

Running Head: CHARACTERIZATION OF ERRORS IN ENGLISH WRITING

CHARACTERIZATION OF ERRORS IN ENGLISH WRITING IN 11th
GRADE OF LICEO CENTRAL DE NARIÑO HIGH SCHOOL

By

Jonny Luvinkan Tobar Cerón

Submitted to the School of Human Sciences in partial
Fulfillment of the requirements for the Degree of B.A in
English and Spanish program
Linguistics and Languages Department

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RESUMEN

La caracterización en esta investigación se centra en la tipología del error en la escritura. En sí, es la descripción del error considerado como la desviación de la lengua de estudio. El tipo de caracterización se proporciona directamente y se basa en datos cuantitativos que permiten proporcionar información explícita sobre este problema.

Teniendo en cuenta la forma que presenta el error, tales como de tipo y nivel, y la posibilidad de afectar las categorías gramaticales, se llevó a cabo una descripción clara del error presente en la composición escrita de los estudiantes de undécimo grado de una institución educativa de la ciudad de Pasto.

ABSTRACT

The characterization in this research paper focuses on the typology of the error in writing. In itself, it is the description of the error considered as the deviation of the target language. The type of characterization is given directly and based on quantitative data that allows to give explicit information about this problem.

Taking into account the form error presents such as type and level, and with the possibility of affecting the parts of speech, a clear description of the error present in the students' written composition of eleventh grade of an educational institution of the city of Pasto was carried out.

Key terms: Error, frequency, Characterization, Writing skill

**CHARACTERIZATION OF ERRORS IN ENGLISH WRITING IN 11th
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CHAPTER I: INTRODUCTION TO THE STUDY

1. Introduction

Chained to today's world rhythm, and as tool of the Internet, English is the most common language around the globe. In fact, The Harvard Business Review (2012), reports that there are about 1.75 billion people that speak English. Furthermore, this language is used in important fields of knowledge, particularly in education, technology and science (Baker, 2006). Also, it gives people wider access to information of books, academic journals, blogs, and websites which are mostly written.

Generally, the competences to be developed when learning English are listening, speaking, reading and writing; thus, in many countries, education has undergone some changes that have to do with the development of new tendencies in English learning and teaching processes. Nevertheless, the kind of level of English in Colombia reflects poor performances especially in the writing skill due to an inadequate response to the needs of public literacy instruction (Gill, 2016).

That is the case with the Saber 11 Tests, which are mostly aimed at reading comprehension and not text composition, leaving aside the preparation of students in writing skills in classrooms. Accordingly, it can be said that errors in English writing are inevitable, but some conditions allow this to prevail. Richards et al. (1992) explain that for non- native English learners, the writing process tends to be influenced by factors that could either affect or facilitate

that process. In addition, this author refers to the negative transfer to explain that the use of a native language pattern or rule leads to errors in writing. Hence, the error in terms of category and frequency will be determined in this paper which elements are framed in the needs of this study.

1.1. Research problem

There are different causes that allow the presence of errors in writing. One of these is the influence of the L1 -in this case, Spanish- on learning the L2 - English -. When learning a second language or a foreign language, learners face difficulties in terms of sounds, vocabulary, structure and grammar. According to Rustipa (2011), these difficulties are understandable because the apprentices have already acquired their language. He explains that learners transfer language habits within the second which causes most oral and written errors.

This problem persists due to the lack of adequate strategies that allow the error treatment in writing English, which must be adopted by students and teachers. Those techniques would be based on the focus of errors and early and effective feedback. Teachers must control and observe all the exercises proposed in the classroom in order to anticipate possible errors that will appear and clarify them from the beginning. Besides, teachers must extract the detected errors, analyze, and explain to the students in order to prevent them from being committed again. In general, this research will show current information of errors in written composition in classrooms.

1.2. Research question

How are errors characterized in 11th grade of Liceo Central de Nariño High School in terms of grammatical categories and frequency of occurrence?

1.3. Objectives

1.3.1. General objective.

To categorize and describe the errors in English writing in 11th grade of Liceo Central de Nariño High School.

1.3.2. Specific objective.

- To determine the frequency of errors that students make in writing.

1.4. Justification

This research is developed because until now it is not well known is what aspects students in 11th Grade of Liceo Central de Nariño High School are failing when writing in English, for elucidating what treatment can be given contributing to the study of contemporary errors and new ways of coping or mitigating them. It is also necessary to concentrate the effort of correcting and presenting proposals for tending to solve the most common errors. For this reason, it is necessary to carry out an investigation that allows the academic community to know where the greatest number of errors are committed, both in areas of frequency and categories.

Besides, this paper is developed after observing numerous cases of errors in English writing of students in classrooms in the year 2018. Hence, the necessity to perform an updated study of this phenomenon to counter the error in the writing skill, allowing the teachers and the students to

find a contemporary method directly related to their environment.

Conducting studies on this type of phenomena at the present time and in a closer context, it could be detected its evolution and to keep control of the error in English present in the written production and submit it to a progressive reduction. Also, this paper is developed with the purpose of motivating researchers to use this resource as part of their research material to analyse, develop and create the necessary instruments that allow the educational community to implement new trends that seek to solve especially the problems that concern our region regarding the treatment of the error in the written production of English.

1.5 Limitation

One of the possible limitations is the objection of the principal of the high school for collecting the data required for this research. The Principal could have a preventive attitude in the sense of avoiding that external factors to know the student's academic performance inside the high school.

1.6 Definition of terms

1.6.1. Writing skill.

As is known, in academic spaces writing is developed for school and professional audiences using formal language, and in most cases in essay format using APA standards when documentation and attribution of other authors is required. The compositions are expected to have a thesis statement, main ideas, topic sentences, controlling ideas and supporting sentences which information must be written or expressed in paragraphs, forming a structure that contains intro, body and conclusion; this, so that the particular characteristics of the written composition

are of unity, cohesion, sentence structures and punctuation.

However, applying this formula presents many stumbling blocks for students, especially when the written composition aims certain objectives. According to Nikitina (2012), the success in writing skills obeys the way in which the written composition is developed taking into account three contextual areas such as the purpose, the subject and the type of audience. Nikitina argues that the writings are part of its authors and through their literary descriptions they should captivate the readers and help them imagine the scene and thus, maintain interest and motivate the action. The writer must have the ability to bridge over the gaps between the reader and the content.

1.6.2. Error in writing.

Unlike the *mistake* that is done once by accident even when the student understands the grammar, the *error* is the action repeated again and again because the student does not understand the grammar. Additionally, the error can be the result of the interference from the first language (Gramley & Gramley 2008). Pascante and Samson (2017), highlight the importance that errors should be corrected with guidance or help because they cannot be recognized by the learner. Kanyakorn et al. (2017), grouped the types of errors into certain categories and levels: The first group corresponds to types of errors, which include additions or omissions in writing, order or word substitution. The second group corresponds to the error levels, which can be found according to the phonology, grammar, lexicon or speech; and finally, the stages of errors, which define the scope of the desired English from the prevalence of errors or the progressive suppression of these.

1.6.3. Text composition.

The circumstances and things the word *composition* means are varied. Taking into account also the parameters of the previous term, a group of rules has been established for the development of poems, dramatic works of fiction or prose, personal narratives or essays. For example, the P.O.W.E.R.S. Process is an organized step by step for writing improvement coined by Young (n.d.), that focuses on overcoming difficulties for text composition. P.O.W.E.R.S. stands for (1) Pre-writing, (2) Organize, (3) Write, (4) Edit, (5) Revise, and (6) Share; that is, to discover the right topic, to understand the parts of the composition; then to write a first draft for choosing or deciding how to pave the path of the written composition; and finally, a job of polishing to be shared with the audience.

1.6.4. Brainstorming.

Arivanathan (2015), defines brainstorming as the strategy used to generate a certain amount of ideas to solve a given trouble, adding an important feature such as innovation. Since Brainstorming strategy was introduced by Alex Osborn, an American advertisement company manager in 1938 (Abdullahi, 2015), numerous variations of this strategy have been developed to best results.

As a strategy of free performance (Jossey-Bass/Pfeiffer, 1998, p.1), the generation of ideas that brainstorming implies, allows the student to work individually or collectively in the classroom based on a particular question or problem to generate ideas; or vice versa, the teacher initially presents the ideas and asks the student to find an answer, among many other possibilities of developing this method. (Arivanathan, 2015).

1.6.5. Language transference.

This is a phenomenon characterized by the existence of a cross-linguistic influence when writers apply elements or knowledge from a native language (L1) to a target one (L2) (Gass, 1980). When similar elements that do not present confusion in L1 and L2 are transferred, it is considered a positive transfer; however, when there are patterns of error that lead to confusion, apparently similar elements have been transferred; this is known as negative transfer (Shatz, 2017).

1.6.6. Grammatical category.

There is a broad group of grammatical categories and sub categories in the linguistic field. In fact, Nordquist (2019) states that there are no possible definitions about, but relates this concept to parts of speech according to the way they work in the English language. However, he makes a slight signaling and states,

a grammatical category is a class of units (such as noun and verb) or features (such as number and case) that share a common set of characteristics. They are the building blocks of language, allowing us to communicate with one another. There are no hard and fast rules for what defines these shared traits, however, making it difficult for linguists to agree on precisely what is and is not a grammatical category (p. 01).

Accordingly, for this research paper, the most important grammatical categories will be taken into account to identify denotations of actions such as verbs, denotations that identify entities such as nouns, those that denote states such as adjectives, the ways denoted in adverbs, and the prepositions denoting location.

CHAPTER II: REVIEW OF LITERATURE

2. Antecedents

Several kinds of research had been developed related to errors in writing production, some of them outdated or do not represent real conditions of students in High schools in Pasto. This initiative of researching this information gap allows to start the search for new data to uncover a recent reality with quantitative figures and elements.

The information and data obtained in the studies were collected *quantitatively* and *qualitatively*. Most authors used qualitative methods using surveys, interviews and written tests, psychological factors, analogies and associations between L1 and L2, among others. In search of closely related studies, ten articles were reviewed of which four are international, three are national and three are local. These articles aimed to study the error from different perspectives when writing.

In the international field, writing errors occur in terms of competence, planning, interference and exposure. Hidayah (2013) proceeded with quantitative research with which he could establish that factors such as lack of competence and knowledge of grammar made the L2 learners overgeneralize English structures for the inadequate exposure to the target language provoked errors in writing, and the influence of 'loan words' joined the different reasons inherent to the difficulties of writing English. For Sumipo (2019), the drawbacks in writing were presented because the L2 learner never undergoes the process of writing such as pre-writing which would have given them ample time to brainstorm for planning what they will write about and how to write about a given topic. His quantitative and qualitative research managed to

establish that the learners avoided complex writing structures because they were confused with the characteristics of the topic. On the other hand, Guerrero and Moreno (2017) in a qualitative analysis of linguistic interference could determine that interference (negative) can harm writing and create difficulty during the process. In contrast, the (positive) transfer shares similar linguistic elements that help to communicate orally or in writing.

It was also established that the negative transfer is more evident in the process of writing in a second language, especially in the early stages and that it decreases as the student develops more familiarity with the second language. Hence, they suggest that writing activities should be developed based on age, the affective factor, and the positive and negative interference of the mother tongue to optimize the writing of the new language. May (2013) acknowledged that writing is a difficult skill for native and non-native speakers alike, since writers must balance multiple topics such as content, organization, purpose, audience, vocabulary, punctuation and spelling. In her qualitative research it could be established that the little background, knowledge or influence from reading stories, novels, essays, poetry, etc. provokes the common mistakes in punctuation marks, grammar, coherence on structuring their piece.

The authors of the national articles present different arguments related to purpose, confidence and evolution in writing. For Cadavid and Arboleda (2009), their qualitative research allowed them to establish these findings are in the line of previous studies which suggest that low-level proficiency can be gradually reduced in writing by offering L2 learners a clear purpose to write, choosing topics from their daily life, and guiding them through their writing process.

Also, their research showed that the ability to compose written texts improved in the degree to which the L2 learners acquired more confidence and were given more tools for a better

approach to the process. On the other hand, the objectives of a correct writing do not turn towards a training of students so that they stop making mistakes, but to focus on students see the writing of English in a constructive way, thus consigning ideas on paper for creating positive, risk-friendly learning environments, encouraging students to take risks and to accept errors with patience and humor (Giraldo & Perry, 2008). Arteaga (2015) developed quantitative research in terms of grammar, organization, use, structure and category through several stages of writing with a genre-based approach regarding the production of business-related formal texts.

His research showed that students comprehended that genres have certain patterns and structural traits for efficiently communicate their message to a target audience. A positive balance was presented thanks to the effectiveness in written productions of two units that were didactically tested in two moments evaluating the students' performance in a pre and post stage.

The local researches presented significant results in which the interest, the integration of skills and the use of new technologies were effective for an adequate evolution in writing composition. Calvache and Revelo (2006) made a pedagogical proposal especially with writing activities using imagery, detection of mistakes in sentences, analytical criterion and writing production so that the students were able to answer questions with Likert scales to know their achievements. The application of this quantitative and interpretative proposal allowed to know that English language has a big acceptance among high school students due to globalization and new technology, and demonstrated the students' preference for learning to write in English especially for traveling and wishes to excel abroad. Gustin (2014) affirms that writing strategies, discussed in his paper, are a feasible resource to enhance the development of the speaking skill. The results showed that the integration of writing and speaking is not only innovative but also

highly recommended to promote communication for its many advantages and the useful activities that can be developed. Noguera (2015) through a qualitative method presented his proposal based on the use of three blogs per student with which he could demonstrate that there was significant progress in the writing of English by the L2 learners. This thanks to the use of technological tools that allowed online feedback. Promoting written production activities through the blog in three stages, progress was evidenced in terms of grammar and vocabulary.

Other reviewed articles allow us to know what kind of procedures have been carried out to obtain data regarding the error in writing. Corder (1974), observed an important interest of researchers in the analysis of the error, so he proposed a method ordered in five steps to achieve this objective.

The first step to perform is a collection of a sample of learner language, in which the number of participants in the research is defined, whether massive, with a large number of participants, specific, when the number is limited, or incidental when the participation is limited to a single individual. In the second step, it is defined if the data were related to error or mistake. Third, the error caused by either interference of the L1 or alteration of meaning is described. The following steps are carried out in the framework of qualitative research in which an explanation of the error is made, either by interference from the language or unique errors that are caused by creative construction. As a fifth step, the evaluation of the error with categories that include comprehension, seriousness and naturalness, in which global or local errors are highlighted in the sentence.

After doing a review of the literature, it was found out that several investigators have emphasized the need to study the students' errors in the written language because it will help

teachers know students' difficulties on writing. Moreover, it will aid in the adoption of appropriate teaching techniques to correct and lessen errors in the students' written production.

CHAPTER III: METHODOLOGY

3. Design

This is an exploratory quantitative research study which tries to recognize and isolate specific variables to characterize errors that could be identified and measured.

3.1. The sample

This type of study explored at a specific time a particular group of students for which purpose, the learners involved were 20 teenagers, eight men and twelve women from 15 to 17 years old from the Institución Educativa Municipal Liceo Central de Nariño, a Statal high school located in Pasto's downtown. These students speak Spanish as mother tongue and come from a population of low strata.

3.2. Instruments

For this research a single opened-ended question was used: "*what did you do last week?*". The participants were asked to answer this question in a worksheet in their own words, writing a paragraph of ten lines allowing total freedom in the response. This worksheet explains clearly that the activity aims at first brainstorming and then presenting a well-structured paragraph. Schuman & Presser (1996), argue that opened questions can inspire creativity, self-expression, and richness of detail; also, respondents feel more comfortable answering because there is often no right or wrong answer.

3.3. Procedure

Because it was not required a control group or an experimental group, the data was taken from an intact group in which the subjects were not manipulated. For developing this study, it was required a group of twenty students from a high school. To achieve this goal, it was necessary to carry out the procedure mentioned below.

3.4. Permission

It was necessary to have the authorization of the Principal of the school to develop the activity in a group of eleven grade, for which an endorsement and allocation of a schedule and date were requested. Also, the board of the institution knew in advance what type of question would be addressed to the students for their approval or improvement.

3.5. Instructions

Once the development of the activity was authorized, the test was applied in the assigned classroom and time. During the first minutes, the students learnt in their mother tongue the goals and procedures. Then the worksheets were distributed to answer the open question. First, there was a general reading of the document, where the steps to be followed were also clearly explained. In the same way, the doubts that the students presented could be solved before starting the activity.

3.6. Application:

To complete the activity, it was established that the question could be answered in thirty minutes, considering that the students were allowed to brainstorming in the same worksheet as the first stage; then, they were able to make the written composition in ten lines.

3.7. Data analysis:

For this exploratory case study, the characterization of the most common errors in writing compositions is illustrated in tables and figures, taking into account four important aspects, namely:

- type of errors in terms of addition, omission/deletion, substitution, and ordering/reordering
- Levels of errors such as lexicon/vocabulary, orthography and grammar/syntax
- Grammar categories or parts of speech
- frequency of occurrence of the error in written composition

CHAPTER IV: ANALYSIS OF RESULTS

4. Characterization of errors

The characterization of errors was feasible with the revision of the written composition made by the twenty eleventh grade students, whose last degree of schooling was taken into account so that the information obtained was reduced to the most important types and levels of error present in the grammatical categories of the parts of speech. The charts below present their equivalent in standard written English. The main requirement for the students' personal written composition was to write in *simple past tense*.

4.1.1. Addition.

No.	Erroneous sentence	Correct equivalent	Level of error
01	I DO YOU go TO swimming	I went swimming	Grammar/syntax
02	I DO watch TV with my family	I watched TV with my family	Grammar/syntax
03	THE last week, ...	Last week, ...	Grammar/syntax
04	Then, I watch TV LATER	Then, I watched TV	Grammar/syntax
05	I PUT DOING homework	I did homework	Grammar/syntax
06	I last weekend, I...	Last weekend, I...	Grammar/syntax
07	...and go TO THE home	...and I went home	Grammar/syntax
08	...and eat AN pizza	...and I ate pizza	Orthography
09	I last week, I was studying	Last week, I was studying	Grammar/syntax
10	...me and my girlfriend go to eat a HAMBURGESA	...my girlfriend and I went to eat a hamburger	Grammar/syntax
11	I gone to visited TO my grandmother	I went to visit my grandmother	Lexicon/Vocabulary
12	READED a book called "Write is beautiful?"	I read a book called "Write is beautiful?"	Grammar/syntax
13	...and watch A some OF THE television	...and watch little television	Grammar/syntax
14	THE last week I go to STUDIED...	Last week, I went to tudy...	Grammar/syntax
15	...and eated in the restaurant	...and ate in the restaurant	Grammar/syntax
16	Worked after OF school	I worked after school	Grammar/syntax
17	-I way in the PARCK	I walked in the park	Orthography

4.1.2. Omission / deletion

No	Erroneous sentence	Correct equivalent	Level of error
01	The last week have the study every day	Last week, I had to study every day	Grammar/syntax
02	... and afte play games	...and after, I played games	Grammar/syntax
03	I'm not good study math	I'm not good at studying math	Lexicon/Vocabulary
04	Enjoy my PLAY futball	I enjoyed my football game	Grammar/syntax
05	Play soccer and basketball	I played soccer and basketball	Grammar/syntax
06	I am study	I was studying	Grammar/syntax
07	In the afternoon go to the practices	I went to the practices in the afternoon	Lexicon/Vocabulary
08	Last week in the mornings study	Last week, I studied in the mornings	Lexicon/Vocabulary
09	I las week...	Last week, I...	Orthography
10	Usually the weekend share with family	I usually share with my family on weekends	Grammar/syntax
11	The weekend I go out to walk with my family	At the weekend, I went out to walk with my family	Grammar/syntax
12	The weekend I leave with my boyfriend	At the weekend, I went out with my boyfriend	Lexicon/Vocabulary

4.1.3. Substitution

No.	Erroneous sentence	Correct equivalent	Level of error
01	I share time with YOUR family an my girlfriend	I shared time with my family and my girlfriend	Grammar/syntax
02	To play ON the cat	To play with the cat	Lexicon/Vocabulary
03	ENTER classes	To attend classes	Lexicon/Vocabulary
04	I WAY in the parck	I walked in the park	Lexicon/Vocabulary
05	Enjoy my PLAY futball	I enjoyed my football game	Orthography
06	I'M dinner at...	I had dinner at...	Lexicon/Vocabulary
07	The weekend to LEAVE dance	At the weekend, I went out to dance	Lexicon/Vocabulary
08	In the TRADE I had practices OF MY technician	In the afternoon, I had practices with the technician	Lexicon/Vocabulary
09	SHOPPING A shoes	Buying shoes	Lexicon/Vocabulary
10	GONE to cinema with a friend	I went to the cinema with a friend	Lexicon/Vocabulary
11	The weekend I LEAVE with my boyfriend	At the weekend, I went out with my boyfriend	Lexicon/Vocabulary
12	I GONE to school in the afternoon	I went to school in the afternoon	Lexicon/Vocabulary
13	I help my sister with YOURS homework	I helped my sister with her homework	Lexicon/Vocabulary
14	I go visit my grandmother in YOUR home	I went visit my grandmother to her house	Lexicon/Vocabulary

4.1.4. Ordering / Reordering

<i>No.</i>	Erroneous sentence	Correct equivalent	Level of error
<i>01</i>	I last week play with my cat	Last week, I played with my cat	Grammar/syntax

4.2. Statistical data

4.2.1 Error frequency

Table 1: Error frequencies for types of error

Error form	Frequency	Percentage
Addition	<i>17</i>	<i>38,63</i>
Omission/deletion	<i>12</i>	<i>27,27</i>
Substitution	<i>14</i>	<i>31,81</i>
Ordering/reordering	<i>01</i>	<i>02,27</i>
Total	44	99,98

Table 2: Error frequencies for levels of error

Error level	Frequency	Percentage
Orthography	<i>04</i>	<i>09,09</i>
Grammar/syntax	<i>23</i>	<i>52,27</i>
Lexicon/Vocabulary	<i>17</i>	<i>38,63</i>
Total	44	99,99

Table 3: Error frequencies for Grammar category

Parts of speech	Frequency	Percentage
Noun	<i>04</i>	<i>05,88</i>
Pronoun	<i>07</i>	<i>10,29</i>
Verb	<i>39</i>	<i>57,35</i>
Adjective	<i>05</i>	<i>07,35</i>
Adverb	<i>06</i>	<i>08,82</i>
Preposition	<i>07</i>	<i>10,29</i>
Conjunction	<i>00</i>	<i>0</i>
Total	68	99,98

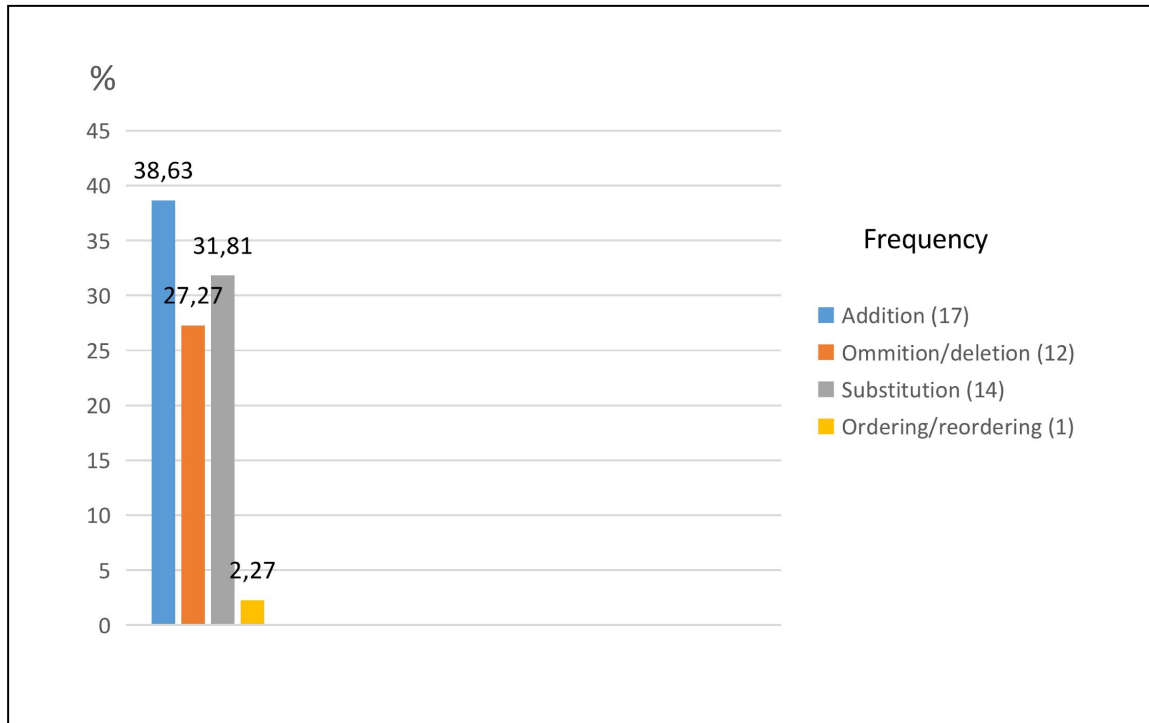
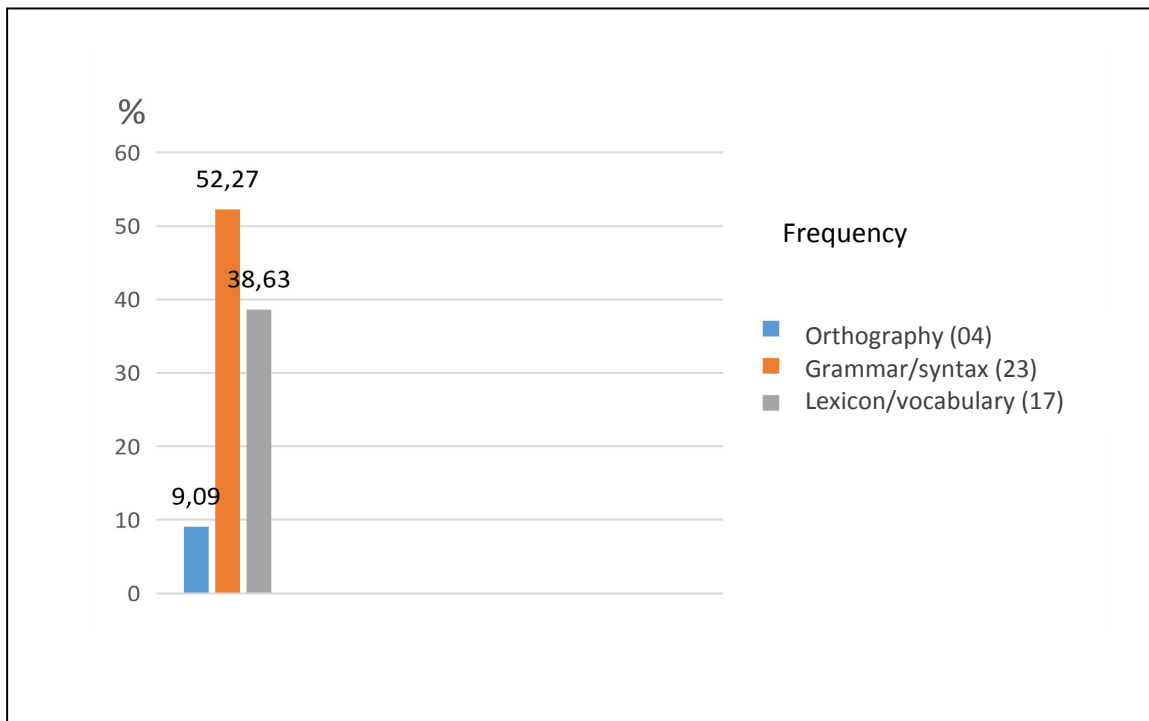
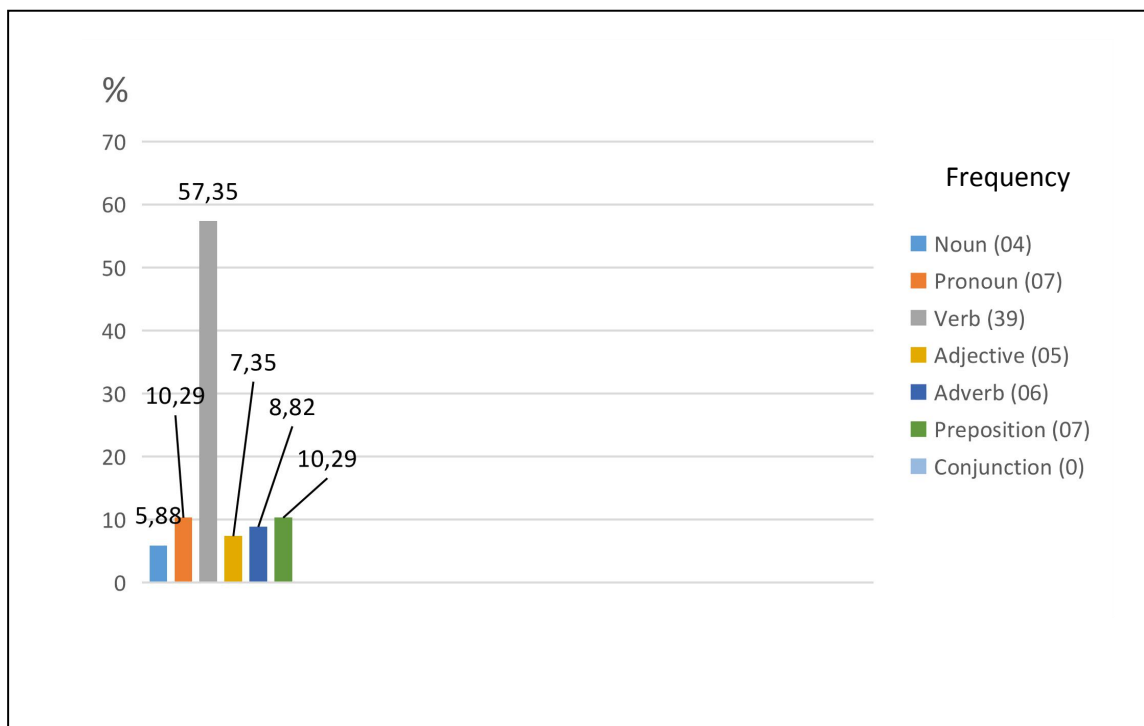
Figure 1: Graphic presentation of error frequency for types of error**Figure 2: Graphic presentation of error frequency for three main levels of error**

Figure 3: Graphic presentation of error frequency for parts of speech

4.3. Discussion of findings

The tables and figures allow us to clearly visualize the prevalence of the error in each case, as well as the performance in the creation of the written composition of students. The three figures show the type of error, the level, and the frequency of these in the parts of the speech; which, has allowed us to corroborate, according to the first figure of types of error, the prevalence of cases of addition that Hydayah (2013) already evidenced in their studies due to the over-generalization of English structures, being more vulnerable to it according to their competence and grammar knowledge. The high degree of production of errors could be evidence of great difficulty for students in a written composition that prevents the elimination of gaps between the content and the reader as mentioned by Nikita (2012).

On the other hand, figure 2 shows us the frequency of the error when it is manifested according to three important levels, the grammatical forms next to the syntax being the biggest problem facing this group of students. Also, the vocabulary and the lexicon present important numbers, in which May (2013) had evidenced in their studies that this phenomenon was due to a lack of background and immersion in reading. In cases of orthography, a shop is evidenced, which can be considered positive since it can be taken as part of learning as it happens in the learning of L1 (Londoño 2008).

In figure 3, we observe the grammatical categories in which greater difficulty is evidenced in the face of verb mastery in terms of time and number. Sumipo (2019) points out the importance of pre-writing that allows the student to generate ideas freely, but despite the free generation of ideas, it has not been taken into account in this case, the important directive to compose in the past tense. Although verbs are necessary in the sentence, conjunctions and prepositions are fundamental to join sentences and achieve cohesion or coherence. There is a coincidence with the arguments of Sumipo (2019), who says that students have a tendency to avoid complicated structures; the reason why the figure shows a minimum of errors as for conjunctions, prepositions, adverbs, and adjectives is for the lack of these and because even, the code of the students in his mother's speech could be restricted (Berenstein, 1961). Personal and possessive pronouns also generated difficulty in the same proportion of prepositions. Thus, the variables of addition, grammar/syntax and verbs must be taken into account to deepen their studies, which can be overcome with more writing activities for better confidence for reducing the error in other variables, to achieve the stage in which the student abide further the error.

CHAPTER V: CONCLUSIONS

Although so far the actual cause that leads students in this particular group to make errors cannot be determined, and how its interaction affects writing performance, it can be hypothesized that the errors characterized in this paper allowed an approach to the reality of the error in this group so that the misguided use of verbs has a predominant role and could be considered as the *mean* of the problematic in this investigation; the student has mechanized the ability to write compositions in the present tense, and they could overgeneralize it to the use of the past tense. The way they composed demonstrates a weak mastery of the basic principles of English grammar, which greatly affected the quality of their compositions.

Even if the errors have an important presence in students' writing, those disclose the intention of the students by expressing their ideas to try to get close the reader, but for its quality and content, the characterization is limited; although, the data is essentially valid for an initial exploration of the error.

5.1. Contribution of the study

This paper has special relevance due to the rapprochement it got from the students and the environment of this particular group of high school level. The theoretical background allowed us to visualize in advance what is the panorama in other regions of the world in the field of English writing and how the error has been tracked. Thus, compared to the quantitative results of this study, the difference is minimal before the others; nonetheless, this paper could encourage future researchers to find the underlying reason that determines the production of the error in the particular cases characterized in this study.

5.2. Further recommendations

The development of writing skills should be much more focused on the classroom to meet the achievements of the curriculum since the prevalence of writing errors affects the development of other language skills. It is considered that the essential findings of this investigation propose a tracking and identification of the error; In addition, it is necessary to give the student adequate information on the necessary guidelines to avoid the error, identify it, and even let them know why these happen.

Based on the findings of this hybrid quantitative method, it is recommended to carry out more research related to this topic including much more critical variables with qualitative scopes in different study environments, and that an important group of researchers manage to design appropriate forms of teaching and learning of writing skill. Regardless of the most common techniques of teaching English writing learned in the academy, a creative spirit must prevail in the teacher to adapt their own strategies since from the practice environments to the area of professional performance in the classroom, a teacher should adopt the measures according to the needs and particularities of the students.

Finally, faced with the apparent zero production of errors, it follows there is no confidence in writing so that the error can be detected in all its scopes and components. Therefore, there must be a substantial improvement in teaching, in which the student is given reasons to write, who must reflect a serious commitment, and the teacher must be the one who changes the student's attitude towards writing with appropriate mechanisms of learning correct English writing.

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APPENDIX A: INSTRUMENT

I.E.M. LICEO CENTRAL DE NARIÑO ESPACIO CURRICULAR: INGLÉS

Fecha: _____

Con el propósito de implementar estrategias metodológicas para el mejoramiento de la producción escrita en Inglés, la siguiente actividad permitirá conocer de forma preliminar las características de la escritura en lengua extranjera de los estudiantes del grado Once _____ de la Institución Educativa Municipal Liceo Central De Nariño.
Esta recolección de datos es totalmente anónima y no compromete la valoración académica individual ni grupal de los participantes.

INSTRUCCIONES: En este ejercicio, cada participante escribe un párrafo de diez líneas en Inglés respondiendo una pregunta, que para mayor comprensión, está escrita en Español y traducida al Inglés. Lea con atención.

EJERCICIO

Responda en inglés la pregunta ¿qué hiciste la semana pasada?, *What did you do last week?*

Procedimiento:

1. En el cuadro No.1 realice un borrador en inglés para estructurar adecuadamente su párrafo.
2. En el cuadro No. 2 presente su párrafo respondiendo a la pregunta en cuestión.

Pregunta: ¿qué hiciste la semana pasada? // Question: *What did you do last week?*

Cuadro No. 1 *Brainstorming*

What did you do last week?

Cuadro No. 2

What did you do last week?

	<i>1</i>
	<i>2</i>
	<i>3</i>
	<i>4</i>
	<i>5</i>
	<i>6</i>
	<i>7</i>
	<i>8</i>
	<i>9</i>
	<i>10</i>