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ANALYZING LEARNERS' BELIEFS ABOUT

WRITING ERRORS AND MISTAKES

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AND IT IS CONSIDERED WORTHY OF APPROVAL

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**“ANALYZING LEARNERS’ BELIEFS ABOUT
WRITING ERRORS AND MISTAKES”**

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Dedications

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Abstract

The aim of this descriptive research was to analyze learners' beliefs about writing errors and mistakes in Target Language V. The used instruments were; a questionnaire integrated by closed- ended questions and open- ended questions and short writing descriptions about Christmas' vacation. The research findings showed that students may not make difference between errors and mistakes. Furthermore, the main intralingual errors were exploiting redundancy, misanalysis and false analogy while interlingual errors were not identified in the learners' descriptions. Finally, the main mistakes found in writing were: something that has been left out, something is not necessary, the incorrect spelling and the wrong tense when conjugating a verb.

List of Acronyms

(BUAP) - Benemérita Universidad Autónoma de Puebla

(TESOL) -Teachers of English to Speakers of Other Languages

(UNESCO) - United Nations Educational, Scientific and Cultural Organization

(ONU) - United Nations Organization

(SEP) - Secretaría de Educación Pública

(L1) - First language

(TL5) - Target Language V

CHAPTER I: INTRODUCTION

1.1 Introduction to the problem

During the last years, the world has suffered the globalization's effects, provoking different changes in human life. Because of this, humans have to face new challenges in order to survive. These changes have promoted the use of English all over the world. English has become one of the common languages in all international aspects such as trade, science and education. According to the United Nations Organization (ONU) (2005), there are six languages (Arabic, Chinese, English, French, Russian and Spanish) that have been considered official in order to translate all the issues affecting the whole world.

English is essential to the field of education. Therefore, in many countries, most of learners are taught and encouraged to learn English as a foreign language. For example, the **United Nations Educational, Scientific and Cultural Organization** (UNESCO) (2005) establishes; English has taken an important role in the education, it is one of the most spoken languages in the world. On the other hand, an international organization **Teachers of English to Speakers of Other Languages (TESOL)** (2006) also establishes: the main objective is creating new strategies to improve the learning of a foreign language. Also, a Mexican national organization **Secretaría de Educación Pública (SEP)** (1992) recognizes the universality in the teaching, rise a good education to learners about the importance of the learning of English as a foreign language.

The acquisition of English as a foreign language implies the development of listening, speaking, reading and writing skill. So, writing is a complex process that learners have to develop during the acquisition of a foreign language. Consequently,

learners commit errors and mistakes in their writing production. For this purpose, the aims of present research were intended as a significant contribution for error analysts who wish to know learners' beliefs about writing error and mistakes.

1.2 Statement of the problem

The writing skill is complex and sometimes difficult to develop, requiring masterly not only of grammatical and rhetorical devices but also of conceptual and judgment elements (Heaton, 1975). It requires the use of specific knowledge, the ability to construct meanings, and the ability to put ideas down in a writing in a clearly way. In other words, it requires the use of specific knowledge, the ability to discover and construct meanings, and the ability to put ideas down in writing using clear language (Olinghouse and Santangelo, 2010). Thus, writing is not an easy skill, or a natural process that just happens during the acquisition of a foreign language.

Previous researchers proved that EFL learners face some writing problems. They cannot link sentences into a coherent paragraph, nor can they express their thought in an organized way. El-Shafie (2006) stated that writing is the most difficult skill of all the language skills taught to EFL students. They cannot develop their ideas, and certain types of grammar mistakes dominate their writings (e.g. sentence structure, conjunctions, tenses, adverbs, adjectives, prepositions, word order, spelling, paragraph development, vocabulary choice, and punctuation). In addition, their sentences are almost mother tongue (MT) structures literally translated. Their writing is unsatisfactory and poor and they are unable to express themselves in writing appropriately and correctly.

During the acquisition of a foreign language, writing is one of the most important skills to develop. However, many foreign language learners (FLL) do not aware about the importance of writing. This may happen due to writing skill takes the last place at foreign language acquisition and the amount of input is poor. For example, foreign language learners from Language Faculty at Benemérita Universidad Autónoma de Puebla (BUAP) face a lot of challenges to differ writing error from mistake besides they challenge to perform a good writing in their academic papers.

1.3 Purpose of study

This research mainly focused on analyzing learners' beliefs towards errors and mistakes. A close study carried out at Swedish junior high school by Taher (2011) . It was explored the Swedish learners' written productions where were used error analysis as a method to find the most frequent errors that the learners make. The results show that the most frequent errors made by Swedish junior high school learners are errors of verb tense, verb inflection and subject-verb agreement. Another similar study Strossmayera (2015) this research focuses on the beliefs and attitudes of primary school learners toward error. The awareness of learners' beliefs toward error treatment helped teachers of foreign languages in applying more successful language teaching methods and techniques. The results suggest that learners of German have more positive attitudes toward error treatment in general than learners of English. Therefore, learners should be more concerned about how to deal with errors than just simple identify them. For this reason, research is focused in the understanding of these two terms "errors" and "mistakes" because sometimes it is difficult to distinguish them.

1.4 General objectives

The main objective of this study is to do a general analysis about the main learners' beliefs about errors and mistakes during the development of writing skill.

1.5 Specific objectives

Analyzing learners' beliefs and researching the most frequent errors and mistakes on learners' writing productions.

1.6 Research Questions

1. What are learners' beliefs towards the development of writing skill?
2. According with learners' beliefs of target language v, what is their English level proficiency?
3. What type of writings take place in target language V?
4. What are learners' beliefs about the errors and mistakes?
5. Which are the most frequent errors and mistakes produced by learners of target language V in their writings?

1.7 Significance of the study

The significance of this study was contributed to the field of linguistic study in the development of writing skill. Writing takes an important role in the process of foreign language learning, bear in mind that; writing is not use only for assessments in the classroom but also for academic writing. Thus, this research sets out the beliefs, errors and mistakes that students presented.

1.8 Methodology

This research applied a mix-method which was divided in qualitative and quantitative process; those contributed to reach the general and specific objectives in the study (see Chapter 3).

1.9 Definition of terms

Acquisition: this term refers to the spontaneous and incidental process of rule internalization the result from natural language use, where the learner attention is focus on meaning rather than form (Krashen, 1981, cited in Ellis p. 692)

Foreign language: This term is used to refer to the learning of a second language in a formal classroom situation that takes place in the country where the language being taught is not the native language (Gas & Selinker, 1983).

Beliefs: “psychologically held understandings, premises or propositions about the world that are felt to be true”. (Victori & Lockhart, 1995, pag. 224)

Writing: is useful because it motivates learners’ thinking, organizing ideas, developing their ability to summarize, analyze and criticize, Rao (2007),

Errors: They are defined as a deviation in learner language that result from lack of knowledge of the correct rule. It contrasts with mistakes. (Corder, 1967).

Mistakes: these are defined as a deviation in learner language that occurs when learners fail to perform their competence. (Corder, 1967).

Target Language V: Fifth course in English program within the faculty of languages.

CHAPTER II: LITERATURE REVIEW

This chapter provides the theoretical framework related to this research. The first part discussed the process of a foreign language acquisition. Second part was based on error analysis, error and types of errors. Third part was based on mistakes and types of mistakes. Fourth part was based in the difference of errors and mistakes. Finally, researchers point out on learners' beliefs.

2.1 Foreign Language vs. second language acquisition

The acquisition a foreign language or a second language is essential to the development of humans' life. However, the purpose to acquire a foreign or second language depends of the context and the term. A foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language is restricted (Oxford 2003). On the other hand, second language refers to a language studied in a setting where that language is the main vehicle of everyday communication and where abundant inputs exist in that language. (Oxford 2003). In other words, both terms are similar but their acquisition is different.

2.1.1 The process of foreign language acquisition

Foreign Language refers to the learning of a nonnative language in the environment of one's native language (e.g., Spanish speakers are learning English at the language faculty in the BUAP). This is most commonly done within the context of the classroom" (Gass and Selinker, 2001, p. 5). This is a real case about the participants of this study; they are acquiring the English as a foreign language because they live in Puebla where the English is not spoken as a first language. As a consequently the English has been acquiring as a foreign language.

Learners acquire a foreign language when they make use of existing knowledge of their native language to internalize knowledge of their foreign language. According to Lado (1957), learners tend to transfer the structures and meanings of their native language to the language that they are learning. However, the use of the native language has both negative and positive effects.

The negative and positive effects depend on how different or similar the two languages are. For example:

Table 2.1.1 Examples of learners' errors which can be pushed from mother tongue.

Native speaker	Non native speaker
Pay attention.	Put attention.
Come on to the board.	Come to the board.
Make a presentation	Make an exposition.

Loft (1983) declares that one of the main explanations about the learners' errors is that those errors can be pushed from the mother tongue. Consequently, the interference of mother tongue in foreign language brings some disadvantages like the appearance of errors which were discussed in the next section.

2.2 Error Analysis

The error analysis is an essential method to describe what kinds of error that learners produce and to analyze the causes of the errors. All of experts who teach English as second and foreign language are supposed to be able to analyze and to correct their learners' error. Furthermore, Corder (1971) states that error analysis is branch of applied linguistic, which has two functions, theoretical and practical.

Theoretical is used to investigate the language learning process, and practical is used to guide the remedial action.

Based on the short discussion above, it can be concluded that errors are natural part of language learning that cannot be avoided in writing process. Error analysis is a process of observing, analyzing, and classifying learners' error to find out the types and the sources of their errors. It has two purposes; they are to show interference of language learning process and the most difficult language learned by students.

Error analysis has become one of the important tools to improve writing skill. But, just few learners know about error analysis. Learners should not just identify errors, but know how to deal with their own errors. So, it was necessary to have a theoretical foundation about error analysis. Richards and Schmidt (2002 pag.184) define error analysis as "the study and analysis of the errors made by foreign language learners". According to Hasyim (2002) error analysis may be carried out in order to:

- a) Find out how well someone knows a language,
- b) Find out how a person learns a language, and
- c) Obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.

Another view of error analysis is given by Crystal (as cited by Hasyim, 2002) proposes that error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language. As it was mentioned, this research intends to discuss the topic of mistakes and errors

within the context of learners' beliefs and error analysis so that it is important to define these concepts

2.3 Errors

Many learners present problems during the acquisition of a foreign language; because they continue producing errors. According to Norrish (1983) defines an error as a systematic deviation when a learner has not learnt something and consistently gets it wrong. Likewise, Broadly (1993), learners make errors when they try to do something with the language which they are not yet able to do. Errors can be classified as interlingual or intralingual (Richards & Schmidt, 2002).

2.3.1 Interlingual errors

Several learners are influenced by their mother tongue; it can be seen as a negative aspect in the acquisition of a foreign language. Under those circumstances, learners tend to use some words from their mother tongue to their foreign language. Subsequently, Interlingual errors are negative influence of the mother tongue language to the performance of the target language learner (Lado, 1964). Some interlingual errors occur when the habits of native language interfere in obtaining the patterns and rules to the foreign language (Corder, 1971). For example:

Table 2.3.1 Types and examples of interlingual errors

Types of interlingual errors	Incorrect	Correct
Lexical Interference	"I *play a computer"	"I work on a computer".

Confusion of Sense Relation	I *play the internet. There is no *day on this mail. I will *keep money for a house.	(*surf) (*date) (*save)
Collocational Error	He described *about his house.”	*[Ø]
Syntactic Interference	Have many trees in the university. I like to go out with my friends, but I don't like to have alcohol He is a ⇐fat boy and friendly.	(There are) ⇐it is not good for health. (⇐because) (⇐friendly, fat boy)
Discourse Interference	Problem with the organization of information into a coherent text.	

That is to say, interlingual errors are caused when students use the same structure of the mother tongue to the foreign language. This theoretical framework is also focused in other kind of errors; intralingual.

2.3.2 Intralingual errors

Intralingual errors are those originating within the structure of English itself because learners have not exposure yet to use an extend vocabulary, complex language structures and language restrictions. According to Richards (1971) errors are produced by the learners which reflect not the structure of the mother tongue, but generalizations based on partial exposure to the target language. In other words, errors are produced by erroneous deviation applying the knowledge of the target language rules and structures to new situations.

Furthermore, intralingual errors are not related to the first language transfer, but contributed by the target language itself. There are seven categories of intralingual errors; false analogy, misanalysis, incomplete rule application, exploiting redundancy, overlooking co-occurrence restrictions, hypercorrection (monitor over use) and overgeneralization.

Table 2.3.2 Types and examples of intralingual errors

Types of intralingual errors	Incorrect	Correct
False analogy	My father used to feed many <u>gooses</u> in the back of the house.	My father used to feed many <u>geese</u> in the back of the house.

	<u>Childs</u>in the villagelike to play with me.	<u>Children</u> in the village like to play with me.
Misanalysis	Harry Potter is my favorite <u>who</u> has beautiful pictures and exciting scene. I have two pets. <u>It is</u> a dog and a cat.	Harry Potter is my favorite <u>which</u> has beautiful pictures and exciting scene. I have two pets. <u>They are</u> a dog and a cat.
Incomplete rule application	At that time I didn't know what <u>should I say</u> to him.	At that time I didn't know what <u>I should say</u> to him.
Exploiting redundancy	Word My mother and I are very happy to get a <u>*free</u> gift from the department store during New Year Festival. Qualifier	My mother and I are very happy to get a gift from the department store during New Year Festival

	Pang is a <u>*very</u> perfect girl because she is beautiful and intelligent. Synonyms I repeated it <u>*again</u>. *All the time I have been here, I <u>*always</u> miss my family.	Pang is a perfect girl because she is beautiful and intelligent. I repeated it *All the time I have been here, I miss my family.
Overlooking cooccurrence restrictions	I would <u>enjoy</u> to learn I am willing to <u>*meeting</u> with all my old friends. (*meet)	I would <u>like</u> to learn I am willing to <u>meet</u> with all my old friends.
Hypercorrection	I am a second <u>years</u> English major student.	I am a second <u>year</u> English major student.
Overgeneralization	He speaks very <u>good</u> and I understand him. I have so <u>much</u> friends in the university.	He speaks very <u>well</u> and I understand him. I have so <u>many</u> friends in the university.

The previous chart shows that errors are caused from the limited linguistic knowledge. For example, incomplete applications of rules, and false concepts

hypothesized. Specific rules in the target language may be rather confusing and may have some exceptions in which the learners need to understand, memorize and practice in order to acquire them.

To sum up, Interlingual errors can be result from learners' first language features, for example, grammatical, lexical or pragmatic errors. On the other hand, intralingual errors are overgeneralizations in the target language, resulting from ignorance of rule restrictions. This study is also focused in mistakes which are presenting above:

2.4 Mistakes

Mistakes are produced in awarded form by the learners during the learning of a foreign language. A mistake is a performance error that is a failure to utilize a word correctly (Ancker, 2000). In other words, mistakes are slips produce for most of learners during the acquisition of a foreign language and these represent the incorrect use of a word in writing process. The different kind of mistakes is the following:

Table 2.4 Classification of mistakes

SYMBOL	MEANING
S	Incorrect Spelling
W.O.	Wrong word order
T	Wrong tense
C	Concord Subject and verb do not agree
WF	Wrong form

S/P	Singular or plural form wrong
L	Something has been left out
[]	Something is not necessary
?M	Meaning is not clear
NA	The usage is not appropriate
P	Punctuation wrong

Mistakes are divided into 3 broad categories: Slips: students can correct themselves. Errors: students cannot correct themselves. Attempts: ambitious language use, by using structures they have not learnt yet (Edge, 1993).

2.5 Errors and Mistakes

Frequently, students present many corrections in their writings; those corrections are mistakes and errors. Error analysts distinguish between errors, which are systematic, and mistakes, which are not. David and Pears (2000) declare that a “mistake is an incorrect form or use of language that learners can correct because they know the correct form, on the contrary, error is an incorrect form of use the language that learners cannot correct because they do not know the correct form” (p. 208). They often seek to develop a classification of errors. Error can be classified by how clear they are. Overt errors (obvious) such as “I angry” are evident even out of context, while covert errors (hidden) are evident only in context.

Errors may also be classified according to the level of language: phonological errors, vocabulary or lexical errors, syntactic errors, and so on. They may be discussed according to the degree to which they interfere with communication. Global errors cause an utterance to be difficult to understand, while local errors do not. In the above example, “I angry” would be a local error, since the meaning is clear. For that reason, errors and mistakes should not be ignored in writing. Firstly, they are direct proof of what students know and what they don’t know. Secondly, mistakes and errors are associated of any problems that students may have.

2.5.1 Why do learners make mistakes and errors?

Lopez (2007) Mistakes and errors may be caused because of:

- a) Ignorance, of not knowing the rules, the structure of the language, and so on.
- b) The inability of students to apply what they have learned.

The mentalist attitude considers mistakes and errors as proof that the student is learning. The learners learn even more from mistakes and errors when they are carefully corrected. Errors in written language must be corrected more carefully because if they are left uncorrected they become fossilized. Mistakes and errors must not be left uncorrected. Students must be informed of their mistakes and errors, and they must constantly be updated on their learning development. Positive analysis of mistakes and errors encourages the learner to progress and does not worry them.

2.5.2 Analysis of errors and mistakes

Lopez (2007) Work is more valuable when mistakes and errors are analyzed. It is useful to find general mistakes and errors, so that after careful analysis the mistakes and errors are not repeated. An analysis of mistakes and errors enables teachers to

identify a student's deficiencies and needs. An analysis through contrast may serve as a tool by saving time and effort for both the teachers and students.

An analysis of the mistakes and errors:

- Reveals any general deficiencies and weaknesses that the students have;
- Highlights words, utterances and structures that prove to be difficult at a particular stage of development;
- Highlights gaps in student knowledge.

An analysis of mistakes and errors may also show fields where study-research activity should be concentrated in the future.

- An appreciation of the psychological conditions of their students

The tight time of the curriculum and the subject syllabus is a contributing factor here, so that the learners may be able to recognize their mistakes and errors and then consider any corrections from their classmates and teacher. On the other hand, as it was mentioned, this study is focused in writing; so it is relevant to explain the importance of writing.

2.6 The importance of writing

English writing is becoming increasingly dominant in educational programs (Leki, 2001). Writing in a foreign language often presents the greatest challenge to the learners at all stages, particularly academic writings because they are usually extended and complex therefore they become more demanding. To become a proficient writer is a wish of many learners in order to succeed in their subjects. In addition, writing in

English as a foreign language has always been considered an important skill in learning. According to Rao (2007), English foreign language writing is useful because it motivates learners' thinking, organizing ideas, developing their ability to summarize, analyze and criticize. However, writing is always a big problem for English foreign language learners in terms language uses, grammatical structures, and cultural communication.

2.6.1 The Nature of Writing

Writing is an essential part in foreign language learning because a learner needs to explain his idea in written language, especially in academic environment. Raimes (1983) says that writing becomes a very necessary device to involve with the new language especially when expressing the ideas. Other opinion, Ghaith (2002) asserts that writing is to explore thoughts and ideas, and make them visible and concrete. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.

From the definitions above, it can be concluded that writing is an essential part of second language learning. It becomes the most difficult skill for foreign language learners because it needs effort to express ideas. It also serves as a reinforcement of learning grammatical and vocabulary knowledge and provides correctness of oral language.

2.6.2 The Aspects of Writing

Writing as a complex process consists of multiple components or aspects that a writer has to concern. It is important for a writer before he writes. Uusen (2006) divides writing components into content, form, and punctuation.

Raimes (1983) states that in producing a piece of writing which has clear, fluent, and effective communication ideas, writers have to deal with:

- a. Content: relevance, clarity, originality, logic, etc.
- b. Syntax: sentence structure and boundaries, stylistic choice, etc.
- c. Grammar: rules for verbs, agreement, articles, pronouns, etc.
- d. Mechanics: handwriting, spelling, punctuation, etc.
- e. Organizations: paragraphs, topic and support, cohesion, and unity
- f. Word choice: vocabulary, idiom, tone
- g. Purpose of writing
- h. Audience or target readers
- i. A writer processes: getting ideas, getting started, writing drafts, revising.

From the definitions above, it can be concluded that writing has multiple components. The components are content, form, and punctuation. Besides the three components, to deliver the message clearly a writer needs to consider syntax, grammar, organization, word choice (vocabulary), purpose of writing, audience or target readers of different kind of discourse. Richards & Renandya (2002) state writing is not only in generating and organizing ideas, but also in translating them into readable text. At the present study, researchers also explored learners' beliefs so that it is important to explore about the importance of beliefs.

Many people and even cultures have strong beliefs about language learning. For example, When someone says that children learn languages easily and naturally or that women are better language learners than men, they are expressing common but not necessarily correct beliefs about language learning. It is ingenuous to think that cultural beliefs about the nature of language learning do not influence the learners. Many researchers have recognized that learners preconceived notions about the nature of language learning and that many of these preconceptions can be counterproductive to language learning. According to the socio-cognitive theory of Bandura (1989; 1997; 2001), in which the concept of domain-specific writing beliefs can originate, beliefs (or self-beliefs) are considered to play a crucial role in successes and failures.

2.7 Significance of Learner Beliefs

Learners' beliefs about language learning may have an impact on performance of learners' writings (Richardson, 1996 pag.103) beliefs are defined as “psychologically held understandings, premises or propositions about the world that are felt to be true”. (Victori & Lockhart, 1995, pag. 224) state beliefs are “general assumptions that students hold about themselves as learners, about factors influencing learning and about the nature of language learning”. For example, if learners believes that they are not good writers, they are going to create a negative attitude themselves towards writing, so they may not make much effort to improve their writing skill. According to Graham et al., 2007 and Knudson, 1995, writing attitudes affect writing achievement and writing competence. A student who has a positive writing attitude is more likely to plan writing actions, be more effortful, persevere despite challenges, set goals that will challenge him or herself, and believe in his or her own success (Bandura, 1995;

Graham, 2006). However, learners with negative attitudes, though, may choose to avoid writing tasks and put forth little effort when writing (Graham et al., 2007). For that reason, researchers paid close attention to learners' beliefs in order to in order to draw some conclusions about the nature of learners' beliefs towards writing error and mistakes.

It is clear that learners' beliefs play an important role in learners' experience and their success or failure as language learners. Several researchers note that learners who consider beliefs important for English language learning show higher degrees of perseverance in their learning tasks (see, e.g., Pintrich & De Groot, 1990; Cotterall, 1999).

Some researchers viewed beliefs about language learning as a part of metacognitive knowledge; however, Wenden (1998) claimed that in second and foreign language literature, these two terms are used interchangeably to refer to the same construct.

CHAPTER III: METHODOLOGY

This chapter provides specific information about the methodology used in this research, which was a mix method. The first section of this chapter described the participants (number of participants and language level). The second section described the instruments. Finally, the third section explained the procedures.

3.1 Methodology

In order to analyzing the beliefs and the types of errors and mistakes made by learners of target language V, this study adopted a mixed method. Mixed method is a research in which the researchers collect and analyze data, integrate the findings, and draw inferences using both qualitative and quantitative approaches (Tashakkori & Creswell, 2007, p.4). In other words, a mixed method is a methodology for conducting research that involves collecting, analyzing and integrating quantitative and qualitative research; quantitative research includes close-ended information such as that found to measure attitudes, behaviors and performance instruments. The analysis of this type of data consists of statistically analyzing scores collected on instruments to answer research questions. And qualitative research consists of open-ended information that the researcher usually gathers through interviews, focus groups and observations. In this research was based in an appropriated and trustworthy research like mixed method (quantitative and qualitative research) focused on identify and analyze learners' beliefs about error and mistakes in writing.

3.2 Subjects

The study was carried out in Faculty of Languages at BUAP which is located in Puebla City. This is a public university where learners are majoring teaching English. The participants who took part in this research were 20 students (17 woman and 3 men) ages ranging from 21 to 23 years old. All participants were studying target language V, English is taught as a foreign language. Their mother tongue is Spanish and they were taking English classes five days a week for approximately 50 minutes per session.

3.3 Instruments

The instruments were based in a mixed method; it was divided in a quantitative and qualitative process. The quantitative and qualitative processes were applied in a questionnaire with (open ended and close ended questions) and a short free writing to develop this study.

3.3.1 Questionnaire

The questionnaire was based in eight questions; it contained open ended and close ended questions based in learners' beliefs about writing errors and mistakes.

3.3.2 Descriptions

Descriptions were used as another instrument to evaluate errors and mistakes. The short descriptions (150 words minimum) were based on what learners have done during their last vacation. Furthermore, the description was a useful tool to analyze how learners write.

3.4 Piloting

At the beginning, the first questionnaire was elaborated with ten questions; the elaboration of the questionnaire was complicated because the instructions were not clear. Therefore, some questions provoked confused in learners and complicated the researchers' analysis. Then, the hard questions were improved and the second questionnaire resulted more coherence and the researchers obtained more effective results about learners' beliefs.

3.5 Procedures

In order to carry out this research, researchers applied the instruments. First, researchers asked teacher the permission to apply the questionnaires to the learners and learners were asked to write a description about their last vacation. After that, questions were transcribed and carefully analyzed. After, the written productions were analyzed sentence by sentence in order to identify the main errors (interlingual and intralingual) and mistakes.

3.6 Data Analysis

The data was collected, they were analyzed. Firstly, learners' answers from closed ended questions were processed in Microsoft Excel in order to analyze numbers and percentages. Secondly, opened ended questions were transcribed and examined. After that, researchers classified the data obtained into four different categorizations named: "learners believed that error was a deviation from grammar of mother tongue to the foreign language, reflecting the lack of knowledge.", "learners believed that a mistake was a failure to use English language correctly" "errors and mistakes are the same concept" and "no answers". Finally, researchers understood learners were not conscious about the differences between error and mistake and researchers realized

most of the participants answered without many details, especially to the open-ended questions.

CHAPTER IV: RESULTS

In this chapter, the questionnaire is presented and discussed, and the answers to the research questions, based on the learners' beliefs are provided. For that reason, it is important to remain the research questions:

- 1) According with the students of target language V perception, what is their English level proficiency?
- 2) What type of writings take place in target language V?
- 3) What are the learners' beliefs about errors and mistakes?
- 4) Which are the most frequent errors and mistakes presented by students of target language V in their writing skill?

4.1 The importance of writing

Once of the instruments were collected, they were scored and the data processed quantitative and qualitative analysis. The results of this analysis are shown in the following tables and figures which contain the main findings.

The first question in the instrument represents the importance that learners gave to the development of the writing skill. Findings show that almost half of the learners believed that writing is important for communication while seven of them thought that writing is useful to reinforce the learning of a foreign language. Although three of the learners were sure that writing is useful for their daily lives.

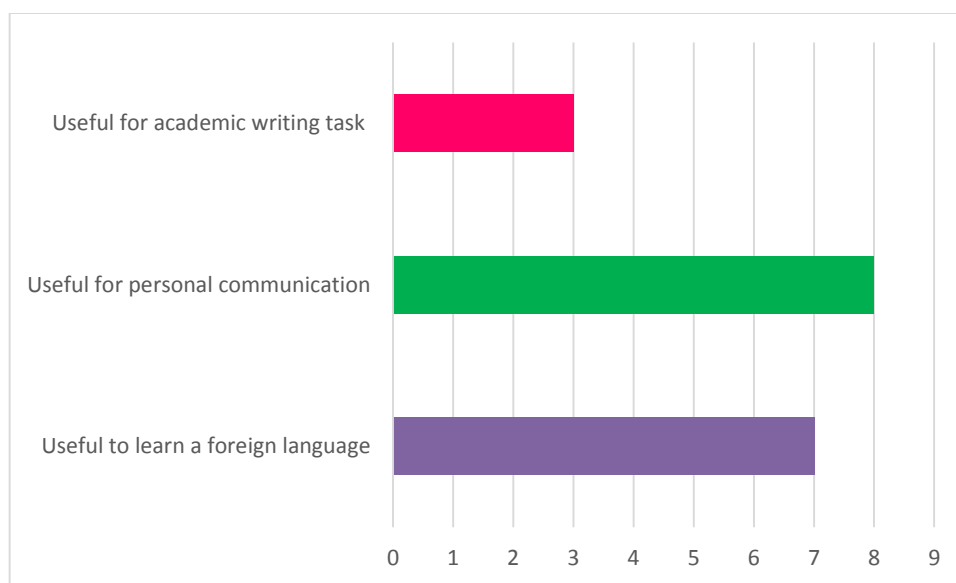


Fig. 4.1 Beliefs towards writing.

Fig. 4.1 confirms that for most of learners considered important the development of writing skill because it is a fundamental main of communication for the human communication to express emotions and ideas through a written way. Moreover, learners considered writing is a support skill, used to reinforce the acquisition of grammar to support the memorization of language structures within the learning of a foreign language. These positive aspects should be used to advantage by encouraging more writing interested with the implementation appropriate writing assessment in the classroom during all foreign language instruction.

4.2 Amount of instruction in writing

The next figure explored about the amount of writing instruction learners have received to improve their writing during the learning of their foreign language (Fig 4.2). Findings show that one of the reasons for the problems of lack of EFL writing skills are the insufficient amount of writing instruction.

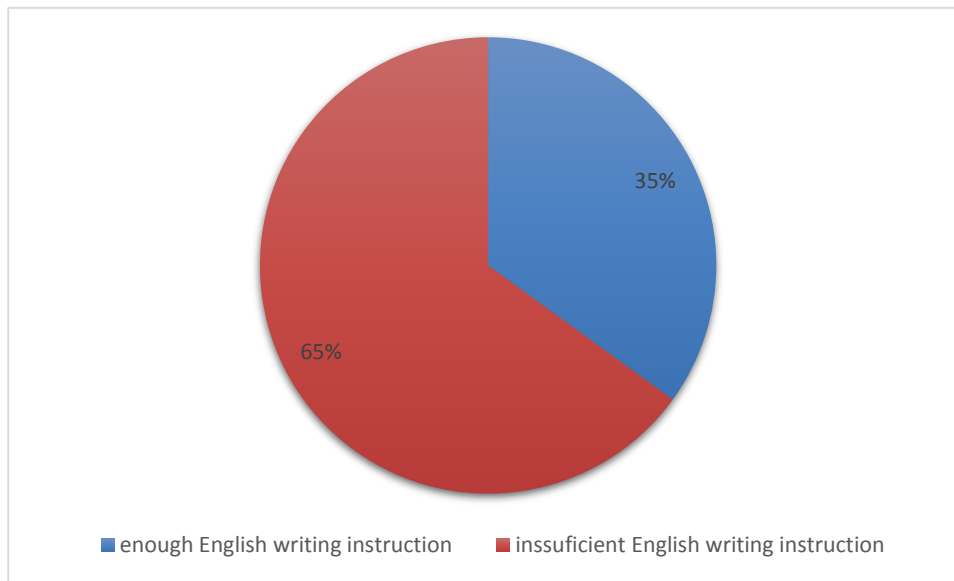


Fig. 4.2 Amount of English writing instruction.

These outcomes may indicate that the most obvious reason that learners do not write well is that they receive a limited amount of instruction in writing. Also, these results shows that the absence of pre-writing activities may be another reason. The pre-writing activities can enable learners to collect enough ideas and information necessary for writing or the lack of due time and attention devoted to developing writing skills and its different sub-skills (Helal,2003).

Learners do not write very much when they do really write, they write just short assessments to be graded without really caring about the development of the ability to write well. Learners may also lack the grammatical, syntactic and morphological knowledge enough to face more challenging writing tasks. In addition, they may need spend more time on developing this skill due to the limited amount of instruction they have. In sum, learners' writing instruction within language faculty shows a deficiency. It is important, then, for learners to reinforce their writing abilities through the autonomy practice of their writings until they will be able to produce good writing papers.

4.3 Learners' beliefs about their language proficiency

In order to know learners' writing competence, it is crucial to determine learners' perceptions about their own language proficiency. Learners were asked to choose approximately a percentage of their own English language proficiency divided into five categories: 50%, 60%, 70%, 80%, 100%. The results are illustrated below (Fig. 4.3).

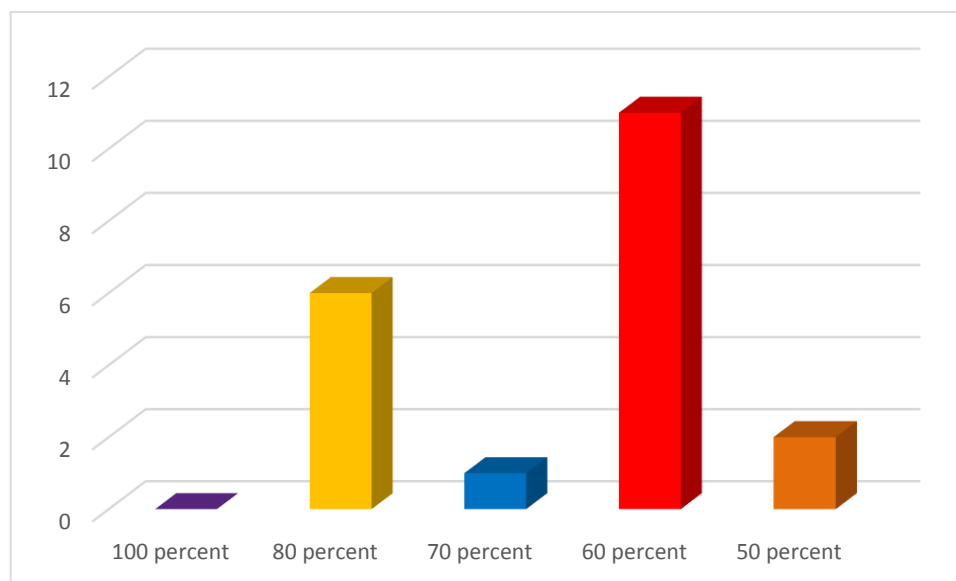


Fig. 4.3 Learners' beliefs about their language proficiency

As can be seen, a half of the subjects believed to have intermediate level of English. These results may indicate that learners may be able to write a good writing to satisfy the demands of their school. Also, It may indicate that half of learners had possitive attitude towards their English level proficiency. According to Graham et al., 2007 and Knudson, 1995, writing attitudes affect writing achievement and writing competence. A student who has a positive writing attitude is more likely to plan writing actions, be more effortful, persevere despite challenges, set goals that will challenge him or herself, and believe in his or her own success (Bandura, 1995; Graham, 2006).

4.4 Specific types of writing assignments

During learners' long experience in learning English language, learners face difficulties in writing English so that learners practice their writing with specific types of writing assignments. Academic papers, essays, descriptions and letters are the types of writing learners may encounter while they study in language faculty. The following figure shows the most common writing assignments learners used in Target Language V (Fig. 4.4)

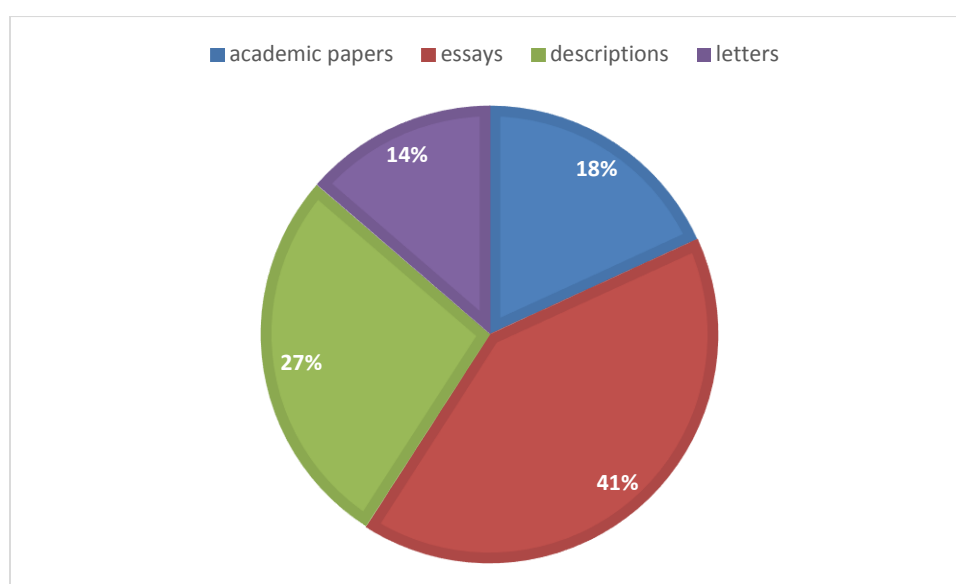


Fig. 4.4 The most common types of writing that learners performance in Target language V.

Findings show that most of the learners tended to use essays as a form of assignment within classroom. The outcomes show that English language learners may performance advanced writing assignments.

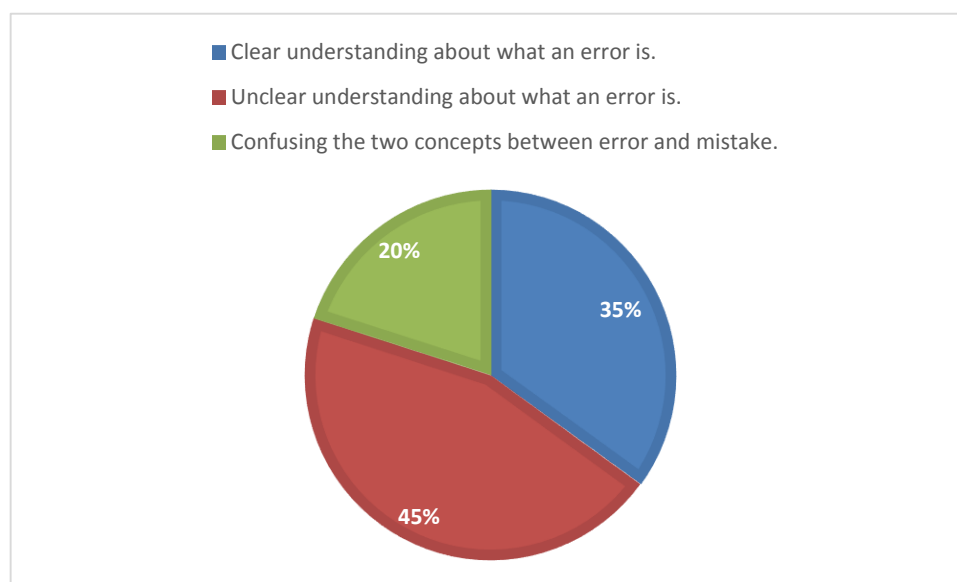
4.5 Analyzing learners' beliefs about what an error is.

As it was stated in the general objective of thesis research, one of the most important features was asked about learners' beliefs towards error concept. As mentioned in the review of literature, beliefs regarding the benefit of analyzing learning

errors during the learning of a foreign language. The answers of the following question were analyzed dividing them into three categories “Clear understanding”, “Unclear understanding” and “Confusing the two concepts between error and mistake” (Fig. 4.5)

Fig. 4.5 Learners’ beliefs about what an error is.

According to the responses identified. 36% of participants are aware about what an error is. However, 45% of learners are not aware that errors are part of lack of understanding and proper knowledge of the foreign language. These results show that



learners may not understand the common errors and difficulties in learning. This limitation may be due to lack of enough syntactic and morphological competences during learners’ foreign language instruction, carelessness and laziness for dealing with writing errors and working with difficulties in writing.

4.6 Analyzing learners’ beliefs about what a mistake is.

The following opened-ended question represents learners’ beliefs about what a mistake is (Fig. 4.6). The results obtained were also categorized and analyzed into three groups “Clear understanding”, “Unclear understanding” and “Confusing the two concepts”

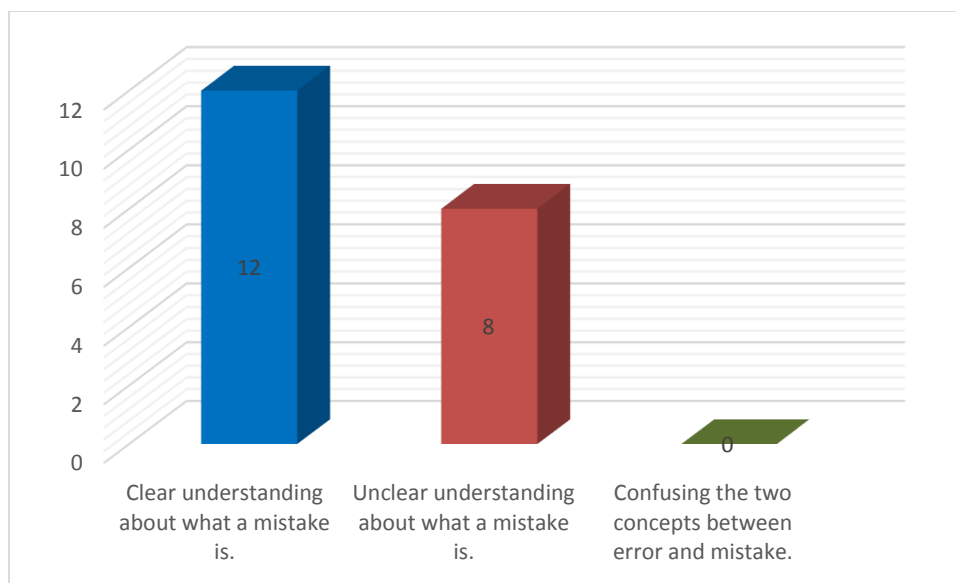


Fig. 4.6 Learners' beliefs about what a mistake is.

Findings showed that most of learners know what a mistake is. The results show that learners may distinguish that mistakes occur when the person fails to use the language correctly and they can be corrected by learners easily. Also these results show that learners may learn better when they understand the aspects of the language such as the origin of writing errors.

For most of learners, the learning of a foreign language is difficult. Despite of, teachers believe that learners are prepared with the enough knowledge about the corresponding terms of morphology, syntax, pragmatics, phonetics and phonology in learners' answers about errors and mistakes showed insufficient knowledge to distinguish the two terms in study. The results showed most of the learners distinguish that mistakes occur when a person fails to correct usage of language and they can be corrected by learners easily, but what is an error for learners? This term is not clear for them; most of them confuse errors with mistakes. As a conclusion, most of the learners can distinguish just one term the writing mistake.

During the learning of English as a foreign language, learners have to take five levels of Target Language. Despite of, learners have practiced for most of the career writing in each subject; they continue committing mistakes which are simple slips and despite of, error are a little be complicate, learners avoid them in writings. Focus on this, researchers propose, teachers might apply different strategies to develop writing skill in a better way. Also, it is necessary teachers explain the difference between errors and mistakes and teachers must correct writings' learners to avoid commit them in a frequency form.

4.7 Learning from own errors.

The next question was referred about what learners believed about their own errors. Learners thought that errors are part of learning process. For example, in a learner's utterance *"I learn more when I can see my errors in my writings"*. As it was seen, errors sometimes help learners learn more. According with other learner's utterance, *"I often find it difficult to write well in my academic paper, but I think if someone corrects me I can improve my writing"*. In this way, errors make learners successful. When learners commit errors, they must work at it, forcing them to learn it better during their writing process. The findings show that most of them were agreed that it is good to learn from errors. On the other hand, a few students had a negative perspective about their own errors. *"Unfortunately, the mother tongue interference is always presented, so it is common use it to other foreign languages"* see table. 4.7

Table. 4.7 Learners' beliefs about their mistakes.

	Learners' positive beliefs	Learners' negative beliefs
N° of learners	15	
N° of learners		4

4.8 Analyzing Free writing

The follow analysis is focused on learners' writing. These free writings were used as instruments to identify the most common mistakes and errors that students present in their writings. The analyses of writings were derived from Corder's (1967) method on error analysis. This method has three steps: 1) collection of sample errors, 2) identification of errors and 3) description of errors. The second instrument of the study explored the most common errors leaners produce (Fig. 4.8)

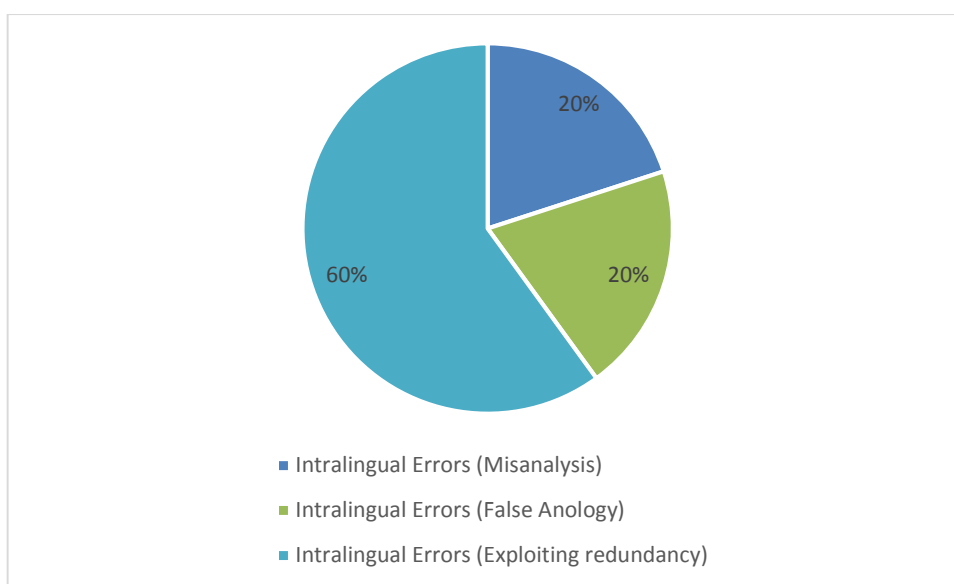


Fig. 4.8 Analyzing the most common errors

Findings show that 60% of learners produced exploiting redundancy errors in their writing paper while 20 % of learners produced misanalysis and false analogy errors. These outcomes may indicate that learners still lack of proper language knowledge of their foreign language. Learners should be learned of their own errors, and learners must constantly be encouraged to reduce them through the error analysis.

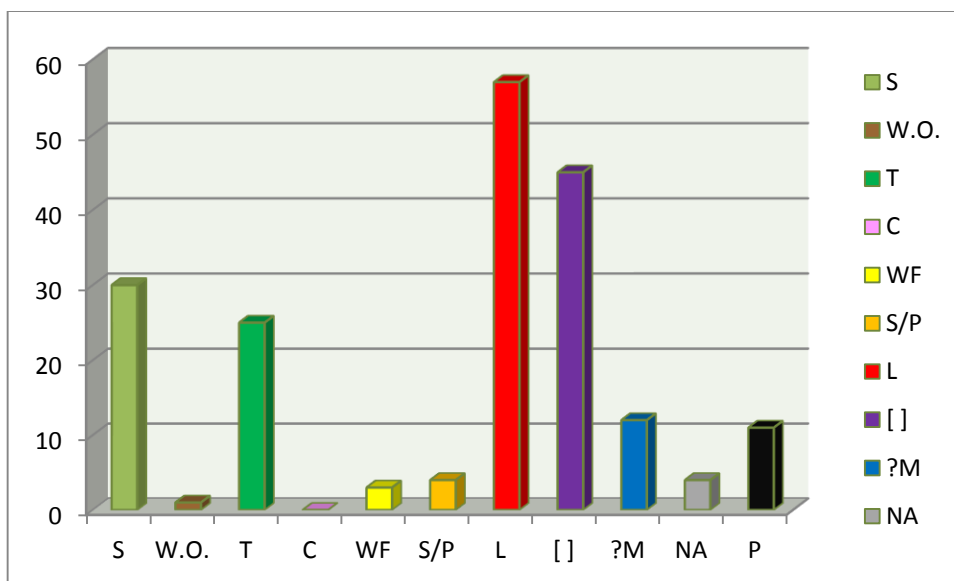


Fig. 4.8 Analyzing the most common mistakes

In addition, the second instrument of the study explored the most common mistakes learners make (Fig. 4.8) Findings show that most mistakes made by learners were something that has been left out. While 45 of mistakes were some words were not needed. Although, 30 of mistakes made were incorrect spelling and the 25 mistakes were related with the wrong tense when conjugating a verb. These outcomes may indicate that some learners are still reluctant to be careful to produce good papers during their writing assessments. Also the findings show that laziness may be a contributing factor here.

CHAPTER V: CONCLUSIONS

The main purpose of this chapter was to present the interpretation of the results obtained in the previous chapter. This chapter was divided in four sections. The first section referred to the context. The second section emphasized the results and the conclusion obtained. The third section focused on the implications and the suggestions. Finally, the last section presented the limitation.

5.1 Context

This research is based in the beliefs that the students perceived towards writing errors and mistakes. More specifically, the responses of question-answers of the opened-ended questions were analyzed in a qualitative way, in order to draw some conclusions about the nature of learners' beliefs towards the two concepts in study. Other purpose of this research was to identify the main academic mistakes and errors in a writing paper. For this purpose, free writings were used and carefully analyzed. The focus of the analysis was on errors and mistakes produced by target language V learners of the faculty of language at BUAP. The number of errors and mistakes produced by learners was determined, and they were further analyzed.

5.2 Answers to the Research Questions

The results and its main highlights will be presented below as they relate to the research questions posed in chapter 1.

1. What are learners' beliefs towards the development of writing skill?

The development of this ability during foreign' language learning involves the ability to organize ideas in piece of writing. As a result, the most of students consider important

the development of writing skill for the following reasons “*Writing is an important tool to learn a language*”, “*Writing is important for my major and academic papers*” and “*Writing is important for communication in any situation to express emotions and ideas*” which responses were classified into three main categories. The analysis can be observed in table 5.2.

Table 5.2 Learners’ beliefs about the development of writing.

	Useful to learn a foreign language	Useful for personal communication	Useful for academic writing tasks
N° of learners	7	8	3

Writing was the main dimension in the research. Learning to write in English as a second language allows learners to put their thoughts on paper, see their ideas in print, and share them with others. Writing also enhances language acquisition as learners’ experiment with words, sentences, and large chunks of writing to communicate their ideas effectively and to reinforce grammar and vocabulary they are learning in class (Bello, 1997).

2. According with the students of target language V perception, what is their English level proficiency?

As it can be seen in chapter IV, the result indicated half of the learners believed to have an intermediate level of English. It may indicate that learners had positive attitude towards their English level proficiency. To solve most of the problems and the

difficulties EFL learners encounter in writing and that reflect their negative attitudes towards writing.

Writing process is seen as both a cognitive process (Flowers & Hayes 1981; Bereiter & Scardamalia 1987) and a socio-cultural activity (Freedman & Medway 1994). The cognitive model of writing is seen as a mental process involving directed decision making and problem solving (Chandrasegaran, 2004). Siti Hamin (2004) states that the skills in writing are not acquired but culturally transmitted. The students' writing skills do not come naturally but are cultivated through much practice and conscious effort. Moreover, learners continue presenting difficulties to develop a good writing because they still lacked of vocabulary, grammar structures, syntactic competence and morphological competence.

3. What type of writing takes place in target language V?

Findings showed that essays were the most frequent texts practicing by learners of T5. The outcomes show that learners might be practiced with challenging writing according with their English level. The more writing practice, the more writing abilities are developed during the acquisition of a foreign language.

In addition, written communication needs accuracy because when the communication is happening there are only the readers involved in it. So, writing skill involves the accuracy of dictions, grammar, spelling and also the special terms which are used to express the opinions. In short, it is possible to state that learning to write supports students in learning the rules of usage; they learn to spell and to use appropriate grammar.

4. What are the students' beliefs about the errors and mistakes that are affecting the development of their writing skill?

According to Norrish (1987) defines an error as a systematic deviation when a learner has not learnt something and consistently gets it wrong. Likewise, Broadly (1993), learners make errors when they try to do something with the language which they are not yet able to do.

Findings showed that just few learners know the differences for the following reasons “An error is when you do not have the knowledge of the usage of grammar and vocabulary.”, “An error is an incorrigible failure at the moment of the writing” and “An error is something what learners have not learned yet” which responses were classified into three categories. The analysis can be observed in table 5.2.1

Table 5.2.1 Learners' beliefs about what an error is.

Learners' beliefs about an error is:	Clear understanding about what an error is.	Unclear understanding about what an error is.	Confusing the two concepts between error and mistake.
N° of learners	7	9	4

Errors are natural part of language learning that cannot be avoided in writing process. Errors show interference of language learning process and the most difficult language learned by learners. Learners should not just identify errors, but know

what errors are. So, it was necessary a detail analysis about learners' beliefs towards what an error is.

Table 5.2.2 Learners' beliefs about what a mistake is.

Learners' beliefs about a mistake is:	Clear understanding about what a mistake is	Unclear understanding about what an error is	Confusing the two concepts between error and mistake
N° of learners	12	8	0

Learners have to distinguish errors from mistakes due to an "error" is seen as resulting from a learner's lack of proper language knowledge while a "mistake" occurs when the person fails to use the language correctly. If they know more about errors and mistakes, they will be able to correct their own errors and mistakes in their writings. Secondly, they will be able to help others to improve academic papers. Finally, learners may become great writers of important publications.

5. Which are the most frequent errors and mistakes presented by students of target language V in their writing skill?

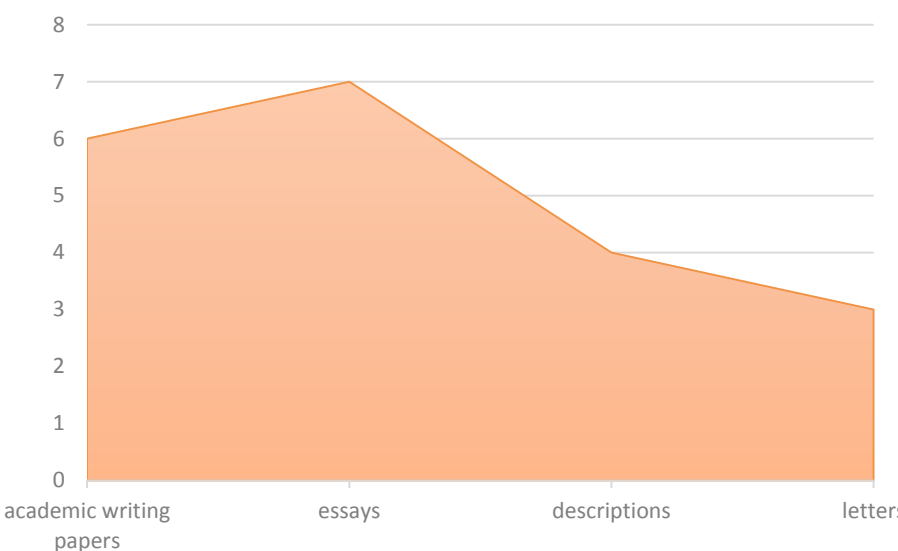
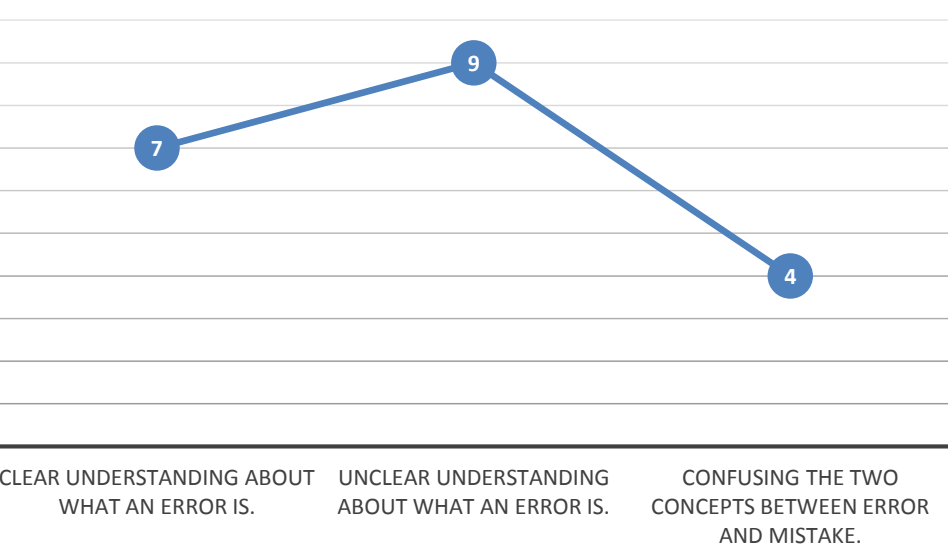
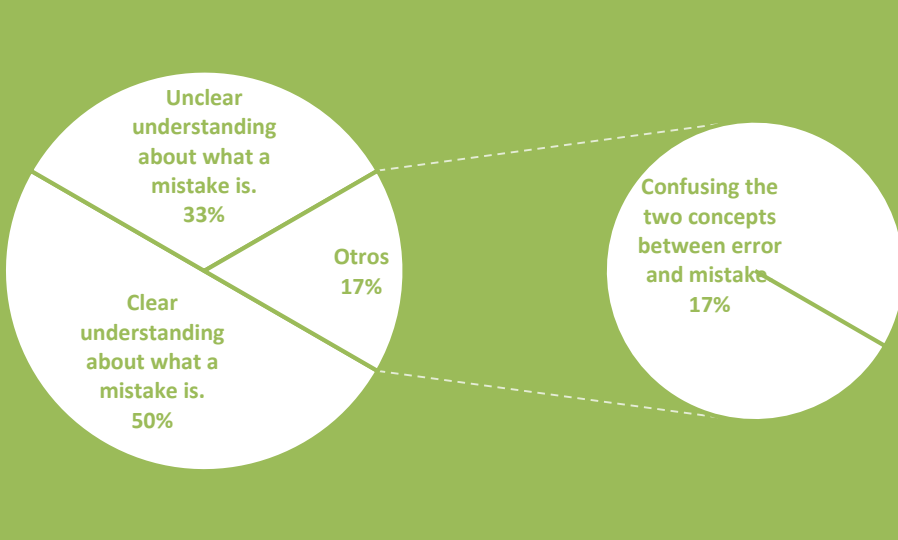
Errors can be classified as interlingual or intralingual (Richards & Schmidt, 2002). Findings showed that misanalysis, false analogy and exploiting redundancy were the main intralingual errors while interlingual errors were not found. These results indicated that learners may fail to express what they intend to say in English writing, especially they sometimes unaware make generalization of the rules of the target language.

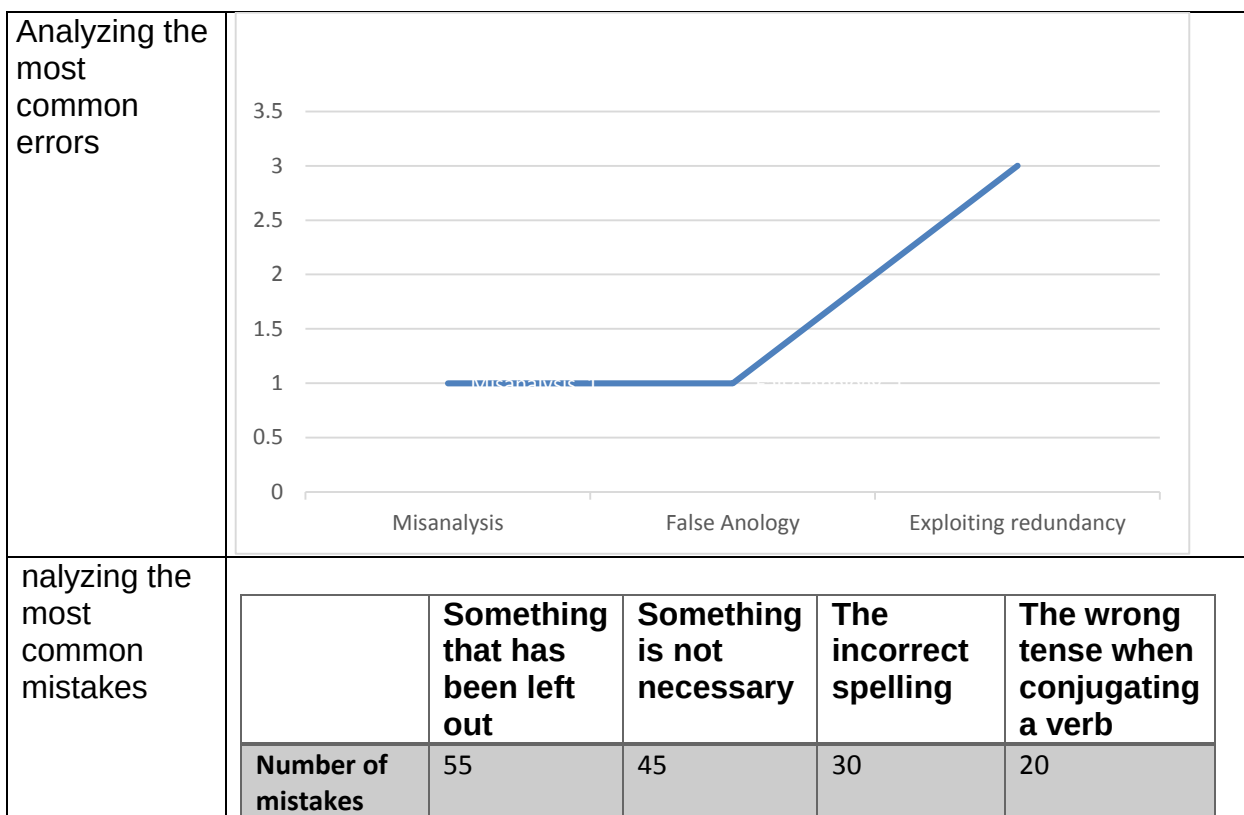
5.2.6 Summary of data and interpretation

In this next section, a summary of the results and their main highlights of the questionnaire and the free writing are presented see Table 5.2.6.

Table 5.2.6 Data and interpretation

Analyzing beliefs towards the development of writing.	Number of learners Useful to learn a foreign language Useful for academic writing task Useful for personal communication										
Amount of instruction in writing	Enough English writing instruction 35% Insufficient English writing instruction 65% Enough English writing instruction Insufficient English writing instruction										
Learners' beliefs about their language proficiency	<table><tr><td></td><td>80%</td><td>70%</td><td>60%</td><td>50%</td></tr><tr><td>Number of learners</td><td>6</td><td>1</td><td>11</td><td>2</td></tr></table>		80%	70%	60%	50%	Number of learners	6	1	11	2
	80%	70%	60%	50%							
Number of learners	6	1	11	2							

types of writing assignments	 <table border="1"> <thead> <tr> <th>Writing Assignment Type</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>academic writing papers</td> <td>6</td> </tr> <tr> <td>essays</td> <td>7</td> </tr> <tr> <td>descriptions</td> <td>4</td> </tr> <tr> <td>letters</td> <td>3</td> </tr> </tbody> </table>	Writing Assignment Type	Frequency	academic writing papers	6	essays	7	descriptions	4	letters	3
Writing Assignment Type	Frequency										
academic writing papers	6										
essays	7										
descriptions	4										
letters	3										
Analyzing learners' beliefs about what an error is.	 <table border="1"> <thead> <tr> <th>Level of Understanding</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>CLEAR UNDERSTANDING ABOUT WHAT AN ERROR IS.</td> <td>7</td> </tr> <tr> <td>UNCLEAR UNDERSTANDING ABOUT WHAT AN ERROR IS.</td> <td>9</td> </tr> <tr> <td>CONFUSING THE TWO CONCEPTS BETWEEN ERROR AND MISTAKE.</td> <td>4</td> </tr> </tbody> </table>	Level of Understanding	Count	CLEAR UNDERSTANDING ABOUT WHAT AN ERROR IS.	7	UNCLEAR UNDERSTANDING ABOUT WHAT AN ERROR IS.	9	CONFUSING THE TWO CONCEPTS BETWEEN ERROR AND MISTAKE.	4		
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CONFUSING THE TWO CONCEPTS BETWEEN ERROR AND MISTAKE.	4										
Analyzing learners' beliefs about what a mistake is.	 <table border="1"> <thead> <tr> <th>Belief Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Clear understanding about what a mistake is.</td> <td>50%</td> </tr> <tr> <td>Unclear understanding about what a mistake is.</td> <td>33%</td> </tr> <tr> <td>Otros</td> <td>17%</td> </tr> <tr> <td>Confusing the two concepts between error and mistake</td> <td>17%</td> </tr> </tbody> </table>	Belief Category	Percentage	Clear understanding about what a mistake is.	50%	Unclear understanding about what a mistake is.	33%	Otros	17%	Confusing the two concepts between error and mistake	17%
Belief Category	Percentage										
Clear understanding about what a mistake is.	50%										
Unclear understanding about what a mistake is.	33%										
Otros	17%										
Confusing the two concepts between error and mistake	17%										



The summary show the main highlights of the whole study. Despite of, writing skill is an important ability to develop a foreign language; learners are not able to make the difference between errors and mistakes. Also students continue committing these as an unconscious form.

5.3 Discussion

First, the most obvious reason that learners do not write well is that they receive a limited amount of instruction in writing and they do not write very much. Also, that learners' writing English proficiency may other factor why students continue committing errors in their writings. On the other hand, this research shows a significant contribution in the understanding of learners' beliefs towards error and mistakes. Beliefs were an important part of the study. According to the results obtained, learners were not conscious about how writing errors differ from mistakes. Taking into account that

participants of this study were majoring teaching English, it seems that they may not still have taken subjects such as morphology and syntax incorporated in their English program. In other words, they may not have the enough syntactic and morphological competences to recognize how errors and how mistake work.

Moreover, the analysis of the study was concentrated in how learners write. As a result, learners displayed short writings based on short simple sentences with basic vocabulary, poor in content and creativity. It reflected that learners were afraid to commit errors in their writings.

5.4 Suggestions for Further Research

The study of learners' beliefs provided useful information for further research. This study may use to discover useful strategies to avoid learners confuse with errors and mistakes.

Moreover, it may be useful for pre-service English teachers; they must acquire complete classes of morphological and sixtax process from the first target language courses, at faculty of languages in BUAP. So, it will be suitable to encourage learners to write complex and extend writings. Also, the findings contributed to the linguistics' study field in the development of writing skill. Due to, writing is playing an important role in the learning of a foreign language to succeed in all academic aspects, taking into account; writing is not only use for academic papers without it is more competent for recognizable publications.

Finally, the study would be suitable for the follow researchers' generation analyzed more adequate strategies to improve writing skill inside of the classroom and it will be useful for Teachers of English as a Foreign Language teach the differences

between errors and mistakes and their differences types from the first stages learners are acquiring the language.

5.5 Implications

Besides, this research demonstrated that writing was a complex ability during the learning of English language as foreign language. Firstly, the study showed information of learners' beliefs about writing skill and the importance that learner was giving to this skill. On the other hand, the study provided specific information about the most common mistakes and errors that learners were presenting in the development of writing skill.

Finally, researchers realized the students' perceptions are a lot of and these are related with the acquisition of a foreign language and learners continue writing some sentences using the structure of their mother tongue as a model.

5.6 Limitations

The approach of this study was a mixed method based on a quantitative and qualitative research. However, the results presented some limitations to support the study. The first limitation was the time; it was not enough for students to develop a free writing. The second limitation was students' writings because in them, learners wrote just short lines to express their own ideas; it was mean learners were not able to write extended texts; due to, they had afraid of commit errors or mistakes. So, it provoked a limitation in the researchers' analysis about error and mistakes.

Finally, the last limitation was the lack of information which learners presented about errors and mistakes, derived from the different instruments applied.

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APPENDIX I

BENEMERITA UNIVERSIDAD AUTONOMA DE PUEBLA

FACULTAD DE LENGUAS

OBJETIVO: El propósito de este instrumento es recabar información acerca del desarrollo de la habilidad de escritura, basado en estudiantes del Centro de Lenguas Extranjeras con respeto al aprendizaje de Inglés como lengua extranjera. Los resultados obtenidos serán utilizados únicamente para fines académicos y de investigación. Te solicitamos responder de la manera más acertada posible.

Primera parte:

Instrucciones: Seleccione una sola respuesta para cada pregunta y subraye la respuesta que mejor represente su situación.

1.- ¿Consideras importante el desarrollo de la habilidad de escritura durante el aprendizaje de una lengua extranjera?

a) Sí

b) No

¿Por qué? _____

2.- ¿De acuerdo a tu punto de vista, crees que has obtenido suficiente instrucción de la habilidad de escritura durante tu estancia en la facultad de lenguas?

- a) Suficiente instrucción de escritura
- b) Insuficiente instrucción de escritura

3.- ¿De acuerdo a tu nivel de Inglés en qué porcentaje te encuentras?

- a) 100%
- b) 80%
- c) 60%
- d) 50%

¿Por qué? _____

4. Ordena cronológicamente los siguientes tipos de textos del más frecuente, al menos frecuente que te haya solicitado tu profesor para practicar la habilidad de escritura:

Descripciones	_____
Emails	_____
Cartas	_____
Reports	_____

INSTRUCCIONES: Seleccione una sola respuesta para cada pregunta y subraye la respuesta que mejor represente su situación.

5. –Para ti un ¿Qué es un “error”?: _____

6.- Para ti un ¿Qué es “mistake”?: _____

7.- ¿Qué opinas de tus propios errores que cometes en la escritura?:

8.- ¿Qué opinas sobre los errores que cometen otras personas en la escritura?:

Segunda parte

Instrucciones: Escribe un párrafo pequeño (en Ingles) acerca de tus vacaciones de diciembre. (150 palabras).

GRACIAS POR PARTICIPAR

APPENDIX II

Analyzing beliefs towards the development of writing.

Utterances made by learners.	Writing beliefs categorization.
L1: Writing is an important element for the development of a foreign language.	Useful for domain a foreign language.
L2: Writing is useful for the development of any language and it is part of the four macro abilities of a language.	Useful for domain a foreign language.
L3: it is useful for communication through written way.	Important for communication.
L4: Writing is a fundamental main of communication for the human communication.	Important for communication.
L5: Writing is a way of communication.	Important for communication.
L6: Writing is fundamental for the new language which is learning.	Useful for domain a foreign language.

L7: Writing helps the development of creativity.	Useful for development of writing abilities to create a good writing.
L8: Writing is necessary for an efficient and good communication.	Important for communication.
L9: Writing is part of a language system.	Useful for domain a foreign language.
L10: Learners develop writing abilities during the development of writing skill.	Useful for academic writing tasks
L11: Writing is an important tool to learn a language.	Useful for domain a foreign language.
L12: Writing is important for my major and academic papers.	Useful for academic writing tasks
L13: Writing is important for my own professional development.	Useful for academic writing tasks
L14: Writing is important for communication.	Important for communication.

L15: Writing is part of the acquisition of a second language.	Useful for domain a foreign language.
L16: Writing skill is important because it is related with reading skill.	Useful for domain a foreign language.
L17: Writing helps us to communicate through a written way.	Important for communication.
L18: Writing helps us to write academic papers such as thesis research, essays.	Useful for daily lives.
L19: Writing is one of the means of communication to communicate.	Important for communication.
L20: Writing is important for communication in any situation to express emotions and ideas.	Important for communication.

APPENDIX III
Analyzing error beliefs

Utterances made by learners	Writing beliefs categorization
L1: An error is something that is incorrect.	Unclear understanding about what is an error.
L2: An error is when you do not have the knowledge of the usage of grammar and vocabulary.	Clear understanding about what is an error.
L3: An error is something that you can understand.	Unclear understanding about what is an error.
L4: errors are when you learn from them.	Unclear understanding about what is an error.
L5: An error is something that had been made wrong and it is learned from them.	Unclear understanding about what is an error.
L6: An error is a confusion. It means, it is already known, but it is just forgotten.	Confusing the two concepts between error and mistake.
L7: An error is something that you cannot modify and it must be correct since the beginning.	Unclear understanding about what is an error.

L8: An error is an incorrigible failure at the moment of the writing.	Clear understanding about what is an error.
L9: No answers.	Unclear understanding about what is an error.
L10: An error is something which we can correct it by ourselves.	Confusing the two concepts between error and mistake.
L11: An error is something which is incorrect and we repeat it unconsciously.	Clear understanding about what is an error.
L12: An error is something what learners have not learned yet.	Clear understanding about what is an error.
L13: An error is something that is wrong, it is depending of you.	Unclear understanding about what is an error.
L14: An error is something which is depend of you.	Unclear understanding about what is an error.
L15: An error is a grammatical failure.	Confusing the two concepts between error and mistake.

L16: An error is a way to discover what it is not achieve in the objective of writing and we are not often conscious about errors.	Clear understanding about what is an error.
L17: An error is what students continue imitating because they have not learned something.	Clear understanding about what is an error.
L18: An error is a slip of something what has already known.	Confusing the two concepts between error and mistake.
L19: An error is an irremediable failure during the learning process.	Clear understanding about what is an error.
L20: An error is an opportunity to learn	Unclear understanding about what is an error.

APPENDIX IV

Analyzing mistake beliefs

Utterances made by learners	Writing beliefs categorization
L1: A mistake is something that is incorrect.	Unclear understanding about what is a mistake.

L2: A mistake is usually a slip of the language and there is an auto correction in the mistakes.	Clear understanding about what is a mistake.
L3: mistakes are errors which we can commit and we can improve them.	Unclear understanding about what is a mistake.
L4: A mistake is when you do not learn.	Unclear understanding about what is a mistake.
L5: A mistake is something which is made wrong. You never learn.	Unclear understanding about what is a mistake.
L6: No answer.	Unclear understanding about what is a mistake.
L7: Mistakes are retrievable (repairable) and modifiable.	Clear understanding about what is a mistake.
L8: A mistake is a remediable failure.	Clear understanding about what is a mistake.
L9: No answers.	Unclear understanding about what is a mistake.

L10: we often do not care committing a mistake or we just forget how to write something.	Clear understanding about what is a mistake.
L11: A mistake is something which we are conscious and we can correct it easily.	Clear understanding about what is a mistake.
L12: A mistake is something what learners have already acquired, but they continue making failures.	Clear understanding about what is a mistake.
L13: A mistake is something that you have done wrong.	Unclear understanding about what is a mistake.
L14: A mistake is something which can be corrected.	Clear understanding about what is a mistake.
L15: A mistake is a grammatical failure.	Clear understanding about what is a mistake.
L16: A mistake is a failure, but we often realize about them and we can correct them.	Clear understanding about what is a mistake.

L17: a mistake is committed when we know that students know, but they forget something for any reason.	Clear understanding about what is a mistake.
L18: A mistake is a slip of something what has already known.	Clear understanding about what is a mistake.
L19: : A mistake is a failure which has a solution during the learning process	Clear understanding about what is a mistake.
L20: A mistake is an opportunity to learn	Unclear understanding about what is a mistake.

APPENDIX VI: Error Analysis

S = Incorrect Spelling
 WO = Wrong Word Order
 T = Wrong Tense
 C = Concord Subject and Verb do not agree

WF = Wrong Form
 SP = Singular or Plural Form
 L = Something has been left out
 [] = Something is not necessary
 ?M = Meaning is not clear
 NA = The usage is not appropriate
 P = Punctuation Wrong

Segunda parte

Instrucciones: Escribe una cuartilla acerca de tus vacaciones más recientes. (en Inglés)

I recently arrive to p Puebla. From
 Oaxaca State. I spent 3 days
 with my family on the beach. We
 visited a little town called Barra de la
 Cruz that is near to Huatulco bahis.
 The weather was really Hot but everithing
 was perfect. Because this is [a] no
 comon place. I mean Barra de la Cruz
 is no a turistic destiny, Its almost
 empty, compered with other shores.
 We stayed on a house camping
 on the backyard [and] cooking with
 a little stuff. Barra de la Cruz is
 a perfect place for surfing, in consequence
 the place is full of foreign people.
 From all the nationalities, I met
 a guy from Norway that is a cyclist
 [and is cycling all around the
 world] He start on California
 and today is in Oaxaca.
 He is a really nice guy and he was
 learning to surfing. I really enjoy
 this family trip [but] sadly all
 good is not forever and I have to wait
 10 december to have another one adventure.

GRACIAS POR PARTICIPAR

✓ Intralingual
 Errors

Mysanalysis = That is / He was

✓ Interlingual
 Errors

0

My last holidays were two years ago. I went to Veracruz with my father and sister.

First of all, I went to the “Tajin” it is an archeological site at the north of the state. I haven’t visited the place since I was a child and It was completely different. We walked for around three hours. Then we ate sea food with the locals. I was eating my shrimps when a young lady come and offered some handcrafts. My sister and I bought some of these as souvenirs for my mom. After dinner, we went to the car and rested for one hour. Then I drove to “Boca the Rio” for 3 hours. My cousin had told me that the highway was amazing because you can see the seashore **during** the whole trip. Furthermore, if you wish you ca stop and go to the beach in less than 5 minutes. Finally, we arrived at my aunt’s house and slept until sun light appeared. We spent the next four days swimming on the beach and running along the coast.

Legend:

- S = Incorrect Spelling
- WO = Wrong Word Order
- T = Wrong Tense
- CS = Concord Subject and Verb do not agree
- WF = Wrong Form
- SP = Singular or Plural Form Wrong
- L = Something has been left out
- [] = Something is not necessary
- ?M = Meaning is not clear
- NA = The word is not appropriate
- P = Punctuation wrong

Segunda parte

Instrucciones: Escribe una cuartilla acerca de tus vacaciones más recientes. (en Inglés)

My last holidays were two years ago. I went to Veracruz with my father and sister. First of all I went to the "Tajin" it is an archeological site at the north of the state. I haven't visited the place since I was a child and it was completely different. We walked for around three hours. Then we ate seafood with the locals. I was eating my shrimp when a young lady came and offered some handicrafts. My sister and I bought some of these as a souvenirs for our mom. After dinner we went to the car and rested for one hour. Then I drove to "Boca del Rio" for 3 hours. My cousin had told me that the highway was amazing because you can see the seashore the whole trip. Furthermore if you wish you can stop and go to the beach in less than 5 minutes. Finally we arrived at my aunt's house and slept until sunlight appeared. We spent the next four days swimming on the beach and running along the coast.

GRACIAS POR PARTICIPAR

✓ Intralingual Errors
○

✓ Interlingual Errors
○

I recently arrive to Puebla from Oaxaca State. I spent 3 days with my family on the beach. We visited a little town called Barra de la Cruz that is near to Huatulco bahis. The weather was really Hot but everything was perfect. Because, this is not common place. I mean Barra de la Cruz is not a touristic destination, its almost empty composed with other shores. We stayed on a house companies on the backyard. Barra de la Cruz was a perfect place for surfing in consequences the place was full of foreign people from different nationalities. I met a guy from Norway who was a cyclist around the world. He started on California and today, he is in Oaxaca. He is a really nice guy and he was learning to surfing. I really enjoy this family trip and I have to wait until December to have another one adventure.

S = incorrect Spelling

W = Wrong Word Order

T = Wrong Tense

C = Concord Subject and Verb do not agree
Segunda parte

WF = Wrong Form

SP = Singular or Plural Form

L = Something has been left out

[] = Something is not necessary

PM = Meaning is not clear

NA = The usage is not appropriate

P = Punctuation wrong

Instrucciones: Escribe una cuartilla acerca de tus vacaciones más recientes. (en Inglés)

In my ^{SP} vacation I did a lot things. In the first day I only take a break of all of the school and for the night I ~~was~~ watched ~~to~~ movie in my home with my family and ^{WF} ate pizza. The next days, I went with my friends that I didn't ^{WF} see in a long time. ^{WF} For two days, I went to "Feria de Puebla" ^{PM} for a lot ^{WF} funny. The firsts day in the feria I went with my best friend and more later we watched the concert of Enjambre. ^{WF} The second day I went to the feria with my cousin and uncle and this day was very funny because we kided in the mechanics and more later too we entered to concert for my cousin; it wasn't funny but ^{WF} I needed to compain to my cousin. ^{PM} On Friday I went with my family to the park "Flor del bosque" ^{WF} to know a little and after we ate a "cemita" and we watched a movie in the cinema, for my two last day on vacations I worked like each weekend and so I finised my vacation that for me, It was very funny.

Interlingual
Error
0

GRACIAS POR PARTICIPAR

Intralingual
Errors

1 False analogy

In my vacation I did a lot things. In the first day, I only take a break of all the school and for the night I watched a movie in my home with my family and we ate pizza. The next days, I went with my friends that I didn't have seen in a long time. Then for two days I went to "Feria de Puebla" to get funny; the first day in the Feria, I went with my best friend and – more later we watched the concert of Enjambre. After, the second day I went to the Feria with my cousin and my uncle. This day was very funny because we kided in the mechanics and more later too we entered to concert for my cousin, it wasn't funny so I needed to compain to my cousin. On Friday I went with my family to the park "Flor del Bosque" where we know a little and after we ate a "cemita" and we watched a movie in the cinema", for my two last day on vacations I worked like each weekend and so I finished my vacation that for me, It was very funny.

S = Incorrect Spelling
 WO = Wrong Word Order
 T = Wrong tense
 C = Concord Subject and verb do not agree.
 WF = Wrong Form
 SP = Singular or Plural Form
 L = Something has been left out
 [] = Something is not necessary
 MH = Meaning is not clear
 NA = The usage is not appropriate
 P = Punctuation Wrong

Segunda parte

Instrucciones: Escribe una cuartilla acerca de tus vacaciones más recientes. (en inglés)

The last vacations [that I remember]
 I went to "Ciudad ^{NA} de México" [it was]
 just for three days, but these days
 were the best. [I said that those were
 the best] because I went to visit to
 my family the first day. It was
 on Friday. I arrived at seven a.m.
 with them. After [the visit], I went
 to know more places in México D.F.
 I remember when I was walking in
 [some] ^{OK} street. I found a little puppy. P
 it was very shy and it was looking
 very sick. I took him [and]

Intralingual Errors	Interlingual Errors
0	0

GRACIAS POR PARTICIPAR

The last vacations , I went to " Mexico City" just for three days ; these days were the best because the first day, I went to visit to my family, it was on Friday, and I arrived at 7 a.m. with them. After I went to knew more places in Mexico, City; I remember when I was walking in the street because I found a little puppy, it was very shy and it was looking very sick so I took him

S = Incorrect spelling
WO = Wrong Word Order
T = Wrong Tense
C = Concord Subject and verb do not agree
WF = Wrong Form
SP = Singular or Plural Form
[] = Something has been left out
[] = Something is not necessary
PM = Meaning is not clear
NA = The usage is not appropriate
P = Punctuation wrong

Segunda parte

Instrucciones: Escribe una cuartilla acerca de tus vacaciones más recientes. (en Inglés)

In my last vacations I went to Villahermosa, Tabasco with my ~~aunt~~ and my cousin; the travel ~~its~~ about 8 hours, I was very tired because I have never made a ~~trave~~ to long. I was with my aunt for a month, in that month I went with her family to ~~my~~ uncle's ~~I went to my~~ ranch ~~and~~ I ~~could~~ see the horses ~~uncle's ranch~~ and the cows, ~~it~~ was amazing for me. Also we ~~have~~ went to another house, this house have a pool and we stayed there a lot of time under the sun, but my skin ~~its~~ white so with the sun my skin ~~turns~~ pink and red! and it ~~hurts~~ a lot, I have the scars ~~yet~~ but I think that ~~it~~ was my favorite vacations, not at all but I like it. ~~It~~ was the last vacations that I had with my ~~and~~ cousin because ~~now~~ she has a baby and she ~~can't~~ stay with me a lot of time like before.

GRACIAS POR PARTICIPAR

Intralingual Errors 0
 Interlingual Errors 0

In my last vacations I went to Villahermosa, Tabasco with my aunt and my cousin; the travel it **was** about 8 hours, I was very tired because I have never made a **travel** to long. I was with my aunt for a month; in that month **I went to my uncle's ranch with my family** **where** I could **saw** the horses and the cows, **this** was amazing for me. Also we went to another house, this house have a pool and we stayed there a lot of time under the sun, but my skin **was** white so with the sun my skin **turned to** pink and red and it hurts a lot, I have the scars so I think that it was my favorite vacations, not at all but I like it.

These **were** the last vacations that I **spent** with my cousin because now she has a baby and she **cannot** stay with me a lot of to me like before.

S = Incorrect Spelling
WO = Wrong Word Order
[C] = Concord Subject and verb do not agree

Segunda parte

Instrucciones: Escribe una cuartilla acerca de tus vacaciones más recientes. (en Inglés) **P = Punctuation wrong.**

WF = Wrong Form
SP = Singular or Plural Form Wrong
✓ = Something has been left out
[] = Something is not necessary
?H = Meaning is not clear
HA = The usage is not appropriate

Last holiday, I didn't hang out with my family. I used to travel on my free time but this year, I just got a job. I've been working for over 5 months and since that moment, I didn't have too much time to hang out.

I was working the whole vacations' week except Thursday and Friday [that] were my days off so I spent both days playing videogames in my house because I like videogames and I can not say that it was boring. However, I would prefer to visit my family.

I hope next vacations I will hang out with my mom to have a funny time and get the stress out. For that reason I am saving money to spent it, the next summer on the beach.

Interlingual Errors **Intralingual errors**

GRACIAS POR PARTICIPAR

Last holiday, I didn't hang out with my family. I used to travel on my free time but this year I just got a job. I've been working for over 5 months and since that moment; I don't have too much time to hang out.

I was working the whole vacations week except Thursday and Friday were my days off so I spend both days playing videogames in my house because I like video games and I cannot say that it was boring. However, I would prefer to visit my family and while away in a natural environment.

I hope next vacations I will hand out with my mom to have a funny time and get the stress out. For that reason I am saving money to spent it, the next summer on the beach..

S = Incorrect Spelling
WO = Wrong Word Order
T = Wrong Tense
C = Concord Subject and Verb do not agree

WF = Wrong Form
SP = Singular or Plural Form Wrong
← Something has been left out
[] = Something is not necessary
?M = Meaning is not clear
NA = The usage is not appropriate

Segunda parte

Instrucciones: Escribe una cuartilla acerca de tus vacaciones más recientes. (en Inglés) **P = Punctuation wrong**

On my last vacation I went to CDMX to visit my parents. I spent almost a week there and caught up with them about the new house they bought. It's a nice house with a big garden on the back. I liked the idea of being able to make some family time and having enough space for my brother to move around more freely. Also, I helped them paint their apartment and some restored furniture they wanted to get rid of before moving to the house. On the remaining days I had some spare time to dedicate to a book I bought a while ago and hadn't be able to start, it's called "1984" by George Orwell. I'm really enjoying it and can't wait to finish it.

Interlingual Errors

0

Intralingual Errors

0

GRACIAS POR PARTICIPAR

DIFFICULT TO UNDERSTAND THE LETTER

S = Incorrect spelling
 W.O = Wrong word order
 T = Wrong tense
 C = Concord Subject and verb
 WF = Wrong form
 SP = Singular or plural form
 [] = Something has been left out
 [] = Something is not necessary
 ? M = Meaning is not clear
 NA = The usage is not appropriate
 P = Punctuation wrong

Segunda parte

Instrucciones: Escribe una cuartilla acerca de tus vacaciones más recientes. (en Inglés)

On vacations I'm accustomed to work, it is the best moment. I relax of the school and some other people are spending money, but these vacations were a bit different. The work that I was thinking was postponed and the activities that I was thinking before the work I had been cancelled and for that reason I was on the Monday I was making some calls to confirm the products that I have to use this week. The Tuesday I cleaned up my room and read about aesthetics and the Tuesday and Wednesday I was watching videos about it. The aesthetics is a theme really important to me to comprehend some aspects with the arts and their historical relation to write my thesis.

Interlingual Errors

GRACIAS POR PARTICIPAR

On vacations I accustomed to work, it was the best moment. I relaxed of the school and some other people were spending money, but these vacations were a bit different because I postponed the work and activities; for that reason the Monday I was making some calls to confirm the products that I have to use that week. Then, the Tuesday I cleaned up my room and I read about aesthetics. Also, the Tuesday and Wednesday I was watching video about it. Because, the aesthetics is a really important theme to me.

S = Incorrect Spelling
 WO = Wrong Word Order
 T = Wrong Tense
 C = Concord subject and Verb do not agree
 Segunda parte

WF = Wrong Form
 SP = Singular or Plural Form Wrong
 L = Something has been left out
 [] = Something is not necessary
 ?M = Meaning is not clear
 NA = The usage is not appropriate
 P = Punctuation wrong

Instrucciones: Escribe una cuartilla acerca de tus vacaciones más recientes. (en Inglés)

[The most] recently vacation [that I had]
 T was very funny. I was with my family,
 we visited my grandfather's house and we
 decided to have a family dinner; it was
 special because through a long time, we forgot
 this kind of relation between us.

After that we went to my house and
 I helped my mom to prepare the food.
 It was something strange because I had
 never done. The same day at night I
 watched a movie and later I took a
 bath. The next day I went out with
 my girl we went to cinema and we
 enjoyed the whole day.

Interlingual Errors	Intralingual Errors
0	0

GRACIAS POR PARTICIPAR

The recently vacation **were** very funny, I was with my family we visited my grandfather's house and we decided to have a family dinner; it was special because **we** through a long time **but** we forgot this kind of relation between us.

After that, we went to my house and I helped my mom to prepare the food. It was something strange because I had never done. The same day at night I watched a movie and later I took a bath. The next day I went out with my girl; then we went to the cinema and we enjoyed the whole day.

S = Incorrect Spelling
 WO = Wrong Word Order
 T = Wrong Tense
 C = Concord Subject and Verb do not agree
 WF = Wrong Form
 SP = Plural or Singular Form Wrong
 L = Something has been left out
 [] = Something is not necessary
 PH = Meaning is not clear
 NA = The usage is not appropriate
 P = Punctuation Wrong

Segunda parte

Instrucciones: Escribe una cuartilla acerca de tus vacaciones más recientes. (en Inglés)

Last holiday^S, I spent most of my time at home^{WO} ~~doing~~^L easy activities^[] and^[] the season is that^[] I got injured a bit seriously. ~~I was~~^L jumping on a elastic bed, ~~from~~^L back flips. ~~and~~^L doing zone.

Then, I fell incorrectly with my right uncle and^L listened a hard crack sound. I thought that I had broken my bone in ~~so~~^L many pieces^L. My brother took me to the hospital and I got some x-ray results.

It was just a hard hit but I ~~could~~^L walk for ten days at least. So I decided to play some Playstation games^L to ~~eat~~^L lots of easy dishes, to read some good articles and to make a ~~small~~^L party^{PH}, hahaha. I was fine^L, I saw a few of my friends and some relatives.

Also I spent all my afternoons with my brother and my mother^[] who live^L in Mexico city and my mother^L in Oaxaca.

GRACIAS POR PARTICIPAR

Interlingual Errors 0
 Intralingual Errors 1 Exploring redundancy

Last holidays, I spent most of the time at home, I did easy activities. I got injured a bit seriously so I was jumping on a elastic bed.

Then, I fell incorrectly with my uncle and we listened hard crack sound. I thought that I had broken my bone in many pieces. So, my brother took me to the hospital and I got some x-ray results. However, it was just a hurt hit but I could not walk for ten days at least. So, I decided to play some play station games, I cooked lots of easy dished, I read some articles and I make a small party, ha ha. I was fine because I saw a few of my friends and some relatives. Also, I spent all my afternoons with my brother and my mother. My brother lives in Mexico City and my brother lives in Oaxaca

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Segunda parte

Instrucciones: Escribe una cuartilla acerca de tus vacaciones más recientes. (en Inglés)

The last vacations I was at home, I didn't attend to the church. I was sleeping all the day and I eat a lot. On Saturday I went to swim with my family, my brother in-law invited us. On Sunday, I started to do my homework because I always left things to the last moment. Also, I watched a lot of tv series and I listen to the radio. I don't like my holidays because I didn't go to any place as others did. I really missed to talk with my friend Olga and I really missed to give classes to my students because it is a thing that I really love to do. Yesterday was my last day on vacations and my family and me cooked together. It is one of my favorite moment on vacations.

Interlingual Errors	Intralingual Errors
0	0

GRACIAS POR PARTICIPAR

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Instrucciones: Escribe una cuartilla acerca de tus vacaciones más recientes. (en Inglés)

Well, in these holidays I went to my hometown to spend time with my family, I had a lot of ~~house~~ housework, and the rest of the week I went to the church. I helped in a store and I didn't do my homework, now I am really scary because of the homework and all the work that I didn't do, I need more holidays.

A few months ago I went with my grandfather we spent a really good time, also I had the opportunity to visit my uncle and my nieces, we went to Mexico city to buy some stuff that we needed. and after that we went to the movies, we come back late but we didn't want to go bed, so, we decided to play videogames. Meanwhile our parents went to the kitchen to prepare some desserts, these ones were delicious, I love being with my family.

Interlingual Errors Intralingual Errors

GRACIAS POR PARTICIPAR

Well, in these holidays I went to my hometown to spend time with my family, I had a lot of housework, and the rest of the week I went to the church. Also, I helped in a store and I did not do my homework; as a result, now I am really scary because of the homework and all the work that I did not do, so, I need more holidays.

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Segunda parte

Instrucciones: Escribe una cuartilla acerca de tus vacaciones más recientes. (en Inglés)

What I did on my vacation ~~was~~ ^{are} a little bit of homework and reading.
 I did not get out of the city because of my religion. I spent the whole week at home.
 In the middle of the week I made a short trip to CDMX to visit my sister who lives there.
 I went to Bellas Artes ~~and~~ ^{where} I took a lot of pictures because it was an amazing day.
~~I was~~ ^I enjoyed the trip the food ~~and~~ ^{and} people around me it was a really good day.
 I came back to Puebla and ~~spend~~ ^{spent} the rest of the weekend at home with my family and my pet. (dog)

Interlingual Errors Intralingual Errors

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Instrucciones: Escribe una cuartilla acerca de tus vacaciones más recientes. (en Inglés)

The last [time] I went on [vacations] me and my family made a trip to Guanajuato, we [were] [visiting] my mother's family but then we changed plans.

First of all we visited San Miguel de Allende and we spent a couple days over there, the place was breathtaking, you can buy lots of handcrafts, etc.

After that, we moved to Guanajuato and it was ~~beautiful~~ as well, we tried ~~the~~ new distros and they were delicious, I can't remember a lot from this place.

Then, we went to El cerro del Cubilete, it was exhausting but it was worthy in the end, there's a huge chapel or church, I don't know, at the top of the hill, There's a giant Jesus Christ above the chapel, is astonishing.

[And] finally we went to Leon, we checked the place and bought some leather stuff, after that we went back home and rest a little.

Interlingual Errors **Intralingual Errors**

0 0

GRACIAS POR PARTICIPAR

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Segunda parte

Instrucciones: Escribe una cuartilla acerca de tus vacaciones más recientes. (en Inglés) Pz. Punctuation Wrong

Last ^{vacations} ~~week~~ I was in my hometown, I really loved going there because my family ^S ~~is~~ living there. I'm the only one who is living far from them. But well, I spent all the time with my grandparents, my parents and my cousins, they made a secret party for my birthday, I didn't expect that, I was very moved ^{PM} and glad to be ~~at~~ there. My uncle and aunt gave me money and my favorite cousin gave me a book which is a tales collection of H.P. Lovecraft. I didn't went out of my town, I wanted to go to San Cristobal but it wasn't possible due to it was holly week (I don't know if the spelling is correct) and as you know a lot of people decide to go out, so my parents and I decided to stay at home. It was the greatest week of this two months.

Interlingual
 Errors
 0

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GRACIAS POR PARTICIPAR

Last vacations, I was in my hometown, I really love going there because my family **lived** there **and** I am the only one who is living far from them. But well, I spent all the time with my grandparents, my parents and my cousins; they made a secret party for my birthday, I did not expect that, I was very moved and glad to be there. My uncle and aunt gave me money and my favorite cousin gave me a book which is a tales collection of H.P. Lover-craft. I did not **go** out of my town. I wanted to go to San Cristobal but it was not possible. Due to it was a holly week and as you know a lot of people decide to go out; so my parents and I **decided** to stay at home. It was the greatest week of **these** two months.

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Segunda parte

Instrucciones: Escribe una cuartilla acerca de tus vacaciones más recientes. (en Inglés)

Last holidays I had was boring because I can't go to the beach. That is because I'm allergic to many things. Also I was at home, I slept a lot, and I spent a lot of time with my best friend. I had the opportunity to watch a lot of movies, and relax.

I was at home alone, because my family had different plans, however, I really enjoyed to be alone and make different things [I] have to do. It was a good experience for me and I learnt to survive by myself, I cooked a [different] variety of food.

Finally I spent time with my cat and my boyfriend, but it was short, and I couldn't relax as I wanted. For next holidays I'll plan how to spend my time, and organize the weeks and days better.

Interlingual Errors	Intralingual Errors
0	1 Exploiting redundancy

GRACIAS POR PARTICIPAR

Last holidays, I was boring because I **cannot** go to the beach that is because "I **am** allergic to many things". Also I was at home, I slept a lot and I spent a lot of my time with my best friend. I had the opportunity to watch a lot of movies, and relax.

I was at home alone, because my family had different plans, however, I really **enjoyed being** alone and making different things. It was a good experience for me and I learnt to survive by myself, so, I cooked a **variety** of food.

Finally I spent time with my cat and my boyfriend, but it was short, and I could not relax as I wanted. For next holidays, I **will** organize the weeks and days better.

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Instrucciones: Escribe una cuartilla acerca de tus vacaciones más recientes. (en Inglés)

In my last ^{SP}vacation me and my family went to Acapulco, that place is so breathtaking and my family was astonished. The weather was so hot. When ^Lwe arrived there ^[]the first ^[]that we did as a family was to ^[]visit some beautiful ^{SP}museums. THThey was awesome all the pieces that they have ^[]there. After that, we went to the beach where we played with a ball in the lake, even my dog was playing with us. At the end of that meeting we went into the house and we had a great family meal ^[]as a good family. During the darkness night my brother and me went to the beach again, the beach look beautiful ^[]in the town and the people town looked at us and ^Ltalked with us for a brief moment. All the people ^[]in that town ^[]was friendly with all my family. The adventure was very awesome and I hope do it again, with all my family, friends and dog ^{obviously}.

GRACIAS POR PARTICIPAR

Interlingual Errors 0
 Intralingual Errors 1 Redundancy

In my last vacations me and my family went to Acapulco, that place was so breathtaking and my family was astonished. The weather was so hot. When we arrived there, first we visited some beautiful museums, these were awesome all the pieces that they have. After that, we went to the beach where we played with a ball in the lake, even my dog was playing with us. At the end of that meeting we went into the house and we had a great family meal. During the night my brother and I went to the beach again. The beach looked beautiful and the people town looked at us and they talked with us for a brief moment. All the people were friendly with all my family. The adventure was very awesome and I hope do it again with all my family, friends and dog obviously