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Spanish Syntax Influence on the Learning of English

Trabajo de titulación previa a la obtención del Título de Magíster en Lingüística Aplicada a la Enseñanza del Inglés como Lengua Extranjera

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Resumen

El propósito de esta investigación es conocer hasta qué punto la sintaxis en español interfiere en el aprendizaje del idioma Inglés en los estudiantes del colegio Miguel Moreno Ordóñez. Se identificaron cuatro errores sintácticos: *Orden de las Palabras*, *Negación, Pluralización y la Omisión del Sujeto*. Para lograr los objetivos propuestos en este proyecto, se realizó un estudio cuantitativo y cualitativo; se aplicaron instrumentos tales como la prueba previa y final de la intervención, un cuestionario a los estudiantes y docentes con la finalidad de conocer si la intervención funcionó o no y determinar los diferentes factores que hacen que los alumnos del colegio Miguel Moreno Ordoñez cometan errores de sintaxis. En base a los resultados obtenidos, se puede concluir que los maestros de secundaria deben enfocarse tanto en realizar actividades de escritura con sus estudiantes en clase así como también en motivar a los mismos a realizar las tareas de inglés en casa. Al hacerlo así, los alumnos mejorarán su sintaxis y el aprendizaje del idioma inglés en general. Para investigaciones futuras, se recomienda incrementar las horas de clase en inglés, por lo mínimo cinco horas por semana, el tiempo de intervención debe ser más de 32 horas, se debe indagar sobre otros errores sintácticos a parte de los mencionados en este proyecto y finalmente se recomienda crear un plan que incluya actividades de corrección de los diferentes errores sintácticos en Inglés realizados por los estudiantes de secundaria.

Palabras Claves: Aprendizaje, Influencia Transversal Lingüística, Sintaxis, Errores.

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Abstract

The purpose of this study is to know to what extent the Spanish syntax interferes in the process of learning English. In this case, four syntactic errors such as *Word Order, Negation, Pluralization* and *Subject Omission* have been identified in the students of Miguel Moreno high school. In order to achieve the proposed goals for this study, a quantitative and qualitative study was carried out. Instruments such as a pre and post-test, and a questionnaire for students and teachers were applied to know if the intervention portion was successful or not and to determine the different factors that cause students of the Miguel Moreno high school make syntax errors. Thus, on the basis of the results, we can conclude that high school teachers must focus on practicing more writing activities with their students in class and on motivating learners to perform English tasks at home. In doing so, students will improve the syntax of the English language and the learning of the foreign language in general. For further research, it is recommended to increase the number of English hour classes, I mean at least five hours per week, to make the intervention last greater than 32 hours, to do research regarding other syntactic errors apart from those mentioned in this study, and finally to create a plan in which activities of correction for the various English syntactic errors produced by high school students might be included.

Key Words: Learning, Cross-linguistic influence, Syntax, Errors.

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DEDICATION

This thesis is dedicated to my beloved family, Diana, Justin and Kerly, who are the main pillar of my life. Without doubt, they have always been my inspiration and energy for accomplishing professional goals like this. Additionally, I express gratitude and love to them for having encouraged me to keep working day after day even when it affected the time I had to spend with them.

Introduction

The following research addresses a problem identified in the students of Miguel Moreno high school. The problem has to do with syntactic errors produced when writing in English, even by students of the third year of bachillerato who are finishing the high-school level.

According to Kester and Gorman (2008), syntactic errors are produced by the cross-linguistic influence that exists in the learning process. In this case, there are syntactic influences from Spanish into English.

Thus, what it is intended in this inquiry is to know how the Spanish syntax, which refers to the arrangements of the words in a Spanish sentence for conveying meaning, influences the learning of the writing skill in English. In short, the intent is to know how Spanish syntax affects the high school students' English writing. In fact, the purpose of this study is to identify the most common syntactic errors students make and possible remedies that can help them overcome these errors.

This project is divided in five sections that give a complete overview about this syntax interference research. The information in it is organized logically to accomplish the objectives proposed in the inquiry.

In the section one, it is significant to include the purpose of this study, which was approved at the beginning of this research. Indeed, this section allows us to have a broad understanding of the problem, research questions, general and specific objectives and the methodology to be considered for this investigation.

The second section concentrates on understanding what is involved in the learning process. Various concepts and important thoughts related to learning are included. Additionally, the term cross-linguistic influence, important aspects related to the influence of L1 into L2, the syntax influence of a language into another, and some previous studies are described in this chapter. Likewise, the term syntax and how it is presented in the English and Spanish language is analyzed and described. To summarize, the four syntactic errors -*word order, negation, pluralization* and *subject omission* - were identified as the main English language errors in the students of the Miguel Moreno high school. The theoretical portion and some related examples are cited in this segment so that one can better understand how Spanish syntax influences into the English language.

The previous section is followed by the methodological segment where quantitative and qualitative methods used for this research are described. Moreover, the participants, the location and procedure of the project are described in detail.

Concerning the fourth section, the results of the intervention are presented. Each finding is organized with its own graphic and according to the order in which every one took place during the research. In fact, it is important to mention that a discussion about the pre and post-test, the questionnaires applied to the students and teachers, and the reactions that occurred during the intervention part is presented. Similarly, the effects and the impact of the intervention are analyzed carefully to determine if it as successful or not with the students that took part in it.

Finally, conclusions and recommendations based on the experience and the results found

during this research are included. Of course, they are presented in accordance to the

objectives proposed at the beginning of this research.

CHAPTER 1: STUDY PURPOSE AND DESCRIPTION

1.1 Background and Justification

According to my own experience as an English teacher, many public high school students of third year of Bachillerato make several written errors even when they have studied the English language for six or more years. Most of these errors are linked to syntax issues since students transfer Spanish structures when writing in English.

Considering the problem mentioned above, I have carried out a study that involves concepts and theories related to the Spanish syntax influence on English learning. It was accomplished to determine first, the most prevalent English syntactic errors that students of third year of bachillerato of Miguel Moreno high school make, second, what factors are part of this interference, and third, the possible positive Spanish syntax influence in the learning of English.

Finally, it is worth mentioning that this study was carried out to make public high school teachers aware that the syntax errors must be corrected from the beginning of the English learning process. Moreover, it was done to improve the English writing in the high school students by using meaningful activities that help them overcome the problem.

1.2 Statement of the Problem

During the learning process of a foreign language, learners may face different difficulties that interfere with an accurate learning of the language. Addressing all the

possible problems is not likely to be done in a single paper since it comprises too much information. Therefore, this research will focus on a difficulty that is strongly related to native language interference into the English learning process: syntax, which refers to the way words are grammatically formed and ordered to form phrases, clauses and sentences (Isackson & Spyridakis, 2003).

Regarding the syntax issue, Krashen's theory states that when learning a second or foreign language, the learner uses the language acquisition devices of their L1 to understand and acquire the rules and structures of L2 (Kiymazarslan, 2002). Additionally, Kester and Gorman (2008) mention that learners of a foreign language use some clues from their mother tongue to express something in the L2 because they have not yet learned the clue system of the second language. This is called *cross-linguistic influence* or *transfer of a language*. Furthermore, Martinez and Ventura (2013) express that from the beginning of the learning process, the majority of the time students rely on the use of their mother tongue in order to improve their skills such as reading, writing, listening and speaking. This is known as the mother tongue's interference in the English language learning. In the same vein, some researchers have argued that a second language learning demands some studies focused on grammatical knowledge. This means syntactic processing that affects divergent constructs in L2, which in one way or another sometimes affect the comprehension of a message (Durgunoglu & Hancin-Bhatt, 1992).

In spite of the findings mentioned previously, studies on Spanish syntactic interference into English are limited. That is why this inquiry will attempt to analyze learners' syntactic errors to define how high school students are influenced by this phenomenon on their English learning process. This research will specifically focus on Spanish syntactic influences on the learning of English.

Finally, once the focus of this research has been described, it is important to mention that the inquiry will be centered on the most notable and predominant syntactic errors made during English writing. By doing so, the present study might allow a clearer vision about the extent Spanish syntax errors interfere and affect English language learning in high school students.

1.3 Research Questions

Learning English might be easier if we were in the environment where it is spoken as a native language; however, as we are in an environment where English is taught and learned in classrooms, there is an interference of Spanish into English at the moment of learning the latter (Policy Research Center, 2010). In other words, Spanish speakers take Spanish syntactic structures at the moment of communicating in English (Kestern & Gorman, 2008). This causes confusion in some cases; on the other hand, in other cases it helps them get confidence for the new learning since the native and target language have some similarities (Arrufat, n.d.).

Therefore, to understand the Spanish syntactic influence into English, this study addresses the following research questions:

1. How does Spanish syntactic interference affect high school students' English writing?

2. What are the most common English syntactic errors produced by high school students?

3. What kind of activities can help high school students avoid the interference of Spanish syntax in English?

1.4 Objectives

1.4.1 General

To determine to what extent Spanish syntax influences students' English writing production.

1.4.2 Specific

1. To identify the dominant syntactic errors made by native Spanish high school learners when learning English.

2. To determine what factors influence the making of such syntactic errors.

3. To determine what Spanish syntactic structures (if any) may affect positively in the learning of the English language.

CHAPTER 2: THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 Learning a Second Language

During the second language learning process, learners may face various difficulties that interfere with an accurate learning of the language. This research is focused on a difficulty that is strongly related to native language interference into the English learning process: syntax, which refers to the way words are grammatically formed and ordered to form phrases, clauses, and sentences (Isackson & Spyridakis, 2003). Before describing this interference, it is important to review what language and language learning are.

Language is a tool of communication that differentiates human beings from other species and, indeed, it can cause either to fall down into the deepest despair or lift us to inspired action (Nath, 2010). Moreover, language can be the tool for great achievement in any discipline a human being wants to pursue. Similarly, in addition of having a first language (L1) as a general tool of communication, human beings might experience a second language that can be acquired or learned.

Based on the previous fact, the Second Language Learning (SLL) process can be defined as the learning of any other language at any time and any level, but produced after the acquisition of the first language (Mitchel, Myles, & Marsden, 2013). In other words, learning a second or foreign language might take place after the first childhood stage since native acquisition occurs first. Additionally, according to Krashen's proposals, learning a

language might be either a conscious or an unconscious process. This refers to formal and informal learning. Formal learning relates to the fact that a learner obtains the language in the classroom following grammar rules and practicing to master it. On the other hand, informal learning refers to people who acquire a language in the community with no rules to be followed, which means it takes place in a spontaneous way.

2.1.1 The Influence of L1 into L2

Now that the term Second Language Learning has been defined, it is time to mention how the learning of a foreign language is influenced by L1 and what aspects relate to this influence during the written production. Indeed, this is the starting point to understand how different syntactic errors are produced in the process of foreign language learning.

Regarding the influence produced by L1, Xiangui (2005) expresses that there are different opinions and thoughts stated by diverse linguists who define, according to their principles, how the second or foreign language learning process occurs.

To illustrate the previous detail, one of the most important linguists named Frederick Skinner, in one of his works, *The Behaviorist Theory*, holds that L2 learners usually keep habits from L1. In short words, it is a process of L1's habits transferring into L2's habit formation. Of course, when there are some similarities between L1 and L2, the process becomes easier, but when there are differences, the process is quite difficult, leading to students making errors. This is what researchers call positive and negative transfer (Xiangui, 2005).

Following the same track, another important linguist, Noam Chomsky, expresses that human language is like a variation of a single theme. Thus, he proposes a theory called *Universal Grammar* in which he affirms that all human beings inherit a set of abstract principles and parameters that make human language similar or different from one language to another. In this way, all languages possess principles that are unvarying and apply to all natural languages.

Concerning the parameters Chomsky mentions, these have a limited number of open values that makes languages different from one another. Moreover, the term parameters has been re-conceptualized following Chomsky's minimal program. Based on this, he explains that the core of the human language is the *lexicon* that is divided into two kinds: lexical categories and functional categories (Mitchell, Myles & Marsden, 2013).

The lexical categories are the content words such as verbs, adjectives, adverbs, and nouns, and the functional words refer to grammatical categories such as determiners, pronouns, conjunctions, prepositions, interjections and auxiliaries, or modals and helping verbs.

Thus, parametric variations, which refers to the variations that exist in structure from one language to another, are found in the lexicon, especially within functional categories, making so various surface differences from one language to another in the sense of syntax; this specifies how words can be combined to form syntactic units and a universal inventory of features (Mitchell, Myles & Marsden, 2013).

Additionally, Chomsky explains that as the lexical and functional categories are part of the UG of a child's innate language, then, a foreign language learner should identify the categories that are needed for the learning of L2. For example, an English speaker needs to use the "S" form when he talks in present and in third person, but in Spanish it is not needed. Similarly, when a Spanish speaker uses the simple past, all verbs are in past and there is not difference between regular and irregular verbs. On the other hand, in English, people must know when the verb is regular or irregular. But, in spite of presenting some differences between L1 and L2, a foreign language learner might take some lexical and functional categories via transfer from L1 to L2 in order to make the learning process more meaningful and easier (Mitchell, Myles & Marsden,2013).

Finally, according to Chomsky, UG is the base that a learner might take in order to be successful in the learning of a second language because it has its linguistic parameters and principles that can be used in L2. Then, firstly, all principles that referred to structure and relationship between elements of a sentence such as words and morphemes, and parameters, should be well activated in L1 to easily activate them in L2. This fact encourages enabled L2 researchers to talk about transfer or cross-linguistic influence in the L2. Moreover, according to Chomsky, human beings are born biologically equipped with a language and this inborn mechanism facilitates the learning of a second language (Nath, 2010).

As we can see, the theories described above have different perspectives related to language learning. In fact, both of them are focused on how learning occurs and how L2 might be influenced in the process of learning. Therefore, this will be a guide for the present research problem in the public high school Miguel Moreno Ordoñez, which is L1´s syntax influence on the English learning process.

In addition of having an idea about what encompasses the L2 learning, it is worth mentioning some important aspects that impact the learning of L2. Of course, these aspects will help readers have a clearer notion about the interference of L1 into L2 and reasons the errors are produced during the second language learning.

2.1.2 Aspects Related to the Influence of L1 into L2

When learning a second or foreign language, there are different influential aspects that either help students generate a fluent language or make them produce different kinds of errors, including the syntactic ones in the written production. For this reason, it is significant to make a short review about each one of them.

2.1.2.1 Cross-Linguistic Influence or Language Transfer

Concerning the first aspect, the terms *cross-linguistic influence or transfer of a language,* which have been already mentioned in the previous section, are taken as synonyms in this research due to the fact that this inquiry encompasses both sociocultural and sociolinguistic influence in L2 learning. Furthermore, in this case there is no difference

between these two terms because this study is focused only on two languages, Spanish and English. Indeed, it is important to clarify how these two terms are going to be used in this research since there are researchers that define them in a different way (Nuñez, 2013).

Kester and Gorman (2008) mention that learners of a foreign language use some clues from their mother tongue to express something in the L2 because they have not yet learned the clue system of the second language. Likewise, Martinez and Ventura (2013) express that from the beginning of the learning process, most of the time, students count on the use of their mother tongue in order to improve their skills such as reading, writing, listening, and speaking. This is known as the mother tongue's interference in the second language learning.

Similarly, Martinez and Ventura (2013), in their research done at the University of El Salvador, state that when learning English as a foreign language, it seems to be usual that most of the time students use their first language in order to reach an effective communication in the second one; then, this makes learners follow and accommodate the same syntactic patterns in both languages. Hereafter, the importance of cross linguistic influence in the learning process seems evident.

In addition, Kresic, Gulan, Batinic and Malenica (2012) have stated a short definition about transfer from L1 to L2:

> The word cross linguistic influence or also called transfer is used to describe the
>
> often unconscious, but potentially conscious cognitive process of applying the

knowledge of previously learned language in using a later acquired language. In fact, after the acquisition of the first language, every language learning process builds on prior linguistic knowledge and competence. Cross linguistic influence is currently investigated as an important psycholinguistic phenomenon in second language acquisition which is itself influenced and shaped by language-specific factors, contextual factors, and other kinds of factors (para.1&2).

After reviewing different definitions of the term, it is considerable to say that transfer or cross-linguistic influence is more prevalent in the L2 writing since in this productive process, it works as a learning device and as a tool for solving communication problems. This means that when learners try to compose a piece of writing, they might use transfer as a tool to learn or a means to convey meaning clearly. Thus, they are able to communicate something even when some errors might be present on their writings (Nassaji & Karim, 2013).

Additionally, transfer is used mostly in the writing part because many writing strategies are similar in L1 and in L2. In fact, when L2 learners use their L1 strategies, they try to compensate some deficiencies in the L2 knowledge. Indeed, this happens most on adult learners because they have more complex ideas to convey in their writings. One of the reasons for this transfer is due to the shortage of the target language knowledge that pushes them to rely on the L1 to express their ideas (Nassaji & Karim, 2013).

Similarly, L1is not used only to compose but also to reduce complexity of the L2 writing task. For example, the learner might use the native language to plan and organize ideas by talking to himself or herself in the L1 or by getting engaged in various forms of L1 private speech. So the use of L2 can be more manageable and the effects might be positive on the learner's writing production (Nassaji & Karim, 2013).

With regards to the positive effects, these are related to the similarities that exist between the two languages. For example, in the case of English and Spanish, at least thirty to forty percent of English words are cognates related to Spanish ones. This means that many words have similarities in meaning, spelling and pronunciation in the two languages; for example,

English	Spanish
Natural	natural
Nectar	nectar
Metal	metal
Million	millón
Radio	radio
Reunion	reunión
Sofa	sofá

Triple   triple (Calderon, M. et al., 2003)

Another positive effect is the syntactic patterns that exist between English and Spanish. Indeed, these patterns can help learners to acquire the language easily. To illustrate this fact, the most common syntactic similarities are the following ones:

- In English there are nouns that end in –nce and Spanish nouns that end in -ncia.

English	Spanish
Conference	Conferencia
Presence	Presencia
Confidence	Confidencia

- In English there are adjectives that end in -ous and in Spanish some adjectives or words that end in -oso.

English	Spanish
Famous	famoso
Impetuous	Impetuoso
Fabulous	fabuloso

- In the case of verbs, there are some Spanish verbs that end in- ificar that correspond to the English verbs that end in – ify.

English	Spanish
Clarify	clarificar
Classify	clasificar

Identify	identificar

- In regards to adverbs, there are some that end in -mente in Spanish and in English they end in -ly.

English	**Spanish**
Actually	realmente
Accidentally	accidentalemente
Academically	academicamente

- Finally, there are some words that end in -ción in Spanish which generally end in -tion in English (Lapo, 2008).

English	**Spanish**
Moderation	moderación
Resurrection	resurrección
Amplification	amplificación

It is worth mentioning that older studies have tended to view transfer or the cross-linguistic influence as negative in the process of language learning. However, recent studies investigating cross-linguistic influence as the main process and dependent variable, as well as its interaction with other linguistic and extra-linguistic independent factors, conclude that interference of L1 into L2 might be considered as a positive effect in the learning process (Kresic et al., 2012).

From another point of view, concerning the English learners whose mother tongue is Spanish, Torrijos (2009) states that there are positive and negative effects caused by the influence of Spanish into English. The positive effects are those that show some similarities in English and Spanish, like the ones described above. Similarly, second language learners may feel more motivated if they establish a relationship between what they already know with what they are learning in that moment. This may contribute to their self-confidence and may be translated into motivation.

On the other hand, it is negative when sometimes native Spanish students intend to use the same syntax to translate from Spanish to English (Arrufat, n.d.). For example, if a Spanish speaker says *el carro rojo* the adjective is after the noun, but when they translate it into English, they sometimes say *the car red*, which is not correct. These errors can be attached to negative transfer due to native language influence or the transfer of L1 habits into L2.

Regarding the errors, in a study done in some U.S. elementary bilingual schools, Kestern and Gorman (2008) state that native Spanish speakers tend to use some syntactic Spanish cues in English; however, some of these cues produce errors in the target language. Some of the most common errors are those related to *word order, negation, pluralization*, and *subject omission*. Those errors can prevail in the learner until they might be fossilized, which means that learners develop a fairly fixed language that do not match the target language, and they seem not to be progressing any further (Yule, 2010). Additionally, in regards to syntactic errors produced by English learners, in a study done by Coello and

Coello (2009) in an Ecuadorian high school named "Unidad Educativa Canadiense," they refer to the most common syntactic errors made into the English production because of Spanish interference. These syntactic errors are subject omission, word order, double negation, definite and indefinite articles, pluralization, prepositions, and possessive pronouns.

Finally, according to Martohardjono et. al. (2005), these problems have prevailed in high school students for a long time, which in one way or another have interfered in the English learning process. In fact, many times teachers have used error phenomenon as a source of information in order to improve the production of the language or sometimes it has been used to understand the mechanisms adopted by a non-native speaker (Carrio–Pastor & Mester-Mester, 2014). In the same trace, it is important to mention that error phenomenon is not only produced by inter lingual error, but it is also produced by two more causes: the *intra lingual error,* which is produced in the learning process (Carrio–Pastor & Mester-Mester, 2014), and the *conceptual error,* where the foreign language learner fails in connecting the idea with the correct expression (Carrio–Pastor & Mester-Mester, 2014).

Concerning the last statement about intra lingual error and conceptual error, they are produced by the influence of mother tongue too; however, it is necessary to specify that it happens during the different stages of learning that the learner goes through.

2.1.2.2 Developmental Stages during the Language Learning Process

After the cross-linguistic influence or transfer has been described, it is also important to mention that during the process of learning, second language learners have to face different stages of learning where grammar and syntax aspects of the second language are influenced by the stages of the first language acquisition order. These stages are normally known as developmental stages.

According to Doman (2012), developmental stages, which are important for the learning process, focus more on the grammar and syntax aspects but based on the knowledge acquired in the first language. In other terms, students must have a dominion, first, of the native language learning stages, then, that knowledge can work for getting an effective grammatical and syntactic knowledge of the second language during the learning process. Otherwise, if the learner has some syntactic or grammatical gaps in L1, it won't be possible to achieve a good language progress in L2.

Concerning the Developmental Stages, there are six stages that are present in the learning of English. In the first stage, learners learn single words and formulas that help them express something in the second language. In the second stage, learners organize these words to form simple sentences using the canonical word order, which is subject, verb and object (SVO). Likewise, in this stage, morphological patterns are introduced into learner's interlanguage. In fact, in these morphological patterns, free morphemes, such as possessive pronouns, and bound morphemes, such as the plural of nouns, the use of –ed and

-ing in verbs, are included. In regards to the third stage, the process of agreement between words and phrases is observed; for example, the use of the -*s* in possessives and plurals are introduced. Similarly, the syntax of clauses begins to be developed. At the fourth stage, learners are able to move beyond the SVO structures that allow the learner to form questions with verb-subject word order. In the case of the fifth stage, learners are able to form different kinds of structures such as: Wh-questions according to the SVO order, negation, agreement, and third person singular of the simple present. Finally, in the sixth stage, learners can produce accurately statements according to SVO in subordinate clauses (Doman, 2012).

If we analyze the process of transfer or cross-linguistic influence, it is not the only way by which students produce grammatical or syntactic errors, but it also depends on the learning stages of learners. This means that if a learner does not have a previous well-developed stage or the stages of the first language are not well-mastered, he or she is probably going to fail on the second language learning stages. In doing so, errors, like the ones mentioned in the cross-linguistic influence section, come up during the learning process.

Apart of having reviewed the two previous aspects as producers of errors, there are other ones that make clearer the idea of errors, specifically the syntactic ones, produced in the second language learning process. Such aspects are Interlanguage and Learner's Errors.

2.1.2.3 Interlanguage during the Process of Language Learning

According to Tarone (2006), Interlanguage is defined as a separate linguistic system evidenced when a second language learner wants to express meaning in the target language. This means there is an intermediate stage between a learner's L1 and L2 in which the learner uses both linguistic systems to express something in L2 (Luna, 2010). Similarly, interlanguage shows the progress in L2 because the learner unconsciously links the different stages he or she has to undergo during the process of learning.

Regarding the previous fact, during the interlanguage process, learners are able to create more difficult and abstract processes in the L2 learning. Indeed, this is a proof of the learner's assimilation of the new language into his or her own reality. In other terms, interlanguage is not only a measure of language learning, rather it is a complex result of internal cognitive processes that take place during the learning of a second language (Luna, 2010).

On the other hand, as interlanguage is known as a distinct system with its own particular characteristics and rules, which is different in some ways from the first and second language system, errors appear again in this aspect because of language transfer produced between L1 and L2. This phenomenon is known as fossilization during the language learning process. In addition, it stops the proper developing of the language learning (Luna, 2010). Namely, during the learning process, an unavoidable system of deviant linguistic features exists; however, it could be overcome with the improvement of efficient teaching

methodologies, appropriate syllabus designs, and effective teaching techniques in English language teaching classroom (Khansir, 2012).

2.1.2.4 Learner's Errors in the Process of Language Learning

Keeping on the discussion about errors, it has been said that not only the learner's native language causes errors because of the negative transfer of L1 into L2, but errors are also made when a learner, a teenager in this case, is not allowed to make errors by the teacher, which causes demotivation. In other terms, he or she is hard criticized and assessed if he or she makes errors. Indeed, this produces a big fear of failing, which is considered as a negative aspect for learners to overcome the errors they produce during the learning process (Gheichi & Sheckhzadeh, 2011).

Concerning the previous fact, errors must be considered as part of the learning process, but these should not be corrected by the teacher at the moment the error occurs. Of course, if it happens, the learner is probably going to fail in his or her second language learning (Kthupi, 2015). In fact, if we consider errors as devil signs of failure to be prevented and eradicated, these are going to be an obstacle for an accurate learning process.

On the other hand, errors must be considered either as contributors to the field of language learning and teaching or as signs of developmental processes involved in the learning of language (Gheichi & Sheckhzadeh, 2011).

In consequence, errors should be considered as positive influence for the process of learning even when some of them are difficult to deal with. Indeed, in the process of second or foreign language learning there are many errors that are quite difficult to understand and identify. In this way, if some errors are difficult to recognize and deal with, it is logical to make a meticulous analysis of the most problematic and prominent errors existing. This analysis is called *Error Analysis.* In doing so, teachers may take errors as basis for providing reinforcement and dynamism during the learning process.

2.1.2.5 Error Analysis during the Learning Process

Regarding *Error Analysis,* it is the analysis focused on errors learners make, and it could be defined as a procedure used by both teachers and researchers in order to collect samples of learner language, identify the most prominent errors, describe these errors, classify them, according to their nature and causes, and evaluate their seriousness (Haydari & Bagheri, 2012). Therefore, the idea is to know what the learner knows and what he or she does not know. In doing so, the teacher is going to be able to apply the accurate strategies and provide the correct information for making the learner use the target language properly (Haydari & Bagheri, 2012). This kind of analysis has been applied to achieve the goals of this investigation.

According to Khansir (2012), error analysis is a system that works to compare errors made in the target language and that target language itself, which is significant to determine and predict the difficulties learners face during the process of learning. As a result of this

comparison, there are some prominent errors related to overgeneralizations, ignorance of rule restriction, incomplete application of rules and false concepts hypothesized.

Summing up, when learning a second language, a person might experience positive and negative influence of the mother tongue. In the case of positive influence, students are going to assimilate the language in a quick way. But in the case of negative influence, students will probably have difficulties to overcome different errors produced by L1 interference, especially syntactic ones. Of course, it depends on the learners' motivation to adapt himself or herself to the different stages they have to go through during the learning process.

2.2 Spanish Syntax Interference into English

As mentioned above, when learning a second or foreign language, the interference of the L1 into the L2 is necessary and unavoidable. With no doubt, it occurs in English learners too. However, in spite of the fact that this interference is necessary, there are some syntactic structures, as the ones mentioned in the previous chapter, that are used incorrectly by high school students.

In this regard, to understand the syntactic errors students make and how they influence on the wrong use of the English language, especially in the written part, it is also necessary to present in this chapter a clear idea about what syntax is and what prominent errors are produced by students. In fact, it is expected to have a better vision about the most common English syntactic errors made by students of the Miguel Moreno public high school.

2.2.1 What is Syntax?

Concerning to the syntax term, this is an essential component of human language since it incites different combinations to convey different meanings (Van Valin, 2001). Furthermore, this term is defined as follows:

> The term syntax is from the Ancient Greek *syntaxis,* a verb noun which literally means "arrangement" or "setting out together". Traditionally, it refers to the branch of grammar dealing with the ways in which words, with or without appropriate inflections, are arranged to show connections of meaning within sentences (Matthews as cited in Van Valin, 2001).

Thus, syntax refers to how human beings do the arrangements of the elements of the sentences in order to transmit a message; for example, in English, in a positive statement, the subject comes before the verb and the direct object comes after the verb. Therefore, the word order is actually important in English, but in other languages, it is not too relevant (Sells &Kim, 2007). An illustration of this can be seen in the following examples:

English= Subject+ verb+ object

(1)

A. I (subject) like (verb) pop music (object).

If we look at this example, it has a subject in the first place, then, a verb and finally the object, but in Spanish it could be written in the same or different order, for instance,

Object +Subject + verb

B. La musica pop (object) me (subject) gusta (verb) or Me (subject) gusta (verb) la música pop (Object).

(2)

English

A. I (subject) love (verb) my new car (object).

Spanish

B. Mi carro nuevo (object) me (subject) encanta (verb) or Me (Subject) encanta (verb) mi carro nuevo (object).

As a matter of fact, sentences in Spanish can be combined in different ways to transmit meaning; however, only the ones that are arranged in a grammatically correct order are accepted as part of the grammatical English sentences. For instance, if the words such as *man, ball, a, the* and *kicked* are presented, there could be many grammatical combinations, but only 6 form English grammatical sentences; for example,

(1)

a) The man kicked the ball.

b) A man kicked the ball.

c) The ball kicked a man.

d) A ball kicked the man.

e) The ball, a man kicked.

f) The man, a ball kicked (Sells &Kim, 2007).

As we can see, all of the examples presented above are grammatically accepted by native English speakers as part of a good English use.

On the other hand, using the same words presented in the previous example, there are some sentences that are completely unacceptable by native English speakers since the grammar part is not correct; for example,

(2)

a) Kicked the man the ball.

b) Man the ball kicked the.

c) The man a ball kicked (Sells &Kim, 2007).

In this regard, it is clear that there are certain rules for combining English words in order to have a good meaning. These rules constraint the words that can be combined and how

they can be ordered. Thus, combinatory rules play an important role in the understanding of the syntax; for instance,

(3)

a) Kim lives in the house Lee sold to her.

b) Kim lives in the house Lee sold it to her. (Sells & Kim, 2007).

Analyzing these two examples, the example (3 a) is well ordered and grammatically correct. On the other hand, the second example, (3 b), even when the meaning of the speaker is clear and understandable, the grammar is not accepted by a native speaker. Considering this fact, it is important that foreign or second language learners need not only to rely on the meaning of the words, but also to know the syntactic part of the language in order to have sentences with coherence. Thus, they have to apply a set of rules and principles (Sells & Kim, 2007).

As a consequence of applying the correct rules and principles, learners might start acquiring good grammatical competence, which means that they can start creating more complex sentences; for example,

(4)

a) The man kicked the ball.

b) The tall man kicked the ball.

c) The handsome, tall man kicked the ball.

d) The handsome, tall, nice man kicked the ball (Sells &Kim, 2007).

Furthermore, the term grammatical competence works to characterize and define generative grammar. This means that the learner or the speaker is able to use a set of well-formed English sentences that follows accurate rules and principles. In other terms, the role of generative grammar or generative syntax is to help define the rules and principles in order to make the sentences be accepted by native speakers as well-formed grammatical structures (Sells &Kim, 2007).

2.2.1.1 Contrastive Grammar

Once the definition about syntax has been given in the previous paragraphs, it is important to make a contrastive analysis between Spanish and English syntax. Before doing this, it is worth defining the term Contrastive Grammar (CG) that is applied to the level of syntactic analysis, which is the focus of this study.

Contrastive Grammar refers to the result of contrastive studies done to a bilingual grammar emphasizing the differences across languages (Sanchez, 2015). Furthermore, it is definitely clear that all grammatical features that differ between a native language speaker and a foreign language learner are the most challenging for the learning of another language. For this reason, Sanchez (2015) defines the process of a foreign language as follows

"… the student who comes in contact with a foreign language will find some features of it quite easy and others extremely difficult. Those elements that are similar to his native language will be simple for him, and those elements that are different will be difficult. The teacher who has made a comparison of a foreign language with the native language of the student will know better what the real learning problems are and can better provide for teaching them" (pag.4).

In this way, when doing contrastive analyzes between the native and the target language, many mismatches that make one language different from another can be found. According to Sanchez (2015), syntactic mismatches are still a problem because they require transformations between the source, native language, and the target structures of the languages involved. Indeed, learners bring both form and meaning from the L1 into closer alignment for complex syntax of L2, which is difficult for the students and it can produce a negative effect in the language learning at the early stage or level (Bhela, 1999). However, it is worth mentioning that in many cases, the use of L1 structure as principles of fundamental language organization and processing has a significant role for L2 learners.

After the term CG or contrastive syntax has been defined, it is essential to dig up deeply into the syntax interference from Spanish into English in high school students learning, especially in the written part.

Regarding this interference, it is important to mention that this happens mostly when English is learned in places where Spanish is the mother tongue. For example, in our country, Ecuador, it is taught and learned as a foreign language. Indeed, this affects to

teachers and students since the foreign language does not have too many opportunities to be practiced. As a result of this, there is a big interference of Spanish into English in a negative way when developing productive skills, exclusively in conveying written messages (Cabrera, et al, 2014).

Additionally, Ecuadorian students use Spanish structures when writing English texts or sometimes it is common to see some students using the method of translation. This means that they write firstly in Spanish, then, into English. Thus, this is the phenomenon of transfer done by Ecuadorian high school students at their early stage of learning (Cabrera, et al, 2014).

Effectively, at the beginning of the second language process, students start using similar structures and syntactical patterns both in Spanish and in English. This might be accepted to beginners, but later as learners get in progress with the second language, errors must be corrected since these might become fossilized. If it happens so, many errors may be really hard to deal with, particularly with public high school students.

Regarding this fact, there are many syntactic errors that have been found by different researchers; however, this paper is going to focus only on four errors. Therefore, the errors to be discussed in this chapter are these ones: Word Order, Negation, Pluralization and Subject Omission.

2.2.2 Word Order

After discussing the term syntax and what it encompasses, it is relevant to focus on the most prominent errors produced by the L2 learners, and one of the most noticeable negative

syntactic influences when learning a second or foreign language is *Word Order,* which is produced by the cross-linguistic transfer. In fact, some studies on this negative linguistic transfer have been carried out in order to know how *Word Order* in L2 might be influenced by the L1 word order structure (Isurin, 2005).

Before referring to those studies, it is important to define what word order is. "Word Order constitutes one area of language organization in which a number of separate spheres of linguistic inquiry quite naturally converge" (Hughes, 2001).

Indeed, evidence about L1 and L2 word order has been found in the production part that many researchers have concentrated on doing a contrastive analysis concerning this issue; for example, some reports have declared that L2 structure is affected in the order of SVO (Subject – Verb – Object) (Isurin, 2005). It is worth mentioning that this SVO arrangement, the affected part of languages when learning a second or foreign language, is known as Canonic Word Order (CWO) (Hughes, 2001).

2.2.2.1 English Word Order

In regards to this issue, Williams (2003) does a comparison between English and Spanish word order. He states that sentences have less restricted word order in Spanish than in English, which affects directly to the learner of English when he /she tries to produce a written text. For this reason, it is imperative to say that the word order in the English language is strict since, unlike Spanish, the English syntax has few endings that determine tense, number, person and case (Naganova, 2014).

Thus, most English structures adopt the SVO. This means that the subject goes first, then the verb and after it the object; for example, *she does not like cats*. The object can be direct or indirect. In the case of indirect object, it cannot occur if the clause does not have a direct object. Moreover, when an indirect object comes after the direct object, it uses the preposition "to", but when this preposition is omitted, the indirect object comes in front of the direct-object (Naganova, 2014). For example,

1. The teacher gave some advice on writing essays to the students *or* the teacher gave
   Subject   *verb*   *Direct Object*   *Indirect object*   *subject*   *verb*

   the students   some advice on writing essays.
   Indirect object   *Direct Object*

2. Mary made a cake to Tim   *or*   Mary   made   Tim   a cake.
   Subject   *Verb*   *Direct*   *Indirect*   *Subject*   *Verb*   *Indirect*   *Direct*
              Object   *Object*   *Object*   *Object*

3. Philliph gave a bone to the dog *or*   Philliph   gave   the dog   a bone.
   Subject   *verb*   *Direct*   *Indirect*   *Subject*   *Verb*   *Indirect*   *Direct*
              Object   *Object*   *Object*   *Object*

4. Katty   read   a book   to Linda *or* Katty   read   Linda   a book.
   Subject   *Verb*   *Direct*   *Indirect*   *Subject*   *Verb*   *Indirect*   *Direct*
              Object   *Object*   *Object*   *Object*

5. Dana told   a secret to her brother *or* Dana   told her brother   a secret.
   Subject Verb   *Direct*   *Indirect Object*   *Subject*   *Verb*   *Indirect Object*   *Direct*
                Object   *Object*

As we can see, the order of direct and indirect objects has a specific place and rules. Without any doubt, the same occurs when the sentences present other parts of the speech such as adverbial modifiers or attributes like adjectives, pronouns and adverbs. In the case of the adverbial modifiers, they are placed at the end of the sentence after the object, but the situation of attributes, they come before nouns, and attributes in the form of nouns with prepositions go after their nouns (Naganova, 2014). For instance,

1. She was walking <u>rapidly</u>.**(adverbial modifier)**

2. The kids love playing together <u>in the sandbox</u>.**(adverbial modifier)**

3. People enjoy travelling <u>on weekends</u>. **(adverbial modifier)**

4. Go to sleep, <u>little boy</u>. **(attribute before a noun)**

5. There are many <u>beautiful girls</u> in that school. **(attribute before a noun)**

6. She is a <u>nice girl</u>. **(attribute before a noun)**

7. They are <u>awesome people.</u> **(attribute before a noun)**

8. Look at the boat <u>with the blue sail</u>. **(attribute in the form of nouns)**

9. The coyote runs <u>after the terrible and funny rabbit</u>. **(attribute in the form of nouns)**

Analyzing the sentences above, it is clear to observe that most of the speech parts in English sentences have a strict order, which could differ in Spanish. So if a student who is learning English writes the sentences presented above in a different way, these will be automatically qualified as wrong sentences in spite of being understandable. It means that when a learner writes a message, his or her sentences could convey a clear meaning in terms of pragmatics, but in terms of syntax it could not be accepted by an English native speaker.

Additionally to the information presented above, Mars, as cited in Williams, (2003) holds that when students do not know how to order the elements of a sentence, they translate word for word from their own language. To illustrate this, in a research done by Williams (2003), one student wrote an English sentence like this; *Also in their house lives*

Blanche. In English, it looks strange since the subject *Blanche* comes after the verb and both are preceded by a prepositional phrase. On the contrary, if the same sentence is translated word for word to *También en la casa vive Blache*, it is actually correct since the structure in Spanish is not too much restricted like in English.

Certainly, it happens in our English learning environment. In fact, when students want to write a text, most of them usually write a draft firstly in Spanish, and then, they translate it into English.

2.2.2.2 Spanish Word Order

On the contrary, regarding the Spanish structure, this has a strong alternance between subject_ + verb and verb_+ subject, especially in structures determined by syntactic, semantic or pragmatic factors (Taboada, 1995). It is important to mention that even though this research is focused on the syntactic part, the semantic and pragmatic factors have to do a lot in the Spanish structure when contrasting languages.

Actually, Taboada (1995) mentions that Spanish has a pragmatically-controlled flexible word order but inclining towards the natural process of SVO. Then the alternance of SV and VS are related to two factors: *topic continuity pragmatics* and *presentative VS word order* that contribute to free word order; this means that syntax is not governed by CWO. In fact, in order to understand better this issue, it is considerable to make a quick review about word order in a theme called non-sentence construction.

When referring to word order in non-sentence construction, Taboada (1995) refers to this by saying that the first position is really important in the progress of information in

English, but in Spanish the order of the elements is not the same. For instance, in Spanish *deictics and possessives* come in the first place and the newer information comes to the last place. In the same vein, it happens with adjectives and nouns in noun phrases. This means that in Spanish adjectives come after the verb because it expresses the new information; for example,

1. ¿Que chaqueta quieres? Esta roja

    What jacket want? this red

    Which jacket do you want? This red one

2. Dame esa manzana verde

    Give me that apple green

    Give me that green apple (Taboada, 1995)

Analyzing these examples, in the first one, the deictic precedes the information that is required in the question. With regards to the second example, the adjective comes after the verb which is acceptable in Spanish since that is the new information. However, this free function of the adjective in Spanish is restricted sometimes when the adjective appears in a poetic version; this means in this case the adjective comes before the noun. Additionally, sometimes adjectives are not free since they depend on the pragmatic meaning; for example, if somebody says *muchachas bellas,* he/ she may refer only to the girls that are beautiful whereas in *bellas muchachas,* the person is referring to all girls as beautiful (Taboada, 1995). In a similar way, English sometimes violates the rule of CWO when it is used in a poetic scene.

"Her mother is the lady of the house,

And a good lady, and wise and virtuous.

I nursed her daughter that you talked withal.

I tell you, he that can lay hold of her,

Shall have the chinks." (William Shakespeare)

Therefore, the position of the words determines the development of the information from old to new or from general to specific. In this way, it is significant for Spanish as it is for English.

As a reflection, it can be affirmed that each language, English and Spanish, has its own word order that has similar characteristics, but the syntactic rules are different. This causes students to make some errors when using the foreign language. Moreover, students that are at the early stage of learning use syntactic word order structures of their L1, Spanish, into L2, English, in an unavoidable way.

Continuing with the context of errors, not only word order error is the result of a wrong syntactical application in L2, but it is also the negation form. In short terms, when a person wants to convey a negative written message, the learner uses some negation rules of Spanish into English. To have a broader vision about this error, there is an explanation about it below.

2.2.3 Negation

Negation is the second most common error that an English learner makes in the process of learning. This negation happens in English statements or in different contexts.

When referring to negation problems, this means that English learners use wrongly the negative forms since they use their native language rules into the English learning process; for instance, in the case of the Spanish language, the use of double negation can be done, but in English it is not possible because the rule of double negatives in English refers to positive sense. Based on what have been said, it is worth setting up a difference between Spanish and English negation.

2.2.3.1 Spanish Negation

To understand better the Spanish influence into English, it is important to make a quick review about how negatives are formed in Spanish. With regards to this phenomenon, Zamora (2015) cites the Real Academia de la Lengua in order to define what negation is. So she states that it refers to a semantic category that is used to deny something. However, in the Spanish language, this cannot be strictly a negative sense since sometimes it might present only the pronoun as a negative, but the rest of the sentence can be positive; for example, when a person says *"nadie hizo nada",* the pronoun *"nadie"* is considered as negative, but if we analyze the rest of the sentence, it has a positive structure. In short words, negation affects the whole sentence in its semantic, syntactic and morphological categories (Zamora, 2015).

Similarly, Zamora (2015) states that there are two types of negation; the first one is the grammatical and the second one is the lexical.

2.2.3.1.1 Spanish Grammatical Negation

With regards to the grammatical negation, this can have three types; the first one denotes to the whole sentence which refers to the *full grammatical negation*, the second one includes a *partial negation* and finally the one that refers to the *subordinate clauses* which affects to a specific part of the sentence (Zamora, 2015). For example,

1. *"No vayas a esa ciudad, es peligrosa."*
2. *"No está lloviendo por el centro de la   ciudad."*   **full gramatical negation**

3. *"Canta   pero no canciones de rock"*   **partial negation**
4. *"Vivo en un piso no lujoso"*

5. *"Me dijo que no contara su secreto"*   **negation of a subordinate clause**
6. *"Me dijo que no vendría"*

2.2.3.1.2 Spanish Lexical Negation

Concerning the lexical negation, this means that there are some words that are directly considered as negatives and affect just one part of the sentence, but it changes the meaning of a word. To illustrate and understand this, it might be feasible to cite examples of some pronouns like *nadie* and *ninguno* in the following sentences:

1. ***Nadie*** *te entiende en tu problema*

2. ***Nadie*** *ha elegido esta opción*

3. ***Ninguno*** *de mis amigos se acordó de mi cumpleaños.*

4. ***Ninguno*** *de los niños quiso jugar futbol* (Zamora, 2015).

Another phenomenon that is allowed in Spanish is the double negation that contains two different negation markers. This means that double negation occurs and is accepted in Spanish only when one of the negative forms is the adverb "no" and the other one is used to emphasize the negation. In fact, it is important to mention that in cases like these, the words like *nada, nadie , ninguno* and others always go before the pronoun, then, the other negative forms go after in order to have double negation. For example,

1. ***No*** *vendrá **nadie** a la reunión.*

2. ***No*** *lo haré **jamás**.*

3. ***No*** *es actor **ninguno** de ellos.*

4. ***No*** *voy **nunca** al teatro.*

After referring to the Spanish negation, it is necessary to refer to the English one in order to make a contrast between the two languages. In doing so, it will help us define what causes Spanish native learners to use some similar negative structures of the Spanish into English.

2.2.3.2 English Negation

Then when talking about English negation, it is significant to refer to two ways that English speakers use to convey a negative meaning. One of them is by using some words whose origin is negative such as *neither* and *never*. For example,

1. **Neither** *of them was looking for a mate.*

2. **Neither** *of us wants to get married.*

3. *Alex has **never** mentioned his sister.*

4. *She has **never** smoked a cigarette.*

The second way is by adding some affixes that make words to convey a negative meaning. Among these affixes are un-, dis-, in-, im- and il-. For example,

1. *I just cannot believe this! The story is **un**believable.*

2. *The answer you have is **in**correct. Please, check it out.*

3. *He always **dis**agrees with his sisters.*

4. *Travelling to the moon is **im**possible for common people.*

5. *Driving without license is **il**legal.*

Furthermore, even though these characteristics are important for expressing negation, it is necessary to make a deeper study about three types of negation such as verbal and non-verbal negation, analytic and syntactic negation, and finally the explanation of double negation, which is considered as the most relevant confusion done by Spanish native speakers who learn English (Zamora, 2015). In this way, English negation might be more understandable and clear for other researchers who intend to comprehend in a better way this kind of error.

2.2.3.2.1 English Verbal and Non-Verbal Negation

In the case of verbal and non-verbal negation, the verb is linked to the negation part and acts as the head of the clause. Additionally, this kind of negation is divided in three categories.

In the first category, the negation part needs to have an auxiliary and a verb to create a negative form; for example,

1. *She **does not play** the guitar.*

2. *They **do not do** the homework.*

3. *I **do not play** the guitar.*

4. *We **do not eat** at home on Saturdays.*

If we look at the previous examples, all of them have an auxiliary form like *do* or *does* that are followed by the main verb or action. In the same line, there are other sentences that express negation by using the verb *to be* and the adverb *not*; for instance,

1. *She **is not** my secretary.*

2. *They **are not** at the school.*

3. *I **am not** at home.*

4. *You **are not** a good student.*

Thus, in these previous examples, it is noticeable that the auxiliaries *do* and *does* are replaced by *am*, *is*, and *are.*

Concerning the second category, this refers to negation forms that are present when the main verb of the sentences is in infinitive or gerund that are non-finite verb forms. Then in this case the auxiliaries *do* or *does* do not need to be used, but the adverb *not* appears before the infinite or the gerund (Zamora, 2015). For example,

1. *It is important **not** to break the rules.*

2. *I tried **not** to do that.*

3. ***Not** smoking is what can improve your health.*

4. *I consider **not** going to that party.*

Finally, according to Huddleston, as cited in Zamora, (2015), there is a last type of verbal negation. This is when a person wants to express something in imperative. Then it is vital to use the auxiliary *do* and the main verb; for example,

1. ***Do not** touch it!*

2. ***Do not** close the door!*

3. ***Do not** be rude!*

The examples and rules presented above are part of verbal negation since they focus on the verbs as the main part of the sentences. On the other hand, nonverbal negation deals with complements of the verb, that in effect, these adjacent words express negation and not the verb (Zamora, 2015). For example,

*They used **nothing** on this.*

*She said **nothing** about the problem.*

*They took **nothing** for the trip.*

2.2.3.2.2 English Analytic and Syntactic Negation

About the second type of negation, analytic and synthetic, they are differentiated due to the usage of some words depending on the context and the objective of negating the sentences.

Referring the analytic negation, this means that words to negate appear only in the case that the sentence needs to be negated. This is the case of the adverbs "not" and "no"; for example,

1. *She **is not** here*

2. *The exercises **are not** finished*

3. *They **did not** do the homework.*

On the contrary, in the case of synthetic negation, there are some words that express not only a negation but also syntactic function; for instance, nobody, few, hardly etc. As a matter of fact, this kind of negation, which is non-verbal, can be divided in three types as follows,

1. The absolute negators that represent a complete negation; for example,

***Nobody** wanted to go there.*

She ***never*** does sports.

Nobody came to my house.

He *never* travels alone.

2. The approximate negators that refer to a partial negation; for example,

Few of them wanted to go there.

She has a *little* money.

3. The affixal negators are the ones that use the suffixes and prefixes such as un-, in-, -less, etc. (Zamora, 2015). For example,

Tom is care*less* when driving a car.

Joseph has suddenly become an *un*happy person.

Lily is a home*less* person.

If we analyze the examples above, all of them denote a negative meaning but in a different way. This means that not all negative sentences need the adverb "not" or "no" to express negation.

2.2.3.2.3 English Double Negation

After describing how negation is done in Spanish and English, the use of double negation by some English learners is analyzed. First of all, it is important to clarify that some languages can accept the use of negative concord. This means that two or more negatives can be used in only one sentence without changing the meaning (Zamora, 2015). Second, there are some languages like Standard English that cannot accept double negatives since it might cause a positive meaning; for example, if we analyze carefully the example *it is not undone*, the meaning is positive; but if you say *it is not done,* the meaning is negative.

However, even when it is not correct for grammarians, in spoken English, people may say *I do not need anything for my first day of work*. The words *not* and *any* are accepted because they appear more meaningful and recognized in the case of English double negatives. It is worth mentioning that the word *any* is used for negatives and questions in order to replace the word *some*, which is used in positive sentences (Gonzales, 2014).

Additionally, it is important to say that double negative confusion persists in Spanish students of English because of the collocation of the adverb "no". This means that in English it has an specific place to have a correct grammar, but in Spanish the adverb "no" can be placed in different parts of the sentence, forming so other structures like the one mentioned above, double negation (Zamora, 2015).

To close this section, this kind of structures can be the interference for foreign language learners because most of them are subjected to transfer some characteristics and grammatical rules from their native language into the foreign one, especially when the level of the foreign language is low. In fact, this phenomenon is more usual in languages that even though they share similar characteristics, they also differ in others, such as English and Spanish.

Similarly, as the other kinds of errors, this error is existent in beginners and sometimes it is extended to intermediate learners. Of course, the task to overcome this is hard if learners do not get engaged in the learning process, which means students must focus on the English learning consciously. If it is not done so, negation and other errors, like the ones mentioned below, might persist during the second language process.

2.2.4 Pluralization

The third most common error that students make when they write in English is the use of plurals. This means that the learner uses his/her native language plural rules in order to express something in plural in the foreign language. This is the case of most Spanish speakers who learn English; for example, to express English plurality, they add only the suffix −s *or −es* as most of the plurals are done in Spanish.

It is worth mentioning that it happens because both Spanish and English, in some cases, share a similar morphological structure to indicate a certain meaning, which is known as positive transfer (Minkkinen, 2015). Thus, the learner would find the learning of the English plural morpheme really easy to understand.

On the other hand, when the input of the language is low, the learner may use plurals incorrectly. In fact, it depends on the students' background about syntax and grammar, which makes us remember that this error is connected to Chomsky's theory, the Universal Grammar.

To understand this better, it is convenient to make a contrast between the two languages, English and Spanish.

2.2.4.1 English Plural Rules

In the case of English, the majority of the plurals are expressed by the addition of the inflectional morpheme -s or –es as in Spanish. The latter refers to nouns that end in *s, ss, o, z, x, sh, or ch*; for example,

S = bus- buses, gas-gases.

SS = kiss- kisses, glass- glasses.

O = Potato-potatoes, tomato-tomatoes.

CH = lunch-lunches, church-churches.

Z = quiz-quizzes, buzz- buzzes.

X = prefix- prefixes, fox-foxes.

SH = dish- dishes, wish- wishes.

A part of these rules, there are others that also make English plurals different from Spanish. One of them refers to numerals which can work as determiners and are linked to plural noun heads. In other words, numerals can directly modify the head noun with the exception that plural numeral nouns are considered plural forms of precise numbers; for example,

Plural head nouns with the numeral as a determiner

Five cars are in the parking lot

Three students are working in my office.

Ten trainers travelled to the Olympic Games last August.

Plural numeral noun phrases

Hundreds of people were killed by the terrorists

Dozens of families were removed from their houses due to the last earthquake.

Thousands of illegal immigrants have been caught by the immigration police on the border.

Four cups of coffee were served during the meaning (Minkkinen, 2015).

Another type of plural in English is the one known as *species plurals*. This means that they refer to the type of something; this might be expressed in singular or plural. That is, it depends on the meaning that the speaker wants to convey others. To picture this, it is necessary to cite some examples such as:

These kinds of bikes are awesome.

Those types of images are the ones that call students' attention.

If we look and analyze the examples above, they are considered as regular. This means they do not change when the plural is added to the nouns. However, there are some nouns

that are considered as irregular plurals. This refers to nouns that change the form when the plural form is used (Minkkinen, 2015); for instance,

Singular	Plural
Wolf	wolves
Man	men
Woman	women
Child	Children
Foot	feet
Mouse	mice

If we observe at the previous examples, the suffixes –s or –es are not attached to the singular noun to express plural; on the contrary, they change their form totally. Additionally, there are some words such as *fish, deer, sheep* etc. that keep the same form for expressing singular and plural, so they suffer the absence of plural markers. In fact, they are called zero plurals (Minkkinen, 2015).

It is actually clear that some types of plurals in English are different in regards to Spanish since the English language has its own rules and exceptions, which differ from the learner's mother tongue, Spanish. Indeed, this makes learners produce errors when they want to express something in plural. But how are Spanish plurals formed? To answer this

question, it is necessary to review how Spanish plurals are structured. Actually, this is going to determine why Spanish speakers that learn English make errors at the moment of writing in English.

2.2.4.2 Spanish Plural Rules

In terms of comparison, the Spanish language uses the inflections "*-s*" and "*-es*" too, but in this case, these inflections are used differently. Referring the "-s" ending, it is used only when a Spanish word ends in a vowel; on the contrary, the "-es" ending is used when a word ends in a consonant. However, in spite of presenting the rules mentioned previously, there are two exceptions. Regarding the first one, Spanish plural forms are formed by adding the morpheme "*-es*" after the accented vowels "*í*" or "*ú*". About the second exception, nouns that end in the consonant "*-s*" remain in singular, except when the final consonant "-s" is preceded by an accented vowel; for example,

El martes – los martes

El autobús – los autobuses (Minkkinen, 2015).

Another big difference between English and Spanish is that in Spanish all adjectives defining the head noun must agree with the noun in terms of number and gender

(Minkkinen, 2015). Although it is correct for native Spanish speakers, the use of plurals with adjectives is not allowed in English. For example,

Spanish	**English**
Chicas bonitas	beautiful girls
Grandes construcciones	big buildings
Carros azules	blue cars
Teléfonos inteligentes	Smart phones

To end with this, as we can see English and Spanish plural rules, in some cases, are different which makes students use English plurals incorrectly due to the interference done by Spanish into English. In other words, sometimes students think that nouns that are not marked with the morpheme –s, are interpreted as singular, and if they are marked with –s, they are interpreted as plural (Campos, 2011).

Regarding the latter affirmation, by experience, most of high school English learners add the – s to the nouns and adjectives in order to express plurals. This happens even when teachers explain the correct rules over and over. Thus, we could say that this error sometimes becomes fossilized easily due to the big interference of Spanish.

2.2.5 Subject Omission

The fourth syntactic error that is made by many students is the omission of the subject when they use the second language in the written part. In fact, this happens to many learners who try to master a second language. According to Shepherd (2011), subject omission means to break the rule which states that we have to include either a noun or pronoun as a subject in all of our sentences.

In the case of Spanish speakers who learn English, especially when their knowledge is limited, they use the null subject since there is a cross linguistic interference at the pragmatic/syntax interface. In other words, an overproduction of null subjects in L2 occurs since the L1, Spanish, has influenced on it. Indeed, the use of null subjects or subject omission in Spanish is completely legal, but in English it is considered as ungrammatical (Mujsinovic, 2015). For example,

Tom y Mary son amigos. Siempre juegan con un balón (Spanish).

Tom and Mary are friends. They always play with a ball. (English) (Mujsinovic, 2015)

Analyzing the examples presented above, both convey the same meaning, but the difference is that in Spanish, in the second sentence, the subject is not necessary since it is understood that it refers to Tom and Mary. On the other hand, in the second sentence, the second part needs the subject because if we write the sentence without a subject, it is considered as not grammatical in English.

Following the same line, in order to understand this fact better, it is important to know how Spanish and English speakers use subjects for having a comprehensible sentence or message.

2.2.5.1 Spanish Subject Omission

In regards to Spanish, according to Paradis and Navarro (2003), the use of subject is optional since null subject in this language has richness in person and number morphology on the verb, so, the subjects are determined by the pragmatic-discourse context. Furthermore, the choice of the speaker to make use of a subject on this language depends on some considerations such as old and new information or functions like contrast and emphasis.

2.2.5.2 The Use of Subject in English

On the other hand, in the case of English, speakers must use subjects because it is grammatically obligatory in non-imperative English sentences. However, even though English requires evident subjects, many English beginner learners go through a period where they omit subjects in non-imperative English sentences (Navarro and Paradis, 2003). For example,

1. I walk the dog every night

2. **Walk** the dog every night.

As we can observe, the first example is considered as formal English and grammatically correct because it has a subject, but regarding the second one, it is considered as informal since it does not have a subject. It is worth mentioning that in the case of English speaking there are some people who do not use subjects, but their sentences are accepted for being part of informal or colloquial spoken English. Similarly, subject might be omitted in some registers of written English such as diaries, text messages, emails and other forms of informal communication; for example,

1.

A. **Shall** really go to the gym tomorrow.

B. **Don't think** I can make it tonight (text message) (Weir, 2009)

2.

Hope you had a nice weekend (personal email)

3.

A: **Interested** in Egypt?

How about a two-week guided tour? (bulletin board)

4.

A: **Graduating?**

B: Yes, **need** a full- time Job

A: Call Criss (text message)

5

A: Is the elephant a mammal?

B: Yeah

C: Looks more like a horse cart (text message) (Ozaki, 2010)

To end up, the examples above represent how English is influenced by Spanish since the words that are in bold need a subject. It is understandable in written English, but not grammatically correct. Certainly, this makes English language learners use informal language, which could be misunderstood by others, in certain occasions.

As a reflection of the most prominent syntactic errors produced by English learners, these are definitely related to the reality of Miguel Moreno Ordoñez high school students' English syntactic errors. Certainly, the most written failures found out on them are related to Word Order, Negation, Pluralization and Subject Omission.

In this way, by experience and according to what some researchers express about the four syntactic errors, word order, negation, pluralization and subject omission, produced by the influence of Spanish into English, every time that a student's writing task is assessed, these errors are notorious; for example, when most of the times students use adjectives after nouns, they write sentences like *the car red* instead of *the read car or* when sometimes they write *he does not never go to school* instead of *he does not go to school.* Another typical error they make is when they have to use plurals*,* they just add –*s* for everything. In addition, they think that all words that present –s are related to plurals, such is the case of the –'s for possessives, most of them think that the context is in plural. Finally, the use of

the null subjects in English statements is clear in their written English. With regards to this error, some examples come up to my mind; for example, sometimes they say *when I went on vacation, visited many museums and churches* instead of saying *When I went on vacation, I visited many museums and churches*. The second example is definitely correct because the subject is used accurately in the context of the sentence. Absolutely, it is clear that students make syntactic errors because of either negative transfer from Spanish into English or the Spanish habits the learner includes in English.

In conclusion, if we analyze this chapter carefully, the different concepts about how language learning occurs and the different aspects that influence in the production of syntactic errors such as: transfer or cross linguistic influence, the stages of the learning development, interlanguage, and learner's errors, are strongly related to the problem stated in this research, which is the Spanish syntax influence into English during the learning process.

Without any doubt, the concepts and previous studies give an idea about the most common errors that occur in students of a foreign language like English. Likewise, it is important to add that to identify the most common errors that exist in the students of Miguel Moreno Ordoñez high school, *error analyzes* is used as a tool to contrast how Spanish influences in English syntactic aspects not only in a positive way, but also in a negative way. In doing so, the English syntactic problems, like the ones mention in this

section, can be analyzed to later correct them using the accurate and effective strategies and techniques.

CHAPTER 3: METHODOLOGY AND INTERVENTION

3.1 Methodology Description

This chapter explains the methodology used to carry out this research. In effect, it describes the characteristics of the methods, the participants involved, the instruments used to collect information and the procedures followed to complete this research project.

This project features an explanatory mixed methods study whose analysis is based on a quantitative and qualitative approach. In fact, its main goal was to get enough information to determine what causes the four English syntactic errors made by students of the Miguel

Moreno high school. Similarly, this was designed to answer the following research questions:

1. How does Spanish syntactic interference affect high school students' English writing?

2. What are the most common English syntactic errors produced by the Miguel Moreno high school students?

3. What kinds of activities can help high school students avoid the interference of Spanish syntax in English?

3. 2 Participants

This research study was carried out in the Miguel Moreno Ordoñez public high school. This institution is located in the Batan parish, Cuenca, and belongs to the district 01D02. It has 3 levels: Initial, Primary and Bachillerato, and comprises 589 students and 44 teachers. Moreover, this school offers accounting, computing and graduates of the International Baccalaureate. In fact, it works currently in two sections: the morning and the afternoon. Thus, the number of students and teachers mentioned above is divided in the two sections.

Regarding the curriculum, as it is a public school, it has been determined by the authorities of the Ministry of Education to adopt the new National English Curriculum which is focused on CEFR (Common European Framework of Reference for Languages) standards. This curriculum states that high school graduates should reach a minimum of B1 level. Thus, the objectives and expectations are high for the students when they finish high school. However, at the present time, the reality is different; the English proficiency of the

baccalaureate students is not good enough. In other words, they present a low English level (Council, 2015).

According to my experience and Souriyavongsa's, Rany's, Jafre's and Lai´s (2013) opinions the low proficiency of English is because the curriculum is not appropriate for helping students to improve the English language. It means that they just take few hours of English classes per week; for instance, freshman and sophomore students, which belong to first and second year of bachillerato have only 5 hours per week, but each class lasts only 40 minutes. With regards the junior students, third year of bachillerato, they have only three hours of 40 minutes each per week. In addition, a great part of the students belongs to a low socio-economic stratum and lives a dysfunctional life (Alvarez, Jara, Molina & Salcedo, 2014). Hence, it makes them feel demotivated to be engaged in the learning process of another language. In effect, the factors that cause demotivation create difficulties for teachers, and these difficulties do not allow them to make the students of third year of Bachillerato achieve the B1 level.

Finally, the project was applied to students of third year "D" of Bachillerato during the school year 2016-2017. They were a group of 32 learners, 16 female and 16 male. Their ages ranged from 16 to 20 years old. For applying the project, it was necessary to get permission from different parties.

3.3 Quantitative and Qualitative Data Collection

Before starting to describe the process about how data was collected and what it involved, it is worth mentioning that this research required the permission from different

parties. For instance, the first step that involved permission from high school authorities was granted before starting the data collection (Appendix 1). The next step was to ask for consent from the students' parents, even though, some students are over the age of eighteen. A letter to the parents informed them that this research would benefit their children and the high school. Finally, students were informed that they could withdraw from the study at any time, and that the results of the tests applied to them would be kept confidential (Appendix 2).

Once the permission procedures were done, the qualitative and quantitative data was collected. Regarding the quantitative research, it is defined as an approach that works for testing objective theories by examining the relationship among variables. Indeed, these variables help to answer questions and hypothesis through the use of experiments and surveys. Additionally, when using this kind of research, the variables can be measured based on instruments that help the research have numeric data. Indeed, this can be analyzed using statistical procedures (Creswell, 2014).

This is the case of the research applied to this project. This means that for getting quantitative data, there was a process that was carried out to identify what syntactic errors are the most common in English learners. In this process, first, a pre-test was applied in order to identify the dominant syntactic errors made by the group of 32 students. This test was based on Martinez (2011), and it was previously piloted with a similar class, revised by some colleagues and by the director of this thesis in order to validate it. After the

intervention (which is described below), the students took a post-test (Appendix 3). The purpose of the application of the post-test was to know to what extent their English syntax improved in the written part after the intervention. Additionally, the quantitative data, both pre and post-tests results, were classified according to the major syntactic errors made by students, and then they were analyzed through descriptive statistics, which means that graphics represent the percentage of syntactic errors made by them.

On the other hand, the qualitative research refers to an exploration and comprehension of the meaning people attribute to the social and human problems. The way a researcher usually collects information for this kind of research is through questions and certain procedures that help him/her make some interpretations of the meaning of the data (Creswell, 2014). Regarding this research, the 32 students mentioned above were selected as a focus group. This means that these students, for whom codes were used for their identification, answered a questionnaire featuring syntactic errors (Appendix 4). The students' answers were analyzed to determine some possible reasons for their syntactic errors. In the same way, there was a questionnaire designed for the English teachers in charge of the freshman, sophomore and junior students (Appendix 5). This was analyzed to determine if there are any factors that may have an impact in the students' writing syntactic errors. These two questionnaires were applied after the first quantitative test. Moreover, it is important to mention that the students' and teachers' questionnaires were piloted with groups of similar characteristics because there were not available samples to be used.

3.4. Data Collection Techniques

To get reliable data for answering the research questions and accomplishing the objectives of this project, it was convenient to apply two main techniques: the first one was the pre and post-test and the second one was the questionnaires for students of third "D" of bachillerato and teachers of the freshman, sophomore and junior students.

About the pre and post-tests, these were applied at the beginning and at the end of the project. The pre-test was applied on October 5th, 2016, in order to see the major weaknesses of the students in regards to English syntax, and the post-test took place on January 11th, 2017 to know if students corrected or not the English syntactic errors after the intervention. Additionally, for these two tests the students were asked to use a code in order to compare information. In other words, they had to use an individual number to identify them in their pre-test, then, the same number in the post-test.

With respect to the questionnaires, the first one was designed for the students specifically. This questionnaire's purpose was to inquire some information about the students and to know some possible reasons for making some English syntactic errors. Likewise, the questionnaire for teachers was designed to know some possible reasons or factors that make students pay or not pay attention to English syntactic errors.

3.5 Intervention

Regarding the intervention, it was concentrated on different classroom activities related to how to avoid English syntactic errors. These activities were based on previous designed plans (Appendix 6) that focused on grammar, writing, and error correction. It is worth mentioning that some activities were taken from the book *English B1.1*, provided by the Ministry of Education, and others from different web pages related, of course, to syntactic errors (Appendix 7).

After taking the pre-test, the students developed some exercises which were based on the plans mentioned above. Based on planning, the teacher usually started the class with a warm up exercise in English and in Spanish. Then he introduced the topic by making them do some exercises. That means, he presented what they were going to reinforce during the class; for example, *word order, negation, pluralization or subject omission*. After that, the teacher asked the learners to find out the objective of the class. Next, he regularly presented some exercises related to the topic and, of course, those exercises were designed based on the objective of the lesson plan. It is important to mention that most of the time, the students had to do English reading and writing activities linked each other in order to make them understand how Spanish and English syntax work. In other words, after they read, they had to do some writing exercises related to the topic. In that way, the main goal was to understand the topic and reduce the syntactic errors, especially the ones under this study, by trying to write accurately. Additionally, as the authorities of the school asked to practice the four skills, the plans included some listening and speaking activities too; of course, all activities were related to the objective of the plans designed for this study.

Following the same line, during the intervention, the students wrote a journal after they finished practicing each syntactic error. This was to keep a record of their practice to avoid syntax interference of L1 into L2. Moreover, the students had six hours of regular classes and the seventh hour, they took short quizzes. The purpose of these quizzes was to know whether the exercises were working effectively or not.

It is important to say that after the short quizzes, one or two hours were used to reinforce the correction of the errors that they kept doing even when the teacher had explained how to avoid them. Honestly, it was a hard work since the students currently do not have a good English proficiency.

The intervention took place for about 32 hours; even though the idea was to do more practice than the time established to finish this research. Unfortunately, there were many interruptions that did not allow to complete a more effective teaching-learning process to overcome the errors mentioned above. However, before the post-test, using error correction, feedback, reading and writing activities, the students did more practice related to the four syntactic errors in order to avoid them.

Concerning the questionnaires, the student's one was applied a month after the process of intervention started. It was applied to the 32 students to know what possible factors influence the process of learning English. Moreover, these students were asked to write down the same code they used for the pre-test in order to link the results with the data gotten from the questionnaire. On the other hand, the teachers' questionnaire was applied in

December to teachers of the freshman, sophomore and junior students. Its main goal was to collect information to know some possible factors that influence the errors under this study. Moreover, it is considerable to mention that this questionnaire was applied not only to the teachers of the school where this project took place, but it was also applied to other teachers from other institutions, of course, with similar characteristics.

CHAPTER 4: RESULTS

4.1 Analysis and Discussion

After a short description about where the research took place and how the process of this research was, in this chapter the quantitative and qualitative data are analyzed. Referring the quantitative data, this information was classified from the major to minor errors. On the other side, the qualitative information was analyzed according to the opinions or thoughts stated by the participants.

Concerning the objectives of this research, there is a research question which seeks to know the most common syntactic errors made by the students of the Miguel Moreno Ordoñez high school. In simple terms, the idea is to know the error that is the most prevalent and the least frequent after the pre and post- tests.

In this regard, it is considerable to start analyzing and discussing the results of the pre-test. Then, if we observe at the first statistical analysis, it has been determined that all students had wrong answers in the 4 types of errors. Thus, a first descriptive statistical table is presented for the 256 difficulties in each error (32 students per 8 questions).

Illustration 1

PRE-TEST/ 8					
Description	**Word Order**	**Negation**	**Pluralization**	**Subject Omission**	**TOTAL**
Errors	57%	58%	64%	55%	59%
Correct answers	43%	42%	36%	45%	41%
Total	**100%**	**100%**	**100%**	**100%**	**100%**

Illustration 1: Relative frequency of errors
Source: Pre- test
Elaboration: Author

If we look at this illustration the main syntactic error is *pluralization* with 64%. This is followed by *negation* which is 1% more than *word order* that has 57%. Finally, the error that is less frequent in the pre-test is *subject omission* with 55%. However, it is worth mentioning that in all cases the error is superior to 50%. Furthermore, if we take a look at the illustration 1, the total result of errors is 59% which could be represented by the 100%. This percentage could be divided for each dominant syntactic error as shown in the illustration below;
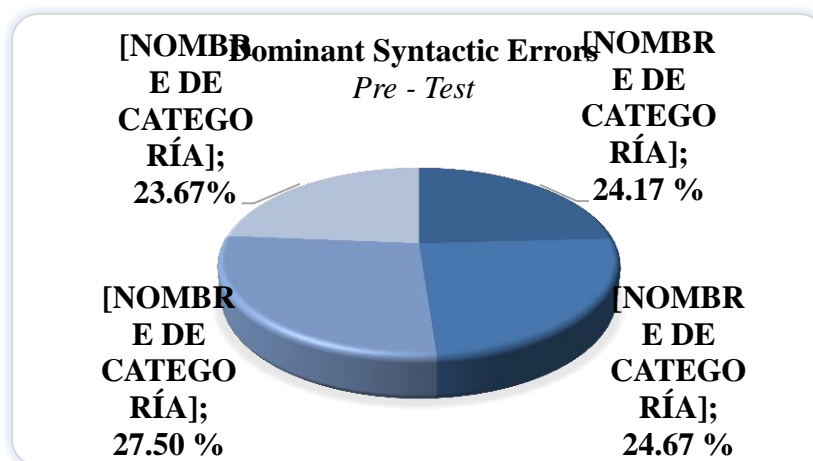
Illustration 2

Illustration 2: Dominant syntactic errors- Pre-test
Source: Pre-test
Elaboration: Author

The illustration above shows that the major error is *pluralization* with 27.50% and the

minor error made by the students is *subject omission* with the 23.67%.

After the pre-test, a questionnaire was applied to students and teachers with the purpose

of knowing what factors influence the students to make the errors under this study.

However, inside these questionnaires, there were some items related to the dominant

syntactic errors. For example, in the students' questionnaires the items five, six, seven and

eight are related to the errors mentioned above. In effect, these errors are represented in the

following way according to the students` answers.

Illustration 3

Dominant Syntactic Errors
Questionnaire - Students

	Pluralization	Word Order	Subject Omission	Negation
■ Error	44,53%	35,94%	37,50%	75,00%
■ Correct answer	55,47%	64,06%	62,50%	25,00%
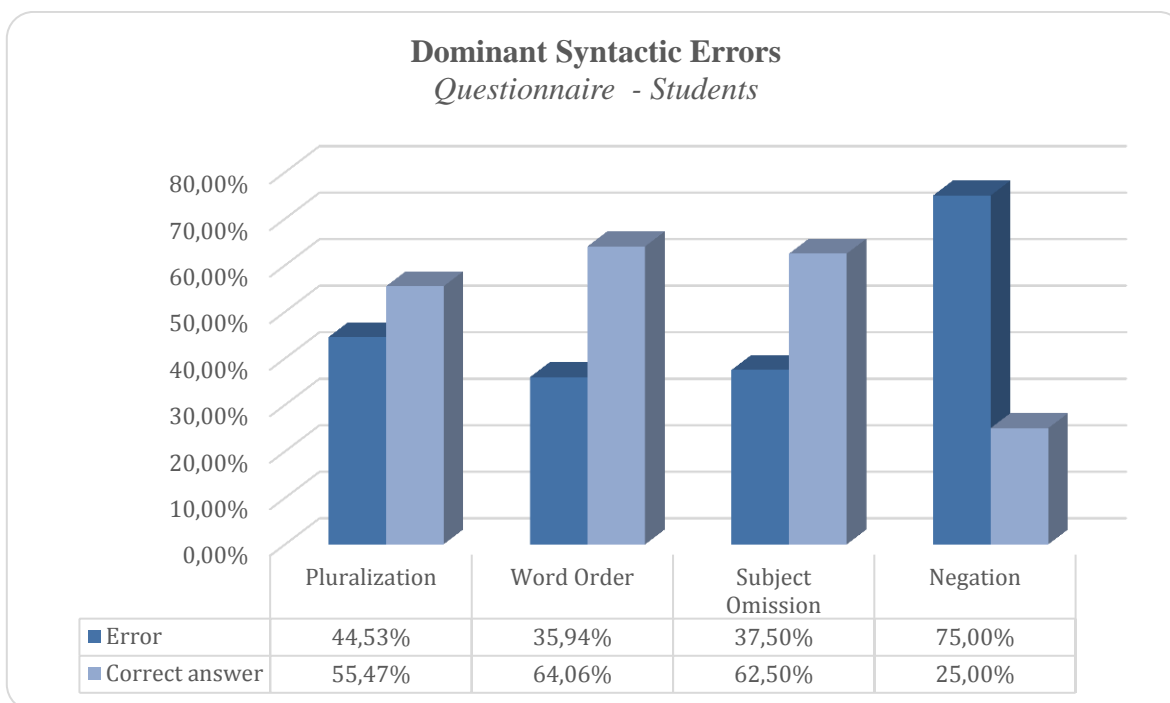
Illustration 3: Dominant syntactic errors- students' questionnaire
Source: Students' questionnaire
Elaboration: Author

Comparing these answers with the ones got in the pre-test, they are a little bit different since they were presented in a different way in order to see if they had or not knowledge about them. To illustrate this, the *negation*, which is the highest error in this questionnaire, was evaluated only one time. This means that from the four items mentioned above, only one time appeared this syntactic error. Thus, this influences to have a criteria that represents the 75%. In regard to *pluralization*, which was the highest in the pre-test, in the students' questionnaire, it represents the 44.53%. This makes us think that as the questionnaire had only a quick sample about this error, the percentage was minor than in the pre-test, which held more difficulties in order to get a clearer idea of it. Concerning the *word order* and

subject omission, these errors represented a low percentage; for example, *word order* got a

35.94% and *subject omission* 37.50%. Therefore, it is considerable to mention that the total

result of the errors has descended to 45.31% from 59% obtained in the pre-test.

Similarly, in the teachers' questionnaire, the item number 5 is related to the frequency of

syntactic errors that students make when learning English. Thus, the majority of teachers,

which represents the 53.85%, express that between the 51% and 75% of students make the

word order error. In the same vein, teachers think that between the 26% and 50% of

students make the *subject omission* and *negation* error. Finally, the 46.15% of teachers

think that between the 26% - 50% and 51% - 75% of students make the pluralization error.

In order to bear out with what has been said, it is important to see the illustration below.

Illustration 4

% of students	Error			
	Word Order	Subject Omission	Negation	Pluralization
A. **0-25 %**	7.69%	23.08%	7.69%	7.69%
B. **26-50 %**	38.46%	53.85%	53.85%	46.15%
C. **51- 75 %**	53.85%	15.38%	38.46%	46.15%
D. **76-100%**	0.00%	7.69%	0.00%	0.00%

Illustration 4: Relative Frequency of errors- Teachers
Source: Teachers' questionnaire
Elaboration: Author

This illustration shows how much teachers pay attention to the different syntactic errors

After describing the first part of the quantitative analyzes, it is time to do an analysis of the post-test. In short words, this is to know if the intervention worked or not with the group of students taken as a referent for this research. Then at the first instance, the post-test shows that after the intervention, there was a result that shows that at least 21, 88% of students did not make errors in at least one of the types of errors analyzed in the present research. This is shown in the illustration below.

Illustration 5

POST-TEST/8					
Description	**Word Order**	**Negation**	**Pluralization**	**Subject Omission**	**TOTAL**
Errors	48%	42%	29%	47%	42%
Correct answers	52%	58%	71%	53%	58%
TOTAL	**100%**	**100%**	**100%**	**100%**	**100%**

Illustration 5: Relative Frequency of errors
Source: Post- test
Elaboration: Author

It is noticeable that after the intervention, the main error is *word order* with the 48%, followed by *subject omission* with the 47%. Similarly, the negation errors have diminished to 42%. Finally, the error that was the highest in the pre-test has been reduced considerably to 29%. Therefore, the first descriptive results show that the intervention has triggered a reduction of the errors made by the students; for instance, Pluralization is the most reduced error with the 36%, followed by negation with the 16%. Regarding the *word order* and *subject omission*, they experienced a reduction of 9% and 8 % respectively.

Summarizing, the 59% of the global error results in the pre-test have been reduced to 42% of the errors made in the post-test. Indeed, from this percentage, 28.94% out of 100% is for *word order*, considered as the highest, and 17.18 % out of 100% is for pluralization which is considered as the lowest of the four errors. This is shown in the illustration 6

Illustration 6

Dominant Syntactic Errors
Post - Test

[NOMBRE DE CATEGORÍA]; 28.47%

[NOMBRE DE CATEGORÍA]; 28.94%

[NOMBRE DE CATEGORÍA]; 17.18%

[NOMBRE DE CATEGORÍA]; 25.41%
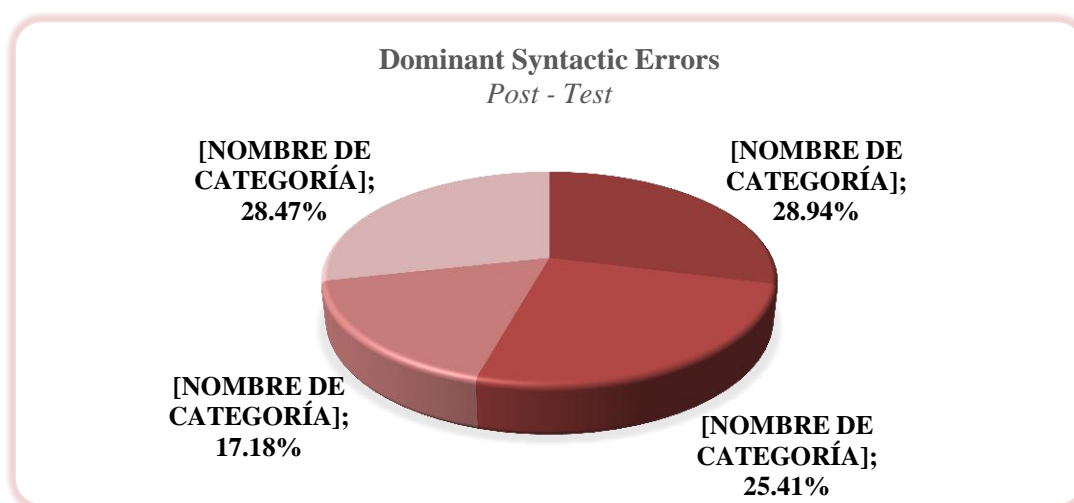
Illustration 6: Dominant Syntactic errors
Source: Post- test
Elaboration: Author

4.2 Analysis of the Impact Produced During the Students of the Miguel Moreno Ordoñez Intervention

Generally, the evaluation of the impact is not related to qualitative factors, but based on quantitative elements. In effect, these measures characteristics or variables that can take numeric values. In this way, the results are gotten through a statistical analysis. Furthermore, to face the quantitative subject of the impact that the intervention caused to

the students who participated in this research, it is necessary to start from a point that is before or pre-test and finish to the point that is after or post-test.

Illustration 7
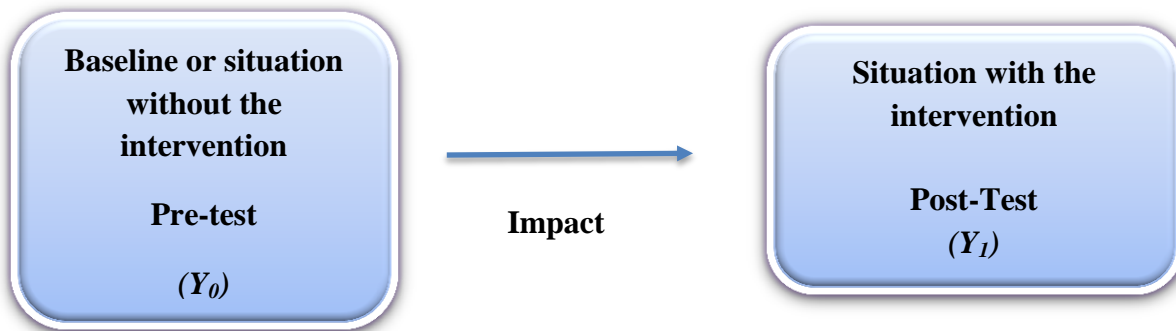
Illustration 7: Impact
Source: Pre and post test
Elaboration: Author

If we observe the change produced in the variable (Y) before and after the intervention, it might be accepted as a measure of impact in the master of the English language by the students under this study. Thus, to calculate the impact, it can be represented as follows:

$$K = Y_t - Y_0 = \partial_y$$

This means that:

- K is the impact

- Y_0 is the result of the variable before the intervention

- Y_t is the situation after the intervention

- ∂_y is the variation of Y between the period 0 and 1.

In order to show the results about the impact accurately, it is considerable to say that as the pre and post-tests are linked, they were measured by the statistical test called *Paired T Test.* But what is this?

This kind of test calculates the difference within each pair of measurements occurred before and after the intervention. Moreover, it determines and reports whether the mean of the differences is statistically significant or not. Finally, the sample is the same and has been measured twice. In short terms, the same sample is for the pre and post-test. For that reason, it has also been nominated as paired or repeated measures (Tamayo, n/d).

In the case of this research, the samples are formed by pairs of values, one from each population and the statistics is obtained from the difference in the values of the two variables corresponding to each case or d_i which is defined as $di = xi - yi$.

After defining what a paired T test is, it is indispensable to define certain terms that are going to be useful for understanding the level of significance the intervention had in each error.

The Null Hypothesis

$H_0: \mu_d = \mu_0$	The mean of the differences of the population (μ_d) is equal to the hypothetical mean of the differences(μ_0).

Alternative Hypothesis

$H_1: \mu_d \neq \mu_0$	The mean of the population differences (μ_d) is not equal to the hypothetical mean of the differences (μ_0).
$H_1: \mu_d > \mu_0$	The mean of the population differences (μd) is greater than the hypothetical mean of the differences ($\mu 0$).
$H_1: \mu_d < \mu_0$	The mean of the population differences (μd) is less than the hypothetical mean of the differences ($\mu 0$)

Large samples that must be greater than 25, and the formula of the observed statistical t is

$$t = \frac{\bar{d}}{S_d / \sqrt{n}}$$

This is represented in the following way:

Z_T = Observed value t
$\bar{d}$ = Average of differences
S_d = standard deviation of the differences
n = sample size.

It is determined that the level of significance $\alpha = 5\%$, the statistical test, and its

distribution under the H_0 is a t distribution with *n -1* degrees of liberty.

Results:

With $p < 0.05$ we reject H_0

With $p > 0.05$, H_0 is not rejected

Once an idea about the process has been given, a contrast of the paired t test is presented for each one of the analyzed variables under this study. This analysis was done in a statistical program called IBM SPSS statistics.

4.2.1. Word Order

This variable is determined by the value of the student's score in the pre-test and post-test. This means that the score obtained in the questions related to word order evaluate the correct structure of a written sentence in all its forms.

H_0= There is no significant difference in the means of the students' qualifications in *word order* before and after the intervention of the teacher.

H_1: There is a significant difference in the means of the students' qualifications in *word order* before and after the intervention of the teacher.

Therefore, the obtained results are:

Illustration 8

Related Statistic Sample

	Mean	N	T. Deviation.	T. Error of the mean

Pair 1	**Word Order Score - Pre Test**	3.45	29	1.021	.190
	Word Order Score - Post Test	4.07	29	1.361	.253

Test of Related Samples

		Related Differences					T	Gl	(bilateral) Significance
		Mean	T. Deviation	T. Error of the mean	95% Confidence Interval for difference				
					Inferior	Superior			
Pair 1	Word Order Score - Pre Test - Word Order Score - Post Test	-.621	1.613	.299	-1.234	-.007	-2.073	28	.048

Illustration 8: Paired t test
Source: Word Order
Elaboration: Author

If we look at the illustration 8, the H_0 is rejected, ($sig.\, 0.048 <\, 0.05$). Therefore, it can be concluded that there is a significant difference in the means of qualification of the students' evaluation about *word order* before and after the intervention of the teacher. Thus, it is determined that the teacher's intervention had positive and significant effects on the students´ learning. In consequence, the average rating in this type of evaluated error increases from 3.45 to 4.07.

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4.2.2 Negation

This variable is determined by the value of the student's score in the pre-test and post-test. In other terms, this reflects the questions that evaluate the correct structure of negation in a written sentence.

H_0= There is no significant difference in the means of the students' qualifications in negation before and after the intervention of the teacher

H_1: There is significant difference in the means of the students' qualifications in negation before and after the intervention of the teacher.

The obtained results of this error are:

Illustration 9

Related Statistic Sample

	Mean	N	T. Deviation	T. Error of the mean

Pair 1	Negation Score - Pre Test	3.28	29	1.279	.237
	Negation Score - Post Test	4.55	29	1.404	.261

Related Test sample

		Related Differences						
		Mean	T. Deviation	T. Error of the mean	95% Confidence Interval for difference		T	gl	(bilateral) Significance
					Inferior	Superior			
Pair 1	Negation Score - Pre Test - Negation Score - Post Test	-1.276	1.869	.347	-1.987	-.565	-3.676	28	.001

Illustration 9: Paired T Test
Source: Negation
Elaboration: Author

According to the previous illustration, the H_0 is rejected($sig.\,0.001 < 0.05$). For this reason, it is reasonable to conclude that there is a significant difference in the means of the students' scores in the evaluation of negation before and after the intervention of the teacher. Therefore, it is determined that the intervention of the teacher had significant and positive effects on the students´ learning. In this effect, it is admissible to express that the average rating of this type of evaluated error has increased from 3.48 to 4.55.

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4.2.3 Pluralization

In the same way, this variable is determined by the value of the student`s score in the pre- test and post-test. Of course, this is obtained from the questions or items that evaluate the correct use of plurals when writing words and sentences in English, which differ from Spanish.

H_0= There is no significant difference in the means of the students' qualifications in *pluralization* before and after the intervention of the teacher.

H_1: There is significant difference in the means of the students' qualifications in *pluralization* before and after the intervention of the teacher.

Then after doing an analysis, the results are the following ones:

Illustration 10

Related Statistic Sample

	Mean	N	T. Deviation	T. Error of the mean

Pair 1	Pluralization Score - Pre Test	2.93	29	1.486	.276
	Pluralization Score - Post Test	5.69	29	1.815	.337

Related Test sample

	Related differences					T	gl	(bilateral) Significance
	Mean	T. Deviation	T. Error of the mean	95% Confidence Interval for difference				
				Inferior	Superior			
Pair 1	Pluralization Score - Pre Test - Pluralization Score - Post Test	-2.759	2.415	.448	-3.677	-1.840	-6.151	28	.000

Illustration 10: Paired T Test
Source: Pluralization
Elaboration: Author

In this case, the H_0 is rejected $(sig.\, 0.001 < 0.05)$. Thus, we can conclude that there is

a significant difference in the means of the qualifications of the students in the evaluation

of *pluralization* before and after the intervention of the teacher. Consequently, the

intervention had a great impact on the students` learning process. In short words, it had

positive and significant results. To illustrate this, we can say that the intervention made the

average rating of this type of error increase from 2.93 to 5.59.

4.2.4 Subject Omission

This variable is determined by the value of students' score in the pre and post-test. Indeed, these scores are taken from the questions or items that evaluate the use of subject in English sentences and paragraphs.

H_0= There is no significant difference in the means of the students' qualifications in the subject omission before and after the intervention of the teacher

H_1: There is significant difference in the means of the students' qualifications in subject omission before and after the intervention of the teacher.

The results of this type of errors are as follows:

Illustration 11

Related Statistic Sample

		Mean	N	T. Deviation	T. Error of the mean
Pair 1	Subject Omission Score - Pre Test	3.52	29	1.479	.275
	Subject Omission Score - Post Test	4.14	29	1.529	.284

Related Test sample

	Related differences					T	Gl	(bilateral) Significance
	Mean	T. Deviation .	T. Error of the mean	95% Confidence Interval for difference				

				Inferior	Superior			
Pair 1	Subject Omission Score - Pre Test - Subject Omission Score - Post Test	-.621	2.243	.416	-1.474	.232	-1.490	28	.147

Illustration 11: Paired T Test
Source: Subject Omission
Elaboration: Author

Finally, in this kind of error, the H_0 is not rejected $(sig. 0.147 > 0.05)$. This error's

result is different in comparison to the three errors mentioned above since there is not

significant difference in the means of qualification of the students' evaluation about subject

omission before and after the intervention of the teacher. In short terms, the study shows

the teachers' intervention as positive, but it was not significant on the students´

performances. However, the qualification rating in this type of evaluated error increases

from 3.52 to 4.14, which is not considered as significant for the students according to the

statistical study.

4.3 Factors that Influence to Make the Syntactic Errors in the Students of the Miguel Moreno High School.

As we have already determined the main syntactic errors produced by high school

students, it is important to define what factors contribute to make the errors under this

study. Indeed, this information is based on the questionnaires applied to the students of the

third "D" of Bachillerato and teachers of freshman, sophomore and junior students. It is

worth mentioning that the teacher's information will be analyzed and discussed from the

qualitative point of view since the data collected does not allow to make a quantitative analysis.

Returning to students' questionnaires, which takes a quantitative analysis, the results were analyzed according to the multiple linear regression model. But what does this model comprehend? This is defined as a mathematical model used to approximate the relationship of dependence among the dependent variables, independent variables and aleatory term. Thus, they can be defined as follows:

1. Dependent variable is considered as the one in which its value depends from another variable. This is usually represented as **Y** and is called returning.

2. Independent Variable is considered as the one in which its value does not depend from another variable. In fact, this represents a characteristic or property. Similarly, this term is usually represented as X_i and is called regressive variable.

3. Finally, the aleatory term is the one that represents the part which is not explained by the independent variable in the regression model. In the same way, this is statistically symbolized as ε.

Then this model can be represented in the following way:

$$Y_t = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \cdots + \beta_n X_n + \varepsilon$$

To understand what this means, take a look of the explanation below

Y_t: Dependent variable, explained or returning

$X_1, X_2 \ldots X_n$: Explicative variables, independent or regressors.

$\beta_0, \beta_1, \beta_2 \ldots \beta_n$: These are parameters that meassures the influence that have the explicative variables over the dependent variables.

To conclude the theoretical portion, the β_0 is the intercept or constant term of this model. In the same way, the β_i ($i > 0$) is the parameter for each regressor, and n is the number of independent parameters that must be taken into account in the regression model (Rojo, 2007).

4.3.1 Specifications of the Linear Regression Model in the English Syntactic Errors.

In this research, the statistical model was specified with the information of the questionnaire applied to the students. Thus, this model is as the one represented below.

$$Y_i = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \cdots + \beta_n X_n + \varepsilon$$

$$Errors_i = \beta_0 + \beta_1 Age_i + \beta_2 Courses_i + \beta_3 N°courses_i + \beta_4 Tasks_i + \beta_5 Dictionary_i + \varepsilon$$

As we can see, the errors are considered as dependent variables. Moreover, these variables represent the number of errors made by the student i.

On the other hand, the variables related to age, courses, number of courses, tasks and dictionary are considered as independent variables. Thus, to have a better idea about what role each variable plays in this research, it is important to define each one of them. For instance:

Age$_i$ = This is a discrete quantitative variable that estimates the function of the class mark of the age range of each student i of the sample.

Courses$_i$ = This is a qualitative variable that takes the number 1 when the student i has taken English courses, but 0 if the student has not taken any extra English class.

N° courses = This is a quantitative variable that represents the number of extra English classes taken by the student i.

Tasks = This is an ordinal qualitative variable that represents the frequency: never (1), sometimes (2), and always (3). In other words, it specifies the regularity that the student i performs the tasks at home.

Dictionary= This is an ordinal qualitative variable that represents the frequency: never (1), sometimes (2), and always (3). This means the regularity that the student i uses the English dictionary or other instruments that help him or her guide when he or she does some English exercises.

4.3.2   Estimation and Results

The estimations were made in the statistical program called IBM SPSS statistics 21 through the method named *backward* that initially includes all independent variables, but going through the process it removes out one by one till it shows the ones that are

significant for the study. Indeed, it is demonstrated in the value F- exit in the illustration that is below.

Illustration 12

Variables entered/ deleted [a]

Model	introduced Variables	Deleted Variables	Method
1	Age, Tasks, Dictionary, Number of courses, Courses[b]		Introduce
2		. Courses	Backwards (criterion: Prob. of F to exit >=.100).
3		. Number of courses	Backwards (criterion: Prob. of F to exit >=.100).
4		. Age	Backwards (criterion: Prob. of F to exit >=.100).

Illustration 12: RML of syntactic errors model
Source: Introduced and deleted variables
Elaboration: Author

a. Dependent variable: Errors

b. All requested variables entered

The previous illustration shows, after some interactions, of course, that there are four specific models from which some variables have been removed of each model till it gets an optimal model of estimation. Thus, a summary of the model under discussion is shown below.

Illustration 13

Summary of the model[e]

Model	R	R equation	R equation corrected	T. Error of estimation	Durbin-Watson
1	.562[a]	.316	.160	1.985	
2	.562[b]	.315	.196	1.942	
3	.560[c]	.314	.228	1.903	
4	.481[d]	.231	.170	1.973	2.243

Illustration 13: Model RML of syntactic errors
Source: Summary
Elaboration: Author

a. Predictor variables : (Constant), Age , Tasks, Dictionary, Number of courses, courses
b. Predictor Variables: (Constant), Age, Tasks, Dictionary, Number of courses.
c. Predictor variables: (Constant), Age, Tasks, Dictionary.
d. Predictor variables: (Constant), Tasks, Dictionary.
e. dependent variable: Errors.

The previous results show that the model 3 is the best one to fit in this study; however, it is followed by the models 2 and 4. In effect, in the model 4, Durbin- Watson that is $1.5 <$ DW > 2.5 verifies that there is no existence of autocorrelation. Therefore, there is an independence of the errors.

On the other hand, in the inference of the model, the contrast called ANOVA is only focused on the models 3 and 4. This helps us have a vision about the level of significance. In short terms, these models verify that the 5% of significance ($\rho_3 = 0.027 < 0.05$) and $p_4 = 0.037 < 0.05$ respectively, rejects the H_0. This means that the explicative variables have an influence over the errors under this study. Thus, for this model the regressors provide information for the explanation of the dependent variables. To understand better this statement, it is important to look at the following Illustration.

Illustration 14

ANOVA[a]

Model		Sum of equations	gl	Quadratic Mean	F	Sig.
1	Regression	39.981	5	7.996	2.029	.114[b]
	Residual	86.698	22	3.941		
	Total	126.679	27			
2	Regression	39.947	4	9.987	2.648	.059[c]
	Residual	86.732	23	3.771		
	Total	126.679	27			
3	Regression	39.729	3	13.243	3.655	.027[d]
	Residual	86.950	24	3.623		
	Total	126.679	27			
4	Regression	29.325	2	14.663	3.765	.037[e]
	Residual	97.354	25	3.894		
	Total	126.679	27			

Illustration 14: ANOVA; Model RML of syntactic errors
Source: Contrast of regression
Elaboration: Author

a. Dependent Variables: Errors.
b. Predictor Variables: (Constant), Age, Tasks, Dictionary, Number of courses, courses.
c. Predictor Variables: (Constant), Age, Tasks, Dictionary, Number of courses.
d. Predictor Variables: (Constant), Age, Tasks, Dictionary.
e. Predictor Variables: (Constant), Tasks, Dictionary.

In the same way, after showing how the values are according to the ANOVA contrast, it is considerable to picture how the coefficients are shown in the next illustration. This is done in order to display how this model is validated to determine the factors that influence the making of the errors under this study.

Illustration 15

Coefficients [a]

Model		Non-standarized coefficients		Typified coefficients	T	Sig.
		B	T. Error	Beta		
1	(Constant)	-33.129	35.309		-.938	.358
	Courses	.560	6.036	.068	.093	.927
	N° of courses	-.560	3.576	-.108	-.157	.877
	Tasks	-2.704	1.232	-.393	-2.194	.039
	Dictionary	1.086	.628	.340	1.729	.098
	Age	2.354	2.046	.285	1.150	.262
2	(Constant)	-35.319	25.684		-1.375	.182
	N° of courses	-.242	1.008	-.047	-.240	.812
	Tasks	-2.704	1.206	-.393	-2.243	.035
	Dictionary	1.095	.608	.343	1.801	.085
	Age	2.481	1.484	.300	1.672	.108
3	(Constant)	-34.100	24.679		-1.382	.180
	Tasks	-2.700	1.182	-.393	-2.285	.031
	Dictionary	1.150	.552	.360	2.083	.048
	Age	2.400	1.416	.291	1.695	.103
4	(Constant)	7.482	2.729		2.742	.011
	Tasks	-2.848	1.222	-.414	-2.331	.028
	Dictionary	1.023	.567	.320	1.804	.083

Illustration 15: Modelo RML of syntactic errors
Source: Coefficients
Elaboration: Author

a. Dependent Variables: Errors.

Looking at the table above, a general idea about the relationship between the explicative and dependent variables has been presented in order to know how significant they are. In short terms, it is worth mentioning that in order to get the final results about the real factors that influence the errors, the variables relationship must be validated with the analysis of individual significance, which means that the values taken to be analyzed need to be the

ones that belong to the recommended models. Indeed, if we look at the illustration 15, the models 3 and 4 are the ones that show the individual significance of the parameters of the regressors.

In consequence, analyzing the illustration 15, the final result will be that the H_0 is rejected to the variables *constant, tasks* and *dictionary*. Thus, it helps to explain that these variables have individual significance which can explain the dependent variables.

$(\rho_{constant} = 0.011 \ < 0.05 \ )$; $(\rho_{tasks} = 0.028 \ < 0.05 \ )$ and $(\rho_{dictionary} = 0.083 \ < 0.10 \ )$

Finally, the multivariate linear regression model of English syntactic errors for this research is specified as follows:

$$Errors_i = \ \beta_0 + \ \beta_1 Tasks_i + \beta_2 Dictionary_i + \ \varepsilon$$
$$Errors_i = \ 7.482 - 2.848(Tasks_i) + 1.023(Dictionary_i) + \ \varepsilon$$

Then with the previous specified model the incidence of these factors in the students to make errors can be summarized in the following way:

Constant: The students have an average of errors of 7.48 out of 8. This is without taking into account the frequency of doing tasks and using the English dictionary.

Tasks: If the students increase the frequency of doing tasks at home, the error could decrease to 2.48.

Dictionary: it is surprising that this variable instead of helping students decrease errors when they do their homework or any other English task, it might help them increase the errors. In other words, the average of errors might increase at least 1.02.

To conclude, this study shows that not all independent variables can be a factor for making students produce syntactic errors in the written part. However, as it is described above, one of the main factors is the variable referred to tasks since high school students do not like doing tasks at home. Moreover, the constant use of the dictionary might make students increase syntactical errors.

4.4 Qualitative Analysis and Discussion

The analysis presented above expresses a quantitative study based on statistical representations and interpretations. Undoubtedly, the results of the pre and post- tests, the impact it caused, the students' answers in the questionnaire and the relevant independent variables that have an impact in the students' learning are analyzed and discussed statistically in order to come up with conclusions about the syntactic errors under this research, However, it is not proper yet to launch final conclusions before doing a critic about the results obtained from the questionnaires applied to the students and teachers and the journals written by the students, which were designed to determine the causes that make students produce syntactic errors when writing. In short words, it is necessary to analyze from the qualitative point of view too.

In regards to the previous fact, it is necessary to start affirming that the syntactic errors detected in the 32 students of Miguel Moreno High School were worked during the whole intervention. Nevertheless, despite the errors were worked during 32 hours, they were not improved totally. Then the question is why do those errors keep on as fossilized in the students' minds?

If we remember in the previous quantitative analysis done about the different questions applied to the students, most of the students range between the ages of 16 to 20. This question was done in order to know if age influences or not on the learning of the language. Thus, in spite of having had a statistical result, which shows no significant level, that expresses while older the person is, more the error is.

According to my experience and Khalifa's article (2012), age is really important in the learning of English. This means that a person is better in the learning of English while younger he or she is. In other words, a person who starts learning English at the very early age, generally his or her language proficiency is high when he or she is an adult. Similarly, Muñoz (2010) affirms that younger learners have advantages to outperform older learners in the aspects of different skills, mainly the morphosyntax, which makes them finally after a long time of practice to sound as a native-like.

Comparing with the students of Miguel Moreno High School, the majority of students present a low level of English since they have not had much experience and contact with the language. Indeed, this makes them produce many syntactic errors that are hard to deal

with. Therefore, if they had had more English classes and contact with the language from their early age, they would have probably showed a higher level of proficiency regarding the avoidance of syntactic errors.

With regards to the second question that says if the students have already taken or are taking extra English classes, the result is considered as positive since there are few students who have already taken it. In consequence, most of the learners who have more experience than others on the language have minor errors in the English syntax. This makes us think that one of the factors to improve the language syntax errors is to be in touch more with the language including extra English classes that are considered as positive. Likewise, in the item that refers to the frequency students do English tasks at home, the majority of the answers are *sometimes* which makes clear that students do not practice the language at home even when they have to do it as homework. Thus, the lack of English practice is another factor that makes students produce syntactic errors in the written production.

Additionally to the previous statement, most of the students' answers to the question if they use a dictionary to do English tasks are *sometimes* and *always*. According to some teachers' beliefs, this is a good instrument to improve the learning of the English language, but surprisingly, the study shows, as it is presented in the quantitative analysis, that the dictionary is not good to overcome the syntax errors. In fact, this is helpful for the students to improve vocabulary, but to improve the syntax errors, it might be actually a distractor to write accurately since high school students use a dictionary in which the first part is

Spanish-English or English-Spanish. It is worth mentioning that this happens even when they know that the structure in Spanish and English is not the same.

Finally, the items 6, 7 and 8 are not analyzed in this section because they belong to the quantitative part. This was done because the items mentioned before were related to the four syntactic errors in order to know whether students had previous knowledge about errors or not.

Continuing with the errors discussion, to demonstrate what has been said before and find some other possible reasons why students might make errors that keep as fossilized when writing in English, an analysis of the students' journals, which were written after reinforcing each one of the errors under study, was made. Of course, each journal had the same code learners used in the pre-test. This was done in order to compare the results of the pre-test and post-test, and the thoughts expressed by students in the questionnaires and journals.

Therefore, the results are as follows: the learners who got the highest grades in the pre-test and post-test declared that they usually do their homework and also they like how the classes are presented by the teacher. This means that students learn English in a better way when they feel motivated. This is the case of a student to whom I represented with the code 3077. This pupil got a low score in the pre-test, but in the post-test, this learner was the best scored even when he has not taken extra English classes. Similarly, he expressed that the classes were good and that motivated him to do their best during the intervention. Equally,

the opinions were similar from other students who are more familiarized with the language and from the students who felt motivated by the teacher.

Additionally, some of these students studied or are studying English in an institute which makes us conclude that while more in contact with the language students are, the least the errors are.

To conclude, analyzing the journals, it has been proved again that the motivation and more contact with the language are factors that might help students to improve their English syntax errors. In other terms, students who do not have much knowledge and feel discouraged for the English learning might make more English syntactic errors than others.

Regarding what has been manifested in the previous statement, an analysis was done of the students with the lowest scores in order to see how they felt about their learning and how encouraged they were.

It has been decided to take two students as samples. These students were encoded as 7550 and 1331. A part of saying that they do not do their homework because they think that English is really complicated and confirming they use substantially the dictionary, they manifested that in spite of having learned something, the teacher does not have a good methodology to make them understand the language. However, at the same time in their journals, these students were not clear about what they learned during the section since there were some tasks they cited that were not part of this research.

With this regard, it is correlated that students failed in the pre and post-posts because they are not interested and motivated in the English learning. In fact, one proof of this is that they do not like doing English tasks, which is essential to improve the language.

On the other side, contrasting the students' questionnaire with the teachers' one, the latter expresses another possible evidence why students make syntactic errors. Thus, in spite of the majority of teachers range between the ages of 31to 40, which represents the 53.85%, and have more than 10 years of experience, most of them like practicing with their students the speaking and reading skills. To illustrate this, it is considerable to look at the table below.

Table 1

Preferred Skill	Frequency	%
Speaking	6	46.15%
Reading	4	30.77%
Listening	1	7.69%
Writing	2	15.38%
Total	**13**	**1**

Table 1: Relative Frequency of the Teacher's age
Source: Teacher's questionnaire
Elaboration: Author

Looking at the table above, it is noticeable that the highest skill practiced is speaking with 46.15% and the lowest one is listening with 7.69%. However, it does not mean that the writing is well-practiced. This makes us think that the writing skill is not a priority for the teachers that took this questionnaire. Thus, it causes the students not to pay attention to some syntactic errors like the ones under this research.

Another factor why students make syntactic errors is because teachers do not try to correct them so often. I say this because in the item 3 they do not pay much attention to the writing skill. However, when they do a writing activity, most of them, 76.92% to be specific, identify the different errors. This frequency fluctuates between quite often and always as it is shown in the table below.

Table 2

Have you detected any syntactic errors?	Frequency	%
Fairly often	1	7.69%
Very often	10	76.92%
Always	2	15.38%
Total	**13**	**1**

Table 2: Frequency that teachers detect errors
Source: Teacher's questionnaire
Elaboration: Author

Finally, teachers have mentioned that when they do a writing activity, they try to correct the different syntactic errors, especially the ones under this study. In fact, to correct those errors, they use different strategies according to their experience. For instance, they recommend the strategies that are presented in the table below.

Table 3

Strategy	Frequency
Feedback	3
Dictation	2
Self – Correction	2
Error correction	1
Exercisses for correcting mistakes	1
Grammar exercisses	1
More Practice	1

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Pair correction	1
Plural Exercisses	1
Reading Strategy	1
Rewriting strategy	1
Role plays	1
Teach Grammatical Rules	1
Unscrambling	1
Watching videos	1
Word Order exercisses	1

Table 3: Common strategies applied in Class
Source: Teacher's questionnaire
Elaboration: Author

If we look at the table above, the most important strategies recommended by the teachers

are the ones related to feedback, dictation and self-correction. However, it does not mean

that other suggested strategies are not usable; they are completely usable depending on the

types of students the teacher is facing and teacher's strategies.

In conclusion, not only the factors that are mentioned in quantitative inquiry such as

tasks, dictionary and constant errors are the principal ones to make syntactic errors, but also

the age, more experience with the language, motivation and the English skills the teachers

most focus on in classes are other factors that induce students to make some syntactic

errors.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

After analyzing previous concepts, studies, aspects and factors related to syntactic

interference of L1 into L2 when learning a second or foreign language and the results

obtained from the research done at Miguel Moreno high school, it can be concluded that this interference has both positive and negative effects, and these effects depend on different aspects related to second language learning and to factors that influence learners to make errors. Concerning the fact that L2 learners make syntactic errors, the intervention done to the 32 students was constructive, and the factors that influenced the students to make the errors under this research are related to different independent variables and situations students face during the learning process.

In the case of positive effects, in terms of syntax, Spanish speakers who learn English relate similar syntactic patterns that exist in both languages; for example, they associate the relationship of some words' endings that exist in Spanish and English such as: $-ncia$ and $-nce$, $-oso$ and $-ous$, $-ificar$ and $-ify$, $-mente$ and $-ly$, and $-ción$ and $-tion$. They do this to facilitate their learning since they take these endings as cues for getting engaged in the new language. In other words, they link the Spanish and English endings to keep in mind the meaning of the words. However, even when these cues help learners substantially, many times students, beginners in most of the cases, use the same syntax in both languages. Namely, they transfer the Spanish syntax into the English one, which makes them produce many English syntactic errors.

In addition, it is worth mentioning that cross-linguistic influence or language transfer is not the only way learners make errors, but it also happens for other aspects such as the way students assimilate the different stages of learning and the way students adapt to a new

system of language between L1 and L2, which might be fossilized. Similarly, learners produce errors when they are not allowed to make errors at the moment of learning and when the errors are not analyzed and paid attention by teachers in order to be corrected.

Furthermore, the information got from the pre and post-tests allowed to conclude that the errors such as word order, negation, pluralization, and subject omission produced by the Miguel Moreno high school students, in general words, were overcome significantly. This means that the intervention done to the students during 32 hours had a positive effect. To illustrate this, in the pre-test, the total of syntactic errors made by the students was 59% out of 100 % in comparison to the post-test in which it was reduced to 42%.

In spite of saying that the impact of the intervention was good for students, it is considerable to mention that the level of significance of word order, negation, and pluralization was acceptable, but for the subject omission it was not significant. It does not mean that the application done by the teacher did not work; it means that it was not significant on the students' performances.

Regarding the factors that influence learners to make syntactic errors, the questionnaire applied to the students and the statistical *paired T test* model make us conclude that we as English teachers must motivate students to learn English from early ages. This means that while younger the learner is, better his or her English proficiency is. Moreover, in order to avoid syntactic problems from the beginning of the learning, students need to be motivated more to practice the language by receiving extra English training, by doing their tasks at

home and by trying to use the language accurately because sometimes students transfer Spanish into English.

When talking about the term transfer, sometimes students translate words or phrases by using the Spanish - English dictionary. Unfortunately, this fact produces great confusion that does not allow students to use accurately the syntax part since they use the dictionary to translate word by word, forgetting about the syntax of English language. In other words, when using the dictionary constantly, students can adopt automatically the translation method, which makes them believe that structures are the same in Spanish and in English. This negative fact should be overcome. Therefore, English teachers have to motivate students more to use English syntax accurately because while more motivated students are for writing in English correctly, more efficiently they overcome the syntactic problem.

Finally, according to the questionnaire applied to some teachers, another factor that produces syntactic errors is the frequency with which teachers practice with the students each one of the skills like listening, speaking, reading and writing. In this sense, most of the teachers showed in the questionnaire that the skill they practice with major frequency is speaking, which can be actually understandable and efficient but still with syntactic errors. Certainly, this happens because they do not pay attention too much to the written part. Thus, to overcome the syntactic errors, it is necessary to concentrate on the writing skill without leaving apart the other three skills. If it is done so, students are going to learn English better with less syntactic errors.

To wrap up, this research has accomplished with all questions and objectives planned in the proposal presented at the beginning of this project. However, I consider that the study of syntactic problems in high school students needs to be broader than the one done in the present inquiry. Then it is worth mentioning some recommendations for a further research.

5.2 Recommendations

First of all, it is recommended for teachers to concentrate more on correcting syntactic errors by doing some activities such as: dictation, self-correction and providing feedback about written errors.

The second recommendation is that the time estimated for the application could be enlarged since 32 hours are not enough for completing an effective intervention. In the same way, the hours of English classes for students of third year of bachillerato have been reduced notably to three hours per week; so, it would be a good idea to propose the Ministry of Education to increase more English classes since more in contact the students are with the language, more efficient they become.

Thirdly, if someone is interested in doing a research about syntactic problems, it is recommendable to do a further research about the syntactic errors. It means that not only the errors mentioned in this project are the ones that students make when learning English; they have, of course, more writing problems in terms of syntax. The fact is that the errors presented in this project were identified as the most common ones in the Miguel Moreno High school students.

Finally, for future research, considering that the syntax errors should be corrected since the beginning of the learning process, I strongly recommend the next researcher to generate a plan in which syntactic errors based on the different Spanish and English structures must be included at least from the freshman to junior students because according to my experience, this is the big problem that most of the high school students face when they finish school.

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APPENDIXES

APPENDIX 1

School's Consent

UNIDAD EDUCATIVA

MIGUEL MORENO ORDOÑEZ

Dirección: Adolfo Peralta y Daniel Fernández de Córdova
Teléfono: 2854585   Telefax   2856051
E mail: miguelmoreno_o@yahoo.com

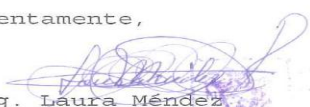Cuenca, 15 de marzo del 2016
OFICIO N°260RCMM-16

Licenciado
Willian García
PROFESOR DE LA INSTITUCION
Su despacho.

De mi consideración:

Dando contestación a su oficio de fecha 15 de marzo de 2016, en el que solicita permiso para los meses de Septiembre y Octubre del año en curso para aplicar con los estudiantes del Tercero de Bachillerato la investigación "Spanish Syntax influences on the learning of English", tengo a bien informarle que cuenta con el permiso correspondiente para aplicar la mencionada investigación.

Con sentimientos de respeto y consideración.

Atentamente,

Ing. Laura Méndez
RECTORA (E)

APPENDIX 2

FORMULARIO DE AUTORIZACIÓN DE PARTICIPACIÓN EN EL PROYECTO DE INVESTIGACIÓN

Willian Patricio García Padilla   129

Nombre del Proyecto: "Influencia de la Sintaxis en Español en el Aprendizaje del Inglés"

Investigador: Lcdo. Willian García   **Teléfono:** 4094484   **Email:** wily35612@hotmail.com

Soy estudiante de la Maestría en Lingüística Aplicada a la enseñanza del Inglés como Lengua Extranjera, la misma que se está desarrollando en la Universidad de Cuenca, y estoy llevando a cabo un estudio sobre *La influencia de la sintaxis del español en el aprendizaje del idioma Inglés* como requisito para obtener mi título de maestría. El objetivo de estudio es saber cómo influye la sintaxis del español en el aprendizaje del idioma inglés.

El estudio consiste de una entrevista y un cuestionario al estudiante. Además, el alumno tendrá que asistir de forma normal a sus clases regulares de inglés. Es importante indicar que la participación o no participación en el estudio no afectará la nota del estudiante y toda información recopilada será de estricta confidencialidad.

La participación es voluntaria. El estudio no conlleva riesgos de ninguna naturaleza, pero tampoco implica beneficios económicos o similares. Usted y su hijo(a) tienen el derecho de retirar el consentimiento para la participación en cualquier momento.

De este modo, la información obtenida será utilizada solo para fines investigativos. Eso significa que la información será llevada de forma anónima y cuando los resultados sean publicados se los hará de manera general sin mencionar nombres en particular.

Investigador

Yo, Willian Patricio García Padilla, he explicado a los estudiantes las actividades que se van a realizar durante la investigación y he contestado todas las preguntas de los futuros participantes.

Firma: _____   Fecha: _____

Participante

Willian Patricio García Padilla   130

He leído la información proporcionada en este formulario de permiso, siendo todas mis preguntas contestadas. Por tanto estoy de acuerdo con participar con este proyecto de investigación.

Nombre: _____ Fecha: _____

Representante Legal

Yo, _____ con cedula N°
_____ representante legal del estudiante
_____ estoy de acuerdo que mi representado participe en este proyecto de investigación.

Firma: _____ Fecha: _____

APPENDIX 3

UNIDAD EDUCATIVA TEMPORAL MIGUEL MORENO ORDOÑEZ	
Major : Foreign English Language	**Period :** 2016 – 2017
Teacher's Name : Lcdo. Willian Garcia	**Class :** Sixth
Date:	

Pre and Post-test

Estimado/as estudiantes, la presente prueba tiene como objeto recopilar información sobre su conocimiento en la habilidad de la escritura en el idioma inglés. Al mismo tiempo, servirá como investigación del trabajo final de mi maestría en "Lingüística Aplicada a la Enseñanza del Inglés como Lengua Extranjera". Por lo tanto, ruego la máxima sinceridad posible para que de esta manera dicha investigación tenga mayor validez y significancia.

1. Read the following sentences and circle the number of the English one that

corresponds to the Spanish sentence.

A) Ana abre la puerta

1. Ann opens the door.
2. The door opens Ann.
3. Opens the door Ann.

B) Yo voy en bicicleta a la escuela todos los días.

1. I go by bike to the school every day.
2. I every day go by bike to the school.
3. I to School go by bike every day.

C) Luego de la cena él usualmente se encuentra con un amigo en el bar.

1. After dinner, he usually meets a friend at the bar.
2. After dinner, he meets usually a friend at the bar.
3. After dinner, usually he meets a friend at the bar.

D) Él nunca llega tarde.

1. He never is late.
2. He is never late.
3. Never he is late.

E) Juanita tiene un hermoso cabello largo y rubio

1. Juanita has a beautiful long blonde hair.
2. Juanita has a beautiful blonde long hair.
3. Juanita has a beautiful hair long and blond.

F) Justin Bieber es un joven cantante popular Americano.

1. Justin Bieber is an American popular young singer.
2. Justin Bieber is a young American popular singer.
3. Justin Bieber is a young singer popular American.

G) Ella a menudo tiene que trabajar los fines de semana

1. She often must work on weekends.
2. She must work often on weekends.
3. She must often work on weekends.

H) Nunca soy grosero con mis padres/ Yo nunca soy grosero con mis padres.

1. I never am rude to my parents.
2. I am never rude to my parents.
3. My parents are never rude to I.

2. 1 Read the following questions and circle the number of the option that correctly

completes the answer

A)

Max: Do you want anything?
Peter: No, I don't want _____.

1. anything
2. nothing

3. something

B)
John: Do you have any money?
Katty: No, I _____ none.

1. don't have
2. have
3. don't have any

C)

Ammy: Did you see those people?
Dora: No, I didn't see _____.

1. No one
2. anyone
3. nothing

D)
 Robert: Do you have any candy?
Jessica: No, I don't have _____.

1. any
2. none
3. some

2.2 In the following examples, you have some negative English sentences. Circle the

number of the correct one in each group.

E)

1. I do not have no friends.
2. I do not have friends.
3. I do not have none friends.

F)

1. It never doesn't rain in Cuenca.
2. It no rains in Cuenca.
3. It never rains in Cuenca.

G)

1. I didn't never want to travel there.
2. I didn't want to travel there.
3. I didn't want not to travel there.

H)

1. I do not want anything.
2. I no want nothing.
3. No I want nothing.

3. Circle the number of the option that properly completes the sentence

A) I love reading. I've got hundreds of _____ .

1. book
2. bookes
3. books

B) Today is a busy day at school. I have five _____ .

1. clases
2. class
3. classes

C) I normally have two long _____ a year.

1. holidays
2. holiday
3. holidaies

D) They have four _____ , all girls.

1. children
2. childs
3. childrens

E) Most _____ work at home more than ten hours a day.

1. housewives
2. housewifes
3. housewifeses

F) Some _____came to arrest him.

1. policemen
2. policeman
3. policemans

G) I clean my _____ three times a day.

1. teeth
2. tooths
3. teeths

H) The _____ are in the hole.

1. mices
2. mice
3. mouses

4. Read the following sentences and circle the number of the English sentence that

corresponds to the Spanish one.

A) Él fue un buen ingeniero/ Fue un buen ingeniero.

1. Was a good engineer.
2. He was a good engineer.
3. A good engineer was.

B) Hoy está calor.

1. Is hot today.
2. Today is hot.
3. It is hot today.

C) Ella es una chica bonita.

1. She is a beautiful girl.
2. She is a girl beautiful.
3. Is a beautiful girl.

D) En la mañana, ella estudia inglés, pero en la tarde, ella va a la oficina.

1. In the morning, she studies English, but in the afternoon, goes to the office.
2. In the morning, she studies English, but in the afternoon, she goes to the office.
3. In the morning, studies English, but in the afternoon, she goes to the office.

E) Él llego tarde a la escuela porque vino caminando.

1. He arrived late to school because he came walking.
2. He arrived late to school because came walking.
3. Arrived late to school because he came walking.

F) Es importante hablar con el profesor.

1. It is important to talk to the teacher.
2. Is important to talk to the teacher.
3. It is important to talk to the teacher.

G) Espero que esto ayude para su tesis.

1. hope this helps for your thesis.
2. I hope this helps for your thesis.
3. Hoping this helps for your thesis.

H) Jane tiene una visa; sin embargo, no viaja porque no tiene dinero.

1. Jane has a visa; however, does not travel because does not have money.
2. Jane has a visa; however, she does not travel because does not have money.
3. Jane has a visa; however, she does not travel because she does not have money.

APPENDIX 4

Unidad Educativa Miguel Moreno Ordoñez

Docente: Lcdo. Willian García

Questionnaire

Fecha:_____

Estimado/as estudiantes, el presente cuestionario tiene como objetivo indagar sobre su formación y conocimiento en el idioma Inglés, el mismo que será de mucha ayuda para la investigación del trabajo final de mi maestría en "Lingüística Aplicada a la Enseñanza del Inglés como Lengua Extranjera". Por lo tanto, ruego la máxima sinceridad posible para que de esta manera dicha investigación tenga mayor validez y significancia.

1. ¿Cuál es su edad?

A. 13-15 años _____   B.16-18 años_____   C. 19-20 años _____

2. ¿Ha tomado cursos particulares de inglés?

Si ____   NO_____

Si la respuesta es sí, ¿cuántos, dónde y cuándo?

_____
_____

 3**. ¿Con que frecuencia realiza sus tareas de Inglés en casa?**

   Siempre _____   A veces_____   Nunca_____

Si su respuesta es nunca, ¿por qué?
_____
_____

4. Cuando usted trabaja con ejercicios en inglés ¿Utiliza un diccionario en Inglés u otros instrumentos de ayuda para guiarse?

Si_____   No_____   A veces_____

5. ¿Cree usted que el orden de las palabras en una oración positiva, negativa o pregunta en inglés es igual al orden de las palabras en una oración positiva, negativa o pregunta en español?

Si ___   NO_____

Si su respuesta es sí, escriba un ejemplo.

_____

6. **¿Cuál es el plural de las siguientes palabras?**

        A. car_____   D. horse_____

        B. woman_____   E. table_____

        C. wife_____   F. child_____

7. **Lea las siguientes oraciones y encierre en un círculo la letra de la oración que está escrita correctamente.**

        a) Sometimes they travel by bus to Quito, but when travel to Colombia, they do it by plane.
        b) Sometimes they travel by bus to Quito, but when they travel to Colombia, do it by plane.
        c) Sometimes they travel by bus to Quito, but when they travel to Colombia, they do it by plane.

8. Utilizando las frases "mis padres y yo", "había mucha gente", "las mujeres" y "los hombres" describa en inglés lo que le gustó y no le gustó sobre sus últimas vacaciones. (4 líneas)

    _____
    _____
    _____
    _____

Gracias por su colaboración!

APPENDIX 5

UNIVERSIDAD DE CUENCA
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CENTRO DE POSGRADO
MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL INGLES
COMO LENGUA EXTRANJERA

Questionnaire Format

Estimado/a docente, el presente cuestionario tiene como objetivo recopilar información sobre prácticas docentes en el idioma inglés. Al mismo tiempo, servirá como investigación del trabajo final de mi maestría en "Lingüística Aplicada a la Enseñanza del Inglés como Lengua Extranjera". Por lo tanto, ruego a usted contestar el mismo con la máxima sinceridad posible para que de esta manera dicha investigación tenga mayor validez y realce.

1. What is your age?

A. 20-30 years _____   B. 31-40 years _____   C. 41-50 years _____   D. 51-60 years _____
E. 61-70 years _____   F. more than 70 years _____

2. How long have you been teaching English?

A. 0-5 years _____   B. 5-10 years _____   C. more than 10 years _____

3. What is the skill you like to focus on the most with your students?

A. Speaking _____ B. Reading _____ C. Listening _____D. Writing _____

4. Have you detected any syntactic errors (word order, plurals, double negation, subject omission etc.) in your students?

A. Don't know/ No applicable_____ B. Never_____ C. Occasionally _____

D. Fairly often _____ E. Very often _____ F. Always_____

Willian Patricio García Padilla   140

5. What percentage of your students has made the following errors:

A little bit = 0 % - 25%
A moderate amount= 26% -50 %
A lot = 51% - 75 %
Too much = 76% - 100%

Word order?

A. 0-25 %_____B. 26-50 % _____C. 51- 75 % _____ D. 75-100%_____

Subject omission?

A. 0-25 %_____B. 26-50 % _____C. 51- 75 % _____ D. 76-100%_____

Negation?

A. 0-25 %_____B. 26-50 % _____C. 51- 75 % _____ D. 76-100%_____

Pluralization?

A. 0-25 %_____B. 26-50 % _____C. 51- 75 % _____ D. 76-100%_____

6. Have you worked on the errors mentioned above in order to improve your students' English production?

YES_____   NO_____

7. If your answer is yes, could you suggest some strategies to apply in class?

_____

_____

_____

Thanks for your collaboration!

	UNIDAD EDUCATIVA MIGUEL MORENO ORDOÑEZ	School Year 2016 -2017
	MICROCURRICULAR PLANNING	
1. Informational Data :		
Teacher: Lcdo. Willian Garcia	**Grade :** 3rd year of Bachillerato	**Class:** D
Area	Foreign Language **Subject :**	English
Level:.B1.1	**Unit 1**: Word Order	**General Objective:** At the end of this unit, at least 80 % of the students will be able to differentiate the English word order from the Spanish one, and use the English word order accurately for writing a

APPENDIX 6

		paragraph with coherence.		
Lesson : 1	**Periods**: 2	**Time :** 90 minutes	**Days:** two	

PLANS

Specific Objective	Methodological Strategies	Resources	Evaluation: Activities / Techniques / Instruments
By the end of the lesson, students will be able to write positive statements once they have learned to recognize the basic order of English Positive sentences	Applying the pre-test. Doing a game about word order. Doing a reading activity to make students realize the order of the positive English sentences. Explaining the differences between Spanish and English positive sentences order. Working on exercises of	Test Board Computer Extra worksheets Pictures .	**ACTIVITIES** In pairs, put in order the words to make sentences with coherence. In pairs, underline the subject, verb and object of the sentences presented in the reading. In groups of three, complete the exercises presented by the teacher. **TECHNIQUES** • Peer Observation. • Concept maps. • Questions **Instruments for written evaluation** • Pre Test • Worksheets

	positive sentence order.		
Prepared by		**Revised by**	**Approved by**
Teacher: Lcdo. Willian Garcia	**Area Director:** Lcdo. Willian Garcia		**Vice Principal :** Ing. Fabian Guerrero
Signature:	**Signature:**		**Signature:**
Date:	**Date:**		**Date:**

Universidad de Cuenca

	UNIDAD EDUCATIVA MIGUEL MORENO ORDOÑEZ	School Year 2016 -2017

MICROCURRICULAR PLANNING

1. Informational Data :

Teacher: Lcdo. Willian Garcia	**Grade :** 3rd year of Bachillerato	**Class:** D

Area	Foreign Language		**Subject :**	English

Level:. B1.1	**Unit 1**: Word Order	**General Objective:** At the end of this unit, at least 80 % of the students will be able to differentiate and use accurately the English word order in relation to the Spanish one for writing a paragraph with coherence.

Lesson : 2	**Periods**: 2	**Time :** 90 minutes	**Days:** two

Specific Objective	Methodological Strategies	Resources	Evaluation: Activities / Techniques / Instruments
By the end of the lesson, students will be able to write accurate statements in present, past and future once they have learned to distinguish the basic order of English negative and interrogative sentences.	Making a review about the previous class. Matching the corresponding Spanish sentences to the English ones. Explaining the order of negative and interrogative sentences in present, past	Board Computer Extra worksheets Pictures .	**ACTIVITIES** Individually, match the corresponding Spanish sentences to the English ones. Read the article and make a list of all negative and interrogative sentences you find in it. In groups of three, complete the exercises presented by the teacher. **TECHNIQUES** • Peer Observation. • Group observation

	and future.		• Concept maps.
			• Questions
	Underlining the negative sentences and questions in an article.		**Instruments for written evaluation**
			• Worksheets
	Working on extra exercises.		

Prepared by	**Revised by**	**Approved by**
Teacher: Lcdo. Willian Garcia	**Area Director:** Lcdo. Willian Garcia	**Vice Principal :** Ing. Fabian Guerrero
Signature:	**Signature:**	**Signature:**
Date:	**Date:**	**Date:**

Willian Patricio García Padilla

	UNIDAD EDUCATIVA MIGUEL MORENO ORDOÑEZ	School Year 2016 -2017

MICROCURRICULAR PLANNING		

1. Informational Data :

Teacher: Lcdo. Willian Garcia		Grade : 3rd year of Bachillerato	Class: D
Area	Foreign Language	Subject :	English
Level: B1.1	Unit 1: Word Order	General Objective: At the end of this unit, at least 80 % of the students will be able to differentiate and use accurately the English word order in relation to the Spanish one for writing a paragraph with coherence.	
Lesson : 3	Periods: 2	Time : 90 minutes	Days: two

Specific Objective	Methodological Strategies	Resources	Evaluation: Activities / Techniques / Instruments
By the end of the lesson, students will be able to write down sentences in English appropriately after they know how to use adjectives and adverbs in the correct order.	Making a review about the previous class. Listening to a song and completing it with the correct adjective or adverb. Putting the words in the correct order so that to have sentences with sense. Explaining the order of adjectives and adverbs in	Board Markers Computer Speakers Extra worksheets A song downloaded	**ACTIVITIES** In pairs, fill out the blanks of the song. In groups of three, put in order the statements. Individually, complete the extra exercises presented by the teacher. Individually, write 10 sentences in English using adverbs and adjectives. **TECHNIQUES** • Peer Observation. • Group observation • Concept maps.

	English. Making a contrast between Spanish and English word order. Working on extra exercises. Writing English sentences using adjectives and adverbs.	from internet .	• Questions **Instruments for written evaluation** • Worksheets • Individual homework.
Prepared by		**Revised by**	**Approved by**
Teacher: Lcdo. Willian Garcia		**Area Director:** Lcdo. Willian Garcia	**Vice Principal:** Ing. Fabian Guerrero
Signature:		**Signature:**	**Signature:**
Date:		**Date:**	**Date:**

Willian Patricio García Padilla

Universidad de Cuenca

	UNIDAD EDUCATIVA MIGUEL MORENO ORDOÑEZ	School Year 2016 -2017
	MICROCURRICULAR PLANNING	

1. Informational Data :

Teacher: Lcdo. Willian Garcia		**Grade :** 3rd year of Bachillerato	**Class:** D
Area	Foreign Language	**Subject :**	English
Level:. B1.1	**Unit 1**: Word Order	**General Objective:** At the end of this unit, at least 80 % of the students will be able to differentiate and use accurately the English word order in relation to the Spanish one for writing a paragraph with coherence.	
Lesson : 4	**Periods**: 2	**Time :** 90 minutes	**Days:** two

Specific Objective	Methodological Strategies	Resources	Evaluation: Activities / Techniques / Instruments
By the end of the lesson, students will be able to write a paragraph and take a short quiz after they have reinforced their knowledge.	Making a review about the previous classes. Reading an article about an event in school and choosing the correct answer. Taking a quiz. Writing a journal about what they have learned during the unit.	Board Markers Extra worksheets The article taken from the book of the Ministry of Education	**ACTIVITIES** Individually, complete the extra exercises presented by the teacher. Individually, read the article and choose the correct answer. **Final Project** Write down a short paragraph about the most recent event at your school. (use adjectives, adverbs and negatives)

			TECHNIQUES
			• Peer Observation.
			• Group observation
			• Concept maps.
			• Questions
			Instruments for written evaluation
			• Worksheets
			• Individual quiz
			• Individual homework.

Prepared by	Revised by	Approved by
Teacher: Lcdo. Willian Garcia	**Area Director:** Lcdo. Willian Garcia	**Vice Principal:** Ing. Fabian Guerrero
Signature:	**Signature:**	**Signature:**
Date:	**Date:**	**Date:**

UNIDAD EDUCATIVA MIGUEL MORENO ORDOÑEZ	School Year 2016 -2017

MICROCURRICULAR PLANNING

1. Informational Data :

Teacher: Lcdo. Willian Garcia	Grade : 3rd year of Bachillerato	Class: D

Area	Foreign Language	Subject :	English

Level: B1.1	Unit 2: Negation	**General Objective:** At the end of this unit, at least 80 % of the students will be able to identify and use negation forms in real written texts.

Lesson : 5	Periods: 2	Time : 90 minutes	Days: two

Specific Objective	Methodological Strategies	Resources	Evaluation: Activities / Techniques / Instruments
By the end of the lesson, students will be able to write and say negative statements after they know how to use correctly negatives in English sentences.	Identifying and underlining the correct sentence. Reading and answering questions. Explaining about the use of negatives in English. Writing negative English sentences according to the	Board Markers Extra worksheets Pictures .	**ACTIVITIES** Individually, circle the correct answer that corresponds to the negation form. In groups of three, read the article and answer some questions. In pairs, write negative sentences in relation to the pictures. **TECHNIQUES** • Peer Observation • Group observation • Concept maps

picture.			• Questions **Instruments for written evaluation** • Worksheets • Individual class homework • Group classwork.

Prepared by	**Revised by**	**Approved by**
Teacher: Lcdo. Willian Garcia	**Area Director:** Lcdo. Willian Garcia	**Vice Principal:** Ing. Fabian Guerrero
Signature:	**Signature:**	**Signature:**
Date:	**Date:**	**Date:**

Universidad de Cuenca

	UNIDAD EDUCATIVA MIGUEL MORENO ORDOÑEZ	School Year 2016 -2017
	MICROCURRICULAR PLANNING	

1. Informational Data :

Teacher: Lcdo. Willian Garcia		Grade : 3rd year of Bachillerato	Class: D
Area	Foreign Language	**Subject :**	English
Level: B1.1	**Unit 2**: Negation	**General Objective:** At the end of this unit, at least 80 % of the students will be able to identify negation forms and use them in real written texts.	
Lesson : 6	**Periods**: 2	**Time :** 90 minutes	**Days:** two

Specific Objective	Methodological Strategies	Resources	Evaluation: Activities / Techniques / Instruments
By the end of the lesson, students will be able to contrast and compare the use of negatives in Spanish and in English sentences.	Making a review about the previous class. Listening to a song and filling out gaps. Matching Spanish sentences with the corresponding English ones. Translating some Spanish	Board Markers Extra worksheets Pictures	**ACTIVITIES** In pairs, listen to a song and fill out the gaps with the corresponding word. Individually, match the sentence that belongs to the English one. In pairs, translate the Spanish sentences into English. **TECHNIQUES** • Peer Observation. • Concept maps.

sentences into English. .	The song downloaded from internet Speakers Computer	• Questions **Instruments for written evaluation** • Worksheets • Individual class homework • Group classwork.

Prepared by	Revised by		Approved by
Teacher: Lcdo. Willian Garcia	**Area Director:** Lcdo. Willian Garcia		**Vice Principal:** Ing. Fabian Guerrero
Signature:	**Signature:**		**Signature:**
Date:	**Date:**		**Date:**

	UNIDAD EDUCATIVA MIGUEL MORENO ORDOÑEZ	**School Year 2016 -2017**

MICROCURRICULAR PLANNING

1. **Informational Data :**

Teacher: Lcdo. Willian Garcia		**Grade :** 3rd year of Bachillerato	**Class:** D
Area	Foreign Language	**Subject :**	English
Level: B1.1	**Unit 2**: Negation	**General Objective:** At the end of this unit, at least 80 % of the students will be able to identify and use negation forms in real written texts.	
Lesson : 7	**Periods**: 2	**Time :** 90 minutes	**Days:** two

Specific Objective	Methodological Strategies	Resources	Evaluation: Activities / Techniques / Instruments
By the end of the lesson, students will write a dialogue after they know how to use negatives in English.	Making a review about the previous class. Writing a dialogue using negatives. Interacting in a role play. .	Board Markers Extra worksheets Students' material .	**ACTIVITIES** In groups of four, write a dialogue using negatives. In groups of 4, act out in a role play. **TECHNIQUES** • Group observation. • Concept maps. • Questions **Instruments for written evaluation** • Dialogue done in groups • Extra worksheet.

Willian Patricio García Padilla 155

Prepared by		Revised by		Approved by
Teacher: Lcdo. Willian Garcia		**Area Director:** Lcdo. Willian Garcia		**Vice Principal:** Ing. Fabian Guerrero
Signature:		**Signature:**		**Signature:**
Date:		**Date:**		**Date:**

Universidad de Cuenca

	UNIDAD EDUCATIVA MIGUEL MORENO ORDOÑEZ	School Year 2016 -2017

MICROCURRICULAR PLANNING

1. Informational Data :

Teacher: Lcdo. Willian Garcia		Grade : 3rd year of Bachillerato	Class: D
Area	Foreign Language	**Subject :**	English

Level: B1.1	**Unit 2**: Negation	**General Objective:** At the end of this unit, at least 80 % of the students will be able to identify and use negation forms in real written texts.

Lesson : 8	**Periods**: 2	**Time :** 90 minutes	**Days:** two

Specific Objective	Methodological Strategies	Resources	Evaluation: Activities / Techniques / Instruments
By the end of the lesson, students will take a final quiz efficiently after they have reinforced the use of negatives in English.	Making a review about the previous class. Interacting in a role play. Writing a journal. Taking a quiz.	Board Markers Quiz .	**ACTIVITIES** In groups of 4, act out in a role play. . Individually, try to complete the quiz in an honest way. **TECHNIQUES** • Group observation. • Concept maps. • Questions **Instruments for written evaluation**

Willian Patricio García Padilla

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			• Dialogue done in groups • Quiz
Prepared by		**Revised by**	**Approved by**
Teacher: Lcdo. Willian Garcia		**Area Director:** Lcdo. Willian Garcia	**Vice Principal:** Ing. Fabian Guerrero
Signature:		**Signature:**	**Signature:**
Date:		**Date:**	**Date:**

	UNIDAD EDUCATIVA MIGUEL MORENO ORDOÑEZ	**School Year 2016 -2017**
	MICROCURRICULAR PLANNING	

1. Informational Data :

Teacher: Lcdo. Willian Garcia		**Grade :** 3rd year of Bachillerato	**Class:** D
Area	Foreign Language	**Subject :**	English

Level: B1.1	**Unit 3**: Pluralization	**General Objective:** At the end of this unit, at least 90 % of the students will be able to identify the English plurals in order to use them in real written contexts.

Lesson : 9	**Periods**: 2	**Time :** 90 minutes	**Days:** two

Specific Objective	**Methodological Strategies**	**Resources**	**Evaluation: Activities / Techniques / Instruments**
By the end of the lesson, students will write sentences in plural properly after they know about singular and plural nouns	Classifying a list of words in nouns, verbs and adjectives Explaining the use of plurals Making a difference between regular and irregular nouns Correcting an article based on what they are learning	Board Markers Worksheets .	**ACTIVITIES** Individually, classify the words of the list according to the category In groups of three, rewrite the article in the correct way. Individually, write 10 sentences using regular and irregular plural of nouns. **TECHNIQUES** • Group observation. • Concept maps.

	at the moment.		• Questions
	Writing sentences in plural		**Instruments for written evaluation** • Individual work • Classwork

Prepared by	Revised by	Approved by
Teacher: Lcdo. Willian Garcia	**Area Director:** Lcdo. Willian Garcia	**Vice Principal:** Ing. Fabian Guerrero
Signature:	**Signature:**	**Signature:**
Date:	**Date:**	**Date:**

UNIDAD EDUCATIVA MIGUEL MORENO ORDOÑEZ	School Year 2016 -2017

MICROCURRICULAR PLANNING

1. Informational Data :

Teacher: Lcdo. Willian Garcia		Grade : 3rd year of Bachillerato	Class: D
Area	Foreign Language	**Subject :**	English
Level: B1.1	**Unit 3**: Pluralization	**General Objective:** At the end of this unit, at least 90 % of the students will be able to identify the English plurals in order to use them appropriately in real written contexts.	
Lesson : 10	**Periods**: 2	**Time :** 90 minutes	**Days:** two

Specific Objective	Methodological Strategies	Resources	Evaluation: Activities / Techniques / Instruments
By the end of the lesson, students will be able to write accurate English texts after they know how to use correctly the plurals.	Listening to a song to identify different plurals. Reinforcing the previous class. Explaining about plural exceptions Making a contrast between Spanish and English plurals. Correcting plurals in an article	Board Markers Worksheets Computer Speakers	**ACTIVITIES** Individually, identify and underline the plurals you can find in the lyrics Individually, rewrite the text in the correct way. Participate in the activities in order to understand the rules for plurals. **TECHNIQUES** • Individual observation. • Concept maps. • Questions **Instruments for written evaluation**

			• Song worksheet
			• Rewritten texts
Prepared by		**Revised by**	**Approved by**
Teacher:		**Area Director :**	**Vice Principal:**
Lcdo. Willian Garcia		Lcdo. Willian Garcia	Ing. Fabian Guerrero
Signature:		**Signature:**	**Signature:**
Date:		**Date:**	**Date:**

	UNIDAD EDUCATIVA MIGUEL MORENO ORDOÑEZ	**School Year 2016 -2017**

MICROCURRICULAR PLANNING		

1. Informational Data :

Teacher: Lcdo. Willian Garcia		**Grade :** 3rd year of Bachillerato	**Class:** D
Area	Foreign Language	**Subject :**	English

Level: B1.1	**Unit 3**: Pluralization	**General Objective:** At the end of this unit, at least 90 % of the students will be able to identify the English plurals in order to use them properly in real written contexts.		
Lesson : 11		**Periods**: 2	**Time :** 90 minutes	**Days:** two

Specific Objective	**Methodological Strategies**	**Resources**	**Evaluation: Activities / Techniques / Instruments**
By the end of the lesson, students will write sentences using different plurals appropriately after they have reinforced all knowledge about plurals.	Making a review about the previous class. Completing a worksheet. Writing a journal. Taking a quiz. Creating a mini book with different plural examples.	Board Markers Worksheets Computer Cardboard	**ACTIVITIES** In groups of three, complete the exercises about plurals as well as you can. Individually, make a mini book with examples of plurals (use pictures to illustrate your homework). Individually, take a shot quiz. **TECHNIQUES** • Individual observation. • Group observation • Concept maps. • Questions

			Instruments for written evaluation • Mini book • Quiz • Worksheet. •
Prepared by	**Revised by**		**Approved by**
Teacher: **Lcdo. Willian Garcia**	**Teacher:** **Lcdo. Willian Garcia**		**Teacher :** **Ing. Fabian Guerrero**
Signature:	**Signature:**		**Signature:**
Date:	**Date:**		**Date:**

	UNIDAD EDUCATIVA MIGUEL MORENO ORDOÑEZ	**School Year 2016 -2017**

MICROCURRICULAR PLANNING		
1. Informational Data :		

Teacher: Lcdo. Willian Garcia		**Grade :** 3rd year of Bachillerato	**Class:** D

Area	Foreign Language		**Subject :**	English

Level: B1.1	**Unit 4**: Subject Omission	**General Objective:** At the end of this unit, at least 90 % of the students will be able to use English subjects (Nouns, Pronouns) in an accurate way to write texts with coherence.

Lesson : 12	**Periods**: 2	**Time :** 90 minutes	**Days:** two

Specific Objective	**Methodological Strategies**	**Resources**	**Evaluation: Activities / Techniques / Instruments**
By the end of the lesson, students will write accurate English sentences after they have understood the importance of the subject in English.	Correcting some sentences. Explaining about the use of subject in English. Identifying the subject in a text. Answering questions based on the text. Writing the subject in the correct place in affirmative, negative and interrogative statements.	Board Markers Worksheets Wall papers	**ACTIVITIES** Individually, identify the subject of a text. In groups, write full answers to some questions. **TECHNIQUES** • Individual observation. • Group observation • Questions **Instruments for written evaluation**

Willian Patricio García Padilla   165

			• Worksheet about subject recognition. • Worksheet about questions and answers.
Prepared by	**Revised by**		**Approved by**
Teacher: Lcdo. Willian Garcia	**Area Director:** Lcdo. Willian Garcia		**Vice Principal:** Ing. Fabian Guerrero
Signature:	**Signature:**		**Signature:**
Date:	**Date:**		**Date:**

  	UNIDAD EDUCATIVA MIGUEL MORENO ORDOÑEZ	**School Year 2016 -2017**

MICROCURRICULAR PLANNING		
1. Informational Data :		
Teacher: Lcdo. Willian Garcia	**Grade :** 3rd year of Bachillerato	**Class:** D
Area	Foreign Language		**Subject :**	English
Level: B1.1	**Unit 4**: Subject Omission	**General Objective:** At the end of this unit, at least 90 % of the students will be able to use English subjects (Nouns, Pronouns) in an accurate way to write texts with coherence.		
Lesson : 13		**Periods**: 2	**Time :** 90 minutes	**Days:** two

Specific Objective	**Methodological Strategies**	**Resources**	**Evaluation: Activities / Techniques / Instruments**
By the end of the lesson, students will be able to write correct English sentences after realizing the difference between the use of subjects in English and in Spanish.	Writing the missing subject to some sentences. Matching the Spanish sentences with the correct English ones. Translating a spanish text into English. Writing a paragraph about healthy life.	Board Markers Worksheets Pictures	**ACTIVITIES** Individually, match the Spanish sentence with the English one. In groups, translate some Spanish sentences into English. **TECHNIQUES** • Individual observation • Group observation • Questions • Translation **Instruments for written evaluation** • Worksheets about the exercises

			• Individual Writing
Prepared by		**Revised by**	**Approved by**
Teacher: **Lcdo. Willian Garcia**	**Area Director:** **Lcdo. Willian Garcia**		**Vice Principal:** **Ing. Fabian Guerrero**
Signature:	**Signature:**		**Signature:**
Date:	**Date:**		**Date:**

	UNIDAD EDUCATIVA MIGUEL MORENO ORDOÑEZ	**School Year 2016 -2017**

MICROCURRICULAR PLANNING		
1. Informational Data:		

Teacher: Lcdo. Willian Garcia		**Grade :** 3rd year of Bachillerato	**Class:** D

Area	Foreign Language		**Subject :**	English

Level: B1.1	**Unit 4**: Subject Omission	**General Objective:** At the end of this unit, at least 90 % of the students will be able to use English subjects (Nouns, Pronouns) in an accurate way to produce texts with coherence.

Lesson : 14		**Periods**: 2	**Time :** 90 minutes	**Days:** two

Specific Objective	**Methodological Strategies**	**Resources**	**Evaluation: Activities / Techniques / Instruments**
By the end of the lesson, students will take a quiz successfully after they have reinforced the use of English Subject in different contexts.	Reinforcing the previous class. Completing a text with the correct subject. Writing about a famous person. Writing a journal. Taking a quiz.	Board Markers Worksheets Pictures	**ACTIVITIES** Individually, complete the text with the corresponding subject. In groups of three, write down about a famous person (features, personality , job, etc). Individually, take a quiz. **TECHNIQUES** • Individual observation • Group observation • Questions • Translation

Willian Patricio García Padilla

			Instruments for written evaluation • Worksheets about the exercises • Group Writing • Quiz
Prepared by		**Revised by**	**Approved by**
Teacher: Lcdo. Willian Garcia		**Area Director:** Lcdo. Willian Garcia	**Vice Principal:** Ing. Fabian Guerrero
Signature:		**Signature:**	**Signature:**
Date:		**Date:**	**Date:**

	UNIDAD EDUCATIVA MIGUEL MORENO ORDOÑEZ	School Year 2016 -2017

MICROCURRICULAR PLANNING

1. Informational Data :

Teacher: Lcdo. Willian Garcia		Grade : 3rd year of Bachillerato	Class: D
Area	Foreign Language	**Subject :**	English

Level: B1.1	**Unit 5**: Reinforcement	**General Objective:** At the end of this unit, at least 90 % of the students will have reinforced all knowledge acquired previously to write a paragraph correctly.

Lesson : 15	**Periods**: 2	**Time :** 90 minutes	**Days:** two

Specific Objective	Methodological Strategies	Resources	Evaluation: Activities / Techniques / Instruments
By the end of the lesson, students will write correctly in English after they have reinforced the following topics: word order, negation, plurals and the use of the subject in English.	Completing a text in an accurate way. Taking a lesson. Writing a dialogue using what they have learned in the four units.	Board Markers Worksheets Pictures	**ACTIVITIES** Individually, complete the text with the corresponding word. In groups, discuss information about a famous person. In groups of three, the students write a dialogue using correctly what they have learned in the previous units. (word order, negation, pluralization and subject omission). **TECHNIQUES** • Individual observation. • Group observation • Questions

			Instruments for written evaluation • Worksheets about the exercises • Group Writing
Prepared by		**Revised by**	**Approved by**
Teacher: Lcdo. Willian Garcia		**Area Director:** Lcdo. Willian Garcia	**Vice Principal:** Ing. Fabian Guerrero
Signature:		**Signature:**	**Signature:**
Date:		**Date:**	**Date:**

	UNIDAD EDUCATIVA MIGUEL MORENO ORDOÑEZ	**School Year 2016 -2017**

MICROCURRICULAR PLANNING		
1. Informational Data :		

Teacher: Lcdo. Willian Garcia		**Grade :** 3rd year of Bachillerato	**Class:** D
Area	Foreign Language		**Subject :**	English
Level: B1.1	**Unit 5**: Review	**General Objective:** At the end of this unit, at least 90 % of the students will have reinforced all knowledge acquired previously to write a paragraph correctly.		
Lesson : 16		**Periods**: 2	**Time :** 90 minutes	**Days:** two

Specific Objective	**Methodological Strategies**	**Resources**	**Evaluation: Activities / Techniques / Instruments**
By the end of the lesson, students will write in English coherently after they have reinforced the following topics: word order, negation, plurals and the use of the subject	Reinforcing the previous classes. Self-writing correction about the dialogue done in the previous class. Post test.	Board Markers Worksheets Pictures Post-test	**ACTIVITIES** In groups, do the correction of the dialogue done previously. Post test. **TECHNIQUES** • Individual observation. • Group observation • Questions **Instruments for written evaluation**

Willian Patricio García Padilla

			• Worksheets about the exercises • Group Writing
Prepared by		**Revised by**	**Approved by**
Teacher: Lcdo. Willian Garcia	**Area Director:** Lcdo. Willian Garcia		**Vice Principal:** Ing. Fabian Guerrero
Signature: 	**Signature:** 		**Signature:**
Date: 	**Date:** 		**Date:**

APPENDIX 7

Some Sample Activities Based on the Plans

1. Look at the following words, then, put them in order to have accurate sentences.

1. Help / my friends / I / with their homework

_____

2. make / people / laugh / when they are sad/ I

_____

3. talk / to my friends / on the phone / I

_____

4. do sports / I / at the weekends / not / do

_____

5. play / I / a musical instrument / in the evening

_____

6. do / the housework / I / for my parents

_____

7. shy / not / when I meet / new people / I am

_____

8. my best friend / next to me / is sitting

_____

9. standing / is / behind me / My teacher

Willian Patricio García Padilla

_____

10. to London / go / I / want to

_____

2. Read the following texts, then, write down 10 positive sentences about them below. After that, indicate the Subject, Verb and Complement.

The world of information and communication _____*technologies*_____, best known as ICTs, is definitely changing our lives. They can be valuable instruments for education, business, and entertainment. These technological tools include computers, the _____*Internet*_____ (a), smartphones, radio and television.

For example, people can do many different things with smartphones, which are like small computers that keep you online. People can take pictures, _____*send*_____ (b) and receive instant messages, surf the web, check their email, _____*download*_____ (c) apps, and even make _____*video*_____ (d) calls. Everybody wishes they had a smartphone at hand.

But, can people really control their online time? Most people today _____*turn on*_____ (e) their computers in the morning and _____*stay up*_____ (f) all night. They _____*put on*_____ (g) their headphones and _____*hook up*_____ (h) to the net to enjoy all sorts of Internet resources. It is difficult for them to _____*turn off*_____ (i) the computer and take a nice walk. It may be time to unplug the computer and enjoy the fresh air!

a.

Mary: Wow, the royal couple has had another love scandal!
Jane: That's unbelievable!
Mary: Believe it! It is published everywhere. Haven't you read it yet?
Jane: No, not yet. That's shocking news! And you know, the social section never lies.

b.

Juan: Look! The new host country for the Olympic Games has already been chosen.
Mia: Really? That's the sports event of the year! What's the fortunate country?
Juan: It's Brazil. This is the first time for a Latin American country.
Mia: Wow! That's awesome!

c.
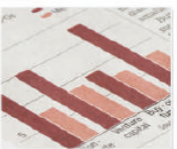
Mark: Do we have today's broadsheet?
Anna: Yes. I've already read it. Do you want to check out the economic issues?
Mark: Well, I'm always interested in the currency exchange rates.
Anna: There's a remarkable change. This week the dollar has fallen and the euro has risen.
Mark: Oh! That's astonishing!

d.

Claire: Have you read the news today?
Peter: No, I haven't done it yet. What happened?
Claire: Last Friday heavy rain led to serious flooding in a small town near our city
Peter: Well, it isn't hard to believe. Sometimes things don't work as they should; besides, the authorities haven't fixed the river walls since 1998!

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

3. Read the following sentences and circle the correct answer.

Q1- Every day

I go every day there.

I go there every day.

Either could be used there.

Q2 – Fluently

I want to speak English fluently.

I want to speak fluently English.

Q3 – Since

He's been since three o'clock here.

He's been here since three o'clock.

Q4 – Probably

I probably won't have time to do it.

I won't probably have time to do it.

Q5 – Never

I've never met her.

I've met her never

Q6 – There

I went last week there.

I went there last week.

Q7 – Own

I did it on my own.

I did on my own it.

Q8 – Often

Do you come here often?

Do often you come here?

Q9 – Hard

He worked hard all week.

He worked all week hard.

Q10 – Well

The computer system worked well.

The computer system well worked.

Q11 - On the radio

It was this morning on the radio.

It was on the radio this morning.

Q12 – Where

Could you tell me where is she?

Could you tell me where she is?

Q13 – Just

I just have done it.

I have just done it.

Q14 - Seldom _____ seen such a mess.

I have

Have I

Q15 – Recently

I haven't recently spoken to her.

I haven't spoken to her recently.

Q16 – Soon

We'll have the answer soon.

We'll have soon the answer.

4. Read the following sentences in Spanish, then, translate them into English ones.

¿Estas casado o soltero?

_____

No me gusta manejar mi carro rojo

_____

Mi amiga is alta, bonita y buena persona.

_____

Vivo en una casa pequeño de color amarillo.

_____

5. Read the following article about an event in a school, then, choose the correct answer.

SPECIAL
Sports

THE WILLIAMS: Beyond a Decade of Dominance

By Steven Rodriguez

1st

In professional women's tennis around the world there are two sisters who have already made history since their debut in 1994. They are Venus and Serena Williams. They were born in the United States, in the 80's, and they live in Florida with their family. The Williams sisters have played in professional tennis matches since the 1990's and by the year 2003 both had become No. 1 in the world.

They have hit the headlines several times and have made history for various reasons. First, the Women's Tennis Association (WTA) has ranked the Williams sisters World No. 1 in singles on various occasions. Second, they became the first black women to accomplish this goal in the history of tennis. Third, they have won more Olympic gold medals than any other female tennis player. "We play with our hearts and souls for our country and for all the women we represent in the world," said Venus.

But what makes the Williams sisters such outstanding tennis players? "We train really hard every day and keep our bodies fit to build an aggressive style," said Serena. It is noticeable that it takes discipline and great physical effort on their part. "We also eat very healthy food and if we get an injury, we take good care of it until recovery," said Venus. But mental and emotional aspects also play a key role. "Sometimes, they can get nervous when they get near the finish line in a key set," said Richard Williams, their father, best friend and mentor. They love each other and have strong family bonds.

1.

a. Two sisters have made history in tennis championships.

b. sisters two have made history in tennis championships.

c. Two sisters have made history in championships tennis.

2.

a. The sisters have played in a tennis professional match.

b. Two girls have played in professional tennis matches.

c. In professional matches two girls have played.

3.

a. They several times have hit the headlines.

b. They have hit the headlines times several.

c. They have hit the headlines several times.

4.

a. The two sisters became the first women black to accomplish the goal.

b. The two sisters became the black first women to accomplish the goal.

c. The two sisters became the first black women to accomplish the goal.

5.

a. The two sisters really train hard every day.

b. The two sisters train hard really every day.
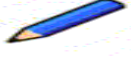
c. The two sisters train really hard every day.

6.
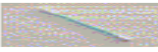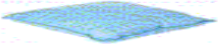
a. The two sisters eat very healthy food.

b. The two sisters eat very food healthy.

c. The two sisters eat food very healthy.

6. Write down a short summary about the article *Special Sports* (5 lines)

_____
_____
_____
_____
_____

6. Look at the pictures, then, answer the questions below

1._____

2._____

3. _____

4. _____

5. _____

6. _____

7. Read the following sentences, then, complete them with the correct negative form (all sentences are in present).

1. My sister _____eat pasta.

2. You _____buy apples.

3. The dog_____ bark.

4. My mum _____read comics.

5. Ann and I _____go to school.

6. Cows _____live in the sea.

8. **Change the following affirmative sentences into negative.**

1. I like to read science fiction books.

_____

2. Dogs chase cats.

_____

3. Dogs like to chase cats.

_____

4. Peter wants to talk with Ann

_____

9. **Complete the following sentences using nobody, nothing, anything and never**

1. You _____understand me.

2. _____ is perfect.

3. He did not say_____

4. _____ had changed since my Grandparent's time.

5. _____ offered to help him.

6. She _____ wants to see him again.

7. He does _____ at all.

8. You can't do _____ for solving this problem.

9. There is _____wrong with you, you are perfectly healthy.

10. I don't have _____ to eat.

10. Read the following dialogue, then, correct the following sentences or write OK if they are correct.

Jason: Hi, Alan. I'm glad you came to my Granny's Birthday party.
Alan: Thanks for the invitation. Is she really going to be 100 years old?
Jason: Yes, and look at her! She's not sedentary, instead she is very active!
Alan: I know! She has lots of energy. She **must have slept** all day long!
Jason: Well, she didn't. It **could have been** because she took a 30 minutes nap this afternoon. But she sleeps very well at night.
Alan: And, she is thin and fit. She **must have eaten** low-fat foods all of her life!
Jason: Yes. Her diet has always included steamed fish, grilled meat, and olive oil.
Alan: Wow! She has had a very healthy diet. She **might never have eaten** fatty food, I guess.
Jason: Well, she doesn't like junk food. She prefers lots of veggies and fruit.
Alan: What about drinks? Does she drink sodas and coffee?
Jason: Not really. She prefers to drink water and fruit-flavored yogurt or fresh juice.
Alan: I guess she **might never have smoked**, right?
Jason: You're right. She hates smoking and she has never been drunk. Besides, she loves exercising. She walks the dog every day!
Alan: And she looks quite relaxed! Has she ever felt stressed?
Jason: Well, as you can see, she is always in a good mood and nothing makes her feel angry.
Alan: Gee! Now I see... Having such a healthy lifestyle **must have prevented** her from getting lots of diseases.

A. Alan went to Jason's party

_____

B. Granny is going to be 100 years old.

_____

 C. Granny might have eaten fatty food all her life.

_____

D. Granny might have smoked all her life.

_____

E. Granny likes smoking

_____

F. Everything makes Granny feel angry

_____

11. Look at the following words and change them into plurals

Dish _____

Fox _____

Peach _____

Bus _____

Box _____

Boss_____

Dog _____

Book _____

Baby _____

Child _____

Foot _____

Mouse _____

12. Read the following sentences, then, complete them with the corresponding plurals.

(Use the words in bold)

1. All the _____had different coloured _____. **house / roof**

2. Did you make theses _____? **handkerchief**

3. Would you bring the bottle and some _____? **glass**

4. It was a shop selling _____ and _____. **stereo / video**

5. It was autumn, and the _____ were falling. **leaf**

6. They caught several _____ that afternoon. **fish**

7. We bought some tomatoes to eat with our _____. **sandwich**

8. We cut the bread into _____ . **half**

9. We saw a cartoon about _____and a _____. **cat / mouse**

10. Would you like some of these _____? **Potato.**

11. I bought some _____for the _____. **shelf / glass**

12. I have heard strange _____ about this place. **story**

13. I've read her _____but I haven't seen any of her _____. **book / play**

14. The _____ came from several different _____. **boy / country**

15. The _____ chased the _____ for several miles. **wolf / deer**

16. They have a lot of _____at the moment. **worry**

17. They have some _____ and a few _____. **chicken / sheep**

18. They visited several _____ that night. **disco**

19. We use several _____ for painting the _____. **process / car**

20. Would you bring the _____ and _____? **knife / fork**

13. Change the following sentences from singular to plural or from plural to singular as in the examples.

1. She is a beautiful lady.

They are beautiful ladies

2. A book is a good friend.

Books are good friends

3. A small car is a great vehicle.

_____

4. She is a smart girl.

_____

5. It is an old church.

_____

6. Is this man a worker?

_____?

7. Is he a nice character?

_____?

8. These pants belong to those women.

_____

9. Are the students in the classroom?

_____?

10. These glasses aren't for those women.

_____

11. Are the bottles on the table?

_____?

12. The brush is under the chair.

_____

13. I am not a famous woman.

_____

14. The pencils aren't in the boxes.

_____

15. I like those barbies.

_____

14. Read the following text and correct it by adding the correct subject where it is necessary.

When I traveled to France, met new people. They were great people because helped me know

many cities of that country. Moreover, lived a great experience in that country because knew I

many touristic places; for example, The Eifel Tower was one of the best places. There my sister

and I bought many presents for my family. Additionally, ate delicious food that was very cheap.

Finally, my sister and I returned to Ecuador last month. Really lived a great experience.

_____
_____
_____
_____
_____
_____

15. Translate the following Spanish text into English

Hace un año mis amigos y yo viajamos a Montañita, un lugar situado en la costa Ecuatoriana.

Salimos a las 3:00 am y llegamos a las 11:00 am. Llegamos al hotel " El Tiburon" donde la gente

fue muy amable. En la tarde salimos a la playa donde hicimos muchas amistades. En la noche,

fuimos a bailar en una disco llamada "La Palma". Realmente disfrutamos bailando. Al siguiente

día salimos a un centro comercial donde compramos algunos recuerdos y finalmente regresamos

a Cuenca.

_____
_____
_____
_____
_____
_____