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Topic:

Analysis of the influence of Spanish in the learning of English related to the writing Skill in students of tenth grade “A”, at Miguel de Cervantes Institute in Managua, during the second semester of the year 2019, in the morning shift

GRADUATION SEMINAR

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Abstract

This study aims to analyze the influence of Spanish in the English writing of students from the tenth grade “A”, at Miguel de Cervantes Institute in Managua. The study took place during the second semester of the year 2019, in the morning shift. Participants involved are 30 high school students and 1 teacher. The data collection instruments consisted of a teacher’s questionnaire, a class observation guide and written sample of students. Learners’ written texts were analyzed through a typical error category chart. The text analysis indicated that the major problems of learners, in terms of L1 influence over L2, were in relation to vocabulary, collocation (with verbs such as *take* and *make*), and false cognates (including verbs like *spend* and *pass*). There were also errors in areas of grammar, e.g., omission of the subject *he*, *she* and *we*, the article “a”, wrong verb in the use of “is” instead of the verb “has”, and wrong use of the preposition “in”. Finally, some recommendations were given to the teacher and students in order to reduce the influence of Spanish in the learning of English writing skill.

Key words: influence of Spanish, writing of English, students, teacher.

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1. Introduction

Teaching English as foreign language has become essential for the Nicaraguan high school curriculum. In the first place, our society views English as a tool to move upward professionally. In the second place, there is an increasing pressure in the region for middle school graduates to have basic English knowledge skills. More generally, the status of English as the world lingua franca makes it even more important for students to learn this language.

However, tenth grade learners of English face challenges when learning English, some of which are due to the inherent nature of the Spanish language itself. It seems like Spanish learners depend on their mother tongue to write in the target language. This is the issue that drives this research. Specifically, this research aims to analyze the influence of Spanish in the learning of English related to the writing skill in students of tenth grade "A", at Miguel de Cervantes Institute, in Managua, during the second semester of the year 2019.

In this research, vital concepts related to the topic will be found as mother tongue, second language. Besides, in this investigation, the difficulty of writing on a second language will be described. Afterwards, the strategies to teach a good English class in the writing skill such as prewriting, writing, revising and proofreading will be explained. Furthermore, some effective ways that a teacher can use to give feedback to the students. In addition, what researches says about the influence of the mother tongue on the English writing. Next, the causes of the influence of Spanish on English writing and the types of errors that students make due to the mother tongue will be explored. With this study, it will be known whether learners are influenced by their native language when they write in English. In this investigation, Spanish is the tenth grade students' mother tongue, and English is their foreign language.

On the light of this introduction, there is also a description of the instruments used in the fieldwork to obtain useful information related to this qualitative research. The tools used in this study were questionnaire, observation guide and written texts of the students. Afterwards the descriptions of the analysis and results presented through the instruments, there are some recommendations that are considered effective solutions for the teacher and students to reduce the influence of Spanish in the English writing skill.

1.1 Previous Studies

There are some previous studies by experts about the influence of L1 on English writing skills. The following countries such as Colombia, Ecuador and Mexico were the places where this topic was carried out.

1.1.1 First study

The first study was carried out at Colombo American University (UNICA) from Colombia during the first semester of the year 2011. According to Urdaneta (2011), the purpose of this research was to examine the influence L1 on L2 written structure. For this investigation, 24 students were chosen to write texts during the whole semester (five months). The results of this study indicated that the influence of L1 affects the writing skill in L2. The most common problems found in texts were word order, omission of the verb “to be”, implicit subject, and incorrect use of the article “the” (p.158).

1.1.2 Second study

The second study was conducted in several Ecuadorian high schools in May of 2014, by the authors Cabrera, Gonzalez, Ochoa, Quinonez, Castillo, Solano, Espinosa, and Arias. Their purpose was to investigate about the influence of the mother tongue on English writing skill. For this study, 351 students and 42 Teachers from second year senior high schools (public and private) were selected. This study indicates that in order to collect data, it was necessary to make use of questionnaires for teachers and students. Likewise, written test in which students were asked to write narrative passages that then, the instruments were organized and tabulated in order to give results. Therefore, the results of this research were that English grammar and vocabulary were the linguistics areas that suffered the highest level of L1 language interference such as verbs, omission of personal and object pronouns, misuse of prepositions, overuse of articles, and inappropriate/ unnatural word order. (p.40)

1.1.3 Third study

The third study was carried out in Mexico, at Acatlán School of Higher Education (FES-A) by the authors Barrientos, Fonseca, Ordaz, Ortiz and Sanchez (2015). The objective of this investigation was to identify the importance of the use of the mother tongue (Spanish) in the English learning. In many cases, students do not have knowledge on the target language and when they face with a method of immersion where it is not possible to use the mother tongue, it generates the students, frustration, and desertion. For this research, a series of surveys and interviews were decided to conduct with English students at basic levels, and English teachers with basic levels (global plan 1, 2 o 3) from the age of 18 to 25. Besides, teachers were only required to have more than a year of experience in teaching English. The results of this study concluded that for an effective acquisition of L2, the student's mother tongue should be used at basic levels. This, not only because Spanish is the students' L1 but also because the acquisition of an L2 always requires a process for which L1 is interfering until the knowledge of L2 grows to such a degree that the interference is less and less. (p.6).

1.2 Rationale

This research is done because of the influence of Spanish in the English learning of the writing skill in students of tenth grade "A", at Miguel de Cervantes Institute in Managua, during the II semester of the year 2019 in the morning shift. This investigation explains the reasons why it is being carried out. Furthermore, it describes what its benefits are and, to whom it intends to contribute.

This topic has been addressed too little since the majority of research studies have focused on the influence of L1 listening on L2 listening. In addition to this, in Nicaragua, there is no research on this study and many Nicaraguan students depend on their mother tongue to write in the target language. Most of the students struggle with errors every time they write in English. They use the structure and vocabulary of their mother tongue on the English writing because they lack of knowledge on the target language. Besides, there are many words in Spanish that are similar to English and this can be confusing for learners since they do not know the rules of English and believe that the structure of the English is the same as in their mother tongue. Moreover, the influence of Spanish on English becomes a big problem when teachers and students do not perceive it. For this reason, this research aims to analyze the influence of L1 (Spanish) on L2 (English) writing skill with the purpose of giving strategies that favor teachers and tenth grade students. Teachers can implement these innovative strategies in class, and students can improve their writing skill. Moreover, this research will be useful to provide good information for English students, teachers and future generations of high school who want to know about this study. With this research, teachers will be aware of why their students do not write well in a second language and be able to help them.

1.3 Problem Statement

Learning a language as English has become a fundamental part in high school education in Nicaragua. It is known that English Language involves the four skills such as reading, listening, speaking and writing. Therefore, writing is considered vital since knowing how to write English correctly, helps students speak it well. Besides, writing in this language means good job and academic opportunities. However, the tenth grade students present the problem of being influenced by Spanish in the learning of English specifically in the writing skill. They use the structure and vocabulary of their mother tongue on English. As a result, they might present problems in their professional and academic life when they opt for a scholarship or a good job where English is demanded. On this account, this study aims to analyze the influence of Spanish in the learning of English related to the writing skill. To collect data and provide effective solutions, which would help students to solve this problem, the English class will be observed, questionnaire for the teacher and English texts of students will be used.

1.3.1 Research Questions

1. What are the factors that cause the influence of Spanish in the learning of English writing skill?
2. What are the types of errors that tenth grade students make when they are influenced by Spanish in their learning of English writing skill?
3. Are teachers and students aware of the influence of Spanish in the learning of English writing skill?

1.4 Research Objectives

1.4.1 General objective:

To analyze the influence of Spanish in the learning of English related to the writing skill in students of tenth grade “A”, at Miguel de Cervantes Institute in Managua, during the second semester of the year 2019.

1.4.2 Specific objectives:

1. To identify the factors causing the influence of Spanish in the learning of English related to the writing skill, in students of tenth grade “A”, at Miguel de Cervantes Institute in Managua, during the second semester of the year 2019.
2. To describe the types of errors that students of tenth grade “A” make when they are influenced by Spanish in their learning of English related to the writing skill, at Miguel de Cervantes Institute in Managua, during the second semester of the year 2019.
3. To analyze whether the teacher and students of tenth grade “A” are aware of the influence of Spanish in their learning of English related to the writing skill, at Miguel de Cervantes Institute in Managua, during the second semester of the year 2019.
4. To provide effective teaching and learning strategies in order to reduce the influence of Spanish in the learning of English related to the writing skill, in students of tenth grade “A”, at Miguel de Cervantes Institute in Managua, during the second semester of the year 2019.

2. Theoretical Framework

Since the writing skill plays an important role both in the academic and labor field, this research project aims to analyze the influence of Spanish in the learning of English in the writing skill. For this reason, this study will give some definitions supported by experts on this topic such as what mother tongue is, and what second language is; also, what the influence of L1 on the L2 of the writing skill means. Likewise, what writing in EFL (English as a Foreign Language) is, among other aspects.

2.1 Important definitions of mother tongue

To begin with, mother tongue is what defines an individual because it is the Language that he or she tends to write and speak very effectively. Oluwole (2008) defines “Mother tongue as the native language that people acquire in the early years and becomes their natural instrument of thoughts and communication” (p. 2). In other words, the mother tongue is the first language or L1 that people learned.

For Oluwole (2008), the person who acquires the native language is called native speaker because the mother tongue takes place in a quite natural way (p.2). This means that when acquiring the first language, people are not forced to learn it because it happens naturally. For instance, native speakers tend to understand and communicate in an easy way without having to attend classes as when students of foreign language learn a new a language. These native speakers can have the languages such as English, Thailand, Spanish, Portuguese, and German as their mother tongue of a particular place.

In addition to this, in order to be clear about what mother tongue is. The journal article “The Native Speaker: An Achievable Model?” (n.d) states the following five features of the mother tongue.

The first feature is that mother tongue is acquired at an early childhood. Likewise, the second feature is that the native language is assimilated by intuitive knowledge. This refers to what a person believes the native language

works. Next, the third feature is that the language is adapted spontaneously and fluently. Moreover, the fourth aspect is that the native language is built on competence. That is to say, that ones know a lot about their own language.

Finally, the fifth feature is that language is based on function. Davies (as cited in Lee, n.d., p. 4). In other words, in which ones can identify oneself by a specific group. In this case, Spanish is the tenth grade students' mother tongue, and English is their foreign language.

On the other hand, it is very important to define what L2 is in order to identify the L1 from L2.

2.2 Definition of L2 (Second Language)

The author Stefánsson (2013) defines L2 as the second language also called target language, which is the process of learning any language after the first language. This means that learning a language after the person's mother tongue is called second language or target language.

In the same way, it is vital to mention that the same author states that second language can be called foreign language, but they have different meanings. For instance, the second language is the language that a person learns after his mother tongue in the target country where the language is spoken while foreign language is when the language is used in other country of one's native country (Stefánsson, 2013, p. 2). This explains that Second, target language or foreign language can be used as a meaning of L2 language. For example, Nicaraguan students have English language as a foreign language since in this country Spanish is the first language. In fact, what varies is the place in which foreign or second language is acquired.

In recent studies, some of the basic characteristics of Second Language Acquisition is that second language requires a lot of effort. Furthermore, a learner can have a second language at any age. In addition to this, the L2 language can be acquired by attending school, or watching television, listening to the radio or in a country where the target language is spoken (Stefánsson, 2013, p. 2).

2.3 Writing in EFL (English as foreign Language)

Writing in a Foreign Language can be difficult for students because it demands a good use of the grammatical rules and vocabulary. Writing needs lot of how attention from teacher and students because it is used in daily academic. The students need to practice and learn how to write correctly.

Jozsef (2001) explains that “writing is one the complex activities for human being because it involves the development of a design idea and the capture of mental representation of knowledge (p.41). This means that writing can be very difficult because learners make an effort to express their thoughts. Moreover, it is important to say that Writing is one of the productive skills of English because learners have to produce the language in written.

In fact, according to Harmer (2004), “as writing is not learned naturally, it needs to be taught”. (as cited in Cabrera et al., 2014, p.41). That is to say, that learners learn how to write in a second language by attending school, listening, reading or watching TV.

2.4 Teaching Writing in EFL

Teaching how to write English is a big responsibility because it involves a series of strategies that teacher must follow in order that the learning can be effective. However, many teachers do not apply the strategies that are required in writing. Even though, writing helps students recognize that they have opinions, ideas, and thoughts that are worth sharing with the world. Therefore, according to Time4Learning (2019), in order to teach good writing is necessary to follow four steps, which are prewriting, writing, revising, and proofreading.

2.4.1 Prewriting: this process is the most important because in this stage, students gather their information, and begin to organize it into a cohesive unit. (Time4Learning, 2019). This procedure can include reading, taking notes, brainstorming and categorizing information. According to the same article, prewriting is the most creative step and most students develop a preferred way

to organize their thoughts. Stream of consciousness writing, graphic organizers, outlines, or note cards are popular techniques.

2.4.2 Writing: in this stage, the students transfer the information they have gathered and organize into a traditional format. This means that they write down the information in their notebook; could be in a simple paragraph, a one-page essay, or a multi-page report. This step allows the students to settle on the course the paper will take.

2.4.3 Revising, also known as editing. This step refers to evaluating one's own writing that can create tension and frustration. Revising can include adding, deleting, rearranging and substituting words, sentences, and even entire paragraphs to make their writing more accurately to represent their ideas.

2.4.4 Proofreading: In this final stage, it is the chance for the students to scan their paper for mistakes in grammar, punctuation, and spelling. It is important that students gain proofreading skills for themselves as this improves their writing over time. (Time4Learning, 2019). Therefore, students can succeed by following these steps.

2.5 Feedback in the English writing

Feedback on students' writing is important because it gives them an objective evaluation of their work. It is often difficult for students to fairly assess their own writing, but a good feedback from the teacher helps them better recognize their own strengths and weaknesses in their writings. Besides, feedback can help students identify where they need to focus their attention.

According to the authors Goodman, Wood, and Hendrickx (2004), "feedback is defined as the level of information presented in feedback messages" (as cited in Shute, 2008, p.157). This explains that feedback gives information about something. The same authors states that there is a type of feedback such as elaborated feedback. Based on these authors, elaborated feedback can be specific or general feedback.

General elaborated feedback: This type of feedback refers to general advice about a particular answer (Phye and Sanders, 1994). In other words, the teacher can give information in a general way. For instance, she can give the correct answer and explain why the selected response is correct.

Specific elaborated feedback: For the authors Bangert-Drowns et al.(1991) specific feedback provides more details on how to improve an answer rather than when it just indicates whether the students' work is correct or not. According to William (1997), feedback lacking in specificity may cause students to view it as useless or frustrating. This means that specific feedback will be always effective rather than general.

The most effective feedback of the type of elaborated feedback that a teacher can use in a writing class are the following. Kulhavy and Stock, 1989. (as cited in Shute 2008, p,160)

2.5.1 Verification and elaboration feedback: based on Shute (2007), an effective feedback consists of verification and elaboration. In this process, the teacher confirms whether an answer is correct and provides relevant cues to guide toward a correct answer. For example, the teacher can discuss the particular errors, and provide examples.

2.5.2 Bugs/misconceptions: this Elaborated feedback requires error analysis and diagnosis. It provides information about the learner's specific errors or misconceptions; for instance, what it is wrong and why (Shute, 2007, p. 10). Therefore, this type of feedback can help the students improve their errors in writing.

2.5.3 Response-contingent: this Elaborated feedback focuses on the learner's specific response. It may describe why the answer is wrong and why the correct answer is correct. This does not use formal error analysis. However, it can help students correct their mistakes.

2.5.4 Focus feedback on the task not the learner (Hattie, 2013). This means that a teacher must be impartial, focusing on the students' task and not on who the student is. This is important in order that the feedback is effective.

On the other hand, it is very important to state some definitions regarding the influence of L1 on L2 learning of writing skill in order to know about what is being talked.

2.6 The influence of L1 (Spanish) On L2 (English) in the writing skill

The influence of mother tongue is commonly shown in the written form. According to Bhela(1999) “when a learner of L2 second language writes in the target language using their first language structure, the interference of L1 on L2 occurs. Thus, this is known as language transfer from the first language on the second language in the writing skill”. (as cited in Derakhshan & Karimi, 2015, p.2114). This means that when the influence of the mother tongue on the second language in the writing skill occurs, it is because learners make use of their mother tongue structure in an incorrect way.

Djedelbert (2017) says that “from the point of view of psycholinguistics, the influence from the mother tongue to another language is negative transfer of language because it derives from habits of the first language” (p.36). In other words, the influence of mother tongue affects the structure and vocabulary of the second language in a negative way.

Besides this, it is important to highlight that one of the definitions closest for the influence of L1 on L2 it is that the influence is the result of differences between the mother tongue and any other language acquired. Moreover, when there is a difference between the two languages, the influence occurs. Odlin (as cited in Skoog, 2006, p.4). For example, at a basic level, learners tend to transfer the grammar or vocabulary of their mother tongue in the written form of the target language. For instance, learners confuse the meaning of the word ‘library’ in English with ‘libreria’ as in the mother tongue but in English means ‘biblioteca’.

Therefore, this process is known as the influence of L1 (Spanish) on L2 (English) in writing skill.

On the other hand, the influence of mother tongue on second language in the written skill is a big problem, which is caused by some factors.

2.7 Factors that cause the influence of L1 (Spanish) in the learning of English related to the writing skill.

As mentioned above, the influence of the mother tongue on the second Language of the writing skill is a big problem that learners tend to face and that affects them when writing in a Second Language (English). According to Djedelbert (2017), two main factors cause the existence of the influence of L1 into English writing such as mental process in students 'brain, and students' first language.

2.7.1 Mental process happening in students' brain

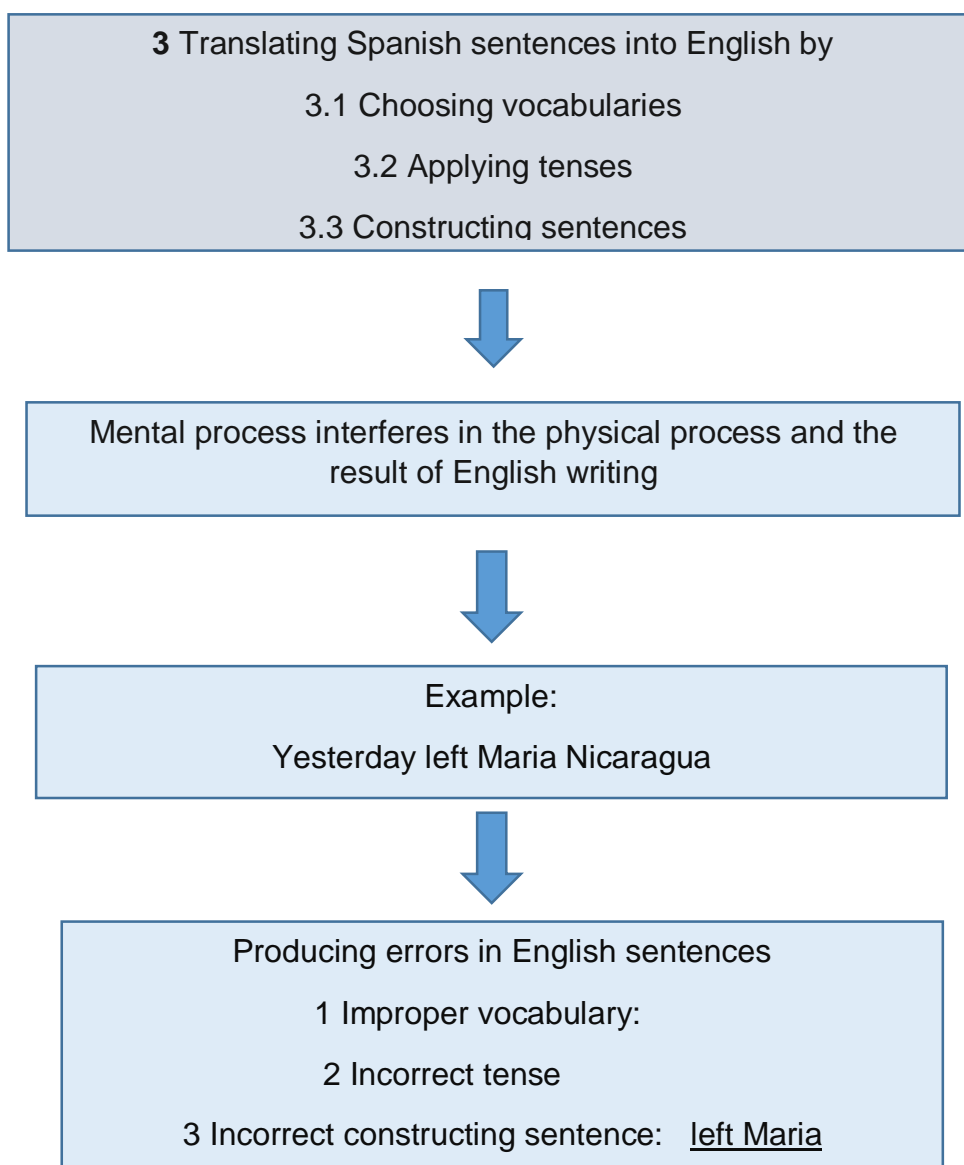
The author Djedelbert (2017) defines "mental process as the process happening inside the students' mind involving conceptualizing the meaning, constructing sentences of the mother tongue, translating sentence into English, by choosing vocabularies, applying tense, constructing sentences" (p.40). This means that learners first think about the meaning to construct a sentence from the mother tongue, then, they translate sentences that result in influence of the mother tongue into the English writing skill.

The same author states that before writing, everybody thinks about the correct meaning and then write the sentences by considering grammatical form of language. Example of a mental process (p.40)

1 conceptualizing the meaning

2 Constructing Spanish sentence (first language)





In this example, the mental process that happens in learners' brain can be seen. First, they think about the meaning of the Spanish (L1) sentence. Then, they write the sentence "Ayer se fue Maria de Nicaragua". Finally, they construct the Spanish sentence in order to translate it to English (L2). While they are translating from Spanish to English inside their mind, they choose vocabulary; apply tense such as simple present, simple past or present perfect. Next, they write the sentence. Therefore, it is there when improper vocabulary and incorrect sentences occur and result evidently in the written skill. All of this, it is part of the physical process in students. In fact, it is necessary to highlight that this happens because the brain has not adapted to the new vocabulary and

grammatical structure since students are in the process of learning and guiding themselves by what they already know.

2.7.2 Students' first language (Spanish)

It is relevant that the cause of the influence between the two languages are attributed to the native language. For Cabrera et al. (2014) "As Learners are exposed to their mother tongue all the time, this situation causes interference when writing in the second language (English). They tend to transfer the structure and vocabulary from L1 to L2. (p.40). This explains that learners use Spanish structure when they write in English.

Djedelbert (2017) states that influence of students' first language occurs mostly on English sentence construction (p.39). This means that the most common errors of the students' mother tongue are evident for the use of a sentence, word or phrases in the written form on second language (English). As well, Djedelbert (2017) says that the influence of first language into English writing is considered as intruder of a second language because it always appears in a certain level on L2 causing disorder. In other words, the L1 deviates the learning of L2.

2.8 Effects of the influence of Spanish language within the learning of English in the writing skill

Many students find difficult to write in a second language because their mother tongue affects them at the time they write. According to Brown (1980), there is one type of error due to the influence of the mother tongue within the target language in the writing skill such as interlingual error. (As cited in Sari, 2016, p.88). Nevertheless, before explaining this aspect, it is important to provide some definitions of error to make a clear explanation.

According to James (1998), "an error is the act that someone makes but has no intention to commit one" (as cited in Sari, 2016, p.89). This means that errors

are not intentional since are made without thinking, for example, learners make errors when learning a second language as when they are children and learn their first language. This is part of their process and without errors, there is not learning. However, when learners commit the same errors constantly and the teacher does not correct them, they might have difficulty when writing in a second language.

Sari (2016) indicates that errors are systematic and consistent deviance. Besides this, learners do not have a good command of the target language. Therefore, errors arise due to the imperfect competence in the target language. (p. 89). This explains that errors are repetitive and are due to the lack of knowledge on the English language.

Jie (2008) states that “an error happens from a lack of requisite knowledge of a language learner. As such, he/she makes such errors in his/her writing because he/she does not know grammatical properties in a new language. The rules of L1 knowledge are then employed in the use of L2 writing, which are the result of the mother tongue interference (p.71)
As explained above, errors result from the lack of knowledge that learners have in the target language.

2.8.1 Type of error: interlingual error

As mentioned before, there is only one type error of the mother tongue as effect within the target language in the writing skill. This is called interlingual error. The Dictionary of Language teaching and applied Linguistic (1992) defines interlingual error as language transfer. (As cited in Lamia, 2016). This refers to the influence of the mother tongue into the target language.

Another definition of interlingual error based on Corder (1981) “interlingual error is when the habits or the structure of the learner’s mother tongue prevent him from acquiring the rules of the second language” (p.89). It is important to highlight that interlingual errors can happen at different level such as transfer grammatical and lexical elements of the mother tongue into the target language.

Besides this, according to Brown (1980) Interlingual errors result from the learner's assumption that the second Language is similar to the native language (as cited in Sari, 2016, p.88). This indicates that learners tend to make errors because they think that some similar words mean the same as in their native language.

Since the point of view of different experts, interlingual errors in learners are due to the mother tongue interference, literal translation and transfer error. Touchie, Khresheh, Allen, & Corder, (as cited in Sari, 2016, p.90). These three aspects will be explained below.

2.8.1.1 Mother tongue interference

Focusing on this aspect, the mother tongue interference is when learners produce errors when attempting to discover the structure of the target language (Touchie, 1986). This means when learners apply the grammar of the mother tongue on English. For example:

The building is tall. To refer to "El edificio es alto".
She brings the Childs to the garden.

As, it can be seen, learners write the rule of L2 (English) as if it they were writing in L1 (Spanish), when in English there are two ways to write and refer to plural. In the first case, the correct way in English is 'high' to refer to building and in the second one is 'children'. However, these errors arise from learners' wrong perception of the target language since they are in the process of learning.

2.8.1.2 Literal translation

Khresheh (2010) affirms, "Literal translation is when a student translates his first language sentence or idiomatic expression in to the target language word by word (p.90). For example:

She is twenty-five years old.

In this sentence, learners who tend to translate word by word, would write in Spanish; *ella es veinticinco años vieja*. It is clear that in English, the sentence is not written with the verb *has* as it would be in Spanish.

Another example is the sentence:

The car does not start.

In this sentence, if learners translate word by word when writing the meaning, they would draw to the conclusion that the verb 'start' in this context means 'empezar' when its meaning in English is 'encender' o 'funcionar'. With this example, it can be shown that literal translation does not work because one word can have different meaning. Learners, who make this type of error, are influenced by their mother tongue knowledge.

2.8.1.3 Transfer error

According to Allen and Corder (1974) "transfer error is when learners write the rule of their mother tongue in the second language" (p.90). This transfer error can be positive or negative. Positive when there are similarities between the two languages and negative, when there is difference between the two languages (Calvo, 2005, p. 41). For instance, a negative transfer of error would be in Spanish "the suit black" to mean *el traje negro* but in English the adjective is written before noun. That is to say; the black suit. Therefore, this is a negative transfer because learners are applying the structure of their mother tongue.

Secondly an example of positive transfer; it is the word *concert*. For learners can be positive since in Spanish means *concierto* which is the same in both of the language. With these examples, it can be noted how L1 (Spanish) can have influence on L2 (English) in writing skill.

Having said that, it is important to mention that all kinds of typical errors, which are committed in the writing skill, are result of the first language, and are termed interlingual errors. These typical errors will be described below.

2.8.2 Descriptions of typical errors from mother tongue to English writing skill

There are some typical errors that students tend to make when they are influenced by their mother tongue at the time of writing in the L2 (English). It is important to highlight that as English students are in the process of learning, they make many errors. For example, in high school, the majority of learners are in that process and make those errors unconsciously since they are beginning to familiarize with the Language. According to Dam (2012), some typical errors that students make in areas such as article, gender, number, personal pronoun, adjectives, prepositions, possessive, question formation, negation, verb tense, passive voice, word order, and false cognate exist. For this author, all these typical errors are considered interlingual errors (p.283). Of course, all these common errors mention above, will be described below.

2.8.2.1 Article

In this common error, students tend to use their mother tongue structure. For instance:

1. I will read my English book and the yours also. (leeré mi libro de inglés y el tuyo también.)

In this sentence, errors occur in English because in Spanish, the article is used with possessive pronoun. However, in English is different because in this case, possessive pronoun does not need articles.

The correct sentence in English is: I will read my English book and yours also. As it can be seen, the meaning both in English and Spanish is the same but written in different ways.

Another error is the use of “a” article. For example:

2. Our uncle is doctor. (Nuestro tío es doctor.)

Nevertheless, In Spanish, we do not need the article, nonetheless in English, we need it because it is part of its rules. Therefore, the correct sentence in English is our uncle is a doctor.

2.8.2.2 Gender

In this area, when writing in Spanish, grammatical gender is assigned to nouns such as moon, which is feminine. Example of this:

What bright moon! Look at her! To mean ¡Que luna más brillante! ¡Mírala!

Nevertheless, in English this expression is not correct to write in that way since the correct use of gender is what bright moon! Look at it!

2.8.2.3 Number

In this area, there is an example of this:

We love hers news friends. To mean: Nosotros amamos a sus nuevos amigos.

In Spanish, the plural marker applies not only to noun but also to articles and adjectives. However, in English written skill, it is not correct since there is a form to write this sentence, as we love her new friends.

Another example is; I owe him two hundreds dollar. In Spanish means: Yo le debo doscientos dolares.

In this example, it is an error to add the s to the word hundred in English. The correct sentence is; I owe him two hundred dollars.

2.8.2.4 Personal pronoun

Another common error is in the use of personal pronoun. Learners omit the personal pronoun subject in English because in their mother tongue, which is Spanish, they tend to write in that way. For instance:

Alberto is not from Mexico. Is from Cuba.

This is an Error in English written by their mother tongue Spanish because in English the personal pronoun must be added to make reference to whom is mentioned.

Alberto is not from Mexico. He is from Cuba.

2.8.2.5 Adjectives

In this type of error, the noun is not mentioned again because in Spanish the noun is not needed. Example:

He found two shirts of different colors and bought the blue. _____

However, in English, although the noun is not needed again; but an adjective is used in place of a noun to refer to the previous noun (shirts) as in the same sentence written different. For instance;

He found two shirts of different colors and bough the blue one

2.8.2.6 Preposition

In this area, students commit errors in English written because in their mother tongue (Spanish), prepositions are used at the beginning of a sentence. To illustrate this; for what did they come?

However, in English, we know that prepositions are placed at the end of a question for example: What did they come for? If this question were translated word for word, it would mean. Que ellos vinieron para? But it is not translated word for word because it says: ¿Para qué vinieron ellos?

2.8.2.7 Possessive

Example of this type of error in English written:

Lisa washes the hair twice a week.

As you can see in Spanish, the article is used as definite article. Nevertheless, in English, the possessive adjective is used in place of an article. Example: Lisa washes her hair twice a week.

2.8.2.8 Question formation

This is another typical error in English due to the mother tongue interference.

1. Has seen Mary the movie?

In English, this question is not correct, since the rules to form a yes/no question is to write first the auxiliary, the subject and the main verb as the following;

Has Mary seen the movie?

Next example is in indirect question formation.

2. Can you tell me where is the classroom? (¿Puedes decirme donde está el baño?)

In this example, when introducing a phrase at the beginning to make a question, learners first add the verb to be (is) instead of placing the subject. However, in the English rule, the subject is placed after the verb. For instance,

Can you tell me where the classroom is?

2.8.2.9 Negation (simple past)

To make a negative sentence in Spanish, there is not equivalent for the auxiliaries “do not, does not and did not” (Dam, 2012). For this reason, learners make errors in English, because they think in their mother tongue (Spanish). Example of two sentences.

1. Roberto not found his book. (Incorrect)
2. Roberto did not find his book. (Correct).

2.8.2.10 Verb tense

This is one the many errors that students commit at the time of writing in English. In Spanish, the simple present is often used for a future action. However, in English has its own form to write about future. Example of the two sentences:

1. We see each other tomorrow. (Incorrect)
2. We will see each other tomorrow. (Correct)

2.8.2.11 Passive Voice

This is another typical error that student make with the use of passive voice. Examples of the two sentences in Spanish and in English.

1. Spanish speaks itself here. (Español se habla aqui) incorrect construction sentence.
2. Spanish is spoken here. (aqui se habla español) Correct construction sentence.

In this kind of error, Nicaraguan people, use active voice in English as in Spanish but on the second language, passive voice is used.

2.8.2.12 Word order

In this case, learners commit errors when ordering words English. For instance,

1. Arrive late the teacher this morning. (Incorrect sentence)
2. The teacher arrived late this morning. (Correct)

This type of error is due to the influence of mother tongue. It can be seen in the first sentence that is like in Spanish “llegó tarde el professor esta mañana”. In English to form a basic sentence, first, it is the subject, the verb and object as it is illustrated in the second sentence above.

2.8.2.13 False cognates

This is another problem that students have due to the influence of their mother tongue. The article “False cognates “says that cognates are words that share the same Latin and Greek root in Spanish and in English” (2015, p.1). This means that Spanish vocabulary corresponds with the Latin derived from the side of English Language. The authors Grandal, Diaz, Gingras and Harris (1981) warned, “Cognates can be both a blessing and a curse for teachers and learners of a second language. (para.42) in other words, when there are words that are shared in both of the language, they can be a blessing. However, when they seem cognates but they are not, it can be a curse. For instance, there are

some words similar in Spanish and English spelling but they do not share the same meaning. Thus, these words are called false cognates. In order to illustrate this, the following words are examples of false cognates.

Example 1:

Spanish word	false cognate in English	translation in Spanish of the false cognates
asistir	to assist	ayudar

In this example, learners make error when thinking that the verb to assist means asistir, when we know that it does not have anything to do with that meaning.

Example 2: Take me to a library; I need to buy some books.

This is a typical errors made by students. Of course, In English library mean “biblioteca” and not libreria as they think.

Example 3: Our instructor can write several idioms.

In this area, students translate their mother tongue vocabulary to English writing. They think that the word idioms means idiomas as in Spanish. Nevertheless, in English the correct word is Language.

Our instructor can write several languages. (means idiomas)

Example 4:

Spanish word	false friend	translation of Spanish to English
Balde	bald	calvo

In this example, learners may think that the word “bald” is balde when in English means calvo.

2.8.2.14 Wrong Collocation

Wrong collocation is another typical error that students tend to make due to the influence of mother tongue on second language in the writing skill. The following verbs are example of this error.

1. I am going to take a decision. To mean in Spanish “voy a tomar una decision”

In English, the correct verb to express the same is

2. I am going to make a decision. Voy a tomar una decisión.

Undoubtedly, learners are not conscious of the influence of their mother tongue in the English written. They will continue making errors that will affect them in their academic performance if they are not helped to solve this.

3. Methodological Design

3.1 Type of research

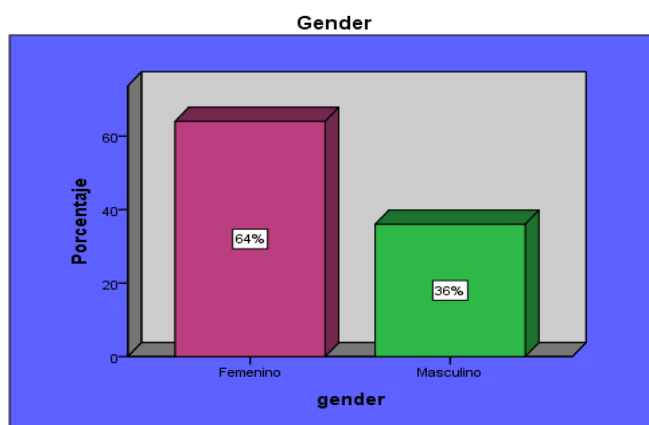
This study is descriptive and transverse with a qualitative approach. It is descriptive because the factors of the influence of Spanish on written English in students of tenth grade “A” were described, observed and, analyzed through the instruments such as questionnaire, class observation guide and written texts of students. It is transverse since the study was carried out in the second semester of the year 2019.

3.2 Study area

The present study was conducted at Miguel de Cervantes institute public high school in Managua, during the second semester of the year 2019 in the morning shift.

3.3 Universe

The population was 30 tenth grade students; 16 girls and 14 boys. In addition to this, a BA. Teacher who is in charge of that grade was part of the population. Moreover, the population of this research was decided by convenience in order to collect reliable information.



3.4 Data collection techniques

The techniques to collect data were three types of instruments such as, teacher's questionnaire, class observation and students' written texts.

3.4.1 Teacher's questionnaire

According to Vasudevan (2016) "A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents" (p.1). Therefore, the purpose of this questionnaire was to obtain useful information that help us to analyze the factors of the influence of Spanish in the English writing skill. The kind of questions were opened in order that the teacher can feel confident in answering the questions. The questionnaire has five questions.

3.4.2 Class Observation Guide

The journal article 'Observation Checklists' says, "An observation checklist is a set of questions that evaluate the performance and behavior of teachers and students in a classroom setting" (n.d).

The observation class was carried out in a period of two weeks; on November 11th and 18th of 2019. The main objective of this research is to analyze the teaching/ learning process related to writing that help us to gather information about the influence of Spanish in the learning of English specifically in the writing skill. The kind of instrument was a checklist. The class observation guide contained six statements.

3.4.3 Students' written texts

The purpose of these written texts was to identify the types of errors that students make on English writing skill due to the influence of their mother tongue (Spanish). In this assignment, the teacher asked the students to write about what they did on vacations or about their family. The students worked in pairs and in-groups of three or five.

3.5 Validation of the instruments

The experts who validated the instruments were the Ph.D. Alber Sánchez Alvarado, the MSc Estela Hernandez Cajina and the MSc Jaime Roberto Alemán from the English department of UNAN-Managua.

In the process of the validation of the instruments 'questionnaire for the teacher' and 'observation guide', the experts gave us feedback in order to make the necessary corrections to the questions. For this validation, the experts used a rubric that will be shown in the annexes so as the instruments. Besides, the rating given by the jury per item was calculated as an average to interpret the validation easier. The experts had the options to validate the items from 1 to 4.

3.6 Method of Analysis

The results and analysis of the information collected through instruments were organized through transcripts and a table, which are found in the section 'Result and data analysis' in this document, in order to represent the data in a discussion.

3.9 Result and Data Analysis

3.9.1 Discussion of Results

The results below refer to the three types of instruments applied during the process of this research such as teacher's questionnaire, students' written texts and class observation guide. The instruments were analyzed according to the research objectives. The outcomes are presented first, and then, the explanation is stated below.

3.9.1.1 Teacher' Questionnaire

Regarding the factors that the teacher considers are the causes of the students' errors in their written, she states that the Spanish language, and time in the Nicaraguan education system are the causes; she explains that the time dedicated to teach writing is very short due to the Nicaraguan education system. Nevertheless, during the observation, it was observed that thirty minutes are assigned to teach writing.

With regard to the types of mistakes that the teacher sees frequently in the students' writing. She affirms that these errors are misuse of articles in English, bad use of gender, omission of personal pronoun, bad use of adjectives, bad use of preposition, wrong order of question formation, and bad use of passive voice, bad construction of negative sentence in simple past and, literal translation. Nonetheless, in their written texts, just some typical errors were found such as wrong collocation, omission of subject, false cognates, omission of the article 'a', wrong use of the verb 'is' and misuse of the preposition 'in'.

Based on the teacher's answer on how she introduces, develops and concludes a lesson when she teaches writing, she uses examples and models. However, during the observation, the only strategy used by her was expository strategy, which means it focus on the product and not on the process of writing.

In relation to the type of feedback that she gives when she corrects students' errors in writing, she just corrects the errors and students observe the correction in order not to do it again. Based on the observation class, the teacher gives general feedback; she corrects the errors for all the students but does not give explanation. This is not enough because according to the authors Phye and Sanders (1994); Bangert-Drowns et al., (1991) and William (1997), Valerie (2007), the effective way to give feedback when teaching writing is through verification and elaboration feedback: Bugs/misconceptions and Response-contingent.

3.9.1.2 Results of the typical errors in the students' texts:

Comparing the results found concerning the author Dam (2012) with the present study, the author Dam affirmed that there are some common errors that students make due to the Spanish language such as article, gender, number, personal pronoun, adjectives, prepositions, possessives, question formation, negation, verb tense, passive voice, word order, and, false cognate. Nevertheless, in the written texts of students, just some typical errors were found, which are consistent with what the author said such as wrong collocation, omission of subject, false cognates, omission of the article "a", and wrong verb. Besides, a new common error was discovered during the analysis of the texts, as wrong use of the preposition 'in' that in the study of the author Dam is not found.

Common Errors	Spanish influence in English writing
1. Wrong collocation	1 My friend and I <u>took</u> decision to pass a good day. 3 My friend and I <u>took</u> the decision to go out to the beach. 5 My friend and I <u>took</u> the decision to pass a good day.

2. Omission of subject	<p>1 _ went to dance at party.</p> <p>2 _spent a nice evening.</p> <p>3 when _were about to leave</p> <p>4 _ ate Nacatamal and drank cacao</p> <p>7 _ is curly hair</p> <p>9 _is curly hair</p>
3. False cognates	<p>1 My friend and I took decision to <u>pass</u> a good day.</p> <p>3 we went to bathe and <u>pass</u> it super.</p> <p>8 My older brother <u>tube</u> a son who is now part of the family</p>
4. Omission of the article "a"	<p>6 My mother is housewife. My sister is _cashier and my second sister is _cosmetics selling. My younger sister is student. I am _student.</p> <p>7 my mom is _housewife and may sister is_ baker</p> <p>9 my mother is _housewife. is _curly hair.</p>
5. Wrong verb	<p>9 <u>is</u> curly hair</p>
6. Wrong use of the preposition "in"	<p>6 She is student <u>in</u> the Miguel de Cervantes school.</p> <p>6 I am student <u>in</u> the Miguel de Cervantes school.</p>

As in the chart can be seen, there are many errors coming from Spanish to English writing done by the tenth grade students. They make wrong use of collocation because they write the verb took as in Spanish instead of using the verb made. Besides, they omit the subject 'he', 'she' and 'we' several times. Moreover, in the case of false cognates, they confuse the verb 'spend' with 'pass' and the verb 'tube with had'. Moreover, the students make wrong use of the verb 'is' with 'have' as in Spanish. Apart from this, they omit the article 'a'.

Finally, in the chart can be seen that a new typical error was found in their written texts such as wrong use of the preposition 'in'. All in all, their English texts show interference from Spanish to English.

3.8.1.3 Analysis of the observation class

Through the two class observations, it was determined that the teacher is not conscious that the Spanish language influences on English writing because she only corrects the mistakes done by the students. However, she does not realize that their errors come from the mother tongue. When she corrects the students' errors in their texts, she does not explain them the type of mistake that they make nor does she tell them the origin of those mistakes. On the other hand, it was also observed that students are not even aware that Spanish influences when they write in English because they are not familiar with the terms types of mistakes as wrong collocation, wrong order of sentence among others. The evidence is in their written texts; they make many mistakes.

In conclusion, the results of the analysis of the instruments yield that the cause of the errors in the students' written texts is the Spanish language (L1). In addition, the teacher and the students are not aware of the influence of mother tongue on English writing.

4. Conclusion

The aim of this study was to analyze the influence of students' L1, Spanish, into students' L2, English in their writing. For this study, a qualitative approach was used which consisted in the application of instruments such as teacher's questionnaire, class observation guide and the use of written sample of students. Once these instruments were analyzed, it is possible to affirm that the research objectives were achieved because of the following conclusions:

First, the cause of the students' errors in their texts is their first language. Patterns of Spanish are present in the English writing of students. Among the most common Spanish patterns transferred into the writing English are wrong collocation, omission of subject, false cognates, omission of the article "a", and wrong verb. Besides, a new common error was discovered during the analysis of the texts as wrong use of the preposition "in".

Second, English writing is taught through the expository strategy, focused on the product and not on the process of writing. This may not help learners internalize the patterns of English writing and the language itself because the students need to plan and organize their ideas and that their written texts can be revised by the teacher to get a good feedback and improve their writings.

Third, students and teachers alike do not seem to be aware of the L1 influence on their own learning of English because when the teacher corrects the mistakes from students' writing, she does not realize that the errors made by them are caused due to the influence of the native language.

The problem of the L1 interference in L2 learning had been widely studied and our research confirms that the problem still persists. More studies on how to solve it are urgently needed.

4.1 Recommendations

Based on the results obtained in this research, the following recommendations in order to reduce the influence of the mother tongue (Spanish) into the English writing skill are:

1. The Ministry of Education should include two periods of class that is 90 minutes per week to the teaching writing skill since writing requires time to perform a good class.
2. The teacher should give feedback to the students by correcting the errors in their writing and explaining them the origin of those errors in order that students can be aware of the types of errors they make. For instance, if they use 'take' instead of using 'make', the teacher should explain that this type of error is wrong collocation and that comes from the mother tongue (Spanish) which is termed interlingual error so that they do not commit the same error again.
3. The teacher should use the strategies pre writing, writing, revising and proofreading when teaching writing so that students can have a good writing.
4. The teacher should raise student's awareness on how the L1 influences in their production on L2 and the differences between their L1 and English.
5. The teacher should always assign students writing task at home.
6. Teacher should encourage students to write in class and in their house, practicing writing about topics that they like, such as sports, hobbies, and favorites things.

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ANNEXES

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA

UNAN-MANAGUA

Education and Language Faculty

English department



Research Topic:

Analysis of the influence of Spanish in the learning of English related to the writing Skill in students of tenth grade “A”, at Miguel de Cervantes Institute, in Managua, during the second semester of the year 2019, in the morning shift

Validation of the questionnaire to the teacher

Authors:

Ruth Esther Álvarez Roa.

Hazell Yahoska Altamirano Catin.

Expert Judgment

You have been selected to evaluate the instrument 'questionnaire' which is part of the research "Analysis of the influence of Spanish in the learning of English related to the writing Skill in students of tenth grade "A", at Miguel de Cervantes Institute, in Managua, during the second semester of the year 2019.

The evaluation of the instruments is of great relevance to affirm that they are valid and that result obtained from them are used efficiently.

NAMES AND SURNAMES OF THE JUDGE

ACADEMIC BACKGROUND

AREAS OF PROFESSIONAL EXPERIENCE

TIME

CURRENT POSITION

INSTITUTION

Research objective

The main objective of this research is to analyze the influence of Spanish in the learning of English related to the writing skill in students of tenth grade A.

Objective of the expert judgment:

To validate the content of the questionnaire for the teacher.

Objective of the observation

To analyze the factors of the influence of Spanish in the English writing skill.

According to the following indicators, rate each of the item as appropriate:

CATEGORY	QUALIFICATION	INDICADOR
COHERENCE The item is logically related to the dimension or indicator you are measuring.	1. Does not meet the criteria 2. Low level 3. Moderate level 4. High level	1. The item has no logical relation to the dimension 2. The item has a tangential relationship with the dimension. 3. The item has a moderate relationship with the dimension it is measuring. 4. The item is completely related to the dimension you are measuring.
CLARITY Extent to which the item is written in a clear and precise manner facilitating its comprehension by the subjects surveyed.	1. Does not meet the criteria 2. Low level 3. Moderate level 4. High level	1. Item is not clear. 2. The item requires quite a few modifications or a very large modification in the use of words according to their meaning or by their order.

		<p>3. A very specific modification of some of the terms of the item is required.</p> <p>4. The item is clear, has semantics and adequate syntax.</p>
<p>RELEVANCE</p> <p>The importance that the item has with respect to the contribution that it can provide for a better understanding of the characteristic or situation measured.</p>	<p>1. Does not meet the criteria</p> <p>2. Low level</p> <p>3. Moderate level</p> <p>4. High level</p>	<p>1. Does not meet the criterion.</p> <p>2. The item can be deleted without affecting the dimension deleted without affecting the dimension measurement.</p> <p>3. The item has some relevance, but another item may be including what it measures.</p> <p>4. The item is essential or important, i.e. it must be included.</p>
<p>SUFICIENCY</p> <p>Items belonging to the same dimension are sufficient to obtain the measurement of this dimension</p>	<p>1. Does not meet the criteria</p> <p>2. Low level</p> <p>3. Moderate level</p> <p>4. High level</p>	<p>1. The items are not sufficient to measure the dimension.</p> <p>2. Items measure some aspect of the dimension but do not correspond to the overall dimension.</p> <p>3. Some items must be increased in order to fully assess the dimension.</p> <p>4. Items are sufficient.</p>

<p>T Y P E O F E R R O R S</p>	<p>Khresheh (2010); Touchie (1986); Allen and Corder(1974); Phap Dam (2012)</p>	<p>Type of errors</p>	<p>2. Which of the following errors do you frequently see in the students' writing skill? Please explain the errors that you checked.</p>				
	<p>Time4Learning (2019); Harmer (2004)</p>	<p>Strategies</p>	<p>3. How do you introduce, develop and conclude a lesson when you teach writing?</p>				
<p>S T R A T</p>	<p>Harmer (2004).</p>	<p>Assignments</p>	<p>4. What kind of writing assignments do you assign as homework?</p>				

E G I E S O F W R I T I N G	Time4Learning, 2019).	Correction of errors	5. How do you provide feedback when your students make errors in writing?				
	Phye and sanders (1994); Bangert-Drowns et al., (1991); William (1997) Valerie (2007); Hattie (2013).		Comment/Alternate Formulation				

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UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA

UNAN-MANAGUA

Education and Language Faculty

English department

Teacher's questionnaire

Instrument 1

Dear teacher Ivette Álvarez, we ask your contribution to answer the following questions that will help us to gather information about the present research in order to find a solution to it. Thank you very much in advance for your help.

Topic:

Analysis of the influence of Spanish in the learning of English related to the writing Skill in students of tenth grade "A", at Miguel de Cervantes Institute, in Managua, during the second semester of the year 2019.

The main objective of this research is to analyze the influence of Spanish in the learning of English related to the writing skill in students of tenth grade A.

1. Which of the following factors in your opinion cause the influence of the mother tongue on the second language in the writing skill? Check the factors that you consider and explain why.

Factors	<input checked="" type="checkbox"/>	Explanation
Students' first language	<input type="checkbox"/>	
Teaching process (lack of strategies or resources to teach)	<input type="checkbox"/>	
Learning Process	<input type="checkbox"/>	

2. Which of the following errors do you frequently see in the students' writing skill? Please explain the errors that you checked.

Errors	✓	Explanation or description
Incomplete application of the rules in a sentence		
Misuse of articles in English		
Bad use of gender		
Omission of personal pronoun (she , he, we among others)		
Bad use of adjectives		
Bad use of preposition		
Wrong order of question formation		
Bad use of passive voice		
Bad construction of negative sentence in simple past		
Literal Translation		

Errors in the use of false cognates		
Wrong use of collocations		
Confusion of simple present with future.		
Bad use of verbs (confusion of the irregular verbs into regular)		

3. How do you introduce, develop and conclude a lesson when you teach writing?

4. What kind of writing assignments do you assign as homework?

5. How do you provide feedback when your students make errors in writing?

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA

UNAN-MANAGUA

Education and Language Faculty

English department



Research Topic:

Analysis of the influence of Spanish in the learning of English related to the writing Skill in students of tenth grade “A”, at Miguel de Cervantes Institute, in Managua, during the second semester of the year 2019, in the morning shift

Validation of the observation guide to the teacher and students

Authors:

Ruth Esther Alvarez Roa.

Hazell Yahoska Altamirano Catin.

Expert Judgment

You have been selected to evaluate the instrument 'observation guide' which is part of the research "Analysis of the influence of Spanish in the learning of English related to the writing Skill in students of tenth grade "A", at Miguel de Cervantes Institute, in Managua, during the second semester of the year 2019.

The evaluation of the instruments is of great relevance to affirm that they are valid and that result obtained from them are used efficiently.

NAMES AND SURNAMES OF THE JUDGE

ACADEMIC BACKGROUND

AREAS OF PROFESSIONAL EXPERIENCE

TIME

CURRENT POSITION

INSTITUTION

Research objective

The main objective of this research is to analyze the influence of Spanish in the learning of English related to the writing skill in students of tenth grade A.

Objective of the expert judgment:

To validate the content of the observation guide in the classroom

Objective of the observation

To analyze the factors of the influence of Spanish on the English of writing skill.

According to the following indicators, rate each of the item as appropriate:

CATEGORY	QUALIFICATION	INDICADOR
COHERENCE The item is logically related to the dimension or indicator you are measuring.	1. Does not meet the criteria 2. Low level 3. Moderate level 4. High level	1. The item has no logical relation to the dimension 2. The item has a tangential relationship with the dimension. 3. The item has a moderate relationship with the dimension it is measuring. 4. The item is completely related to the dimension you are measuring.
CLARITY Extent to which the item is written in a clear and precise manner facilitating its comprehension by the subjects surveyed.	1. Does not meet the criteria 2. Low level 3. Moderate level 4. High level	1. Item is not clear. 2. The item requires quite a few modifications or a very large modification in the use of words according to their meaning or by their order.

		<p>3. A very specific modification of some of the terms of the item is required.</p> <p>4. The item is clear, has semantics and adequate syntax.</p>
<p>RELEVANCE</p> <p>The importance that the item has with respect to the contribution that it can provide for a better understanding of the characteristic or situation measured.</p>	<p>1. Does not meet the criteria</p> <p>2. Low level</p> <p>3. Moderate level</p> <p>4. High level</p>	<p>1. Does not meet the criterion.</p> <p>2. The item can be deleted without affecting the dimension deleted without affecting the dimension measurement.</p> <p>3. The item has some relevance, but another item may be including what it measures.</p> <p>4. The item is essential or important, i.e. it must be included.</p>
<p>SUFICIENCY</p> <p>Items belonging to the same dimension are sufficient to obtain the measurement of this dimension</p>	<p>1. Does not meet the criteria</p> <p>2. Low level</p> <p>3. Moderate level</p> <p>4. High level</p>	<p>1. The items are not sufficient to measure the dimension.</p> <p>2. Items measure some aspect of the dimension but do not correspond to the overall dimension.</p> <p>3. Some items must be increased in order to fully assess the dimension.</p> <p>4. Items are sufficient.</p>

Dimension	Sources	Descriptions	Items	Coherence (from 1 to 4)	Clarity (from 1 to 4)	Relevance (from 1 to 4)	Sufficiency (from 1 to 4)
TEACHING STRATEGIES	Time4Learning (2019).	Strategies	1.The Teacher Uses the strategies prewriting Writing Revising Proofreading when she teaches writing.				
	Harmer (2004); Jozsef (2011)	Instruction of assignments	2.The teacher gives clear instructions and examples for assigning writing tasks to the students.				
	Time4Learning (2019) Phye and sanders (1994);	Provides a general elaborated feedback.	3.The teacher corrects the students' mistakes in the writing				
TYPE							

O F E R R O R S	<p>Bangert-Drowns et al., (1991); William (1997)</p> <p>Valerie (2007).</p>	<p>Provides a specific elaborated feedback</p> <p>Provides verification and elaboration feedback:</p> <p>Bugs/misconceptions</p>	<p>skill as the following:</p>				
	<p>Time4Learning (2009)</p>	<p>Instructions and examples</p>	<p>4. The students understand the instructions and examples from the teacher</p>				
	<p>Khresheh (2010); Touchie (1986); Allen and Corder(1974) ;</p>	<p>Errors in English writing</p>	<p>5.The students make many errors in English writing.</p>				

	Phap Dam (2012)						
W R I T I N G	Time4Learning (2019)	Writing strategies	6. use the strategies: Prewriting Writing Revising Proofreading to write in English.				
			Comment/Alternate Formulation				

References:

Cabrera Solano, P. A., Gonzalez Torres, P. F., Ochoa Cueva, C. A., Quinonez Beltran, A. L., Castillo Cuesta, L. M., Solano Jaramillo, L. M. & Arias Cordova, M. O. (2014). Spanish Interference in EFL Writing Skills: A Case of Ecuadorian Senior High Schools. *English Language Teaching*, 7(7), 40-48.

Dam, P. T. (2012). Mother-tongue interference in Spanish-speaking English language learners' interlanguage. *English Language Learners in 21st Century Classrooms: Challenges and Expectations*.

Sari, E. M. P. (2016). Interlingual errors and intralingual errors found in narrative text written by EFL students in lampung. *Jurnal Penelitian Humaniora*, 17(2), 87-95.

Shute, V. J. (2008). Focus on formative feedback. *Review of educational research*, 78(1), 153-189.

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UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA

UNAN MANAGUA

Observation Guide

Instrument 2

TOPIC: Analysis of the influence of Spanish in the learning of English related to the writing Skill in students of tenth grade “A”, at Miguel de Cervantes Institute, in Managua, during the second semester of the year 2019.

The main objective of this research is to analyze the influence of Spanish in the learning of English related to the writing skill in the tenth grade students.

Teacher’s Name: Ivette Álvarez.

Date: _____.

Grade: Tenth grade A.

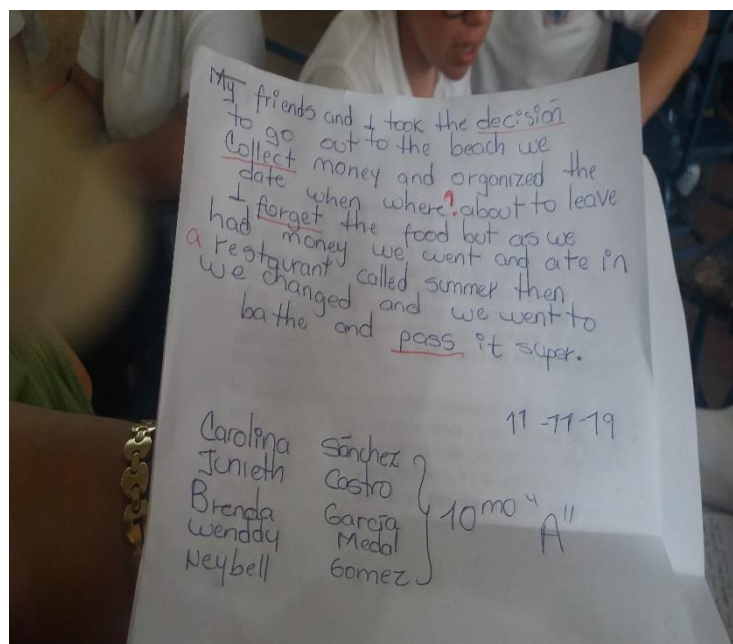
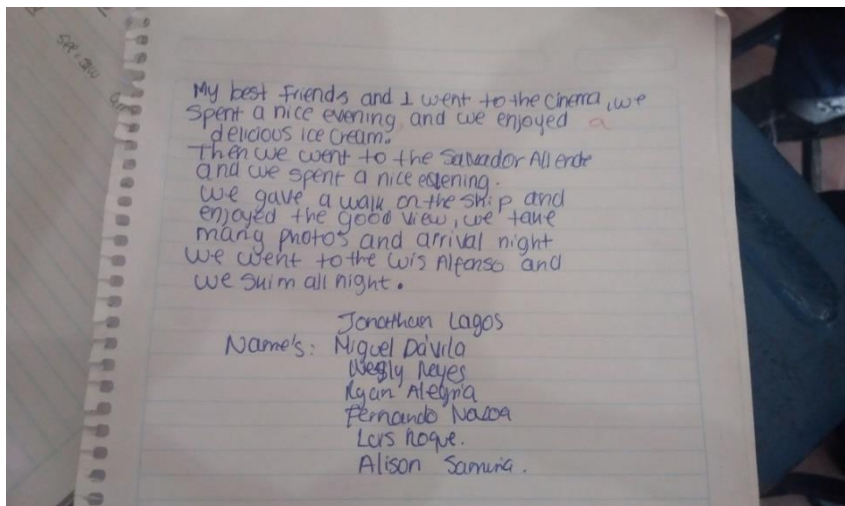
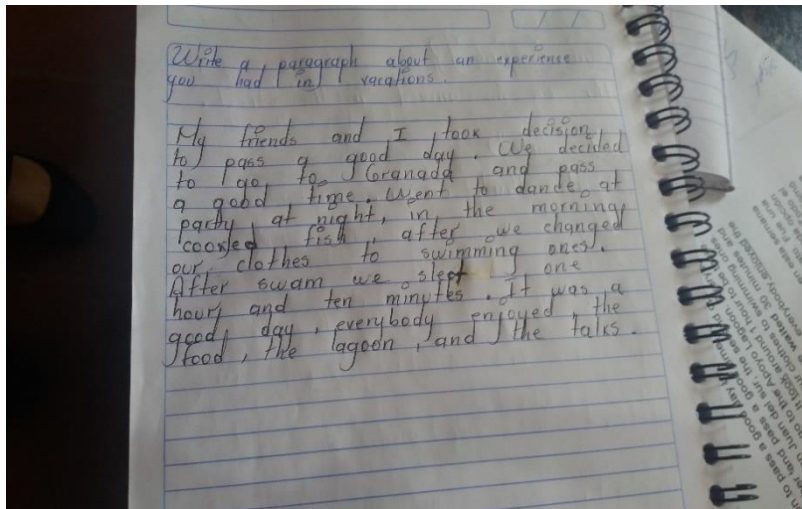
Yes/ No

The Teacher ...	Yes	No	Comments
1. Uses the strategies:			
Prewriting	_____	_____	
Writing	_____	_____	
Revising	_____	_____	
Proofreading when she teaches writing.	_____	_____	

<p>2. Gives clear instructions and examples for assigning writing tasks to the students</p>	<p>_____</p>	<p>_____</p>	
<p>3. Corrects the students' mistakes in the writing skill as the following:</p> <p>Provides a general elaborated feedback.</p> <p>Provides a specific elaborated feedback</p> <p>Provides verification and elaboration feedback:</p> <p>Bugs/misconceptions</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	

The student...	Yes	No	Comments
4. understands the instructions and examples from the teacher	_____	_____	
5. makes many errors in English writing	_____	_____	
6. uses the strategies: Prewriting Writing Revising Proofreading to write in English.	_____ _____ _____ _____	_____ _____ _____ _____	

Paragraphs



My Friends and I won tickets and went to Catarinas
 ate Nacatamal and didn't drink Co Cao, we
 decided go to the shopped, at the market and then
 rooked dinner the stick

my friend and I took the decision to pass
 a good day we decided to go the
 Granada and pass a good time when to
 danced a party at night. In de morning of the next day
 Wcooked fish a afthe we changed
 our clothes to swimming ones. after swan
 spiet one hour and the
 minutes it was a good day, every body
 entered the Food the logón, and the talks.

Claudia Danisee Torrez Olvera

To: A

12-11-2019.

Name: Terry Mayorga 10^{mo} "A" 12-11-19
 My Family member
 My Family is a big family with six people.
 My mother is a housewife, she is fifty-one years
 old. My Father is an electronic, he is seventy-four
 years old. My sister is a cashier, she is
 twenty-one years old. My second sister is a
 cosmetics selling, she is twenty-six years old.
 My younger sister is a student in the Miguel
 de Cervante school, she is fourteen years old.
 I am student in the miguel de cervante school,
 I am sixteen years old.

My Family is great person
 My Mom is with and a House wife and I she is
 forty four years old she has curly hair
 My brother is small and twenty five
 years old and my sister is a Baker
 she my mother is but is with and
 has black

Name: Clon jesus Salis Laguna 10^{mo} A
 Date: 08-10-2017 Very Good!
 Teacher: Luis Lozama

My family member.

my family is composed of my
 father and my two brothers and I
 had my mother fallen about five
 months ago. my father works in banking
 my two two brothers just work my
 older tube a son who is now part
 of the family with my sister in
 law an now let's go a long to my
 dad my siblings and I

Ingrid dragon 10^{mo} A

My Family is a family of four people.
 My Family is four person
 my mom is a House wife and she's forty four
 years old she has curly hair -
 my brother is small and He's twenty five
 years old and my sister is a Baker
 she has two sons one boy and one
 girl. my Nephew is beautiful is curly
 hair and He's a little brat.

Evidence of instruments' validation

Expert Judgment

You have been selected to evaluate the instrument/questionnaire which is part of the research 'Analysis of the influence of Spanish in the learning of English related to the writing skill in students of tenth grade 'E', at Miguel de Cervantes Institute from Managua, during the second semester of the year 2019.

The evaluation of the instruments is of great relevance to affirm that they are valid and that result obtained from them are used efficiently.

NAMES AND SURNAMING OF THE JUDGE
Alice Sanchez Alvarez

ACADEMIC BACKGROUND
Ph.D. in Foreign Languages / UNAN / LEONARDO

AREAS OF PROFESSIONAL EXPERIENCE
English Teaching

TIME
12 years

CURRENT POSITION
Head of English Dept

INSTITUTION
UNAN-MIG

Dimension	Sources	Descriptions	Items	Coherence (from 1 to 4)	Clarity (from 1 to 4)	Relevance (from 1 to 4)	Sufficiency (from 1 to 4)
A U T H O R I T Y	Lozano (2011), Dede (2017), Rasco in Spanish (Interference in EFL Writing Skills, 2014).	Students' First language	Which of these factors do you consider that cause the influence of the mother tongue on the second language in the writing skill?	4	4	4	3
	Time Learning (2019)	Teaching (Lack of strategies)	Learning process				
T Y P E	Phap Dam (2012)	Errors in writing	Do your students make a lot of errors in their writing?	4	3	2	2
	Khreshah (2010), Touchie (1995), Allen and Corbett (1974), Phap Dam (2012)	Type of errors	Do these errors you frequently see in the students' writing?	4	2	2	3

Dimension	Sources	Descriptions	Items	Coherence (from 1 to 4)	Clarity (from 1 to 4)	Relevance (from 1 to 4)	Sufficiency (from 1 to 4)
S T R A T E G I E S	Time Learning (2019), Harmer (2004)	Strategies	What are the strategies you use when you teach writing?	4	3	3	3
	Harmer (2004)	Assignments	Do you assign homework assignments? If yes, explain what kind of work you assign.	3	2	3	3
	Time Learning (2019)	Correction errors	Do you pay attention to correct errors in writing tasks? If yes or not?	3	2	3	3

do you correct the ... correcting errors in writing!

W
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G

explain why or why not?

Comments/Items Formulation

Which of the following factors, do you consider, cause the use of the mother tongue in the target language in students' writing?

Which of the above factors/patterns/errors...

References:

Colbert-Sabido, P. A., Bonilla-Torres, P. E., Ochoa-Guerra, C. A., Quiroz-Beltrán, A. I., Castellanos, L. M., Solari-Jaramila, L. M., ... & Ximenes-Castillo, M. O. (2014). Spanish Interference in EFL Writing Skills: A Case of Ecuadorian Senior High Schools. *English Language Teaching*, 7(7), 42-48.

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Dem, P. T. (2012). Mother tongue interference in Spanish speaking English language learners' Interlanguage. *English Language Learners in 21st Century Classrooms: Challenges and Expectations*.

Seri, M. P. (2016). Interlingual errors and intralingual errors found in narrative text written by EFL students in Lampung Junior High School. *Humaniora*, 17(2), 67-68.

Dimension	Sources	Descriptions	Items	Coherence (from 1 to 4)	Clarity (from 1 to 4)	Relevance (from 1 to 4)	Sufficiency (from 1 to 4)
T E A C H I N G	Time Learning (2019)	Strategies	What strategies does the teacher use when she teaches writing in the English class?	4	4	4	4
	Harmer (2004); Jansel (2011)	Instruction of assignments	Does the teacher give clear instructions and examples for assigning writing tasks to the students?	4	4	4	4
	Time Learning (2019)	Instructions and examples	Do the students understand the instructions and examples	4	4	4	4

Dimension	Sources	Descriptions	Items	Coherence (from 1 to 4)	Clarity (from 1 to 4)	Relevance (from 1 to 4)	Sufficiency (from 1 to 4)
T Y P E	Time Learning (2019)	Correction of students errors	Does the teacher correct the students' mistakes in the writing skill? How?	4	4	4	4
	Khreshah (2010); Touchie (1995); Allen and Corbett (1974)	Errors in English writing	Do the students make many errors in English writing?				
W R I T I N G	Phap Dam (2012)						
	Time Learning (2019)	Writing strategies	What strategies do the students use for writing in English?	4	4	4	4

Comments/Items Formulation

Multiple choice
 Single choice / no questions

Expert Judgment

You have been selected to evaluate the instrument 'questionnaire' which is part of the research 'Analysis of the influence of Spanish in the learning of English related to the writing Skill in students of tenth grade 'E', at Miguel de Cervantes Institute from Managua, during the second semester of the year 2019.

The evaluation of the instruments is of great relevance to affirm that they are valid and that result obtained from them are used efficiently.

NAMES AND SURNAMES OF THE JUDGE

Jaime Roberto Aleman

ACADEMIC BACKGROUND

AREAS OF PROFESSIONAL EXPERIENCE

Research

TIME

Full-time

CURRENT POSITION

Teacher

INSTITUTION

UMIPI-Managua

Dimension	Sources	descriptions	Items	Coherence from 1 to 4	Clarity from 1 to 4	Relevance from 1 to 4	Sufficiency from 1 to 4
C A U S E S	Lopez (2011), Dadebert (2017) (As cited in Spanish)	Students first language	Which of these factors do you consider that cause the influence of the mother tongue on the second language in the writing process?				
	Interference in EFL Writing Skills (2014), (Time4 Learning, 2019)	Teaching (Lack of strategies) Learning process		3	3	3	3
T Y P E	Phap Dam (2012)	Errors in writing	Do your students make a lot of errors in their writing?	2	3	1	2
	Khoshdel (2010), Topper (1996), Allen and Condon (1974), Phap Dam (2012)	Types of errors	What of these errors you frequently see in the students' writing?	4	4	3	4

R R O R S			skill? Please explain the errors that you checked.				
S T R A T E G I E S	(Time4 Learning, 2019), Harmer (2004)	Strategies	What are the strategies you use when you teach writing?	3	3	2	3
	Harmer (2004)	Assignments	Do you assign homework in writing? If yes or not, explain what kind of work and why.	4	4	3	4
	Time4 Learning, 2019)	Correction of errors	Do you pay attention to correct errors in writing task? If yes or not	1	2	2	2

Dimension	Sources	Descriptions	Items	Coherence (from 1 to 4)	Clarity (from 1 to 4)	Relevance (from 1 to 4)	Sufficiency (from 1 to 4)
T E A C H I N G	Time4 Learning (2019)	Strategies	What strategies does the teacher use when she teaches writing in the English class?	3	2	4	3
	Harmer (2004), Jozsef (2011)	Instruction of assignments	Does the teacher give clear instructions and examples for assigning writing tasks to the students?	3	3	3	4
S T R A T E G I E S	Time4 Learning (2019)	Instructions and examples	Do the students understand the instructions and examples	2	4	3	3

T Y P E	Time4 Learning (2019)	Correction of students errors	Does the teacher correct the students' mistakes in the writing task? How?				
D I F F E R E N C E S	Khoshdel (2010)	Do the students make many errors in English writing?		4	2	3	4
	Teuche (1988), Allen and Condon (1974)	Errors in English writing	Do the students make many errors in English writing?	3	3	4	3
W R I T I N G	Phap Dam (2012)	Errors in writing	Do your students make a lot of errors in their writing?				
	Time4 Learning (2019)	Writing strategies	What strategies do the students use to write in English? Concretely/strate Formulation	3	4	3	3

Permission Letter



UNIVERSIDAD
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NICARAGUA,
MANAGUA
UNAN - MANAGUA

Managua, 04 de octubre de 2019

Licenciada
Brenda José Campos
Director General
Instituto Nacional Miguel de Cervantes
Su despacho

Estimada Licenciada Campos, reciba fraternos saludos de mi parte y del director del Departamento de Inglés de la Facultad de Educación e Idiomas de la UNAN – Managua.

Me dirijo a usted, muy cordialmente para solicitarle su colaboración a fin de que nuestros estudiantes de la carrera de Inglés puedan realizar su trabajo de investigación correspondiente a la asignatura **Seminario de Graduación**. Los nombres de los estudiantes son:

- Ruth Esther Álvarez Roa, carne # 14011132
- Hazel Altamirano Catín, carne# 14010990

Sin otro particular, me despido deseándole éxitos en sus funciones.

Fraternalmente,

Dr. Alber Francisco Sánchez Alvarado
Director Departamento de Inglés
UNAN – Managua
Cel. 84842721



Francisco José Sánchez Quintero
Docente de Inglés
Cel. 89057114

Cc: Coordinador de Área

Rebulo B
27/10/2019
1:15 pm
Prof. Jaime Cebalero
Prof. Yadira Cisneros
atender a la pme
198/10/2019