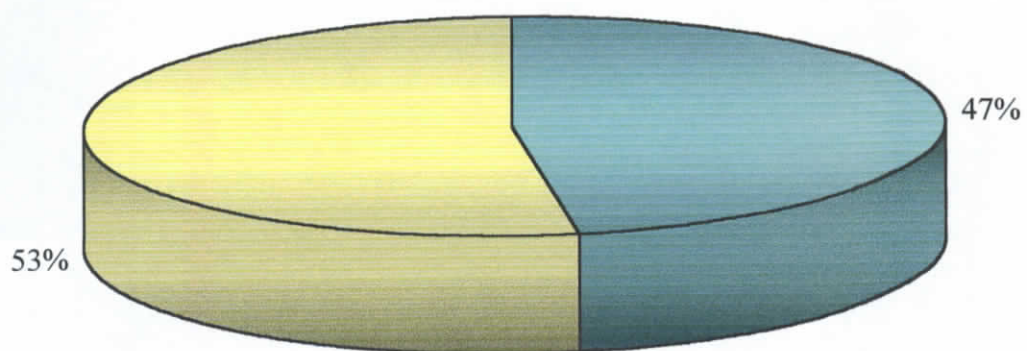
WRONG SELECTION ERRORS



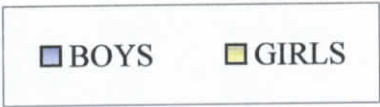
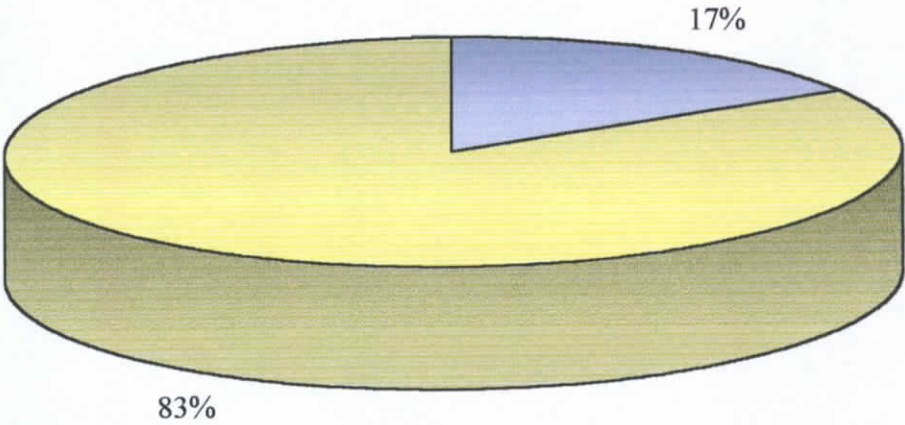
FALSE COGNATES ERRORS



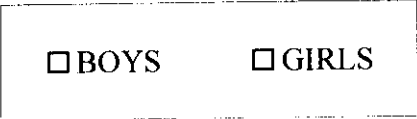
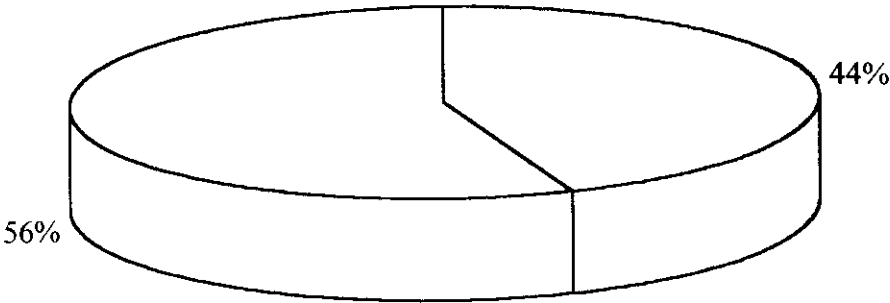
FIRST LANGUAGE INTERFERENCE ERRORS



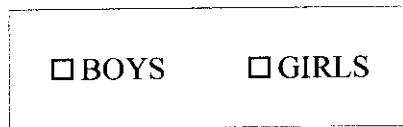
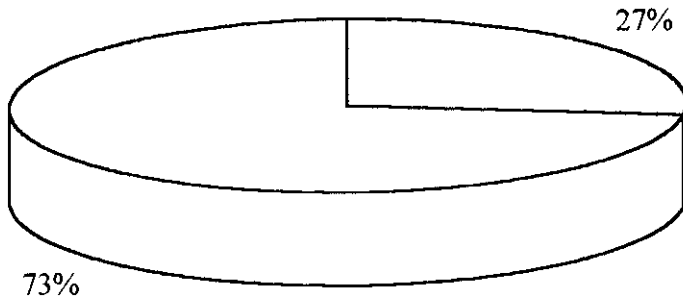
OVERGENERALIZATION ERRORS



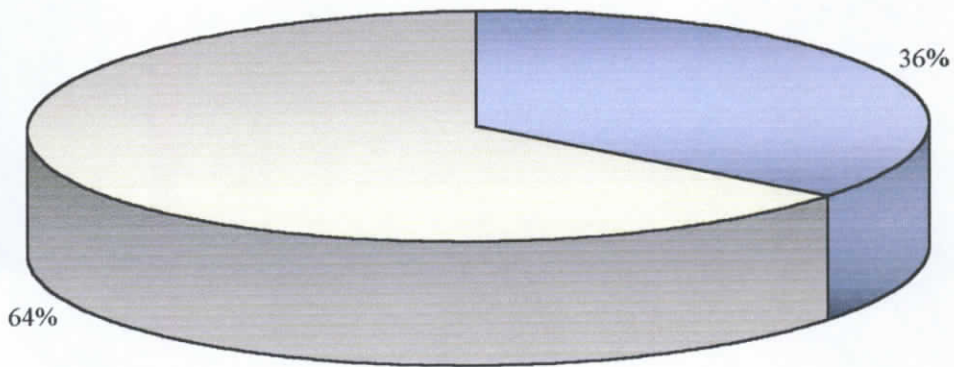
INCOMPLETE APPLICATION OF THE RULE ERRORS



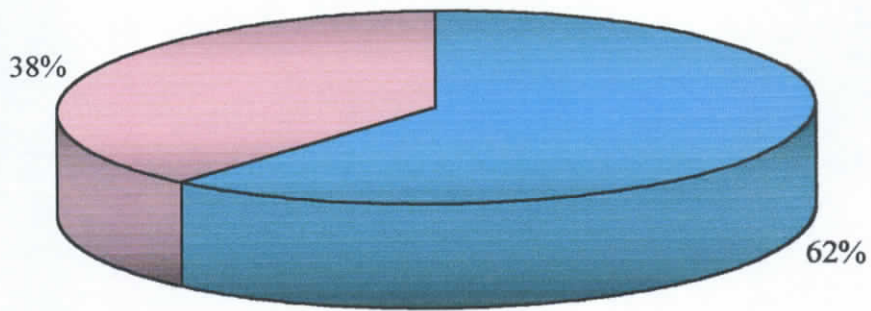
ADDITION ERRORS



ORDERING ERRORS



MISSPELLING ERRORS



CONCLUSIONS

AND

RECOMMENDATIONS

CONCLUSIONS AND RECOMMENDATIONS

Being in contact with errors analysis during these last months has been of great relevance in the improvement of our knowledge about errors. Since we started reading the theoretical background, we realised that we needed to learn many new things that we never dealt with as students. This knowledge has helped us to conclude our dissertation in the following points:

- We realised that the development of writing is something that does not come up spontaneously, or that we acquire or produce from one day to another; it is a process in which many issues are involved, including motivation, learning styles, physical capacity to develop the mechanical process, a long and appropriate instruction, the ability to put thoughts together and express them in a written form. Writing is not an isolated skill that can be learnt easily, it needs from reading in order to know more vocabulary and from listening as another source of information input.
- The starting point for this dissertation was the lack of any study done with the student's works at the Catholic University in Ambato-Ecuador; we decided to analyse errors because we saw that some students reach higher levels of English with a low proficiency in writing, as we could see in our analysis some of the errors found were due to the fact that some students do not apply the rules or vocabulary they have learnt, they just write with the basic forms they learnt at early stages of the learning process.

- We are sure that the results reported will be a very important tool for any teacher at the Catholic University, due to ^{the fact that} they will help them to see on what points they will have to focus the feedback in order to help students to develop writing in a more effective way.
- This will also contribute to any further study in order to have a deep analysis and therefore make more contributions to the university in order to improve the teaching level at the English Department.
- Interlanguage, that is the internal process that foreign language learners experience along the language learning, is a very important matter to be studied and known by everyone who wants to be an English Teacher; therefore, the teacher will be aware that some kinds of errors, could be produced by the changes that take place in the learner's mind.
- Another issue, sometimes ignored by teachers, is that every student is an individual universe with different points of view, thoughts, feelings, and ways of learning. Some teachers do not care if their students are learning in an appropriate way or if they are using the correct techniques that help learners to acquire the language; most of the classes are directed to only one learning style and, in some cases, to the learning style of the teacher.

It is necessary to point out individual and specific conclusions according to the results obtained from the analysis.

- Observing the results we obtained we found that the lack of awareness of the English rules makes our students tend to use translation when writing; that is the reason why in the results of the dissertation we notice that in up to 44 exams analyzed, 20 errors of translation were found. Teachers should involve students in real activities which help them to think in English.
- Besides translation, first language interference relates to Spanish, and it also shows how the learner is linked to his mother tongue; 38 examples showed a clear interference of Spanish, noticing that the number of errors made by boys (18) is not far from the number of girls' errors (20), showing there is no major difference or influence of the gender.
- Once we finished with the analysis of the exams, we found that Wrong Selection of Words and Incomplete Application of Rules were the most recurrent errors. Both boys and girls have the highest rate of errors in Selection, remarking that girls make more selection errors than boys. This is also seen in addition and ordering.
- Regarding carelessness the analysis showed us a similar number of errors in each case (girls and boys); therefore, gender does not influence here, either.
- Both, Ignorance of Rules Restriction and Overgeneralization showed that girls tend to have more occurrence of errors.

- On the other hand, omission and misspelling presented a different behaviour, boys made more errors in these two categories than girls.
- False cognates presented an unexpected result; we thought that this could be a great source of errors, but it showed that only one boy and one girl used false cognates in a non-appropriate way.
- We can conclude that gender is not a major matter in the occurrence of errors as we can see in Chapter 5; however boys make fewer mistakes than girls.
- We can conclude that exams revealed much about learners interlanguage because they didn't have a model to follow, and when writing a paragraph at their level, students needed to use different tenses which demands more complex grammar and lexis and make the writing process complex for them; therefore, it would be useful to establish some general procedure in order to have a similar way to teach writing from level to level. We are sure that at the end of the English Courses the students will have a better performance in the writing sections.
- As we have seen from the analysed paragraphs, reinforcement in writing is needed during the English classes at the Catholic University. Many times writing exercises are avoided because they are considered to be time consuming; and the attention is mainly focused on grammar exercises

making students produce isolated pieces of language as well as on communication activities that lead the learner to master the spoken language leaving the writing skill aside. Therefore, it is crucial to mention that consciousness in writing should be increased, the results make us suspect that more writing practice is needed.

- Referring to the previous point, it is necessary to clarify that the analysis done in exams, would never reflect the reality in general writing, since the conditions of writing are very different from the ones of writing in a piece of homework, for example; however, working in class will help to increase the self-confidence students have when doing an exam. As it was mentioned in the development of the dissertation, writing under exam conditions could produce different results in the writer, such as blocking comprehension and capacity of thinking, due to nervousness or anxiety.
- Despite the errors presented in the written sections, communication was not impeded, the main idea was understood; the structures were not well used but the message was passed and the meaning conveyed in the majority of cases.
- Even though our work is not concerned with error correction, we can recommend teachers to use some adequate techniques that instead of frustrating learners, help them to realise and improve their errors in the future. Writing can be improved by:

Avoiding the excessive use of red pen in written pieces. We strongly agree with the saying “Writing students need Coaches, not judges”, since negative feedback is demoralising and demotivating, and low grades are negative feedback, because they do not help students, it discourages learners. On the other hand there are different less intimidating and more encouraging ways to give feedback like minimal marking, self-assessment and peer evaluation (see chapter 4).

Instead of just making a circle around the mistake or giving the correct answer that stop students’ ability to realise what the mistake is, the teacher should create a code in agreement with the students to remark the errors, and therefore, the learner can correct himself. E.g. GR would mean grammar; SP, spelling; WO word order, etc.

Giving students the liberty to choose the topic they want to write about will make them develop paragraphs in a better way, than when a topic is given by the teacher, because this assumes that students lack interest in the topic, and the final result will not be as effective as it could be.

Referring to the previous point, we can say if the topic is imposed by the teacher, essays should be started with topics that build up writing skills, as well as the confidence that the learner needs.

- Having a variety of ideas, not only presenting the topic and asking students to develop an essay, will make the students to feel more encouraged and they will be able to write better and will show their ideas

in a more understandable way. Thus, the results shown in the analysis and the need for practice enable us to give some suggestions for writing and language improvement:

Use pictures as initial point for a composition as well as for eliciting writing.

Brainstorming (something that is not always taught).

Do not wait until level six is reached, to teach students the existence of topic sentences, and that a paragraph is based on them. It would be very useful to teach this from level three.

Encourage students to self-evaluate their own pieces of writing, as it was mentioned in Chapter 3, because it is always valuable and usually unforgettable learning from our own errors.

Implement and use Portfolios, so the student will be able to appreciate his/her progress in writing during the semester.

Give sentence beginnings to be expanded.

Provide questions to be answered by the students as initial point of a composition.

Doing Research, students can explore any phenomenon from the past on which the composition will be developed. E.g. the student may choose to study the significance of a monument from an ancient civilisation or contemporary theories surrounding the monument.

In general make, use of any and all materials, that can exploit the learning style of your students, to be applied in writing skills.

Integrate the four skills, it is very important to show the students, how in real life they do not use them in separately but in combination. This could be done in class by doing various projects. For example, having the learners develop a collage with articles, from which they will decide what to choose and write about, once selected they start a prewriting stage brainstorming ideas, followed by a drafting and finally the editing stage. Here we can use peer evaluation and students can listen to each other's opinions, also they can talk about their works and have a feedback that will make realise what their weak points are.

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ANNEXES

II. COMPLETE THE SENTENCES IN COLUMN "A" WITH THE CORRECT INFORMATION IN COLUMN "B".

- | | | | |
|----|----------------------------------|----|--|
| 1. | When they went back to the house | a. | to make him feel at home |
| 2. | The girls had set the table | b. | and carefully washed them one by one |
| 3. | The Clarks tried | c. | they listened to the radio for a while |
| 4. | Bob put the dishes in | d. | his first evening had been nice |
| 5. | He thought | e. | on one side of the kitchen |

D. WRITING

WRITE A PARAGRAPH TELLING ABOUT THE BEST VACATION YOU HAVE EVER HAD, ETC. GIVE DETAILS.

GOOD LUCK!

PONTIFICIA UNIVERSIDAD CATOLICA DEL ECUADOR
SEDE AMBATO
ESCUELA DE LENGUAS Y LINGUISTICA
MIDTERM EXAM

28.

LEVEL 3
 ALL FORMS

ANSWER SHEET

NAME: Daniela Muro C DATE: 20th May

A. LISTENING COMPREHENSION (15 PTS)

1. FALSE 1 *in different places*
2. FALSE 3 *You can have picnics in beaches, mountains, city parks or yards.*
3. TRUE 3
4. FALSE 1 *Only children/ should be careful in the water.*
5. TRUE 3

B. GRAMMAR AND VOCABULARY

I. (30 PTS)

1. a b (c) 3
2. a (b) c 3
3. a (b) c 3
4. a (b) (c) X
5. (a) b (c) X
6. (a) b c 3
7. a (b) (c) X
8. a (b) c 3
9. a (b) c 3
10. a (b) c 3

II. (20 PTS)

1. (a) b c 2
2. a (b) c 2
3. (a) (b) c X
4. a b (c) 2
5. a b (c) 2
6. (a) (b) c X
7. (a) b c 2
8. a (b) c 2
9. (a) b c 2
10. (a) b c 2

C. READING (20 PTS)

1. TRUE 2
2. FALSE 2 *Raw vegetables are also good snack foods.*
3. TRUE 2
4. TRUE 2
5. FALSE 2 *Cut the right snacks between/meals.*
6. a (b) c 2
7. (a) b c 2
8. (a) b (c) X
9. a b (c) 2
10. a b (c) 2

D. WRITING (15 PTS)

PLEASE USE THE BACK OF YOUR ANSWER SHEET FOR THIS SECTION.

Blender

This machine is used for cutting or chopping up ~~the~~ food and mixing the liquids. ~~with~~ hand mixer this is ~~not~~ not working ~~right~~ because the electricity is not very good in my house. I make milk shakes, juices and any thing. ~~It's~~ very important for ~~the~~ thermometers.

9/

PONTIFICIA UNIVERSIDAD CATOLICA DEL ECUADOR

SEDE AMBATO

ESCUELA DE LENGUAS Y LINGUISTICA

EL 3

MS 1.2.3.4

FIRST PARTIAL EXAM

ANSWER SHEET

NAME: Cristina Pa Anad

DATE: 21.01.11

LISTENING COMPREHENSION (15 POINTS)

1. 3

T 3

F Susan has three children. 3 (she came from a family of ten)

F Her mother worked in two or three jobs at once. 3

T 3

I. GRAMMAR (20 POINTS)

~~a~~ b (c) X 6.

~~a~~ b c 2 7.

a ~~a~~ c 2 8.

a ~~a~~ c 2 9.

a b ~~a~~ 2 10.

~~a~~ b c 2

a b ~~a~~ 2

a b ~~a~~ 2

a ~~a~~ c 2

~~a~~ b c 2

II. VOCABULARY (15 POINTS)

1. a b ~~a~~ 2

2. a ~~a~~ c 2

3. a ~~a~~ c 2

4. ~~a~~ b c 2

5. (a) ~~a~~ c X

(15 POINTS)

Would you mind not smoking in class? 3

Can you study for tomorrow's test please? 3

Would you mind calling me at night please? 3

Could you do please the homework at home? 2

Would you mind not turning on the TV after midnight please? 3

READING (20 POINTS)

E Only the children had access of milk. 2

T 2

T 2

T William agreed to help. 2

T 2

II.

1. c 2

2. e 2

3. a 2

4. b 2

5. d 2

WRITING (20 POINTS)

My best vacation was in 1971. I travelled to London with my parents and my brother. We arrived at night. Then we went out to eat Arabian food. It was delicious. Next we returned to the hotel and we saw a car accident. I helped the people. After that we went to bed. Next day we returned to Ambaré.

17/20

PONTIFICIA UNIVERSIDAD CATOLICA DEL ECUADOR
SEDE AMBATO
ESCUELA DE LENGUAS Y LINGÜISTICA
MIDTERM EXAM

6.

LEVEL 3
ALL FORMS

ANSWER SHEET

NAME: Diego Bonilla DATE: May 20th

A. LISTENING COMPREHENSION (15 PTS)

1. F Do not find a apartment in a month 3
2. F The room is big, the kitchen and bathroom are small 3
3. T
4. F Pamela come to New York X 1
5. F She has a lot work in the kitchen because she wants to prepare the food. 3

B. GRAMMAR AND VOCABULARY (30 PTS)

1. a b c 3
2. a b c 3
3. a b c 3
4. a b c X
5. a b c 3
6. a b c X
7. a b c X
8. a b c 3
9. a b c 3
10. a b c 3

II. (20 PTS)

1. a b c 2
2. a b c 3
3. a b c X
4. a b c 2
5. a b c 2
6. a b c 2
7. a b c 2
8. a b c X
9. a b c 2
10. a b c 2

C. READING (20 PTS)

1. F The restaurant serves food for tourist and for New York 2
2. F It serves entrees and sandwiches and of all built-grains dishes, dinner and lunch 2
3. T
4. F People have a 9 month training before working there 2
5. a b c 2
6. a b c 2
7. a b c 3
8. a b c 2
9. a b c 2
10. a b c 2

D. WRITING (15 PTS)
PLEASE USE THE BACK OF YOUR ANSWER SHEET FOR THIS SECTION.

In addition to the many borrowed words in English generally, of which those listed above are only a small sample, several dozen words immigrated specifically into American English, along with the cultural items they represent. Both item and word in this way became part of the American language and culture.

1. A word can go to foreign countries and -----
 - a. be used with a different meaning
 - b. make a language richer
 - c. be borrowed through Ellis Island
2. Some immigrant words came to English -----
 - a. by way of another language
 - b. after a long, tiring trip
 - c. in the 14th century
3. American English received the immigration of -----
 - a. people as well as birds
 - b. more than five million words
 - c. several dozen words
4. The word *alism* in the sentence: "..... many alien words have been permitted to enter.....", probably means:
 - a. citizen
 - b. natural
 - c. foreign
5. The words borrowed and borrowing mentioned several times in this text probably mean something.
 - a. brought and forgotten
 - b. taken and then used
 - c. remembered and then found

D. WRITING
DESCRIBE MEMBERS OF YOUR FAMILY. HOW SIMILAR OR
DIFFERENT ARE YOU FROM THEM? (WRITE ABOUT 50 WORDS)

GOOD LUCK!!!

11

ECCLESIA UNIVERSIDAD CAROLICA DEL ECUADOR SEDE AMBATO
 ESCUELA DE LENGUAS Y LINGUISTICA
 PROGRAMA INGLES

SECOND PARTIAL EXAM
 ANSWER SHEET

LEVEL 3
 FORMS 2 & 5

NAME: Walter

DATE: June 17, 1997

A. LISTENING COMPREHENSION (15 PTS)

1. a b c
2. a b c
3. a b c
4. Joined the record to Chicago
5. Husk

B. GRAMMAR AND VOCABULARY

I. (30 PTS)

1. a b c
2. a b c
3. a b c
4. a b c
5. a b c
6. a b c
7. a b c
8. a b c
9. a b c
10. a b c

II. (20 PTS)

1. meet new people
2. would were happy
3. get a new job
4. were more popular
5. will any every days

C. READING (15 PTS)

1. a b c
2. a b c
3. a b c
4. a b c
5. a b c

D. WRITING (20 PTS)
 PLEASE USE THE BACK OF YOUR ANSWER SHEET FOR THIS SECTION.

D My brother is very different to me. My brother is a bad-tempered person. He is very serious and he is angry. But is a good brother. My mother is very similar to me. My mother always practice the sport and so I am. My mother is funny and is very talkative. My father is similar with my brothers. He is a good person but he is not bad-tempered.

Children enjoy cooking things they like to eat, experts say. Recipes should be simple. Foods should be quick to make. Children over 8 years old can do some baking and roasting. Pizzas, easy breads and cakes, and pasta are good recipes for them. A 12-year-old child can learn to make most things and adult can.

1. MARK T (TRUE) OR F (FALSE). THEN WRITE THE CORRECT INFORMATION FOR THE ONES YOU MARKED F (FALSE).

1. The number of children who like to cook is growing in the United States.
2. Cooking can also teach motor skills.
3. Experts can't find a way for parents and children to spend time together.
4. The food children should cook is difficult to make even for adults.
5. Children under 8 years old can't do some baking.

11. MARK THE BEST CHOICE

6. Everybody can

- a. learn about other cultures through cooking
- b. have a maid working in your bed
- c. cook wearing leather gloves

7. The word "survey" line 7 is a synonym of:

- a. chapter
- b. report
- c. doctor

8. The word "teamwork" line 11 means:

- a. some players forming one side in a game
- b. organized cooperation or united effort
- c. a group of people who play sport

9. Children under 8 years old should

- A. Use sharp knives
- b. Stay away from the stove
- c. Eat while cooking

10. can be learned through cooking.

- A. Dancing
- b. Madness
- c. Patience

D. WRITING
WRITE ABOUT YOUR HOPES FOR THE FUTURE. BE SURE TO

9910

PONTIFICIA UNIVERSIDAD CATOLICA DEL ECUADOR SEDE AMBATO
ESCUELA DE LENGUAS Y LINGUISTICA
PROGRAMA INGLES

SECOND PARTIAL EXAM

NAME: Alex. ROSARIO CORBAJO

DATE: 26 de Agosto de 1999

LEVEL 3
FORMS 3-4

A. LISTENING COMPREHENSION (15 PTS)

- 1. a b c
- 2. a b c
- 3. a b c

4. Darnell Martin grew up in the Bronx, (NY)

5. She learned from her mother to be creative and independent.

B. GRAMMAR AND VOCABULARY
I. (15 POINTS)

- 1. a b c
- 2. a b c
- 3. a b c
- 4. a b c
- 5. a b c

II. (20 POINTS)

- 1. you will be alone.
- 2. you would build more houses.
- 3. if you are a polite person.
- 4. if he were here.
- 5. I can miss you.

C. READING (30 POINTS)

- 1. I.
- 2. T.
- 3. F. Looking also provides a good way for parents and children to spend time together.
- 4. E. The best children's food should look is safe and fun and quick to make.
- 5. T.

- II
- 6. a b c
 - 7. a b c
 - 8. a b c
 - 9. a b c
 - 10. a b c

D. WRITING (20 PTS)

(PLEASE USE THE BACK OF YOUR ANSWER SHEET FOR THIS SECTION)

When the days grew cool, the boys played less softball. Football was the game for the fall; when the afternoons were cool and the sunshine was bright.

1. MARK THE BEST CHOICE 3

1. William 3

- a. is pretty good at softball
- b. has played softball before 3
- c. played softball for the first time

2. taught how to throw the ball at the basket. 3

- a. Bob / William
- b. William / Fred
- c. Fred / Bob

3. Children didn't play football because they 3

- a. could break windows easily
- b. thought it was dangerous
- c. weren't interested in that sport

4. The word hit in the sentence "..... they threw the ball easily so that he could hit it." probably means: 3

- a. to send the ball to a specific area 3
- b. to catch the ball
- c. to run fast holding the ball

5. The word realized in the sentence: "... he realized, however, that he needed to practice at least an hour a day....." probably means: 3

- a. made
- b. understood 3
- c. quit

D. WRITING
WRITE ABOUT HOW THINGS HAVE CHANGED. CHOOSE TWO OF THESE TOPICS: CLOTHING, EDUCATION, ENTERTAINMENT, HEALTH, HOUSING, TRANSPORTATION, WORK. (WRITE ABOUT 50 WORDS)

GOOD LUCK!!! 20

7

PONTIFICIA UNIVERSIDAD CATOLICA DEL ECUADOR SEDE AMBATO
ESCUELA DE LENGUAS Y LINGUISTICA
PROGRAMA INGLES

SECOND PARTIAL EXAM
ANSWER SHEET

LEVEL 3
FORMS 2 & 5

NAME: Anita Torres

DATE: 12/06/99

A. LISTENING COMPREHENSION (15 PTS)

1. a b c
2. a b c
3. a b c
4. GLIBULARY
5. Relatively close friends of the couple

6

B. GRAMMAR AND VOCABULARY (30 PTS)

- I. (30 PTS)
1. a b c
2. a b c
3. a b c
4. a b c
5. a b c
6. a b c
7. a b c
8. a b c
9. a b c
10. a b c

- II. (20 PTS)
1. I will go to the weather.
2. They will get the ^a punishment.
3. If I win the lottery.
4. She would give to excuse?
5. If he worked so much.

6

C. READING (15 PTS)

1. a b c
2. a b c
3. a b c
4. a b c
5. a b c

3

D. WRITING (20 PTS)
PLEASE USE THE BACK OF YOUR ANSWER SHEET FOR THIS SECTION.

I. MARK THE BEST CHOICE

1. The circus with a purpose -----
 - a. performs in the Udersea Institute
 - b. has shows that are fun and teach kids
 - c. is located on a corner store

2. The word "ringmaster" in the sentence Michael Sandlofer is the ringmaster, means:
 - a. Michael works making rings
 - b. Mr. Sandlofer also does some boxing
 - c. He is the person in charge of the show

3. The circus has ten human performers means:
 - a. ten children are invited to participate in the show every day
 - b. people have to pay to ten men before the show
 - c. there are ten people who act, play or entertain the audience

4. Almost all of the animals in the circus -----
 - a. belong to the Wind undersea Institute
 - b. were rescued from death
 - c. live in the New York Zoo

5. The circus makes money -----
 - a. on weekends
 - b. during the week
 - c. in the environment

D. WRITING

WRITE ABOUT THE MOST FAMOUS LANDMARKS IN YOUR COUNTRY. SAY WHY THEY'RE FAMOUS FOR, WHERE THEY'RE LOCATED, ETC. USE ABOUT 50 WORDS.

GOOD LUCK!!!

PONTIFICIA UNIVERSIDAD CATOLICA DEL ECUADOR
 SEDE AMBATO
 ESCUELA DE LENGUAS Y LINGÜÍSTICA
 FINAL EXAM

LEVEL 3
FORM 2.4

ANSWER SHEET

NAME: MA JUEVA BUCHEN

DATE: FEBRUARY, 10th, 1999

A. LISTENING COMPREHENSION (15 POINTS)

1. TRUE
2. FALSE ONLY 4 MAY SPEND PER DAY
3. FALSE IT'S THE #2 MOST POPULAR
4. I DON'T REMEMBER. X
5. I PAY THE RENT, FOOD

B. GRAMMAR AND VOCABULARY

1. (30 PTS)

1. a b c
2. a b c
3. a b c
4. a b c
5. a b c
6. a b c
7. a b c
8. a b c
9. a b c
10. a b c

11. (20 PTS)

1. a b c
2. a b c
3. a b c
4. a b c
5. a b c
6. a b c
7. a b c
8. a b c
9. a b c
10. a b c

C. READING (15 POINTS)

1. a b c
2. a b b
3. a b c
4. a b c
5. a b c

D. WRITING (20 POINTS)

THE MOST LANDMARKS IN MY COUNTRY IS THE MIDDLE OF
 THE WORLD, THIS PLACE IS IN QUITO, THE CAPITAL OF
 ECUADOR. THIS PLACE IS VERY VISITED FOR THE
 PEOPLE TO FROM THE OTHER CITIES AND COUNTRIES.
 THE PEOPLE NEED NEED THIS BECAUSE IS GOOD
 FOR CULTURAL AND IS A BEAUTIFUL PLACE.

Suddenly the door opened and a man came out. "Next, Christina Smith, 9:15 a.m. Everyone looked around then to see who Christina Smith was. Chris began to feel very stupid. "What should I do?" he thought. He stayed quiet.

"Come along, who is Christina?" The man asked impatiently. And then the receptionist stood up.

"He's Christina!" She said, and pointed at Chris. Everybody started to laugh.

"But you're a man!! exclaimed the interviewer. "This job is for a woman!".

NOW ANSWER T (TRUE) F (FALSE). IF THE ANSWER IS F (FALSE) WRITE THE CORRECT ANSWER.

1. Chris was nervous because he had a job interview.
2. Chris replied to the job ad with a telephone call.
3. The journey by bus took over an hour.
4. Chris was the only man waiting for an interview.
5. Chris Smith is really a woman.

D. WRITING

WRITE A PARAGRAPH ABOUT A BOOK YOU'VE READ. BE SURE TO INCLUDE WHAT THE STORY WAS ABOUT, THE MAIN CHARACTERS AND YOUR OPINION OF THE BOOK. (USE ABOUT 60 WORDS)

GOOD LUCK!!!!

FIRST PARTIAL EXAM
ANSWER SHEET

UNITS 13-15

F. C.
LEVEL 4
FORMS 1-2

NAME: Rodrigo Aguilar

DATE: August 10, 1999

A. LISTENING COMPREHENSION (15 PTS)

1. T
2. F. The vast majority are from Europe and United States but from Japan too.
3. F. St. Christopher's Cathedral was designed in 1697.
4. They can break, have pains, not enjoying the flowers.
5. Benise can do shopping or sit on the chairs of the hotel.

B. GRAMMAR AND VOCABULARY

I. (30 PTS)

1. a b c
2. a b c
3. a b c
4. a b c
5. a b c
6. a b c
7. a b c
8. a b c
9. a b c
10. a b c

II. (20 PTS)

1. a b c
2. a b c
3. a b c
4. a b c
5. a b c
6. a b c
7. a b c
8. a b c
9. a b c
10. a b c

C. READING (15 PTS)

1. T
2. F. He sent a letter to the company.
3. F. The journey by bus took half hour.
4. F. There were some women in the room.
5. T. Chris Smith is a man.

D. WRITING (20 PTS)

I have read about a man in Brazil who was very popular and handsome. He lived with his mother because his father was separated from them, he also had an older wife but he didn't know. He drank a lot and he used to have sex with some girls, after some time he was very sick and went to the doctor but during some month he met his father (the doctor) and to his sister too. I think this book called "Inventado en Brasil" is an important novel with some good values that young people should know and read because young people have some wrong values today.

F. G. He inspired many famous people. Admiral Richard E. Byrd, returning from his flight across the North Pole, said that Jules Verne had been his guide. Simon Lake, father of the modern submarine, wrote in the first sentence of his autobiography: "Jules Verne was the director general of my life." He started many other men thinking. Among them were the inventor of the helicopter and the creator of the telegraph. Verne's first book was Five Weeks in a Balloon. It became a best seller. It was translated into every great language. At the age of 34, Jules Verne was famous. Perhaps the best known of all his books is "Around the world in Eighty Days". Many of Verne's other books were set in the future. In these stories, people made synthetic diamonds and developed a convertible automobile-ship-helicopter-plane. They received news flashes on television, worked in giant skyscrapers, and rode to work on highways much like the ones we ride today. It is hard to believe that the books were written nearly one hundred years ago.

MARK TRUE OR FALSE. THEN WRITE THE CORRECT INFORMATION FOR THE STATEMENTS YOU MARKED F (FALSE).

1. The passage mentions that Jules Verne had lived for 77 years.
2. Jules Verne made a few visits to New York State.
3. Verne's most famous book was translated into every great language.
4. When Admiral Richard E. Byrd returned he said that Verne had been the director of his life.
5. Many of Verne's books were set in the future.

D. WRITING
WRITE A PARAGRAPH ABOUT WHAT YOU WOULD DO TO HELP PEOPLE IF YOU HAD A LOT OF MONEY OR THE POWER TO DO SO. (USE ABOUT 60 WORDS).

GOOD LUCK!!!

68

35

PONTIFICIA UNIVERSIDAD CATOLICA DEL ECUADOR
 SEDE - AMBATO
 ESCUELA DE LENGUAS Y LINGÜÍSTICA
 PROGRAMA INGLÉS
 FIRST PARTIAL EXAM
 UNITS 13-15
 ANSWER SHEET

FORMS 3 & 4
 F. C. Sebastian Herrera DATE: _____
 NAME: _____

A. LISTENING COMPREHENSION (15 POINTS)

1. 1. The speaker is a woman who is talking to her friend about her trip to the beach.
 2. 2. The speaker is a man who is talking to his friend about his trip to the beach.

3. 3. The speaker is a man who is talking to his friend about his trip to the beach.

4. 4. The speaker is a man who is talking to his friend about his trip to the beach.

5. 5. The speaker is a man who is talking to his friend about his trip to the beach.

B. GRAMMAR AND VOCABULARY (30 POINTS)

		11. (20 POINTS)
1. a	b	a b c
2. a b	c	2. a b <u>c</u>
3. a	b c	3. <u>a</u> b c
4. a b	b	4. <u>a</u> b c
5. a b	c	5. <u>a</u> b c
6. a	b c	6. a b <u>c</u>
7. a b	c	7. <u>a</u> b c
8. a b	c	8. <u>a</u> b c
9. a	b	9. a b <u>c</u>
10. a	b c	10. a b c

C. READING (15 POINTS)

1. 1. The speaker is a man who is talking to his friend about his trip to the beach.
 2. 2. The speaker is a man who is talking to his friend about his trip to the beach.

3. 3. The speaker is a man who is talking to his friend about his trip to the beach.

4. 4. The speaker is a man who is talking to his friend about his trip to the beach.

5. 5. The speaker is a man who is talking to his friend about his trip to the beach.

his friend

caught the play-fulness of children on paper. In 1977, Shen created one of his masterpieces. It's a paper - cut of many colors that pays tribute to China's late Premier Zhou Enlai.

The design shows a small girl with a tear running down her cheek. She is offering a flower in front of a wreath that honors the leader. This paper - cut is now in China's national gallery.

These days Shen sits in a wheelchair in the home of his brother in Beijing. His illness is starting to cause pain in his hands. But he is still making art. "If an artist wants to bring happiness to people he first should love life. He should have a soul for beauty". said Shen.

MARK T (TRUE) OR F (FALSE). THEN WRITE THE CORRECT INFORMATION OR THE STATEMENTS YOU MARKED F (FALSE)

Shen uses a lot of tools to make his creations.

His designs will appear on the Logo of the Fourth World Conference for Women.

His designs are made exclusively for furniture.

There's one style of paper - cutting in China.

Chinese used other materials before using paper.

WRITING

WRITE A PARAGRAPH ABOUT A BOOK YOU WOULD LIKE TO WRITE ABOUT IF YOU WERE A WRITER. BE SURE TO INCLUDE THE STORY MAIN CHARACTERS, THE STORY, ETC. (USE ABOUT 60 WORDS)

GOOD LUCK!!!

PONTIFICIA UNIVERSIDAD CATOLICA DEL ECUADOR
 SEDE - AMBATO
 ESCUELA DE LENGUAS Y LINGÜISTICA
 PROGRAMA INGLÉS
 FIRST PARTIAL EXAM UNITS 13-15
 ANSWER SHEET

4

EL 4
 MS. 3 & 4
 NOMBRE: Mónica Salazar C. DATE: 21-04-99

LISTENING COMPREHENSION (15 POINTS)

F "Uncle John's Cabin" is a pretty funny cartoon by (a man) -1/2
 T
 F "Uncle Tom's Cabin" author knew a lot about immigrants. -2
 The people feel about the book, that it was the true and reality
 The political party was forgivable. +

GRAMMAR AND VOCABULARY (30 POINTS)

- | I. (20 POINTS) | | | II. (20 POINTS) | | |
|----------------|--------------|--------------|-----------------|--------------|---------------------------|
| a | b | c | 1. | a | b c |
| a | b | c | 2. | a | b c |
| a | b | c | 3. | a | b c |
| a | b | c | 4. | a | b c |
| a | b | c | 5. | a | b c |
| a | b | c | 6. | a | b c |
| a | b | c | 7. | a | b c |
| a | b | c | 8. | a | b c |
| a | b | c | 9. | a | b c |
| a | b | c | 10. | a | b c |

READING (15 POINTS)

T He uses only scissors and a pointed tool
 T
 F Shen's designs often feature animals and childlike people. +
 T
 T

WRITING (20 POINTS)

WRITE THE BACK OF YOUR ANSWER SHEET

II. MARK THE BEST CHOICE

6. The Brontes had -----
- a. ancient streets and ghosts
 - b. a pet dog, grey stones and a house in the country
 - c. sadness, beauty and passion in their lives
7. When you read one of the Brontes' novels you -----
- a. can feel their powerful personalities
 - b. understand it very easily because of the words they used
 - c. have to use a dictionary in order to get the message
8. Yorkshire ----- for the past 300 years
- a. hasn't almost changed
 - b. has changed a lot
 - c. is going to change
9. Bram Stoker got the idea for his book from the -----
- a. ghosts of Haworth
 - b. churchyard in Saint Mary's church
 - c. vampires in Central Europe
10. Dracula jumped to land in the shape of a huge dog when -----
- a. people on a boat recognized him
 - b. he went fishing with some other vampires
 - c. the ship he was in was damaged

D. WRITING

WRITE A LETTER TO DR. SMITH, A COUNSELOR OF AN ADVICE COLUMN IN A NEWSPAPER. TELL HIM ABOUT AN AWKWARD SITUATION OR A PROBLEM 60 WORDS MINIMUM.

GOOD LUCK!!!

C. READING (20 POINTS)

1. F The weather will sit silently in the corner of the ~~old~~ pub
2. T
3. F All dead young
4. T
5. T
6. a b c
7. a b c
8. a b c
9. a b c
10. a b c

D. WRITING (15 POINTS)

When I was ¹⁰ ten years old, my best friend ¹¹ Carolina invited me to her party because she all year made parties for her friends.

The party started at 3 pm and I brought her present at 2 pm.

When I went to the party I forgot the present in the taxi but the worst thing was that I was in my friend's house that moment.

I came back to my house because I was very sad and I ~~could~~ I took a taxi.

When I went to my ~~school~~ school, madame was angry with me.

I feel very sad since that day because she is angry with me now.

I want to explain her but I can't.

Maria Fernanda

Most Americans stop working at age sixty-five or seventy and retire. Because work is such an important part of life in this culture, retirement can be very difficult. Retirees often feel that are useless and unproductive. Of course, some people are happy to retire; but leaving one's job, whatever it is, is a difficult change, even for those who look forward to retiring. Many retirees do not know how to use their time or they feel lost without their jobs.

Retirement can also bring financial problems. Many people rely on Social Security checks every month. During their working years, employees contribute a certain percentage of their salaries to the government. Each employer also gives a certain percentage to the government. When people retire, they receive this money as income. These checks do not provide enough money to live on, however because prices are increasing very rapidly. Senior citizens, those over sixty-five, have to have savings in the bank or other retirement plans to make ends meet. The rate of inflation is forcing prices higher each year; Social Security checks alone cannot cover these growing expenses. The government offers some assistance, Medicare (health care) and welfare (general assistance), but many senior citizens have to change their lifestyles after retirement. They have to spend carefully to be sure that they can afford to buy food, fuel, and other necessities.

MARK T (TRUE) OR F (FALSE). THEN MAKE THE F (FALSE) STATEMENTS T (TRUE).

America is still influenced by the Protestant work ethic.

American people retire when they are 65 or 70.

All retirees know what to do after they retire.

Employees only contribute a certain percentage to their salaries to the government.

The money senior citizens receive is enough for their needs.

WRITING.

DO MANY TOURISTS VISIT ECUADOR EVERY YEAR? WRITE A PARAGRAPH TELLING ABOUT WHERE THEY COME FROM, WHAT PLACES THEY LIKE TO VISIT?. GIVE DETAILS. USE ABOUT 60 WORDS.

GOOD LUCK!!!!!!

LEVEL 4
FORM I&3

F.C.

NAME:

Edison M. Aguirre

DATE:

18.06.11

A. LISTENING COMPREHENSION (15pts)

1. *True*

2. *False, because he had to repeat and repeat*

3. *True*

4. *False*

5. *Get the feeling, are interested in but the
loop goes*

B. GRAMMAR AND VOCABULARY
(30 pts)

1. (a) ~~ph~~ c (a) b c

2. (a) b c (b) a c

3. a (b) c a a b (c)

4. a (b) c 9. a (b) c

5. (d) b ~~a~~ 10. a b (c)

11. (20 pts)

1. *What is the life style in your country?*

What did they buy for the party?

What were they doing at the moment?

What did you do yesterday?

What is the why in class? What was being?

C. READING (15 pts)

1. *True*

2. *True*

3. *False, because they didn't know how to swim then*

4. *True*

5. *False because the program was interesting and they
and they don't have enough money*

D. WRITING (20 pts)
PLEASE USE THE BACK OF YOUR ANSWER SHEET

And we should not expect the language of India to be exactly like the French language.

There are other attitudes which you will have to develop in order to learn a language successfully. The most important of these is that learning a language requires constant practice. You must not think that because you have seen or heard a word or phrase once or five times, or ten times that you really know it and know how to use it. You must be ready to repeat new lessons again and again until you can really use them, automatically, without having to think about them.

Many students have the idea that if they can memorize dialogues they are learning that language. Learning a language is much more than that. In the early stages of studying a language we must learn to communicate. Language is communication. Students also have to learn pronunciation and grammatical structures and vocabulary of course.

The most important thing of all in learning a language is to have patience. If you keep working steadily, day after day, constantly practicing the language and using it at every opportunity, you will learn to speak a language well.

I. MARK T(TRUE) OR F(FALSE). THEN WRITE THE CORRECT INFORMATION FOR THE ANSWERS YOU MARKED F(FALSE).

1. A person's native language has a great influence on him.
2. All languages work in exactly the same way.
3. One repetition is enough to learn anything.
4. If you memorize dialogues you really learn a language.
5. Patience is important in learning a language.

D. WRITING

CHOOSE ONE OF THESE HEADLINES AND MAKE UP AN INTERESTING STORY ABOUT IT. USE ABOUT 60 WORDS.

- A. MILLIONAIRE KEN TYSON (68) MAURITUS POP STAR KIM BASS (19) WOMAN GAVE BIRTH 3 CHILDREN IN A TAXI.

GOOD LUCK!!!!

F.C.

Oxford University Press, the publishing house which produces the Oxford English Dictionary, has a special department called the Oxford Word and Language Service (OWLS for short). If you have a question about the meaning of a word or its origin, you can write or telephone, and the staff there will help you.

I. MARK T (TRUE) OR (F) FALSE. WRITE THE CORRECT INFORMATION FOR THE ONES MARKED 'FALSE'.

1. There was no town at Oxford before 912.
2. Oxford has always been a wealthy town.
3. The University used to be more important than the town.
4. Oxford is famous for its architecture.
5. Oxford is important for the British motor industry.

II. WHAT'S THE MEANING OF THE FOLLOWING WORDS WHICH WERE IN THE READING?

6. 'Bulldog'
 - a. Name given to the University policemen.
 - b. A type of dog
 - c. A type of hat
7. 'Punt'
 - a. A type of drink at the university
 - b. A type of boat moved by a pole
 - c. A special name for the policemen

III. MARK THE BEST CHOICE

8. The townspeople were made to walk through the town every St. Scholasticas day because -----
 - a. 62 students were killed in 1355 and this was their punishment.
 - b. it's a festival day.
 - c. they wanted the students to leave the city.
9. The Rover Group is a -----
 - a. students grave based in Oxford
 - b. motor company
 - c. special type of industry in Oxford
10. Oxford's wealth decline in the 14th Century because -----
 - a. of the decline in business and a terrible disease that killed many people.
 - b. it was no longer a fashionable city
 - c. townspeople and students did not like each other.

D. WRITING.

WRITE A 60 WORD PARAGRAPH TELLING ABOUT THE BIGGEST LIE YOU HAVE EVER TOLD IN YOUR LIFE. BE SURE TO GIVE DETAILS.

GOOD LUCK!!!

LEVEL 4
FORMS 1, 2

FINAL EXAM
ANSWER SHEET

UNITS 13-15/1-6

- A. LISTENING COMPREHENSION (15 pts)
1. He retired after 35 years of service

2. This man and his wife ~~enjoyed~~ to visit his daughter

3. True

4. Retirement is a new beginning

5. Because her apartment is too big for only the two of them

B. GRAMMAR AND VOCABULARY
1. (30 pts)

1. a b 6. b c

2. a c 7. b c

3. a c 8. b c

4. b c 9. a c

5. a c 10. b c

11. (15 pts)

1. I would have danced with you

2. She said that she hadn't even read for a long time

3. Could you take me home after class please?

4. She should do so if you lent her \$200?

5. Does he have another children?

C. READING (20 pts)

1. There had been a town even before 912

2. F It was passed by the middle of the 14th century

3. T

4. F

5. F The power of the factory is an important part of Britain's history

6. a

b

c

9.

a

b

c

96

Lucia (Nov, Janes
Sept, 3, 1999

29

F.C.

I. MARK T (TRUE) OR F (FALSE). WRITE THE CORRECT INFORMATION FOR ITEMS YOU MARKED F (FALSE).

1. Canterbury is the religious capital of England.
2. In the 12th century King Henry II wanted to give the church more power.
3. Others were jealous of Becket and his relationship with the King.
4. Becket left England at one point because he was scared for his life.
5. Becket was never allowed to return to England.

II. WHAT DO THE UNDERLINED WORDS FROM THE TEXT ABOVE MEAN?

6. A place of pilgrimage
 - a. Religious centre for people to visit.
 - b. Tourist resort.
 - c. A museum
7. Murdered
 - a. Killed.
 - b. The action of eating.
 - c. Injured.

III. MARK THE BEST CHOICE

8. In 1170 Henry was angry with Becket so...
 - a. he sent him away again.
 - b. he ordered that he should be murdered by soldiers.
 - c. Becket was made a saint.
9. King Henry VIII in the 16th Century...
 - a. established his own church of England.
 - b. made the Roman Catholic Church join with the Church of England.
 - c. became the head of both the Roman Catholic Church and Church of England.
10. The Pope's visit in 1982 was important because...
 - a. it showed the unity and understanding between the Roman Catholic and Anglican Church.
 - b. showed the problems and differences that still exist between both churches.
 - c. that the Pope is still head of the Church of England.

D. WRITING.

WRITE A PARAGRAPH TELLING ABOUT WHAT IT IS IMPORTANT TO INCLUDE IN A RESUME OR CURRICULUM VITAE. BE SURE TO MENTION WHY EDUCATIONAL BACKGROUND, WORK EXPERIENCE, LANGUAGES, SKILLS, AND PERSONAL QUALITIES ARE IMPORTANT. USE ABOUT 60 WORDS.

G O O D L U C K ! !

74.2
you're improving

6

A. LISTENING COMPREHENSION (15 pts)

1. F 1846 ✓
2. F Whashington monument and the Capito (-15)
3. T / false (-3)
4. 50 museum (-3) Design + American Indian
5. Technology cross the country (-2) (Institute the tecnology the Julia)

B. GRAMMAR AND VOCABULARY

I. (30 pts)

- | | | | | | |
|--|-------------------------------------|-------------------------------------|---|-------------------------------------|---|
| 1. a | <input checked="" type="checkbox"/> | c | 6. a | b | <input checked="" type="checkbox"/> x a |
| 2. a | <input checked="" type="checkbox"/> | c | 7. a | <input checked="" type="checkbox"/> | c |
| 3. <input checked="" type="checkbox"/> | b | c | 8. <input checked="" type="checkbox"/> | b | c |
| 4. a | b | <input checked="" type="checkbox"/> | 9. a | <input checked="" type="checkbox"/> | c |
| 5. <input checked="" type="checkbox"/> | b | c | 10. <input checked="" type="checkbox"/> | b | c x b |

(-6)

II. (15 pts)

1. If I had much money
2. She said that I ^{we had} have to study for the exam. (-1)
3. ^{let} you did talk in class. (-2)
4. Can you ask John ~~that~~ ^{he met her} where did ^{he} meet? (-2)
5. where did you ^{find} found this lovely dog? (-1)

C. READING (20 pts)

1. T
2. F During the 12th century, King Henry II decided that ^{the crutch had two much more}
3. T
4. T
5. F ~~that~~ ^{he returned to England} Becket was no longer a saint, and ^{his tomb was destroyed} his (-1)
6. b c 9. b c
7. b c 10. b c
8. a c

Good

D. WRITING (20 pts)

PLEASE USE THE BACK OF YOUR ANSWER SHEET