



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

FACULTAD DE LENGUAS

**LEI STUDENTS' AWARENESS WHEN USING
SYNTAX IN THE WRITING PROCESS**

A thesis submitted to the School of Languages for the Degree of

LICENCIATURA EN ENSEÑANZA DEL INGLÉS

By:

**CARMEN GABRIELA MARTINEZ COSIÑA AND MARTHA
TEUTLE TOXQUI**

Thesis Director:

RUBÉN ZÁRATE SORIANO

Puebla, Pue. noviembre de 2022



LEI STUDENTS' AWARENESS WHEN USING SYNTAX IN THE WRITING PROCESS

This Thesis has been read by the members

of the thesis committee of

**CARMEN GABRIELA MARTINEZ COSIÑA AND
MARTHA TEUTLE TOXQUI**

And is considered worthy of approval in partial fulfillment of
the requirement for the degree of

LICENCIATURA EN ENSEÑANZA DEL INGLÉS

Mtro. RUBÉN ZÁRATE SORIANO

Thesis Director

Committee Member

Committee Member

**Mtro. ROBERTO CRIOLLO AVENDAÑO
RIVERA MENDOZA**

Mtra. AUREA MARCELA

Dedications

I would like to thank too much to my parents Martha and Norberto because they supported me when I needed help. They taught me so many important lessons about work, values, relationships and life, they are the reason of what I become today. They also worked hardly for me and my siblings and they gave me their advice and encouragement to go ahead. My parents have been with me in all moments of tumbles and troubles. My parents' dreams were that I would finish my bachelor and to become a teacher, I love you, mom and dad. To my beloved husband Armando for the sacrifices he has made for our love and all the joy that he brings to my life. I also would like to thank him for his patience, love and understanding, he has supported me in a difficult moments. He is an amazing man.

To my sisters Rosa, Irma and Pily who are in important part of my life and have supported me morally in order to get my high objective. To my brothers José, Trini, Eugenio, Roberto and Braulio for their everlasting love, warm encouragement and for their advice. Without my family, I would not continue studying and achieving one of my great objectives in my life: my degree in Teaching English. Martha Teutle Toxqui

Student and Researcher from the Benemérita Universidad Autónoma de Puebla.

Dedications

I would like to thank too much, to my parents because they always supported me when I needed their help. They did their best for this goal and have never give up.

They were with me in all moments of tumbles and troubles, also I want to thank to my sister who supported my beautiful son and helped to do possible this goal.

I love my son Rafael who is my inspiration and motivation for being a professional, now he is a baby but is my motivation to be better in all senses because when I felt down, he just with his smile changes all. Without a doubt it was one of my best objectives acquired and at the same time one of the most difficult for many situations that I had to live, but today the bad moments are just memories because this goal is just the beginning.

Carmen Gabriela Martínez Cosiña

Student and Researcher from the Benemérita Universidad Autónoma de Puebla.

Acknowledgements

We would like to thank to all the teachers who participated and were involved in this study. Thank you so much. I want to thank especially for their supporting and encouraged to our Thesis director Rubén Zarate Soriano for his help, patience and commitment with this wonderful researching. To Celso Perez Carranza who gave us the opportunity to observe and work with his group. Finally, my recognition and gratitude Roberto Criollo Avendaño and Aurea Marcela Rivera Mendoza their review, feedback, comments and contribution made this project possible.

TABLE OF CONTENTS

Page numbers

1. CHAPTER ONE: INTRODUCTION

1.1 Introduction to the Problem	1	1.2 Purpose of the Study	3	1.3 Significance of the Study	4
1.4 Research Questions	4				
1.5 Key Words	5				

2. CHAPTER TWO: LITERATURE REVIEW

2.1 Language	7				
2.1.2 Language Skills	10	2.2.2 Visual Medium Skills	14		
2.2 English as a Foreign Language	17	2.2 English as a Second Language	18		
2.2.1 Teaching Writing in the Language Classroom			20		
2.2 The Writing Process	22				
2.2.1 Pre-Writing	24	2.2.2 Drafting	26		
2.2.3 Revising	27				
2.2.4 Editing	28	2.2.5 Publishing	29		
2.3 Error vs mistake Language Learning	31				
2.3.1 Classification of Errors in Language Learning	32				
2.3.1.3 Types of Errors in Writing	32	2.3.1.4 Syntax Errors in Writing	33		
2.3.1.1 Intra-lingual Errors	34				
2.3.1.2 Interlanguage Errors	36				

3. CHAPTER THREE: METHODOLOGY

3.1 Type of research	40
3.2 Participants	41
3.3 Instruments	41

3.4 Data Analysis	42
-------------------	----

4. CHAPTER FOUR: FINDINGS	
4.1 Results of instrument 1: Observations	44
4.1.1 Observation One	45
4.1.2 Observation Two	46
4.1.3 Observation Three	47
4.2 Results of the Second Instrument: Questionnaire	48
4.2.1 Students' definition of syntax	48
4.2.2 Importance of Syntax	49
4.2.3 Knowledge about the process for writing a text	50
4.2.5 Student's awareness in using syntax when writing a text	52
4.2.6 Students' awareness about the use of a model when writing a text asked by the teacher	53
4.2.7 Students' need of following a model when writing text	54
4.3 Results of Students' Errors in Writing	55
4.3.1 General Results table of the papers written by students	56
5. CHAPTER FIVE: CONCLUSIONS	
5.1 Summary and discussion	58
5.3 Reflection	62
5.4 Limitations	63
5.5 Suggestion for further research	64
5.6 Conclusions	65
LIST OF REFERENCES	66
TABLE OF APPENDIXES	
Appendix Title	Page

1. Appendix One: Questionnaire	73
2. Appendix Two: “The Opposite of Faith” (summary)	74
3. Appendix Three: Reflective Paper Analysis of Students	76

LIST OF TABLES

	Page
Table 1: Results of syntax analysis about errors in students' reflective paper 1	77
Table 2: Results of syntax analysis about errors in students' reflective paper 2	79
Table 3: Results of syntax analysis about errors in students' reflective paper 3	80
Table 4: Results of syntax analysis about errors in students' reflective paper 4	82

LIST OF FIGURES

	Page
Figure 1: Types of Language Skills	11
Figure 2: Types of Language Skills by reference no to the medium but to the activity of the language user	12
Figure 3: A summary of both kinds of skills as presented by Hussain	16
Figure 4: A model of writing	23
Figure 5: The process of writing: From prewriting to Publishing	30
Figure 6: Criterion to decide what errors should be corrected	39

Abstract:

The purpose of this investigation is to study the students' use of syntax and their awareness of it when writing in English as well as examine the different abilities the participants often practiced in Target Language V such as reading, listening, speaking, writing and if they worked with grammar. This paper will describe the methodology used to carry out this research which followed a qualitative approach. Questionnaires, researchers' observations were used to collect data and a summary explains the findings at the end. Observations' purpose was to know which skills were more developed during participants' attendance to class (Target Language V); a questionnaire was applied to know students' conceptions about syntax and if they are aware of using it when writing; finally, a data analysis to find out about participants' performance in writing within Target Language V course.

Glossary

Target language: It is the language learners are studying, and also the individual items of language that they want to learn, or the teacher wants them to learn.

Syntax: It is the study of the rules that control how language is structured first into clauses and then sentences.

Grammar: The whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics.

Writing Skill: Writing skills include all the knowledge and abilities related to expressing ideas through the written word. The ability to clearly communicate ideas through writing is in high demand for employers in any industry.

CHAPTER I: INTRODUCTION

1.1 Introduction to the Problem

This paper aims to examine the importance of using correct syntax in the writing process and show some strategies for using it. Chapter one will be devoted to justify the necessity of being aware of the use of syntax and the necessity to develop writing skills. Chapter two will explain that writing process involves different steps that are necessary for writing successfully; furthermore, common errors that could interfere with the coherence and fluency of a text. The methodology used in the research will be seen in Chapter three; Chapter four will refer to the gathered data that was analysed and the discussions of it. Finally, Chapter five will present the answers to the research questions that are mentioned in chapter one with the results obtained during the investigation, in addition to a reflection about this research, its limitations, suggestions for further studies and general conclusion.

English is the “world’s common language” according to Howson (2013). It is spoken by 1.75 billion people, and it has progressively turned into the operating system for the global conversation. Learning a foreign language implies developing different kinds of skills such as speaking, reading, listening and writing. Schmitt and Marsden (2009) say that “A common language is required; English is usually the language of choice (or one of several) to serve this need, making it the principal lingua franca in the world”. Mauranen (2015, p.3) defines

Lingua Franca as "...a contact language used by speakers who do not share a first language; it has been used for as long as we can trace back the history of languages."

Currently it is easier to find a job for people if they learn to write in English, Sim (2010,p.134) claims: "...thus, good English writing can open doors in almost any field you might choose in the future (as not so many people can write it well). A survey conducted among 64 American companies revealed that half of them pay attention to writing when considering a person for employment or promotion".

The writing process represents a challenging work where occasionally students present syntactic mistakes. Reid (1993) states that the teacher's written comments on assignments are often focused on grammatical errors and syntactic mistakes "awkwardness" with vague references to content deficiencies such as "average work" and "support ideas". Therefore, it is essential to know the grammatical rules for establishing good communication when writing. Kellogg, (2008, p.3) states that "...the development of written composition skills is conceived here as progressing through three stages. [...] (1) the beginner's stage of using writing to tell what one knows, to (2) the intermediate stage of transforming what one knows for the author's benefit, and to (3) the final stage of crafting what one knows for the reader's benefit".

This research intended to investigate the students' use of syntax and their awareness of it when writing in English. It has been observed that students coursing Target Language V in the Faculty of Languages at the public university BUAP (Benemérita Universidad Autónoma de Puebla) experience some difficulties with grammar especially with the use of syntax in the process and some errors when writing a text as they seem to lack vocabulary and have

inadequate grammar usage. For these reasons, it was considered important to investigate the relevance and influence that syntax has in writing in addition to doing a research about writing skills.

This research followed a qualitative approach and used a case study. Three Instruments created by the researchers were used during this research. The first instrument applied was one questionnaire focused on a syntactical context in Spanish. The second instrument considered was an observation record from three observations where the aim was to observe the participants' abilities to practice in class English abilities such as reading, listening, speaking and writing. The third instrument was an exercise where the participants read "The opposite of Faith" story. After reading, students had to write a summary and a reflection about what they understood from the chapter one, the main purpose was identifying the syntactic errors when writing a text.

1.2 Purpose of the study

This research aims to describe participants' level of awareness of the use of syntax in the writing process and also to identify the different strategies that allow participants to make a better use of syntax to develop their writing skills through interviews, observations in a class and one questionnaire answered by four students of Target Language V at the Licenciatura en la Enseñanza del Inglés at the Faculty of languages at the public university BUAP (Benemérita Universidad Autónoma de Puebla).

1.3 Significance of study

This research had in mind to emphasize the importance of using correct syntax in the writing process and the way in which students could make appropriate use of it. In other words, this study intends to show some strategies for using syntax and tries to contribute to demonstrate the way in which the students are aware of the use of syntax in the writing process and identify their needs to improve their writing skills for a better use of the language, also, it is hoped to help other students to notice the importance of syntax when writing a document.

1.4 Research Questions

The following research questions are going to be explored throughout this research project.

- 1) Do students consider it important to have awareness regarding syntax in their writing process?
- 2) Do students know the steps of the process for good writing?
- 3) Do students use a model to have an effective use of syntax in writing?
- 4) Is syntax awareness related to the use of strategies for writing?

1.5 Key Words

Error: It refers to the use of linguistic items in a way unacceptable to native speakers because of inappropriate use or incomplete learning (Bosuwon, 2013, p 231).

Grammar: The rules of a language. (Oxford Student's dictionary of English 2001)

Intralingua: Developmental errors caused by the students' strategies or efforts to learn the second or foreign language (Bosunwon, 2013)

Interlanguage: An individual learning a second language will construct different sentences from those shaped by native speakers trying to express an identical idea. The existence of these two sets of utterances makes it valid to hypothesize the subsistence of a separate linguistic system stood on the evident output which results from a learner's tried production of a TL rule. such linguistic system we call 'interlanguage. (Selinker, 2009)

Linguistics: The study of human speech including the units, nature, structure, and modification of language (Merriam Webster dictionary, 2019)

Mistake: They are misapprehension of meaning or a fault in performance (McArthur, 1992).

Phonetics: It is connected with the sounds of human speech (Oxford Student's dictionary of English 2001).

Semantics: It is connected with the meaning of words and sentences (Oxford Student's dictionary of English 2001).

Skills: The ability to do something well, especially because of training and practice. (Oxford Student's dictionary of English 2001)

Syntax: The system of the rules for the structure of a sentence in a language.(Oxford Student's dictionary of English 2001)

CHAPTER TWO: LITERATURE REVIEW

This chapter will be devoted to analyse what language is, its importance and properties of what makes humans unique, as well as, how language and culture are related when learning a foreign language. It is also necessary to know the steps that are involved in the writing process to take them into account when the student writes a text and can be aware of some errors or mistakes that he or she could commit.

2.1 Language

As a student of a foreign or second language it is necessary to have a clear concept of language: “Language is more than words; it is also how the words are put together—grammar. The ability to use fluent, nuanced language is local to humans. Bees, parrots, and chimps can approximate it but not with the complexity or spontaneity that comes naturally to us” (McWorther, 2004 p.3). In other words, language is the ability humans have to communicate thoughts, ideas, feelings or opinions. Saphir (1956) has defined this ability in the following way:

“Language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols. These symbols are, in the first instance, auditory and they are produced by the so-called “organs of speech.” There is no discernible instinctive basis in human speech as such, however much instinctive expressions and the natural environment may serve as a stimulus for the development of certain elements of speech, however much instinctive tendencies, motor and other, may give a predetermined range or mold to linguistic expression. Such human or animal communication, if “communication” it may be called, as is brought about by involuntary, instinctive cries is not, in our sense, language at all”.

(p.7)

Therefore, language as ability is part of our existence and it is considered an ability that some creatures developed during their existence. For Kramsch

(1998, p. 3). "It is a system of signs that is seen as having itself a cultural value".

In other words, it is necessary for humans to have the ability and the rules to construct and interpret consciously messages. This is what Chomsky

(1965) defines as "competence":

"It involves some kind of "knowledge" of the grammatical rules of a language, this "knowledge" is ordinarily out of conscious awareness... nevertheless, some adolescents and adults (and even some children) can be made to demonstrate an awareness of the syntactical structure of the sentences they speak ... even among adults there are large individual differences in this ability, and these individual differences are related to success in learning foreign languages, apparently because this ability is called upon when the student tries to learn grammatical rules and apply them in constructing and comprehending new sentences in that language.
(pp. 7-8).

Koyipally in his blogspot Introduction to Linguistics (2007) completes the idea of the properties of language that make unique it for humans explaining that these features of human language are:

- a) **Displacement.** It means that human language can overcome the limitations of time and space. Animal communication is designed for here and now. But, human language can relate to events removed in time and space.
- b) **Arbitrariness.** It means that human linguistic signs do not have any natural connection between its form and meaning. The only exceptions are the onomatopoeic sounds. In the animal communication, the signs they use are synonymous with meaning.
- c) **Productivity.** This refers to the human ability to combine limited linguistic signs to produce new sentences and expressions. Animals are incapable of this as animal signals have fixed reference

- d) **Cultural transmission.** While animals get their language genetically, human beings acquire language. Human languages are passed down by the society in which one lives and grows up.
- e) **Discreteness.** This refers to the uniqueness of the sounds used in human languages. Every language uses a set of different sounds. Each of these sounds is different from the rest and are combined to form new meanings. A sound can be repeated, or combined with another to form a new meaning. But, animal languages do not have this feature of discreteness.
- f) **Duality.** This is not found in animal languages. Human language can be both spoken and written. Even the languages that do not have an alphabet can be written down using some symbols. Animal languages are only spoken.

Brown (2007, pp. 189-190) explains the connection between language and culture “Language is a part of a culture, and culture is a part of the language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture. The acquisition of a second language, except for specialized, instrumental acquisition (as may be the case, say, in acquisition of reading knowledge of a language for examining scientific texts), is also the acquisition of a second culture”. Summarizing the points above explained language is a set of symbols that permits the communication of ideas, thoughts, opinions and that permit to share culture.

About the importance of language in the human Norton (as cited by Gutierrez

2006, p.25) says that "... every time language learners speak, they are not only exchanging information with their interlocutors; they are also constantly organizing and reorganizing a sense of who they are and how they relate to the social world. They are... engaged in identity construction and negotiation

According to the National Standards in Foreign Language Education Project (NSFLEP) (as referred by Moeller and Catalano 2015, p. 327) "Language is the vehicle required for effective human to-human interactions and yields a better understanding of one's own language and culture. Studying a language provides the learner with the opportunity to gain linguistic and social knowledge and to know when, how, and why to say what to whom". So, human beings interact each other all the time, as the language is indispensable to communicate feelings, thoughts or just to express ideas, all the time, everyone around the world are communicating something. Therefore, we have to know the correct way how to use language. Also, language and culture are linked because some words acquire meaning according to their cultural context, then it is important to learn also about the culture if we learn a new language.

2.1.2 Language skills

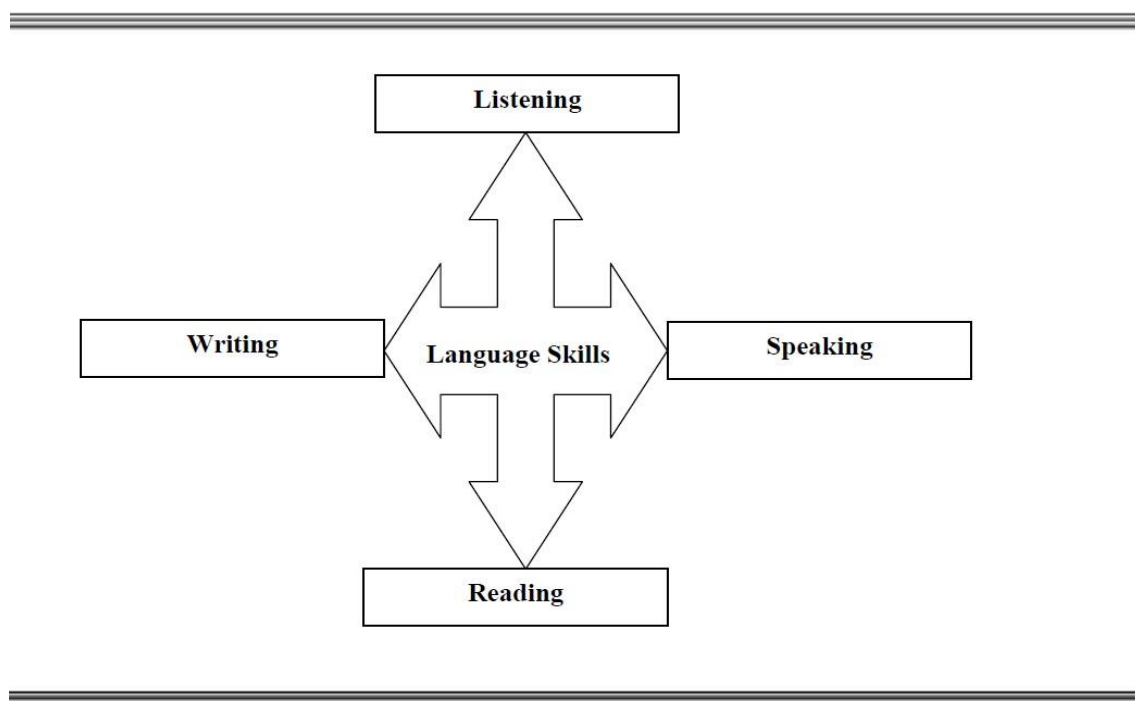
Acquiring a second language is important for communication in different cultural scenarios; in the present time, English is a necessity and a useful tool for intercultural communication. According to Schmitt and Marsden (2009, p.2), "forty per cent of the people online on the internet speak English (228 million people)".

Learning English is not an easy work, when people start learning a language it is necessary to develop the four skills: speaking, writing, reading and

listening. Skills are considered abilities, and ability is a requirement to perform a good job.

Edge (1996) suggests that when we make any kind of job as writing a letter or making a speech, we make use of our abilities and we develop our skills. Such skills are called “communication skills”. According to Maung et.al. (2014, p.6),” Communication skills can be regarded as the method to contact with each other by means of passing on or exchanging the news, information and feeling in the ways of listening, speaking, reading and writing (and sometime sign language)”.

Figure 1: Types of Language Skills (Hussain, 2015, p.2)



Widdowson (1978,p.57)says that “another way of representing these skills is by reference no to the medium but to the activity of the language user , Thus

speaking and writing are said to be active whereas listening and reading are said to be passive, or receptive skills see Figure 2 below.

Figure 2 Types of Language Skills by reference no to the medium but to the activity of the language user (Widdowson, 1978, p.57)

	productive/active	receptive/passive
aural medium	speaking	listening
visual medium	writing	reading

Certainly, developing the four skills or abilities is necessary for increasing and improving English. Productive or aural medium skills and receptive or visual medium skills present a different process. Consequently, when people want to learn a new language has to improve their abilities, but if people want to have an effective communication, it is important to put into practice their reading, listening, writing and speaking skills. So, it is important to practice frequently for having good performance of the four skills.

2.2.1 Receptive or Aural medium skills.

The receptive or aural medium skills are listening and speaking. As a result, speaking in English is a process where the speaker has to be able to use the right word's pronunciation and clearly express ideas. According to Edge (1996, p.32), "when we want to say something, we need to know the words that express our meanings and how to put those words together in grammar so that

they make sense". It means that if the no native speaker pronounced in incorrect way, consequently the communication will be interrupted or present a misunderstanding problem in communication.

According to Wankhede (2013, p.3), "Speaking as an instance of use becomes reciprocal exchange and it plays a role as receptive and productive participation". To Wankhede (2013, p.3) "speaking is active or productive and it makes use of the aural medium". In other words, speaking is a mix of receptive and productive skill". Because speaking is reliant on an understanding of what else has been communicated in the interaction (Widdowson1978). Additionally, Widdowson (2011, p. 3) states that "Speaking is not only the production of sounds it also includes gestures and movements".

In the communication process, the speaker has to create a speech meanwhile the receptor has to think and answer. The last fact contributes to develop speaking and listening skills besides its reciprocal activity order. In other words, speaking is a difficult ability to develop because people have to perform accurately grammar and pronunciation because speaking is a reciprocal activity where we need to choose carefully our words before talking because any mistake could produce misunderstandings.

2.2.2 Visual medium skills

The other two language skills considered visual medium skills are reading and writing. Reading skill is a comprehension or receptive important one; when one reads implicitly it can be found that before doing it, the text needed to be written in an attempt to communicate with others. Widdowson (2011) suggests that the process of receiving linguistic information via-print is reading and the information communicated by the writer through the print medium is recovered by the reader.

Hornby (2005) declares that a person reads when he/she looks at and understands “the meaning of written or printed words or symbols”. According to Wankhede (2013, p. 4), “Reading and writing are not typically reciprocal activities in the same way as are saying and listening”. Moreover, reading is a vital skill. In this regard, Gray and Rogers (1956) say that:

"Reading is an indispensable factor in modern life, interwoven with work, recreation and other activities of young and adults. Its great value lies in two facts: printed materials provide the most illuminating and varied records of human experience that are now available; and they can be examined and restudied time and again at one's convenience. Some of these values cannot be attained so effectively through other media because the individual is not free to pause and deliberate at will".

(p.8)

Kaya (2015, p.37) says about-the vitality of reading that “Reading is a part of our daily lives. It is performed both for pleasure and information. Reading skills are important for the individuals since they foster comprehension in reading. If the students do not have knowledge of reading skills, they cannot be expected to be successful reader”.

In the same way Koda (2009, p.2) emphasizes that “reading is a vital skill for educated learners of a foreign language. For example, many learners of

English as a foreign language (EFL) are motivated to learn EFL by professional or educational needs that involve reading text in English”.

Writing is a useful tool that everyone needs to develop because it is currently a necessity for everyone. Coulmas (2003, p.1) says that “writing has been with us for several thousand years and nowadays is more important than ever”. Writing is used to express ideas, for that fact writing will always show the author’s point of view. Additionally, writing is the most difficult skill to be developed because this ability involves different elements such as fluency, coherence, grammatical rules and creativity. In other words, an aspect to be taken into consideration when writing is the effort required by the writer to develop the text.

Paltridge (2009, p. 23) tells that “With regard to writing, it means that writers are aware of how they go about writing in general or how they are writing a particular text, it involves making decisions about the best way to write a particular text”. It means that the writer has to be adapted to the demands of the task.

It can be noticed that writing and reading are linked because as Paltridge (2009, p. 22) says that “a good writer read the instructions of the writing task carefully and then reread them at various stages of the writing process to check that they are following the instructions correctly”.

This last fact shows how the reading and writing skills are related. Developing writing skill is hard work as many aspects are involved in it and students tend not to be aware of them. In this regard, Sim (2010, p.134) tells that “Despite having a good level of spoken English, many of them [students] have not considered the elements of good writing. Therefore, most of them tend to write as they speak or to translate from their first language”. In some cases, when the writer translates the text, the writer uses an inappropriate style, which makes

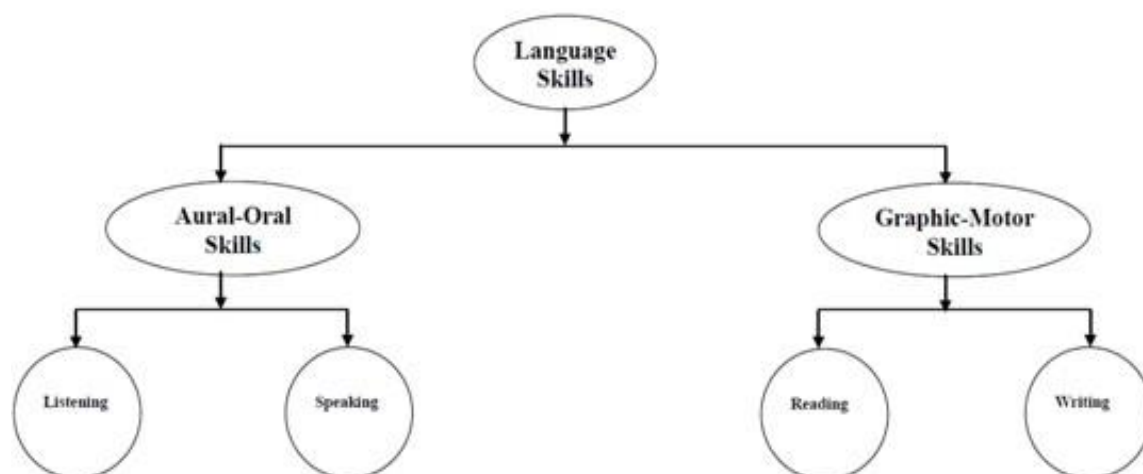
unclear the ideas. There are also often grammatical mistakes caused by first language interference”. In fact, writing is regarded as a difficult skill for acquired further explaining. Sim (2010) explains that:

“...of all the language skills, writing is the most difficult challenge for language teachers because students have less experience with written expression. Stimulate by audio-visual materials throughout their lives, students are novices in the discipline of writing. Making writing a part of foreign language acquisition from the first day in class will help to ensure students success”.

(p.134)

Below it is shown in Figure 3 a summary of language skills; Aural- Oral and Graphic Motor.

Figure 3 a summary of both kinds of skills as presented by Hussain (2015, p.3)



Hussain (2015, p.3) summarizes in the above figure that Language skills are divided into aural skills and Graphic Motors skills. Aural Oral skills are divided

into Listening and speaking skills, while Graphic Motor Skills are divided into Reading and writing skills. However, writing and reading are the most difficult abilities to develop because it is necessary to have previous knowledge about grammatical rules, vocabulary and have a good comprehension. When we write a text, it is indispensable to have an extended vocabulary.

2.2 English as Foreign Language (EFL)

English has become important around the world as it is a language that shows the power of a nation as it is the United States of America (the U.S.A) that influences other countries in different ways. Because of that, the importance that English has as part of the Mexican education. According to Broughton et. al. (2003):

“Of the 4,000 to 5,000 living languages, English is by far the most widely used. As a mother tongue, it ranks second only to Chinese, which is effectively six mutually unintelligible dialects little used outside China. On the other hand, the 300 million native speakers of English are to be found in every continent, and an equally widely distributed body of second language speakers, who use English for their day-to-day needs, totals over 250 million. Finally, if we add those areas where decisions affecting life and welfare are made and announced in English, we cover one-sixth of the world’s population”. (p.1)

The phenomenon of English becoming a language used around the world is related with globalization and economical changes. About the importance of English in our present time Gnutzmann & Intemann, (as cited in Mansfield and Poppi, 2012, p. 160) say that “the worldwide spread of English is just one of the many different developments subsumed under the general phenomenon of globalization. It is furthermore associated with boundless mobilities and, as such, is the language of globalization”.

Stern (1983) suggests that foreign language is the language used outside the country, mainly for tourism, communicating with native speakers, reading foreign journals etc. Graham (2006) suggests that English taught in settings in which the native language and or primary language of usage is not English and whose speech communities speakers do not typically have easy access to the language on a consistent basis is called English as a Foreign language (EFL)". Moeller and Catalano (2015, p.327) say that "A language is considered foreign if it is learned largely in the classroom and is not spoken in the society where the teaching occurs". Broughton, et. al. (2003, p.6) complete this idea mentioning that "it is taught in schools, often widely, but it does not play an essential role in national or social life. Nevertheless, learning English is a necessity because many things are written in English for that reason in many schools teach English as a foreign language (EFL). For instance, Learning English represents a challenge where students have to improve all their abilities.

2.2 English as a Second Language (ESL)

Stern (1983) proposed that Second language refers to the language that plays the same important role as mother tongue. Graham (2006, p. 16) says that "English as a Second Language (ESL) is English taught in countries like the US, Canada, and the UK, where English is the native language of most inhabitants and the language in which the majority of communication takes places; thus it would be considered a learner's "second" language". The Cairo Egyptian Gazette

(as cited in Broughton et. al. 2003) criticizes the use of English as Second language in the following paragraph:

“English is not the property of capitalist Americans, but of all the world’, and perhaps the assertion may be made even more convincingly in Singapore, Kampala, and Manila. Bereft of former overtones of political domination, English now exists in its own right in a number of world varieties. Unlike French, which continues to be based upon one metropolitan culture, the English language has taken on a number of regional forms. What Englishman can deny that a form of English, closely related to his own— equally communicative, equally worthy of respect— is used in San Francisco, Auckland, Hong Kong and New Delhi? And has the Mid-West lady visitor to London any more right to crow with delight, ‘But you speak our language—you speak English just like we do’, than someone from Sydney, Accra, Valletta, or Port-of-Spain, Trinidad? It may be argued, then, that a number of world varieties of English exist: British, American, Caribbean, West African, East African, Indian, South-east Asian, Australasian among others; having distinctive aspects of pronunciation and usage, by which they are recognised, whilst being mutually intelligible. (It needs hardly be pointed out that within these broad varieties there are dialects: the differences between the local speech of Exeter and Newcastle, of Boston and Dallas, of Nassau and Tobago are on the one hand sufficiently different to be recognised by speakers of other varieties, yet on the other to be acknowledged as dialects of the same variety.”

(p.4)

There exists a variety of languages and important dialects to learn which they are linked to their culture and the different geographical zones where they are used. It is important for students to be aware of the fact that any language has this variety.

There are also different reasons that explain why students learn English as a Second Language. The ESL Policy Framework (as cited by the Columbia Ministry of Education Special Programs Branch, 1999) exemplifies some variables that learners of ESL must have to study English as a second

Language mainly in the USA and Canada:

“English as a Second Language students are those whose primary language(s) or language(s) of the home, is other than English and who

may therefore require additional services in order to develop their individual potential within British Columbia's school system. They may require ESL support from ESL Policy Framework Ministry of Education, 1999. In some literature, this is referred to as English as an Additional language (EAL). In some literature, this is referred to as English as a Second Dialect (ESD). Some arrive in Canada as refugees.

These students may have received little or no schooling in their home country. They have experienced the traumatic conditions caused by political, social, and economic upheaval. They have often left their country involuntarily, perhaps leaving key family members behind. In addition to ESL support, these students may require specialized counselling and/or literacy training in their home language(s) to support their academic achievement in English 1. Some speak a dialect of English sufficiently different from the English taught at school that it hinders their learning in school. This group may include First Nations students. Some are international visa students who are accepted by individual school districts. These students, who are not eligible for Ministry funding, pay fees that are intended to cover the cost of additional services (human and resource) they need. They are generally in BC without their families, residing in "home-stay" situations. They feel tremendous pressure to perform well, despite areas of difficulty with English. Their educational needs will vary considerably ".

(p.9).

As it can be seen English plays a significant role in different countries as a second language, so nobody can deny that for people it becomes important to learn English to communicate with other people.

2.2.1 Teaching writing in the language classroom

Inside the classroom, the teacher has the responsibility for encouraging students in their learning process by playing different roles, and bringing the necessary tools to promote meaningful learning. This situation becomes more challenging when the students will be future teachers. According to Patridge (2009, p. 5), "In English university setting, the role of the teacher is more likely to provide directions on materials to read and resources to explore, rather than to actually provide students with the materials they need for their writing".

Because of that, teaching writing is considered a complex labour. Teachers play an important role when helping their students through practice and different kind of order exercises. Reid (1993) suggests a modality of asking collaboration to students input about writing tasks and also about evaluation criteria in collaborative classrooms sharing learning responsibility.

In this case the purpose of the teacher is to produce efficient writers. According to Flower (1985., p.5), “the goal of a teacher, in this view, is to produce good writers who not only have a large repertoire of powerful strategies, but they have sufficient self-awareness of their own process to draw on these alternative techniques as they need them”. In other words, students guide their own creative process.

Therefore, it is very useful to acquire some strategies. According to Rui Ma (2015, p. 9), “Language learning strategies are commonly defined as the operations or processes that are consciously selected and employed by the learner to learn the target language or facilitate a language task”. Regularly students present different kind of problems in the writing, the main reason is because students may have not developed their writing strategies sufficiently or they do not seem to follow an adequate writing process, so these lead to an inadequate performance in the writing.

In a nutshell, teaching to write is a real challenge especially when you are teaching a foreign language, and it is necessary to be patient because not everyone learns in the same way and also it is difficult for students to find their own appropriate strategies.

2.2 The writing process

Writing is a useful tool when the writer knows the process for making a good redaction. Alamargot & Chanquoy (2001) explain this activity as follows:

“Writing a text is a complex task that needs a coordinated implementation of a large set of mental activities. Writers have to clearly delimitate the nature, the goal and the communicative function of the text. They also have to establish a precise representation about readers’ characteristics and expectations, in order to anticipate systematically what must, or can, be written. Writers have equally to control the text topic so as to generate or to specify the most relevant ideas that will progressively constitute the text content. In addition, they must sometimes clarify the message, reorganise, modify and articulate ideas, while controlling the whole text coherence. Surrounding, delimiting and adapting the text content constitute an important writing phase. In addition, it is also necessary to put ideas into words that is to formulate them, throughout the writing process. This activity does not mean to simply copy out some words or an isolated sentence, but to clearly formulate a set of coherently articulated sentences, without any redundancy or, conversely, without too many thematic ruptures. To realise these operations, it is necessary, at least, (1) to choose the ‘appropriate words’ for each idea, (2) to use very strict syntactic, grammatical and orthographic rules, (3) to use correct punctuation and connection marks, in order to translate, in terms of linguistic relations, the semantic relationships linking these ideas. These mental activities are still not sufficient to elaborate a text. A satisfactory text is only very rarely produced during the first trial. It is often the result of an important number of drafts, corrections, scratches, additions, and so on. These successive versions can certify both surface modifications, such as orthographic corrections, and deeper modifications, such as the reorganisation of the text organisation. To correct or to modify a text supposes that the writer can evaluate the quality and the pertinence of her/his own production. S/he has to read what has been written, during all the writing process, in order to be able to continue to write as well as to modify the previous text”.

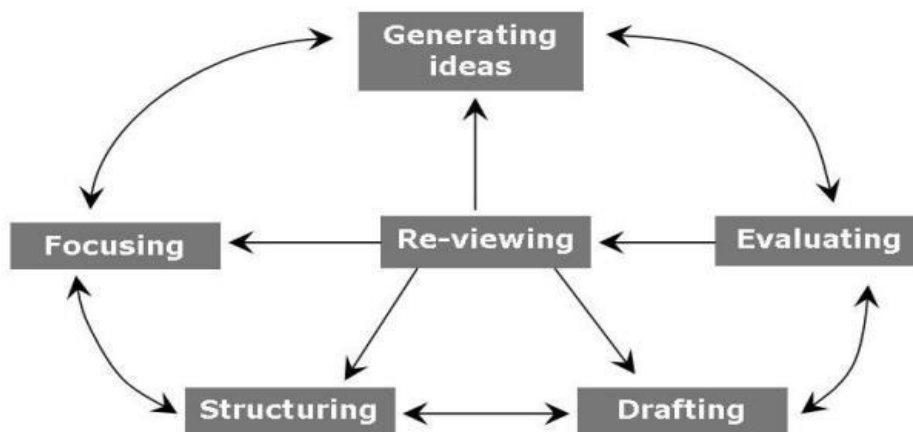
(p.1)

The website time4writing.com (2015) explains that “writing is a complex combination of skills which is best taught by breaking down the process. The writing process involves a series of steps to follow in producing a finished piece of writing. Educators have found that by focusing on the process of writing, almost everyone learns to write successfully. By breaking down writing step-bystep, the

mystery is removed and writer's block is reduced. Most importantly, students discover the benefits of constructive feedback on their writing, and they progressively master, and even enjoy writing". Littell (1989, p. 62) clarifies it saying "writing is a process. Whatever you write, you must go through certain steps. These steps are called the process of writing".

Another perspective is described by White and Arndt (1991, p. 3) "writing as a form of problem-solving which involves such processes as generating ideas, discovering a 'voice' with which to write, planning, goal-setting, monitoring and evaluating what is going to be written as well as what has been written and searching for language with which to express exact meaning". Such view can be seen below in Figure 4.

Figure 4. A model of writing (White and Arndt, 1991, p.43)



In the above model of writing (as developed by White and Arndt, 1991, p.43), it can be seen a flexible cycle for writing that could start in a different order without affecting the product, the parts used for writing are six:

- a) Generating ideas
- b) Evaluating
- c) Drafting
- d) Structuring
- e) Focusing
- f) Reviewing

Writing is considered a process because even though you write following an order, it can be done in a flexible way. For instance, one student can start to write and has to look for a strategy to give coherence and order to his/her ideas. In the writing process, the first step takes place before you begin to write. It is called pre-writing. So, it is primordial to follow a writing process because it makes us more aware of what we are writing. Also, it helps us to have fewer errors in our writing, sometimes it could be a long task, but it is necessary to create a good paper.

2.2.1 Pre-writing

This is the planning phase of the writing process where the students present a brainstorm where they gather ideas, make diagrams, mind maps, outlines and take notes of everything that could help them. Another important point to take into consideration is thinking about the writing purpose. Some students present some problems for deciding a topic and supporting ideas. Even some students have difficulties with this step because sometimes it is difficult to generate some attractive ideas to raise readers' interest. This is the importance

of using mind maps, brainstorming or diagrams that can help students to organize and add ideas.

At the beginning, introducing the main idea is a complicated task because you have to attract reader's attention and at the same time you must be direct. In the same sense, Littell (1989, p. 68) says that "To write good topic sentences, follow these two guidelines first, make your topic sentence direct and interesting". The previous fact represents a hard challenge to do because it is not easy to attract the audience attention. Reid (1993) suggests that students generate ideas and arrange those ideas successfully. Students can also be motivated to experiment with a variety of pre-writing techniques, including brainstorming, free writing, outlining and clustering. Therefore, the writing process steps are pre-writing, drafting, revising, editing and publishing. In other words, pre-writing includes all the planning before to write also about the topic selection. The topic selection is a crucial decision because it will capture the reader's attention. Pre-writing began to teach pre-writing strategies.

Audience is necessary thinking indeed spectators will decide the vocabulary and topic because it has to be according to the age and level of students. Courier-Journal (2010) states that writing improves when students write for an audience better than for writing for a score, so students have to select their own topics and expand them in a way that is appropriate to their audience and purpose. On the other hand, one effective tool before mentioned is outlines in the process of writing, helps you to organize your ideas, it provides a snapshot of each section of the paper that will flow, presents your material in a logical form, it

shows the relationships among ideas in your writing, constructs an ordered overview of it writing, it defines boundaries and groups.

The purpose of writing at the pre-writing stage as suggested by the Courier-Journal (2010) is to enable every student to become an independent generator of ideas. In summary, pre-writing defines the way that the writing will take. Then, it is necessary to take into account the strategies required for arranging ideas explained in the previous paragraphs and use all the information around inspired by a routine or everyday situation; in other words, from own experiences to select a topic that could attract the attention of the reader.

2.2.2 Drafting

Draft develops opinions and reasons to support the topic where students create their first composition where will clarify the purpose and audience.

According to Courier-Journal (2010, p. 5), "Students create their initial composition by writing down all their ideas in an organized way to convey a particular idea or present an argument. Audience and purpose need to finalize". In this is part, students put their ideas into sentences and paragraphs using their own words, explaining and supporting their points. To start a draft, it is necessary to work before with the pre-writing part. According to Courier Journal (2010) "Drafting sentences and connecting one thought to another usually require a deeper level of thinking than do pre-writing activities". In other words, it is important to take into consideration the information that emerged in the prewriting process to connect ideas. Drafting could result more difficult than the first step because it is necessary to develop thoughts coherently.

Drafting refers to order ideas, organize all the data and give significance to purpose besides connecting the ideas, in an appropriate way. According to Littell (1989, p. 74), “You can change the order the ideas in your paragraph if that becomes necessary. You might also decide to re-write your topic sentence and keep in mind that this draft is just your first try at writing your paragraph”. In other words, it could be the first draft although students do more than one but in the next step will choose one draft to make a revision. As a student discovers new ideas and connections, they need the time to incorporate them in their product writing or in their task. On the first draft, it is not necessary yet correct grammar or punctuation.

2.2.3 Revising

After finished the first draft, the next step is revising. Revising according to Courier Journal (2010, p.3) “students review, modify and reorganize their work by rearranging, adding or deleting content and by making the tone, style and content appropriate for the intended audience. The goal of this phase of the writing process is to improve the draft”. It means that by using the draft, students will reorder ideas and will take the decision if it is needed more information, deleting or describing something, but sometimes the writers just focus on the errors and take out in consideration the content of the text for that reason. Patridge (2009, p.21) suggests that “Inexpert writers and L 2 writer focus their attention on correcting language errors while ignoring problems with the content of their text”. So, it is more important to pay attention on the content and organization of the writing than correct minor grammar mistakes. (Bare, 20011, p.22). Then, it is necessary to reread and revise the written product to improve it.

In this step, it is essential to reconsider rethinking or re-visioning although it represents a challenge because it requires paying attention, looking for information and probably asking for different points of view. After giving order to text and ideas, it is important correcting the grammatical errors before continuing with the next step editing.

2.2.4 Editing

Editing helps for correcting grammatical errors according to courierjournal (2010, p. 4) the writer's goal in the editing process is to produce the best possible written piece according his/her developmental level. This should take place after students have made all the content changes they believe are necessary.

This is: revising helps to give good logic reasons and coherence to support your ideas, while editing helps to correct grammatical errors, word order and spelling. To Littell (1989, p.78) "when you have revised your ideas and checked your organization, proofread your composition. Correct any errors in grammar, capitalization, punctuation and spelling".

Correcting grammatical errors is considered an indispensable task moreover this step will bring a better use of syntax, these changes have to be taken into consideration before continuing with the next step publishing where it is recommendable not to add new information, for the last fact it is essential to pay attention and be careful with details.

2.2.5 Publishing

The final step is editing where the text is right, without grammatical errors and making use of logical. This part is the most important for the writing process

because the text will be criticised. According to Courier- Journal (2010, p. 5) "...publishing is the most important part of the writing process. Students need this aspect of the writing process to help them to develop a sense of the importance of their writing, and understanding of why one must learn to write, and a sense of their audience. This is a critical stage-not one to be overlooked". The text could be published by computer; it can even be printed or published online. When the text is published it means that everyone could read it, that's why the writer had to follow a process, where the writer did a review before to be published. One reason for making all that process is because in some cases the text is published and it presents errors and mistakes. These errors or mistakes can be presented by the lack of knowledge about the previous process. A summary of the main aspects can be seen below in Figure 5.

Figure 5. The process of writing: From prewriting to Publishing (as presented by the webpage My access, Writer guide.com, 2019)

(Please fix this blank space)

What you do During the Writing Process

	Steps	Traits (Domains) Involved
Prewriting	<ul style="list-style-type: none"> • Analyze the task; • Identify role, audience, subject, and purpose; • Select organizing pattern; • Draft a sentence that expresses your controlling (main or central) idea or point; • Jot down what you know about the subject; • Free write, make concept map or graphic organizer; • Do other prewriting acts (make a list, etc.). 	<ul style="list-style-type: none"> • Meaning & Focus • Development & Content • Organization • Style & Language Use
Drafting	<ul style="list-style-type: none"> • Organize main ideas; • Develop content (details); • Use language appropriate for the audience; • Write an introduction that grabs your reader's attention; • Write the body and conclusion; • Follow your organizing pattern; • State your main points, your support, and include significant details; • Plan transitions and unifiers; • Write effective sentences. 	<ul style="list-style-type: none"> • Meaning & Focus • Development & Content • Organization • Style & Language Use
Revising	<ul style="list-style-type: none"> • Review the task; • Writer's voice? • Audience? • Subject (all parts completed)? • Purpose? • Clear thesis, proofs, and significance? • Transitions needed? • Proper word choice? • Varied sentences? • Correct use of grammar, usage, and other conventions? 	<ul style="list-style-type: none"> • Meaning & Focus • Development & Content • Organization • Style & Language Use • Mechanics & Conventions
Editing	<ul style="list-style-type: none"> • Paragraphing? • Grammar? • Usage? • Punctuation? • Spelling? • Capitals? • Word choice? 	<ul style="list-style-type: none"> • Meaning & Focus • Development & Content • Organization • Style & Language Use • Mechanics & Conventions
Publishing	<ul style="list-style-type: none"> • Hand to teacher; • Submit for scoring; • Read out loud; • Print in paper or magazine; • Publish on the Internet. 	

In the above figure, Figure 4 we can see the process of writing : prewriting, drafting, revising, editing and publishing (suggested by Myaccess, Writer guide, 2019) where the steps and all their implications are something that every student should know, because it could make students to perform better a

written text with the help of such rubric and also be aware about the importance to write a better paper and the way to do it.

2.3 Error vs. mistake Language Learning

“Language learning, like any kind of human learning, involves committing errors” (Touchie, 1986, p.75). One of the most remarkable fact is acknowledge the difference between errors vs. mistakes. According to Rocha (2012 p.1) “L1 speakers, L2 learners make mistakes when speaking and writing and mistakes are often corrected when learners notice them”. In other words, a mistake is considered when the speaker or writer recognizes it. Corder (1999) suggests that a mistake is a problem not of knowing but of application. Mistakes are also considered spontaneous.

Regarding Errors, Khodabandeh (2007, p. 2) says that “The term error itself was redefined in recognition that many spontaneous mistakes in speaking and writing could be attributed to a simple pause, metanalysis, or a slip of the brain”. Corder (1999) proposes that the ignorance of the appropriate rule or structure in the foreign language cause errors. Also, Khnodabandeh (2007) suggests that linguists and teachers intent errors’ elimination as errors were viewed as the manifestation of ineffective, language learning. So, it is considered error when it is systematic.

2.3.1 Classification of Errors in Language Learning

It is very common to commit errors when writing a text. For example, interlingual interference when the target languages represents an impediment because non-native speakers want to translate everything that they write.

Villalobos and Camps (2012, p.2) say that errors “come to class probably thinking certain sentences and phrases used in Spanish into English in order to communicate something they want to share”. Without a doubt writing represents a challenge where the most minimum error could change the meaning or can affect the coherence in the text. The errors sometimes can be grammatical; but there are different types of errors in writing.

However, Bosunwon (2013, p.239) states that “all classifications of errors are categorized within two domains: interlingual and intralingual errors. Interlingual errors are caused by L1 interference. And intralingual errors are caused by the students’ strategies or efforts to learn the second or foreign language. These errors are then also called developmental errors.” These last classifications could help us to identify the type of errors and reasons for committing them when students write.

2.3.1.3 Types of errors in writing

Generally, it is normal to present errors when writing and more when writing in a language that is not the peoples’ native language but effectively it is possible to write in a correct way, nevertheless there exist different types of errors. The errors are divided in two types: local and global errors. According to Rocha (2012, p.2), local errors “affect only a single’s constituent in the sentences (for example the verb), and are perhaps, less likely to create any processing problems, global errors violate the overall structure of a sentence and for this reason may make it difficult to process”. In other words, global error is considered when all the text is affected for example: when it affects all the meaning of the text, and the coherence also order.

Bosuwon (2013, p.233) notices that “Global errors cause a listener or reader to misunderstand a message or to consider a sentence incomprehensible”. Effectively it is relevant to know all the implications of the writing, besides it is crucial to be aware about how the grammar is used, in brief if the writer is not aware about what he/she wants to write or what wants to transmit between words and do not use the grammar in a correct way, consequently the text will present some errors. In the majority of the texts the most common fact is finding grammatical errors as syntactic errors in writing.

2.3.1.4 Syntax Errors in writing

According to Varalakshmi (2012, p. 168), “In linguistics, syntax (from Ancient Greek σύνταξις "arrangement" from σύνsyn, "together", and τάξιςτάξις, "an ordering") is the study of the principles and rules for constructing phrases and sentences in natural languages”. In other words, Syntax is part of grammar, which studies, harmony and coherence between words in addition to providing logic to the text.

Hawkins (2003, p 32.) says that “the syntax of a language is the set of properties which determines the construction of sentences in that language”.

Varalakshmi (2012) adds that:

“the term syntax is also used to refer directly to the rules and principles that govern the sentence structure of any individual language, as in "the syntax of Modern Irish. “Modern research in syntax attempts to describe languages in terms of such rules. Many professionals in this discipline attempt to find general rules that apply to all natural languages. The term syntax is also used to refer to the rules governing the behaviour of mathematical systems, such as formal languages used in logic. See Syntax (logic); Computer-programming languages; Syntax (programming languages)”.

(p. 168).

The syntactic errors are called when make a mistake while using the language; it occurs when people don't follow the grammatical rules. Rocha (2012, p.2) says that "There exist two types of errors: logical errors and data errors". The first error is when the errors affects all the sentences meaning and for consequently loses sense. The second is presented when the writer is using translator or an electronic instrument, in the present case the electronic instrument can write some word in a wrong way. These kinds of errors are explained below.

2.3.1.1 Intra-lingual Errors

Other way to classified the syntactic errors suggested by Bosuwon (2013, p.233) who classifies them into two categories intra-lingual and interlanguage. Intralingual contains in six stages L1 interference and five intra-lingual errors, overgeneralization, ignorance of rules, incomplete applications of rules, ignorance of the rules, false concept hypothesized. Below different authors explain each of such errors.

Intra-lingual errors

,

a) L1 interference

According to Richard's (as cited in Touchi 2015, p.75) "the main sources of errors are the interferences from native language (interlingual interference) and interference coming from the language being learnt, i.e. Indonesia students who get accustomed to using Indonesian sentence pattern that is different from the English language. The difficulty may cause some errors in students work".

b) Overgeneralization,

This is the use of one form or construction in one context and extending its application to other contexts where it should not apply. Examples of overgeneralization include the use of “comed” and “goed” as the past tense forms of come and go and the omission of the third person singular ‘-s’ under the heavy pressure of all other endless forms as in *I,e go*. It should be noted that simplification and overgeneralization are used by learners in order to reduce their linguistic burden. (Touchie,cited in Touchie, 1986, p. 78)

c) Ignorance of rules

It refers to the application of rules to context they do not have so that the restriction violates the rules exception. (Merlyn, 2015 p.76)

d) Incomplete applications of rules

It relates to the learner’s background language and the development of English language learning. (Merlyn, 2015 p.76)

e) False concept hypothesized

Many learners' errors can be attributed to wrong hypotheses formed by these learners about the target language. For example, some learners think that this is the marker of the present tense. So, they produce: He is talk to the teacher. Similarly, they think that was is the past tense marker.

Hence, they say: It was happened last night (Touchie, 1986, p.5)

f) Learning strategy simplification.

Learners often choose simple forms and constructions instead of more complex ones. An example of simplification might involve the use of simple present instead of the present perfect continuous. (Touchie, 1986 p.78)

2.3.1.2 Interlanguage Errors

According to Bosuwon (2013, p.233) Interlanguage errors can be classified into four types.

a) Overt errors vs Covert errors

According to Corder (as cited in Bosuwon 2013, p. 14)” a major distinction is made between “overt” and “covert” errors. Overt errors are ungrammatical at the sentence level. Covert errors are grammatically correct at the sentence level, but are not interpretable within the context of communication”. Ellis (2003) exemplifies overt errors saying that “an overt error is easy to identify because there is a clear deviation in form as when the learner says:

- *I runned all the way.

About covert errors they occurred in utterances that are superficially well formed but which do not mean that the learner intended them to mean.

For example,

- *It was stopped.

It is apparently grammatical until it becomes clear that “it” refers to the “wind”. Furthermore, a superficially correct utterance may only be correct

by chance. For example, the learner may manifest target- like control of negative constructions in ready-made chunks such as “I don’t know”, but fail to do so in “created” utterances (i.e. utterances that are constructed on the basis the learner has internalized)”. (p.52). Also, Ellis (2003, p.52) tells that “the existence of covert errors led Corder to argue that every sentence is to be regarded as idiosyncratic until to be shown to be otherwise”.

b) Major errors vs Minor errors

Norrish (as referred by Bosuwon,2013 p. 14) declares that “classified errors into major and minor errors based on accuracy. Major errors are those caused by the violation of major grammar rules including all fundamental grammar rules. Minor errors are those caused by the violation of minor grammar rules such as exceptions to grammar rules”.

c) Global errors vs Local errors

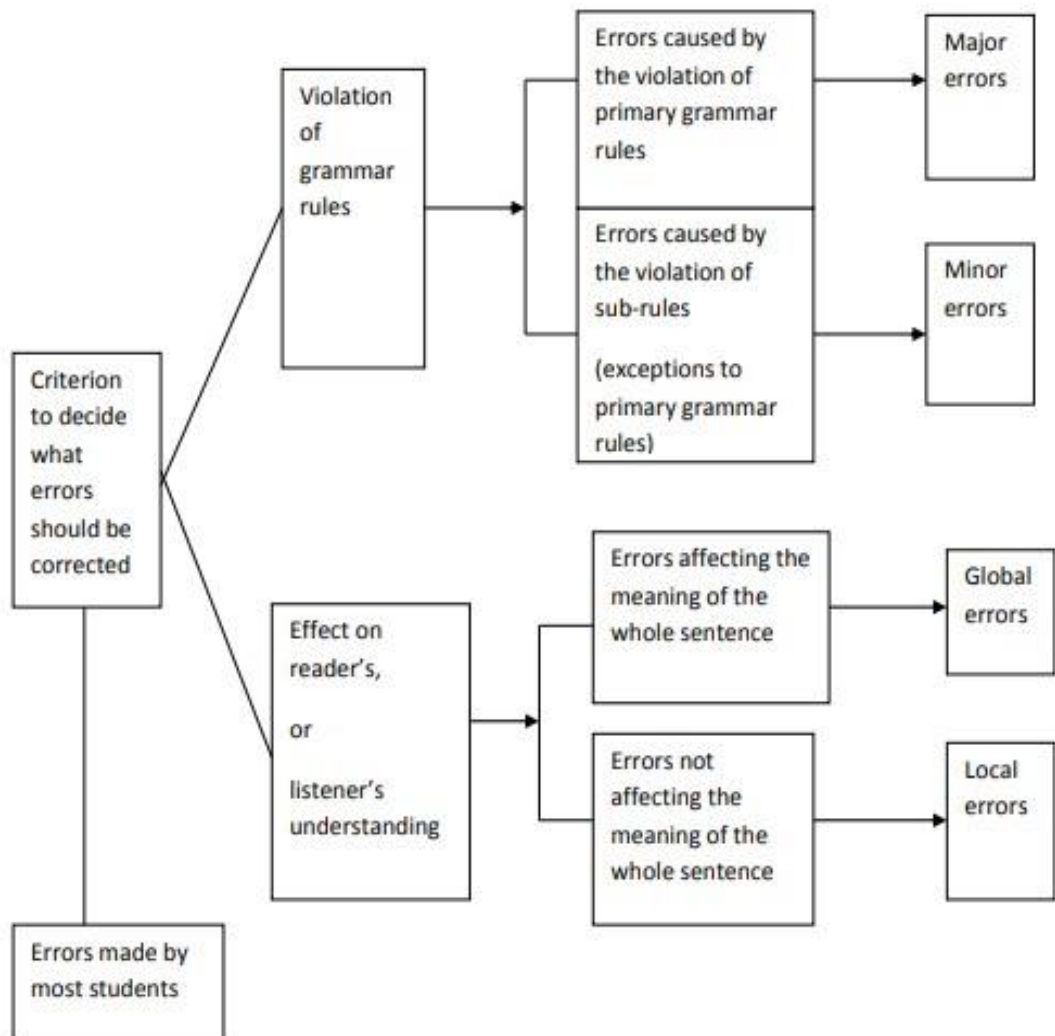
Local errors do not hinder communication and understanding the meaning of an utterance. Global errors, on the other hand, are more serious than local errors because global errors interfere with communication and disrupt the meaning of utterances. Local errors involve noun and verb inflections, and the use of articles, prepositions, and auxiliaries. Global errors, for example, involve wrong word order in a sentence. (Burt and Kiparsky as cited in Touchy, 1986 p.76). So, a local error is when the verb, punctuation, spelling or article is wrong. Bosuwon (2013, p.233) notices that “Local errors, by contrast, do not significantly hinder communication of a sentence’s message”.

d) High frequency errors vs low frequency errors

High frequency errors are considered to have top priority. However, excessive correction of such errors may frustrate students and lower frequency of errors needs not necessarily mean that they are less difficult, since this perhaps reflects the strategy of avoidance. (Bhatia, Allwright, George Duskova and Schachter, as cited in Bosuwon 2013, p.15).

Finally, in Figure 6, it can be noted that Pengpanich, (cited in Bosuwon 2013, p.17) summarizes errors in order to recognize the type of error in an easier form and that teachers could be able to distinguish their causes and effects and, in this way, to correct them. The following chapter, Chapter Three, presents the methodology used in the present study.

Figure 6. Criterion to decide what errors should be corrected (Pengpanich, cited in Bosuwon2013, p.17)



CHAPTER III: METHODOLOGY

3.1 Type of research

The methodology used to carry out this research follows a qualitative approach where the instrument used was taken from Rocha (2012, p.4) whose research was based on seventeen students who wrote an essay for his investigation. The author collected the data with the main purpose of finding the students' errors in lexicon, grammar and syntax. For the purposes of this

research, four students from the B.A. in English Language Teaching from the Faculty of Languages in BUAP were chosen. These students were coursing the subjects of Target language V, Literature 1, Development of Teaching Abilities, Methodology of teaching and Discourse analysis. Those students were assumed to have from an upper-intermediate to an advanced level. The participants were taken under study in order to check their writing skills and analyse their errors.

The second instrument used in this study was an interview which was applied to the same four students. The interview contained seven questions; these questions were applied according to the students' knowledge. Finally, the third instrument was three observations from target language five. For these observations, the principal objective was to know which skills are more developed during the class. This research was also focused on students' awareness of syntax when writing a text besides to corroborate if they know how to use it while writing.

3.2 Participants

The present research took place at the Licenciatura en la Enseñanza del Ingles at the Faculty of Languages, BUAP, where four male students from target language fifth with ages that ranged between 20 and 23 years old. The subjects under study rank from a low to a middle socio-economical class. The participants had from an upper-intermediate to an advanced level of English and they were able to write proficiently in English besides having previous knowledge about topics such as syntax, morphology, semantics, pragmatics and grammar.

3.3 Instruments

The instruments used for this research were three observations, and a questionnaire (where the participants had to answer seven questions meanwhile each participant was recorded). Finally, participants wrote a summary to find out about their performance in writing. Such instruments are described in detail below.

For this research, the first instruments considered useful were Three *in situ* observations. Marshall & Rossman (1989, p. 79) define observation as: "Observation is the systematic description of the events, behaviours, and artifacts of a social setting". The aim of this instrument was observing the abilities that the participants practice more in class as reading, listening, speaking and writing. For this instrument, the data was collected in a table.

The second instrument applied was one questionnaire in Spanish; the main reason of it was to make each participant feel comfortable.

"Questionnaires are usually inexpensive to administer; very little training is needed to develop them; and they can be easily and quickly analyzed once completed". Wilkinson and Birmingham (2003, p.8)

The questions were focused on a syntactical context to know if students were aware of the meaning and the role of syntax when writing. Then, the students' answers were translated into English after being recorded.

Finally, a summary written by students was required in this study. It was a summary based on the reading of a text "The opposite of Faith" story. After reading, students had to write a summary about what they comprehended in order to identify students' syntactic general errors about spelling, punctuation, pronoun,

capitalization, adverbs, nouns, verbs and articles when writing a text. “Comprehension and summary skills are highly essential to the success of a student for academic as well all-round exploits. This is why candidates’ knowledge of the exercises is tested in major language examinations” (Olusola, 2014, p.1).

3.4 Data analysis

The instruments used to collect the data were three observations to the class, a questionnaire, reflection, and recorded interview.

First, as part of the main purposes in the first instrument was based on three observations used to show the students’ level of English and the different kind of activities students were working to develop their writing, speaking, reading and listening skills. During these class observations the researchers had to sit at the end of the class and take notes about what happened during the class for the purposes of the research.

The second instrument was an interview containing seven questions in Spanish (mother tongue) applied to the participants, so they feel comfortable when answering it while at the same time such applicants were recorded. The answers collected were translated in English, categorized into a table and analysed for their discussion to draw some conclusions that could make clear to the researchers the possible answers of the research questions of the present paper.

Finally, a summary which was written by students about the chapter one of “The opposite of fate” story was used. Four summaries were asked to be written, one by each one of the participants after reading such story. The four summaries

were collected and analysed from a syntactic point of view analysing the number of general errors in spelling, punctuation, pronoun, capitalization, adverbs, nouns, verbs and articles, then the numbers were organised in a table. The main purpose of this analysis was to determine if the participants were aware of what they were writing (syntactic point of view). The gathered data was analysed and the discussions of it can be seen in the following chapter.

CHAPTER IV: RESULTS

The present research used a qualitative method chosen for showing the participant's awareness about syntax. For this research, four male students between 20 and 23 years old of the Licenciatura en la Enseñanza del Inglés at the faculty of languages BUAP cursing target language fifth were taken under study for the purposes of the present research. The main reason for choosing this group of students was that these students had already coursed themes such as: syntax, morphology, phonetics, semantics, phonology and pragmatics. In this thesis, the instruments used were three observations; an interview where one questionnaire containing seven questions in Spanish was applied, and finally the participants had to read a text called "The opposite of fate" and wrote a summary on this reading to know if the participants were aware about the use of syntax in their writing process. The results of the instruments are shown below.

4.1 Results of instrument 1: Observations

Three observations were used as the first instrument of this paper. The goal was to observe the abilities that the participants had practiced more

frequently in class such as reading, listening, speaking writing and if participants worked with grammar. These traits were taken into consideration because the practice of these abilities and grammar work could be useful to make a better writing and make better use of syntax. Chomsky (as cited in Radford 1989, p. 3) says that “grammar is a model (systematic description) of those linguistic abilities of native speakers of language which enable them to speak their language fluently and they are called “competences”.

The observations made for the purposes of this research paper are described below.

4.1.1 Observation One

The first observation was taken on September 20th, 2013. The class started at 2 p.m., the teacher talked about the different meanings that a picture could contain, teacher mentioned that according to some psychologies if the drawing has flowers, it meant that it described a very friendly person or if the drawing had windows it reflected a shy person. The teacher requested to draw a picture about the house where students lived, are living now and where they would like to live in the future. Students presented their drawing to each one of their classmates. The teacher’s purpose of this exercise was to discover students’ personalities.

After that, the teacher asked students to read a book called “The opposite of fate”, then students discussed the reading of it, teacher solved participants’ doubts about vocabulary. Later, students wrote a text about what they understood about it, and then gave the writing to the teacher. (They read one chapter every

week and they wrote a summary about what they understood). The class finished at 4 p.m., it was a good class where the majority participated. The main purpose for the research was to examine the different abilities the participants often practiced in class such as reading, listening, speaking writing and if they worked with grammar.

In conclusion, during the first class observed at Licenciatura en la Enseñanza del Inglés BUAP we could observe that most of the time the Students of target language Fifth practiced during the class the speaking skill in a bigger extent such as when they explained about what they understood or when they gave an opinion. They just practiced listening for instructions. However, students worked with grammar when teacher asked to complete an exercise about the present perfect, the past simple and the future tense. Also, they practiced the reading skill because they were reading a book called "The opposite of fate". In this class, we could observe that listening is necessary to be practiced more thoroughly inside the English classroom.

4.1.2 Observation Two

The second observation was taken on September 21st, 2013 the class started at 2 p.m. at the beginning of the lesson, teacher solved participant's doubts about the book called "The opposite of fate", but the majority of their doubts were about vocabulary. The class discussed in relation to the chapter one, later students wrote a text about what they understood about it, and then gave the writing to the teacher. The class finished with a role play where students

performed the chapter read before. See Appendix Two: “The opposite of faith” (summary) at the end of this study.

In sum, participants practiced reading with the book and practiced writing to make a report about what they comprehended. Teacher worked with grammar and solved the participants’ doubts about vocabulary and its uses.

The majority of the time teacher practiced with students speaking for performing a role play about the book reviewed. Students also gave their opinions about this activity. However, students spoke among themselves and they did not want to speak for the whole class.

4.1.3 Observation Three

This observation was taken on September 22nd, 2013 the class began at 2 p.m., Teacher started explain the independent and dependent clauses after that the teacher brought one exercise where students had to reformulate the sentences. At the beginning of the exercise, they had some mistakes with the organization and coherence but the teacher helped them and they could correct those mistakes; then, students discussed the book, shared their different opinions. In this activity, they also say their doubts about new vocabulary.

So, participants worked more with grammar, participants answered one exercise about independent and dependent clauses. In that exercise, teacher listened carefully to the participants’ answers. The participants presented some errors but teacher corrected them. On the other hand, participants practiced reading and writing when they discussed about what they understood on the

book. The listening and speaking skills were practiced in the classroom in a meaningful and communicative form.

4.2 Results of the Second Instrument: Questionnaire

The second instrument used for this research was a questionnaire applied to the four participants studying **target language V** at the Licenciatura en la Enseñanza del Ingles (LEI) at the Facultad de Lenguas BUAP. It was in Spanish for contributing to create a comfortable environment for the participants, then it was translated into English to present the findings. The main purpose was to know if the participants consider useful the syntax, also if participants were aware about how to use it and to know if they followed any model when writing a text. The questions asked can be seen in Appendix One at the end of this research paper.

The definition of students about syntax is important to identify how students understand it, see Table 4.2.1 below.

4.2.1 Students' definition of syntax

What is syntax?

Participant 1

Syntax is the order that has contained a text. Well syntax implicated the coherence between words and sentences.

Participant 2

Syntax is the harmony and congruence that you have to know when write something. Well when you write something you have to order you ideas, it helps to clarify the ideas that you want express.

Participant 3

Syntax usually helped to order the words in one sentence. Well syntax brings coherence and order; it helps to text. Well, I consider that when I express in a better way your ideas. understood one text is because the author made a good use of syntax.

Participant 4

For me syntax is the order and coherence that has to contain one text. Well, I consider that when I express one text is because the author made

The results of this question indicate that the four participants had the same idea about the conception of syntax. Probably they expressed it in different words, but their conclusion were syntax is related to form and meaning, specifically cohesion and coherence that are contained in a text. Form is also known as Cohesion and meaning is known as Coherence. Tanskanen, (2006) suggests that the result of the interpretation of the meaning of the text, which depends on the relation between the audience and the text is “Coherence”. For Yule (2008), the order and connection of words that exist within the text is called “Cohesion”.

4.2.2 Importance of Syntax

Do you consider important syntax when you write a text?

Participant 1

Yes, syntax is very important when we write because we have to follow a before, if the ideas have to be in you have to be congruence, it helps order. Well in a few words the you for make understandable your coherence is very important when we text. write; we cannot write for just do it.

Participant 2

Yes, is very important as I said you write because we have to follow a before, if you want to write something sequence; congruence, it helps order. Well in a few words the you for make understandable your coherence is very important when we text. write; we cannot write for just do it.

Participant 3

Yes, is very important as I said before we have to order our ideas, it does not matter if the text is written in Spanish or in English or any other language always the text has to be logic and follow a sequence.

Participant 4

Yes, as I said before, if the writer does not use syntax in a right way, it means that the text is going to present a lack of coherence and for the same reason the reader will not understand the text.

The answers to this question indicate that the four participants consider important syntax for writing correctly any text without denying the relationship between words, sound and meanings. In other words, all the components of language, phonetics, semantics, are important in any language, obviously grammar which is part of syntax.

“The expressions of a language involve a relationship between a sequence of sounds and a meaning, and this relationship is mediated by grammar, a core component of which is syntax” (Valin, et al., 2001. p.1). About the importance of learning syntax for writing, Yulianto (2014, p. 2) says that “a good sentence structure is needed to form meaningful information to other person. One students’ difficulty in learning English is that they cannot produce correct or meaningful sentence. They cannot produce it because they do not understand the grammar of the sentence”.

For the purposes of this research, it was also important the knowledge that students have about the process for writing a text. Such information can be seen below in Table 4.2.3.

4.2.3 Knowledge about the process for writing a text

Do you know the process for writing a text?

Participant 1

Well, I have an idea, at the beginning you have to choose one topic and later have a storm brain on your topic. After is write the first drafting and later review the text where you have to correct your errors and finally publish your text.

Participant 2

Yes, first is having a storm brain, later is write a drafting, after you have to correct errors and then, when your text is corrected you can publish it.

Participant 3

Yes, first is a storm brain, it is useful for organize your ideas, after is write a drafting where you are going to write the main ideas. Well later is read your text and correct errors when you finished to do these you can publish it.

Participant 4

Not very well, I am not sure about it but I am going to tell you what I know first is write the main ideas in disorder and later redact your text. It is very important make a good use of punctuation, spelling when you write.

The results of this question indicate that three participants had an idea about what the writing process implies but one participant did not know it. However, it is important to make teachers and students to be aware of the importance of knowing and managing in a precise way the process of writing.

About such importance, Hyland (2003, p. 10) explains that “the process for writing is a need to develop students’ abilities to plan, define a rhetorical problem and propose and evaluate solutions”. The consciousness of students when writing a text is of heart importance in the purposes of this research and the results of this question is shown below in Table 4.2.5.

4.2.5 Students’ awareness in using syntax when writing a text

Are you aware of the use of syntax when you write?

<p>Participant 1 Not, in my case I am not aware about it, normally I write my ideas in the same way that I am thinking.</p>	<p>Participant 2 No, the majority of times I follow my impulses for write and I do not follow any rule.</p>
<p>Participant 3 Yes, because it is very important to be aware about the text that you are writing, you cannot write and do not know what it is about.</p>	<p>Participant 4 Not, I am not aware when I write; well I just write the first idea that appears in my mind.</p>

The results of this question indicate that three participants are not sure about the use of syntax when writing a text, just one participant is aware about this use. Goodman (1992) suggests that, what happens to students in schools,

no research study, discovery, book, seminal article, journal, program, policy, mandate, nor law can change them, but just teachers can do that. So, this implies that teachers motivate students have for getting a better writing.

It was also important to know if students followed a model that enhanced them to write any text demanded by the teacher in the school. Such information can be seen below in table 4.2.

4.2.6 Students' answers about the use of a model when writing a text asked by the teacher

Do you follow a model when you write a text asked by your teacher?

Participant 1 Well, I just follow one model when the teacher demands to use it but in point of view follow a model is annoying. In my case I do not think the things when I write a text.	Participant 2 No, usually I write just for do it, well I think that write a text is not important, well for me it does not represent an important thing.
Participant 3 No, I do not follow any model, but if the teacher demands used it, I try to follow it, I just used in this kind of situations	Participant 4 No, I do not follow any model but I try to order my ideas before to write a text, well I do that because is important to write an understandable text.

The answers for this question indicate that the four participants do not follow a model when they write a text. Participants seem just writing for obligation. However, writing needs to have certain characteristics to be accomplished or fulfilled, so a model could be appropriate to be followed by students in order to have a guide that could facilitate their writing avoiding just writing a replica. About this idea, Harmer (2004) proposes that teachers do not wish students only duplicate models for writing, but it would be a mistake to ask students to produce genre-specific writing without them.

The questionnaire included the following question because it was necessary to know the students' perspectives about the use of a writing model, such results can be seen below in table 4.2.7.

4.2.7 Students' need of following a model when writing a text

Do you consider necessary to follow one model for writing a text?

Participant 1

Yes, is important to follow a model because the text has to content a sequence. Well, I think that when you write, you have to be coherence with your ideas.

Participant 2

Yes, definitely is important well, in my case when I write something and I do not review it, I know that it has a lot of errors and sometimes is not understandable for me but unfortunately, I do not review a text when I write.

Participant 3

Yes, is necessary for write I think that everyone has to use a model, but the majority do not follow it and for consequently the text could be misunderstand.

Participant 4

Yes, is important to follow a model when we write, especially when you write a book or an article because if we write, we have to do right.

The results of this question show that the four participants consider important following a model when they write. Unfortunately, they do not follow it. It is necessary then to have a model that could help students to delimit the characteristics of the text, just as a general guide in order to have more order and that enhances to write in an easier form what is needed to write. Alamargot & Chanquoy (2001) advise about the responsibility of writers, who have to generate or to specify the most appropriate ideas that will gradually compose the text content and equally to control the text topic.

4.3 Results of Students' Errors in Writing

Finally, in this study, it was required a summary from students about a text that they read. The book selected for this task is called "the Opposite of Faith". The aim of this summary was to analyze the students' syntactic errors.

We analysed the four summaries that the participants wrote about "the opposite of fate" and did a table where we classify the errors made by the four participants. In the table 4.3.1, it is showed the errors and their classification.

For more details of the analysis see Appendix three.

4.3.1 General Results table of the papers written by students

	Analysis Student 1	of Analysis Student 2	of Analysis Student 3	of Analysis of Student 4
Spelling	1	1	10	1
Punctuation	4	0	2	1
Pronoun	1	4	3	0
Capitalization	1	1	0	0
Adverbs	1	1	0	1
Nouns	0	1	0	1
Verbs	0	4	0	6
Articles	0	5	0	2

Now that the results have been presented in the table, it will be described and explained each case regarding students' performance in their written texts.

About student 1 in his/her reflection the most frequently problem found was punctuation with 4 errors, 1 of spelling, 1 of pronouns, 1 of capitalization, and 0 with verbs and articles. The problem of punctuation could have happened because the student could have not checked its writing as he/she considered it was not important for communication or another probability is that he /she might have poor punctuation which can make difficult communication. About this problem, Trask (2004), notes that when people speak English, they can use stress, intonation, rhythm, pauses to make their meaning clear; but when they write, it is necessary to use in a good form a conventional system of punctuation in order to communicate in a clear and accurate way.

In the paper of Student 2 presented 1 Spelling error, 1 Capitalization error, 1 Adverb error, 1 Noun error, 4 Pronouns errors, 4 verbs errors and 5 articles errors. It can be noticed that this student seemed to have grammar problems (the use of syntax) for effective writing. About syntax problems, Yulianto (2014, p.2) points out that “one of students’ difficulties in learning English is that they cannot produce correct or meaningful sentence. They cannot produce it because they do not understand the grammar of the sentence”.

In the paper of Student 3, we can notice that participant has only 2 punctuation problems, 3 pronoun problems; however, 10 spelling problems. So, the spelling problems might make his/her paper present problems with what he/she pretends to mean. Corder (1981, p. 76) says that “correct spelling of vocabulary is essential to convey the intended meaning “.

About Student 4, his/her paper presented 1 spelling error, 1 punctuation error, 1 adverb error, 1 noun error, 2 article errors and 6 problems using verbs. Thus, it can be seen that the main problem is lack of agreement between words. Tafida and Okunade (2016, p.21) says about this situation that “It should be known that one of the worst mistakes one can make in oral or written performance in English language is lack of agreement between words in the sentence and coherent writing can never fulfil its good conditions without subject-verb agreement”.

CHAPTER V: CONCLUSION

In this chapter, the answers to the research questions presented in chapter are shown along with the results obtained during this research. Also, a reflection about this research, its limitations, suggestions for further research and general conclusion are included in this chapter.

5.1 Summary and discussion

During this study four main research questions were the focus of this investigation about four students studying **target language V** in the Licenciatura en la Enseñanza del Inglés at the Facultad de Lenguas BUAP. Such questions are answered below with the results of this investigation.

- 1) Do students use a model to have an effective use of syntax in writing?

2) Is awareness related to the use of strategies for writing?

3) Do students consider important awareness regarding to syntax in their writing process?

Having gone through this research, it could be seen during this study that the participants, four students at **target language V** studying at the Licenciatura en la Enseñanza del Inglés (LEI) at Facultad de Lenguas BUAP, seemed to give more importance to acquire English as a second language striving more in learning to speak well than learning to write appropriately in English. However, Sim (2010, p.135) about the importance of writing well saying that “writing is one of the central pillars of language learning and should be of major interest and concern to teachers, students and researchers”.

This study shows that writing correctly gives the impression to be a difficult and tedious work for students. Consequently, when students try to write might present many mistakes because they might not be focused in writing, but in speaking.

It is important to consider that some students could be good at speaking English, but when they try to write it is difficult for them. Sim (2010) notes that many of good spoken English level students have not considered important to write good and they tend to write as they speak or translate from their first language. In other words, it appears that students are not aware about the errors they made after writing maybe they need to know that the process to create a good writing is doing a pre-writing, writing the first draft and revising it, or they are not motivated to notice the advantages of writing good.

1) Do students know the steps of the process for good writing?

About the common stages or steps to be used, students seem to use three parts of the process to write suggested by Littell (1989) pre-writing, writing the first draft and revising. However, these three stages need to be practiced more by students at **target language V** studying at the Licenciatura en la Enseñanza del Ingles (LEI) at Facultad de Lenguas BUAP. So, according to the results of this study this would be the most common steps used when students write a text.

2) Do students use strategies to have an effective use of syntax in writing? According to the three observations performed during this research students seem to use few strategies directed by the teacher in the classroom although students use them unconsciously such as when writing a report about what they understood on the book.

So, students need to use different strategies inside the classroom that can be used for motivating and guide them to write a good paper. Sim (2010, p.137) say that "After-writing steps [...] students should be introduced to strategies such as revision, peer feedback, critical evaluation and group work gradually and the teachers should show to students the beneficial sides of these procedures, since our students seem neither familiar, nor inclined towards group work and critical evaluation". So, it that writing could be assessed and criticized by teacher or classmates.

Naturally students want to do an effective use of syntax in writing something that is complicated for them because it isn't their mother tongue. Sim (2010) brings some tips to write well "Learning some basic tips of effective writing can help the learners. Effective writing:

- Is focused on the topic and does not contain unnecessary or loosely related information
- has an organizational pattern that enables the reader to follow the flow of ideas because it contains a beginning, middle, and end and uses transitional devices
- Contains supporting ideas that are developed through the use of details, examples, vivid language and mature word choice,
- Follows the conventions of standard written English (i.e., punctuation, capitalization and spelling) and has variation in sentence structure."

(p.136)

These tips could be useful for students and also might make students more aware about the importance to use syntax correctly in the writing process.

3) If so, is awareness related to the use of strategies for writing?

The participants did not demonstrate awareness regarding syntax in the writing process and also the use of few strategies directed by the teacher. It could be seen that writing and using syntax in a correct way represent something exhausting and difficult for students to do, as in this study it was common to find students' syntactic errors when writing a text such as: spelling, the word order as the use of articles, verbs, pronouns, punctuation, mainly and few problems about

the use of capitalization, adverbs and nouns. Such problems could be related with cohesion, coherence at the moment to present their documents.

On the other hand, it is impossible to write correctly everything, but it is possible to make a good writing if a model to write is given by the teacher and followed by the learners. In the present research, participants did not follow any model.

Generally, it can be seen necessary to consider having linguistic knowledge about grammar before writing and the practice of certain strategies that can become easy and interesting when writing a text. About the same idea Rui Ma (2015, p.3) advises that “A large number of studies have established that learning to write the formal academic prose in a second language requires the development of an advanced linguistic foundation, without which learners simply do not have the range of lexical and grammar skills required”.

5.3 Reflection

The results presented in this research showed that the participants need to focus more in syntax when writing a text because they presented errors and difficulty to write. The most remarkable observation about these results is that students are not aware about the importance that the order and function of the words have in what they are writing, in other words, if students are making a good use of syntax when writing.

This research also suggested that participants have an idea about writing process; nevertheless, they do not follow it, because it was easier for them to

write the first idea that crossed their minds than following a process where ideas can get order, logic and cohesion. This process requires more effort on the students and facilitation by the teacher. Following steps and models to write may improve their performance if they use and apply a method for developing a better writing.

5.4 Limitations

The limitation that was found during this research was the students' attitude towards the activity demanded by the researchers. Students presented a negative attitude when they were requested to read the text in the class and after writing a reflection. Besides that, the participants showed some problems with reading comprehension. It determined that students need to follow also a reading model. According to Sandoval and Perales (2012, p.5) "Text comprehension is defined as a mental representation, or situation model, that is the outcome of the combination of two distinct but connected components: the text base and background knowledge relevant to the situation presented in the text".

All these observed aspects suggest that participants need to develop better reading and writing skills. According to Sim (2010, p.134) "Writing skills help the learner to become independent, comprehensible, fluent and creative in writing, important abilities which help learners put their thoughts in a meaningful form and to mentally tackle the message in a proper manner".

Another limitation was the questionnaire used during this research as the main focus was based on syntax awareness it could not explore the two main kinds of writing errors intra-lingual and inter-lingual that students have when writing.

5.5 Suggestion for further research

The results obtained were taken from 4 participants coursing **target language V**, it means if participants are taking the mentioned course obviously participants have developed their skills before and have previous knowledge about syntax; however, the results suggest that participants need to develop their writing skills and make a review of how to use syntax in an appropriate way. Therefore, it is important to create more writing courses that help them develop strategies to good writing or probably work more on scaffolding activities that help students develop their skills and implement their knowledge about syntax. Rasmussen (2001, p.570) defines scaffolding as "a form of support for the development and learning of children and young people").

It is hoped that researchers interested in studying writing problems can research about intra-lingual and inter-lingual errors and their different categories that could help to understand in a deeper way why students have difficulties when writing.

5.6 Conclusions

The final conclusion is that the four participants are not aware of using syntax in the writing process. Consequently, it is advisable to practice with different strategies and activities that permit students in general to use syntax in a correct way and in this way develop an effective writing. Summarizing the results of this research showed the necessity for promoting more scaffolding activities that help students improve their writing and all the elements that are conveyed in it.

REFERENCES

- Alamargot, D., & Chanquoy, L. (2001). *Through the models of writing*. Dordrecht/Boston-London: Kluwer Academic Publishers.
- Broughton, G., Brumfit C., Flavell, R., Hill, P. and Pincas A. (2003) *Teaching English as a Foreign Language*. University of London Institute of Education
- Bosuwon T. (2013) *Common Syntactic Errors in Interlanguage Writing Output: A Case Study of EFL Undergraduates*, School of Humanities, University of the Thai Chamber of Commerce.
- Bosuwon T. (2013) *A Study of EFL Teachers' Awareness and Tolerance of Thai Undergraduate Students' Syntactic Writing Errors*, School of Humanities, University of the Thai Chamber of Commerce.
- Brown, H. D. (2007). *Principles of language learning and teaching*. New York, NY: Pearson Education
- Chomsky, N. (1965) *Aspects of the Theory of Syntax*. Cambridge: The MIT Press.
- Coulmas F. (2003) *Writing systems and introduction to their linguistic analysis*, Cambridge University .
- Corder, P. (1999) *The Significance of Learner's Errors* S P IRAL : International Review of Applied Linguistics in Language Teaching; Jan 1, 1967; 5, 4; Periodicals Archive Online p. 161
- Corder SP (1981). *Error Analysis and Interlanguage*. Oxford, Oxford University Press
- Villalobos, J. S., Camps D., J., Tecnológico de Monterrey, State of Mexico (2012) *Understanding EFL students' errors: An insight towards their interlanguage*. Mextesol journal, volume 31, Number 1.

Edge J. (1996) Essential of English Language Teaching, Longman.
Ellis R. (2003). The Study of Second Language Acquisition, Oxford, Oxford University Press

Graham, S. (2006). A Study of Students' Metacognitive Beliefs about Foreign Language Study and Their Impact on Learning. In *Foreign Language Annals*, 39 (2), 296-309. .doi.org/10.1111/j.1944-9720.2006.tb02267.x

Gray W. ,Rogers B. : Maturity of Reading. Its nature and appraisal. Chicago: The University of Chicago Press, 1956

Goodman. K. S. (1992). I didn't found whole Language. *The Reading Teacher*,46, 188-199.

Gutierrez Estrada R., Universidad de Sonora, Universidad de Arizona (2006) Entering the circle: Mexican graduate students' experiences and perceptions of language, identify and new discourses in U.S universities. *Mextesol* volume 30, number 2.I

Harmer, J. (2004) . How to teach writing. Harlow, UK: Pearson Education

Hawkins R. (2003) Second language syntax/ A generative introduction, Blakwell

Hornby, A. S. (2005) Oxford Advanced Learner's Dictionary. OxfordUniversityPress.

Husain, N. (2015), Language and Language Skills, Maulana Azad National Urdu Univesity.

Hyland, K. (2003). Second language writing. Cambridge language education. Cambridge University Press

Linguistics. Merriam Webster dictionary. (s.f.) (retrieved July 02, 2019) <https://www.merriam-webster.com/dictionary/linguistics>

Littell, J. ,Hagein E., Pearson L. , Kraft and Kraft (1989), Basic skills in English, McDougal.

Kaya E. (2015) ÜNİVERSİTEPARK Bülten. The Role of Reading Skills on Reading Comprehension Ability of Turkish EFL Students • Volume 4 • Issue 1–2 • • pp. 37–51. (Retrieved May 04-2020)

Khodabandeh Farzaneh,(2007) MobarakenPayame Noor University, Iran. Mextesol journal, volume 3 Issue 1.

Koyippally J. ENG 252: Introduction to Linguistics (c) 2007 September (College of Education, University of Hail) (retrieved June 2019 from [:https://haillinguistics.blogspot.com/2007/10/chapter-3-properties-oflanguage.html](https://haillinguistics.blogspot.com/2007/10/chapter-3-properties-oflanguage.html))

Kramersch, C. (1998). Language and culture. Oxford, England: Oxford University Press.

Kellogg, R.T (2008). Training writing skills: A cognitive developmental perspective. Journal of writing research,1

Linguistic Terms. Oxford Student's dictionary of English, (2001), Oxford.

McArthur, T. (1998) Oxford concise companion to the English language. OxfordUniversity Press

McWhorter, J. (2004)The Story of Human Language Part I, The Teaching Company Limited Partnership

Management Department, Rafsanjan Branch, Islamic Azad University, Iran (2013), Social Skills: A factor to employees' Success. International Journal of Academic Research in Business and Social Sciences.

My access! Writers guide (2019) from:

https://www.myaccess.com/myaccess/help_resources/1.06.html

Maung, U Chit Su, Yee Nyo ,M. , N., Khaing,M.,M. (2014) Developing the Four Skills of Language Teaching Staff through Lesson Preparations,

Department of English Lashio University

Mauranen A. (2015), English as a global lingua franca: Changing language in changing global academia, University of Helsinki.

Mansfield, G. and Poppi, F. The English as a Foreign Language / Lingua Franca Debate: Sensitising Teachers of English as a Foreign Language Towards Teaching English as a Lingua Franca. PROFILE Vol. 14, No. 1, April 2012. ISSN 1657-0790. Bogotá, Colombia. P.p. 159-172

Marshall, C. & Rossman, G. B. (1989). Designing qualitative research. Newbury Park, CA: Sage.

Moeller A., J. and Catalano, T, (2015) Foreign Language Teaching and Learning (in J.D. Wright (ed.), International Encyclopedia for Social and Behavioral Sciences 2nd Edition. Vol 9 (Oxford: Pergamon Press, 2015), pp. 327-332. doi: 10.1016/B978-0-08-097086-8.92082-8 Copyright © 2015 Elsevier Ltd. Used by permission)

Rocha O., E., Eskiserhir (2012), Vocabulary and L1 Interferences-Error Analysis of Turkish Students' English Essays. Osmangazi University, Turkey, Mextesol journal, volume 36, number 2.

Olusola O. S. (2014) Department of Educational Management Faculty of Education Lead City University, Ibadan

Paltridge B., Harbon L., Hirsch D., Shen H., Stevenson M., Phakiti A., Woodrow L., (2009) Teaching Academic Writing, Michigan Teacher Training.

Radford A. 1989. Transformational Grammar. New York: Cambridge University Press

Rasmussen, J (2001) The Importance of Communication in Teaching: a Systems-Theory Approach to the Scaffolding Metaphor. Curriculum Studies, 33 (5) P.p. 569-582

Rui Ma, University of the Pacific (2015), Teaching academic vocabulary in graduate ESL writing courses: A review of literature and pedagogical suggestions. *MextesolJournal*, vol.39 No.1.

Sandoval , R., I., Perales, M., D., Universidad (2012) Tecnologica de Quintana Roo. Models of Reading comprehension and their related pedagogical practices: A discussion of the evidence and a proposal. *Mextesol journal*, volume 36, Number 2.

Saphir E. (1956) *An introduction to the Study of Speech*, Harcourt, Brace & Company, Inc.

Selinker L. Interlanguage Published Online: 2009-11-23 | DOI: <https://www.degruyter.com/view/j/iral.1972.10.issue-1-4/iral.1972.10.1-4.209/iral.1972.10.1-4.209.xml>

Schmitt N. and Marsden R (2006) *Why is English like that?*. Michigan teacher training.

Sim Monica Ariana (2010) *Somethoughts on writing skills*: University of Orades, Faculty of Economics.

Merlyn, S. (2015) *An Analysis of Grammatical Errorson Speaking Activities*, *Journal on English as a Foreign Language*, Volume 5, Number 2, September 2015

Stern, H.H. (1983). *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press.

The Writing Process: Steps to Writing Success (2015) (retrieved May 15, 2020) from: <https://www.time4writing.com/writing-resources/writing-process/>

Van Valin, R. D. Jr. and. LaPolla R. J. (2001) *Syntax Structure, meaning and function* (retrieved July 2019) from: https://www.researchgate.net/publication/26361045_Syntax_-_structure_meaning_and_function

Tafida, A., G. and Dr Okunade S., K. (2016) *Subject-Verb Agreement Problem among English as Second Language Learners: A Case Study of One Hundred Level Undergraduates of Federal University of Technology, Minna*, *International Invention Journal of Education and General Studies*

(ISSN: 2465-7069) Vol. 2(2) pp. 20-27, June, 2016. Retrieved August 2019 From: <http://internationalinventjournals.org/IJEGS>

Tanskanen, S. (2006). Collaborating towards coherence. Amsterdam: John B. Publishing Co.

Trask, R.L.(2004).The Penguin Guide to Punctuation (Penguin Reference Books)

The Columbia Ministry of Education Special Programs Branch,1999, Study and teaching as a second language,English as a Second Language Learners: A Guide for ESL Specialists, British Columbia.

The courierjournal. Writing process (2010) (retrieved May 2019) from: <https://www.courierjournal.com/article/99999999/NEWS010501/70918011/TheWriting-Process>

Touchie ,H.,J. (1986) SECOND Language Learning Errors their types, causes, and treatment, JALT Journal, Volume 8, No. I ,(retrieved July 2019)

Varalakshmi S. (2012) Grammar, Syntax, Semantics and Discourse, 1 Kingston Engineering College, Katpadi, Vellore Dis, T.N. International Conference on Language, Medias and Culture IPEDR vol.33 (2012) © (2012) IACSIT Press, Singapore

Wankhede M.S. (2013) Linguistic Skills and Communicative Abilities: The criterion: An international Journal in English. From: www.the-criterion.com

White, R. and Arndt, V. (1991) Process Writing. Essex: Addison Wesley Longman Ltd.

Widdowson H. G. (1978) Teaching Language as Communication , Oxford University Press

Widdowson, H. G. (2011). Explorations in applied linguistics. Oxford: Oxford University Press.

Wilkinson, D. and Birmingham, P. Using Research Instruments for researchers (2003), RoutledgeFalmer, Taylor and Francis group, London New York

Yule, G. (2008). The study of language. (3rd ed). New Delhi: CUP.

Yulianto, O. V. F. (2014) The Use of Syntax in Improving Students' Grammar in Writing. A Paper English Language Studies. Sanata Dharma University

Yogyakarta: retrieved July 30th, 2019

from:https://www.academia.edu/6195743/The_Use_of_Syntax_in_Improving_Students

Appendix One: Questionnaire

“THE USE OF SYNTAX IN THE WRITING PROCESS”	“EL USO DE LA SINTAXIS PARA ESCRIBIR”
1) What is syntax?	1) ¿Que es sintaxis?
2) Is it important the syntax for you?	2) ¿Que tan importante es la sintaxis para ti?
3) Do you consider important the syntax when you write a text?	3) ¿Consideras que es importante la sintaxis para escribir?
4) Do you know the steps for writing a text?	4) ¿Conoces los pasos para escribir un texto?
5) Are you aware about the use of syntax when you write?	5) ¿Cuándo escribes estas consciente del uso de la sintaxis?
6) Do you follow a model when your teacher asks you to write a text?	6) ¿Cuándo tu maestro te deja un escrito sigues algún modelo?
7) Do you consider it is necessary to have a model for writing?	7) ¿Consideras que es necesario tener un modelo para escribir?

Appendix Two: “The opposite of faith” (summary)

It has been an interesting reading because it tells about the writer Amy Tan who describes her life, the way she lived in spite of her father who was from the United States and her mother who was from China. Also, Amy portrays her friends, one of them is Faith who is her editor who helped her to edit her first book. In the book, she said her mother died of Alzheimer. Amy’s mother in her last days was mysterious because she did not tell Amy the truth about her father, her past and other things. When her brother and her father died she remembered his funeral. Amy says that in her childhood, she had some

fantasies that she fulfilled

I think that for Amy it was difficult to decide between the culture of United States and Chinese culture because each has different perspectives. When she went to Shanghai she spoke a little of Chinese but her husband did not know how to communicate with others. Amy was involved in the filmmaking in Hollywood when she worked with some people in the film “the Joy Luck Club” for her it was difficult because she had never been in this kind of work she always had been in the field of writing. The movie was about her mother’s life in China but not everything that happened in the movies was real some cases where fiction. When Amy was twelve, she thought she was not beautiful because she had the idea that her mother did not love her and once Amy told her “I hate you, I wish you were died”. Those were words of Amy to her mother when she was sixteen in this age it was difficult to establish a good relationship with her parents because she thought that everything that happens in her environment was against her. Amy’s mother at first remembered everything that happened, but after she acquired Alzheimer and she forgot everything in her mind. So Amy said to her that she did not have to worry about her words, if she was happy Amy was too.

Appendix Three

Reflective paper Analysis of Student 1

THE OPPOSITE OG OF FATE

I think those chapters are very good, during this book I have thought a lot about the real life.

There are also interesting insights into its pages that make you reflect on your views and your opinions. I realize that I agree on some and others make me noticing things that I had not occurred to you or not know much. Some aspects that I liked me was where she talked about the die of her father and brother, she remembered that how it was real, I imagined about this and I felt that how it is happening to me. And it made to value to the people.

Amy Tan has always sought their own ways to give meaning to their existence.

Amy Tan talks about his family, the ghosts that inhabit your computer. Thespectrum of the disease, the special relationship with his mother, His rock band with Stephen King and the mysteries that entwine faith and destiny. Whether recalling family stories, recounting his trips to China or describingThe ghosts of his imagination that inspired his novels, his memories offer an intimate view a successful writer whose own life is so magical and hopeful as literature.

This book brings together in its pages a number of different situations which builds textual puzzle mode key aspects of the life of A my Tan tells of a very

difficult pastHe had to overcome and build their own destiny. It is a book that records thoughts, personal anecdotes and meaningful stories of their ancestors, of the mysteries that inhabit your computer- vital tool to develop their literary-family relationships, among others.

The author of significant works such as "The club lucky star" make us accomplices of those decisions you have made and that have defined the path of his life, with a sense of achievement, not to accept failure as a predestination inherited.

Table 1. Results of syntax analysis about errors in student's reflective paper 1

Spelling	1
Punctuation	4
Pronoun	1
Capitalization	1
Adverbs	1
Nouns	0
Verbs	0
Articles	0

Reflective Paper Analysis of Student 2

The opposite of fate

The book has been interesting because it told about how a girl has several problems in her life and she has to face them. At the beginning her father and her brother died because of Cancer, then her mother had to care, the mother's Amy always said advices of live, she took care of her daughter because she wanted her daughter don't suffered like she.

Also Amy said that for her was difficult to decide between from culture of United States and China. One of her friends that help her to edit first book was Faith, he knew well mother's Amy. One day Amy was to the doctor with her mother and the doctor said that her mother had Alzheimer and soon left this world. In her last days mother's Amy was mysterious because to Amy she didn't tell the truth about her life past and her first marriage. I think that Amy is a girl that she has suffered a lot with the dead of her father, her brother and then her mother. When her father and her brother died Amy remembered the smell of gardenias because in the funeral there were these flowers.

Once she was involved in filmmaking even though she is writer, she worked with experts in films but even though she did her best for the film. The film was based in the mother's life for this reason some escenes were recorded in China, and the other were fiction.

Table 2. Results of syntax analysis about errors in student's reflective paper 2

Spelling	1
Punctuation	0
Pronoun	4
Capitalization	1
Adverbs	1
Nouns	1
Verbs	4
Articles	5

Reflective Paper Analysis of Student 3

The opposite of fate

The chapters talks about the life of Amy, I like this chapters because says not just for Amy, is also about her family, her things, bad and good things, this things are things that affect her, all her, for example in the chapter my grandmother choice, I think is the most difficult chapter, because this choice or desition affect directly to Amy's mom and after to Amy. After thinlydistingued memoir I think was so funny, because I think it is also about culture, because I think it is also about the word that Amy's father said to sr. for to say that thefodwas food not said that, and I like it, like for Amy's father a joke for before to dinner, and also the magazine that A my made,

with the differents articles or topic that she included I think were importants for her.

About persona errata I believe was the chapter most difficult to Amy, because the people created her things that Amy didn't know, said things about her, but things that she never did, but I like that she know how carried out this situations.

In scent says I think memories about A my because says thashe remember the flower in the hapiness and in sadness, and the last chapter fish cheeks says us about Christmas dinner, buhereshe was embarrassed about the situation that she lived that day.

Table 3. Results of syntax analysis about errors in student's reflective paper 3

Spelling	10
Punctuation	2
Pronoun	3
Capitalization	0
Adverbs	0
Nouns	0
Verbs	0
Articles	0

Reflective Paper Analysis of Student 4

The opposite of fate

I believe this is her first nonfiction book, and in it she displays the same qualities for which her fiction is so appreciated: humor, poignancy, revelation, a little magic-and always fascination with the world and our relationships within it. In this part of The opposite of fate, she reveals herself. Especially moving is a part in which she realizes she only learned who her mother really was as she was writing her obituary.

Tan reminisces on her childhood and the clash of Chinese fate and Christian faith in her upbringing. She provides many details about her family, especially her relationship with her mother. She also talks about the loss of both her father and brother to brain cancer the same year, as well as the deaths of several close friends. She describes her harrowing experience with Lyme's disease. She talks with amusement about doctoral dissertations and Cliff's Notes that analyse her work. She discusses what it means to be classified as an Asian-American writer, and how it feels to be a literary celebrity.

There is a lot about Tan's mother. I think a huge influence in her life, both good and bad. She also writes about how she came to be a writer and have her first novel published at thirty-seven.

I often found myself wondering what was real and fictional in her work. Her characters were so vividly drawn, and the relationships among them so complex and rich, it just seemed to have come from somewhere either deep inside her, or perhaps relationships she's actually experienced.

Table 4. Results of syntax analysis about errors in student's reflective paper 4

Spelling	1
Punctuation	1
Pronoun	0
Capitalization	0
Adverbs	1
Nouns	1
Verbs	6
Articles	2