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Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

**Common errors in blog writing among bachillerato students at a public
institution in Loja, school year 2023-2024**

**Errores comunes en la redacción de blogs en estudiantes de bachillerato de una
institución pública de Loja, curso 2023-2024**

**Trabajo de Integración Curricular,
previo a la obtención del título de
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Inglés.**

AUTOR:

Angel Israel Cuenca Macas

DIRECTOR:

M.Sc. Hover Ismael Conza Armijos,

Loja –Ecuador

2024

Certification

Loja, 22 de noviembre de 2024

M.Sc. Hover Ismael Conza Armijos

DIRECTOR DEL TRABAJO DE INTEGRACIÓN CURRICULAR

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Que he revisado y orientado todo el proceso de elaboración del Trabajo de Integración Curricular denominado: **Common errors in blog writing among bachillerato students at a public institution in Loja, school year 2023-2024** de la autoría del estudiante **Angel Israel Cuenca Macas**, con **cédula de identidad Nro 1150563573**, una vez que el trabajo cumple con todos los requisitos exigidos por la Universidad Nacional de Loja, para el efecto, autorizo la presentación del mismo para su respectiva sustentación y defensa.



M.Sc. Hover Ismael Conza Armijos

DIRECTOR DEL TRABAJO DE INTEGRACIÓN CURRICULAR

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Firma:

Cedula de identidad: 1150563573

Fecha: 22 de noviembre del 2024

Correo electrónico: angel.i.cuenca@unl.edu.ec

Teléfono: 0967681915

Authorization letter

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Firma:

Autor: Angel Israel Cuenca Macas

Cédula: 1150563573

Dirección: Loja – Vilcabamba

Correo electrónico: angel.i.cuenca@unl.edu.ec

Teléfono: 0967681915

DAROS COMPLEMENTARIOS:

Directora del Trabajo de Integración Curricular: M.Sc. Hover Ismael Conza Armijos

Dedication

This investigation is dedicated to my parents. My father, Fidel, who has guided me from heaven and been with me every step of the way. I also want to express my deep gratitude to my mother, Carmen, who has accompanied me during this journey, giving me all the support, patience, and love. Especially on the most challenging days, she is my principal motivation and the reason for not giving up. To my sister, Mishelle, for her unwavering support and for being my partner throughout my whole life. Finally, I dedicate this to my girlfriend, Sabrina, who has always believed in me even when I did not.

Angel Israel Cuenca Macas

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Angel Israel Cuenca Macas

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1. Title

Common Errors in Blog Writing Among Bachillerato Students at a Public Institution in Loja, School Year 2023-2024

Errores comunes en la redacción de blogs en estudiantes de bachillerato de una institución pública de Loja, curso 2023-2024.

2. Resumen

Este estudio investiga los errores comunes en la escritura de blogs entre estudiantes de segundo año de bachillerato en una institución pública de Loja, Ecuador, durante el año escolar 2023-2024. La investigación tiene como objetivo identificar, clasificar y determinar la frecuencia de los errores en blogs de los estudiantes. Empleando un diseño cuantitativo descriptivo, el estudio analizó un corpus de 80 blogs escritos por estudiantes de aproximadamente 16 años de edad. La recolección de datos involucró un método de papel y lápiz, donde los estudiantes escribieron sobre sus experiencias vacacionales en 80-100 palabras. El análisis de errores se realizó utilizando la taxonomía de James (1998), que categoriza los errores en cuatro tipos: omisión, adición, malformación y ordenamiento incorrecto. Se utilizó el software UAM Corpus Tool para la identificación y clasificación de errores. Los resultados revelaron que los errores de omisión fueron los más prevalentes (42,03%), seguidos de cerca por los errores de malformación (41,27%). Los errores de adición representaron el 13,24% del total, mientras que los errores de ordenamiento incorrecto fueron los menos comunes con un 3,45%. A nivel lingüístico, se encontró que los errores gramaticales (morfológicos) eran los más problemáticos, particularmente en las categorías de omisión y malformación. Estos hallazgos proporcionan conocimientos esenciales sobre los desafíos específicos que enfrentan los estudiantes ecuatorianos de inglés como lengua extranjera estos tipos de textos y tienen implicaciones para el desarrollo curricular y las estrategias de instrucción en la escritura en inglés como lengua extranjera.

Palabras clave: Escritura EFL, análisis de errores, escritura en blog, taxonomía de modificación de superficie.

Abstract

This study investigates common errors in blog writing among second-year bachillerato students at a public institution in Loja, Ecuador, during the 2023-2024 school year. The research aims to identify, classify, and determine the frequency of errors in students' blog posts. Employing a descriptive quantitative design, the study analyzed a corpus of 80 blog posts written by students of intermediate level. Data collection involved a paper-and-pencil method, where students wrote about their vacation experiences in 80-100 words. The error analysis was conducted using the surface modification taxonomy taxonomy, which categorizes errors into four types: omission, addition, misformation, and misordering. The UAM Corpus Tool software was utilized for error identification and classification. Results revealed that omission errors were the most prevalent (42.03%), followed closely by misformation errors (41.27%). Addition errors accounted for 13.24% of the total, while misordering errors were the least common at 3.45%. At the linguistic level, grammatical (morphological) errors were found to be the most problematic, particularly in the categories of omission and misformation. These findings provide essential understandings of the specific challenges faced by Ecuadorian EFL learners in this text genre and have implications for curriculum development and instructional strategies in EFL writing.

Keywords: EFL writing, error analysis, blog writing, surface modification taxonomy

3. Introduccion

Writing in English as a foreign language presents significant challenges for Ecuadorian students, particularly at the bachillerato level where proficiency expectations are higher. According to the English as a Foreign Language curriculum, students at this level should achieve a B1.1 proficiency (Ministerio de Educación, 2016). This includes the ability to produce various types of well-constructed informative texts, including emails and blog posts, describing personal experiences and feelings. However, the reality observed during teaching practicum reveals substantial difficulties in productive skills, especially in writing, with students struggling to meet these curricular objectives. Faced with this issue, there is a need to identify and analyze the most common errors in blog writing among high school students to better understand the specific challenges they face and develop more effective teaching strategies.

The importance of this study lies in its potential to bridge the gap between curricular expectations and the actual performance of Ecuadorian bachillerato students in English writing, particularly in digital formats like blogs. By identifying and analyzing common errors in blog writing, this research aims to provide valuable insights that can inform more effective teaching strategies and curriculum adjustments. The main research question guiding this study was: What are the most common errors in blog writing among second-year bachillerato students at a public institution in Loja during the 2023-2024 school year? To address this comprehensively, two sub-questions were formulated: 1) Which categories of errors are present in blog writing among these students? and 2) How frequently do these errors occur in students' blog writing? Answering these questions will not only contribute to the field of EFL education in Ecuador but also provide a foundation for developing targeted interventions to improve students' writing skills, ultimately enhancing their overall English written proficiency.

Previous research has explored error patterns in EFL writing across various contexts, providing significant observations into common challenges faced by learners. For instance, Sabtan & Elsayed (2019) found that grammatical errors were the most prevalent among Omani EFL students, while Fawaid et al. (2022) reported omission errors as the most frequent in their study of Indonesian students. In the Vietnamese context, Nguyen et al. (2021) identified the most frequently occurring error types in writing papers of sophomore students, encompassing grammar, punctuation, content, and vocabulary errors. Similarly, Qamariah et al. (2020) conducted a study in Saudi Arabia, identifying 11 categories of grammatical errors in essays written by EFL university female learners. However, these studies primarily focus on

university-level students or contexts significantly different from Ecuador. There is a notable gap in the literature regarding the specific challenges faced by Ecuadorian high school students in blog writing. This gap is particularly significant given Ecuador's unique linguistic and educational context, where Spanish is the predominant language and English is taught as a foreign language. Furthermore, while previous studies have examined various forms of writing, few have specifically addressed blog writing, which presents unique challenges due to its kind of literacy format and informal style.

This study offers significant benefits for the Ecuadorian educational sector, particularly for EFL instruction at the bachillerato level. By identifying and analyzing common errors in blog writing, the research provided significant observations that can inform curriculum development, teaching methodologies, and the creation of targeted instructional materials. For teachers, understanding the most prevalent error types can guide the development of more effective intervention strategies and assessment practices.

Students can use common writing difficulties as opportunities for growth and ultimately improve their self-assessment and overall written communication skills. The scope of this research is limited to second-year bachillerato students at a single public institution in Loja, focusing specifically on a blog writing task. While this narrow focus allows for a detailed examination of a specific context, it may limit the generalizability of findings to other educational settings or regions in Ecuador. Additionally, time constraints and resource limitations have influenced the sample size and data collection methods. Finally, the main objective of this study is to identify and analyze common errors in blog writing among bachillerato students at a public institution in Loja. Specific objectives include: 1) Classify the types of errors present in students' blog writing; 2) Determine the frequency of these errors; This research has an exploratory nature which pretends to provide a comprehensive description of the error patterns observed in students' blog writing.

4. Theoretical Framework

4.1. Writing in the Ecuadorian EFL Curriculum

According to the Ministerio de Educacion (2016), the English as a Foreign Language curriculum outlines the role of the school in English Language Teaching (ELT) within the framework of Educación General Básica (EGB) and Bachillerato General Unificado (BGU). This curriculum is structured around five threads, each with its sub-threads: Communication and Cultural Awareness, Oral Communication (Listening and Speaking), Reading, Writing, and Language through the Arts. The present study aims to investigate errors in blog writing, focusing specifically on the fourth curricular thread: writing.

4.1.1. Curricular thread 4: Writing

The Curricular thread number 4 defines writing as a complex intellectual activity that involves various cognitive and metacognitive processes, this process takes into consideration a lot of pre-requisites: the intention of the author; the desire to communicate and share ideas; vocabulary; text types; audience and purpose; and proficiency in manipulating written language. Ministerio de Educacion (2016). Also, the curriculum mentions that while the curriculum has thus far treated listening, speaking, reading, and writing as distinct skills, they are inherently interconnected. Therefore, these skills should not be entirely separated from each other, as they are all essential components of language learning. In light of this, the Writing curriculum is subdivided into Initial Literacy and Text Production.

- **Initial Literacy**

According to the Ministerio de Educacion (2016), most people regularly participate in activities involving reading and writing as part of their daily routines. These activities can range from reading emails and receiving birthday cards to jotting down thoughts or understanding street signs, all of which contribute to the development of literacy skills. In the English as a Foreign Language (EFL) curriculum, the ideas put forth by Cameron have been applied to shape these concepts. Cameron suggests that literacy encompasses both social and cognitive dimensions. From a social perspective, literacy facilitates communication over distances and through time. On a cognitive level, literacy entails the use of specific skills and an understanding of how written language functions to comprehend and process text. Also, he mentions that initial literacy in L2 is influenced by a few essential factors. According to Cameron (2001), these are as follows:

- “The nature of the written forms of the first language;
- The learner’s previous experience in L1 literacy;

- The learner's knowledge of the foreign language (in this case English);
- The learner's age" (p. 134).

- **Text production**

Writing serves multiple purposes and involves complex cognitive processes. Ur (2012) posits that the primary function of writing is to communicate thoughts and concepts, with the writer's main goal being the effective transmission of their message to the audience. Expanding on this, Massi (2001) describes writing as a dynamic and interactive process involving three key elements: the writer, the text, and the reader. This perspective emphasizes that writing is not an isolated act but emerges from the interplay of these components.

The Ministerio de Educacion (2016) in the EFL curriculum further elaborates on this, viewing written production as a means of communication tailored to specific audiences and purposes. This tailoring influences factors such as formality, tone, vocabulary, and content. Moreover, writing serves as a tool for individuals to articulate existing knowledge and explore areas where their understanding may be lacking. The writing process engages various cognitive abilities, including analysis, comparison, classification, deduction, association, and interpretation, all of which are integral to language proficiency. In essence, writing can be understood as a multifaceted process that integrates numerous cognitive and linguistic skills, serving not only as a means of communication but also as a vehicle for thought development and knowledge exploration.

4.1.2. Writing in subnivel bachillerato

According to the Ministerio de Educación (2016). In the sublevel BGU, writing becomes crucial as learners prepare for university and professional endeavors where strong writing skills are essential. Writing in a foreign language presents additional challenges, but it offers learners an opportunity to express themselves intentionally, revise their work, and interact with the language in a deliberate manner. This deliberate nature of writing allows learners to carefully choose words and grammar structures, revise their work, and produce their best possible output before sharing it with others. Writing also provides a different and more intimate interaction with the language compared to speaking, as it allows learners to slow down and engage with the language in a more thoughtful manner. Overall, writing skills are essential for future academic and career opportunities, making them a priority for learners as they transition beyond high school.

- **Literacy building**

The author Wilson (2013) mentions that literacy involves the ability to understand, interpret, create, and use written materials in various contexts. The development of literacy involves a series of learning experiences that enable people to achieve their goals, enhance their skills and knowledge, and actively participate in their community and society at large. Therefore, the Ministerio de Educación (2016) in the EFL Curriculum for subnivel Bachillerato, emphasizes the importance for the students on this level, to continue working on and building their literacy skills and strategies. As possible strategies, the curriculum mentions activities such as Free writing, journal writing, learning logs, and collaborative writing to improve literacy skills.

In addition to the traditional goals of literacy, the curriculum also mentions the importance to modern learners to focus on acquiring 21st-century skills such as digital and media literacy. Hence, many employers now expect digital proficiency, learners should be provided with opportunities to enhance their digital literacy skills. One of the effective ways to build these new skills is the use of collaborative writing tools like Google Apps or blogs can be utilized to develop both digital and media literacy. The authors Hicks & Turner (2013) believes, that in our current era, students must develop skills beyond traditional literacy. They must learn to critically evaluate information, produce and distribute content across various platforms, work together to tackle challenges, persist in the face of difficulties, and adapt to changing circumstances. The realm of digital literacy offers valuable opportunities for students to engage in inquiry-based learning, which in turn fosters these essential abilities.

- **Text production**

The Ministerio de Educación (2016) states that text production goes beyond simply writing sentences or paragraphs. It includes the skill to create various types of texts, both on paper and online, like text messages, emails, website URLs, email addresses, birthday card greetings, and so on. As students progress in their learning journey, their writing skills become more refined. They develop the ability to craft texts that demonstrate a thoughtful selection of vocabulary and sentence structures (Met, 1994). In the sublevel bachillerato curriculum, the emphasis is on creating real-life written texts that can be shared for authenticity. To achieve this goal, the curriculum incentivizes the creation of writing productions to be shared through Information and communications technology (ICT) tools technology as Instagram, blogs, or apps such as WhatsApp. The ICT tool that will be the main focus of this study will be blogs.

○ **Blog Definition**

According to Zhang (2009) on the web, a blog is similar to a diary, either personal or professional, that gets regularly updated for a broad audience. Important aspects of a blog include its journal-like structure, typically featuring a new entry every day, and a casual writing style. Many blogs also incorporate images, audio, and videos. The user-friendly tools for publishing such websites have led to a significant rise in users, making blogs widely used for purposes such as personal expression, education, journalism, and business.

Weblogs is an internet platform that allows the user to write a paragraph or article where the written work can be accessed by everyone who uses the internet and their blog (Apriani, 2020). Also, Apriani purpose mentions that there are three types of blogs: tutor blogs, class blogs, and learners blogs.

If we analyze the uses of blogs in the EFL context, the author Zhang (2009) mentions that the use of weblogs can provide online learning opportunities the reason lies in the easy connection to form larger online communities. Where language learners can use a personal blog as a digital portfolio to showcase their progress over time. By publishing the blog online, students can reach readers beyond their classmates, who can then provide feedback. Moreover, the author considered suggested uses in the classroom and mentions that blogs seem to offer various benefits for English learning and writing. The reason is that blogging focuses on content, provides quick feedback, allows working with both words and images and enables linking between posts. Scholars using blogs note that students often produce higher quality work when they know they have an audience beyond the teacher or classmates. Many educators have reported using blogs to support classroom instruction and have observed that blogs offer compelling incentives for reading and writing.

4.1.3. Performance and Evaluation Criteria

The Ministerio de Educacion (2016) inside of the Performance Criteria for English as a Foreign Language Area for Subnivel Bachillerato General Unificado, exposes some of the performance criteria that the students must achieve, they are divided into two categories: Mandatory and Desirable, inside the fourth curricular tread of writing are six mandatory and three desirables performance criteria. One of them, and the main interest of this study is the EFL 5.4.6 which proposes that students should be able to “Produce emails and blog posts describing personal experiences and feelings.”

On the other hand, one of the evaluation criteria related to the previous performance criteria is the CE.EFL.5.13. “Produce emails, blog posts, and other written texts using an effective voice and a variety of appropriate writing styles and conventions”. the indicator for

this performance criteria is the I.EFL.5.13.1. "Learners can produce emails, blog posts, and other written texts using an effective voice and a variety of appropriate writing styles and conventions."

All the curricular threads were aligned to CEFR standards so the activities proposed in the curriculum and their respective threads were thought to follow a step-by-step process to becoming Ecuadorian students, effective users of the language, this study pretends to analyze the error in the blog writing among second grade of Bachillerato students, an activity that according to the curriculum the students should be able to achieve.

4.2. Errors

4.2.1. Definition

Errors are an integral aspect of the learning process and should be approached with a comprehensive mindset by educators. Errors are typically viewed as shortcomings, and learners may face consequences for making them. These errors are seen as consistent deviations from the correct information that learners have yet to grasp (Norrish, 1983). Errors can be informative for educators, by examining student errors, teachers can evaluate how well their instructional approaches are working and determine if the curriculum needs to be updated or redesigned (Dhivya & Koperundevi, 2024).

Similarly, the author Ellis (1997), mentions that when a learner makes errors, it shows gaps in their understanding or knowledge, usually because they don't know the right information. On the other hand, occasional errors happen when the learner cannot perform something temporarily, even if they know how. To check how well learners are doing, the author recommends letting them try to fix their mistakes. If they find it hard, those are considered errors; if they can correct them, they're just mistakes.

According to Corder (1963), the term "error" is employed to describe the systematic mistakes made by the learner, allowing the reconstruction of their current knowledge of the language. Performance errors are typically random, while competence errors exhibit a systematic pattern. Therefore, a learner's errors offer insights into the language system they are employing at a specific stage in the learning process, emphasizing that they are utilizing a system that may not be entirely accurate yet. James (1998) established a similar idea about the definition of error, he describes it as being an instance of language that is unintentionally deviant and is not self-correctible by its author.

Further, there are some reasons behind the errors, the author (Myles, 2002), suggested the social and cognitive aspects. On the social side, learners may struggle due to negative attitudes towards the target language, perceived lack of progress in L2 proficiency, cultural and

psychological distance from the target language community, and insufficient integrative or instrumental motivation. Cognitively, errors arise from the inherent complexity of the writing process and challenges in mastering the necessary linguistic elements.

Another important aspect of this investigation field is the sources of errors. Drawing on Richards' work, (Kaweera, 2013) identified three primary sources of language learning errors:

- **Interference errors:** These result from the transfer of structures and rules from the learner's native language to the target language. Chelli (2014) refers to the adverse effects a learner's native language can have on their acquisition of a new language.
- **Intralingual errors:** These occur when learners overgeneralize or misapply rules within the target language itself. Such errors reflect the learner's developing understanding of the language system and often appear as they attempt to apply a newly learned rule which is negative transfer of items within the target language. Expanding on this concept, Angguni (2020) emphasizes that interlingual errors are the most common source of mistakes for language learners. These errors arise when the ingrained linguistic patterns, systems, or rules from the learner's first language interfere with their ability to fully grasp and correctly apply the structures of the target language.
- **Developmental errors:** These arise as part of the natural language acquisition process. Learners formulate and test hypotheses about the target language based on their limited knowledge, leading to errors as they refine their understanding. which overlaps both types of transfer.

4.2.2. Errors vs Mistakes

Errors and mistakes are distinct concepts in language learning and teaching. López Valero et al. (2008) differentiated between these terms, defining mistakes as non-systematic occurrences that stem from performance issues rather than lack of knowledge. Mistakes are natural and can be self-corrected by the learner. Teachers may choose to address, correct, or overlook them based on the learning context. Errors, on the other hand, are systematic and reflect gaps in a learner's linguistic competence. Error analysts categorize errors into various types: emissive, additive, substitutive, or related to word order.

In the same way, Botley (2015) mentions that errors represent systematic deviations from native-speaker norms, indicating gaps in a learner's linguistic competence. On the other hand, mistakes, are non-systematic slips that occur despite the learner's correct knowledge of

the language system. In these instances, learners know the proper grammatical structures but fail to apply them correctly in the moment.

4.2.3. Error Analysis

Error Analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language (Norrish, 1983). An error analysis can give a picture of the type of difficulty learners are experiencing. If carried out on a large scale such a survey can help draw up a curriculum. Studies have shown that focusing on students' mistakes can be an effective strategy for enhancing their language skills. Empirical data supports the notion that drawing attention to errors helps learners improve their language proficiency (Khansir, 2013). In agreement with Norrish's view, James (1998) defines error analysis as a process through which researchers observe, analyze, and classify learner errors to elicit some information about the system operating within the learner.

One of the purposes of doing an Error Analysis is to identify the principles that should guide effective error correction (James, 1998). Error analysis helps to improve the teaching and learning process. If learners' errors and the causes of those errors are identified, errors can be corrected, though not all. Moreover, error analysis helps direct the focus of the teaching and learning process (Sompong, 2014). There are fundamentally two main approaches to set up one's categories of error, based on a set of preconceptions about the learner's most common problems. The second is to group the errors as they are collected into particular areas of grammatical and semantic problems (Norrish, 1983).

One of the most used models to conduct an error analysis is Corder's model, this consists of five principal steps, which allow making an ideal analysis of the learner's errors

1. **Selection of the language sample:** it includes determining the size of the sample, the medium of the sample (oral or written), and the homogeneity of the sample (background, age, and location).
2. **Identification of errors in the sample:** only errors should be identified not the mistakes.
3. **Classification of errors:** it is based on a variety of linguistic aspects i.e., Phonology, Morphology, Syntax, and Semantics.
4. **Explanation of errors:** developmental interference. involves the identification of causes of errors i.e., interlingual, intralingual or
5. **Evaluation of errors:** it involves the assessment of the seriousness of the errors and it takes into consideration remedial decisions and pedagogical measures.

Similarly, in another study conducted by Sabtan & Elsayed (2019) who analyzed writing errors and adapted this model to conduct the investigation, in this occasion the author modified the model, looking for the necessities of the investigation they just picked up three of the five steps, to carry on the error analysis in the investigation, the steps are :

1. Collection of sample errors.
2. Identification of errors.
3. Description of errors

In conducting an error analysis, the classification of the error has a significant role, various authors have proposed different models of classification of errors, which are organized according to specific criteria, James (1998) mentions that these criteria should reflect the objective facts about what is going to be classified. Two of the more recognized are the linguistic category classification and the surface structure taxonomy.

- **Linguistic Categories Taxonomy**

According to Dulay et al. (1982) linguistic taxonomy uses either or both language components such as phonology, syntax, and morphology, or the specific linguistic component that is affected by the errors. The following is a sample of the linguist categories and the items that are included:

1. **Morphology**

- Indefinitive article correct
- Possesive case correct
- Simple past tense incorrect
- Past participle incorrect
- Comparative adjective/adverb incorrect

2. **Syntax**

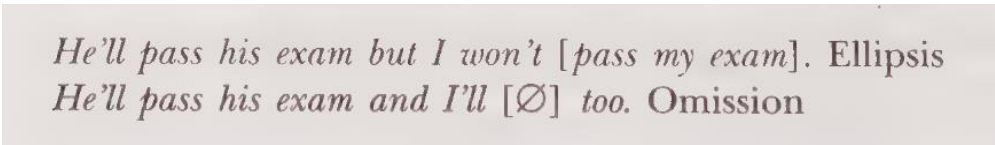
- Noun phrase
- Verb phrase
- Verb- and – verb construction
- Word order
- Some transformations

- **Target Modification Taxonomy**

On the other hand, James (1998) uses the surface structure taxonomy proposed by Dulay, Burt, and Krashen, but James does not completely agree with the author, He mentions that the name of the taxonomy does not fit properly, and proposes the name of Target

Modification Taxonomy, which is based on the different and erroneous version that the learner modifies from the expected target version. Moreover, James adapted the categories proposed by the author which involve: omission, addition, misformation, and misordering. However, James adds another category, blends, a category that not will be considered in this study.

- **Omission:** The omission in a sentence is an error in language use, and it's commonly seen in people who are still learning or in the early stages of learning. This error usually happens with function words rather than content words, especially at the beginning of the learning process. Dulay et al. (1982) mention that omission is the absence of items that must appear in a correct utterance. Figure 1 presents an example of an omission error in a sentence.



He'll pass his exam but I won't [pass my exam]. Ellipsis
He'll pass his exam and I'll [Ø] too. Omission

Figure 1 Omission review

Note: Figure recovery from the book “Errors in Language Learning and Use Exploring Error Analysis” (James, 1998)

- **Addition:** This mistake happens when people follow certain rules too closely. There are different types of this error:
 - **Regularization:** The authors Dulay et al. (1982), mention that the English language has regular and irregular forms and structures in the language, and this error occurs when learners try to apply the rules to produce regular structures in the irregular ones, hence they make regularization errors, which refer to those common markers added to specific linguistic items erroneously. James agrees with this idea and mentions that these errors happen when the exceptions are ignored and rules are applied where they shouldn't be. James proposed as an example the errors that students made when they tried to use the past tense:
 1. “bued” instead of bought.
 2. “seed” instead of saw
 3. “Drinked” instead of drank
 - **Double marking:** They are defined as failure to remove specific elements necessary for certain linguistic structures but not for others. A common outcome of this is the presence of two negators or two tense markers in an

English sentence, instead of the expected single occurrence. Dulay et al. Figure 2 presents examples of this kind of error.

He doesn't knows my name.
or
We didn't went there.

Figure 2 Addition review (double marking)

Note: Figure recovery form (Dulay et al., 1982)

The error in the main verb "know" involves an unnecessary third-person "-s" suffix, as the auxiliary "do" already indicates the third-person form. Additionally, in the second example, the auxiliary "do" indicates the past tense, so the verb "went" does not need to be marked for tense again.

- **Simple addition:** Here James, includes all additions that are not like double markings or regularizations. The authors Dulay et al. (1982) provide examples of this category of addition errors, the errors are exposed in Figure 3

<i>Linguistic Item Added</i>	<i>Example*</i>
3rd person singular -s	The fishes doesn't live in the water
Past tense (irregular)	The train is gonna broke it
Article a	a this
Preposition	in over here

Figure 3 Addition review (simple addition)

Note: taken from (Dulay et al., 1982)

- **Misformation:** James (1998) defines misformation “as the use of the wrong form of a structure or morpheme” (pg 108). According to Dulay et al.(1982) the misformation errors the students supplied information, but they made in the wrong way, the author also proposed some examples:
 1. I *seen her yesterday.
 2. He hurt * himself.
 3. I read that book*s.

The student intended to supply the necessary information, but he made it wrong. In the same case of the errors of addition, the misformation errors do not occur in a random way, the authors Dulay et al. recognize three types of misformation errors regularization, archi-forms,

and alternating forms. But in this study, just the two first will be taken into account to realize the error analysis.

- **Regularizations:** Here the author James analyzed the statements proposed by Dulay, Burt, and Krashen, who define the regularization of misformations as those errors in which an irregular marker replaces a regular one. Also, the students tend to come across these errors in the comprehension of grammar, the authors propose some examples to clarify the explanation see Figure 4.

<i>Linguistic Item Misformed</i>	<i>Example *</i>
Reflexive pronoun	<i>hissself (himself)</i>
Regular past	I falled (fell)
Plural	<i>gooses (geese)</i> <i>childs (children)</i>

Figure 4 misformation (regularization sub-category)

Note: taken from Dulay et al.(1982)

- **Archi-forms:** Dulay, Burt, and Krashen use the term "archiform" to describe a specific subtype, which they define as the selection of one form from a group to represent the others. For instance, a learner might choose to use only the word "that" out of the set "this/that/those/these."
- **Misordering:** A good English profile involves not only choosing the right words for a situation but also putting them in the correct order. Dulay, Burt, and Krashen point out that learners often make error in word order when they translate directly from their native language, hence, misordering errors are the incorrect placement of a morpheme or a group of them inside an utterance. In English, some types of words, like adverbials, interrogatives, and adjectives, are more prone to being placed incorrectly, resulting in errors like :
 1. "He every time comes late home,"
 2. "Tell me where did you go,"
 3. "The words little."

4.2.4. Level of errors

According to James (1998), he categorized errors based on three factors: how learners behaved receptive or productive (Modality), the form of language spoken or written (Medium). By considering both modality and medium, we can determine which skill the learner was using

when the error occurred. Furthermore, we aim to identify the language (level) at which the learner was operating during the error, recognizing three levels: substance, text, and discourse. The present study aims to analyze two of the three levels, the errors on substance and text level.

- **Substance errors**

A misspelling is an error that happens at the substance level, categorized under the three subtypes of writing errors. Misspellings in writing are considered 'mechanical' errors, which include four types: punctuation errors, typographic errors, dyslexic errors, and confusibles. This study, however, concentrates on punctuation and spelling errors.

1. **Punctuation:** The overuse of exclamation marks, incorrect placement of closing inverted commas, underuse of apostrophes, and the improper use of commas between an antecedent and a restrictive relative clause are examples of errors in this category. Additionally, there's often confusion between using a colon and a comma after the salutation in letters (e.g., "Dear Mrs. Merton:").
2. **Spelling errors:** According to (2020), Spelling errors refer to deviations from the standard written form of a word in a particular language. Misspelled words can alter the intended meaning of a sentence, leading to confusion for the reader and impacting communication clarity. Additionally, there are different types of spelling errors, including phonological errors, which arise from a mismatch between the sound of a word and its spelling (e.g., writing "frind" instead of "friend"), and orthographic errors, which stem from a lack of knowledge about specific spelling rules (e.g., misspelling "accommodate" as "acommodate").

- **Text errors**

James (1998) uses the term 'text' in a broader way to refer to any form of language that comes from using language itself. The text doesn't have to be limited to grammar only above the sentence, as was once the norm in linguistics, it can take various forms and sizes, corresponding to different linguistic units like letters, sounds, words, sentences, or combinations of sentences. In linguistics, 'text' is used to describe any passage, regardless of length, that forms a unified whole. When it forms a unified whole, it has the formal property of texture.

James mentions that texture is achieved through patterns of vocabulary, word structure, and sentence structure. In addition to these elements, use sentence-linking or cohesive ties. These ties, along with grammar, are considered part of the language system. Text errors occur due to a lack of knowledge and misuse of the language's rules, including how these rules are used to create texture. While it would be helpful to have general statements about how a unified system like lexico-grammar operates in language, such accounts are not yet available. Hence, the author suggests potential directions for such a system. He explains lexical and grammatical subsystems separately.

1. Lexical errors

James (1988) mentions that some linguists have differentiated between "item learning" (vocabulary) and "rule learning" (grammar). Recently, vocabulary study has become more prominent. Many vocabulary items are multi-word expressions with their own structures, such as idioms and lexical phrases, which are vital for native-speaker fluency. Some researchers challenge the strict separation of item and rule learning, proposing that even errors might be stored and retrieved as whole units instead of being generated each time. Learners often see vocabulary as crucial to language acquisition, influencing their learning approaches. Vocabulary is especially important in the early stages of language learning, where it plays a significant role due to the limited use of grammar.

○ Formal misselection

Misselection mistakes involve errors where similar-looking and sounding words are confused. These types of errors are also referred to as synforms or confusables. These lexical errors are common not only among language learners but also among native speakers. Native speakers, despite their overall command of the language, might still misselect words they are unfamiliar with, leading to malapropisms—errors where a person uses an incorrect word confidently, often humorously. This suggests that lexical errors are an inherent part of learning and using a language

2. Grammar Errors

The author divided the Grammar errors into two main categories: Morphology and Syntax errors.

○ Morphology errors

According to James (1998), the discussion about grammar traditionally focuses on two main areas: morphology, which deals with the structure of words, and syntax, which deals with structures larger than individual words. The authors Astuti et al., (2021) mention, that when discussing morphology, it is essential to consider morphemes, as they are the foundation of the

study of the systematic relationship between the form and meaning of words. A morpheme is a small unit that carries meaning and serves a grammatical function. These morphemes are the basic building blocks of words, defined as the smallest linguistic units that have grammatical significance. Essentially, a morpheme is the tiniest element in linguistics that conveys meaning. It is the smallest indivisible unit within a word and cannot be broken down into smaller meaningful parts. Therefore, a morpheme can itself be a word.

1. Free morpheme:

According to Astuti et al., (2021) a free morpheme can be used independently in speech without needing to connect to other morphemes. Similarly explains that free morphemes can stand alone as single words. Therefore, a free morpheme is an independent unit that can stand alone without needing to be combined with other morphemes. Examples of free morphemes include words like "fine," "boy," "like," and "read." This shows that a morpheme is the smallest unit of a word that carries meaning.

2. Bound morpheme

On the other hand, the author mentions that Bound morphemes cannot exist independently and must be attached to another morpheme to convey meaning. For instance, in the words "restart," "girls," "disagreed," and "writers," the morphemes "re-," "-s," "dis-," "-ed," and "-er" are bound morphemes. These morphemes must be combined with other morphemes to be used in speech. Unlike free morphemes, which can stand alone, bound morphemes depend on other morphemes for their use. Examples of bound morphemes include "-es," "-s," "-ing," "-ish," "-ism," "-ness," "-ation," "-tion," "-al," "-er," "-en," "-un," and "-ed."

4.3. Previous studies

The study conducted at Dhofar University by Sabtan & Elsayed, (2019) aimed to investigate the common errors found in the writings of Omani EFL students. Specifically, the research sought to answer three key questions: a) What types of errors are prevalent in the writings of these students? b) Among these types, which ones are most commonly observed? c) What potential remedies could address these writing errors effectively? Involving a total of 93 first year EFL students, encompassing both male and female participants, the study delved into the intricacies of their writing samples. The results highlighted that grammatical errors emerged as the predominant category, comprising the largest share of mistakes in the Omani EFL students' compositions.

Further, in a study titled "Error Analysis of Students' Comment Writing in Online Learning at FLSP Class" conducted in 2022 by Anas Fawaid, M. Nabriis Raunaq, and Mutmainnah Mustofa, researchers at the University of Muhammadiyah Malang (UMM) focused on the

grammatical challenges faced by second-semester students enrolled in English for Specific Purposes (FLSP) courses. The study, which sampled 30 students, sought to identify and categorize the types of grammatical errors in students' written comments on the Canvas learning platform. Using a qualitative and descriptive method, the researchers analyzed report text writings and found that the students made a total of 230 errors. The most frequent errors were omission errors (52.18 %), followed by misformation errors (30.43 %), addition errors (13.14 %), and misordering errors (4.38 %). The findings underscore the significant difficulties UMM students face in mastering English grammar, particularly in writing accurate and coherent comments. The study suggests that future research could further narrow the focus to specific grammatical items to provide more targeted insights into students' errors and improve English grammar instruction for non-English majors.

Another study, called "The Implementation of Surface Strategy Taxonomy Through Report Text Translation" by Maria Osmunda Eawe Monn and Ni Putu Dian Indra Pratiwi (2022), involved 65 students from Class AB – English II at STMIK STIKOM in Indonesia, aiming to identify grammar mistakes and obstacles in learning English through writing. The study addresses a significant research problem: the limited understanding of English grammar among students and participants in English for Academic Purposes programs. To cover this issue, the researchers implemented the Surface Strategy Taxonomy to assess and enhance the students' grammar and writing skills, specifically in report texts. The research employed a mixed-method approach, utilizing questionnaires and library research for data collection. The findings, calculated using a t-test, revealed four primary types of errors: omission (39.8%), addition (29.6%), mis-ordering (12.2%), and mis-formation (7.1%). The most frequent error was omission, while mis-ordering was the least common. This study's insights suggest the potential for further research in enhancing speaking skills, particularly in the sub-skill of interpreting.

Furthermore, a study by Uka, Yting, and Gildore (2023) examined the academic essays of 100 Senior High School students at the University of Mindanao in Davao City, Philippines. The research focused on identifying errors related to substitution, omission, addition, permutation, and mechanics in the students' writing. The findings revealed that errors in mechanics were the most frequent, accounting for 46.98% of the total errors, followed by omission (20.84%), addition (17.37%), substitution (13.99%), and permutation (0.82%). The study underscores the significance of addressing these errors, particularly those related to singular/plural forms and noun phrases, to improve students' academic writing skills. These errors often stem from deficiencies in vocabulary and grammar, which impede students' ability to write well-organized essays with precise language and proper mechanics.

Another study have highlighted the challenges faced by EFL students in writing English, particularly in specific genres like personal letters. Maolida and Hidayat (2021) conducted a study on 22 Indonesian EFL students from a senior high school in Cianjur, focusing on error analysis in personal letter writing. Using a descriptive qualitative method and applying the surface structure taxonomy proposed by Dulay, Burt, and Krashen (1984) and Tizazu (2014), the researchers identified and categorized writing errors. Their findings revealed a total of 68 errors, with addition errors being the most frequent (25 cases), followed by omission errors (20 cases), misformation errors (19 cases), and misordering errors (4 cases). The study emphasized the prevalence of simple addition errors and grammatical morpheme omissions, providing valuable insights into the specific writing challenges faced by Indonesian EFL students in composing personal letters.

5. Methodology

This section describes the research design, data collection, and analysis methods employed in this study. The objective was to ensure a systematic and rigorous approach to exploring the research questions. The study was conducted during the 2023-2024 school year with second-year high school students from a public institution in Loja, Ecuador. Quantitative data were collected to comprehensively understand the writing errors among bachillerato students. The following subsections detail the participants, procedures, instruments, and analysis techniques used in this research.

5.1. Setting and Participants.

The present research was carried out during the 2023-2024 school year with the second year of bachillerato students at a public institution in Loja, a city located in the south of Ecuador at a latitude of -4.00842 and a longitude of -79.21676. The participants were three courses in the second year of bachillerato level. To gain access to the participants, the researcher formally requested permission from the institution to conduct the practicum. They were selected by applying the convenience sampling strategy, which according to Cohen et al. (2018), this strategy involves selecting the nearest available participants and repeating this process until the desired sample size is achieved. This was feasible because the researcher was already working with these classes during his practicum.

According to the Ministerio de Educacion (2016) students in this grade reached the B1.1 level during their academic preparation, which allowed them to complete the following activity. As part of an assignment, 80 students, approximately 16 years old, wrote social media posts for a personal blog focused on the vacation theme. Hence, a corpus is constituted by the 80 texts produced by the students of the second year of bachillerato.

5.2. Procedure

5.2.1. Method

The present study adopted the descriptive methodology which according to Williams (2007) involves recognizing characteristics of a specific aspect through observation or investigating connections between two or more aspects. The present study used a descriptive quantitative design, it answered the research questions presented earlier, as the main objective of the study was to identify, classify, and measure the frequency of the errors that students would perform. According to Williams, the quantitative approach is a method that uses numbers or statistics in research design. The research is separate from the researcher, and data is used to objectively measure reality.

5.2.2 Research design:

In order to achieve the proposed objectives, the study took the error analysis process of Sabtan and Elsayed (2019) adapted from Corder’s model as research design: Collection of sample errors, Identification of errors, and description of such errors. As a principal model, to collect information about the errors, classify them, and find their frequency respectively.

5.2.3 Collection of sample errors:

The data of this study was collected through a cross-sectional approach during the third trimester of the academic year 2023-2024, the samples consisted of a piece of writing of the students of the second year of BGU, as part of their course, the students wrote a social media post to a personal blog among 80 and 100 words, which covered the topic related to the vacations, those texts were used as the samples for the error analysis.

5.2.4 Categorization of errors

After collecting the samples, the researcher typed the texts to create a corpus of the sample errors. Using the UAM Corpus Tool software, the errors were manually coded according to four layers: the type of error as the main structure, the target modification taxonomy proposed by James, and subdivisions based on the language level where the error occurred. However, the categorization of the errors primarily focused on the four types described in the literature review: omission, addition, misformation, and misordering. Figure 5 illustrates an example of the layers used in the codification of the errors.

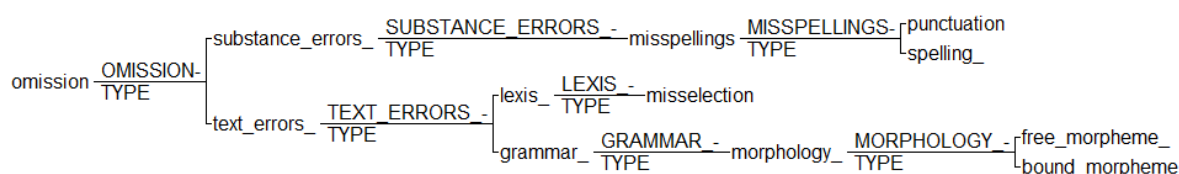


Figure 5 Target Modification Taxonomy and level of errors

5.2.5 Description of errors

After the categorization of the errors into the four types of errors, the researcher identified the linguistic level of those errors, to perform this step, the researcher used the information from the literature review to make an adequate description of the errors at the corresponding linguistic level. Which, according to James (1998) are two: substance level and text level. The former refers to misspelling errors; and the latter includes three sub-categories: lexical, grammar, and syntax. However, the present investigation is focused on the two first categories.

To better understand this process Figure 6 shows an example of the description error process in the case of omission errors.

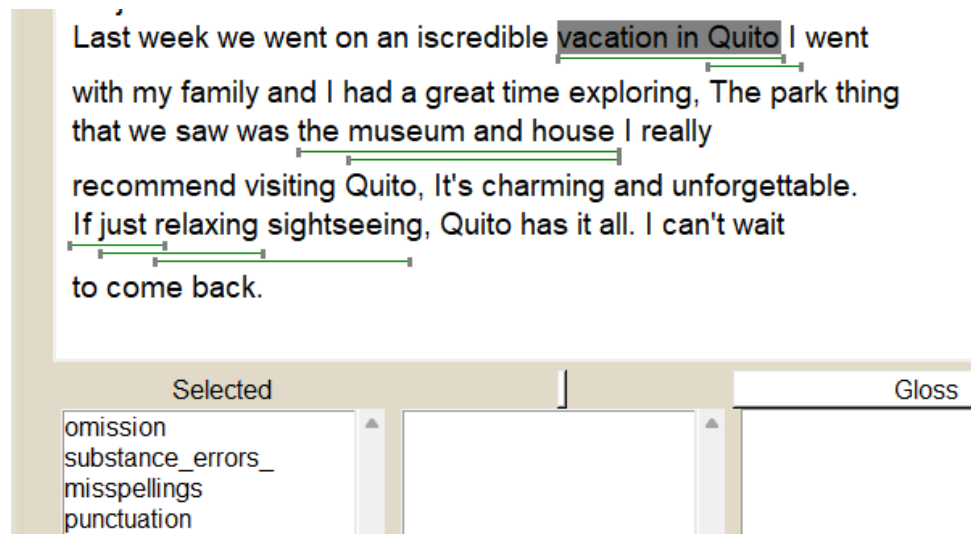


Figure 6 example of error description

5.2.6 Data Collection Techniques and Instruments

The present study used the paper-and-pencil method, as a collection of data sources, according to Gay et al. (2012) the paper-and-pencil methods match better with quantitative research, the author mentions that this method has 2 categories: selection and supply. This study used the supply method, which entails participants providing answers by writing short responses.

As part of an assignment, students wrote a social media post for a personal blog, centered around the theme of vacations. They were asked to write about their vacation experience in approximately 80-100 words. The content generated from this activity served as data for this study.

5.3 Data Analysis

The data were collected from second-year bachillerato students, comprising a total of 80 samples: 46 women and 34 men participated in the investigation. The data analysis was based on the adaptation of Corder's method of error analysis by Sabtan and Elsayed (2019). This adaptation involves three steps: collection of sample errors, identification of errors, and description of errors, providing a comprehensive diagnosis of students' errors. To perform this analysis, the researcher used the UAM corpus tool to develop two of the three steps, specifically the identification and description of errors.

6. Results

This section details the study's findings, starting from the identification of the overall errors and moving on to the analysis and classification of each specific error in the corresponding levels of linguistic structure. Following this, the findings are discussed and contextualized within the existing body of literature.

6.1. Errors Identification

The study aimed to identify common errors in blog writing among bachillerato students at a public institution in Loja during the 2023-2024 school year. The research methodology was based on an adaptation of Corder's error analysis model by Sabtan & Elsayed (2019), consisting of three steps: sample collection, error identification, and error description.

The sample collection involved gathering 80 writing samples from students. Error identification was conducted using James' (1998) taxonomy, which categorizes errors into four types: omission, addition, misformation, and misordering. The UAM corpus tool software was employed to analyze the texts and identify errors, as illustrated in Figure 7 of the study.

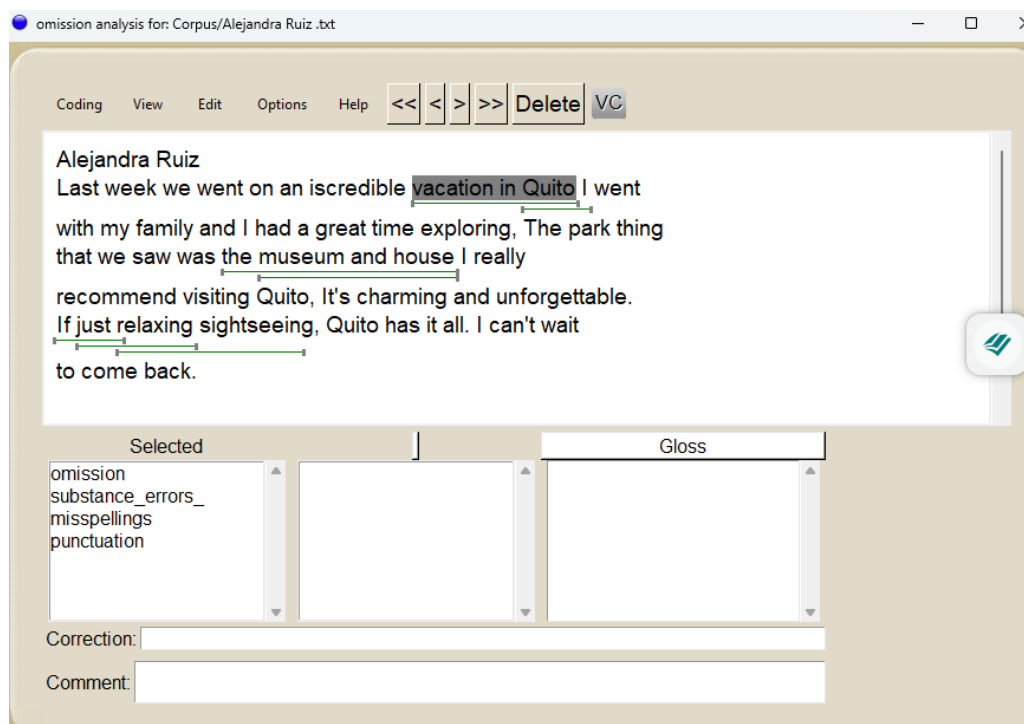


Figure 7 Error Identification

The results of the error identification are presented in Table 1. This table illustrates the four types and their respective frequency of the errors made by second-year bachillerato students in their blog writing.

Table 1 Errors encountered during analysis

Types of errors	f	%
Omission	219	42,03
Addition	69	13,24
Misformation	215	41,27
Misordering	18	3,45
Total	521	100

Taxonomy proposed by James (1983)

6.2. Error description

Following the error analysis model, the last step, error description, covers the first sub-objective and the respective subquestion research:

Objective 1: Classify the present errors in blog writing among bachillerato students at a public institution in Loja, the school year 2023-2024

Subquestion 1: Which categories of errors are present in blog writing among bachillerato students at a public institution in Loja, during the school year 2023-2024?

The criteria to make the description of errors were by linguistic levels proposed by James (1998). The three language levels proposed by the author are substance, text, and discourse. However, this study just considered the first 2 levels: Substance and Text level, the description was made under the principal errors: Omission, addition, misformation, and misordering.

6.2.1. Omission errors

An omission error arises when an item that must appear in a properly constructed utterance is omitted. Table 2 presents the most problematic categories of omission errors, divided according to the levels proposed by James (1998): substance and textual errors. The data analysis recorded 219 cases of errors, classified into their respective levels and subcategories.

Table 2 Error description (Omission)

Omission errors			
Linguistic level	Subcategories	f	%

Substance level	Punctuation	73	33,33
	Spelling	48	21.92
Text Level	Lexis	0	0
	Grammar	98	44.54

Frequency and percentages from UAM Corpus tool.

Omission errors on the Substance Level

The substance level has misspelling errors as the main category among the three categories in the writing skill; the misspelling errors cover the subcategories of punctuation and spelling.

- **Punctuation:**

It is the omission of exclamation points, commas, periods at the end of sentences, or any element of punctuation that gives meaning to a sentence and whose presence is mandatory. These errors were the most frequent, with 73 cases (33.33% of the total).

- **Spelling:**

Spelling errors refer to deviations from the standard written form of a word in a particular language. In this case, if there is any omission of a letter that affects the correct form of a word. These errors, are present with 48 cases, representing 21.92% of the total. The Table 3 shows some examples of omission errors in the substance level made by students.

Table 3 Omission examples in Substance level

Substance level			
Categories	Example	Explanation	Correction
Punctuation	<ul style="list-style-type: none"> • Last week we went on an iscredible vacation in Quito _ I went... 	Omission of a period	<ul style="list-style-type: none"> • Last week we went on an incredible vacation in Quito. I went...
	<ul style="list-style-type: none"> • Last week_ I spent an incredible vacation in Machala with ... 	Omission if a comma	<ul style="list-style-type: none"> • Last week, I spent an incredible vacation in Machala with...

Spelling	<ul style="list-style-type: none"> At the end of the next day we wen_ black to Loja 	Omission of the letter “T”	<ul style="list-style-type: none"> at the end of the next day we went black to Loja
	<ul style="list-style-type: none"> Last we_k we went on an incredible vacation in... 	Omission of the vowel “E”	<ul style="list-style-type: none"> Last week we went on an incredible vacation in...

Examples recovered from the student’s texts

Errors in Omission on the Text level.

On the other hand, in the category of textual errors, no cases of selection (lexical) errors were recorded. However, morphological (grammatical) errors were the most significant, with 98 cases, representing 44.75% of the total errors.

- **Grammar (morphology)**

These errors are related to morphemes, a small unit that carries meaning and serves a grammatical function. These morphemes are the basic building blocks of words, defined as the smallest linguistic units with grammatical significance. Inside of the omission errors, refers to the mandatory inclusion of a morpheme that gives sense in a sentence. Table 4 presents some examples.

Table 4 Omission examples in text level

Text level			
Categories	Examples	Exaplation	Correction
Grammar	<ul style="list-style-type: none"> Las week we went on an incredible vacation in Singapur _ went with my brother... 	The student omitted the morpheme “I”	<ul style="list-style-type: none"> Last week we went on an incredible vacation in Singapur. I went with my brother...
	<ul style="list-style-type: none"> Last week we went on an incredible vacation_ Italy 	Omission of a preposition	<ul style="list-style-type: none"> Last week we went on an incredible vacation in Italy

Examples recovered from the student’s texts

6.2.2. Misformation errors

James (1998) defines misinformation errors as "the use of the wrong form of a structure or morpheme." Table 5 presents the data of the misinformation errors in the research revealing a total of 210 errors, categorized into four distinct levels.

Table 5 *Level of errors*

Misinformation			
Linguistic level	Subcategories	f	%
Substance level	Punctuation	16	7,14
	Spelling	75	38,88
Text Level	Lexis	50	23,26
	Grammar	69	32,09

Misinformation errors on the Substance Level.

- **Punctuation**

In the context of punctuation, misinformation errors can include the incorrect use of various elements that give meaning to a sentence. These elements may include points, commas, or any element of punctuation that gives meaning to a sentence. punctuation errors were the least frequent, making up 7.61%.

- **Spelling:**

In the context of spelling, misinformation errors occur when a word has all the elements, but they might be the wrong one, altering its correct form. Spelling misinformation can significantly impact the clarity and professionalism of written communication. Spelling errors were the most prevalent, comprising 35.71% of the total errors. The table 6 give some examples of this kind of errors

Table 6 *Misinformation examples in Substance level*

Substance			
Categories	Example	Explanation	Correction
Punctuation	<ul style="list-style-type: none"> • I really recommend visiting Quito, It’s charming and unforgettable 	Incorrect use of commas where periods are required.	<ul style="list-style-type: none"> • I really recommend visiting Quito. It’s charming and unforgettable
	<ul style="list-style-type: none"> • we can spend time with family and even friends, It... 	Incorrect use of commas where periods are required.	<ul style="list-style-type: none"> • we can spend time with family and even friends. It...

Spelling	<ul style="list-style-type: none"> Singapur has et all. I can't wait to come back 	"et" was written instead of "it"	<ul style="list-style-type: none"> Singapur has it all. I can't wait to come back
	<ul style="list-style-type: none"> If you like hiking sightseeing pr just relaxing 	"pr" being used in place of "or"	<ul style="list-style-type: none"> If you like hiking sightseeing or just relaxing

Examples recovered from the student's texts

Misformation errors on the Text Level.

- Lexis**

The primary category within the lexical aspect is misselection, which refers to the incorrect choice of a lexical item, such as idioms or lexical phrases. In the context of misformation errors, the wrong use of a lexical item is considered an error in this category. This type of error occurs when a writer confuses a correct word or phrase that does not fit the context, often due to confusion about the appropriate lexical choice. The following are examples of misformation errors inside of the text level. Lexis errors represented 23.81% of the total.

- Grammar**

These errors pertain to morphemes, the smallest units of meaning that serve a grammatical function. Within the category of misformation errors, the study specifically focuses on bound morphemes, particularly suffixes that affect a word grammatically. Examples include the use of suffixes in regular past tense verbs or gerunds to convey meaning in a sentence. Grammar errors accounted a 32.86% of the analysis. Table 7 shows examples of this types of errors.

Table 7 Misformation examples in Text level

Text level			
Categories	Examples	Exaplation	Correction
Lexis	<ul style="list-style-type: none"> Last week, I went on a break in a martial arts course of Loja 	The preposition "of" is incorrectly used in this context	<ul style="list-style-type: none"> Last week, I went on a break in a martial arts course in Loja
	<ul style="list-style-type: none"> "I highly recommend it because the people 	The word "cool" is	<ul style="list-style-type: none"> "I highly recommend it

	are ver friendly and the weather is very cool”	incorrect use in this context	because the people are very friendly and the weather is very cold”
Grammar	• I had a gread time watch cartoons on Netflix After dinner	Incorrect use of bound morphemes, particularly suffixes	• I had a great time watching cartoons on Netflix After dinner
	• my parents play soccer, my dog ram, jum...	Incorrect use of bound morphemes, particularly suffixes	• my parents played soccer, my dog ran, jumped...

Examples recovered from the student’s texts

6.2.3. Addition errors

Contrary to omission, addition errors occur with the unnecessary inclusion of an element in a sentence. The analysis of addition errors, presented in Table 8, the data indicates the addition errors and the respective description of those errors.

Table 8 Level of errors

Addition			
Linguistic level	Subcategories	f	%
Substance level	Punctuation	7	10,14
	Spelling	15	21,74
Text Level	Lexis	9	13,04
	Grammar	38	55,03

Addition errors on the Substance Level.

- **Punctuation**

Addition errors in punctuation include all instances where punctuation marks were unnecessarily added to the text. These errors involve the excessive use of punctuation marks like commas, periods, or quotation marks. Among addition errors, punctuation errors were the least common, making up only 10.14% of the total errors identified. This low frequency suggests that students are less likely to overuse punctuation marks compared to other types of errors.

- **Spelling**

Addition errors in spelling occur when extra letters are added to words, changing their correct form. These errors show a misunderstanding of words or an overgeneralization of spelling rules. During the analysis, spelling errors were the second most common type of addition error, making up 21.74% of the total errors in this category. Table 9 below shows some examples of the errors made by the students under the substance level.

Table 9 Misformation examples in Substance level

Substance			
Categories	Example	Explanation	Correction
Punctuation	<ul style="list-style-type: none"> We traveled to Catamayo\mathbf{o}, with my family, the most interesting thing they were the pools 	An unnecessary comma after "Catamayo".	<ul style="list-style-type: none"> We traveled to Catamayo with my family, the most interesting thing they were the pools
	<ul style="list-style-type: none"> I recommend and since it is a well-known place and that awaits many interesting and important things tank you,. 	Unnecessary comma before the period at the end	<ul style="list-style-type: none"> I recommend and since it is a well-known place and that awaits many interesting and important things tank you.
Spelling	<ul style="list-style-type: none"> If you like heelp sightseeing or just relaxing Quito has it all 	unnecessary "e" to the word "help"	<ul style="list-style-type: none"> If you like help sightseeing or just relaxing Quito has it all
	<ul style="list-style-type: none"> I recommend visisting the mall because you can find a lot of things... 	unnecessary "s" to the word "visiting"	<ul style="list-style-type: none"> I recommend visiting the mall because you can find a lot of things...

Examples recovered from the student's texts

Addition errors on the Text Level.

- Lexis**

The primary category within the lexical aspect is misselection, which refers to the incorrect choice of a lexical item, such as idioms or lexical phrases. In the context of addition errors, the inclusion of an unnecessary lexical item is considered an error in this category. This type of error occurs when a writer adds a word or phrase that is not needed or does not fit the context, often due to confusion about the appropriate lexical choice. Misselection errors, which pertain to lexical choices, represent 13.04% of the errors.

- **Grammar**

These errors are related to morphemes, a small unit that carries meaning and serves a grammatical function. Inside of the addition errors, refer to the over-inclusion of a morpheme. Examples of addition errors inside of the text level are presented in Table 10.

Table 10 Misformation examples in Text level

Text level		
Categories	Examples	Exaplation
Lexis	“ I recommended pretty visit Catamayo for it’s pool and meals that offer and return...”	Unnecessary inclusion of the word “pretty”
	“ I we went around the fam and after that we went black to the house...”	Doble subject in the sentence.
Grammar	“ I was my family and I had a played soccer my sister”	unnecessary auxiliary “had”
	“If you like hiking, sightseeing or just relaxing Loja has it all, I went can’t wait to come back”	unnecessary verb “went”

Examples recovered from the student’s texts

6.2.4 Misordering errors

James (1998) mentions that a good English profile involves not only choosing the right words for a situation but also putting them in the correct order. The analysis of misordering errors reveals a distribution of various types of errors encountered. Overall, the total number of misordering errors documented in this analysis is 18, those indicating a significant proportion of the misordering errors among the two linguistic levels. Table 11 presents the data information of these errors and their respective description.

Table 11 Level of errors

Misordering			
Linguistic level	Indicators	f	%
Substance level	Punctuation	0	0
	Spelling	1	5,56
Text Level	Lexis	4	22,22
	Grammar	13	72,22

Misordering errors on the Substance Level.

In this case the analysis did not identify any error in the punctuation coategory, further, the Spelling errors are the main category under the substance level.

- **Spelling:**

In the context of misordering errors, the spelling category refers to cases where all the necessary elements are present, but they are in the wrong order within a word. Spelling errors represent 21.74% of the total errors, some examples are presented in the table 12.

Table 12 Misordering examples in substance level

Substance			
Categories	Example	Explanation	Correction
Spelling	<ul style="list-style-type: none"> • I had a great time exploring the most amazing thing taht we saw was the breathtaking... 	<p>The letters 'h' and 'a' are in the wrong order.</p>	<ul style="list-style-type: none"> • I had a great time exploring the most amazing thing that we saw was the breathtaking...

Examples recovered from the student's texts

Misordering errors on the Text Level.

- **Lexis**

In the realm of lexis, misordering errors take on a different character. Rather than letters within a word, these errors involve the incorrect placement of entire words within a sentence. This misplacement disrupts the sentence's coherence and can significantly alter Its meaning. Lexical misselection, where the wrong word choice occurs. It constitutes 13.04% of the errors

- **Grammar**

In the grammar section, word order also plays a crucial role, but it's more closely tied to mandatory grammatical structures rather than just lexical choices. Unlike the flexibility sometimes found in lexical ordering, grammatical structures often follow strict rules that govern the placement of different elements within a sentence. For instance, in English, adjectives typically precede the nouns they modify, and proper nouns generally come before common nouns in certain constructions. Other examples include the correct placement of auxiliary verbs about main verbs, the positioning of adverbs, and the arrangement of elements in complex sentences. The most prevalent category is morphological errors, involving grammar issues, which make up a substantial 55.07% of the total errors. Table 13 present examples of both subcategories.

Table 13 Misordering examples in Text level

Text level			
Categories	Examples	Explanation	Correction
Lexis	In 2018 we left with my vacation family to Salinas was very nice”	Multiple misordering errors that significantly impact its coherence and meaning	In 2018 we left with my vacation family to Salinas was very nice”
	In general, I recommend you this place ...	In English, we typically say "recommend something to someone" rather than "recommend someone something."	In general, I recommend this place to you ...
Grammar	The most amazing thing that we saw was the breathtaking view from the top of parque Podocarpus	Proper nouns typically precede common nouns	The most amazing thing that we saw was the breathtaking view from the top of Podocarpus park
	I went with my family and visit win home my uncle”	Does not maintain a proper verb tense and word order.	I went with my family and visited my uncle's home.

Examples recovered from the student’s texts

6.3. Frequency

Objective 2: Determine the frequency of the errors in blog writing among bachillerato students at a public institution in Loja, the school year 2023-2024

Subquestion 2: How often do students make mistakes in blog writing at the bachillerato level at a public institution in Loja, school year 2023-2024?

The frequency of the errors was covered by the software Uam corpus tool, which during the identification and the classification of the errors, the program helped to establish the frequency and the percentage of the errors, in their respective classification. This information was presented during the identification and description error. However, Table 14 shows a review of the four types of errors and their respective frequency among the student’s texts.

Table 14 Frequency of errors

Levels	Categories	Types of errors			
		Omission	Misformation	Addition	Misordering
Substance level	Punctuation	73	16	7	0
	Spelling	43	75	15	1
Text level	Lexis	0	50	9	4
	Grammar	89	69	38	13
Total		219	215	69	18
%		42,03	41,27	13,24	3,45

The most common types of errors were omissions (42.03%) and misformations (41.27%), which together account for over 83% of all errors. Grammar and spelling errors were particularly prevalent, with grammar errors being the most frequent across all error types.

In contrast to the most common errors, the analysis also revealed categories where students made fewer mistakes. The least frequent error type was misordering at the substance level (spelling), with only one instance recorded. Notably, no misordering errors were found in punctuation. Similarly, in the omission category at the text level (lexis), no errors were registered. These findings provide a comprehensive picture of the students' performance, highlighting not only their primary challenges but also areas where they demonstrated relative strength. When considered alongside the more frequent errors in grammar and spelling, this information suggests that while students struggle with certain aspects of writing, they show better command in areas such as word order and lexical choices.

7. Discussion

This study aimed to identify the common errors in blog writing among second-year bachillerato students at a public institution in Loja, Ecuador during the 2023-2024 school year. The research focused on categorizing errors based on the surface strategy taxonomy and examining their distribution across different linguistic levels. Our findings provide valuable insights into the challenges faced by EFL learners in written production and have implications for teaching practices and curriculum development.

The primary research question guiding this investigation was, Which categories of errors are present in blog writing among bachillerato students at a public institution in Loja, school year 2023-2024? The analysis revealed four main categories of errors, which we will discuss in order of their prevalence.

Firstly, omission errors were the most prevalent, accounting for 42.03% of all errors identified (see [Table 1](#)). These errors occur when a necessary element is absent from a sentence or phrase. At the substance level, for instance, a common omission error was the absence of punctuation. At the text level, grammatical omissions were frequent. For a comprehensive overview of omission errors, refer to [Table 3](#) (substance level) and [Table 4](#) (text level). Interestingly, these findings align with those of Fawaid et al. (2022), who reported omission errors as the most frequent in their study of Indonesian EFL students' writing. However, the slightly lower percentage in our study could be attributed to differences in educational contexts or the specific nature of blog writing tasks.

Secondly, misformation errors were nearly as common, comprising 41.27% of the total errors (see [Table 1](#)). These errors occur when the wrong form of a morpheme or structure is used. For example, at the substance level, spelling errors were prevalent. For a detailed breakdown of misformation errors, refer to [Table 6](#) (substance level) and [Table 7](#) (text level). It is worth noting that our findings on misformation errors differ somewhat from previous studies. For instance, Fawaid et al. (2022) found misformation errors to be less prevalent in their study. This discrepancy could be due to the specific challenges of blog writing or differences in the Ecuadorian EFL curriculum's emphasis on certain grammatical structures.

Thirdly, addition errors comprised 13.24% of the total errors (see [Table 1](#)). These errors involve the presence of an item that should not appear in a well-formed utterance. Examples of addition errors can be found in [Table 9](#) and [Table 10](#). Notably, the frequency of addition errors in our study is lower than what Monn and Pratiwi (2022) reported in their study of Indonesian students' report text translations, where addition errors accounted for 29.6% of the

total errors. This difference could be attributed to the different genres of writing (blog posts vs. report translations) or variations in the educational contexts.

Lastly, misordering errors were the least common, occurring in only 3.44% of cases (see [Table 1](#)). These errors are characterized by the incorrect placement of morphemes in an utterance. Further examples of misordering errors can be found in [Table 11](#) and [Table 12](#). Interestingly, the relatively low frequency of misordering errors is consistent with the findings of Monn and Pratiwi (2022), who also reported misordering as the least common error type (12.2%) in their analysis. This suggests that students have a better grasp of word order compared to other aspects of language production.

The second research question sought to determine how frequently students make mistakes in blog writing at the bachillerato level at a public institution in Loja during the 2023-2024 school year. The analysis of error frequency revealed significant insights into students' writing challenges.

A total of 521 errors were identified across all student writings. As illustrated in [Table 13](#), the error distribution demonstrates a clear pattern. Omission errors emerged as the most prevalent, accounting for 219 cases (42.03% of total errors). Closely following were Misformation errors, with 215 occurrences (41.27%). These two categories significantly outweighed the others in frequency. In contrast, Addition errors were less common, with 69 instances (13.24%), while Misordering errors were the least frequent, occurring only 18 times (3.45% of total errors).

Upon categorizing the errors according to James' proposed linguistic levels, we can describe the most common error types in descending order of frequency: Firstly, omission errors at the text level (grammar) were the most prevalent, with 89 instances (see [Table 4](#) for examples). Secondly, misformation errors at the substance level (spelling) are closely followed, occurring in 75 cases (examples in [Table 6](#)). Thirdly, omission errors at the substance level (punctuation) were identified, with a frequency of 73 errors made by the students (examples in [Table 3](#)). Lastly, misformation errors at the text level (grammar) were recorded in 69 cases (examples in [Table 7](#)). This detailed analysis reveals that students struggled most with grammatical omissions, followed closely by spelling misformations. Additionally, punctuation omissions and grammatical misformations presented significant challenges in the students' blog writing.

Interestingly, our findings contrast with those of Uka et al. (2023) conducted in the Philippines, which found errors in mechanics to be the most frequent (46.98%). In our study, however, grammatical errors (morphology) emerged as the most problematic area, particularly

in omission and misinformation categories. This disparity may be attributed to variations in educational contexts, curriculum emphases, or the specific focus of the writing tasks.

Several limitations of this study should be acknowledged. Firstly, the sample size of 80 students from a single institution limits the generalizability of the findings to broader populations of EFL learners in Ecuador or other contexts. Additionally, the use of a convenience sample may affect the results. Implementing a random sample could enhance the ability to generalize the results within the institution of this study. Secondly, the study focused on a specific genre (blog writing) and topic (vacations), which may have influenced the types and frequencies of errors observed. Further research could explore error patterns across different writing genres and topics to determine if the findings are consistent or if certain error types are more prevalent in specific tasks.

While this study has provided a comprehensive quantitative analysis of error types and frequencies, it is important to acknowledge its limitations. Firstly, the research did not explore the underlying causes of these errors in depth. To address this gap, future studies could incorporate qualitative methods, such as interviews. These approaches would not only provide valuable insights into students' thought processes and the reasons behind their errors, but also offer an understanding of the writing process. Moreover, including the teacher's perspective in future research would be beneficial. Educators' observations and insights could shed light on the challenges they face in teaching writing skills and their strategies for addressing common errors. This additional viewpoint would enrich our understanding of the complex dynamics involved in EFL writing instruction.

Furthermore, it is crucial to recognize the cross-sectional nature of this study, which provides only a snapshot of students' writing abilities at a specific point in time. To gain a more comprehensive view of writing skill development, longitudinal research would be invaluable. Such studies could track students' progress over an extended period, for instance, at the end of each unit throughout the academic year. This approach would offer rich insights into the development of writing skills and allow researchers to observe how certain error types persist or resolve over time.

8. Conclusions

This study aimed to explore the common errors in blog writing among second-year bachillerato students at a public institution in Loja. The findings reveal several key insights that address our research objectives. The study successfully addressed its main objectives by identifying the most common errors in blog writing among the target population. These findings contribute to our understanding of the challenges faced by Ecuadorian EFL learners in written production, particularly in digital formats like blogs.

Our first objective was to classify the present errors in students' blog writing. Using the surface taxonomy proposed by James (1993) the four main categories of errors: omission, misformation, addition, and misordering, were found in the students's blog writing. Omission and misformation errors were the most prevalent, indicating that students struggle primarily with leaving out necessary elements and using incorrect forms of words or structures in their writing. This classification provides a clear picture of the areas where students face the most challenges in their written expression.

The second objective of this study was to describe the most common errors in students' blog writing. To achieve this, we conducted an analysis based on the linguistic levels proposed by James (1998), focusing on two main categories: the substance level, which encompasses spelling and punctuation, and the text level, which includes lexis and grammar. These linguistic levels served as a framework for describing the errors identified through the surface strategy taxonomy. The analysis revealed a pattern of specific error types that were particularly prevalent among the students' writing samples. At the text level, omission errors in grammar were notably frequent, indicating that students often struggled with including all necessary grammatical elements in their sentences. Similarly, at the substance level, omission errors in punctuation were common, suggesting difficulties in applying correct punctuation marks.

Furthermore, misformation errors, particularly in spelling at the substance level, emerged as another significant area of concern. This finding indicates that while students may attempt to use appropriate vocabulary, they frequently struggle with the correct orthographic representation of words.

The third objective focused on determining the frequency of these errors. The study identified a substantial number of errors across the analyzed blog posts, with omission and misformation errors occurring most frequently. At the linguistic level, grammatical (morphological) errors were found to be the most problematic, particularly in the categories of omission and misformation. This high frequency of errors underscores the significant

challenges students face in producing accurate written content in English, especially in digital formats like blogs.

These findings contribute significantly to our understanding of the challenges faced by Ecuadorian EFL learners in written production, particularly in digital formats. The insights gained from this study provide a valuable foundation for improving writing instruction and curriculum development in the context of digital literacy and blog writing. While the cross-sectional nature of this research offers a snapshot of students' writing abilities at a specific point in time, it also underscores the need for more comprehensive, longitudinal studies to fully understand the development of writing skills over time.

9. Recommendations

Based on the findings of this study, several recommendations can be made to improve EFL writing instruction and student outcomes, particularly in the context of digital writing formats like blogs. By implementing these recommendations, it is hoped that the quality of EFL writing instruction and student outcomes can be improved, particularly in the context of digital writing formats like blogs, ultimately enhancing the overall English language proficiency of Ecuadorian students.

For educators, it is crucial to develop targeted instructional strategies and innovative methodologies that address the most prevalent error types identified in this study, particularly omission and misformation errors in grammar. Might be useful to design focused lessons that highlight common grammatical structures where these errors frequently occur, such as exercises emphasizing the correct use of articles, verb tenses, and subject-verb agreement. Implementing regular error correction workshops can enhance students' awareness and self-editing skills. Developing contextualized grammar exercises that embed concepts within relevant, real-life contexts can make learning more meaningful and applicable. By implementing these methodologies, educators can create a more targeted and effective approach to addressing common writing errors, thereby improving students' overall writing proficiency in the context of blog writing and beyond.

Curriculum developers should consider integrating more opportunities for digital writing, including blog posts, into the EFL curriculum. Developing assessment rubrics that specifically address common error types identified in this study can help in a more accurate evaluation of student progress. For students, engaging in regular self-editing practices, focusing on checking for omitted elements and correct word forms, as well as utilizing peer review processes, can significantly improve their writing skills.

Further, research is needed to expand the understanding of EFL writing errors in Ecuador. Conducting longitudinal studies to track students' writing progress over extended periods and expanding research to include multiple institutions and regions can provide a more comprehensive picture. Investigating the underlying causes of common errors through qualitative research methods can offer deeper insights into students' writing challenges.

Educational institutions should provide professional development opportunities for teachers focused on addressing common writing errors in EFL contexts and invest in digital resources and tools to support students' writing development. Finally, policymakers should consider revising national EFL curricula to place greater emphasis on digital literacy and

writing skills and allocate resources for the development of Ecuador-specific EFL writing materials that address common error patterns identified in this research.

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11. Annexes

Annex 1. Letter delivered by the secretary of the career



UNL Universidad
Nacional
de Loja

Carrera de
Pedagogía de los Idiomas
Nacionales y Extranjeros

Ofc.078-DC-II/PINE-NG-FEAC-UNL
Loja, 17 de abril de 2024

Dr.

[Redacted]
Rector de la Unidad Educativa del Milenio "Bernardo Valdivieso"
Ciudad

De mis consideraciones:

Me dirijo a usted, con el objetivo de comunicarle que en la oferta académica, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Facultad de la Educación, el Arte y la Comunicación de la Universidad Nacional de Loja, consta el desarrollo de **PRÁCTICAS PRE-PROFESIONALES DOCENCIA - VINCULACIÓN: Aplicación, Seguimiento y Evaluación de Propuestas Innovativas en el Proceso de Enseñanza Aprendizaje, así como la aplicación del Plan de Intervención**, mismo que deben cumplir como parte de la formación académica de la carrera, motivo por el que, mucho agradeceré a usted, se digne autorizar a quien corresponde, para que Angel Israel Cuenca Macas, estudiante del Ciclo 8, período académico Marzo /2024 – Agosto /2024, se le brinde la apertura necesaria en la Institución de su acertada Dirección.

En la seguridad de ser atendida de la manera favorable, le anticipo mis agradecimientos, a la vez que aprovecho la oportunidad para expresarle los sentimientos de mi especial consideración y estima.

Atentamente,

**EN LOS TESOROS DE LA SABIDURÍA
ESTÁ LA GLORIFICACIÓN DE LA VIDA**

[Redacted]
DIRECTORA ACADÉMICA

Elaborado por:

[Redacted]
ANALISTA DE APOYO A LA GESTIÓN ACADÉMICA



Annex 2. Writing task



**UNIVERSIDAD NACIONAL DE LOJA
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
DATA COLLECTION INSTRUMENT**

Dear student, answer the following writing exercise with honesty.

Student's code

Date:

Vacations

Write a social media post for a personal **blog** about your last vacation. Make sure you include the following information.

- Where did you go?
- Who did you go with?
- Describe the most interesting thing that you saw.
- Would you recommend others to go there? Why?

Write your answer in 80 – 100 words in an appropriate style.
