

UNIVERSITY OF EL SALVADOR

FACULTY OF SCIENCES AND HUMANITIES

FOREIGN LANGUAGE DEPARTMENT



ERROR ANALYSIS OF SYNTACTIC ERRORS IN WRITTEN
ENGLISH MADE BY STUDENTS OF ENGLISH
COMPOSITION I: STRATEGIES THEY USE

GRADUATION WORK IN ORDER TO OBTAIN
THE DEGREE OF LICENCIADO EN IDIOMA INGLES

BY

AURELIA LETICIA MALDONADO ALFARO
MARIA ELENA MORAN FUNES DE BAIRES

SAN SALVADOR,

EL SALVADOR,

CENTRO AMERICA

T
428
M244e

Ej. 2

UNIVERSIDAD DEL SALVADOR

RECTOR:

DR. FABIO CASTILLO

SECRETARY:

LIC. MIGUEL ANGEL AZUCENA

FACULTY OF SCIENCES AND HUMANITIES

DEAN:

LIC. VICTOR ARTURO GONZALEZ

SECRETARY:

LIC. MARINA DE JESUS LOPEZ

FOREIGN LANGUAGE DEPARTMENT

HEAD OF THE LANGUAGE DEPARTMENT:

LIC. ROLANDO LABRADOR

SAN SALVADOR, EL SALVADOR, 1991



MEMBERS OF THE JURY

LIC. MARIA TERESA DAMAS DE AREVALO

LIC. JOSE MATEW ALVARADO

LIC. ANA MARIA GLOWER DE ALVARADO

ACKNOWLEDGMENTS

The authors of this work wish to express their gratitude

To: Lic. Ricardo Labrador, for his valuable help, which enriched greatly the relevance of this work; and for his generous sharing of experience which permitted the development of this work.

To: Carlos Humberto Faires Sandoval, for his patience and willingness to cooperate in every possible aspect, especially in the drafting of all the figures and charts.

To: Juan Pablo Maldonado and Wilfrido René Alfaro, for their tolerance and spontaneous disposition to help.

Aurelia Leticia wants to express:

There are no words to express my deepest feelings to God; without him nothing could have been possible. I am now what he has let me become.

To the Virgin Mary, who has made possible my ideals, and my strong faith in God.

To my parents, especially to my beloved mother Carmen Haydee, who has always encouraged me to study in order to realize my dreams, and for her comprehension and patience through the development of this work.

To my dear sisters, Sonia del Carmen and Blanca Alicia, for the strength they have given me.

To my dear brothers, Juan Pablo and Wilfrido Rene, for their comprehension and their spontaneous help in all that I asked them to do for me.

To my relatives, especially to my nieces and nephews, who have always been with me, wishing the best for my future.

To my friend Maria Elena, who has had the task of typing this thesis in addition to being one of the authors of this graduation work.

Thank you one and all.

María Elena dedicated this work to:

God Almighty: From whom I received all the strength I needed to finish a task like this.

The Virgin Mary: Because through her example I found the patience to overcome all the obstacles this work had.

My dear husband: For his immense patience, tolerance and love through the long time of work this investigation covered, and now for his real joy sharing my dream come true.

My beloved son: Because in his innocent love I found the inspiration to continue till the end of this work.

My dear mother: Because since my childhood and through her example she transmitted me the wish to be a real woman, a professional, a wife and a mother.

My dear father: Because even though sometimes it was not easy between both of us, I always knew that he wanted the best for me.

My dear brothers
and sisters: Who watched the process of this work

with sincere interest, suffered with
me and now share my happiness

My relatives and

friends:

Who wished for me the best and who enjoy
my happiness now.

I want to dedicate this work especially to the little girl
or boy who is growing inside of me, who these last few months
had meant a motivation to finish this task.

TABLE OF CONTENTS

INTRODUCTION

Chapters	Page
I STATEMENT OF THE PROBLEM	1
II OBJECTIVES AND HYPOTHESES	8
III THEORETICAL FRAMEWORK	10
Communicative Strategies	12
IV THE STUDY	17
Classification Proposed by the Researchers	21
V ERROR ANALYSIS	29
A. OMISSIONS	32
1. Major Constituent	32
a. Verbs	32
b. Subjects: noun or pronoun	33
2. Grammatical Morphemes	35
a. Prepositions	36
b. Articles	37
c. Plurals	39
d. Auxiliaries	40
e. Regular Past/Tense Past Participle	42
f. Third Person Singular Inflection	43
g. Infinitive Marker "to"	44
h. Possessive Form: 's	45
3. Pronouns: Object Pronoun	46

B. ADDITIONS	47
1. Double Marking	48
a. Direct Object	48
b. Present Indicative	49
c. Auxiliary Verbs	49
d. Subject	50
e. Negative Form	50
2. Simple Addition	51
a. "Be" in an adverbial phrase	51
b. Articles	52
c. Prepositions	54
d. Adverbs	55
e. Marker "to" after special verbs	56
f. Possessive Form:'s	57
3. Compound Addition	58
C. MISFORMATIONS	60
1. Overregularization	60
a. Wrong use of verb forms	60
a.1 Addition of the third person singular inflection	60
a.2 Addition "ed" in irregular past/ irregular past participle	60
a.3 Addition "ed" in infinitive verbs	61
a.4 Addition "ed" to a noun	62
a.5 Addition of "ING"	62
a.6 Omission of "ING" form	63
b. Wrong Formation of Words	64
b.1 Plurals	64
2. Archi/Alternating Forms	66
a. Use of wrong form of "be"	66
b. Wrong use of modal auxiliaries	68
c. Prepositions	68
d. Pronouns	70

e. Adverbs	70
f. Adjectives	71
g. Demonstratives	72
h. Conjunctions	72
i. Intensifiers	73
j. Possessives	73
k. Articles	74
3. Poor Mixicon	75
a. Verbs	75
b. Nouns	78
c. Adverbs	79
d. Adjectives	79
e. Quantifiers	81
f. Prepositions	81
g. Conjunctions	82
h. Adjective Phrase	82
i. Noun for another grammatical e.	83
j. Preposition for another element	83
k. Adjective for another element	84
l. Verb instead of a noun	85
m. Adverb instead of another element	85
n. Literal Translation	86
o. Confusing the subject for an object	86
D. MISORDERING	88
1. Word Order of Constituents	89
2. Subject/Verb order in embedded nominal complement clauses	89
3. Adjective/Noun Order	90
4. Internal Adverbial Phrase Order	91
5. Adverb Word Order	91
VI ANALYSIS OF THE DATA	95

VII CONCLUSIONS	102
VIII RECOMMENDATIONS	105
BIBLIOGRAPHY	107

TABLES

Page

1. Arithmetic Mean of Errors Detected 97
2. Interlingual and Intralingual Strategies 99

CHARTS

Page

1. Summary of Major Constituent Errors	35
2. Summary of Grammatical Morpheme Errors	46
3. Summary of Pronoun Omissions	47
4. Summary of Double Marking Additions	51
5. Summary of Simple Addition Errors	58
6. Summary of Compound Addition Errors	59
7. Summary of Overregularization Errors	66
8. Summary of Archi/Alternating Form Errors	74
9. Summary of Poor Lexicon Errors	87
10. Summary of Misordering Errors	93
11. Final Summary of Errors	93

FIGURES

Page

1. Distribution of Percentages 95
2. Different Strategies 97
3. Intralingual and Interlingual Errors 98
4. Number of Strategies used per subject 100
5. Percentages of Each Strategy 101

APPENDIX

Page

A.	Glossary	112
B.	Random Tables	117
C.	List of Errors	121
D.	Compositions written by the sample	153

INTRODUCTION

This work is a descriptive study of some of the syntactic and lexical problems students face after finishing their composition courses at the Foreign Language Department of the University of El Salvador. The research aimed at analyzing syntactical errors; however, after the data were analyzed lexical errors were also found.

The problem of errors has long been discussed by those people involved in foreign or second language learning-teaching. At the Foreign Language Department of the University of El Salvador, errors play an important role as part of the learning process. However, it seems that no systematic efforts have been made to analyze errors in order to discuss the reasons which lead students to make them, despite the constant complaint made by the teachers at all levels about the students' language proficiency.

As students, the researchers themselves, realized the communicative problems caused by the production of errors in their speech and in their writing. Even now, they do not feel comfortable when writing due to interference from their native language and to the misuse of communicative strategies, both of which lead students to make errors in the different aspects: morphological, syntactical, semantical, lexical

and phonological.

To conduct this research, the Error Analysis theory was used. The researchers have analyzed errors detected in 32 compositions written by composition students, in order to recognize the strategies used by them, which produce the errors. The main purpose of this work is to detect errors, classify them and analyze the various communicative strategies used. Through the error analysis applied in the work the researchers have analyzed the way these strategies contribute to the production of errors.

In the development of this work, some limitations were met. Limited experience on doing research of this type, since it is the first time students at the Foreign Language Department undertake such endeavor. Another limitation was the level of competence in the English language which this investigation required. A limitation worth mentioning is the fact that the expected number of subjects participating in the study was 40. The researchers expected to work with 40 students' compositions, however, the instructors in charge of the courses turned over only 21 of the chosen sample. This made the researchers collect 11 more compositions from 11 different students who were not in the original sample.

Besides the above limitations, even after the researchers

explained to the instructors about the number of words required in each composition, 4 of them reached that number, 28 had less words.

However the researchers continued the investigation and as a result 320 significant errors were analyzed. This graduation work comprises 8 chapters distributed as follows: Chapter I includes the statement of the problem; this chapter presents the reasons why this topic has been chosen by the researchers. It also discusses the importance and relevance of this work at the Foreign Language Department of the University of El Salvador. Chapter II deals with the objectives of this work and the statement of hypotheses and subhypotheses. Chapter III, Theoretical Framework, comprises the background research on this topic. It also discusses different classifications of communicative strategies and presents the classification chosen to be the basis of this work. Chapter IV, The Study, presents the methodology applied to collect, classify and analyze the data. Chapter V, Error Analysis, comprises the analysis of the errors found in the data collected. It also explains the different strategies used by the subjects, and the possible reasons which motivated their use. Chapter VI, Analysis of the Data, comprises and organizes the information the researchers have obtained after the analysis of the data in order to show precise and significant

date. Chapter VII, Conclusions, presents the final assumptions the researchers have concluded. Finally, Chapter VIII, Recommendations, gives some insights to overcome this kind of problem.

CHAPTER I

STATEMENT OF THE PROBLEM

The term communicative strategies, as possible cause for the production of syntactical errors in compositions written by students in the composition courses at the Foreign Language Department of the University of El Salvador, was first mentioned to the researchers by Lic. Rolando Labrador. After some working sessions in which literature about the topic was discussed, the researchers decided to do work on the topic.

This idea was novel to the researchers, however, when they searched for more information about the topic, they discovered that the role communicative strategies played in the production of syntactic errors was an idea already developed by linguists, who had recognized their importance within the analysis of students' errors.

At the Foreign Language Department, a research such as this would prove its value if carried out with students from the Composition I courses, since students at this level have already had four semesters of English, and the opportunity to find out whether they were influenced on this kind of strategies was unique.

Another reason which made the researchers decide on conducting such study was that they themselves had experienced communicative problems due to the misuse of strategies which led them to make errors. Nevertheless, it is their opinion that there are other factors which may originate syntactic errors, such as: lack of motivation, poor attendance, discontinuity on the studies, etcetera. The main reason why the students make these errors is the use of communicative strategies.

As mentioned above the relevance of this work is supported by the possibility to give an explanation of a problem already stated by teachers and students of the Foreign Language Department.

Professors at the Foreign Language Department of the University of El Salvador have observed that after finishing the intensive English courses students still make errors, some caused by negative transfer from Spanish and others because of the use of wrong learning strategies.

This supposition is supported by information gathered through informal interviews with professors James Macera, Maria del Mar de Rosa, Norma de Castro, María Teresa Damas de Arévalo, Alvaro Suncin, and Gaio Tiberio, who have taught Composition courses at the Foreign Language Department. All the professionals agree that the students' skills in writing

are not efficiently developed throughout the intensive English courses of the "Area Basica". It is important to mention here that even though all the surveyed professionals agree on this matter each one attributes this problem to different reasons. Thus Norma de Castro says that "the main reason why the students face difficulties in writing English is that they do not have enough time to be in contact with the English language"; Gaio Tiberio says that: "the students show such a very poor English that they have to look for support on their native language when they write."

The support to which Tiberio alludes is translated in terms of syntactic transfer from Spanish into English, this idea is shared also by James Macera, who states that "the students intend to write in English thinking in Spanish." All the surveyed teachers agree that the application of transference is very common among the students.

Reflecting on the way syllabi for the intensive courses are laid out, María Teresa de Arévalo says that the "Area Basica" emphasizes on the speaking and listening abilities leaving reading and writing without any attention. "This", she adds, "causes the students' inability to express their ideas correctly in writing."

In addition, the students of the Foreign Language

Department are allowed to enroll in the composition courses without having taken the grammar courses.

Consequently, the researchers hypothesize that one of the reasons why students enrolled in English Composition I face difficulties in expressing their thoughts in written form is because they use communicative strategies that lead them to make syntactic errors.

As stated before, the reasons for this problem can be varied but this work will not deal with these reasons; the main fact is that members of the staff of the Foreign Language Department agree that the students have problems in using the appropriate syntactical structures which on the whole reflect a very poor writing skill.

The difficulties the students have in the upper level courses have also been discussed in other graduation works, for instance Cordova and Trujillo (1987:14) state that:

"As students of these majors, we have observed the following facts:

After finishing the four stages programmed for the acquisition of English in the Basic Area, the students generally:

- Do not speak English fluently.
- Do not read English

very well.
-Do not write English
well enough to satisfy
the requirements of
this area."

Also, Diaz and Vasquez (1987:1) express that:

"The claim of 24 teachers surveyed,
out of the 23 in the Department is
that the students are not ready enough
at the end of the Basic Area studies
to pursue studies at the upper level
of instruction."

And, Lars and Ferrera (1987:37), who claimed that they
had found enough support for their hypothesis, state that
"students do not master the language at the end of the major."

Finally, the authors of this work share the opinions
expressed by students in their graduation work quoted above
and by professors at the Foreign Language Department. The
authors themselves feel that one of the reasons why their
syntax is at times insecure might be due to the phenomenon of
interference from their native language. This phenomenon is
one of the reasons pointed out by professors at the Department
as being one of the possible causes for the students' errors.
This transference is discussed by the researchers as the
incorrect use of communicative strategies.

The importance of this research lies in the fact that for many years the center of attention in the learning process has been the teacher, it is only until recently that this center of interest has shifted to the student. It was in the late 1960s that this idea gained acceptance in the learning process. This change occurred mainly because transformational-generative grammar and cognitive psychology supported a trend away from audiolingualism and toward making language teaching more humanistic and less mechanistic (Hendrickson:1980-155).

This new trend places the students' performance as the most important aspect in second language acquisition as stated by Cohen and Robbins (1975:59): "In recent years, the focus in second language acquisition has been directed more toward the learner than toward the teacher."

Besides, Hendrickson (1980:155) adds"

"These new directions in language teaching are gradually changing the focus of foreign language learning objectives, instructional materials, and pedagogical strategies. Instead of expecting students to produce flawless sentences in a foreign language, for example, many of today's students are encouraged to communicate in the target language about things that matter to them."

This change in direction is also accepted as a shift in the right direction on language teaching and language learning

at the University of El Salvador. Almost all the surveyed professionals agree with this shift, but they also point out at some limitations for its real implementation. For instance, they all say that in an overcrowded classroom it is almost impossible to make the students play an active role. These professionals also say that it depends on the idiosyncrasy of each teacher to make this shift real.

The researchers believe that the Foreign Language Department needs to channel its efforts towards a student-centered approach to language learning, rather than focussing on the teacher. This shift of emphasis will make possible to regard the learners' errors as a fundamental part of the learning process.

This project is relevant because its results will give other researchers basis for developing strategies or techniques which may help improve the students' syntax. Furthermore, this type of research had never been carried out at the Language Department of the University of El Salvador.

For the reasons above mentioned, the aim of this work is to analyze some of the syntactic errors students make after finishing the intensive English courses at the Foreign Language Department. Since this research is focused on written errors, the target population is the students enrolled in English Composition I almost at the end of the first term of the 89-90 academic year.

CHAPTER II

OBJECTIVES AND HYPOTHESES

The researchers of this work propose the following as their working hypothesis:

"The syntactic errors made by English Composition I students derive from the type of communicative strategies they use."

The application of communicative strategies such as: Transference, Overgeneralization, Prefabricated Patterns, Overelaboration and Avoidance constitute the independent variable in this hypothesis, and the syntactic errors the learners make when they use these strategies are the dependent variable.

Subhypotheses:

1. "The students in English Composition I at the Foreign Language Department of the University of El Salvador make more intra- than interlingual errors."

2. "The students of English Composition I make use of wrong communicative strategies because of the stage of their interlanguage system."

The objectives that have guided this research project are:

General:

To analyze the syntactic errors made by the students of English Composition I of the first term of the 89-90 academic year at the Foreign Language Department of the University of El Salvador.

To prove that the syntactic errors made by the students of English Composition I are caused by the type of communicative strategies used in their interlanguage system.

Specific:

To detect syntactic errors in compositions written by students of English Composition I.

To classify the syntactic errors into intra- or interlingual.

To determine which communicative strategy causes the syntactic errors.

To give some insights why the students of English Composition I use communicative strategies.

CHAPTER III

THE LINGUISTIC FILM WORK

In the process of learning a second or a foreign language at the Foreign Language Department of the University of Colorado, the student learns to communicate orally and in written form. His teacher determines the linguistic mechanisms he is going to use to communicate with. Some of these mechanisms are strategies, which are the attempts the learner uses to learn the target language (L2) and to communicate in it. Harone, Cohen and Duner (1994:4) classify strategies in two categories: Learning strategies and Communicative strategies.

Even when both types of strategies are used in the learning process, Leffler (1994:16) sees a difference between them. He says that communicative strategies are applied only for the purpose of communication, and learning strategies are used when the students intend to grasp the knowledge of the L2. Furthermore, he explains that a learning strategy allows the learner to transfer his native tongue characteristics into his interlanguage system; on the other hand, when the learner simply borrows these characteristics without incorporating them to his interlanguage system, he makes use of a communicative strategy.

On the same trends, Tarone et al (1984:5) also define a communicative strategy as: "a systematic attempt by the learner to express or decode meaning in the target language in situations where the appropriate systematic target language rules have not been formed."

Similarly, Tarone (1984:67) says that learning strategies are: "an attempt to develop linguistic and sociolinguistic competence in the target language to incorporate these into ones interlanguage competence."

This interlanguage competence to which Tarone makes reference, allows the language learner to convey meaning with a faulty command of the TL in question. In an effort to communicate the learner uses strategies and often the application of strategies results in errors.

Strategies of communication have been researched by many linguists interested in studying the influence these strategies have on second language learners. Even when there is no agreement among linguists regarding the appropriate terms to name the strategies, all of them agree that they are used by the learners to convey meaning.

The development of the term "communicative strategy" has run a long way since it was first mentioned by Larry Selinker. He said that the errors made by the learners of a second language

were the product of his attempts to express his meaning in spontaneous speech without an adequate understanding of the TL (Corder:1984-16).

COMMUNICATIVE STRATEGIES

With the modern trend which recognizes the important role of Error Analysis (EA) not only in the analysis of errors but also in the prevention and prediction of them, progress has been made to approach communicative strategies in the learning process systematically; and to detect the relationship between the learners' errors and the application of strategies by the learners (Sheen:1980-105). This phenomena has been studied by different authors, thus according to Corder (1984:16), Varadi was the first one to experiment in it. Faerch and Kasper (1984:21) raised the question whether a strategy was a subclass of a process or a plan, and classified strategies as formal reduction strategies, functional reduction strategies and achievement strategies. They define formal reduction strategies as when the learner communicates with a "reduced" system to avoid the production of incorrect utterances at the phonological, morphological, syntactical and lexical levels. Functional reduction strategies, when the learner reduces his communicative goal to avoid a problem. These strategies are analyzed in terms of topic avoidance, message abandonment and meaning replacement. Finally, the authors call achievement strategies to those used when the learner attempts to solve communicative

problems through the expansion of his communicative resources in the form of compensatory strategies; a) code switching, b) interlingual transfer, c) inter-intralingual transfer, d) interlingual based strategies: generalization, paraphrase, word coinage, e) cooperative strategies, f) non-linguistic strategies: retrieval strategies. (Faerch and Kasper:1984-45)

On the same matter, Corder (1984:16) stated that essentially a strategy had to do with the relationship between ends and means: he classified communicative strategies in two groups: message adjustment strategies and resource expansion strategies.

Message adjustment strategies are viewed by him as the strategies the learner uses adjusting his ends to his means at the time to face a difficulty in the TL. Corder includes Topic Avoidance, Message Abandonment, Semantic Avoidance and Message Reduction in this group. Resource Expansion Strategies, he says are used when the student facing a difficulty in the TL attempts to increase his resources. This group includes borrowing, language switch and appeal to authority.

Finally Tarone, Cohen and Dumas (1984:6) working with those earlier assumptions but adding the component of comprehension were able to provide a framework of communicative strategies and find examples of those patterns in the phonological,

syntactic, morphological and lexical aspects. Their classification is as follows:

1. Transfer from native language (NL). The negative transfer for NL the learners make resulting inappropriate and incorrect utterances. This communicative strategy can be observed in the four aspects.

Examples:

Phonological: [bɛɪɪ] for [vɛɪɪ]

Morphological: The book of Jack for Jack's book.

Syntactical: Everything around of me for Everything around me.

Lexical: ... during I was waiting for
... while I was waiting.

2. Overgeneralization. The application of a rule of the TL to inappropriate TL forms. Also observed in the four levels.

Examples:

Phonological: [wɔɪkɛd] for [wɔɪkɪ]

Morphological: ... hurted for hurt (past form)

Syntactical: I don't know nothing for
I don't know anything.

Lexical: Exit for success.

3. Prefabricated patterns. A regular segment of speech which is used by the learner without the necessary knowledge

of its underlying structure only knowing in which particular case can be used. This communicative strategy occurs only in syntactic level.

Example:

Syntactical: "What do you doing?" for
"What are you doing?"

4. Overelaboration. The learner trying to produce careful TL utterances produces utterances which seem artificial and unnatural. This strategy can be observed in the four aspects.

Examples:

Phonological: [hwat əv ju dɔɪŋ] for [wɑtʃəduɪn]

Morphological: "I would not have gone" for
"I wouldn't've gone"

Syntactical: "That's my foot which you're standing on"
for "that's my foot you're standing on".

Lexical: "The people next door are rather indigent" for
"The people next door are rather poor".

5. Epenthesis. This strategy occurs only in the Phonological field and consists of the insertion of a vowel when the learner is unable to produce unfamiliar consonant clusters in the TL, and in attempts to produce them, he uses schwa vowels between consonants, as [sətəɪ] for [stɪɪ] stray.

6. Avoidance. A group of different means the learner uses

to get around TL rules or forms which are not yet an established part of his competence. It occurs in the four aspects.

Examples:

Topic avoidance: when the learner totally evades a topic which requires the use of TL rules or forms he is not comfortable with.

Semantic avoidance: when the learner evades the communication of contents for which the appropriate TL rules or forms are not available so he instead of talking about the precise topic, he talks about related concepts which may presuppose the desired content.

Appeal to authority: when the learner asks someone else to help him with a difficult TL form.

Paraphrase: when the learner rewords a message in an alternate, acceptable, TL construction, in order to avoid a more difficult construction.

Message abandonment: when the learner stops in mid-sentence because he runs into difficult TL forms.

Language switch: when the learner carries a native word or expression, untranslated, into the interlanguage utterance.

CHAPTER IV

THE STUDY

This study is eminently descriptive. To accept or reject the hypothesis proposed the researchers have analyzed syntactical errors made by the students enrolled in English Composition I course at the end of the first term of the 89-90 academic year at the Foreign Language Department of the University of El Salvador.

The target population of this course was 95 students. The sample selected was 40 students. To choose them the researchers followed this plan:

1. Arrange the list of student names in alphabetical order.
2. Assign a correlative number to each student's name, from 01 to 95.
3. Select the random number table, which would serve as basis to choose the sample. (See Appendix B)
4. Select the columns and the rows at random from the number table to decide a starting point for the selection of the numbered students.
5. Raffle the position of the 2 digits in the whole number which would be taken as the basis to assign numbers to the subjects. There was a choice of selection of the

two digits at the beginning or the two in the middle, or the the ones at the end. (each number in the tables is made up of 5 digits)

The result of this selection process produced the choice of second column and row 36 of random number table 1, and the first two digits of the column were the ones considered in the selection. Therefore, the subjects selected correspond to numbers 48,41,04,18,52,32,19,70,32,15,54,01,12,39,22,63,76,37,08,51,46,64,84,20,60,13,50,68,23,42,89,86,55,47,43,78,59,91,72,80.

The researchers asked Composition I instructors to gather compositions written by the sample students selected. At this point the students were almost at the end of the course and they were asked to write a composition on a free topic, preferably a narration consisting of 250 words, at least.

There were some factors which made impossible to follow the process accurately. The researchers were able to collect only 21 compositions from 21 students in the chosen sample. With the purpose of increasing the number of subjects of study the researchers collected 11 more compositions: but these compositions were not part of the original sample, and were included because they were the only ones available. Even though the researchers had asked for 250 word compositions, 21 compositions were collected, and 11 more compositions were

of words required.

After gathering the compositions, the researchers arranged them in alphabetical order. A code was assigned to each composition, and 323 errors which were considered significant were extracted for the purpose of this work.

The next step was the classification of errors, this classification was done based on the taxonomy presented by Dulay, Burt and Krashen (1982:166). This taxonomy is as follows:

" Omissions

Omission of Major Constituents

Head noun

Subject

Main verb: has

Direct Object

Omission of Grammatical Morphemes

Preposition: to, on, in

Article: the

Short plural: -s

Long plural: -es

Auxiliary: do, is, are

Auxiliary: is, am

Copula: is, am

Progressive: -ing

Regular Past Tense: -ed

Irregular Past Tense: fell, came, ate.

Third Person singular

Infinitive Marker: to

Additions

Double Marking

Present Indicative

Regular past

Irregular past

Direct Object

Simple Addition

Third Person singular

Article: a

Preposition: in

Misformations

Overregularization

Reflexive Pronoun

Regular Past

Third Person singular

Archi/Alternating Forms

Auxiliary: does/is

Prepositions: at/to, on/in

Subject pronoun: he/she

Possessive Pronoun: she, she's/her, him's/his

Negative: no/not

Quantifiers

Misordering

Aux in simple question

Aux in embedded question

Adverb

"

CLASSIFICATION PROPOSED BY THE RESEARCHERS

The researchers introduced some modifications according to the nature of the errors analyzed, as a result their taxonomy is as follows:

I. Omissions

1. Major Constituents

a. Verbs

b. Subjects: Noun or pronoun

2. Grammatical Morphemes

a. Prepositions

b. Articles

c. Plurals

d. Auxiliaries

e. Regular Past Tense/Regular Past Participle: Ed

f. Third Person Singular Inflection

g. Infinitive Marker "to"

h. Possessive Form: 's

3. Pronouns: Object Pronoun

II. Additions

1. Double Marking

a. Direct Object

BIBLIOTECA CENTRAL
UNIVERSIDAD DE EL SALVADOR

- b. Present Indicative
 - c. Auxiliary Verbs
 - d. Subject
 - e. Negative Form
2. Simple Addition
- a. Verb in an adverbial phrase
 - b. Articles
 - c. Prepositions
 - d. Adverbs
 - e. Marker "to" after special verbs
 - f. Possessive Form: 's
3. Compound Addition

III. Misformations

1. Overregularization
- a. Wrong use of verb forms
 - a.1 Addition of the third person singular inflection
 - a.2 Addition "ed" in irregular past/past participle
 - a.3 Addition "ed" in infinitive verbs
 - a.4 Addition "ed" to a noun
 - a.5 Addition of "ING"
 - a.6 Omission of "ING" form
 - b. Wrong Formation of Words
 - b.1 Plurals
2. Archi/Alternating Forms
- a. Use of wrong form of "be"
 - b. ~~Wrong~~ use of modal auxiliaries

- c. Prepositions
- d. Pronouns
- e. Adverbs
- f. Adjectives
- g. Demonstratives
- h. Conjunctions
- i. Intensifiers
- j. Possessives
- k. Articles

3. Poor Lexicon

- a. Verbs
- b. Nouns
- c. Adverbs
- d. Adjectives
- e. Quantifiers
- f. Prepositions
- g. Conjunctions
- h. Adjective Phrase
- i. Noun for another grammatical element
- j. Preposition for another element
- k. Adjective for another element
- l. Verb instead of a noun
- m. Adverb instead of another element
- n. Literal Translation
- o. Confusing the subject for an object

IV. Misordering

Word order of constituents

2. Subject/Verb order in embedded nominal complement clause.
3. Adjective/Noun Order
4. Internal Adverbial Phrase Order
5. Adverb Word Order

The errors were classified in 4 general categories:

Omission, Addition, Misformation and Misordering. The Omission errors were subclassified as Major Constituent Omissions, where the student omits a vital element of a sentence without which the sentence is not understood; Grammatical Morpheme Omissions, where the students omit elements that do not affect the meaning of the sentence, in other words, the resultant sentence is grammatically incorrect but it can be understood (Dulay et al: 1982-155); and Pronoun Omissions, which deals with the omission of pronouns.

Errors of Addition were subclassified as: Double Marking Additions, Simple Additions, and Compound Additions. Double Marking errors are those in which two items rather than one are marked for the same feature (Dulay et al: 1982-156). Simple Addition, when an item appears where is not necessary for a well-formed sentence (Dulay et al: 1982-153). Compound Addition, when the students have added extra and unnecessary elements to a sentence giving the impression of redundancy and needless repetition.

Misformation errors which are subclassified into three categories: Overregularization, where the students by analogy place a regular marker instead of an irregular one; Archi/ Alternating Forms where the students select one member of a class of forms to represent the entire class (Dulay et al: 1982-153); and finally Poor Lexicon, a category suggested by the researchers of this work which reflects the lack of vocabulary the students have in the target language. Archi/ Alternating Forms and Poor Lexicon may seem a little similar but while the first one deals mainly with grammar qualities the latter corresponds to a lexical or semantic quality.

Finally, Misordering errors which are those characterized by the wrong placement of a grammatical element. These errors are divided into five categories: Word Order of Constituents; Subject/Verb Order in embedded nominal clauses; Adjective/Noun Order; Internal Adverbial Phrase Order; Adverb Word Order.

After classifying the errors, the researchers studied and analyzed each error to infer which strategy originated these errors. This work is based mainly on the classification of strategies given by Tarone, Cohen and Dumas (1984:6) already explained in Chapter III. However, a work such as this cannot be limited to one classification. Therefore the researchers added two more strategies, suggested by their advisor, False Friends and Simplification. False Friend

consists of the use of an English word that has a morphological and phonological similarity with a Spanish word but differ in meaning: Simplification is a kind of Avoidance, when the students having the alternative to use a complex structure they prefer to use the easier way without having in mind which structure should be the most appropriate to achieve meaning in a grammatically correct way.

But in the special cases in which the authors were not able to determine which strategy, if one, the students had used, have been labeled "unknown origin".

Another aspect that is mentioned is the distinction between interlingual and intralingual errors. For instance, errors originated by Transference and False Friend strategies are related to interlingual errors: in other words, these strategies produced errors due to the influence of the learners' native language. On the other hand, the other strategies, Overgeneralization, Overelaboration, Prefabricated patterns, Avoidance and Simplification are related to intralingual errors. These strategies cause errors within the structure of the TL itself.

As this work is based on errors, it is developed through the techniques of Error Analysis (EA). The importance of EA in second language learning has been stressed by different linguists, among them Schachter and Celce-Murcia (1980:120)

who express that:

"A careful study of a large corpus of errors committed by speakers of the source language attempting to express themselves in the target language provides factual empirical data-rather than theoretical speculation for developing a syllabus or a model of second language acquisition."

Even though the purpose of this study is not to develop a syllabus or a model of second language learning, but to detect the kind of communicative strategies which lead learners to make errors, the application of EA in the study is of great value. Schachter and Celce-Murcia (Ibid;123) also discuss the significance of errors stating that:

" ... errors can be significant in three ways: (1) they tell the teachers how far the learner has come and what he still must learn; (2) they give the researcher evidence of how language is learned (i.e., strategies and procedures used); (3) they ..."

The methodology for this EA encompasses the following phases:

1. Collection of data from the students' compositions.
2. Identification of syntactic errors.
3. Classification into error types (omissions, additions, misformation, misordering).
4. Identification of the source of errors (communicative

- strategies).
5. Identification of the areas of difficulty in the TL
(identification of structures affected)
 6. Statement of the frequency of strategies.
 7. Establish if the errors are interlingual or intralingual.

The procedure by which all the information is measured is the measure of central tendency called the Arithmetic Mean, which consists of the arithmetic average of the raw scores. The sum of the scores produced by the subjects of a sample and the division of this sum by the number of subjects gives as a result the balance point or arithmetic mean.

In this work the scores are represented by the quantity of syntactic errors made by each subject of the sample. The sum of these scores is divided by the number of subjects; the result, the arithmetic mean, is shown in tables in Chapter VI.

Through the comparison of the obtained arithmetic means, the researchers were able to conclude if the hypothesis and subhypotheses were accepted or rejected, if they were strong or weak.

CHAPTER V

ERROR ANALYSIS

This chapter comprises the analysis of the errors found in the data collected and which were classified according to the taxonomy already mentioned. This analysis explains the possible strategies the students used which lead them to make errors.

An asterisk next to a sentence or phrase indicates that it is not grammatically acceptable; it is necessary to explain that in the classification of errors sometimes one same sentence included errors which could be analyzed under different categories of errors: since one of the purposes of this research is to analyze each error separately, these sentences are repeated according to the number of errors they contain. For instance take the following sentence:

... I going to do all my homeworks ...

The first error to be analyzed is the omission of the auxiliary verb; the symbol \emptyset indicates its omission. Thus the sentence has been classified as follows:

Omission

1. Grammatical Morphemes

Auxiliaries

33) * ... I \emptyset going to do all my homeworks ... (C3)

But the sentence includes another error that is the addition of the plural morpheme marker "s" to pluralize a mass noun. As a result this sentence is also classified as:

Misformation

1. Overregularization

b. Wrong formation of words

b.1. Plurals

136) * ... I going to do all my homeworks ... (C3)

The underlined part of the sentence indicates the error detected. The researchers present in this chapter not only the wrong sentence but also the right alternative, correcting each time only the error analyzed in that category; so for the first error the right alternative is:

... I am going to do all my homeworks ...

Notice that the additional "s" still appears in the sentence, however when the second error is analyzed the correction looks like this:

... I going to do all my homework ...

Each sentence has been assigned a number in the general classification (see Appendix C) and it has a code in parenthesis which corresponds to the identification for

each student in the sample.

It is necessary to mention that the aim of this study is not to improve the students' style in writing but to analyze the sentences taking into account the syntactical aspect. This is the reason why the reader may find that some of the correct alternatives proposed for some of the fragments could still be improved, for example:

73) * ... soon I felt a pain in my arm ... (V3), for

... soon I felt pain in my arm ...

Of course the sentence would be better like this:

... soon I felt a stab of pain in my arm ...

Finally, before analyzing the errors, the researchers would like to explain that not all the sentences in Appendix C are discussed in this chapter. Sometimes, two or three represent the whole category or class; consequently, the researchers have chosen the most representative errors in each category which exemplify a communicative strategy used by the students.

I. Omissions

1. Major Constituent Omissions

These errors include omissions of verbs, auxiliaries or subjects.

a. Omission of Verbs.

Errors of this type collected in the data do not seem to have been originated by the application of any of the strategies discussed in Chapter IV, for example:

1) * ... the wealthy people accused this place of Ø
the guerrilla's house ... (A2), for

... the wealthy people accused this place of being
the guerrilla's house ...

4) * ... later the teacher Ø at me ... (33), for

... later the teacher looked at me ...

The errors made in 1 and 4 do not have any trace of transfer from the students' native language. This is argued on the grounds that Spanish, as any other language, needs a verb to express ideas in sentences. They are not attributable to an overgeneralized rule in the TL either. However, it is important to see that in many of the cases (see Appendix C), what appears to be omission of a major constituent could have

been caused by a "weak" vocabulary level. Examples 2 and 3 below illustrate the case of infinitives functioning as objects in complex sentences.

2) * ... some of these people tried to convince our parents to Ø give up our idea ... (C2), for

... some of these people tried to convince our parents to make us give up our idea ...

3) * ... asked him permission Ø for the court ... (C2), for

... asked him for his consent to build the court ..

Consequently, the authors have not assigned a definite strategy in these cases; other factors not analyzed in this work contribute to the students' production of errors, for example stress, tiredness, nervousness, etcetera, on part of the subjects. These errors have also been classified as errors of unknown origin.

b. Omission of subjects.

Concerning subject omissions examples number 7, and 10 are considered typical examples of Transfer from the ML.

7) * ... I turned around my head to see who ~~it~~
was ... (11), for

... I turned around my head to see who it was

10) * ... then we began to walk to La Caverna del Leon
and suddenly ~~it~~ started to rain ... (11), for

... then we began to walk to La Caverna del Leon
and suddenly it started to rain ...

In the two cases above, the nonreferential "it" has been omitted. Every nonelliptical sentence requires a surface subject in English. Spanish does not have this requirement (Celce-Murcia and Larsen-Freeman: 1983-280).

On the other hand, examples 8 and 9 below were produced because of Overgeneralization. The students have overgeneralized the rule which states that in conjoined sentences the major constituents can be deleted. The problem lies in the fact that the students did not realize that this deletion is possible only if the major constituent is repeated (Celce-Murcia and Larsen-Freeman: 1983-302). Examples 8 and 9 show two different sentences joined by a conjunction with a different head noun for each one.

3) * ... I met a friend there who knew everything and
Ø told me ... (14), for

... I met a friend there who knew everything and
she told me ...

9) * ... later, a teacher called the group in which I
was and Ø entered into the ... (83), for

... later, a teacher called the group in which I
was and we entered into the ...

Chart 1.

Major Constituent Errors Summary.

Major Constituent Errors	Strategy Applied	Number of Errors
a. Verbs	Unknown	6
b. Subjects:Noun or Pronoun	Transfer	2
	Overseen	2
	TOTAL	10

2. Omission of Grammatical Morphemes.

This category refers to the Omission of elements which are not vital to the total comprehension of the sentence. For methodological purposes this category was subclassified

according to the element omitted.

a. Omission of Prepositions.

Examples 11, 12 and 14 below illustrate this error.

11) * ... about our courtship, but they did not agree
Ø because ... (11), for

... about our courtship, but they did not agree
on it because ...

15) * ... we arrived Ø Amapulapa and paid Ø the tickets
... (R2), for

... we arrived at Amapulapa and paid for the
tickets ...

The number of prepositions in English is greater than in Spanish: moreover, in Spanish sometimes prepositions are not necessary to the total comprehension of a sentence. Example: the meaning does not vary if someone says "yo he vivido aqui por 5 años" or "yo he vivido aqui 5 años". However, more than transfer, the errors in examples 11 and 14 may be explained by the lack of experience of the subjects with English verbs accompanied by particles such as "agree with",

"arrive at" and others. Example 16 suggests poor knowledge of the need of a preposition with verbs of motion such as "go", when the place mentioned in the sentence is definite.

16)* ... I decided to go Ø Ciguapilapa ... (V1), for

... I decided to go to Ciguapilapa ...

Example 12 shows the omission of "on" which might be attributed to the use of avoidance when the subject does not feel sure about the correct preposition or by lack of knowledge on the matter.

12) * ... it was Ø August 10, 1981 ... (L2), for

... it was on August 10, 1981 ...

b) Omission of Articles.

Two possible reasons may explain the omission of articles; one reason may be that the students translated literally from their native language, this can be seen in examples 18, 24, and 25 that can be explained through Transference from Spanish.

18) * ... I never gonna have Ø boyfriend ... (A4), for

... I never gonna have a boyfriend

24) * ... I was Ø employee ... (S2), for

... I was an employee

25) * ... I saw in Ø direction where I live ... (S2), for

... I saw in the direction where I live ...

Spanish and English use articles differently: besides, Spanish sometimes omits the use of articles in cases where English does not (Celce-Murcia and Larsen-Freeman: 1983-171). Obviously, the strategy which students often use is Overgeneralization. Example 19 below is a case of overgeneralization concerning the use of the indefinite article where its presence makes a difference in meaning, for example. The students seem to have overgeneralized one rule over the other.

19) * ... about some complaints from Ø neighbors who
... (C2), for

... about some complaints from the neighbors who
...

Examples 20,21,22 and 23 show a certain kind of inconsistency with the use of definite articles in English,

since both languages need the use of articles.

20) * ... a tire had exploded and he could stop against
Ø thick wall by the road ... (G1), for

... a tire had exploded and he could stop against
a thick wall by the road ...

21) * ... so I decided to stop Ø taxi cab ... (G2), for

... so I decided to stop a taxi cab ...

22) * ... finally, Ø afternoon went down ... (R2), for

... finally, the afternoon went down ...

23) * ... finally, Ø next day we came ... (S1), for

... finally, the next day we came ...

c. Omission of Plurals.

This category refers to the omission of the morpheme "s" in plural nouns. It is difficult to determine the reasons the students had to write the nouns in singular form even when the nouns were accompanied by plural determiners, verbs or auxiliaries inflected in plural form. Examples 26, 29 and 32

illustrate this point. These errors might be discussed in terms of phonological transfer from the students' L1 which can also be transferred into the written form, because in Spanish spoken in Salvadoran dialect there is a tendency to omit the "e" when speaking. However, the researchers believe that the strongest possibility for the production of these errors is the fact that the subjects have generalized the meaning of the quantifiers: "all, three, a lot" with the belief that with those words the number is already determined.

26)* all the studentØ were making ... (G3), for

... all the students were making ...

29) * ... three friendØ and I went to ... (G1), for

... three friends and I went to ...

32) * ... I saw a lot of batØ and ratØ ... (V1), for

... I saw a lot of bats and rats ...

d. Omission of Auxiliaries.

This category has to do with the omission of auxiliaries, which are important within English grammatical structures, as Celce-Murcia and Larsen-Freeman (Ibid:22) indicate when they

say: "The English verb has many potential auxiliary elements that must be accounted for in the phrase structure rules." However, some students omit this rule, as in examples 37 and 41:

34)* ... I Ø going to do all my homeworks ... (C3), for

... I am going to do all my homeworks ...

41)* ... I Ø scared of it and ran to the gate ... (S2), for

... I was scared of it and ran to the gate ...

There is no logical explanation why the students have produced sentence number 34 because at this level there is no doubt that the students must know this structure; moreover, this error has nothing to do with the influence of the Spanish language, because in Spanish "haber" and "ser ó estar" function as auxiliaries also. However, example 41 might be due to the use of the strategy of Avoidance, because the student having the alternative to use three different particles attached to the verb "scare" (get, become, be) and being insecure of which to choose, he tends to omit them.

On the other hand, examples 35 to 42 with the exception of 41 are due to a simplification strategy. English gives two

alternatives to express present or past: the use of modal auxiliaries, resulting progressive or perfect tenses; or the grammatical tense inflection, resulting simple past or present, (Soltes-Murcia and Larsen-Freeman: Ibid-22). Then, to form structures in past or present the students tend to choose the earliest alternative. Example 35 demonstrates this thesis:

35)* ... when I was six years when my mother Ø sent me to school ... (G3), for

... when I was six years when my mother had sent me to school....

e. Omission of Regular Past Tense/Past Participle: Ed.

This type of error implies the omission of the suffix "ed" that transforms the tense of a verb. It was difficult to establish the reasons why the students omitted this inflection because in every case there was an antecedent which proved that the students were thinking in simple past perfect. Examples of this error are sentences from 43 to 50 excepting 45, among them the most representative are:

43)* ... they got convinceØ ... (L1),for

... they got convinced ...

47)* ... we crossed the Oakland bridge and pickØ up ... (G2), for

... we crossed Oakland bridge and picked up ...

Even when the authors of this research have labeled these errors as "unknown origin"; they infer that perhaps phonological misformation could have occurred. For instance in example 47 the student possibly does not recognize the sound that marks the difference between the present and past form of a verb. Perhaps, this is a kind of phonological transference, because the student's native language phonological competence does not help him to establish the difference between those sounds. However, since this research is based in written compositions the researchers have no way to determine that these errors are due to pronunciation mistakes.

On the other hand, example 45 could be originated by transference as the students' association of the English word "invent" to the spanish one "invento".

45)* ... they were inventØ from the old ... (C2), for

... they were invented from the old ...

f. Omission of Third Person singular inflection.

Only two examples of this type of error were found curiously they were made by the same student. Notice how this error has become systematic in the student's competence

although he has studied the English language for four semesters.

51)* ... if a man likeØ me ... (N1), for

... if a man likes me ...

52)* ... because he needØ to know ... (N1), for

... because he needs to know ...

In the production of these sentences, the student has probably overgeneralized the second part of the grammatical rule that states:

"The present tense is explicitly marked in the case of third person singular subject nouns:

He walks to school

or expressed implicitly with a lack of marking for all the other subjects:

I

You

They walk to school

We

"

(Celce-Murcia and Larsen-Freeman: Ibid-22)

g. Omission of Infinitive Marker "to".

Concerning this type of error, transference might be the cause for errors like 54 and 67 below, because Spanish uses inflection rather than particles to make infinitives. Celce-

Murcia and Larsen-Freeman (Ibid:434) express that this error may also be due to the: "... and frequency of occurrence in English contribute to the problem ESL/EFL learners have with English complements in general and infinitives and gerunds in particular."

54)* ... one of them decided not \emptyset continue ... (P2), for

... one of them decided not to continue ...

57)* ... it is not easy \emptyset ride ... (V2), for

... it is not easy to ride ...

h. Omission of the Possessive Form: 's.

Only one example was found which describes this error:

58)* ... I neither had a driver \emptyset license ... (G2), for

... I neither had a driver's license ...

Here, the student has overgeneralized the concept of an adjective, the element of speech that denotes a quality of the noun (Chalker:162). In the sentence above the word "driver" is not qualifying the word "license" but possessing it.

Chart 2.

Grammatical Morpheme Error Summary.

Grammatical Morpheme Errors	Strategy Applied	Number of Errors
a. Prepositions	Unknown	4
	Transfer	1
	Avoidance	1
b. Articles	Unknown	4
	Transfer	3
	Overgen	2
c. Plurals	Unknown	4
	Overgen	3
d. Auxiliaries	Unknown	2
	Avoidance	1
	Simplif	7
e. Regular Past Tense/Past Participle:Ed	Unknown	7
	Transfer	1
f. Third Person Singular	Overgen	2
g. Infinitive Marker "to"	Transfer	5
h. Possessive Form:'s	Overgen	1
	TOTAL	48

3. Omission of Pronouns.

This category comprises the omission of the different pronouns that might occur in a sentence. However, in this research only object pronoun omission were found.

Object Pronoun.

Sentences from 59 to 62 are examples of this type of error. All of these examples are connected with the strategy

of negative transfer. For instance:

49)* ... then, I talked to the saleswoman about the
problem and I showed Ø the receipt ... (Cl), for

... then, I talked to the saleswoman about the
problem and I showed her the receipt ...

As it seems, the examples reflect the poor knowledge
students have about the verb system in English, because
they do not differentiate those verbs which need an object
from the ones which do not. This third class of Omission
errors yields these results:

Chart 3.

Pronoun Omission Summary.

Pronoun Errors	Strategy Applied	Number of Errors
Object Pronoun	Transfer	4
	TOTAL	4

II. Additions

This category has been subdivided into three sub-categories,
Double Marking, Simple Addition and Compound Addition.

1. Double Marking Errors.

These are errors in which the student writes two items instead of one for the same feature.

a. Direct object double marking.

The two examples below might have been produced by two possible causes. Example 63, for instance, was produced by Overgeneralization:

63)* ... he asked me to be his girlfriend and I accepted
him... (A1), for

... he asked me to be his girlfriend and I accepted
...

The student must have overgeneralized the use of direct objects with transitive verbs in all instances; however, it could be possible that the student made a literal translation at the end of the phrase of the salvadorean dialect idiom "lo aceptó".

On the other hand, example 64 seems to be the result of a fixed pattern (took it) internalized by the student. Otherwise the source of this error cannot be clearly explained.

64)* ... all the subjects that I took it ... (A1), for

... all the subjects that I took ...

b. Present indicative double marking.

In the sentence below the student has made use of the two possible alternatives to mark the present indicative form. He has overgeneralized the grammatical structure for including the auxiliary "does". The reason for this confusion was probably the word "what" whose meaning made the student take the sentence to be interrogative.

65)* ... know his family too, about his life, his work what does he like to do ... (H1), for

... know his family too, about his life, his work, what he likes to do ...

c. Auxiliary verb double marking.

66)* ... the worst is that this youth that is in front of the television set, don't have realizing that (H1), for

... the worst is that this youth that is in front of the television set have not realized that ...

The student did not recognize the auxiliary "have" in

the sentence, thus, he overgeneralized the use of the auxiliary "do" as if it was a simple present structure instead of a present perfect.

d. Subject Double Marking.

This type of error is made when the learner cannot recognize that the structure being used has a subject already, then by the overgeneralization strategy he doubles it.

67)* ... watching music videos it is a waste ... (A5), for

... watching music videos is a waste

e. Negative Form Double Marking.

The strategy applied in these errors is Transference. As stated by Celce-Murcia and Larsen-Freeman (Ibid:96), it is possible that in some languages, including Spanish, double negation is correct, "also many languages allow multiple negation in one sentence, which if done in English usually produces non-standard sentences, such as: 'I didn't say nothing to nobody'".

69)* ... she said if nobody did not give me ...(C3), for

... she said if nobody gave me ..

The first class of Addition errors shows these results:

Chart 4.
Double Marking Error Summary

Double Marking Errors	Strategy Applied	Number of Errors
a. Direct Object	Overgen	1
	Prefabricated P.	1
b. Present Indicative	Overgen	1
c. Auxiliary Verbs	Overgen	1
d. Subject	Overgen	2
e. Negative Form	Transfer	2
	TOTAL	8

2. Simple Addition Errors.

This category describes the errors the students make when they add extra and unnecessary elements to the sentence.

a. Addition of "be" in an adverbial phrase.

71)* ... I decided to stop a taxi cab and lived the place as soon as was possible ... (G2), for

.... I decided to stop a taxi cab and leave the place as soon as possible....

As stated by Chalker (139) many phrases and clauses

occupy the position of an adverb in a clause or sentence, and have the same meaning as a single adverb. Then, by the influence of their native language some students produce a sentence like the one above.

b. Addition of Articles. .

This type of error is usually made because of Overgeneralization in the use of articles. However, the reasons why the students choose this strategy may be varied. For instance, take example 73:

73)* ... we crossed the Oakland bridge ... (G2), for

... we crossed Oakland bridge ...

It is observed that the student has forgotten the specific rule of article usage with proper nouns. On the same matter Celce-Murcia and Larsen-Freeman (Ibid:174) say:

"Proper nouns which include personal names, geographical names and some other minor categories, also pose a few special problems. They are always definite yet with exception of a few instances (e.g. The Hague) they do not take the definite article in the singular unless the speaker is being extremely emphatic."

Even when in English the expressions "the Golden Gate Bridge" or "the Bay Bridge" are common to native speakers,

the students except in special cases do not know the existence of these expressions but they must definitely be aware of the above rule.

On the other hand, part of the students' problem in sentences 72 and those included from 74 and to 78 is to distinguish mass nouns from count nouns. Celce-Murcia and Larsen-Freeman (Ibid:172) comment about this:

"... a very important factor in correct article usage is the lexical classification nouns into mass vs. count. This distinction becomes problematic for many ESL/EFL learners since although most languages make use of it, what is countable and what is mass varies from language to language."

72)* ... I neither had a driver license nor an insurance to pay ... (G2), for

.... I neither had a driver's license nor an insurance to pay ...

74)* we can realize about many interesting things which do not exist in our country for instance, the technological(M1), for

... we can realize about many interesting things which do not exist in our country for instance, technological ...

75)* ... the last 6th of August there was a sunny morning
... (V2), for

... last 6th of August there was a sunny morning ...

76)* ... I'll invite him to my house to have a lunch or
a dinner ... (N1), for

... I'll invite him to my house to have lunch or
dinner ...

77)* ... next, I lost the control of ... (V2), for

... next, I lost control of

78)* ... soon I felt a pain in my arm ... (V3), for

... soon I felt pain in my arm

c. Addition of Prepositions.

It has been observed in this study that when the students add a preposition to a sentence, they are transferring structures or lexical items from Spanish into English. As stated by Celce-Murcia and Larsen-Freeman (Ibid: 260) English prepositions in comparison with other languages are abundant and complex. Their usage is restricted by many rules, for this reason the students

tend to look for support in their native language. This theory is supported by the following sentences:

82)* ... I knew that she would die in any moment ... (C4),
for

... I knew that she would die any moment ...

84)* ... I ask to my neighbors ... (S2), for

... I ask my neighbors

85)* ... I told to my boss ... (S2), for

... I told my boss ...

d. Addition of Adverbs.

Adverbs are the part of speech which modify verbs, adjectives, and other adverbs: moreover, they modify the whole sentence adding to it various aspects including manner, time or place. However, sometimes the students use adverbs when they are not needed only with the purpose of using extra words in their sentences.

87)* ... and decided to look for a place where to have
breakfast (R1), for

... and decided to look for a place to have breakfast ...

e. Addition of Marker "to" after special verbs.

There is a specific rule concerning the use of the particle "to" in the infinitive form of causing verbs. "The infinitive without "to" is used following verbs of causing such as let, help, make, see, and ..." (Wright and McGillivray: 195).

Also, Celce-Murcia and Larsen-Freeman (Ibid:480) say:
" ... make and have, two of the more commonly occurring causative verbs, however, take complements without 'to'."

Throughout this investigation, it has been observed that some students do not follow the rule above: the students tend to overgeneralize the use of the particle "to" with the infinitive form of every verb.

88)* ... we wouldn't let them to destroy what we ... (C2),
for

... we wouldn't let them destroy what we ...

89)* ... they make young people to become drug users ...
(M3), for

... they make young people become drug users ...

90)* ... we realized that that kind of activity let us
to make a stronger and lasting ... (R2), for

... we realized that that kind of activity let us
make a stronger and lasting

f. Addition of Possessive Form:'s

Sentences 91 to 93 in the data are examples of
Overgeneralization.

91)* ... youth's way ... (E1), for

... youth way ...

92)* ... rock's music ... (E1), for

... rock music ...

93)* ... the neighborhood's houses ... (E1), for

... the neighborhood houses

The student has overgeneralized the possessive form instead of applying the compound word formation process of an adjective plus a noun. The rule says that no possession can be possible among lifeless things. It is interesting to see how this kind

of error is systematic in the internal vision of the TL of the student who has made these errors.

The second class of Addition errors gives this data:

Chart 5.
Simple Addition Error Summary.

Simple Addition Errors	Strategy Applied	Number of Errors
a. "Be" in an Adverbial Phrase.	Transfer	1
b. Articles	Overgen	7
c. Prepositions	Transfer	6
d. Adverbs	Overelab	1
e. Marker "to" after special verbs	Overgen	3
f. Possessive Form: 's	Overgen	3
	TOTAL	23

3. Compound Addition.

The last class of errors of Addition is the addition of more than one unnecessary element to the sentence. Sentences 96,100,102,104 are the most representative of this category.

96)* ... at the moment of dinner time ... (A3), for

... at dinner time ...

100)* ... the girl that was selling the shoes ... (C1),
for

... the clerck ...

102)* ... she called and asked our names ... (C3), for

... she called the roster ...

104)* ... the guy who was driving (C5), for

... the driver ...

These errors show the influence of Overelaboration. The students probably want to exhibit a great amount of lexical capacity giving the impression of redundancy and poor knowledge of grammatical elements of speech.

Chart 6.

Compound Addition Summary

Compound Addition Errors	Strategy Applied	Number of Errors
Compound Addition	Overelab	22
	TOTAL	22

III. Misformation

The third category of errors show the use of the wrong form of a morpheme or structure. In these errors the students supply something that is not correct. This category is subdivided into: Overregularization, Archi/Alternating Forms and Poor lexicon.

1. Overregularization.

In this case, a regular marker is used instead of an irregular one (Dulay, Burt and Krashen: 1982-158). This category comprises errors concerning the wrong use of verb forms and wrong formation of words.

a. Wrong use of verb forms.

a.1 Addition of the third person singular inflection.

The student overgeneralizes the use of the third person singular morpheme marker (s) for verbs.

116)* ... I took him to ... and tells them about ...

(A1), for

I took him home to ... and tell them about ...

a.2 Addition of "ed" in irregular past/past participle.

The student does not distinguish regular from irregular verbs, so in his attempts to form the past or past participle

he generalizes the rule that says that to transform infinitive verbs to past or past participle it is necessary only to add "ed". Resulting sentences like these :

117)* ... many passengers were hurted (E2), for

... many passengers were hurt

118)* ... we felt something rare that flied around us ...
(V1), for

... we felt something rare that flew around us ...

a.3 Addition "ed" in infinitive verbs.

Contrary to the above case, there is also the unnecessary addition of the "ed" morpheme marker as in 119:

119)* ... not necessary to called the police ... (G2), for

... not necessary to call the police ...

Although the phonological aspect is not included in this work, an explanation to this error maybe the student has written the way he hears:

[το Κοληαπολις]

a.4 Addition "ed" to a noun.

This case is similar to the last one, in sentences like:

120)* ... I had an epilepsy attacked... (A4), for

... I had an epilepsy attack ...

121)* ... I told by myself as a rewarded at her ...

(C3), for

* ... I told by myself as a reward at her ...

It may be inferred that the students have learned the possibility of adding "ed" to a verb or to an adjective, then why not to a noun? It maybe possible too that the students have identified these words as verbs generalizing the possibility to add "ed" to verbs.

a.5 Addition of "ING"

When the student writes sentences using the progressive form instead of the simple past or present forms, perhaps he has no clear definitions of which form may express their thoughts better. Simple present form expresses habitual or permanent actions in the present, general timeless truths, physical laws or customs; on the contrary, present progressive expresses an event or action, temporary activities, actions

that lack the permanence of the simple present tense. Also, simple past forms state a definite single completed event or action in the past; while past progressive expresses an action in progress at a specific point of time in the past. (Telco-Murcia and Larsen-Treeman: 1983-62)

According to this explanation it would be easy to state that the students have followed the strategy of overgeneralization when writing these sentences, but the authors consider that these errors are due to the way Salvadorean Spanish is used. Speakers have the tendency to overuse this tense; as a result, these sentences are literal translation from Spanish to English.

122)* ... During I was waiting, I was drinking coffee ...
(A4), for

... while I waited I drank coffee ...

123)* ... she was talking too much ... (C3), for

... she talked too much ...

a.6 Omission of "ING" after prepositions.

These errors have been made because of overgeneralization. There is a rule that says that after a preposition the verb should be written in "ING" form.

"The other source of gerunds (not including the lexicalization of gerunds as nouns and compound nouns - e.g. ice skating, rocking chair) comes in sentences that are embedded following a preposition."

(Salce-Murcia and Larsen-Freeman:1985-440)

The students who do not master this rule produce sentences like this:

132)* ... when we had to prepare for return ...(G1), for

... when we had to prepare for returning ...

b. Wrong Formation of Words.

b.1 Plurals

Another Overregularization error is related to the wrong word formation process, specially when transforming a singular noun to its plural form. Examples from 133 to 135,138,139 and 142 which illustrate this kind of error are produced by overgeneralization.

135)* ... to do all my homeworks ...(33), for

... to do all my homework ..

This difficulty lies in learning to differentiate between count and non-count nouns. In Spanish, it would be possible to pluralize these words. Students have been taught that Spanish nouns are pluralized since these words are count nouns in Spanish, but the closest alternative is overgeneralization. Another case is when the students pluralize adjectives, which in English never suffer the inflection of gender, no matter if they are

in predicative or attributive position (Valcar-Murcia and Larsen-Freeman: 1983-1984). By the influence of Spanish many students do not apply this rule and make errors like the following:

136)* ... these televisions set ... (E1), for

... these television sets ...

137)* ... in the majority of cases are fool and false ...
(E1), for

... in the majority of cases are foolish and false ...

In example 136, the learner was compelled to make the error because regular nouns are inflected in the plural form, and he did not realize that in this case "television" was performing as an adjective.

In sentence 141 there is a curious case produced by overgeneralization; the student has generalized that the phrase "more than one" has plural meaning so he has forgone agreement, adding "s" to pluralize a word that must be in singular form.

141)* ... students fail more than one subjects during
... (P1), for

... students fail more than one subject during ..

Chart 7.

Overregularization Error Summary.

Overregularization Errors	Strategy Applied	Number of Errors
a. Wrong use of verb forms.		
a.1 Addition of third person singular	Overgen	1
a.2 Addition "ed" in irregular past/past participle	Overgen	2
a.3 Addition "ed" in infinitive verbs	Unknown	1
a.4 Addition "ed" to a noun	Overgen	2
a.5 Addition "ING"	Transfer	10
a.6 Omission "ING" after special verbs	Overgen	1
b. Wrong Formation of words.		
b.1 Plurals	Transfer	3
	Overgen	7
	TOTAL	27

2. Archi/Alternating Forms.

Errors in which the student selects one member of a class to represent other in the class.

a. Use of wrong form of "be".

These errors are due to the incorrect selection of the

auxiliary form, the learner generalizes the use of the form he uses more, maybe the only one he knows.

144)* ... they was crying ... (M1), for

... they were crying ...

145)* I still were very sad ... (A4), for

... I was still very sad ...

147)* ... music videos which are more popular among young people is ... (M3), for

... music videos which are more popular among young people are...

148)* it was very hard because all the subjects are not ... (P3), for

... it was very hard because all the subjects were not ...

Concerning sentence 146, the authors considered this an error even when in standard British English it could be correct. Since at the Foreign Language Department of the University

of El Salvador, standard American English is taught; the student must be aware that this structure would be awkward in this dialect.

146)* ... almost all my family were at home ... (L2), for

... almost all my family was at home ...

b. Wrong use of Modal auxiliaries.

Modal auxiliary errors are those in which the student has not chosen the correct alternative generalizing the use of the auxiliary form he uses more. Because of the narrow vocabulary the students possess, they have the tendency to overuse only the few words they can manage better.

154)* ..If a man like me,I'll invite him to my house ...

(M1), for

... If a man likes me, I would invite him to my house ...

150)* we could leave the fair ... (R3), for

.... we were able to leave the fair ...

c. Prepositions.

In most of the languages of the world prepositions are often difficult to learn, and even when a learner has good command of TL structures, the use of prepositions is still a challenge. A very common source of errors is overlapping meaning of these items in both the HL and the TL, in which case students transfer from their native language as in:

164)* ... I talked with the ... (C1), for

... I talked to the ...

168)* ... that young people can improve the behavior with their parents ... (H1), for

... that young people can improve the behavior toward their parents ...

170)* ... far of home ... (L2), for

... far from home ...

On the other hand, the students have the tendency to generalize the prepositions which they feel more confident about.

163)* ... when the teacher came into it ... (C3), for

... when the teacher came inside ...

169)* ... I was in the Oakland bridge ... (G2), for

... I was on Oakland bridge ...

171)* ... at a terrible car accident ... (L2), for

... in a terrible car accident ...

d. Pronouns.

Sometimes, as in example 180 below, their poor knowledge of the structural system of English grammar causes the students to place words in different places in the sentence, which aids to the confusion concerning which pronoun to use.

180)* ... after me arrived my father and my sister...

(N1), for

... my father and my sister arrived after I did ..

e. Adverbs.

Very frequently negative words are included in a negative sentence. Often, adverbs such as "never" and "ever" are overgeneralized one over the other by students as in example 182:

182)* ... more than never ... (R2), for

... more than ever ...

f. Adjectives.

To make comparisons in Spanish, the speaker has to use either "mas" or "menos". This possibility of selecting one or the other creates some confusion and makes it hard to understand that in English the similarity or difference between things is marked by the addition of a suffix to the adjective (Celce-Murcia and Larsen-Freeman: Ibid-191). This confusion leads the students to overgeneralize one form over the other.

184)* ... she was older, ugly ... (C3), for

... she was old, ugly ...

185)* ... I'm the old child ... (N1), for

... I'm the oldest child ...

In example 186 the student has overgeneralized the comparative form of the adjective instead of the superlative form.

186)* ... we remember her as the better mother ...

(M1), for

... we remember her as the best mother ...

g. Demonstratives.

From a phonological point of view, it is possible to explain why the students have overgeneralized the use of demonstratives. Perhaps, they do not differentiate [*ðis*] from [*ðiz*] because they hear them the same. So, the students produce sentences such as:

189)* ... they are taking from this videos ... (E1), for

... they are taking from these videos ...

h. Conjunctions.

In Spanish the conjunction "but" translated as "pero" shows contrast, but most of the time this contrast is not as rigid as in English. Moreover, in Spanish the word "but" also serves as an introductory word to more information. This contradiction produces confusion in the students. Perhaps this confusion leads students to look for support in their native language.

190)* .. it seemed to me very easy .. but later
it looked interesting ... (A2), for

... it seemed to me very easy ... and later
it looked interesting ...

i. Intensifier

The student overgeneralizes the use of the intensifier "so" because he has no clear definition in which circumstances it should be placed. According to the next example "so" is right as intensifier, but its meaning is not in accordance with the intention of the sentence.

194)* ... 'I began to feel so nervous, I almost cried
and said "Hey man please ... (C5), for

... I began to feel very nervous, I almost cried ...

j. Possessives

On the same trends, Overgeneralization also causes the production of some incorrect sentences using the possessive forms. Celce-Murcia and Larsen-Freeman(1985:125)clarify the use of the two possessive forms, "Many EFL/EFL texts will tell the learner to use the 's form with human head nouns and the 'of' form with non human head nouns." The student ignores this rule or simply he does not master it; so that he writes:

195)* ... when the answer's day ... (C2), for

... when the day of the answer ...

k. Articles.

Overgeneralization is used again when the students use both alternatives of indefinite articles without their specific rule of usage. "The indefinite article has two forms, 'a' and 'an'. Before a consonant sound 'a' is used. Before a vowel sound 'an' is used." (Wright and McGillivray:1960-7).

198)* ... a agreeable voice ... (A1), for

... an agreeable voice ...

199)* ... a incomparable love ... (A1), for

... an incomparable love ...

200)* ... an special date ... (L2), for

... a special date ...

Chart 8.

Archi/Alternating Form Summary

Archi/Alternating Form Errors	Strategy Applied	Number of Errors
a. Use of wrong form of "be"	Overgen	6
b. Wrong use of modal aux.	Overgen	9

Cont.

c. Prepositions	Transfer	8
	Overgen	13
d. Pronouns	Overgen	2
e. Adverbs	Overgen	2
f. Adjectives	Overgen	5
g. Demonstratives	Overgen	2
h. Conjunctions	Transfer	4
i. Intensifiers	Overgen	1
j. Possessives	Overgen	3
k. Articles	Overgen	5
	TOTAL	60

3. Poor Lexicon.

This category collects all the errors related with the narrow vocabulary the students have shown in their compositions. Such errors have no other explanation than the fact that the students have not learned enough words in earlier courses so they are only capable of expressing themselves in a very repetitive and boring form. This incapacity the students feel to express their thoughts lead them to use some strategies. For instance, they can choose to overgeneralize the few elements they know.

a. Verbs.

For example, when the students confuse the use of a verb

because they have overgeneralized its meaning; as in the case of the verb "to make" which is often confused with the verb "to do". The students have not internalized that "to do" indicates a general activity; on the other hand, "to make" means a more concrete, physical action; perform, create, form or produce something. (Wright and McMillivray: 1960-17)

238)* ... made swimming competitions ... (31), for

... had swimming competitions ...

Another example of overgeneralization is sentence 223 where the student confuses the meaning of the verb "pay" using it in a case which does not correspond to his intention. Studying the student's composition it is clearly stated that he is referring to the moment after he had gotten his salary.

223)* ... I was working as a washdisher in Maxwell Plain Restaurant ... after we had pay our money ... (G2), for

* ... I was working as a washdisher in Maxwell Plain Restaurant ... after we had received our money...

On the other hand, as it was stated above, the narrow vocabulary the students possess can lead them to look for support in their native language, causing them to use literal translation

or "false friends".

211)* ... suddenly one of my uncles appeared masquerade
of Stc. Claus ... (15), for

... suddenly one of my uncles came out dressed
as Saint Claus ...

226)* ... there was a sunny morning and four teams
were reunited ... (112), for

... there was a sunny morning and four teams
were gathered ...

The underlined words "aparecio enmascarado" and "reunido"
are easy to relate with Spanish.

Another strategy found in verb errors is overelaboration.
In this strategy the learner trying to show mastery of the TL
produces artificial and unnatural sentences.

237)* ... we began to enjoy our holidays ... (R3), for

... we began to have fun ...

Besides, there is an error whose origin cannot be

established. Perhaps it is only a spelling mistake but there is no way to prove it.

206)* ... loose their own culture for follin foreign customs ... (15), for

... lose their own culture by imitating foreign customs ...

b. Nouns

The restricted vocabulary the students have makes them depend on the dictionary, and sometimes the words they find are not appropriate for the ideas they want to express making overgeneralization in sentences such as:

245)* ... with that field ... (02), for

... with that court ...

The student's composition refers to a basket-ball court.

Nevertheless, there are also transference errors:

240)* ... in the class ... (A1), for

... in the classroom ...

247)* that all these things were false ... (C2), for

* that all these statements were false ...

c. Adverbs.

The reasons which lead the students to use the wrong adverb are not clear; however, what seems to be the major pitfall is that they do not follow the rules to the specific use of some adverbs generalizing the use of the ones they know better.

267)* ... and now, even the grandchildren ..(C2), for

... nowadays, even the grandchildren ...

268)* ... we were in front of La Caverna del Leon and entered. And after, we felt ... (V1), for

... we were in front of La Caverna del Leon and entered. Afterwards, we felt

Even when it is also possible that transference could produce these errors, the authors support that the closest possibility is overgeneralization.

d. Adjectives.

Usually the students use only the adjectives they know

best without looking at the possibility of using different ones according to the semantic aspect of the sentence.

273)* ... it was a tall, black, strong and handsome ...
(L1), for

... it was a tall, dark skinned, strong and handsome ...

The student in the sentence above was not referring to someone of black race but to a Latin American person whose skin is darker than that of a white person.

There are also examples of adjective errors due to transference.

272)* ... don't learn anything educative ... (A5), for

... don't learn anything educational ...

274)* ... until a good day ... (A1), for

... until one day ...

Besides, false friends is another cause of error within this category. False Friends is called the strategy in which the student uses an English word because of its similarity

with a Spanish one without knowing that sometimes that word has different meaning.

277)* ... there are three major reasons why ... (P1), for

... there are three main reasons why ...

e. Quantifiers.

Among learners there is no distinction of which quantifiers are used according to the class of the noun (mass or count) or the type of the verb (plural or singular). (Celce-Murcia and Larsen-Freeman: 1983-1982). This might be the reason why the following errors were collected in this study.

282)* ... we suffered too much because of ... (A3), for

... we suffered a lot because of ...

This is an overgeneralization of the quantifier.

f. Prepositions.

The authors have found that all the examples which include misuse of prepositions due to poor lexicon are produced by Transference.

283)* ... the old bus crashed with a truck ... (P2), for

... the old bus crashed against a truck ...

284)* ... during the trip, we had ... (R2), for

... on the trip, we had ...

a. Conjunctions.

This error is due to overgeneralization because it is clearly observed how the student has used a more familiar conjunction for him, in the first learning stages expressions with "like" are frequently used.

288)* ... like if I had known .. (A1), for

... as if I had known ...

h. Adjective Phrase.

This error is an example of Prefabricated pattern, studying the students' compositions the researchers believe that probably the student has internalized the expression "all day long" without understanding its real meaning. Perhaps, the student wanted to express that he spent the whole day in the fair not that he was bored in that place, which might be the meaning underlying that phrase.

289)* ... decided to spend all day long in the fair ...

... decided to spend that day ...

i. Noun for another grammatical element.

Two types of errors have been pointed out through the misuse of nouns. The first was studied in item "b" (page 32) this item the second one concerning nouns is produced when the student writes a noun instead of other grammatical element. Again, the student has overgeneralized the use of the nouns producing ungrammatical sentences like:

290)* ... if it was truth ... (C2), for

... if it was true ...

291)* ... in the army forces ... (C2), for

... in the armed forces ...

294)* ... my mother was death .. (N1), for

... my mother was dead ...

j. Preposition instead of another element.

In this case there are two strategies which are applied in the occurrence of these errors. The first one is transference.

296)* ... during I was waiting ... (14), for

... while I was waiting ...

The resemblance of the word "during" to its Spanish equivalent caused the confusion in the learners, even when in Spanish the whole phrase would sound odd, the transference occurs only with the word "during".

Overelaboration is another strategy that appears in this kind of errors. Example:

298)* ... we stayed in that place during four days ...
(S1), for

... we stayed there four days ...

The student writes unnecessary words to show more knowledge, instead of writing with simplicity.

k. Adjective for another element.

The similarity of some English words to their Spanish equivalent leads the student to use them without taking into account the function each one of them has in the sentences analyzed.

299)* ... then the master visible angry ... (M2), for

... then the master visibly angry ...

l. Verb instead of a noun.

To make these errors the students have relied on their native language, thus, making a transference error as in 300 below, because of the similarity of form between "invent" and "inventions" and because of not knowing the process by which a verb is derived from a noun.

300)* ... they were invent from the old people ... (C2),
for

... they were inventions from the old people ...

m. Adverb instead of another element.

When an adverb is used instead of an adjective, as in example:

302)* ... a slowly bus ... (P2), for

... a slow bus ...

The student has overgeneralized the use of adverbs without understanding that adverbs mainly modify verbs.

On the other hand, the student can look for more familiar words, transferring elements from this NL.

301)* ... but they did not agree because they thought that we had to know us much more ... (A1), for

... but they did not agree because they thought that we had to know each other ...

n. Literal Translation.

As the name implies, this category is caused by transference. The most representative examples in the data analyzed are the following:

303)* ... I thought in different way after that ... (C3),
for

... my opinion about her changed ...

305)* ... I did not know all around this place ... (A2),
for

... I was not familiar with this place ...

o. Confusing the subject for an object.

In this particular case, due to transference, the

student has not recognized the subject of the sentence maybe because the use of the non-referential "it" subject does not exist in Spanish (Celce-Murcia and Larsen-Freeman: Ibid 280).

30A)* ... consequently, they take more than four years ...
(Pl), for

... consequently, it takes them more than four
years ...

This expression is usual within the TL, but due to the poor knowledge the student has, he writes it the way he expresses it in his native language.

Chart 9.
Poor Lexicon Error Summary.

Poor Lexicon Errors	Strategy Applied	Number of Errors
a. Verbs	Transfer	9
	Overgen	23
	False Friends	3
	Unknown	1
	Overelab	1
b. Nouns	Transfer	9
	Overgen	12
	False Friends	5
c. Adverbs	Transfer	1
	Overgen	3

Cont.

d. Adjectives	Transfer	6
	Overseen	5
	False Friends	1
e. Quantifiers	Overseen	1
f. Prepositions	Transfer	5
g. Conjunctions	Overseen	1
h. Adjective Phrase	Prefabricated Pattern	1
i. Noun for another Grammatical e.	Transfer	1
	Overseen	5
j. Preposition instead of another e.	Transfer	2
	Overseen	1
k. Adjective for another element	Transfer	1
l. Verb instead noun	Transfer	1
m. Adverb instead of another element	Transfer	1
	Overseen	1
n. Literal Translation	Transfer	5
o. Confusing the subject for an object	Transfer	1
	TOTAL	106

IV. Misordering.

This class is subclassified into five more subdivisions.

1. Word Order of Constituents.

To make these errors the students follow the Spanish word order system which is not as rigid and complex as the English one. Perhaps the flexibility of Spanish has made the students transfer it to English causing sentences like this. (Celce-Murcio and Larsen-Freeman: Ibid-389)

311)* ... they had been planning to organize a tournament and, finally they did it ... (M2), for ... finally they did the tournament they had planned ...

312)* ... the last 6th of August, there was a sunny morning ... (M2), for

last August 6th was a sunny morning ...

316)* ... on bus number 101 ... (V3), for

... on a 101 bus ...

2. Subject/Verb Order in Embedded Nominal Complement Clauses.

The second type of Misordering errors refers to subject/verb order in embedded nominal clauses. The student probably has internalized the word order question formation rule he

has produced it in a statement.

317)* ... other thing that can I do ... (N1), for

... something else that I can do ...

5. Adjective noun order.

Three situations may occur in this case. First, the students transfer the adjective word order of Spanish, where adjectives follow the noun instead of the English adjective word order that goes in attributive position. (Celce-Murcia and Larsen-Freeman: Ibid-390)

318)* ... men useful for my country ... (A2), for

... useful men for my country ...

319)* ... the registry academy ... (A2), for

... the academic registrar ...

The second situation is that the students have overgeneralized the possessive form in a case where adjective formation is more convenient.

322)* ... the students of Nuevo Liceo Centroamericano...

(12); for

.... the Nuevo Liceo Centroamericano students ...

The third situation shows a case of overgeneralization because of the confusion of the noun to be qualified.

321)* ... a hot cup of coffee ... (R5), for

... a cup of hot coffee ...

4. Internal Adverbial Phrase Order.

These errors are produced by transference because the students follow more flexible order of the Spanish instead of the complex English one which establish a fixed rule to adverbial phrases of time, position, manner, reason, and frequency. (Celce-Murcia and Larsen-Freeman: Ibid-11)

325)* ... I left in a hurry to school ...(S2), for

... I left for school in a hurry ..

5. Adverb Word Order.

Here again occurs the influence of two strategies: transference and overgeneralization.

In sentences 326 and 327 the students have made a literal translation; besides that they have not realized that the specific verbs used in their sentences take an object which has to be placed after the verb.

326)* ... I study very hard my subjects ... (A1), for

... I study my subjects very hard ...

327)* ... I turned around my head ... (A1), for

... I turned my head around ...

In contrast, in sentence 328 the student has overgeneralized the position of the adverb, which can go at the beginning, at the end or in the middle (Chalker: 135). However, when the adverb modifies the verb "to be" its place is always after the verb.

328)* ... I still were very sad ... (A4), for

... I was still very sad ...

The last category of errors presents these data:

Chart 10.

Misordering Error Summary

Misordering Errors	Strategy Applied	Number of errors
1. Word order of constituents	Transfer	6
2. Subject/Verb Order in E. N. C.	Overpen	1
3. Adj./Noun order	Transfer	4
	Overpen	2
4. Internal Ad. Ph.?	Transfer	2
5. Adverb word order	Transfer	2
	Overpen	1
	TOTAL	20

Chart 11.

Final Summary of Errors

Type of Error	Strategy Applied	Number of Errors
OMISSIONS	Unknown	27
	Transfer	16
	Overpen	10
	Avoidance	2
	Simplification	7
ADDITIONS	Transfer	11
	Overpen	13
	Overlab	23
	Prof. Pattern	1

Cont.

UNCORRECTED	Wilmann	2
	Transfer	67
	Ovengen	112
	Overtlob	2
	Prof. Jottern	1
	False Friends	9
RECORDINGS	Transfer	16
	Ovengen	4
	TOTAL	320

CHAPTER VI

ANALYSIS OF THE DATA

After analyzing the data in this study the researchers have found that their hypothesis "the syntactic errors made by English Composition I students derive from the type of communicative strategies they use" was accepted in 91.16% from the universe of errors collected and analyzed. However, it must be mentioned that 8.84% of the errors could not be traced back to any of the strategies proposed by the researchers in this study. Rather they were classified as errors of "unknown origin" when no strategy could be used as reference. Figure 1 below illustrates the distribution of percentages.

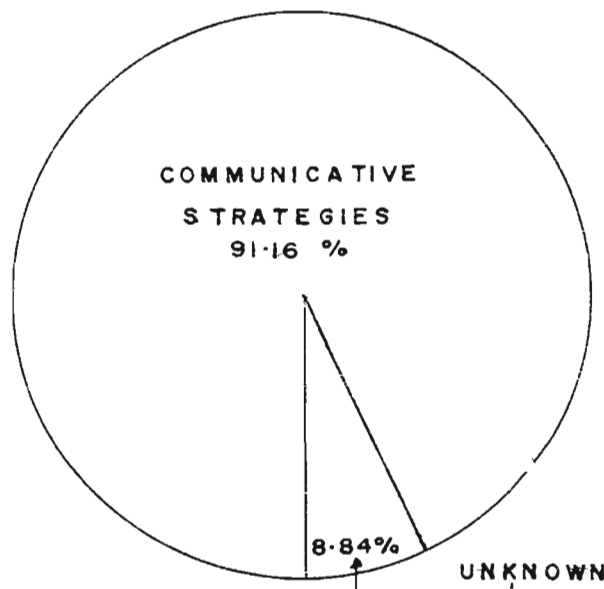


Fig. 1 Distribution of Percentages

Among the 328 errors analyzed, only 29 comprise what has been categorized as errors of unknown origin and 299 errors were caused by the application of diverse communicative strategies. It may be inferred that the 8.84% of errors of unknown origin maybe related with poor motivation to study the language, deficient methodology in the teaching-learning process or it may after all be that those are not errors but simply mistakes. On the other hand, 91.16% of errors due to different strategies may give readers some insights in the learning process in the subject studied. These results must make those involved in the role of facilitating the learning experience (at the Foreign Language Department of the University of El Salvador), reflect upon the individual differences in the language learning process.

As stated above the sample was formed by 32 subjects, all of which applied strategies of communication; on the other hand, only 17 subjects of the sample produced errors of unknown origin.

The diversity of communicative strategies the students can use are shown in the analysis of errors. From the total amount of errors, 43.16% are overgeneralization errors; 36.76% transference errors; 3.36% are overelaboration errors; 5.02% are false friend errors; 2.34% simplification errors; 0.67% are avoidance errors and 0.67% prefabricated pattern errors

as presented in figure 2 below.

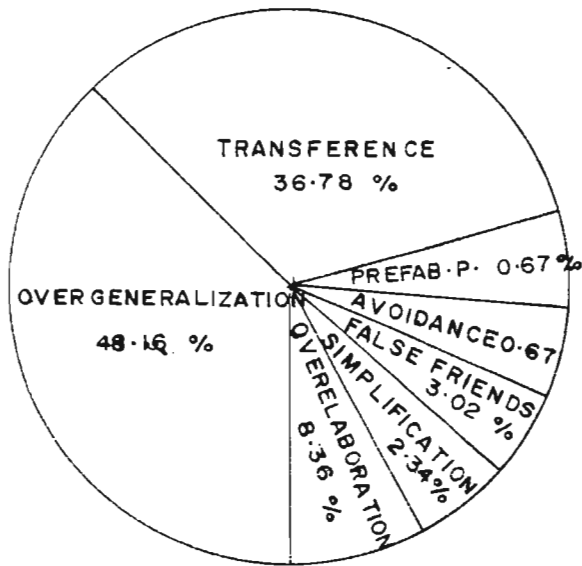


Fig. 2 Different Strategies

The arithmetic mean obtained in the errors detected, taking into account the number of students who made them is presented in the following table.

Table 1
Arithmetic Mean of errors detected.

Origin	Number of Students	Number of Errors	Arithmetic Mean
Unknown	17	29	1.70
Communicative Strategies	32	299	9.34

The difference between both resultant arithmetic means prove that the main reason why the students make errors is because of the use of communicative strategies.

As stated that overgeneralization, overelaboration, simplification, avoidance and prefabricated patterns are related to intralingual errors; in other words, these strategies cause errors within the structure of the TL itself. On the other hand, transference and false friend strategies are related to interlingual errors; these strategies produce errors due to the influence of the learners' native language. The output of this research shows that the students make more intra- than interlingual errors as it was stated by subhypothesis number 1. Figure 3 presents percentages of both type of errors.

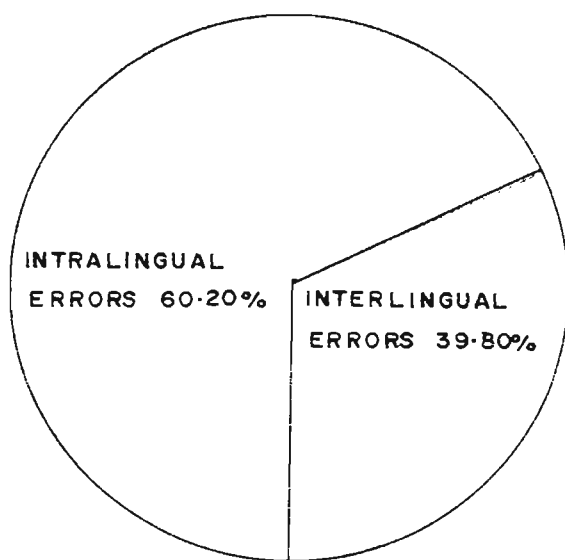


Fig. 3 Intralingual and Interlingual errors

Subhypothesis 1 is also reinforced through the comparison of the arithmetic means resulted in each group of strategies.

Table 2
Interlingual and Intralingual Strategies

Level	Strategy	Number of Students	Number of Errors	Arithmetic Mean
INTRA	Overseen	30	144	4.80
	Overlook	15	35	1.67
	Simplify	7	7	1.00
	Avoidance	2	2	1.00
	False F.	2	2	1.00
INTER	Transfer	28	110	3.93
	False F.	6	9	1.12

Subhypothesis number 2 states that English Composition I students make use of wrong communicative strategies because the stage of their interlanguage system.

By interlanguage system is understood as: "The successive linguistic system that a learner constructs on his way to the mastery of a TL ..." (Skidhar:1980-107)

Through the results of the research this subhypothesis is accepted, because all the subjects in the sample make use of the communicative strategies systematically. This

systematization is a proof that the students interlanguage system is not as close to the TL as it was expected in students of the level of English Composition I. Even when one subject used only one strategy, he used it more than one time, then he does not break the rule. Figure 4 below gives an overall view of the number of strategies used by the students.

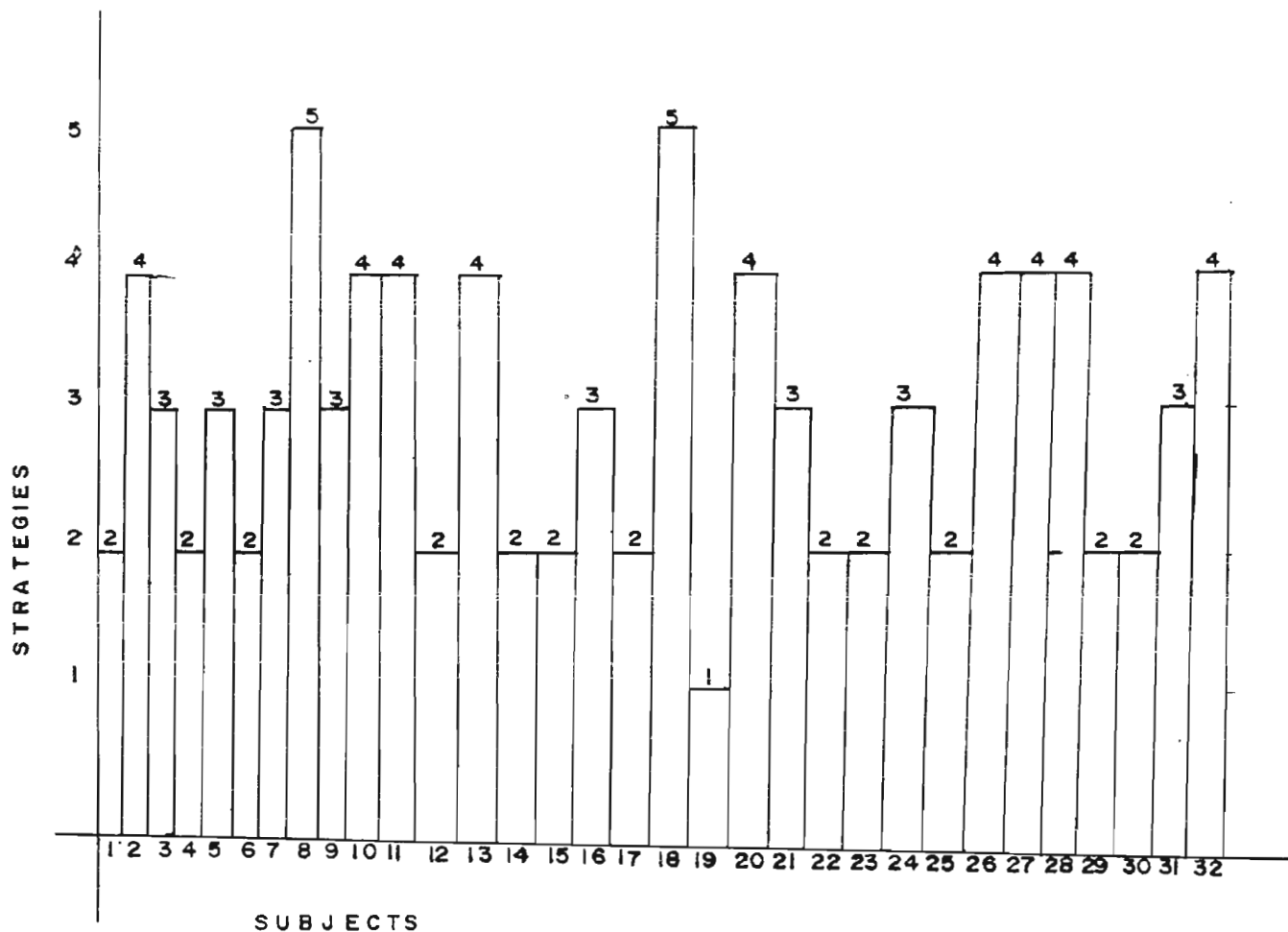


Fig. 4 Number of strategies used per subject.

Another remarkable aspect to mention in the findings is that among the communicative strategies used by the subjects the one that was more often used was overgeneralization. Perhaps due to the interlanguage of the students at this level they tend to overgeneralize more the rules they already master.

Figure 5 shows a representation of the percentages attributed to each category.

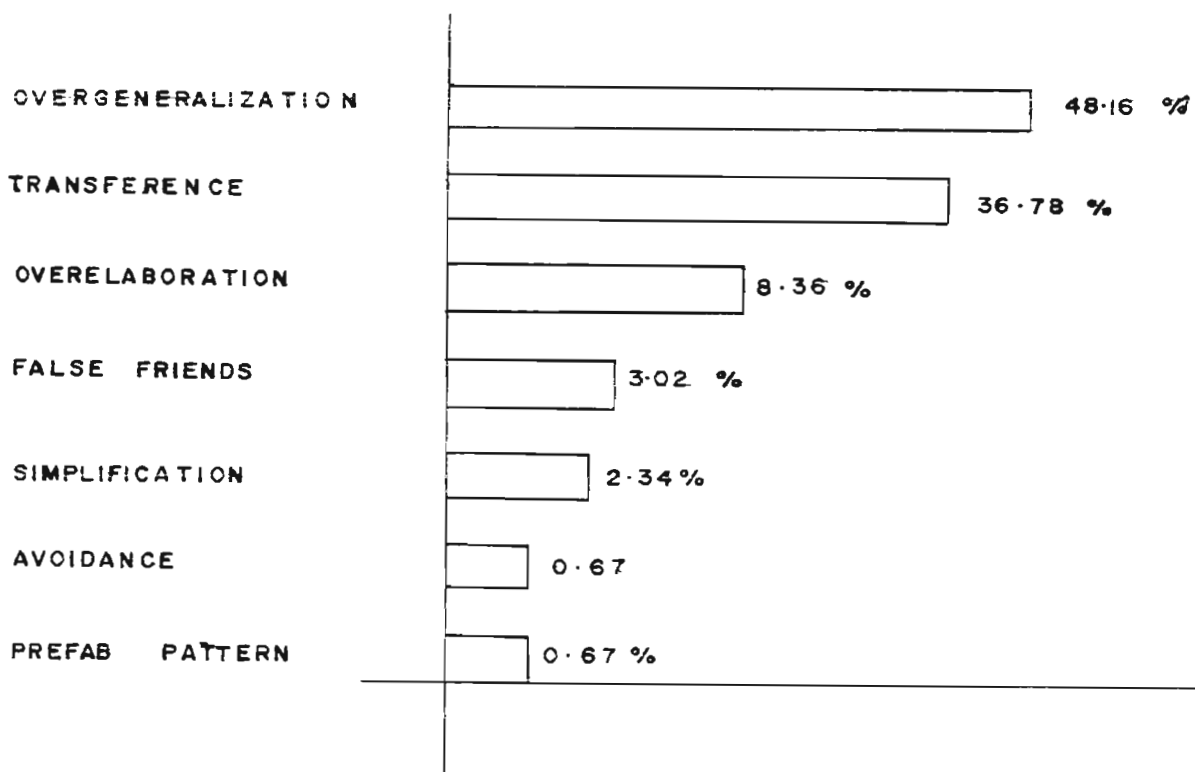


Fig. 5 Percentages of each strategy.

CHAPTER VII

CONCLUSIONS

At this point, the researchers may conclude the following:

1. The students of English Composition I use communicative strategies to communicate in the process of language learning.
2. The wrong use of communicative strategies causes errors.
3. The students' poor knowledge of the language is the main reason why they look for support in communicative strategies.
4. The students at the level studied make more intralingual errors through the use of communicative strategies.
5. The students make some errors which are not possible, in this work, to be determined by its reason or origin.

It is obvious that there is a remarkable percentage of errors that corresponds to the students use of communicative strategies. Their specific usage is not the fact that produces the errors, the point is that the students make wrong use of these strategies.

Something that those in charge of facilitating language learning must recognize is that language is a dynamic process,

which has its own rules. However, a good language learner must know that it is possible to generalize some aspects but without trespassing the limits marked by the language. Moreover, in English there are similar words to Spanish that may fit certain structures, and which when properly used make communication possible. The students' task is then, the recognition of these words.

All these arguments lead to the conclusion that it is evident that for a correct usage of strategies it is necessary to have an acceptable knowledge of the IL.

At this stage, the researchers pause to consider that all the compositions used in the sample of this investigation are testimony that even when the students are in an advanced level of the major they do not master basic requirements to establish a grammatically correct communication in English nor to overcome their native language interference.

Through the analysis of the data, the researchers have found enough evidence to state that more than the influence of the NL the factor that leads the students to make errors is their wrong conception of the IL. This is evidenced by the high rate of intralingual errors found in the compositions.

It is necessary to clarify that although the researchers

were not able to classify some errors does not mean that the errors do not have an explanation; there must be some reason for their occurrence, but they are not within the limits of this work. This might be the objective of another study.

CHAPTER VIII

RECOMMENDATIONS

Finally, it is difficult for the researchers to give suggestions to overcome the problem of the students' production of syntactic errors due to the use of communicative strategies. Experience and a deep knowledge of the language are required to find a solution to this problem. However, with the knowledge gained through the process of the present graduation work, the researchers present the following suggestions and recommendations.

- The Foreign Language Department must reduce the number of students, at least at the intensive courses, in order to give more individual attention to each student.

- The Foreign Language Department must create groups of study and practice outside the classroom, mainly in the early stages.

- The Foreign Language Department must establish Grammar I as a compulsory requisite for English Composition I.

- The Foreign Language Department must organize short workshops or seminars at the end of each semester, in which

the teachers who have worked in the intensive courses share experiences concerning the study of errors in the students. Furthermore, the evidence gathered through such studies should be the basis for planning learning strategies for the students in those courses.

- Foreign language students in the intensive courses should be encouraged to practice analytic grammar instead of inductive grammar.

- The Foreign Language Department should aim at establishing a more student-centered classroom atmosphere in the intensive English courses.

- Writing should be taught starting in the first semester of the majors at the Foreign Language Department.

- The Foreign Language Department should aim at establishing a quasi-uniform and systematic planning in the intensive English courses.

- The number of students enrolled in Composition courses must be reduced.

BIBLIOGRAPHY

- Baena, Guillermina 1981 Manual para Elaborar Trabajos de Investigación Documental. Mexico, Editores Unidos. 9-22
- - - - 1982 Instrumentos de Investigación. Novena Edición México, Editores Mexicanos Unidos. 11-20
- Elandonde Castro, Norma Personal Interview. June 1989.
- Brown, Douglas H. 1987 Principles of Language Learning and Teaching. 2nd. ed. Englewood Cliffs, New Jersey: Prentice-Hall. 42-55
- Celce-Murcia, Marianne and Diane Larsen-Freeman 1984 The Grammar Book. An ESL/EFL Teachers Course. Massachusetts: Newbury House Publishers. 10-613
- Chalker, Sylvia 1987 Current English Grammar U.S.A. MacMillan Publishers. 100-269
- Cohen, Andrew D. and Margaret Robbins 1975 "Toward Assessing Interlanguage Performance: The Relationship Between Selected Errors, Learners' Characteristics, and Learners' explanation" in Language Learning. 26 . 59-65

- Corder, S. Pit 1984 "Strategies of Communication" in Strategies in Interlanguage Communication by Claus Faerch and Gabriele Kasper. 2nd. ed. London: Longman Inc. 13-19
- Cordova G. Jorge y Victor Trujillo A. 1987 Evaluation of the Study Plan for Licenciatura en Idioma Inglés and Profesorado en la Enseñanza del Idioma Inglés in the Basic Area of the Foreign Language Department. Graduation work. San Salvador, El Salvador. 14-20
- Corte de Rosa, Maria del Mar Personal Interview. March 1989.
- Damas de Arévalo, María Teresa Personal Interview. June 1989.
- Diaz R., Clara and Guillermina del S. Vázquez 1987 Study of the Methodology and Techniques in the Teaching of the English Language and its Application in the Basic Area of the Degrees: "Lic. en Idioma Inglés" and "Profesorado en Idioma Inglés". Graduation work. San Salvador, El Salvador. 1-15
- Dulay, Heidi, Marine Eurt and Stephen Krashen 1982 Language Two. Oxford University Press, Oxford. 138-199
- Faerch, Claus and Gabriele Kasper 1984 "Plans and Strategies in Foreign Language Communication." in Strategies in Interlanguage Communication by Claus Faerch and Gabriele

Kasper. 2nd. ed. London: Longman Inc. 21-59

Glasnapp, Douglas R. and John P. Foggio 1965 Essentials of Statistical Analysis for the Behavioral Sciences. Columbus, Ohio: Merrill Publishing Co. 32-108

Hammerly, Héctor 1986 Synthesis in Language Teaching. An Introduction to Linguistics. Vol. 1 of the series in Linguistics. Second Language Publications. Blaine: Washington. 2-15

Hendrickson, James M. 1980 "Error Correction in Foreign Language Teaching. Recent Theory, Research, and Practice." in Reading on English as a Second Language. ed. by Kenneth Croft. Boston: Little Brown and Company. 153-169

Hillard, Ernest R. and Gordon H. Bower 1984 Theories of Learning. Third. ed. New York: Appleton-Century-Croft

Lara Q., Blanca and Dionely T. Barrera 1987 Evaluación y Diseño del Plan de Estudio del Profesorado en Educación Media para la Enseñanza del Idioma Inglés. Graduation work. San Salvador, El Salvador. 10-38

Macera, James Personal Interview. March 1989.

- Schachter, Jacquelyn and Marianne Celce-Murcia 1980 "Some Reservations Concerning Error Analysis" in Reading on English as a Second Language, ed. by Kenneth Croft. Boston: Little Brown and Company. 120-151
- Schrammer Azer, Betty Understanding & Using English Grammar. Englewood Cluff, New Jersey: Prentice-Hall.
- Suncin Cordaro, Alvaro Personal Interview. June 1989.
- Tarone, Elaine 1984 "Some Thoughts on the Notion of Communication Strategy" in Strategies in Interlanguage Communication, by Claus Faerch and Gabriele Kasper. London: Longman Inc. 61-74
- Tarone, Elaine; Andrew D. Cohen and Guy Dumas 1984 "A Closer Look at Some Interlanguage Terminology: A Framework for Communication Strategies" in Strategies in Interlanguage Communication, by Claus Faerch and Gabriele Kasper. London: Longman Inc. 5-19
- Tiberio, Gaio Personal Interview. June 1989.
- Thomson, A.J. and A.V. Martinet 1980 A Practical English Grammar. Third ed. Great Britain: Oxford University Press. 6-10
- Trifkin, T.M. 1980 "Contrastive Analysis, Error Analysis in Interlanguage, and the Role of the Teacher" in Reading on

English as a Second Language. ed. by Kenneth Croft. Boston:
Little Brown and Company. 91-119

Turabian, Kate L. 1973 A Manual for Writers of Term Papers,
Theses and Dissertations. Fourth ed. Chicago: The
University of Chicago Press. 33-56

Wright, Audrey L. and James H. McGillivray 1960 Let's Learn
English. Second Ed. U.S.A. American Book Company.

APPENDIX A

GLOSSARY

Auxiliary Verbs: Also called "helping verbs". A verb that combines with another to form a verb phrase.

Arithmetic Mean: Average of raw scores computed by a continuous variable.

Avoidance: A type of communicative strategy which consists of a group of different means of getting around TL rules or forms which are not yet an established part of the learner's competence. Example: Topic Avoidance, Semantic Avoidance, Appeal to authority, Paraphrase, Message abandonment, language switch, etcetera.

Competence: The ability of native speakers to create and understand grammatical sentences, to detect ungrammatical sentences and to make other linguistic judgements about utterances in their language.

Compound sentence: Two sentences connected by a conjunction which express a complete related idea or thought.

Conjunctions: Often called "coordinate conjunctions". They

join independent sentences to form a compound one.

Connector: Often called "conjunctive adverbs", they are used to connect basic sentence patterns to make compound sentences.

Communicative strategy: An attempt the learner makes to express meaning when he faces a difficulty in the TL. This difficulty is referred to his inadequate command of the TL.

Contrastive analysis: A scientific description of the language to be learned compared with the parallel description of the native language of the learner.

Data: Information organized for analysis of computation.

Direct Object: the noun phrase that follows a transitive verb in a verb phrase.

Error: A systematic, consistent deviation characteristic of the learner's linguistic system at a given stage of learning.

Error Analysis: The analysis of the errors made by the students at the time of learning a second language.

False Friend: A strategy that consists of the use of English words that have a morphological and phonological similarity

with Spanish ones without attending their semantic difference.

Indirect object: One of the noun phrases that follows certain verbs that take two noun phrases as part of the verb phrases.

Interlanguage: The successive linguistic systems that a learner constructs on his way to the mastery of a TL.

Interlingual errors: Errors caused by the influence of the learner's native language.

Intralingual errors: Errors originated within the structure of the TL itself.

Intransitive verb: A verb that does not take an object.

Learning strategy: The strategy used by the learner in order to incorporate the TL into his interlanguage system.

Modal auxiliary: A verb such as can, will, shall, may, must or ought.

Morphology: The study of word formation including the origin and function of inflections and derivations.

Mistake: Deviations due to performance factors such as memory limitations.

Noun: A form class often marked in English by the ability to take plurals and possessive suffixes.

Overelaboration: Type of communicative strategy by which the students apply a rule of the TL to inappropriate TL forms.

Object: The noun phrase or phrases that follows the verb in a verb phrase or the preposition in a prepositional phrase.

Performance: The actual utterance produced by speakers of a language.

Prefabricated Patterns: A communicative strategy by which the student makes use of "regular patterned segment of speech" without knowing its inner structure.

Prepositions: Short words normally placed before nouns or pronouns. They can also be followed by verbs.

Possessive form: A grammatical inflection indicating possession.

Random Table: A table used to select a sample. Each random table is made up of ten vertical columns and fifty horizontal rows.

Randomness: It is related to the probable frequency in which

events can occur in relation to the total number of events possible.

Sample: A representative part of a universe.

Score: Resultant quantity of an investigation.

Semantics: The study of science of meaning in language form, especially with regard to its historical change.

Strategy: The way the learner uses to learn a language or the means he uses to communicate in it.

Syntax: The arrangements and interrelationships of words and phrases, clauses, and sentences.

Syntactic component: The part of a generative-transformational grammar that deals with syntax.

Target Language: The language a learner is acquiring or learning.

Transfer: Type of communicative strategy by which the learner transfers his native language system to the TL. It can be negative or positive.

Transitive verb: A verb that takes an object.

TABLE B.1, *continued*

Row No.	Column No.									
	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)
01	46968	57727	92862	64521	89917	14264	64582	27581	74914	84618
02	44191	53263	55877	73329	45003	13484	05729	04427	78220	76217
03	34398	06224	33816	72811	34792	63534	23099	40080	55316	32791
04	74978	03065	07713	00184	47458	97074	13049	05127	61346	38744
05	22146	16086	38337	11333	72081	61350	56485	12948	30934	56629
06	40039	64003	47246	00921	21180	00586	52854	07373	57683	63391
07	52337	64456	15477	57873	78198	70698	47480	26203	42053	25502
08	37592	04093	17822	41990	80873	27459	84244	97917	23758	34200
09	11025	55748	84743	62267	19201	59253	37137	55489	56732	33907
10	10337	92634	54713	38974	68482	31749	18810	55285	70057	31117
11	67592	82547	89116	56520	42239	64164	20308	98764	37933	69635
12	93507	52009	18543	46802	54872	30543	36982	99793	87083	09298
13	24432	37280	64342	72346	15361	06321	59697	60262	31624	76034
14	39916	31838	27107	88884	42320	09792	00049	45005	75827	08035
15	74621	96754	18289	23369	98967	43572	11682	50895	31791	17954
16	91033	56081	16619	72514	78212	20525	47263	78039	19064	10200
17	42576	67672	91036	34846	44013	35362	28805	95505	02161	31754
18	06366	30615	03723	80158	25376	64856	19564	12928	76497	43950
19	92709	67089	80871	42549	25946	27826	15413	94875	64696	10638
20	91082	85352	13048	22300	26364	74404	08848	00744	76515	24159
21	68859	77447	53900	59084	87482	50111	05451	14315	60403	18459
22	59541	30913	80422	96303	24641	24328	10016	56207	79830	55961
23	39183	26933	46581	93403	59289	73102	65474	77039	74173	02265
24	67433	10912	60195	76378	11801	09715	70048	98178	54848	78342
25	61753	71956	90753	90356	49927	29527	52874	71252	54624	32313
26	78109	11100	63196	37458	69035	13860	36535	67706	69038	99124
27	93237	15809	78069	30771	79322	51961	04403	31206	78919	78895
28	37554	88263	89925	91472	19172	25190	20036	49660	48019	54484
29	62131	17117	23292	51385	33350	76925	68579	25711	84440	13366
30	29899	74703	13265	62245	59566	45389	64948	15587	73815	84642
31	16948	58289	07173	02989	89809	83625	36530	24914	34035	20920
32	04931	05975	12988	46093	66168	76011	50465	65845	88725	04611
33	95714	36897	18851	71308	00507	75046	92452	69721	48222	30832
34	86053	91435	48681	83657	09624	02887	08747	99108	27124	33203
35	59306	01041	31006	96377	01899	46019	02708	87233	38882	06086
36	05453	54054	03989	67627	77848	00864	60443	45424	85208	57732
37	71851	77466	27851	95556	51364	89232	44404	71038	22524	22996
38	80203	28098	00409	25751	52831	45531	99732	34007	64544	49921
39	13507	80273	39668	20128	67517	56633	97475	84244	88092	85806
40	67926	54145	36779	64621	14395	63670	15744	36269	82307	72877
41	72567	34426	04628	11535	79269	95728	22259	48062	95489	82386
42	28868	56494	11587	84536	34459	13851	10683	68781	16773	01936
43	69574	08044	94608	29493	98014	85057	69607	76960	74220	57717
44	71200	33079	25741	77834	54450	47742	59757	86499	37031	80336
45	89965	59822	45124	98271	57332	86950	59150	92579	39428	41870
46	58748	28114	02010	57794	65577	03942	48568	43159	18704	17460
47	50547	38191	07812	62545	49612	28841	20001	55993	51606	56562
48	49337	29010	20652	84463	95867	57869	24416	58610	34103	20093
49	11850	14365	02856	95658	34296	43546	15701	17783	01348	29104
50	34224	64184	74270	25777	47937	20205	63757	46969	61343	19213

505

TABLE B.1, *continued*

Row No.	Column No.									
	(31)	(32)	(33)	(34)	(35)	(36)	(37)	(38)	(39)	(40)
01	79228	94510	57711	64366	89040	43278	69072	22003	89465	61483
02	48103	56760	82564	33649	35176	32278	51357	05489	47462	55931
03	70969	27677	99621	63065	73194	70462	19316	77945	45004	39895
04	69931	20237	75246	59124	12484	22012	79731	82435	56301	99752
05	37208	22741	41946	74109	03760	24094	40210	76617	52317	50643
06	60151	92327	85150	27728	64813	47667	66078	03628	95240	03808
07	46210	47674	53747	95354	67757	75477	26396	09592	96239	50854
08	55399	48142	12284	95298	56399	61358	87541	12998	79639	63633
09	23677	64950	97041	43088	80143	34294	91468	01066	90350	78891
10	41947	70066	90311	17133	11674	00826	75760	37586	33621	14199
11	16972	42181	87945	94104	95701	00743	75411	51930	54869	98991
12	74938	79042	38473	89672	45752	35715	89537	78155	09851	24983
13	78075	53671	81047	92759	94519	59473	91679	90536	41676	35230
14	76744	26190	21649	79753	21287	17698	39490	00533	34823	08134
15	82273	69293	23383	59365	18258	54530	47274	69686	55081	28731
16	30239	23081	09526	26055	87099	41372	55542	32754	87317	94638
17	41177	77163	38252	10349	49511	17540	61781	32769	51662	55606
18	07715	88600	69730	78912	19642	39764	47146	19472	84012	08887
19	16855	47454	98638	15189	87345	80509	33392	50866	17629	26208
20	27985	61979	02979	98092	41184	73815	57939	91057	04860	66667
21	77411	98433	42302	86602	26596	64175	64359	97570	64437	55592
22	19453	18731	01039	18933	92188	83767	56148	56261	79920	78514
23	03381	35119	30355	08287	00448	32800	24106	04054	70572	71063
24	11659	27315	09204	26213	57325	51470	56108	23141	16121	53925
25	35032	14283	20642	15311	36238	12079	67596	00017	51789	90737
26	32061	51250	39825	08554	88716	40945	68579	33784	62025	32535
27	81855	16888	24630	15077	47256	08529	54837	24161	95621	53483
28	48422	09247	43406	16093	01168	28523	31406	49360	99243	85090
29	86190	56195	31409	88248	52436	70161	98500	74702	99546	74570
30	90627	37048	50285	69189	97489	83007	31477	13908	97472	74448
31	60103	76739	57644	56746	63005	08804	47081	65928	65045	58629
32	09606	69465	16536	94055	86328	56533	16670	57295	26249	18524
33	62479	29610	03235	51050	15855	66828	08115	16166	32854	74206
34	40232	52840	02512	99258	09327	55073	86030	29933	00528	67359
35	10690	55550	81275	78369	33658	47000	89425	60573	81137	25474
36	73958	38949	99568	72713	22665	03244	17399	83950	66820	08704
37	56554	57926	41529	00619	51972	09442	60298	81066	28362	41165
38	35676	20333	77622	93718	57255	09780	26798	60083	58959	45691
39	01383	85677	96572	16401	31379	88519	41325	33938	36342	03327
40	29448	88487	05814	82402	42132	85708	89754	57495	57655	78644
41	56863	94737	68661	43498	33376	81659	07422	58435	24855	15523
42	20269	34456	48608	11787	86056	88290	17463	66628	03033	80771
43	06790	99803	86439	94235	48560	62912	82302	43198	97087	97104
44	73690	79726	06492	77431	49864	69775	46450	02122	09083	92746
45	76222	20006	98660	88690	01190	05588	76651	03461	11987	80750
46	18434	21893	80472	19499	80423	58643	27088	66458	78358	56606
47	20463	75133	41713	84279	56045	79079	20212	91560	60548	95126
48	27105	77095	72016	23683	01386	40381	74673	11811	36625	62958
49	47736	56338	07546	36084	73126	33364	78730	47282	76795	95719
50	60938	13970	90288	79457	50343	92054	12541	93216	58624	37392

507

TABLE B.1, *continued*

Row	Column No.									
	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)	(30)
01	31692	51607	89056	74472	91284	20263	16039	94491	33767	73915
02	82997	58320	04852	52595	95514	56543	06636	61291	67504	57205
03	05043	40582	46051	60261	04996	82256	47375	87507	05112	88489
04	75781	38768	70475	00601	18378	37077	36523	30843	07057	78326
05	21033	15175	30741	45814	92222	16704	00197	51267	33224	40276
06	99092	60991	12571	71753	65214	33885	82939	50723	88987	69761
07	07204	93373	85112	29610	30375	64836	18459	08235	67650	72930
08	88859	97254	07771	21393	64657	42013	12753	03028	24224	24918
09	30497	91407	72900	15699	58653	38063	25072	48698	88083	48040
10	09726	18075	45852	54968	43743	82050	78412	79456	95032	10984
11	95330	01985	24128	60514	42539	91907	25694	37097	39566	24043
12	09760	32388	05601	49923	66126	54146	67213	52234	48381	89442
13	01534	81967	15337	95831	84643	40792	47562	95494	62087	18064
14	11234	59350	48368	57195	36287	03046	87136	36057	93913	70060
15	71056	48762	80221	59683	27504	21121	94711	11807	80882	48359
16	34208	05374	60304	43178	97247	24875	26259	67622	14657	80354
17	47132	62839	82198	92445	60650	76219	02772	48651	66449	89213
18	55685	93302	43019	45861	95493	16106	12783	37248	83533	25440
19	17803	18184	10510	27159	83008	20544	41665	99439	70606	28974
20	55045	17219	66737	59080	78489	12626	60661	53733	70062	14289
21	01923	33647	98442	59293	83318	33425	76412	87062	01295	11083
22	07202	76476	71888	54845	17468	41964	68694	59662	55905	26898
23	68825	68242	95750	11033	58634	78411	08523	19313	29327	47526
24	68525	06496	17446	41378	32068	82019	66101	56733	43308	82641
25	80819	33515	97373	43064	16221	99697	37951	07947	12935	49391
26	64200	96929	26044	49283	56545	67200	21325	85056	51345	06309
27	30156	29121	75674	42399	41121	90643	19585	06364	47203	19679
28	50467	14282	89098	66717	14753	73356	47781	34165	82842	00121
29	53764	83212	26675	64184	64455	29023	03181	13674	08838	83829
30	81727	35572	95469	36825	81882	95083	68323	14965	34166	32351
31	30607	55558	96026	97398	21723	86560	52617	07771	61886	48234
32	75104	23682	78756	72728	85940	57290	75507	78715	01426	02310
33	06180	62724	36835	80288	25075	32609	33312	21348	87710	55457
34	22098	34834	66117	36252	82717	50585	43639	79999	07414	84003
35	13173	64783	20984	11929	18849	26211	77375	49561	96747	67007
36	75273	36108	55265	15653	82270	99216	27805	60088	06056	97377
37	89849	65756	44454	04602	14292	74458	57777	35934	05160	26359
38	91108	43562	18883	16569	49599	73871	67101	12054	56492	15981
39	51843	01542	17881	12954	94913	39583	94969	61146	35907	72164
40	02644	23564	85464	62947	92571	89377	85004	84654	20465	86212
41	38608	83374	74032	62183	08740	05279	30455	31032	71512	16476
42	43164	28909	88624	14992	85359	10193	32491	14769	63694	92640
43	80933	52950	45646	36636	05085	28053	27596	54873	68476	65823
44	67690	96766	69250	19344	47855	43489	77479	62418	54079	40069
45	68579	17014	25362	15114	30982	27250	29052	71115	83369	46776
46	46353	39733	44677	50133	26623	15979	10651	04263	34087	67005
47	30039	09532	52215	09164	20930	88230	43403	63230	83525	93550
48	89200	92772	42195	91634	39272	46462	76835	27755	03151	75692
49	58118	57942	14807	68214	76093	47484	24468	91764	52907	16675
50	97230	33027	70166	43232	98802	70715	30216	35586	18909	79658

APPENDIX C

LIST OF ERRORS

I. OMISSIONS

1. Major Constituents

(3) a. Verbs

Unknown 1)* ... the wealthy people accused this place of Ø
the guerrilla's house ... (A2)

Unknown 2)* ... some of these people tried to convince our
parents Ø to give up our ideas ... (C2)

Unknown 3)* ... asked him Ø for the court ... (C2)

Unknown 4)* ... later the teacher Ø at me ... (C3)

Unknown 5)* ... the bus driver said "hold on we are Ø to
overturn" ... (G1)

Unknown 6)* ... some of them are married, Ø to attend their
children ... (P1)

b. Subjects: Noun or Pronoun

Transfer 7)* ... I turned around my head to see who Ø was ... (A1)

Overgen 8)* ... and I met a friend there who knew everything
and Ø told me ... (A4)

Overgen 9)* ... later a teacher called the group in which
I was and Ø entered into the ... (C3)

Transfer 10)* ... then we began to walk to La Caverna del León
and suddenly Ø started to rain ... (V1)

2. Grammatical Morphemes

a. Prepositions

Transfer 11)* ... about our courtship, but they did not agree
Ø because ... (A1)

Avoid 12)* ... it was Ø August 10, 1981 ... (L1)

Unknown 13)* ... we arrived Ø St. Ana City ... (R1)

Unknown 14)* ... a terrible visit Ø La Caverna del León ... (V1)

Unknown 15)* ... we arrived Ø Amapulapa, and paid Ø the
tickets ... (R2)

Unknown 16)* ... I decided to go Ø Ciguapilapa ... (V1)

b. Articles

Overgen 17)* ... we made us friends and in Ø few months ... (A1)

- Transfer 18)* ... I never gonna have Ø boyfriend ... (A4)
- Overgen 19)* ... about some complaints from Ø neighbors .. (C2)
- Unknown 20)* ... a tire had exploded and he could stop against
Ø thick wall by the road ... (G1)
- Unknown 21)* ... so I decided to stop Ø taxi cab ... (G2)
- Unknown 22)* ... finally, Ø afternoon went down ... (R2)
- Unknown 23)* ... finally, Ø next day we came ... (S1)
- Transfer 24)* ... I was Ø employee ... (S2)
- Transfer 25)* ... I saw in Ø direction where I live ... (S2)

c. Plurals

- Overgen 26)* ... all the studentØ were making ... (C3)
- Unknown 27)* ... it happened, when I was six yearØ old ... (C3)
- Unknown 28)* ... these televisions setØ don't have ... (E1)
- Overgen 29)* ... three friendØ and I went to ... (G1)
- Unknown 30)* ... helping him when he has problemØ ... (H1)

Unknown 31)* ... one of the most wonderful churchØ in El
Salvador ... (R1)

Overgen 32)* ... I saw a lot of batØ and ratØ ... (V1)

d. Auxiliaries

Unknown 33)* ... I Ø never gonna have boyfriend ... (A4)

Unknown 34)* ... I Ø going to do all my homeworks ... (C3)

Simplif 35)* ... six years when my mother Ø sent me to school
...(C3)

Simplif 36)* ... after I Ø drunk a soda ... (C4)

Simplif 37)* ... I had just gotten off bus 26, Ø walked two
blocks when ... (C5)

Simplif 38)* ... I hit an oldsmovil which was in my left side,
when everything Ø pass I ... (R2)

Simplif 39)* ... he Ø just finished saying that ... (M2)'

Simplif 40)* ... other thing that can I do is introduce him
with my family because he Ø need to know about
my life too ... (M1)

Avoid 41)* ... I Ø scared of it and ran to the gate ... (S2)

Simplif 42)* ... because the ship Ø had exploded ... (T1)

e. Regular Past Tense/Regular Past Participle:Ed

Unknown 43)* ... they got convinceØ ... (A1)

Unknown 44)* ... they told them (referring to the parents)
that we would had many problems if we continueØ
with ... (C2)

Transfer 45)* ... they were inventØ from the old ... (C2)

Unknown 46)* ... I almost felt to sleep .. so I decideØ ...
(G2)

Unknown 47)* ... we crossed the Oakland bridge and pickØ up ...
(G2)

Unknown 48)* ... decided to help the people who resultØ
hurt ... (P2)

Unknown 49)* ... crowd which pushed us and pullØ ... (R3)

Unknown 50)* ... I saw my house fallen down by the
earthquake and I askØ to my ... (S2)

f. Third Person Singular Inflection.

Overgen 51)* ... if a man likeØ me .. (N1)

Overgen 52)* ... because he needØ to know ... (N1)

g. Infinitive Marker "to"

Transfer 53)* ... a group of people whose only interest is Ø
make money ... (G3)

Transfer 54)* ... one of them decided not Ø continue ... (P2)

Transfer 55)* ... I decided to change of studies and Ø have
... (P3)

Transfer 56)* ... the only thing we wanted to do was Ø swim...
(R2)

Transfer 57)* ... it is not easy Ø ride ... (V2)

h. Possessive Form: 's

Overgen 58)* ... I neither had a driverØ license ... (G2)

3. Pronouns

a. Object Pronoun

Transfer 59)* ... to introduce Ø with my family and tells
them about our courtship but ... (A1)

Transfer 60)* ... then, I talked to the saleswoman about this
problem and I showed Ø the ... (C1)

Transfer 61)* ... so, the master asked Ø to keep silence ...
(H2)

Transfer 62)* .. crowd which pushed us and pull Ø and I .. . (R3)

II. ADDITIONS

1. Double Marking

a. Direct Object

Overgen 63)* ... he asked me to be his girlfriend and I
accepted him ... (A1)

Pref. P 64)* ... all the subjects that I took it ... (A2)

b. Present Indicative

Overgen 65)* ... know his family too, about his life, his work,
what does he like to do ... (H1)

c. Auxiliary Verbs

Overgen 66)* ... the worst is that this youth that is in front
of the television set, don't have realizing that
... (E1)

Overgen 67)* ... watching music videos it is a waste... (A5)

Overgen 68)* ... the hymn it did not begin ... (M2)

e. Negative Form

Transfer 69)* ...she said if nobody did not give me ... (C3)

Transfer 70)* ... the two brothers did not suffer nothing ... (P2)

2. Simple Addition

a. Addition of "be" in an adverbial phrase

Transfer 71)* ... I decided to stop a taxi cab and lived the place as soon as was possible ... (G2)

b. Articles

Overgen 72)* ... I neither had a driver license nor an insurance to pay ... (G2)

Overgen 73)* ... we crossed the Oakland bridge ... (G2)

Overgen 74)* ... we can realize about many interesting things which do not exist in our country, for instance, the technological ... (M1)

Overgen 75)* ... the last 6th of August there was a sunny morning ... (M2)

Overgen 76)* ... I'll invite him to my house to have a lunch
or a dinner ... (N1)

Overgen 77)* ... next, I lost the control of ... (V2)

Overgen 78)* ... soon I felt a pain in my arm ... (V3)

c. Prepositions

Transfer 79)* ... as I can remember she was talking too much in
that day ... (C3)

Transfer 80)* ... I told by myself ... (C3)

Transfer 81)* ... everything around of me ... (C3)

Transfer 82)* ... I knew that she would die in any moment ... (C4)

Transfer 83)* ... but I could not accept that it was happened
in that day ... (C4)

Transfer 84)* ... I ask to my neighbors ... (S2)

Transfer 85)* ... I told to my boss ... (S2)

Transfer 86)* ... I rode on a horse ... (V2)

d. Adverbs

Overel 87)* ... and decided to look for a place where to have
breakfast ... (R1)

e. Marker "to" after special verbs.

Overgen 88)* ... we wouldn't let them to destroy what we ... (C2)

Overgen 89)* ... they make young people to become drug users
... (M3)

Overgen 90)* ... we realized that that kind of activity let
us to make a stronger and lasting ... (R2)

f. Possessive Form:'s

Overgen 91)* ... youth's way ... (E1)

Overgen 92)* ... rock's music ... (E1)

Overgen 93)* ... the neighborhood's houses ... (E1)

3. Compound Addition

Overel 94)* ... I realized that existed many problems about
the university ... (A2)

Overel 95)* ... we suffered too much because of the earthquake
but I think that on that night the majority of
us ... (A3)

- Overel 96)* ... at the moment of dinnertime ... (A3)
- Overel 97)* ... in the Christmas time ... (A3)
- Overel 98)* ... in the morning of that day ... (A3)
- Overel 99)* ... I bought a nice pair of shoes. I tried
on my shoes ... (C1)
- Overel 100)* ... the girl that was selling the shoes ... (C1)
- Overel 101)* ... shy as well as I ... (C3)
- Overel 102)* ... she called and asked our names ... (C3)
- Overel 103)* ... the bell began to ring ... (C3)
- Overel 104)* ... the guy who was driving ... (C5)
- Overel 105)* ... I told everything to my parents and until
that time I remembered ... (C5)
- Overel 106)* ... and I drove to my house to and have rest ..
(G2)
- Overel 107)* ... felt to sleep when we were dancing ... (G2)

- Overel 108)* ... behind them it exists a group of ... (G3)
- Overel 109)* ... watching music videos make changes .. (E1)
- Overel 110)* ... his happiness of being in that memorable day ... (M2)
- Overel 111)* ... for me this was really the most special trip that I remember ... (S1)
- Overel 112)* ... my parents and I decided to make a trip to spend our vacation in an island in the Fonseca Gulf ... (S1)
- Overel 113)* ... fortunately my children, my wife, and me were with no damage ... (S2)
- Overel 114)* ... the ship workers ... (U1)
- Overel 115)* ... a car loaded with explosives made explosion...

III. MISFORMATIONS

1. Overregularization

a. Wrong use of verb forms

a.1 Addition of the third person singular inflection.

- Overgen 116)* ... I took him home to ... and tells them about ... (A1)

a.2 Addition "d" in irregular past/ past participle:

Overgen 117)* ... army passing so were hurtad ... (22)

Overgen 118)* ... we felt something rare that flied around
us ... (V1)

a.3 Addition "d" in infinitive verbs.

Unknown 119)* ... not necessary to called the police ... (G1)

a.4 Addition "d" to a noun.

Overgen 120)* ... I had an epilepsy attacked... (A4)

Overgen 121)* ... I told by myself as a rewarded at her ...
(35)

a.5 Addition of "ING" progressive form.

Transfer 122)* ... during I was waiting, I was drinking
coffee ... (A4)

Transfer 123)* ... she was talking too much ... (C3)

Transfer 124)* ... happy because she was talking to me... (C3)

Transfer 125)* ... I was talking with them for about two
hours ... (C4)

Transfer 126)* ... the majority of television that are in the neighborhood's houses are turning on ... (11)

Transfer 127)* ... they want to wear the same clothes the singers are wearing ... (11)

Transfer 128)* ... a.c.b. radio in his car and was calling the police... (62)

Transfer 129)* ... I failed two of the subjects that I was studying before .. (75)

Transfer 130)* ... we were living to Anapulsas ... (R2)

Transfer 131)* ... were working in order to put out the fire and taking ... (U1)

a.6 Omission of "THE" form.

Overgen 132)* ... when we had to prepare for return... (61)

b. Wrong Formation of Words

b.1 Plurals

Overgen 133)* ... I never regret it for getting my knowledges ... (2)

Overgen 134)* ... if we continue with our purposes ... (C2)

Overgen 135)* ... to do all my homeworks ... (C3)

Transfer 136)* ... these televisions set ... (G1)

Transfer 137)* ... in the majority of cases are fool and
falses ... (E1)

Overgen 138)* ... to buy some fruits ... (L1)

Overgen 139)* ... master of ceremonies ... (M2)

Transfer 140)* ... others changes that music .. (M1)

Overgen 141)* ... students fail more than one subjects
during ... (P1)

Overgen 142)* ... we began to enjoy our holidays ... (R3)

2. Archi/Alternating Forms

a. Use of wrong form of "be"

Overgen 143)* ... he told ... my little cousin was died ...

Overgen 144)* ... they was crying for ... (N1)

Overgen 145)* ... I still were very sad ... (A4)

Overgen 146)* ... almost all my family were at home ... (L1)

Overgen 147)* ... music videos which are more popular
among young people is ... (M3)

Overgen 148)* ... it was very hard because all the subjects
are not ... (P3)

b, Use of wrong Modal Auxiliaries.

Overgen 149)* ... because for his family I'll know ... (N1)

Overgen 150)* ... we could leave the fair ... (R3)

Overgen 151)* ... that the fire was been extinguished ... (U1)

Overgen 152)* ... I could try to know about his life ... (N1)

Overgen 153)* ... I can offer my help if he has ... (N1)

Overgen 154)* ... I'll invite him to my house ... (N1)

Overgen 155)* ... other thing that can I do is introduce ... (N1)

Overgen 156)* ... if a man... I could try to ... (N1)

Overgen 157)* ... I could speak with him about ... (N1)

c. Prepositions.

Overgen 158)* ... but yet the wealthy ... (A2)

Overgen 159)* ... this was very funny to me ... (A3)

Overgen 160)* ... on July, 1985 ... (A4)

Transfer 161:)* ... their own culture for folling .. (A5)

Overgen 162)* ... they were invent from the old people ... (C2)

Overgen 163)* ... when the teacher came into it .. (C3)

Transfer 164)* ... I talked with the ... (C1)

Transfer 165)* ... I was talking with them for about wo
hours ... (C4)

Overgen 166)* ... an oldsmovil which was in my left ... (G2)

Overgen 167)* ... imitation in cultures of foreign cultures
..... (H1)

Transfer 168)* ... that young people can improve the behavior
with their parents ... (H1)

Overgen 169)* ... I was in the Oakland Bridge ... (G2)

Transfer 170)* ... far of home ... (L1)

Overgen 171)* ... at a terrible car accident ... (L1)

Transfer 172)* ... other thing that can I do is introduce
him with my family ... (N1)

Transfer 173)* ... because for his family I'll know ... (N1)

Transfer 174)* ... we were living to Amapulapa ... (R2)

Overgen 175)* ... then we had breakfast outside of the
house ... (R3)

Overgen 176)* ... decided to spend all day long in the fair... (R3)

Overgen 177)* ... afterwards, we had traveled at about .. (R2)

Overgen 178)* ... to make a fire in the seashore ... (S1)

d. Pronouns

Overgen 179)* ... a friend of his .. (G2)

Overgen 180)* ... after me arrived my father and my sister ..
(H1)

e. Adverbs

Overgen 181)* ... that I only undressed myself ... (G1)

Overgen 182)* ... more than never ... (R2)

f. Adjectives

Overgen 183)* .. I had to meet my boyfriend but the class ended early ... (A4)

Overgen 184)* ... she was ~~is~~ older, ugly ... (C3)

Overgen 185)* ... I'm the old child ... (H1)

Overgen 186)* ... we remember her as the better mother ... (H1)

Overgen 187)* ... I started as a biology student and I failed three subjects ... but the next semester was worst ... (P3)

g. Demonstratives

Overgen 188)* ... these way I can have a very good .. (H1)

Overgen 189)* ... they are taking from this videos ... (E1)

h. Conjunctions

Transfer 190)* ... it seemed to me very easy ... but later it looked interesting ... (A2)

Transfer 191)* ... there are different kinds of music videos
but all of them make changes ... (H1)

Transfer 192)* ... my first day at the university began
after I received my diploma in High school,
but I suffered a lot until now ... (P3)

Transfer 193)* ... we stayed in that ... , but during this
time ... (S1)

i. Intensifiers

Overgen 194)* ... I began to feel so nervous, I almost
cried ... (C5)

j. Possessives

Overgen 195)* ...when the answer's day ... (C2)

Overgen 196)* ... our youth's behaviors ... (E1)

Overgen 197)* ... room's motor ship ... (U1)

k. Articles

Overgen 198)* a agreeable voice ... (A1)

Overgen 199)* a incomparable love ... (A1)

Overgen 200)* an special date ... (L1)

Overgen 201)* ... told me a bad news ...(11)

Overgen 202)* ... an terrible visit ...(V1)

3. Poor lexicon

a. Verbs

Overgen 203)* ... we made us friends ...(A1)

Overgen 204)* ... if he could get into the class ...(A1)

Overgen 205)* ... and trying to know each other ...(A1)

Unknown 206)* ... lose their own culture for folling foreign
customs ..(A5)

Overgen 207)* ... my family intended to seperate us but they
could not get it ...(A2)

Overgen 208)* ... and also I started knowing much more ...(A2)

Overgen 209)* ... don't learn anything educative ...(A5)

False F. 210)* ... these videos present scenes like ...(A5)

Transfer 211)* ... suddenly one of my uncles appeared masquerade
of Sta. Claus ..(A3)

Transfer 212)* ...and all the students were making a line ..(C3)

Overgen 213)* ... a teacher called the group ..(C3)

Overgen 214)* ... we began running across the room ..(C3)

Transfer 215)* ... to avoid us to build the court ...(C2)

Overgen 216)* ... that we could played until 8 p.m. ..(C2)

Overgen 217)* ... we had to add the signatures ..(C2)

Overgen 218)* ... how pleased we were for had had the permission
and can play in it ... (C2)

Overgen 219)* ... I saw everywhere looking for someone ..(C3)

Overgen 220)* ... they are taking from these videos ... (E1)

Overgen 221)* ... when we had to prepare for return on we did
not want to go out of water ...(G1)

Overgen 222)* ... I decided to stop the taxi cab ... (G2)

Overgen 223)* ... after we had pay our money ... (G2)

Transfer 224)* ... behind then it exists a group of ...(G3)

Transfer 225)* ... they produce alienation for singers ... (H1)

False F. 226)* ... there was a sunny morning and four teams
were permitted ... (H2)

False F. 227)* ... I had to give consolation to ... (H1)

Overgen 228)* ... because for his family I'll know ... (H1)

Overgen 229)* ... know his family could be ... (N1)

Overgen 230)* ... when the accident occured we ... (L1)

Transfer 231)* ... I felt like a crazy ... (L1)

Transfer 232)* ... to attend their children ... (P1)

Transfer 233)* ... the people who result hurt ... (P2)

Transfer 234)* ... but the problem was when ... (P2)

Overgen 235)* ... they got sad ... (P2)

Overgen 236)* ... they were afraid of the ... (P2)

Overel 237)* ... we began to enjoy our holidays ... (R3)

Overgen 238)* ... made swimming competitions ... (S1)

Overgen 239)* ... I saw in direction where I live ... (S2)

b. Nouns

Transfer 240)* ... in the class ... (A1)

Transfer 241)* ... I feel a strange sensation ... (A1)

Overgen 242)* ... my knowledges at .. (A2)

Transfer 243)* ... God gives me the force ... (A2)

Transfer 244)* ... the August fair ... (A3) ..

Overgen 245)* ... with that field ... (C2)

False F. 246)* ... a little distraction ... (C2)

Transfer 247)* ... that all these things were false ... (C2)

False F. 248)* ... all the students were making a line ... (C3)

Overgen 249)* ... I did not know her behavior ... (C3)

Overgen 250)* ... in the last amusement ... (C3)

Overgen 251)* ... a terrible illness ... (C4)

Overgen 252)* ... their real entity ... (E1)

False F 253)* ... the majority of televisions ... (E1)

Overgen 254)* ... and all the travel ... (G1)

Transfer 255)* ... coconut water ... (G1)

Overgen 256)* ... technological advances ... (M1)

False F. 257)* ... the national hymn is ... (M2)

Transfer 258)* ... to change of studies ... (P3)

Overgen 259)* ... the excursion ... (R1)

Overgen 260)* ... my friends and I ... make a fire in the
seashore ... (S1) ...

Overgen 261)* ... to sing romantic songs, to tell tales,
to ... (S1)

False F. 262)* ... were in Liberty park ... (S2)

Transfer 263)* ... other thing that can ... (N1)

Transfer 264)* ...it was a classday as ... (A1)

Overgen 265)* ... this place of the guerrilla's house ...
(A2)

c. Adverbs

Transfer 266)* ... I was drinking coffee very nervous ... (A4)

Overgen 267)* ... and now, even the grandchildren ... (C2)

Overgen 268)* ... we were in front of La Caverna del León and
entered. And after, we felt ... (V1)

Overgen 269)* ... because there was a fire. After this, at
5:10 p.m. I went ... (U1)

d. Adjectives

Transfer 270)* ... when suddenly a agreeable voice .. (A1)

Transfer 271)* ... these videos present scenes like unreal
sex ... (A5)

Transfer 272)* ... don't learn anything educative ... (A5)

Overgen 273)* ... it was a tall, black, strong and handsome
... (A1)

Transfer 274)* ... until a good day ..(A1)

Transfer 275)* ... to have a little distraction ... (C2)

Overgen 276)* ... the videos are fool ... (E1) ...

False F. 277)* .. there are three major reasons why ... (P1)

Overgen 278)* ... but the next semester was worst ..(P3)

Overgen 279)* ... some friends and I decided to take a trip
by train to one of the touristic places ... (r2)

Overgen 280)* ... all the year ... (R3)

Transfer 281)* ... if the fire had reached the fuel it has
been mortal ... (J1)

e. Quantifiers

Overgen 282)* ... we suffered too much because of ... (A3)

f. Prepositions

Transfer 283)* ... the old bus crashed with a truck ... (P2)

Transfer 284)* ... during the trip, we had ..(R2)

Transfer 285)* ... we stayed in that place during days ... (S1)

Transfer 286)* ... during this time I made ... (S1)

Transfer 287)* ... and I was unable to walk during a .. (V2)

g. Conjunction

Overgen 288)* ... like if I had known ... (A1)

h. Adjective Phrase

Prefabri.289)* ... decided to spend all day long in the fair
...(R3)

i. Noun for another grammatical element.

Overgen 290)* .. if it was truth .. (C2)

Overgen 291)* ... in the army forces... (C2)

Overgen 292)* ...and some questions relationship with ... (C3)

Transfer 293)* ... but the boys on the other side block ... (C5)

Overgen 294)* ... my mother was death ... (E1)

Overgen 295)* ... the truck load with sodas ... (P2)

j. Proposition instead of another element.

Transfer 296)* ... during I was waiting ... (A4)

Transfer 297)* ... I'll try to speak with him for many
time ... (N1)

Transfer 298)* ... we stayed in that place during four
days ... (S1)

k. Adjective for another element.

Transfer 299)* ... then the master visible angry ... (M2)

l. Verb instead of a noun.

Transfer 300)* ... they were invent from the old .. (C2)

m. Adverb instead of another element.

Transfer 301)* ... but they did not agree because they thought
that we had to know us much more .. (A1)

Overgen 302)* ... a slowly bus.. (P2)

n. Literal Translation

Transfer 303)* ... I thought in different way after that ... (C3)

Transfer 304)* ... I did not know all around this place ... (A)

Transfer 305)* ... that was I felt something strange
running inside of my body ... (C3)

Transfer 306)* that with only live their schools get run
to their home in order to watch ...(E1)

Transfer 307)* ... first, I did was visite our great grandfather
... (V1)

O. Confusing the subject for an object.

Transfer -308)* ... consequently they take more than four years

IV. MISORDERING

1. Word Order of Constituents.

Transfer 309)* ..when I was in the National University of El
Salvador, on July 1985, it was the first time
I realized that I could emotionally die...(14)

Transfer 310)* ..but all of a sudden from the pick up truck,
men got off-carrying ... (C5)

Transfer 311)* ... they had been planning to organize a
tournament and, finally they did it ... (M2)

Transfer 312)* ... the last 6th of August there was a sunny
morning ...(M2)

Transfer 313)* after me, arrived my father and my sister ...(N1)

Transfer 314)* ... a crowd which pushed us and pull and I ...
(R3)

Transfer 315)* ... if the fire had reached the fuel it had
been mortal ...,told us an engineer ..(U1)

Transfer 316)* .. oh bus number 101 ... (V3)

2. Subject/Verb Order in embedded nominal complement clause.

Overgen 317)* ... other thing that can I do ... (N1)

3. Adjective/Noun Order

Transfer 318)* ... men useful for my country ..(A2)

Transfer 319)* ... the registry academy...(A2)

Transfer 320)* ... the administration academy ... (A2)

Overgen 321)* ... a hot cup of coffee ... (R3)

Overgen 322)* ... the students of Nuevo Liceo Centroamericano
... (S2)

Transfer 323)* ... a stone very sharp ... (V3)

4. Internal Adverbial Phrase Order.

Transfer 324)* ... they left Costacque in the morning at five ...
(P2)

Transfer 325)* ... I left in a hurry to school ... (S2)

5. Adverb Word Order

Transfer 326)* ... I study very hard in my subjects ... (A1)

Transfer 327)* ... I turned around my head ... (A1)

Overgen 328)* ... I still were very sad ... (A4)

University of El Salvador
College of Arts and Sciences
Language Department
Composition I.

Name: Sandra Patricia Alfaro R.
Date: August 15, 1989.

Q incomparable love.

I was beginning my University studies

when I met a boy that later would be
the best boyfriend that I have had before.

It was a class day as everyday, the class

was about to start, when suddenly a
aggressive voice was heard in the classroom.

I turned around my head to see who was,

and it was a tall, black, strong and

handsome boy asking the teacher if he

could get into the class, when I saw him, I

felt a strange sensation like if I had

known him before. I got interested in
meeting him and we made ^{us} friends and
in few months. We were going out and
trying to know ^{to} us each other, until a
good day he asked me to be his girlfriend
and I accepted him. One day, I took
him home to introduce with my family
and tell them about our courtship,
but they did not agree because they thought
that we had to know ^{to} us much more.

We felt bad at the beginning, because my
family intended to separate us, but they could
not get it. Finally they got convince that
our love was sincere, pure and incompatible. After
all we solved that difficulty and now we are happy to
be together and loving us everyday more.

UNIVERSITY OF EL SALVADOR
SCHOOL OF SCIENCES AND HUMANITIES
LANGUAGE DEPARTMENT
ENGLISH COMPOSITION I

NAME: CARLOS RENÉ ALVARADO

DATE: JULY 28, 1989

GROUP: 02

TEACHER: JIM MACERA

A2

TOPIC: MY FIRST DAY AT THE
UNIVERSITY

When I came to the University of El Salvador for first time, I remember that I was 19 years old, and I did not know all around this place, the professors and my classmates, the class-rooms, the auditoriums, the offices, the Administration academy, the Registry academy.

I began making friends in all the subjects that I took, and also I started knowing much more about the people around me, and I made a big effort to study very hard in my subjects. It seemed to me very easy at the beginning of my major, but later it looked to me very interesting.

Now I know anywhere around the university.

I realized that existed many problems about the University of El Salvador for get, the wealthy people accused this place of the guerrilla's house, etcetera.

nowadays I am pretty sure that the professors of the University of El Salvador

don't try to make good teachers, doc-
tors, engineers, lawyers, chemists,
electra.

men usefull for my country, and
I never regret it for getting my
knowledge in this place.

I just only pray to God gives me
the force to keep on living every
day.

University of El Salvador
Language Department
Composition I

Mr. [Name] + [Name]
Assistant: [Name]
[Name] [Name]

12/16

15/100
Group M

15/100

Unforgettable
Christmas Day

A3

August 14, 1989

In the Christmas time when my family and I were
together it was the most beautiful day of my life.

That kind of meeting is very difficult for me,
because my parents live abroad, but they made
an effort because they wanted to show and their
love. They came when the last earthquake occurred.

First, in the morning of that day my grandmother
and aunts cooked some chicken, turkey and tamales.
Then my cousins and me cleaned the house. While,
my uncle went to the supermarket to buy some
groceries. In the afternoon we danced and played
some funny games. Later, we were praying and singing
some Christmas carols. At the moment of the dinner time
my grandmother said "This is the first time in many
years that we were and still are together". I cried
because I remembered that like sometimes in school.
suddenly, one of my uncles appeared miraculously of

laughing

Santa Claus laughing with a lot of gifts

for everybody. Some, I felt better because this was
only funny ^{to} me. Finally, we made a toast for

the next year. Even though in this year we suffered
too much because of the earthquake, but I think that that was
that night the majority of us felt better.
felt

Universidad of El Salvador
Psychology Department
Composition I

name: Mariana Evelyn Pérez
Date: Monday, August 14th, 1981

1500 P M

AM

An Epilepsy Attack

When I was in the National University of El Salvador, on July 1981,
it was the first time I realized that I could die emotionally. I was attend-
ing my Psychology class, and I was thinking that I had to meet my boyfriend
at the cafeteria, at 7:30 a.m., but ^{the} class ended ^{early}. Then, when I was
near the cafeteria, I saw him with another woman and they were kissing each
other. In that moment, I did not know what to do, I was very surprised and nervous,
because I thought that he was in love with me, and he promised to me
one day that he would stay with me. I told him "I will be here, in the cafeteria
waiting for you" and he looked at me very mad and told me "Yes". At that time I
was waiting, I was drinking coffee very nervous, and I met a friend there
who knew everything, and he told me "You are stupid, you have to go, look at
them" and they were kissing again in front of me! Next, we left the
cafeteria, I was crying bitterly and I wanted to go home. At night,
I had an epilepsy attack it was terrible, I was in the hospital

very very sick, about two weeks, and I thought that I would ^{d.} be dead.
when I left the hospital, I still were very sad, and I thought
"I never gonna have a boyfriend, because all men are liars" but
is not true.

Video Music -

1A

E.S. Watching music videos make changes in the personality of immature young people.-

Many young people waste their free time watching music videos instead of studying or doing something useful.- Through this kind of programs young people don't learn anything educative, these videos present scenes like unreal sex, use of drugs, diabolic messages etc, as a result many adolescents imitate the behavior of the singers, talking, dancing, getting haircut and wearing foreign fashions in order to look like them.- that implies that boys and girls will change their personality and ^{the} persons alienated there for their ideology will be according to this alienation and these people could ~~be~~ lose their own culture for following foreign costumes, on the whole, watching music videos it is a waste of time for young people.-

Lorena Ascencio

013 - 3 Alvaros

27. Sara Carvallo. Frederick!

The problem is that you don't just suspend!

21 21

0/3
5

Two years ago I went to

a department and I bought a nice pair

~~of shoes~~ of shoes. I tried (on my shoes) and they

fit me but the girl that was selling

~~was~~

the shoes got wrong and she gave me

two left shoes and I did not notice

~~that until I was at home.~~

that until I was at home. I was lucky

because I kept the receipt and I

immediately returned the shoes to the store

in order to get the right shoe. Then I

talked with the saleswoman about the

problem and I showed the receipt. At

the end she gave me the right shoe.

Composicion I
UES
Group 02

C=

Miguel Angel Carranza Camero

Ex 032
019 Solving a Problem

Last year some friends and I decided to build a small basket ball court in our neighborhood, in order to have a little distraction in our free time. Having this purpose in mind, we began to collect money in order to build it. But before beginning the construction, we had had many problems with some neighbors, especially old people.

They said that we would bring many marijuana smokers with that field, that we would play until late, and so on. So, they were not

in agreement with our idea, and they would do anything to avoid us to build the court. Some of these people tried to convince our parents

to give up our idea, they told them that we would have many problems if we continue with our purposes, because they have relatives in the army forces. We were not afraid of that, so we continued our plans, anyways

we were fighting for a just cause. Two weeks later, some of us received a telegram from the mayor, it said that we had to talk to him about some complaints from neighbors who were against us.

we went to the appointment and the mayor asked us why we were building the court without having permission, if it was truth that we played until 10 pm, that we did not respect the people who walked near the field, and some other. But we answered him that all those ^{things} were false, they were invent from the old people who were not in agreement with us, just because they did not

practice any sport when they were young. So he recommended us to write a letter in which we asked him permission for the court, and that we had to add the signatures from the people who were in favor with us. During this time, some of our neighbors had been parking their cars in our court. We did not do anything, we knew that they were trying to provoke us. We just were waiting for the answer to our letter, even though we realized that the mayor had been influenced from the old people of our block, and that, he could give an answer in favor of them. If that would have happened, we would not let them to destroy what we had built.

When the answer's day came, we were a little disappointed because of all the things that had happened. But to our surprise, the mayor gave us an answer in favor of us, it said that we had permission to have our basket ball court in our block, and that we could play until eight p.m. Finally, you can imagine how pleased we were for had had the permission, and can play in it. And now, even the grandchildren from the old people play in our field.

University of El Salvador
Language Department
Composition I

[C3]

Nº 25

Name: Elizabeth Corona
Teacher: Jim Macera
Topic: Narrative Paragraph

Remembering my first Day at School

It happened, when I was six years old when my mother sent me to school with my brother. First, we got to school about 7:30 AM and it was my brother's first day at school too. He was nervous, shy as well as I. The bell began to ring and all the students were making a line. Later, a teacher called the group in which I was and I entered into the classroom. I was afraid because I didn't know her ^{mood} behavior. She was ^{character} older, ugly and angry. As I can remember she ^{talked} was talking to much ~~in~~ that day, and she said if nobody did

not give me the correct answer to her questions
she could punish us
she could punish us. That was I felt something
strange began running inside my body. Later, the
teacher ^{looked} at me, I could not say anything because
I had no friends yet. Everything around ^{of} me
was strange but in the last ^{part} amusement a little
girl talked to me and we began running across
the room. When the teacher ^{came} into it, she
called ^{and} asked our names, and some questions
^{related} (relationship) with our family. ^{In} that moment, I
was happy because she ^{was} talking to me and
also ^{my} she gave me some candies. I thought in
different way after that and I told ^{by} myself "as
a ^{reward} ^{for} at her attention, I ^{am} going to do all
^{my} home works.

Thank you
for your
kindness

210

University of El Salvador
Language Department
Composition I.

No ESTK

[C4]

Name: Evelyn Cortez Larín
Date: Monday, 14 / 08 / 1989.
Topic: Element of the Narrative

031
A
A
JUN

The Saddest Day of My Life

On October 23th, 1987, I was at the University of El Salvador attending my regular classes and thinking of my little cousin Jenny, who had a terrible illness, and for that reason she was at the Hospital Bloom. I finished my morning classes at 11:30 a.m., and I felt emotionally bad, (but) I did not know why. At lunchtime I did not want to eat. I was very bored and tired. Later, when I was going to the lift cafeteria, I met two friends of mine, I was talking with them for about two hours, I continued feeling bad. Then I felt the necessity of going home, for that reason I left the

University at 4:30 p.m., and went to the bus station. when I arrived there, my ~~best~~ boyfriend was waiting for me, he looked very sad, but I did not ask him anything. After I drunk a ^{we} ~~so~~ he told me that my little cousin was died. I felt bad, and I cried. I loved Jenny a lot, I knew that she would die in any moment because of cancer. but I could not accept that it was happened in that day. Finally I went home and helped my family in a thing they needed.

GROUP 2
023

N.
S.
E.
W.

C5

University of El Salvador
College of Arts and Sciences
Dpt. of Languages

Name: Carlos Andrés Cheverría.
Date: Monday August 7th, 1989

Composition I.

The Most Frightening Experience in My Life

When I was going home around 7:30 p.m. near San Jacinto market, a man carrying a gun ordered me to stop and to get in a pick up truck, I felt frightened and realized that I was going to be killed or something like that. There was a block and a half from the market to my house, and I had just gotten off bus 26, walked two blocks when I saw a parked pick up truck, on the other side block a group of boys, but all of a sudden from the pick up truck, a man got off carrying a gun and ordered me to stop and to get in the truck, I saw everywhere looking for someone to help me, but the boys on the other side block started to run, I felt lost and obeyed the man, in the back part of the truck ... →

(Continued...)

- 2 -

There was a man who smiled, there were three men exactly. I heard when the man, who was sitting at the steering wheel, started the engine; and ~~and~~, the three men and I, passed in front of my house, I asked the two men in the front part of the truck if they were policemen or thieves, to what the man with the gun told me that the questions would be asked by them. I began to feel so nervous, I almost cried and said: "Hey men, please - - I really don't know if you are going to kill me, what do you want? I don't have money!, I haven't done anything wrong, do you want my watch?". -

The man with the gun ordered me to remain quiet and said that what they needed was my money and all my valuables, I gave them three or four colones and an old watch that was all I had, but one of the men said that they would look in, and search in my trousers, and if they found more colones they would kill me -

... →

The guy, who was driving, looked for a dark place, and stopped the car (the truck), in a lonely place, the first man, the one with the silvered gun on my head, ordered again and said to me: "Well, get off the truck and don't form down, otherwise we'll be back and we'll kill you", at the same time he put something in my trousers back pocket, and they started the engine of the truck and left in a hurry, I felt nervous waiting to be killed, but they weren't there, therefore, I started to walk, and I saw some people, "Thank God," I said, and when I got home, I told everything to my parents and until that time I remembered to look in my pockets, at least, they left my identification card.

1/27

11/25/2014

E1

Paragraph.

— Watching music videos make changes in the personality of immature young people.

Music videos are changing our youth's behaviour.

there are many kids from twelve to eighteen, that with only live ^{leaving} their schools get run to their home in order to watch the last music video that is in the top of the exit.

the majority of televisions that are in the neighborhood's houses ^{turned on} are turning on and the classic sound of a messy rock's music begins to break the afternoon calm. The worst is that this youth that is in front of these televisions set, don't have realizing that they are taking from this videos, in this moment, a series of ideologies, that in the majority of cases are fool and false, that transform or change the youth's way of been. Their way of talking become different, they want to wear the same clothes that the singers are wearing, ~~their~~ hair cuts, makeups etc. became to make the youth to drop in an unreal personality and ^{great} making them to forget their real entity.

11/25

034

H. 3
A/razo

student: María Emilia Esquivel
Aguilar.

group: 03

181
F. 1/1/1952 Chávez,
O. 1/1/1952 Flóres,
033 F. 5
Polanco

My August Vacation

My August vacation had been very boring and dull during the whole week, but a tremendous change took place on Saturday when I went to the beach to enjoy the sea water and our splendid sun, three friends and I went to Myjalmal and all the travel was full of adventure. we were laughing and joking when suddenly the bus driver said: "hold on" we are to overturn, a tire had exploded and he could stop

amount that was by the
end. When I finally reached the
beach we were so excited that
we jumped into the water and
began swimming and playing like
children. We laid in the sun
for a short time, we played
on the fine sand and also rode
horses along the beach. We
ate oysters, shellfish, fish,
and drank coconut water, soda,
and some beers. When we had
to prepare for return, we did not
want to go out of the water.

The man was about to get up when
we finally decided to sleep over
before he came back. When I
arrived home I was so tired that
I only undressed myself and
went to bed and slept deeply.

Rewrite this one!
add more details!
039
Group 5

Jacobo Garcia

It was Friday night, a payday, in 1983

I was working as a dishwasher in Maxwell's restaurant in San Francisco, California. After we had

~~got~~ ^{paid} our money. My friend ~~frady~~ and I decided

to go to Oakland city and visit a friend of

him, so we crossed the Oakland bridge and pick up

two girls and went to a disco. It was

midnight and I was so tired that I almost

~~felt asleep~~ felt to sleep when we were dancing, so I decided

to ^{leave} ~~live~~ the place and I drove to my house

(and have) rest. I was in the Oakland

bridge when I felt to sleep while (I was) driving.

* ~~at~~ coalition woke me up. I tried to avoid

You need more details for the climax

a blue pick up, Toyota, but ~~it~~ was impossible
and ~~also~~ ^{also} I hit an old ~~model~~ ^{model} which was
~~in~~ ^{on} my left side. When everything ~~was~~ ^{had} I got
off of my Lincoln and tried to convince
the people that it was not necessary to call
the police, but a negro who ~~drove~~ ^{was} the pick
up had a CB radio in his car and he was
calling the police. I did not want to call
the police because I neither had a driver
license nor ~~an~~ ^{an} insurance to pay the damage,
so I decided to stop a taxi cab and ~~live~~ ^{live} the
place as soon as was possible.

132

23

Nov 20 24 2

Gonzalez 21

HOMWORK ASSINGMENT
COMPOSITION I
VICTOR MANUEL GONZALEZ RIVERA

Music videos are one of the most effective forms of publicity. Musical groups promote their songs by means - of them. Some people like them, other people dislike - them. Some of the music videos arise controversies. - Let us take, for instance, the music video called "Like a Prayer", sung by Madonna. Religious people say that - this music video is profane, obscene and irreverent. - Some other people go beyond, saying that the singer "has been possessed by the devil", that she "is a bitch", etc. But, in spite of her detractors, Madonna continues singing. And music videos will continue being produced, because behind them it exists a group of people whose only interest is make money. They are not going to stop producing music videos for they are a good form of publicity. They know that people who watch music videos, especially young people, are a good market of consumption. Young people try to imitate the way of dressing, the way of walking of their idols. Where do they learn how to do it? By means of music videos.

1984

3-1-84

... of ...

Prima Elizabeth Heniquez - NO ESTA en lista.

046 E. 3 Alvaro

711

101 words

Topic: Music Videos

There are different kinds of music videos but all of them make changes in the personality of young people. The changes that music videos make in young people are the following; changes in the ideology, changes in fashion, and imitation in cultures of foreign countries. Some of these changes are good for young people because they give them good messages; that implies, that young people can improve their behavior with their parents, friends, and neighbors. Other changes that music videos make in young people are not good because they produce attention for singers and people of foreign countries, imitating the way of dressing, speaking and dancing.

University of El Salvador
Languages Department
Composition I
Course: 04

20
790/wed.
Name: Arjelia Maria Lopez
Date: Monday August 14th, 1989

KV 89
050

One of the saddest Days of my Life

It was August 10, 1981, when my brother died at a terrible car accident, since then every August 10 is one of the saddest days of my life. It was an special date, because of my grandmother's birthday, almost all my family were at home, after having lunch my uncle's father in law decided to go to buy some fruit. When the accident occurred we were far of home. Then, my brother died; I couldn't believe it when I saw his body with out moving, but at the moment I thought that he was still alive; when the people, who were with me during the accident, and I went home for giving the bad news to my grand mother about what had happened, she cried and I was praying God for my brother because I wanted him alive at those moments I felt like a crazy, moments later a person arrived home to tell us that my brother had died, I was terrified that I didn't want to accept it. He was very young and healthy, that none thought he could die.

133 words.
H1

No. 056

5-4-89
No ESTA
ESTA

Music videos have been alienating the minds of Salvadorians. To begin with young people always try to imitate what they watch on television; for example, the way of dressing, dancing etc. As a result, some people consume drugs and consequently this is a big problem for the society because they not only become heavy drinkers but also smokers. On the other hand music videos can help us to learn many good things, but it will depend on the way in which we analyze them; for example, we can improve our English vocabulary by singing songs or we can realize about many interesting things which do not exist in our country; for instance, the technological advances. In conclusion, music videos can be dangerous or helpful, but it depends on (on) the education of the people who watch music videos.

La Salvador, 5 de Septiembre de 1989.

Compañía Inglesa I.

Prof. Álvaro Acuña.

Student: Felician del B. Menjivar Mera.

M2

180 words

060

Group 5

I had a funny experience during the opening of a Volley-ball tournament. Some of my friends, who live in Santo Fele, like to play volleyball. They had been planning to organize a tournament and, finally, they did it. The 1st of August, there was a sunny morning and, four teams were invited to begin "Los Cipreses" first Volley-ball tournament. The master of ceremony, one of my friends, welcomed everybody and expressed the happiness of being in that memorable day and, then he read the opening program. In all of the openings the national hymn is the first one though it is being. So, the master asked us to keep silence while the hymn began. After a while, there was not

hymn. Everybody got silenced but, the ^{Double subject} hymn

(it) did not begin. Then the master, ^{visibly} visibly angry,

checked out the cassette player. After a while, the man, obviously ashamed, said: "I am so sorry but the batteries

have run out". ^{had} He just finished saying that and, all of

us started laughing. He did not have another way

to do the same. (It was the first opening in which

I had been without the national hymn.)

Teacher's name: Lic. Roberto Lebrador.

Student's name: Mario Ezequiel Morales.

A3

130 words

059

Group

3

Alvaro

Noemy Concepción Morales P.
Composition I

MUSIC VIDEOS.

Watching music videos make changes in the personality of immature young people; however, this is the hobby of many adolescents, they become videomaniacs and do not realize that this is a waste of time; boys and girls between 13 and 18 years old are fond of music videos, as a result, they imitate the style of the singers, the clothes they wear, ways of speaking or dancing, haircut, in short, they imitate all they watch in every kind of music videos. The kind of music videos which are more popular among young people are the heavy metal; and a few of them if not none of them contain a good message, they present unreal sex, some present satanic music, they make young people to become drug users, consequently, watching too much music videos, changes the behavior or the personality of immature young people.

signed by

Totals 064 254 words

San Landa, please help

NI

1- Conversation

If a man like me, I'll try to ~~talk~~^{speak} with him for many times. I'll invite him to my house, to have a lunch, or a dinner.

Introduce him with my family.

Know his family too, about ~~your~~^{his} life, his work. What does he like to do.

Help him when he has problems or when he need my help. this person is.

Topic sentence: What can I do if a man like me.

1- If a man like me I can do many things.

a) I invite him to my house to have a lunch.

b) ~~Speak~~^{Speak} with him about ~~your~~^{his} life, his work, his family.

=> 2- Help him when he has problems.

If a man like me I could try to know him about his ~~to~~ life. I could speak with him about many things. But I would like to ~~attract~~^{attract} him, then I'll ~~speak~~^{speak} about my life, about my family.

Know his family could be very interesting, because for his family I'll know ~~him~~ many things about his family and his life, then I could know about his problems.

Other thing that can I do is introduce him with

my family, because he need to know about
what I do for.

I can offer my help if he has problems.

There way ~~as~~ I can have a very good friend
or a very good boyfriend or husband.

SHE WROTE A MAN'S LIKE ME INSTEAD OF A MAN WHO LIKES ME.

TRANSITIVE
REFERENCE
RE
SYNTAX

OMISSION OF 'S' IN THIRD PERSON SINGULAR
ALL FORMS.

IF A MAN LIKE^S ME.

... because he need^S to know ...

2. - OMISSION OF INDEFINITE ARTICLES BEFORE A NOUN COMPLEMENT.

I would say that the S is missing

helping him when he has *problem.

" " " he has (2) problems.

Category: reverse syntax /

+ What does he like/ to do instead of.

... What he likes to do...

+ Other thing that can I do... instead of
Other thing that I can do...

another structure:

Insertion of indefinite article when it is unnecessary. ...

+ I'll invite him to my house to have (1) lunch, or (2) dinner.

... to have lunch or dinner.

068

GROUP 5
~~10~~
relaxado

[P1]

Large Quant. Por Casas.

118 words

Wednesday August, 30, 1989.

There are three major reasons why students of the Foreign Language Department take more than four years to graduate from "Preparado".

First of all, I think students don't take all the subjects required in the program. They don't have enough time, don't take a full load, and some of them work. Second, students fail more than one subject during their career because, many of them don't study enough, don't attend all the classes, and also don't do all the homework.

Another important reason is ^{that} they have to support their families, and ~~some~~ ~~to~~ ~~attend~~ ~~them~~.

Some of them are married, to attend their

children and their parents. Consequently, they take
more than four years to graduate from "professorate"

070
Group 5

Kewrite P2

128 WORDS

Add details to

Teacher's name: Lic. Ralando Labrador
 student's name: Rafael Antonio Perez Lopez
 Group: 05
 a Group of Yesterday

yesterday, two brothers in Coatepeque, Santa Ana, ^{went} ~~went~~ to San Salvador to visit the zoo. They ^{left} ~~leave~~ Coatepeque in the morning at five in order to arrive ⁱⁿ ~~at~~ San Salvador early, but the first bus never arrived. At last, a ^{not necessarily} slowly bus arrived. ^{so} they decided to travel, ~~in that bus~~ they were happy ~~and~~ comfortable ~~sadly~~, but the problem was when they arrived to Santa Tecla, the old bus crashed with a truck load with sodas. It was terrible because the bus driver died and many passengers were hurt. Fortunately, the two brothers did not suffer anything, but they were afraid of the accident and got nervous. Then one of them decided not to continue the trip to San Salvador and decided to help the people who were hurt. Finally, they got sad and came back to Coatepeque again.

peque in the morning at five in order to arrive on time, early, but the first bus never arrived. At last, a

slowly bus arrived. ^{so} they decided to travel, ~~in that bus~~ they were happy ~~and~~ comfortable ~~sadly~~, but the problem was when they arrived to Santa Tecla, the

old bus crashed with a truck load with sodas. It was terrible because the bus driver died and many passengers were hurt.

Fortunately, the two brothers did not suffer anything, but they were afraid of the accident and got nervous.

Then one of them decided not to continue the trip to San Salvador and decided to help the people who were hurt.

Finally, they got sad and came back to Coatepeque again.

conclusion

good = g i : d

w r r r

if you need more elements, there is no problem to have more to the sentence

University of El Salvador
College of Arts and Sciences
Languages Department

In class: [unclear]
Subject: English Composition I
Date: 14/08/89.

P3

074 4 5th
A.

131

My ~~First Experience~~ at The University.

My first day at the university began after I received my diploma in high school, but I suffered a lot until now. First, I started as a biology student and I failed three subjects in my first semester. It was very hard at the beginning, because all the subjects are not very easy at the university. Then, I tried to continue with my career, but the next semester was worse, because I failed two of the three subjects that I was studying before, and it was very sad to get only bad grades even studying hard. Finally, I decided to change of studies and have to start again. It was very hard for me, but I thought that it is the only way to survive at the university.

RI 109 word

Universidad de El Salvador
College of Arts and Sciences
Languages Department
Composition I

GROUP 4

Name: M. Graciela Ramirez

Date: August 14th / 89

Topic: A memorable trip

On July 20th, 1989 was an unforgettable day with a beautiful daybreak when my family and I went to Santa Ana. My family and I enjoyed the ^{trip} (excursion) very much. After two hours, we arrived Santa Ana city and decided to look for a place where to have breakfast. In fact, the main objective of this trip was to go to Santa Ana Cathedral, one of the most wonderful churches in El Salvador. After that, we went to Situatshuacan and stayed there about three hours. Later, we left Situatshuacan because the time was over. After all, when

we arrived home, my family and I
were too tired but all of us were happy.

University of El Salvador
Language Department
Composition I

R.2

GROUP 4

207 words

name: Hitor Wilfredo

Randa Conjura

Date: 14-8-29

narrative

Traveling by Train is an Unforgettable Experience

I remember when I was fifteen, my older brother, some friends and I decided to take a trip by train to one of the touristic places in our country, named Amapulapa, San Vicente. Initially, we left together the hometown to San Salvador city, which took us about one hour. Once we got to San Salvador, we went to the train station and looked for the next train to San Vicente. Then we paid the tickets and after a few minutes, we were leaving to Amapulapa, the adventure began. During the trip, we had a good time, literal translation.

the landscape was beautiful and the sun shone more than ever. After-wards, we had traveled at about two hours we got Amapilapa, and I paid the tickets to enter. We began to walk to the swimming pools, since at that moment, the only thing we wanted to do was swimming. We enjoyed ourselves a lot the whole day. Finally, afternoon went down our ride was ended. We came back home by bus, it was an exciting experience, full of emotions that we would never forget, and at the same time we realized that that kind of activity let us ^{to} make a stronger and lasting friendship.

Composition I

082
Group

R3

137 words

Juan Antonio Rosales G.

On August 6, 1989, I went to the August fair with a friend. After being studying and working all the year, my classmate and I decided to spend all day long in the fair. We went to the fair early in the morning. Then we had breakfast outside of the house, we ate some delicious pupusas with Hot-cup of coffee. Later, we began to enjoy our H.T. Holidays, playing all the interesting games on the fair. After this, we had our lunch in one of the cafeterias. At three o'clock, we were bored and decided to leave the fair, but, there was a horrible crowd which pushed us and pulled and I felt a strange touch in my pocket. A last, we could

leave the fair and we went to
the movies, ~~then~~ Then I realized I had
lost my wallet.

University of El Salvador
Department of Languages

208 WORDS
51

GROUP 4

08M

Teacher's Name: Gym Macera

Student's Name: Jhony Guadalupe Sanchez

Composition I.

Date: Saturday, August 12th, 1989.

A Special Trip

When I was nineteen years old, my parents and I decided to make a trip to spend our vacation in an island in the Fonseca Gulf. First, the night before our trip we prepared our suitcase. Then next morning, we got up early and started our trip to La Unión. When we arrived to La Unión a friend of us was waiting for us and took my parents and I to the Port. Next, we got on a boat and travelled about forty five minutes. Later, we arrived to Escatilla island and our friends gave us a nice welcome. We stayed in that place during four days, but during this time I made some friends, I swam in the ocean, made swimming competitions with my friends and some of them taught me how to fish and I learned quickly.

The last night that my parents and I stayed in Zacatilla island, my friends and I decided to make a fire in the beach and we sat down around it and began to sing romantic songs, to tell tales, to tell jokes. Finally, next day we came back home. For me this was really the most special trip that I remember.

This was the most special trip that I remember

08
086
S2
40th

David Sánchez R103
Composition I

086

On October 10th, 1986, I was working in the
enterprise ^{where} I was employee, it was about 11:50 A.M.,
suddenly I felt a jolt, it was an earthquake, I scared
of it and ran to the gate of the building. I saw
in direction where I live and I saw a cloud of dust
rising up to the sky. I told my boss "I want to go home".
When I got home, I saw my house fallen down by the
earthquake and I ask to my neighbors about my children
and my wife, they told me that they had not come
from school I left in a hurry to school by foot
buses were in a traffic jam because of the earthquake
When I got to school, it was closed, then a
teacher told me that the students of Nuevo Liceo
Centroamericano were in Liberty Park. I ran to the
park, they were not there. I decided to go home
again. When I got home they were there and

05
told me they got flight going across downtown
in order to get home. Fortunately my children,
my wife, and me were with no damage. We only
had to built up our house the next days on.

V-1 131 words

University of El Salvador
Department of Language

GROUP A
091

Teacher's Name Jim Macera
Student's Name Norma E. Valencia G.
Date: Saturday, August 12, 1989.

Composition I

An Terrible Visite La Caverna del León

On September 5, 1975, my sister and I decided to go to Ciguapilapa, Sonsonate and also see La Caverna del León. First, I did visit our great grand father, we stayed there for one hour. Then we began to walk to La Caverna del León and suddenly started to rain and we put on our raincoat and continued to walk. Later, we were in front of La Caverna del León and I entered. And after, we felt something rare that flew around us, rapidly I turned on the flashlight and I saw a lot of bats and some rats. Finally, we started to run and shout, we stopped to run when we were at home. My mother told us that my sister and I could not take a walk a lone.

No ESTÁ

V-2 149 words

University of El Salvador

Date 14/7/89

Language Department

Name: Alfira del Carmen Viquez Lopez

Composition I

Learning to Ride on a Horse

Riding a horse, I broke my leg at my grandmother's farm when I was twelve years old. First, I rode on a horse, and the horse began running. Suddenly the horse saw a snake and started kicking. Next, I lost the control of the bridle's horse, and I fell off falling near the snake. I tried to stand up, but I could not do it, because I felt a pain in my ankle. It was broken. When my father phoned his parents, he told them about my accident. They were worried about it, and they called a doctor. The doctor came to the farm and put my leg.

in a plaster cast and told me that it was very
injured and I was unable to walk (during) a month.

It is not easy ^{to} ride a horse when you don't know
anything about it.

University of El Salvador
Department of Languages

No 1511

093 Group 4

Teacher: Juan Jimenez
Student's Name: José Martín Velázquez
Date: August 10th, 1980.

Composition I ^{or} 5/

V-3 -156 words

An Unusual Experience During a Travel

An unusual experience happened to me during a travel from San Salvador to Santa Tecla when a car loaded with explosives made explosion. First, I was traveling from San Salvador to Santa Tecla on bus number 101. Then the bus passed by the Military School at 9:00 A.M. In that moment, a car that had been parked in that place exploded, and many people around there were injured by the explosion. In fact, some people who were traveling in the bus were injured too. Soon I felt a pain in my arm that was because a stone very sharp fell in my arm. Moments later, members of the Red Cross were sent to that place, and they helped the people who were injured. Finally I was able to continue my ^{trip} travel. After all, I lived an unusual experience that made me think about my life and the luck that I had in that moment, since I survived from that experience.

August 7, 1929.

158 WORDS

U1

089 A-5

Polazzo

Conservation 5

Eugenio Urbina Guzman

On October 25, 1922 when we were

a hundred miles from Miami Port, suddenly,

At 5 P.M. we were informed about a terrible

fire on the motor's ship. At 5:06 P.M.,

I was in the Biking Bar, my ^{place} position as a

worker when a Salvadoran friend of mine,

Jose Marti, told me to go down stairs in

order to get our life guard equipment, because

there was a fire. After this, at 5:10 P.M.

I went to my position position in order

to help sick people, or to take sick people

to the hospital on the ship. While, the

Captain was telling us to be calm, the ship

workers were working in order to put out

the fire and taking the injured people to

the hospital. This kind of fire on the motor's

ship was dangerous, because the fuel of ^{the} ~~the~~ ship was in. If the fire had reached the fuel it had been mortal because the ship had exploded, ^{and} told us an engineer. ^{DO}

Finally, we were let know that the fire was been extinguished by the engineers.