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UNIVERSIDAD
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SUPERIOR DE GANDIA

**“Main Errors Made by Students of
Tourism at Universidad Politécnica de
Valencia in the Practice of English
Language, and Improvement Strategies
Adopted”**

TRABAJO FINAL DE GRADO

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“Gratitude is the most important part of any man” Francisco de Quevedo y Villegas

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ABBREVIATIONS

EA	Error Analysis
ESL	English as a Second Language
EFL	English as a Foreign Language
IL	Interlanguage
L1	Mother Tongue
L2	Target Language
MT	Mother Tongue
NES	Native English Speakers
NNES	Non-native English Speakers
TL	Target Language

1. Introduction

This work was initially motivated by an impulse to analyze the areas of English as a foreign language where the students of Tourism of Universidad Politécnica de Valencia have more challenge at the time than learn and practice that language. Pursuing that objective surged the idea of studying the most frequent and main errors they produce in the learning process

Mastery of the English language is an essential factor for the recruitment of personnel in many business areas not to mention the tourism sector where its importance is extremely highlighted. Such reason grows in many universities around the world the need to help their student the proper learning of this foreign language.

It is a known fact that the learning of a new language represents a huge challenge for students. Even though they try to do their best to achieve the competences that the new language requires, there are always certain factors and diverse errors that interfere in students of neatly production of the language.

Identifying those errors may lead to the creation and/or the most suitable employment of correction strategies depending on the type of error. Focused on that objective, this study also fosters the identification of improvement strategies that students currently apply as well as the strategies and/or resources and tools their institution provides. The aim is to find ways for language improvement as well as to take total advantage of the resources the university is equipped with for the appropriate learning of students.

The present study follows the recommendations made by James (1998) regarding the correct steps for the identification and subsequent correction of errors:

1. Collect the examples of utterances.
2. Identification of errors
3. Description of the error
4. Explanation of the errors encountered in the analyzed texts

Besides the chart containing codes and types of errors (Dagneaux et al :1996), a new corpus designed by professionals of Universidad Autónoma de Madrid and Universidad Politécnica de Valencia has been used to classify the encountered errors this will ease their identification in the specific area of the language where they occur.

This project is structured as follows: After the establishment of the general purpose and content of the work in this first introductory chapter, the basis of the present research and Theoretical Background are stated in the second chapter.

The chapter dedicated to the Theoretical Background introduces the beginnings of Error Analysis, and later (section 2.1) provides definition for what is to be considered an error and how to differentiate it from a mistaken and any other type of deviation.

Measures of deviance based on James (1998) are also provided in this chapter in section 2.2 with the aim of distinguish among grammaticality, acceptability, correctness, strangeness and infelicity when it comes to learner's ignorance of the Target Language.

Subsequently (section 2.3) includes a detailed explanation of the corpus that has been

employed for the classification of the errors encountered in the collected utterances. It provides definitions in detail about each error category and its sub level in case it has any. Besides this, examples of the errors classified in each category are provided to lead a better understanding of the work that has been done with the analyzed corpus.

Following this, section 2.4 offers some views on how to deal with error correction. It explains some situations to consider when deciding if proceed with immediate error correction after it has been identified or let the student to finish the idea and make a general correction later.

The final part (section 2.5) describes the improvement strategies that exist to facilitate error correction. It is also included in this section some of the most used tools per category. A chart concerning the specifications of the influence each of the four presented strategies has in students' development is displayed at the end of this section as well.

Chapter 3 introduces the finding regarding the surveys taken by teachers and students. Those results are specified in section 3.1 and 3.2 respectively. These sections contain the graphics with the detailed explanation of their choices as well as the leading options.

Subsequently, section 3.3 shows the results obtained when analyzing the corpus. It contains general interpretations of the findings as well as specific interpretation divided into levels (first year and third year) with the aim of facilitate the identification of particular errors made in specific levels and somehow ease their correction and improvement. A qualitative analysis of the results is also included.

Following this, section 3.4 contains a description of the strategies that students of tourism at Universitat Politecnica de Valencia use to practice and improve their English. Furthermore, the display of the results regarding the corpus analysis.

Chapter 4 introduces the conclusions for the present study and explains some proposals for further work that may surge from this one.

1.1 Main Objective

Identify the most frequent errors students of Tourism make when practicing English, and the strategies themselves and the institutions adopt to redress the problem.

1.1.2 General Objectives

1. Contextualized the main errors that students of Tourism make when practicing English.
2. Describe the programs and/or methodologies applied by the institution to redress identified errors in beginning levels of learning.
3. Evaluate the impact that redress programs have in the academic performance of the students.
4. Determine the benefits and limitations of supporting programs in tourism students.
5. Evaluate the achievements the redress programs have from their implementation on

1.2 Methodology

This study regarding main errors made by students in higher education when practicing English language and improvement strategies used by themselves and their institution has been carried out by qualitative analysis consisting of 4 interviews to teachers who are responsible for the study groups (see annex 2 for used instrument). In addition, quantitative analysis has been done by means 104 surveys to the students concerning in the study (see annex 3 for used instrument). It all set out with the main objective of determining their errors besides contextualizing their improvements and correction strategies and analyze their effectiveness.

For the definition and contextualization of specific errors analysis has been made of written work of students in various levels (see annex 4.0 for a sample of the analyzed corpus). Efforts have also been devoted to the observation of their oral productions when having opportunity of doing so while their participation in regular classes.

1.3 Abstract

This research is carried out under the scientific method to identify the main mistakes made by students of Tourism at Universitat Politècnica de Valencia, year 2017 when practicing English Language followed by the improvement strategies applied to redress this situation by the students themselves and the University as well

To accomplish those goals, the management of the four skills in the English language (listening, reading, writing and speaking) and the internal and/or external circumstances that may result in these errors will be assessed.

In addition, observations will be made regarding the type of the official supporting programs, if any. Otherwise, the observations will be placed on the strategies the university offers the students for them to improve their domain of the foreign language, English in this case, which is a key tool for their integral development as professionals of tourism.

Keywords: English language, Errors, learning strategies, Supporting programs.

2. Theoretical Framework

"To err is human, to admit it, superhuman." - Doug Larson

Lot of time and effort has been dedicated to the study and analysis of the errors students in all levels make when learning and practicing a new language. Other approaches lead us to see how to correct those errors. The fact about errors is that besides being totally human they are also an integral part of language acquisition.

More than one expert has countless times mentioned that that erring is part of personal and academic growth. Affirmation that has been as well compared with the endless times babies fall before learning to walk, not to mention the times inventors fail before their new inventions are ready. Indeed, such affirmations can certainly suit the field of production of errors in language outcome. Getting to this point we might say that in the following section we shall attempt to explain and contextualized what here is considered an error.

2.1 What is an error?

Mestre (2011) emphasizes that what we consider an error depends greatly on what we focus when describing an error. It might be that our interest rests on the well-formedness of the structures we use, she continues, perhaps it rests on the pronunciation, or maybe on the topic of conversation. Whichever the case may be, she highlights the need of looking at the types of errors we found, and subsequently we shall try to identify in which ways they are similar and in which ways they differ.

Moreover, Carl James (1998) defines an error as an *unsuccessful bit of language*. Even though it is not a very precise description as he says, it allows us to come up with a definition for Error Analysis which also explicated in his work as a process of determining the incidence, nature, causes and consequences of unsuccessful language. It also shall be seen, according to Mestre, as a tool of improvement since it aims at analyzing the point in the learning process where students are.

Error Analysis language specialists' duty is researching about what people ignore about the language. Further, their attempts to handle with their ignorance. Regarding this, Carl James (1998) explains that the ignorance of the language being learnt can be manifested in two ways. First, silence. It is noticed when the learner makes no response -says or writes nothing- concerning this, he suggests that one needs to distinguish among cultural silence and silence induced by ignorance. In the first case, we refer to EL2 learners coming from countries which cultures are silent per se. One as might be Japan.

Later comes silence induced by ignorance which in terminology of strategy use is avoidance. Fortunately, silence is not the only way students signal their ignorance. Otherwise, there would be no sense in dedicating so much time to EA.

There is also the second alternative. Learners choose to express themselves in the TL employing other means. The repertoire in their first language is wide, so they take advantage of this by begging, stealing or borrowing. The employment of such tools allows students to compensate their ignorance.

Learners' ignorance of a foreign language has not to be confused with incompleteness - overall insufficient (compared with NS competence) across all areas of the TL. This exceptionally applied to such occasions in which it seems that the learner (NNS) knows the FL better than the NS they are immediately talking. This due to NNS standardized ways of learning the language while NSs acquire it informally from immediate sources such as their home, street where non-standardized. - forms may predominate. -

Nevertheless, the existence of this or failure in achieving complete NS-like knowledge of the TL will require EA.

Measures of deviance: the following chart summarizes the four categories employed by Carl James (1998) to measure the learners' ignorance of TL

<p>1. Grammaticality</p>	<p>It is the grammar (not you nor I) who decides whether something said by a learner is grammatical. Ungrammatical issues are given when bit of a language cannot be used at any circumstance. There is no feasible way of employing it.</p> <p>E.g.: * Maria she works in a hospital.</p> <p>There is a problem here of grammar rules violation. We have double subject in the sentence. In English, we cannot do that.</p> <p>So, this sentence in order to be correct, would need to be:</p> <ul style="list-style-type: none"> ✓ Maria works in a hospital. <p>Or in any case, if we already know who the person is it could also be:</p> <ul style="list-style-type: none"> ✓ She works in a hospital.
<p>2. Acceptability</p>	<p>It has to do with the intention of the speaker and the hearer to transmit and understand a message under given circumstances. It means that it is not the grammar which decides whether an utterance is correct or not. Nevertheless, some linguists consider that it is not possible to think about acceptability without considering grammaticality.</p> <p>The very first thing one can do in order to check acceptability is to think about a context in which the produced utterance can be used. It might not make sense at once, but when placed in another context it might do. It means that deciding whether it is acceptable or not may take some deep thought.</p> <p>E.g.: I came to London last summer to study the English.</p> <p>At first sight, one might totally agree that it is grammatically incorrect, but then we got certain questions:</p> <ul style="list-style-type: none"> - Was the speaker an anthropologist studying the English people or a linguist. In the first case, there would not be problem with the use of the article the before the noun. It means there exist a context in which it can be correct. <p>Then arises a location deixis problem. In case the utterance is spoken to someone outside London in would be quite incorrect. In the other hand, it is spoken when the speaker is back in London, in a subsequent visit chances are for it to be acceptable.</p> <p>For this reason, deciding whether something is acceptable or unacceptable might take some taught.</p>
<p>3. Correctness.</p>	<p>This error dimension has to do with prescriptive normative standards. A native speaker can confidently use an utterance convinced that it is acceptable, but when it comes to closely observe it -let say when produced by nonnatives- and reflect about explicitly learnt canons his view forward it might change. It is not sudden or immediate change. It is not either a rejection based on his/her intuition of grammaticality or acceptability, but grounded in metalinguistic decisions. It is somehow like they are aware about the incorrectness of such utterance, not precisely because they do not produce them, but because they were influenced with notions at school that nobody should – even though they</p>

	<p>used to do so-.</p> <p>E.g.: *Who should I vote for?</p> <p>As it was explained before NS would insist in saying <i>whom</i> instead of <i>who</i> (which is the grammatically correct way for this utterance) even though they themselves will go for <i>who</i> and never <i>whom</i>.</p>
<p>4. Strangeness and infelicity</p>	<p>Classified in this category are unfamiliar words that may be totally new, involve new morphemes; and in cases in which their phonology differs from native patterns, they will appear even stranger. Allerton also explains that alternatively they may be new combinations of existing morphemes in which cases guessing might be done to get the meaning due to their familiarity and combination with familiar patterns. Nevertheless, they remain, he says, obscure or ambiguous.</p> <p>The other situation of strangeness defined by Allerton is semantical deviation in which cases the word combination expresses an unusual combination of constituent meanings that results in a deviation as much extra linguistic as linguistic.</p> <p>Moving to the grammatical deviation the other level of strangeness that Allerton describes we have that different to the other two there is no place for interpreting them as having unusual meaning because in such cases the strangeness lies in that they are simple wrong.</p> <p>When it comes to the errors at the level of pragmatics then they will be referred as infelicities according to Austin.</p> <p>Carl James (1998) lists them as following:</p> <ul style="list-style-type: none"> - A gap arises when the speaker lacks in his L2 repertoire the linguistic means for performing the desired speech act (...) - A misapplication arises when the act performed is rightly executed - but the wrong person, or to an inappropriate addressee, or under the wrong circumstances - A flaw arises when the right language is used by the right person in the appropriate setting, but the linguistic execution is imperfect. This is the situation that arises when a purely formal error has unforeseen pragmatic consequences. - we have a hitch when the execution of the speech act is cut short. <p>It was previously explained that intentionality is a clue factor for deciding whether we are facing a case of error making or not. In such cases in which there was an intention in making any deviance then we are facing a type of deviation and not an error. It is common find cases of deviation in poetry, songs and even in advertisements in which cases the deviation might be being employed for such reasons as keeping the rhythm of the text, a metaphor or any other linguistic element allowed due to the flexibility of the language use. This does not dismiss the ambiguousness or intentionalism of the sentence or part of the sentence being employed.</p> <p>Having exposed that deliberate intention is a key factor to distinguish among an error and a mistake it comes the question, how is it possible to be sure if there was or no intention in the student in making the error.</p> <p>The situation is that we cannot ask him or her directly if he or she intended to make a wrong language production, so we will need to employ the standard adopted to ascertain intentionality. This process that is about asking the learner if he or she wishes to make any change or somehow hesitates about his or her production or if the produced</p>

	<p>utterance or if the production was what he or she wanted to transmit.</p> <p>Then in C. J words -If the learner is inclining and able to correct a fault in his or her output, it is assumed that the form he or she selected was not the one intended, and we shall say that the fault is a mistake. If, on the other hand the learner is unable or in any way declined to make the correction, we assume that the form the learner used was the one intended, and that is an error.</p> <p>E.g.: Wet water</p> <p>In this case, we have an example of a simply disharmonious combination.</p> <p>It is worthy mention that they are not frequently usual among learners. They are usual among poets (personally, I would add singers and artists in general) that make use of these kind of element to keep harmony in their compositions.</p>
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2.1 Error Classification

It is important to bear in mind that there is not just one single type of error. In this project, we are dealing with the aim of locating the most common among students, nevertheless there is a wide list of them and they are classified in diverse categories.

In a recent study carried out by Susana Murcia Bielsia (UAM), Penny MacDonald (UPV) et al. regarding errors in universities ESL classrooms that is intended to support grammar teaching in the university, errors have been distinguished into six main types. This coding criteria is the one to be employed for the analysis of the obtained corpus for the development of this project. It is worthy to mention that errors are not finite neither delimited to certain classification. This means that even though the error criteria provided by the group of professional from the Universidad Autonomy de Madrid and Universitat Politecnica de Valencia is integral, it has missing some types of errors. As they suggest adding any other category that the user of the criteria considers important for this work we have include some of the error types from Dagneaux et al:1996 (see the classification in annex 1)

Following the description in detail of the criteria, Susana Murcia Bielsia (UAM), Penny MacDonald (UPV) et al suggest for classifying the errors of University students.

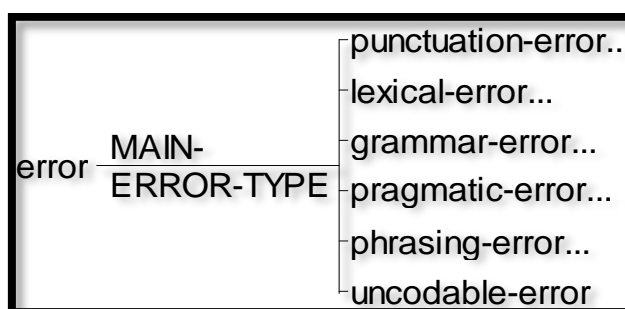


Figure 1. Main Type of Errors Source TREACLE Error Analysis Criteria Document

1. Punctuation Errors: Misuse of punctuation.

The following figure displays the six categories in which punctuation errors have been classified.

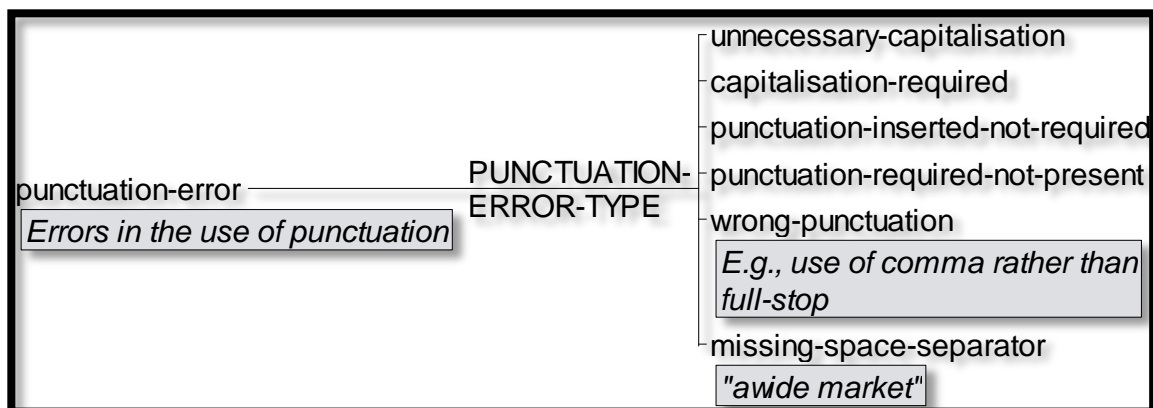


Figure 2. Punctuation Errors Source TREACLE Error Analysis Criteria Document

2. Lexical Error: They have to do with a single word, and do not affect other parts of the phrase or clause. This category includes such errors of spelling errors, false friends, and others. It does not include cases where wrong inflections are used.

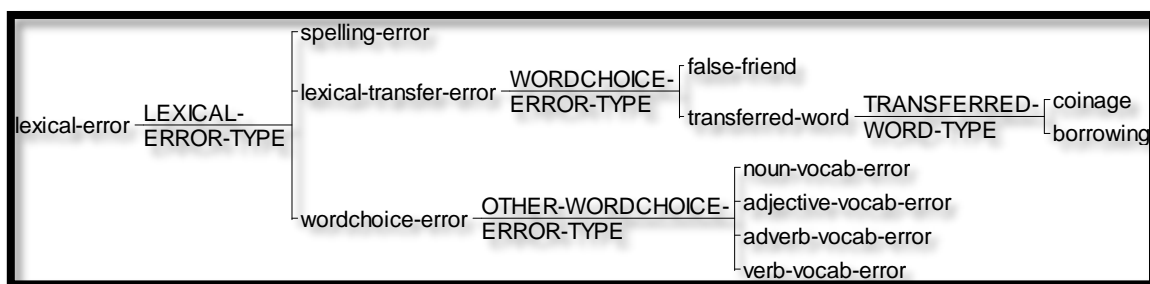


Figure 3. Lexical Errors Source TREACLE Error Analysis Criteria Document

Figure 3 contains the categories included in Lexical-Error-Type, and they are described as follows.

Cases of **spelling errors** are those ones in which the writer used an appropriate word, but has spelt it wrongly.

In respect of **Lexical-transfer-errors**, the writer has used a word which is identical or similar in form to a word in the Mother Tongue, but it does not exist in the Target Language or in case it does, its meaning is not the intended by the writer. Types of lexical-transfer-error include:

- **False friends:** These are words that exist in both languages (or at least they have similar spelling) but with different meaning. An example for this is: embarazada/embarassed (The word *embarazada* in English would be *pregnant* while the meaning of *embarrassed* in Spanish would be *apenado/a*)
- **Transferred words:** These are words that exist in L1 and writer transfers to L2 (but the word does not exist in L2). E. g. sensitization. Transferred words can include: **direct borrowing** (no change to the L1 word) and **coinage** (adaptation of the word to the L2).

It is important to bear in mind that in cases when the transfer involves more than one word, it is not considered a lexical problem, but a grammatical error if it is transferred in an incorrect grammatical way, or as a phrasing-error if it is grammatically correct but it is not what a native speaker would say.

Then, **word choice-errors** are any other cases where an inappropriate word was used.

3. Grammar Errors: These refer to situations in which a/some grammatical rule(s) is(are) broken. They might be wrong class for slot, word order, agreement problem, missing but necessary element, present but unnecessary element, etc.

The major divisions they have made thus between errors in phrases (NP, PP, AdjP, AdvP)¹, errors in clause construction (clause-error and vp-error), and error in formation of clause-complexes. Following a figure regarding their classification.

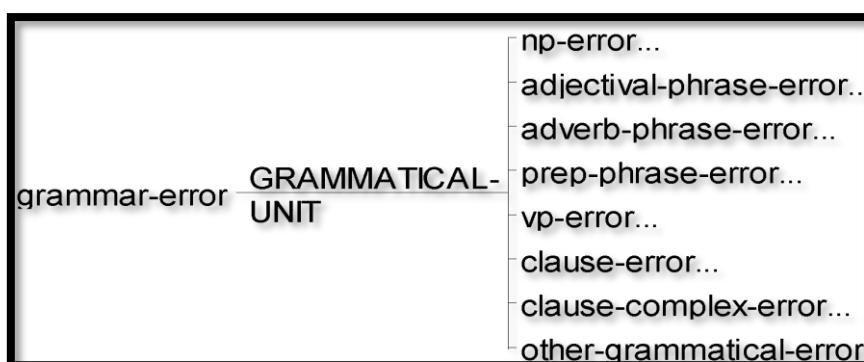


Figure 4. Grammatical Unit Source: TREACLE Error Analysis Criteria Document

Following the description of the errors under each sub-type.

1. NP-errors. They have been divided into common phrases, proper phrases and pronominal phrases. For the common phrases (for this study proper and pronominal phrases as well) a general structure has been assumed: (Deict)-Premodifier-Head-Post modifier

Where:

- Deict: determiners and any other structure that may modifiers for the noun (head).
- Premodifier: adjectives, nouns and participle verbs before the Head.
- Head: the noun (sometimes adjective or gerund) around the NP is built.
- Post modifier: modifiers after the Head, including PPs, appositive NPs, relative and non-finite clauses, etc.

Based on the previous analysis, NP errors have been divided into sub-types and later each sub-type has been considered individually as follows.

¹ NP : Noun phrase, PP : Prepositional phrase, AdjP : Adjectival phrase, AdvP : Adverbial phrase

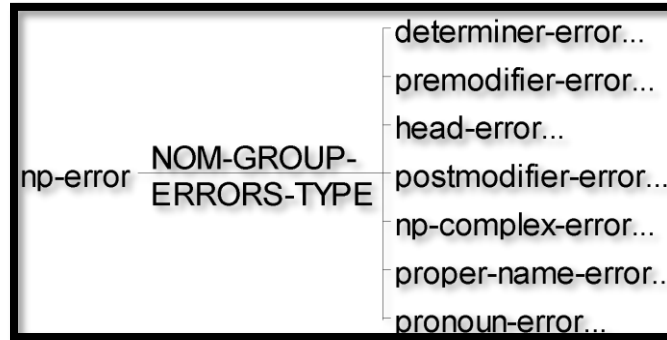


Figure 5. Noun Phrase-errors Source : TREACLE Error Analysis Criteria Document

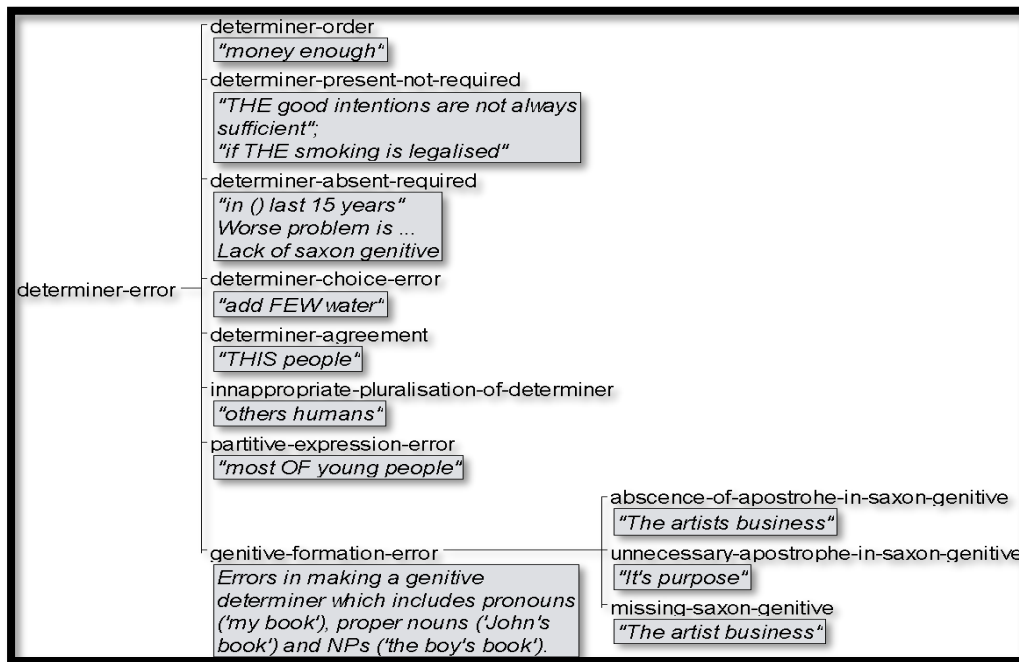


Figure 6. Determiner Error Type Source : TREACLE Error Analysis Criteria Document

It is worthy to highlight that we face a determiner-agreement error when a singular determiner is used with a plural noun or vice versa, when it is not appropriate. In the other hand, an inappropriate-pluralisation-of determiner error is the intend to make the determiner agree with the head noun. E.g.: "others humans" where the pluralisation of "others" is incorrect.

This last case is different from determiner-choice-error, where a wrong determiner is chosen while here the correct determiner was selected, but the learner tried to pluralise it (in an intend to make it agree with the head).

Partitive-expression errors are divided into two cases:

- Where the correct expression would be "most <noun>" (or similar) but the learner writes "most OF <noun>", e. g., most of people.
- Where the correct expression would be "most of the <noun>" (or similar) but the learner writes "most the <noun>", e.g., most the people.

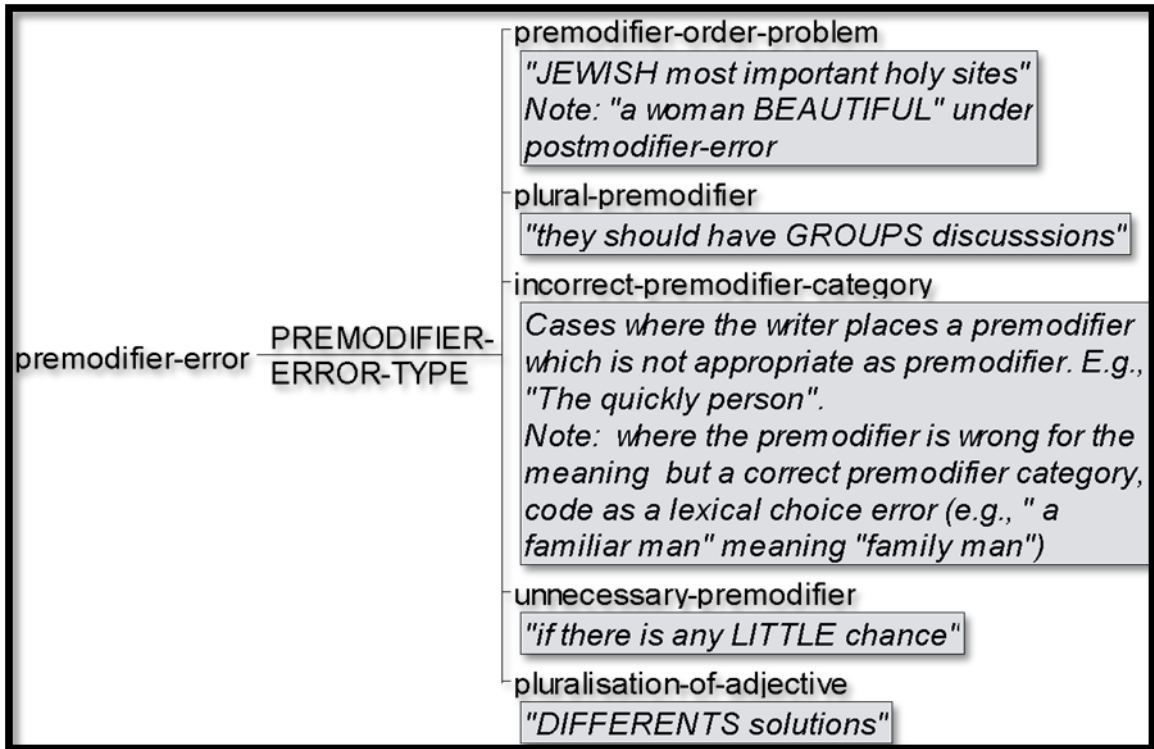


Figure 7. Premodifier Error Type Source: TREACLE Error Analysis Criteria Document

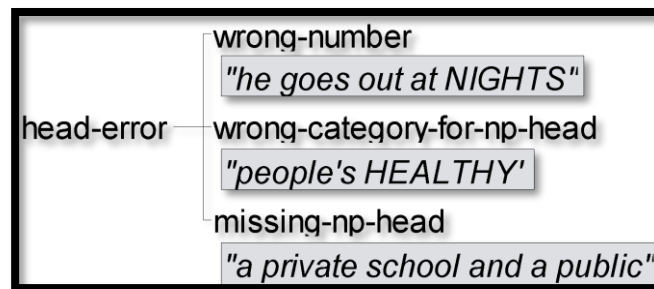


Figure 8. Head errors Source: TREACLE Error Analysis Criteria Document

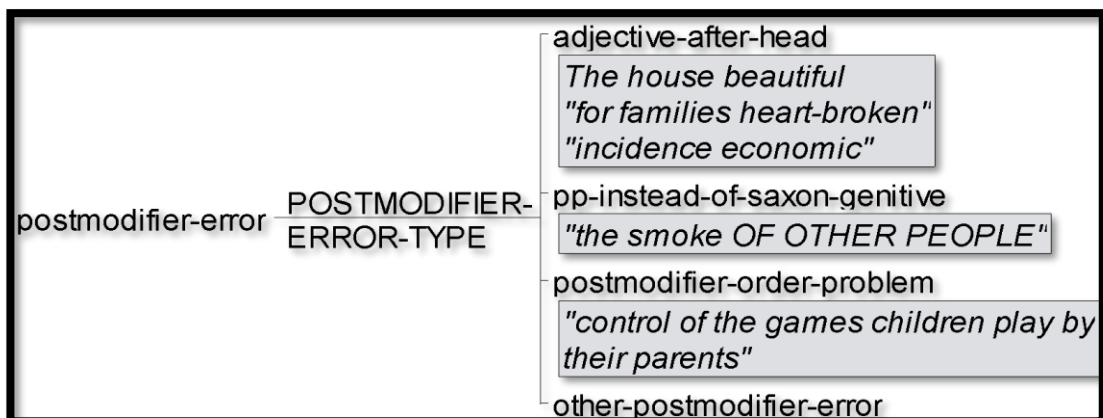


Figure 9. Postmodifier-errors Source: TREACLE Error Analysis Criteria Document

PP-instead of Saxon genitive covers the case where what should have been given as a genitive deictic is instead given as a post modifier. E.g., The car of John. The correct would be: John's car.



Figure 10. Noun Phrase-complex error Source: TREACLE Error Analysis Criteria Document

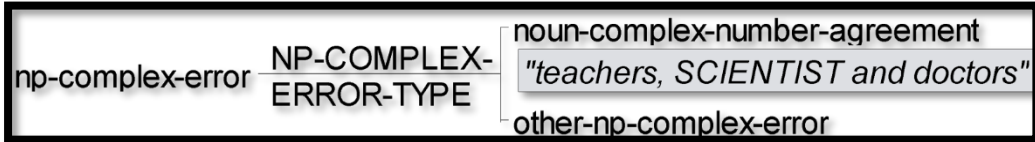


Figure 11. Proper Name Error Type Source: TREACLE Error Analysis Criteria Document

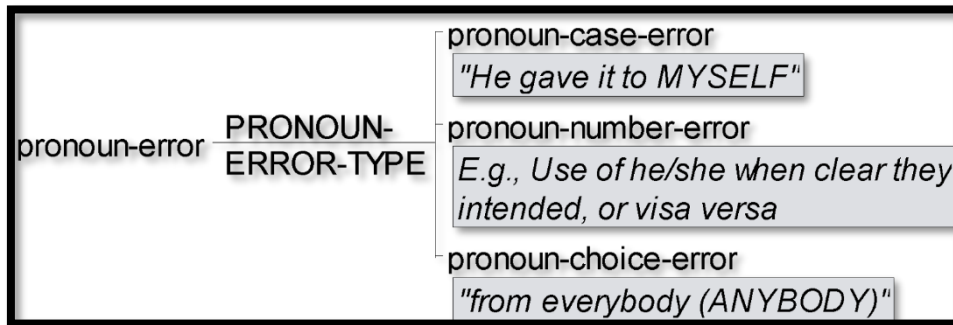


Figure 12. Pronoun Error Type Source: TREACLE Error Analysis Criteria Document

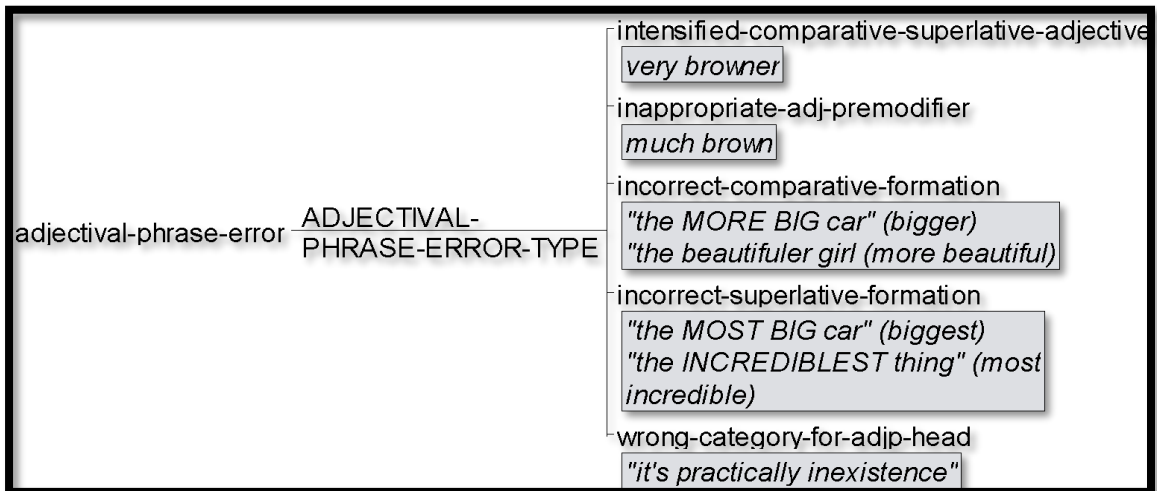


Figure 13. Adjectival Phrase Error Type Source: TREACLE Error Analysis Criteria Document

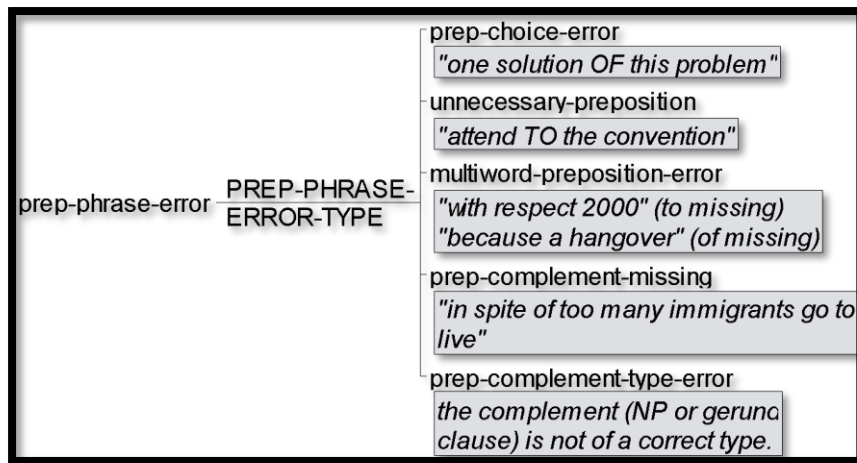


Figure 14. Prepositional Phrase Error Type Source : TREACLE Error Analysis Criteria Document

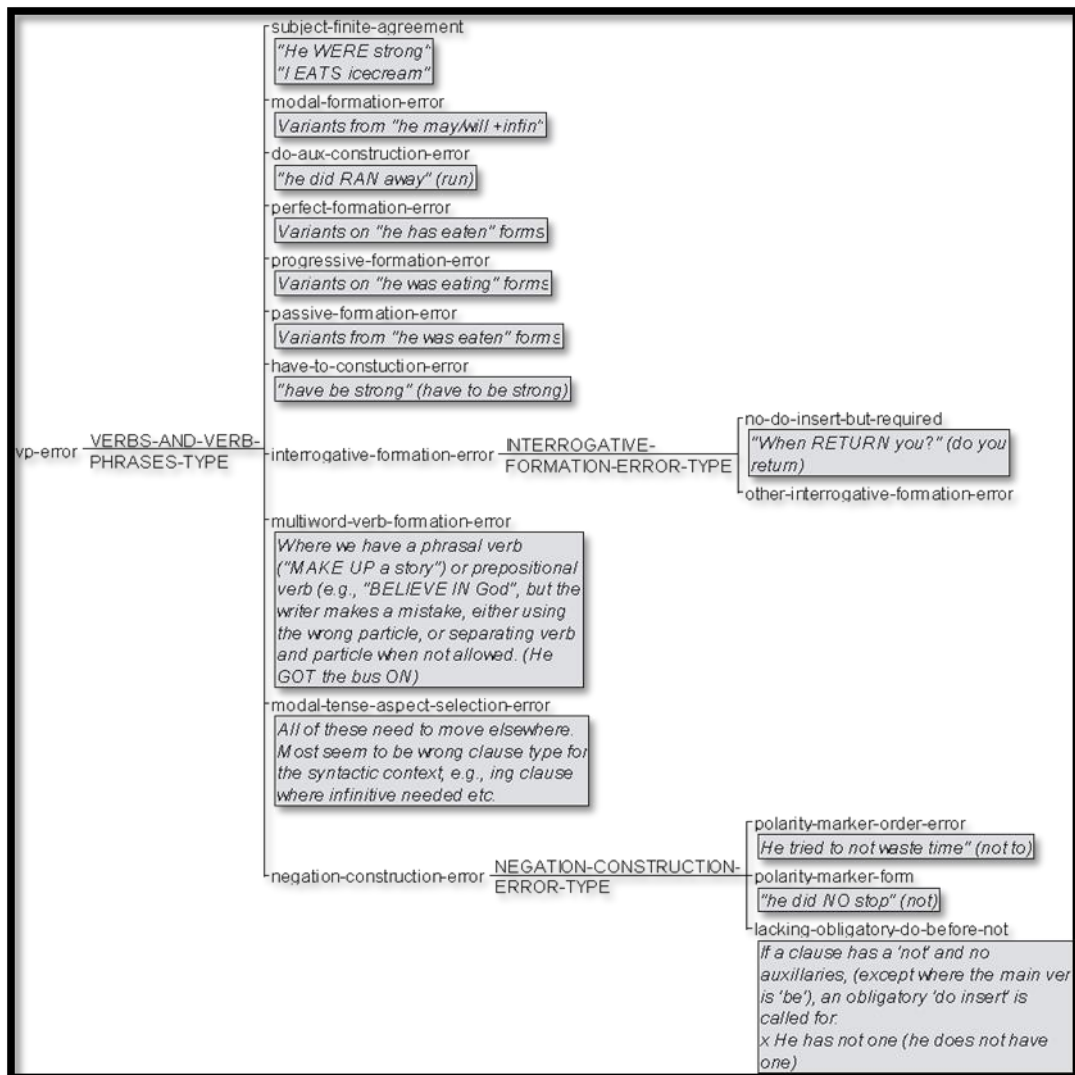


Figure 15. Verbs and Verb Phrase Error Type Source: TREACLE Error Analysis Criteria Document

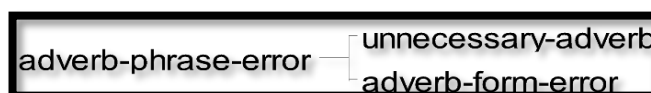


Figure 16. Adverb Phrases Error Type Source: TREACLE Error Analysis Criteria Document

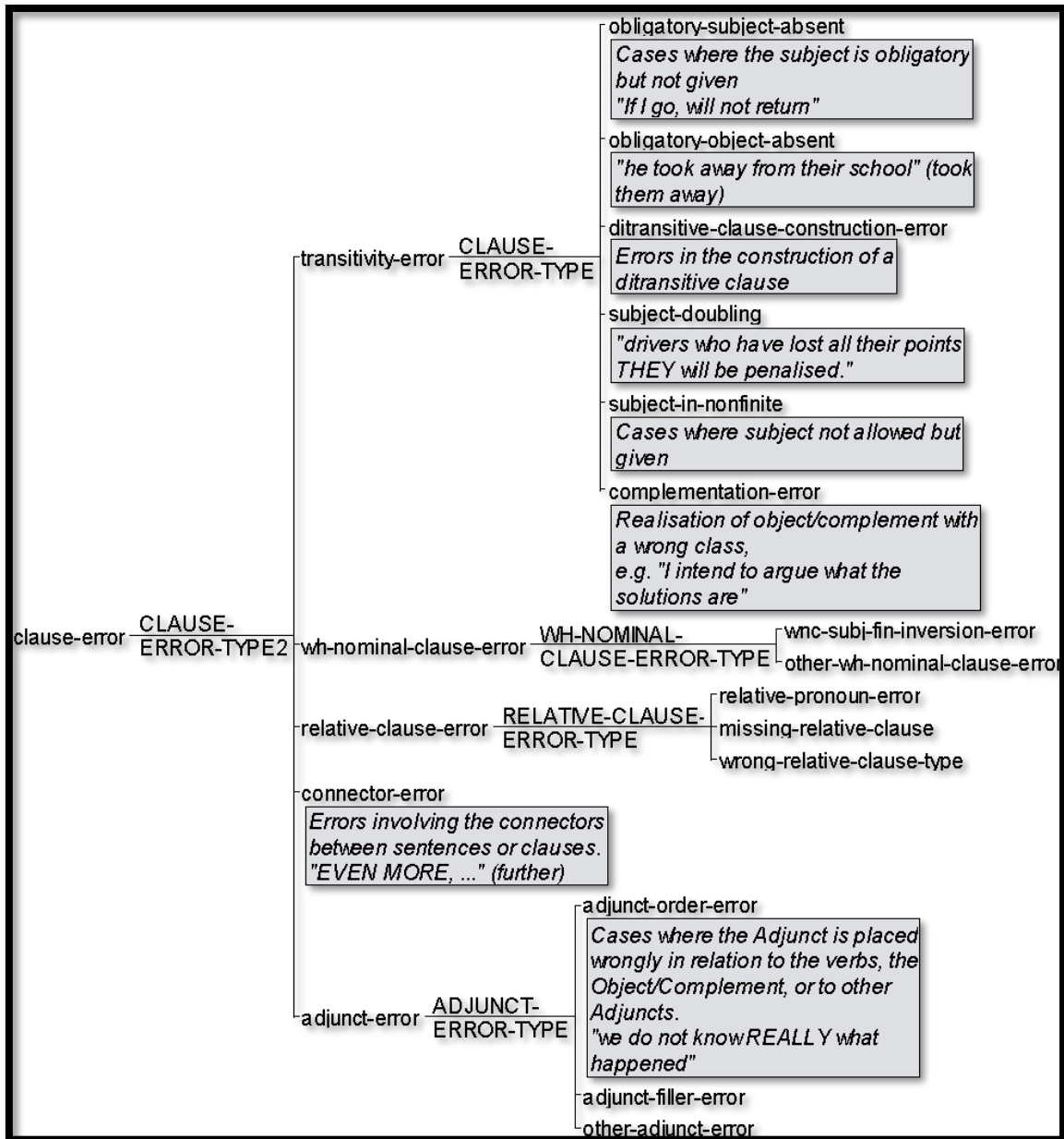


Figure 17. Clause Complex Error Type Source: TREACLE Error Analysis Criteria Document

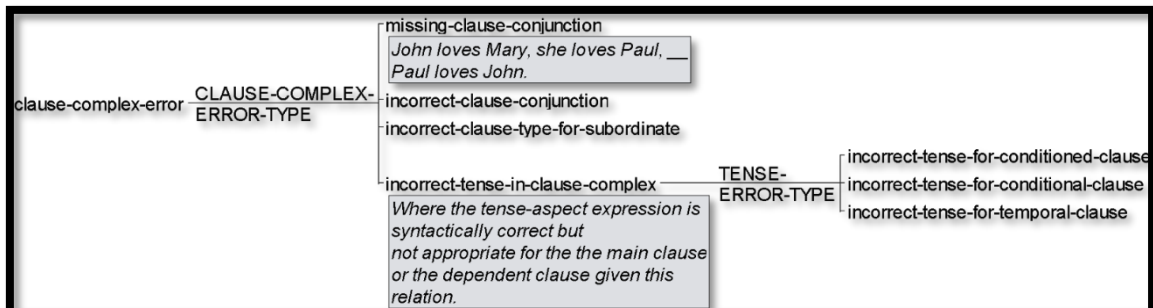


Figure 18. Clause Error Type Source: TREACLE Error Analysis Criteria Document

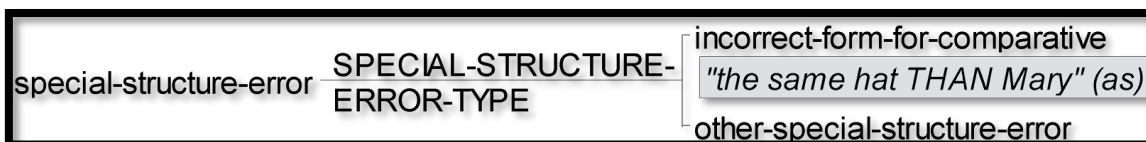


Figure 19. Special Structure Error Type Source: TREACLE Error Analysis Criteria Document

There are cases in which the structure of the utterances regarding the elements in use is contextually incorrect. It is elements that should not be used for such cases due to there exist specific ones for the intended meaning.

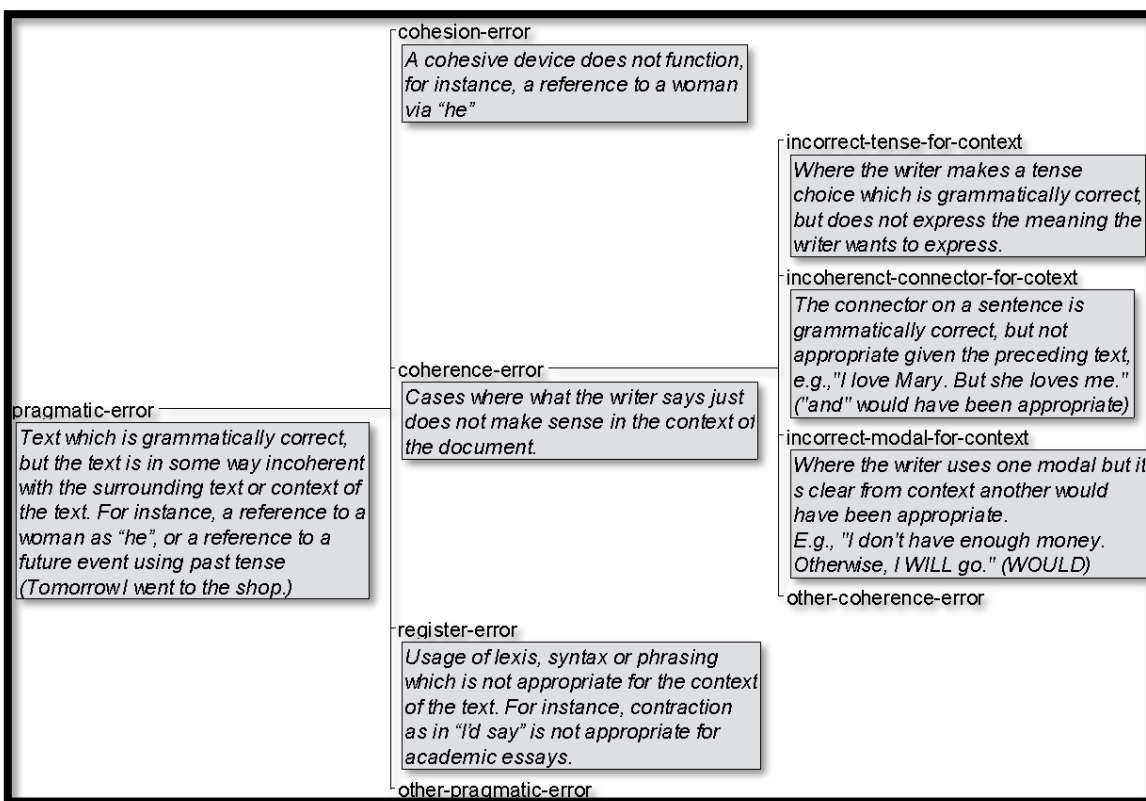


Figure 20. Pragmatic Error Type Source: TRIACLE Error Analysis Criteria Document

4. Pragmatic Errors: They concern in text which is grammatically correct, but that is somehow incoherent with the surrounding text or context of the text. One example for this type of error is referring to a woman as “he” instead of “she”.

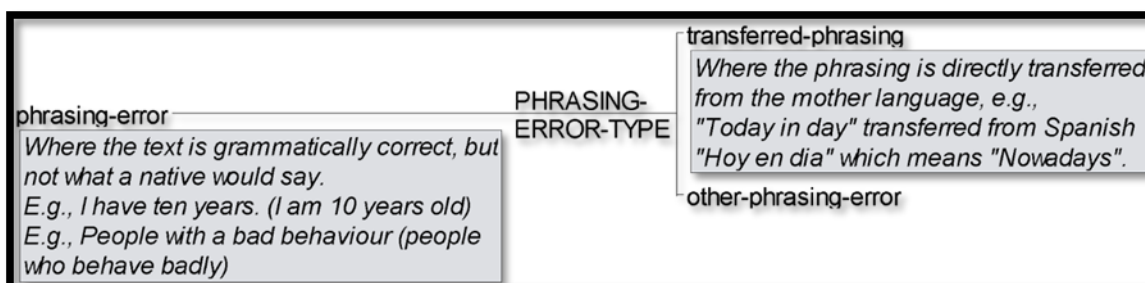


Figure 21. Phrasing Error Type Source: TRIACLE Error Analysis Criteria Document

5. Phrasing Errors: These are cases in which the text is grammatically as well pragmatically correct, but the utterance is not something a native speaker would say.

6. Uncodable Errors: There are some where not chances are to decide what the writer intended to mean. Thus, it becomes difficult to determine what is the error. The example for this case would be: (...), and more less the marriage for these people. As it can be seen, it is not easy to determine what the writer meant by “more less”, reason why it is classified as Uncodable.

2.2 Error correction

Once we are done with the error identification it comes the question about how to deal with the correction of those errors. How is it possible to balance students learning correct grammar and pronunciation while trying to develop their confidence for the use of the language.

The situation to face here as Katie Brown, ELL Specialist & Teacher Leader TOSA puts it is the students' desire to be corrected. Yes, students do want to be corrected. They wish to want to read, write and talk as best as they can, but THE WAY they are corrected is what we need to focus on to make those corrections stick.

To understand and successfully deal with error correction at this stage we need to be familiar with Stephen Krashen's affective filter hypothesis that states that variables such as motivation, self-confidence, and anxiety can play a significant role in the development of a second language. In a second language classroom, it is necessary to create an environment where the students can feel safe. In other words, they can feel free to experiment with the language. They should be encouraged to take risks even if it involves making some errors or mistakes.

Continuing with the issue of error correction Katie Brown proposes a series of questions a teacher could ask him/herself before making an error correction.

1. What is the learning target and criterion for this lesson? If the students make an error that pertains to the target she suggests correcting it indeed. In the other hand if it is not quite relevant to the target, she suggests making a note of it and stay focused on the learning at hand.
2. Is the student making an error or is it just a mistake? As it was previously describing an error occurs constantly. If it seems like a simple mistake, she advises to wait and in case there is further repetition proceed with the correction.
3. Does the error cause a breakdown in communication? What one must consider here is the error prevents from getting the ideas or the message can actually be understood. In case it does not she suggest holding onto the correction. Personally, I would add that paying immediate attention to something that is not important at that moment can cause losing the idea of what was going on and affect further production.
4. Is the error correction going to cause embarrassment? One strategy to deal with correction situation without embarrassment would be trying to help the student to recognize his/her own mistake by providing an example and asking him/her what looks different.

It is worth to bear in mind that teachers should positively highlight the well-formed utterances whenever they occur, and before the correction it is worthy to highlight the positive feat and then proceed with the rectification.

2.3 Improvement Strategies

“Acquisition requires meaningful interaction in the target language -natural communication- in which speakers are not concerned with the form of their utterances but with the messages they are conveying and understanding.” Stephen Krashen

After having defined what can be consider an error in the language production field, and have an idea regarding when and how to correct those errors. We shall move forward to the process that comes after the error enlighten. As it was previous said students most of the time want to correct their weaknesses with the foreign language, teachers as well are in the better disposition for the treatment of such utterances.

In the following section, we shall be describing certain corrective as well as improvement strategies that students might take advantage of when trying to succeed in the language production. Later we will have a display of the resources as well that students in the university where the project has been developed have in their behalves for improving their skills.

Let's begging by stating that technological advances had made it possible that the way in which languages are taught and learnt can be more dynamic and interactive. Nevertheless, this new teaching-learning method represents a new challenge for students according to professor Garcia. This given the fact that now students have to make their minds up forward the achievement of a new specific objective which is an effective and proactive use of the new tool for effective learning results.

These innovative technologies help students in their approaching toward a wide set of online resources as well as platforms that may reinforce their independence for practicing outside the classroom. Autonomy is also fomented in the way they can review contents they might have seen in classes but need some strengthening.

Researching works on learning strategies have demonstrated that for succeeding in the learning of second language besides the need of certain attitudes and motivation toward the learning of it, it is also significant an active and creative participation of the student in the process

These E-resources can also lead to clear error correction considering the wide variety of tools one can access to when considering individual needs as the case might be.

Strategies Garcia S. J. (Teacher at Universidad Santo Tomas, Chile) says are considered as conscious mental processes that students intentionally applying their processing of information and are intended to be used for learning. Thus, they are used to collect, save, recover and apply this information. A similar definition is got from Oxford R. whom strategies are behaviors or actions used by students to make learning more successful, self-directed and pleasant.

It is worth highlighting that the strategies each student choose are intended to solve specific individual need and for so they might lead to an easier, faster and more satisfactory learning and or corrective process. These strategies shall guide students in the achievement of their objectives that might be the correction as it was said previously of certain error, or the reinforcement of certain patterns. Strategies should not be confused with the techniques. The second ones refer to the specific activities students might apply in the consecution of the goal, and they can be somehow mechanic.

Following a chart on strategies classification is displayed for a clearer understanding of their characteristics.

<p>Cognitive Strategies</p> <p>We refer to mental processes immediately related with information processing which aim obtain, store, retrieve and use of the language</p> <p>Examples of this type of strategies are language model repetition and writing of information that has been presented in an oral way. Repetition drills are popular techniques that suit properly in this type of learning strategy.</p>	<p>Metacognitive Strategies</p> <p>These are general strategies that facilitate reflect about the own thinking. It is, once attention is paid to learning it is easier to notice how the contents are being learnt. This may facilitate the application of techniques to obtain more efficient processes.</p> <p>Besides facilitating the organization of learning for gaining knowledge in a better way, they benefit the base of a personal learning rate due to their function in determining the best way to learn.</p> <p>When applying this strategy, it is also possible to evaluate the progress. Interesting feature since it will allow perceiving how the process is going and how effective it has been for the language acquisition or error correction.</p>
<p>Affective Strategies</p> <p>They allow the student to adjust attitudes, motivation and emotional reactions toward learning the language in certain situations. They are helpful to manage motivation and regulate anxiety when facing the learning and/or error correction process.</p> <p>This strategy is significantly important because for significant learning it is not enough knowing how to study, but being interested in doing it. In addition, to control any emotional interference that may alter cognitive processes.</p> <p>Although these strategies may not be directly responsible for knowledge or activities, they help to create a context in which learning is effective.</p>	<p>Social Strategies</p> <p>These are mainly related to cooperation among students, and seeking the opportunity of interacting with native speakers. The contribution of these strategies is indirect since they do not lead to obtain, store, retrieve and use of the target language. They more linked to such activities in which the students have the chance to be exposed to certain situations where the chance is to check previous learning by means of interaction.</p>

The appropriate use of these strategies encourages the development of students' autonomy. The role of the teacher in this case is approaching the students to a learning environment that includes such materials as dictionaries, native speakers of the target language and technology.

The combination of virtual resources as supportive tools and any other physical elements (as the previous mentioned native speakers) may lead students to take advantage of the specific benefits that each of them provides. Furthermore, the integration of these learning environments allows the students accessing significant and improved experiences. The tactical use of these strategies and adequate selection of techniques can help students to improve their learning process.

3. Findings on surveys

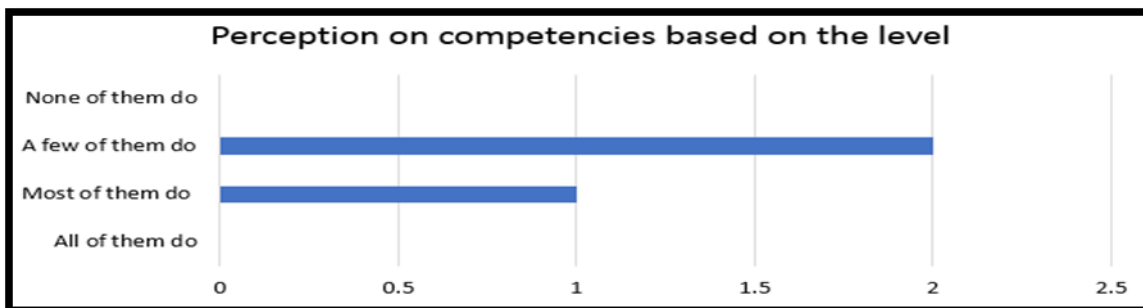
It was previously commented that descriptive surveys were used to find out the perception of the teachers regarding the situation of their students when it comes to error making and remedial strategies that are applied. Those interviews were sent via email for their development. They were made up of five closed questions and seven open ones to allow the teachers to better summarize their opinions and obtain a general view of specific observation they might be doing in their sessions.

The fact that they are the ones in first touch with students, and they are consequently who have better observe their development since the time students began their courses makes teacher the ideal subjects for this kind of descriptive interviews. All the interview teachers showed a great enthusiasm for the development of this project and offered the best disposition to collaborate as well as recommendation for the successful development of this project.

3.1 Results of surveys answered by English teachers at Universitat Politecnica

Valencia

Following a display of their answer as well as some graphic descriptions containing results of closed questions.



Graph 1. Perception on competencies based on the level Source: elaborated by the author

As it can be observed the leading option is that a few of the students accomplish the competencies they are supposed to do according to the level they are coursing now. Followed by just one of the professional who assures that most of the students in the course accomplish those competencies successfully.



Graph 2. Challenging skill Source: elaborated by the author

It is quite interesting noticing how clear and unanimous the result for this enquiry is. The pie chart reflects that hundred percent of the teachers coincide that the skill in which their students show more difficulty is speaking.

The next two questions were regarding the time they have officially assigned for their lesson. The results are quite the same. They are all teaching eight hours per month which have been divided in four practice hours and four theoretical ones. The amount of practice might be different from one class to another as well as the time it is consecrated for theory. In one of the teachers' opinions it was found that 40% of her class is devoted to theory and 60% of it goes for practice.

Theoretical Classes Content		
Vocabulary Listening Speaking Writing (related to the modules)	Concepts related to the tourism industry	Fundamentals of meeting and negotiation

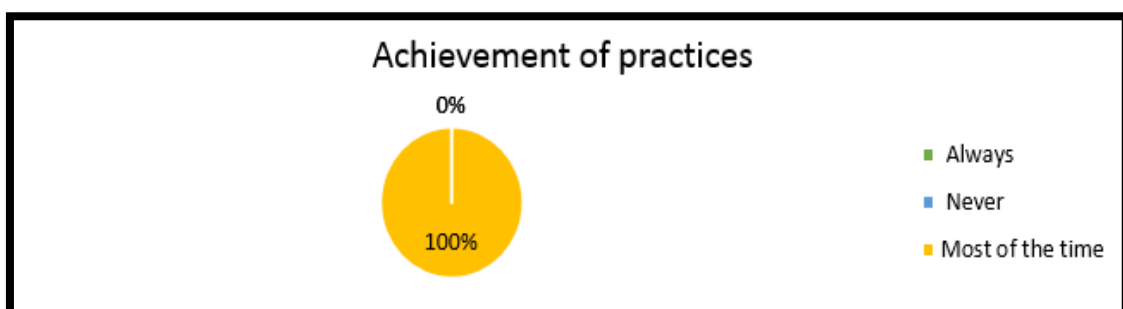
Figure 22. Theoretical Classes Content Source: Elaborated by the author

It is worth mentioning that the segregation in sections is due to the contents worked in the classes are different from one level to another, but the interesting situation to point out is how those contents are intended to evolve as student advance in their learning.

Practice		
Role-play meetings to put into practice theoretical aspects as well as language learnt. Listening activities (meeting models) Videos Reading & writings (summaries, etc.)	Online searches Application of theoretical knowledge to practical problems	Listening Grammar feedback.

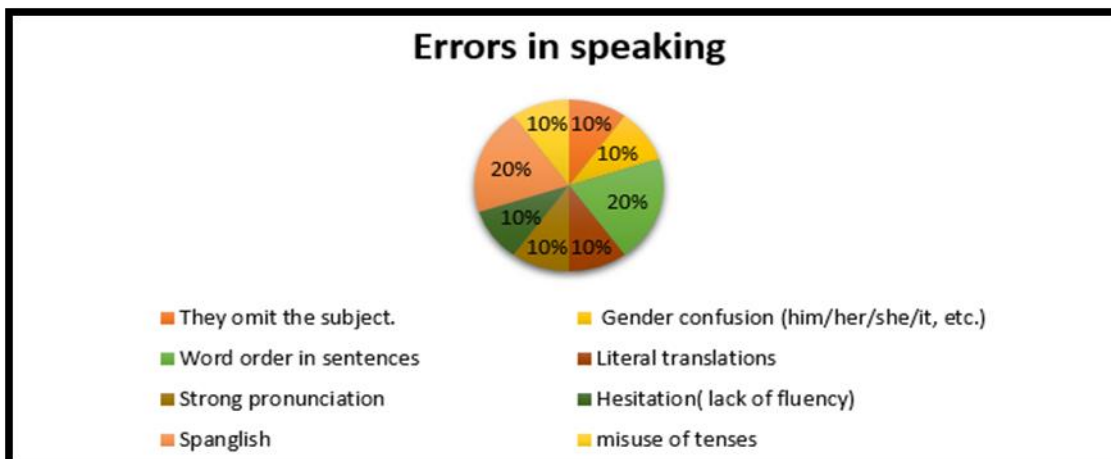
Figure 23. Content of Practices Source: Elaborated by the author

As it can be notice the set of techniques and tools that teachers apply is quite wide. Again, it might depend on the contents being developed the time dedicated to these activities.



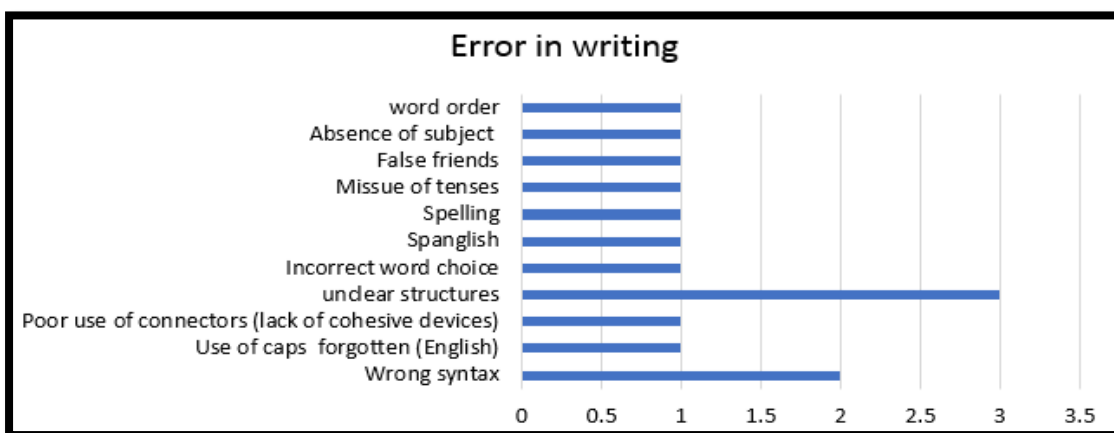
Graph 3. Achievement of practical activities Source: elaborated by the author

When it comes to the question related to the previous chart (practice activities) regarding in which measure the students accomplish those practices it can be noticed that all teacher has coincide in that most of the time their students accomplish their task. Important to highlight that it should not be confused with the number of students that accomplish those tasks. Most of the time they do, but it does not mean that all of them do (was somehow the observation one of the teacher did).



Graph 4. Error in speaking Source: elaborated by the author

The results displayed in the above pie chart are quite interesting. As it can be observed the leading errors that students show when speaking are Spanglish, in other word first language interfering with the target one. Then a similar 20% points out that the other major problem is regarding word order which is no surprising since this category is quite linked to the previous problem. Spanglish has not only to do with the fact of students mix their wide knowledge of their mother tongue with production of the target language, but they also have their first taught in the mother tongue which may cause the invert the word order when producing in the foreign language.



Graph 5. Errors in writing Source: Elaborated by the author

The above graph shows pretty much the same results as the previous one. As it might be observed there is a domain of grammar mistakes. Specific types clearly described, but enclosed in grammar category. As well it may be notice how three of the teacher interview coincide in that unclear structures are observed in students writing.

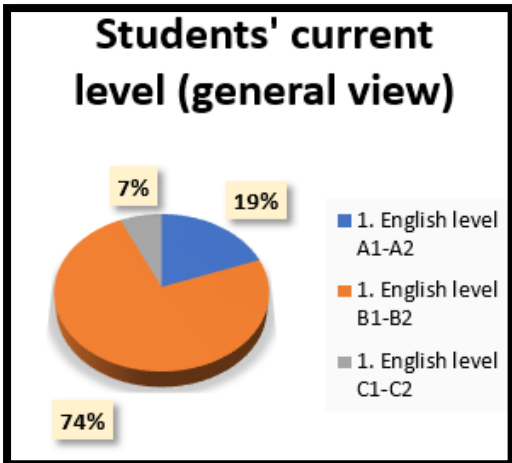
The last question for the interview was regarding whether they provide correction strategies their students after they observe error making. All of them provided positive answers indicated that they do their efforts in helping student to correct the observed errors. Here one the answer by one of the teachers:

“I mark their errors and list them at the end of the essay. I ask students to spot their mistakes and make their own error catalogue. Every time they write they should be aware of their mistakes and consult their catalogue to proofread their essays searching for their frequent errors and find alternative and correct strategies to express themselves in English.” Diana Gonzalez

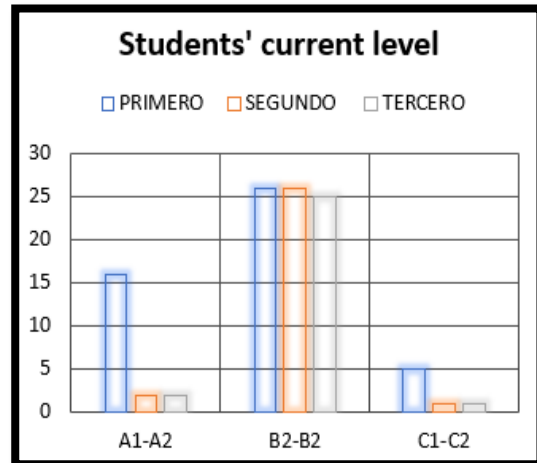
It is expected that promoting these cognitive and metacognitive strategies can be helpful for students when trying to correct their errors in English and that way achieve a noticeable domain of the foreign language in study.

3.2 Results of surveys answered by students of tourism at Universidad Politécnica de Valencia

In the following section are displayed the results obtained based on surveys made to 104 tourism students of diverse levels at Universidad Politécnica de Valencia. It is important to mention that in some cases students were not required to choose an option since its selection was given to their answer to the previous item, reason why it will not show results of hundred percent.

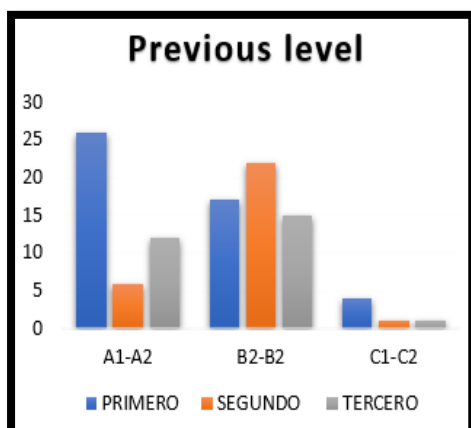


Graph 6. Students' current level (General view)
Source: elaborated by the author

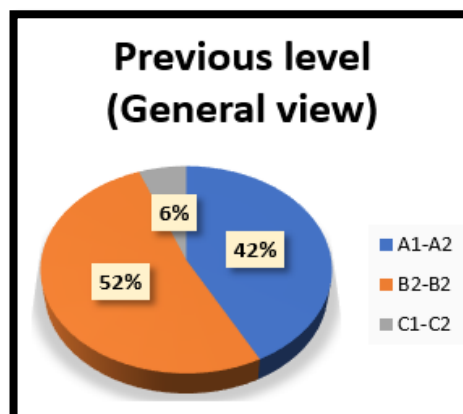


Graph 7. Students' current level Source: elaborated by the author

A general and specific view is displayed regarding the students' current level of English since students were free to choose the level they consider themselves are located. A significant percentage of first and third year students have gone for selecting level B1-B2 despite the fact they are not in second year of university. It means in general terms that 74% of the tourism students who took the survey have intermediate level of English.

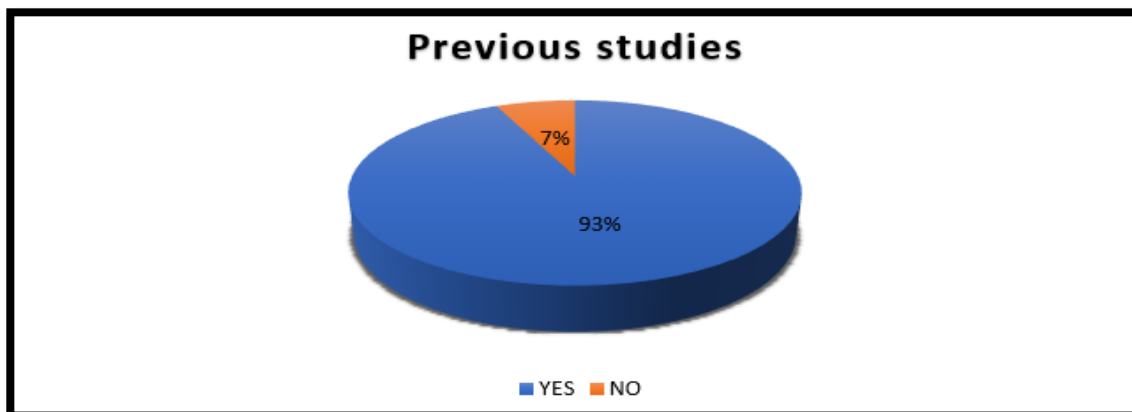


Graph 8. Students' previous level Source: elaborated by the author.



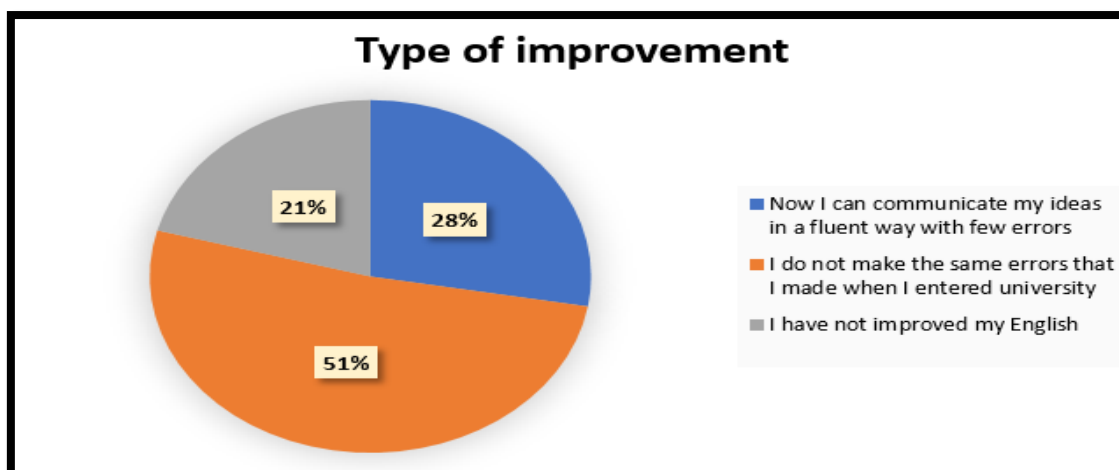
Graph 9 Students' previous level (general view) Source: elaborated by the author

These two items are related to the level of English students had previous enrolling university for first year students' cases, and the rest of the students it shows the level they had before moving to second and third year respectively. It is interesting noticing that again there is a domain, in this case of 52%, of students who had intermediate level. Other important observation is that any of the students has said about having null knowledge of the language. A low 6% among first, second and third year have said they entered university with level C1-C2 of English.



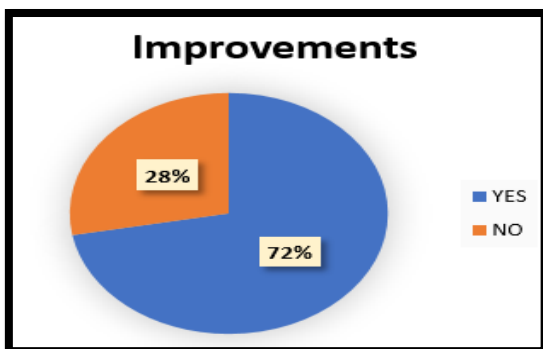
Graph 10. Students' previous studies source: elaborated by the author

Regarding previous experiences with English learning a significant 93% of the students among all the three levels said have had a previous contact with the target language. Nevertheless, it is important notice that a smaller percent of just 7% of them have expressed not being in contact with the language

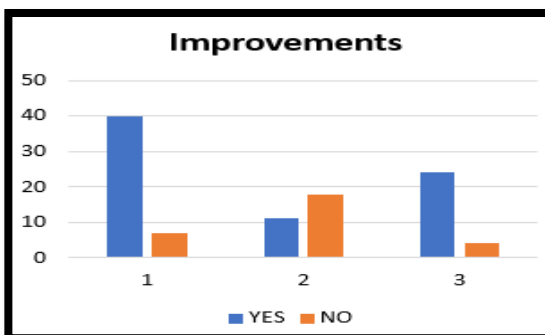


Graph 11. Type of improvement Source: elaborated by the author

Regarding the type of improvements, it can be observed how in pie chart number 8 half of the total has gone for the option in which they do not make the same errors they did when first entered the courses they are enrolled. It seems like proper error correction has been provided to avoid having students making same observable errors. Following this category with 28% is the one that shows they can communicate their ideas in a fluent way with few errors. It is an important advance to highlight since the aim of learning a new language should be focused on its production.

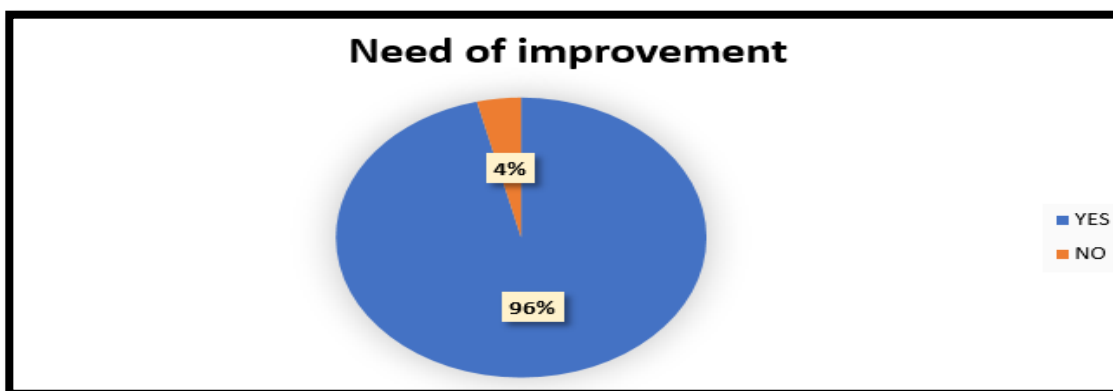


Graph 12. Improvements (general view) source: elaborated by the author



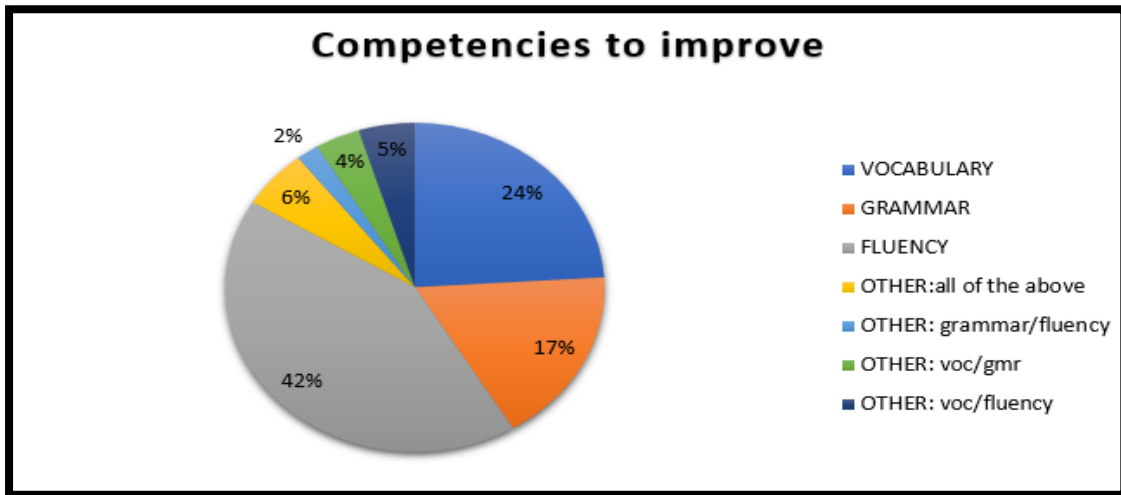
Graph 13. Improvements Source: elaborated by the author

In general terms, pie chart reflects that a significant 72% percent of students have improved their English by the time they have been studying at the university. Now, if we focused on the groups that have had major positive answers we might say they first year with 40 students out of 47 and the other case is third year students, which number is 24 out of 28. Unfortunately, the answer is not as positive for second year students whose predominant answer is that they have not experience pretty much improvement. The total in this group for positive answer is 11 out of 29.



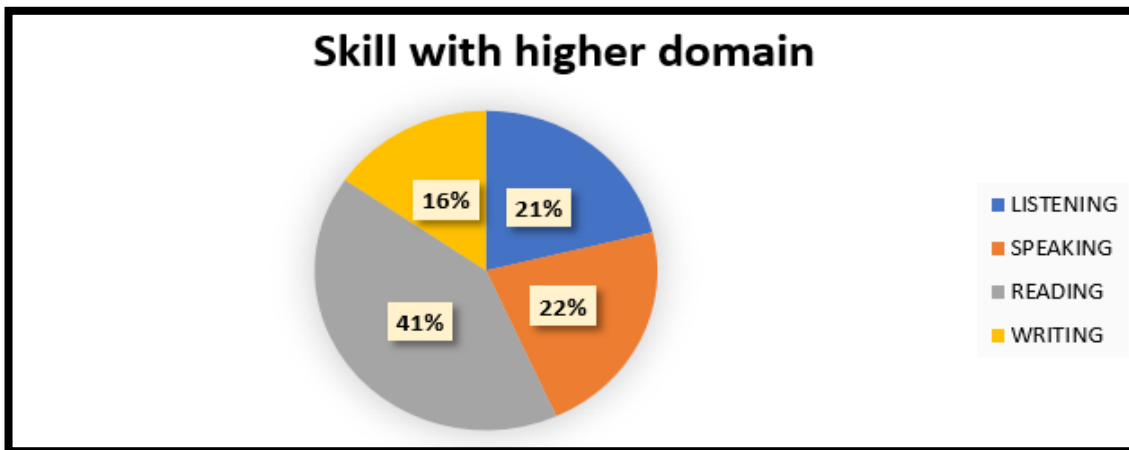
Graph 14. Need of improvement Source: elaborated by the author

This pie chart has a significant importance because it reflects students desire to improve their English. They could have expressed that they do not really care about their competency with English, nevertheless a hugely important 96% has said they need some improvement. It means they are aware of their need to work harder to accomplish the level. This increase the chance that new strategies can be introduce for their learning.



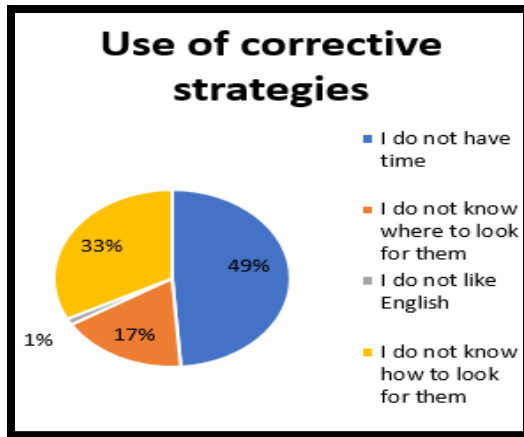
Graph 15. Competencies to improve Source: elaborated by the author

As it can be observed, the greatest difficulty students mention to have is fluency. Followed by vocabulary that could be understood as influencing the lack of fluency. Interpreted as if their lack of vocabulary might somehow interfere in their way of expressing their ideas fluently. After fluency and vocabulary that have been given 42% and 24% respectively it follows grammar with 17%. It is important to highlight that this has specially trouble more than one student when trying to communicate in a clear manner. As minor categories are combinations of the three-major field. It shall be mention that those where combinations formed by students when choosing their options since the ones provided were just the first three option. However, they have also been included in the results since they express the specific opinion of the students

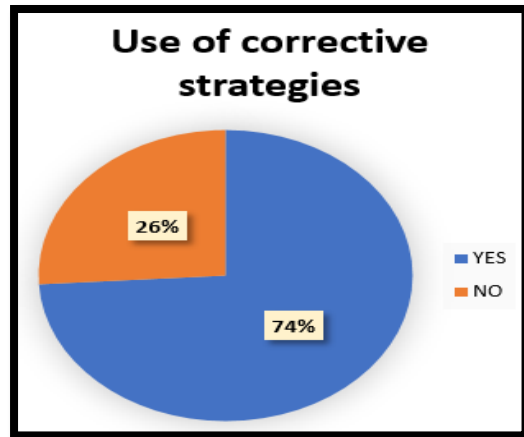


Graph 16. Skill with higher domain Source: elaborated by the author

The fact that input has major domain in comparison to output when it comes to skills classification is evident. The skill that students seem to domain the most is reading that occupies a 41% in comparison with the rest. Nevertheless, speaking has place number 2 with a total of 22%. These are followed by listening and writing with 21% and 16% respectively. Regarding this, it was observed that great number of students try to (even with difficulty when it comes to vocabulary and fluency) communicate in English during the oral practices in the classroom.

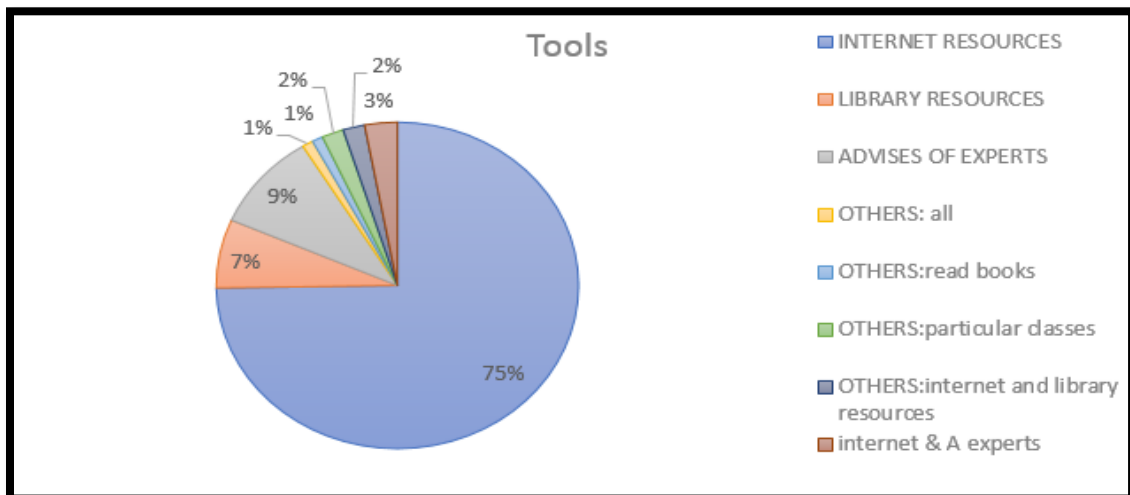


Graph 17. Use of corrective strategies Source: elaborated by the author



Graph 18. Reason why students do not use Corrective Strategies Source: elaborated by the author

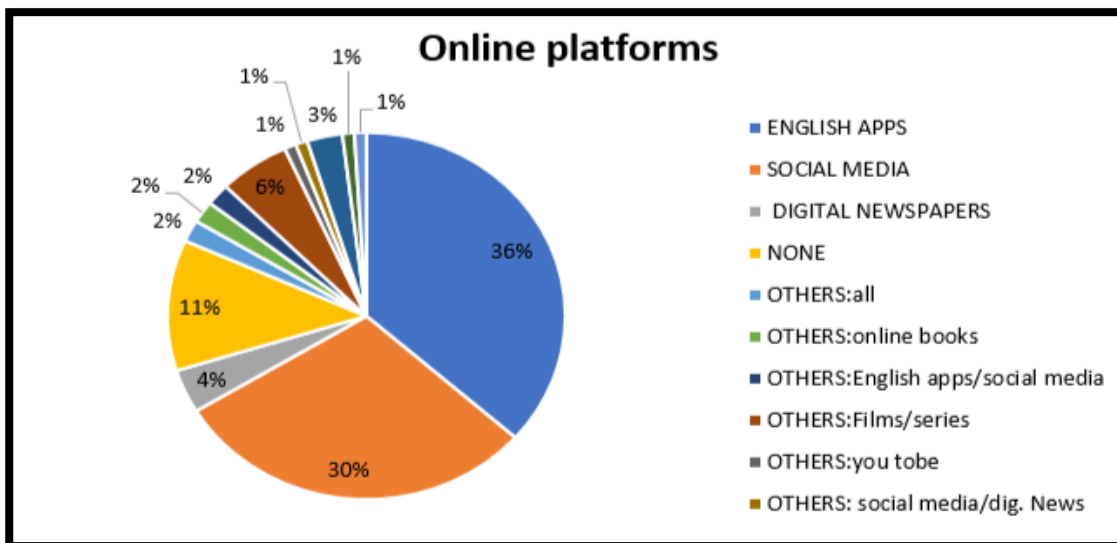
As it may be noticed pie chart 16 is dependent of pie chart 17 in the way that students where first asked if they used to look for corrective strategies whenever they are told to be making any mistakes. Based on their answer (in case of negative affirmation or in cases when they do not look for such strategies) they had to provide an answer about the most likely reason they do not look for them. Fortunately for the first enquire there a domain of the 74% who affirm they use to look for corrective strategies. If we move to the right pie chart, it can be observed an inclination of 49% toward the lack of time. Followed for a near 33% that unknown how to look for them.



Graph 19. Tool Source: elaborated by the author

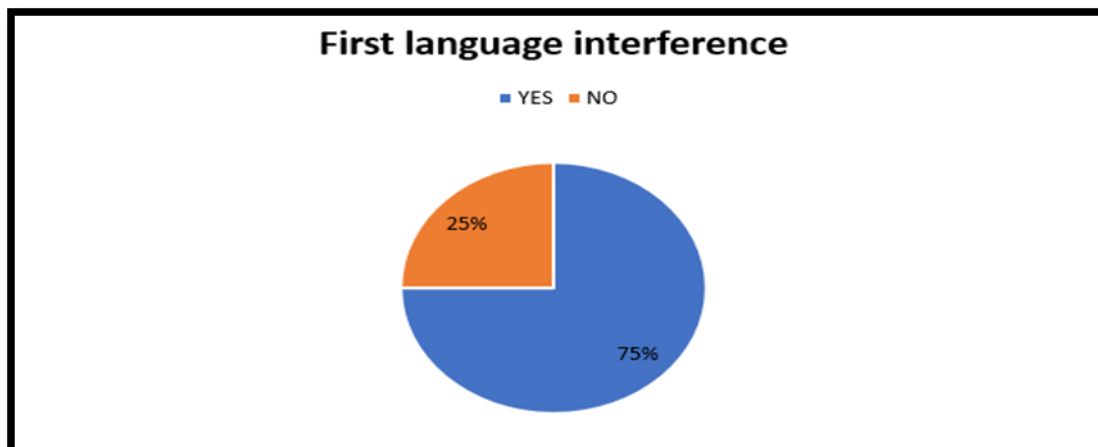
As can be observed, the greatest number of tools used by students corresponds to internet resources, which represents three parts of the whole pie chart with 75%. Advises of experts are next representing 7% of the ones employed. The combination of all the provided categories as well as the other option of reading books are last placed with only 1% each one. Advantages can be exploited of the combination of internet resources

together with advises of experts (teachers' advising) if employing the corresponding strategies.



Graph 20. Online platforms Source: elaborated by the author

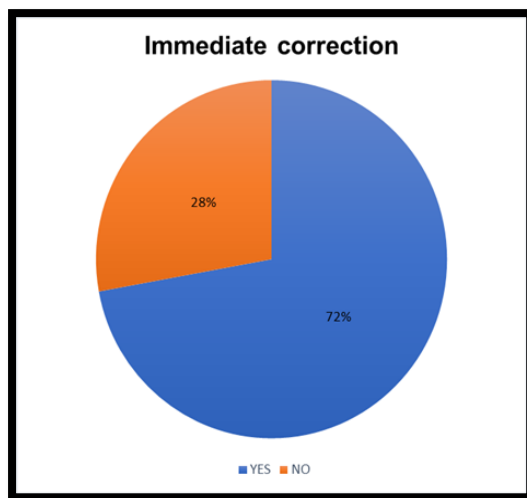
As it was expected the high continuous influence of apps could not go unnoticed in the language learning. It can be observed how English apps and social media are positioned in the first places occupying 36% and 30% respectively. It is worth noticing that the growing of such helpful techniques has not been taken for granted when it comes to students' improvement of English.



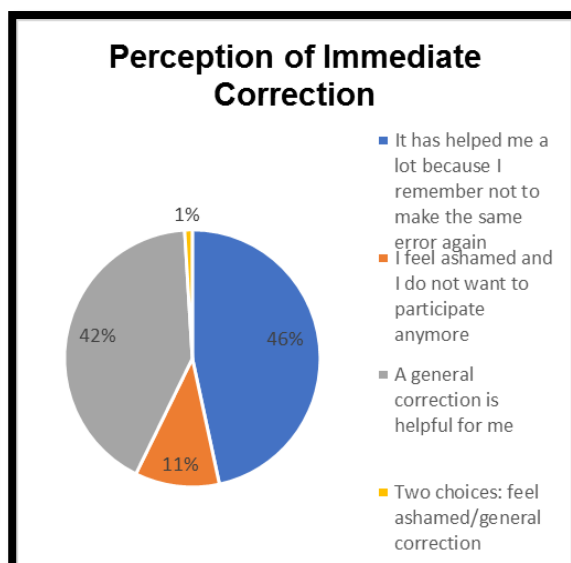
Graph 21. First language interference Source: elaborated by the author

When the students were asked whether they consider or not that their first language interferes with their speech production, as it can be clearly noticed 75% percent of them provided a positive answer in contrast to 25% of student that think the opposite. This aspect of foreign language learning is extremely important to be observed. Later, in the corpus result the amount of repetitions of first language interference will be reflected. At the moment, one of the observation to high light regarding this point is the fact that some students use to follow the same structure they use in Spanish to produce utterances in English, which could be considered as one of the aspects that stops their fluency. This, considering that they first may think about what they would like to say in Spanish, and

then they proceed (using the same grammatical pattern) to say it in English.



Graph 22. Perception of immediate correction Source: elaborated by the author

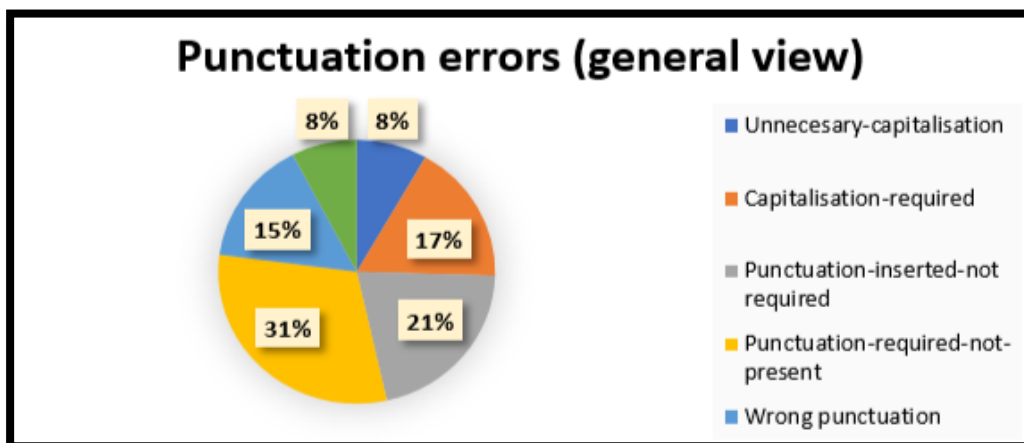


Graph 23. Immediate correction Source: elaborated by the author

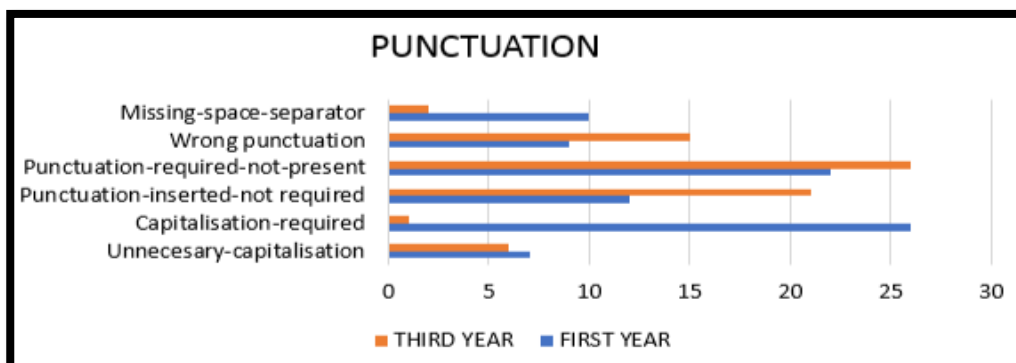
Graph 22 and 23 were also somehow designed to be dependent one on another (23 on 22 specifically). The intention was to know the perception of the students about immediate correction in case they have had received, and naturally get to know if they had ever experience it. As it can be observed in graph 16, 72% of the students have at least one in their academic life deal with immediate correction. Then moving forward to graph 17 it is given that 46% of them have had a positive reaction to it and consider this has been helpful for do not making the same errors again and again. On the other hand, there is a 42% of them who consider general correction would be more helpful. It is worth mentioning that such close opinions might depend on how the immediate correction was provided.

3.3 Findings on analyzed Corpus

The ultimate results for the analyzed data show that 1080 errors were found in all the texts. The following tables refer to errors found in punctuation, lexical competence, grammar, pragmatics and an extra for unclear errors. It is also included a final graph with the general results.



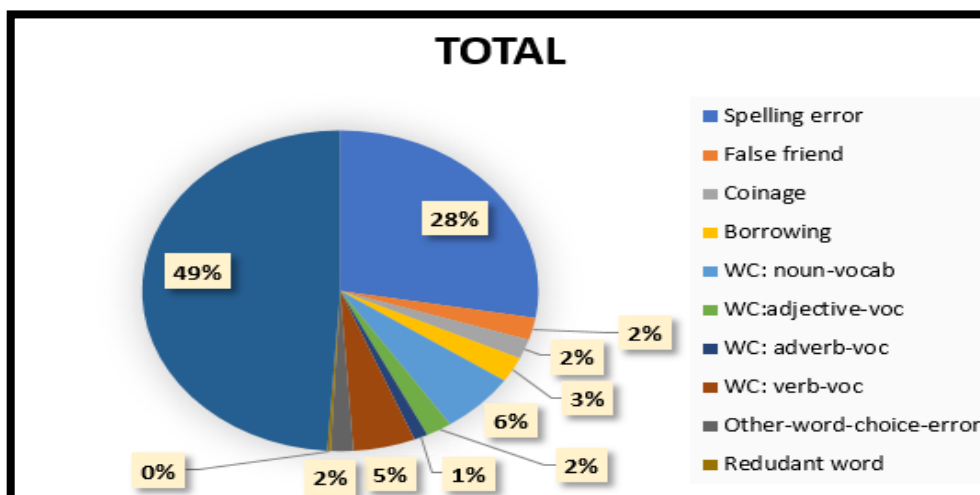
Graph 24. Punctuation errors 1 Source: elaborated by the author



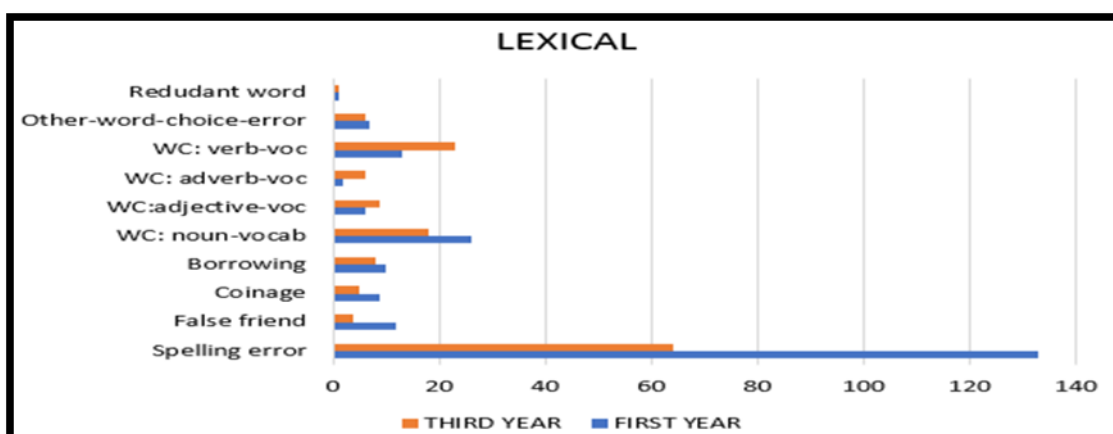
Graph 25. Punctuation errors Source: elaborated by the author

The two most common errors found in this category were punctuation that was required to be in the sentences, but was not there, and words that needed to be capitalized. These two are followed but the issue of wrong punctuation used. Those errors are general results regarding the category of punctuation. Nevertheless, a graph with distribution of errors in detail is provided as manner of comparison between errors made by first year students and the ones made by third year students. This with the aim of help teachers and researcher about the specific areas that that need to be worked by level.

Errors as adding a “comma” after the preposition “because” is one of the most noticeable examples in the analyzed writings. No capitalization of the word that follows a period as well as not capitalization of the personal pronoun “I” are other of the most repeated error regarding punctuation.



Graph 26. Lexical errors (total) Source: elaborated by the author

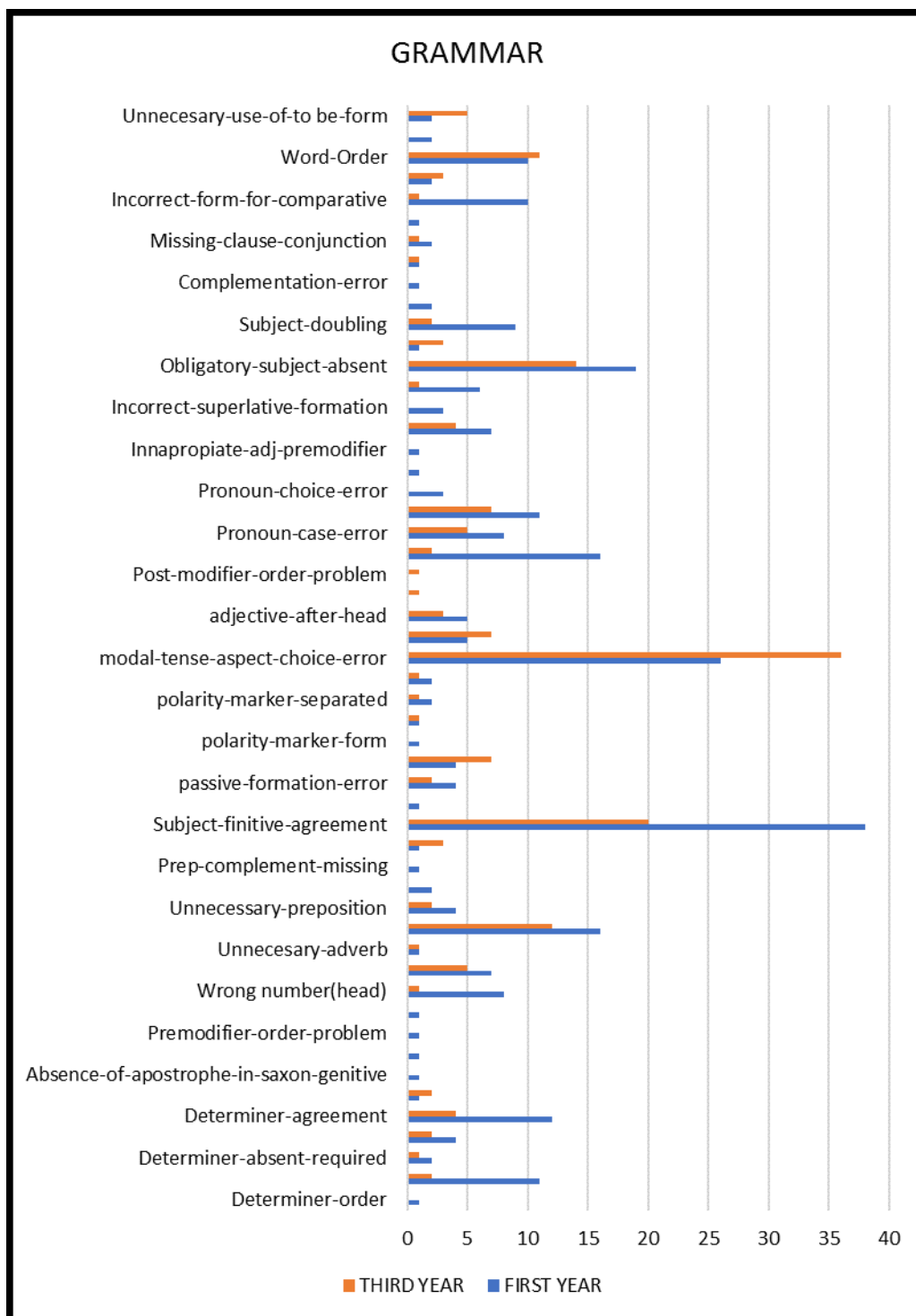


Graph 27. Lexical errors 1. Source: elaborated by the author

As in the previous graph, in this category are also presented two graphs displaying the general results for the category as well as a second one showing the details. For this we have that the first place is occupied by errors of spelling with a 49%, followed by just a 28% that goes for word choice error, specifically noun case. In graph, we can observe in detail that is the leading category for first and third year where for first year 133 repetitions have been observed while there are 64 cases for third year. Following we have that for first year there have been more repetitions of error in the category of word choice: noun vocabulary (the leading one in the general display) and for third year same category, but different sublevel occupies the second place. It is Word choice: verb vocabulary.

One of the most common errors students repeat in this category is writing “whit” instead of “with”. In a single paper, it is observed in high number of times. Other usual errors are using “installations” instead of “facilities”; verb “pass” instead of “have” or any other more suitable for the utterance they are producing. It means that the verbs or nouns they are using in those sentences are not incorrect by themselves, but incorrect for the context

they are being used.

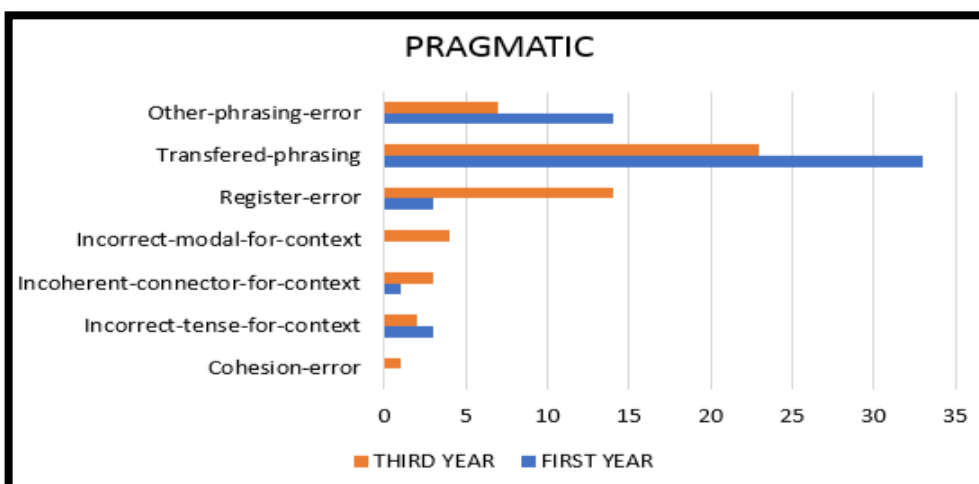


Graph 28. Grammar-type errors Source: elaborated by the author

Even though graph 28 does not show percentages, there is a noticeable view of the two leading sublevels for this category of grammar. In the one hand, we have that the main error first year students make is subject finite agreement. Most of the cases adding -s to verbs following first or second person singular and/or plural and in other cases they do not add the -s for third person singular. In the other hand, the most noticeable error for

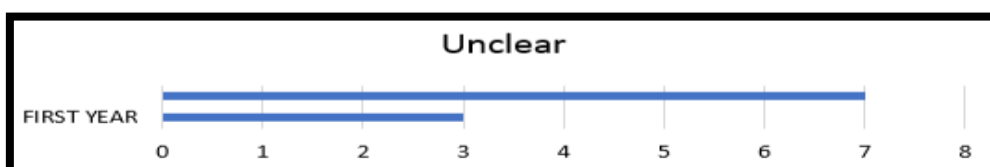
third year students is a wrong choice of modal for the tense they are using. Then, for the following more dominant error we have a switching. The first error that first year students make the most occupies second place in the most repeated by third year students and vice versa. A third error worthy to notice is the absence of subject when obligatory. This is occupying third place for both groups. The situation might be that most of students consider that as in Spanish the subject needs only to be mention once, and then they just omit it after the connector and they place only the second verb.

Following some examples of the encountered errors for this category: “more early” instead of “earlier”; considering the word “people” as singular instead of the irregular plural it is, then writing “people doesn’t” when the correct form would be “people do not”. “Are totally agree” or “are agree” are examples of unnecessary use of verb to be.



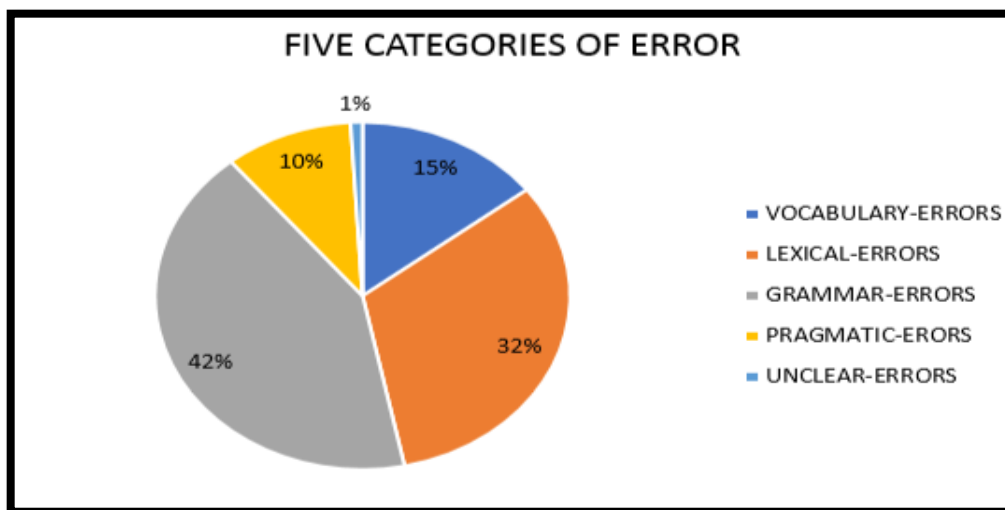
Graph 29. Pragmatic-type errors Source elaborated by the author

When it comes to pragmatics, graph 29 shows a clear result on the main sublevel of this category. This is transferred-phrasing leading with 33 and 23 repetitions in first and third year respectively out of a total of 105 errors in this category. It is worth highlighting that even though in the code they specify this type of errors are those ones directly transferred from language one. For the case of this project, such direct transferred utterances with minimal errors that do not deviate the meaning have also been included. It has been included errors in which there a direct translation that makes (even trying to retranslate them to language one) no sense either for word choice or grammar error. Such errors have been included in the sublevel that occupies second place in this category which is other phrasing error, and they refer to utterances that show lexico-grammar problems.



Graph 30. Unclear errors Source: elaborated by the author

There was a total of ten errors for the ones it was not clear the intention of the writer. It was quite difficult to identify where to place them for this unclear category was selected being seven of those errors identified in third year and three of them identified in first year.



Graph 31. Five categories of errors. General view Source: elaborated by the author

Graph number 31 provides a general view of the errors encountered by category. As it can be observed the category of Grammar errors occupies the first-place due to a 42% of the encountered errors are gathered there. The second place corresponds to Lexical Errors with 32% of the set analyzed. Following vocabulary errors which represent 15% of the sample. Responsible for the 10% we have Pragmatic errors. It is worth to mention that somehow there is a relation among these three categories, and that the commitment of one error in one of these categories is likely to lead to the making of another one linked with the first error.

The relation has been considered given that in the analyzed corpus high number of students who made an error in grammar were likely to have errors regarding misuse of punctuation and/or clearness of the message.

Let us consider this of a variety examples observed in the analyzed corpus, but trying to keep in mind the aim of EA which is analyze the errors we can observe that the students have made instead of just considering how it had to have been to be considered correct because we are working with errors they are making already.

Example: In London there are many good hotels, I him am going to inform about two good hotels that they are available for these dates.

In the first place, we have a punctuation error. A comma is needed after “London”. Then we have a case of run on sentence where a comma is used to separate sentence 1 from sentence 2 which could be considered independent one of each other.

In addition, we have that the utterance “I him am...” is used. This is a case of first language interference considering that it may come from the Spanish pattern: “Yo le voy a...” In this case the student has misplaced the object pronoun as it was said before probably considering the mentioned Spanish structure.

A third error is observed in line two. This is a case of subject-doubling. The student already had “hotels” as a subject in the sentence, but again he/she wrote an unnecessary personal pronoun before the verb.

Such errors as the way the words have been placed in the first sentence could also be considered, if we stop to think that most of Native English Speaker are not likely to produce that utterance, but in this case, we might be talking about a case of acceptability since the sentence is understandable.

As it was previously explained, one error does not use to come alone. Most of the cases one involves another being the cause or caused by a previous or subsequent one. This means that when grammatical errors are treated they may be treated along with the ones involving lexical ones, and vice versa.

The least percentage of 1% was obtained by Unclear errors, for the ones it was previously clarified that were for the cases in which the writer meaning or intended meaning was not clear.

3.4 Findings on improvement and corrective strategies

Besides choosing the most suitable strategy and technique for improving errors in English it is worth to consider the learning environment of the student and the facilities they can access for fulfilling their needs.

At these stage, we will be describing the wide set of facilities Universidad Politécnica de Valencia provides its student to promote their autonomy in error correction and language learning.

- Library equipped with a wide variety of book that facilitate the learning of the language. Besides providing paper books that every student can access by showing the
- This provides the opportunity for them to find corrections to their mistakes as well as improve their English with some exercises they can access there.
- The way in which classrooms are built is really helpful for language learning for they stop any external noise from getting in while being in classes and avoiding any type of interruption. This provides a quiet place for concentration and learning. Furthermore, they are all equipped with multimedia projector, speakers and most of the facilities that simplify the deployment of visual aids, audios and any other needed material by showing the University Identification Card. Universidad Politécnica de Valencia also offers a huge catalogue of magazines online and eBooks from all around the world thanks to the agreements it has with other universities and institutions.
- Modern computer labs for making free and self-guided practices at any time during the day. These facilities are factors that when used properly can mean progressive development on students' competencies.
- Moreover, the official classes are organized in such a way that students can go to the computers labs to have practices regarding the specific topics they are working at the moment.
- Tandems are small conversation groups that the language department of the university promotes for to students to practice the target language with foreign students' natives of that language they are learning. This is a strategy that facilitate first hand tools for improvement because student can experience the language by directly interacting with its speakers. It is worth to mention that besides the efforts of the linguistic department there is also need of the support of those foreigner students (in most of the cases the ones undertaking their ERASMUS in Spain). Unfortunately, there is being a decrease of this important practices due to diverse reasons that are expected to be solve in the near future.

Those are some of the most important tools that Universidad Politécnica de Valencia provides its students to facilitate their language acquisition and somehow support error correction when those errors have been identified. It should not be ignored that when it comes to error correction more than one agent is involved. School has to do its part by providing the tools, facilities and any other support to the students as well to the teacher. Teacher should carefully guide the students in the way they consider might better benefit the learners' improvement of the language, but students are in duty to compromise with themselves and show they have intrinsic motivation for enhance their learning for improvement can only be attained by constant practice and but autonomy to decide what tools can be applied to correct and improve their errors.

4. Conclusions

In this study, a theoretical framework related to errors in English as a foreign language and correction strategies was stated. Most of the attention was paid to written production for which a corpus was analyzed and later classified among categories of errors. It does not imply that there was not oral production analysis, but it has to be emphasized that for this skill the analysis provided is more qualitative and based on observation and some students and teachers' opinions.

The offered conclusions for this study are structured according to the objectives that have served as motor for this research.

- For the General objective, it was found that the main errors that students of tourism make when practicing English are of the grammatical type which are close followed by errors of pragmatic type. It means they struggle when trying to produce accurate utterances and one of the most noticeable errors observed was the high interference of first language when producing the target language. This situation not only applied to the Spanish structure they use instead of the English one, but also the vocabulary employed. This situation applied for both written and oral production.

Regarding remedial programs specifically intended to help the students in the error correction process, we shall say that there were not found programs specially designed for error correction nor English improvement. Nevertheless, a variety of tools and facilities are provided by the institution to ease the learning process. Those facilities shall increase students' independence for self-learning and self-correction as well as their autonomy for taking advantage of the tools they are offered.

- Transferred phrasing of the category of pragmatics is one of the main errors students of tourism make when writing in English.
- Subject finitive agreement (wrong use of third person) was also frequently observed in written texts as well as listened in oral production.
- High domain of spelling errors was identified in the lexical category.
- Tandems might be great benefit for tourism students in their oral development since based on most of their opinions they would really like to be involved in more practices of oral type being this what they consider one of the most challenging steps for accurately produce the language.
- It has been previously stated that there were no found remedial problems, nevertheless the facilities and tools such as the highly-equipped library, the modern classrooms and new-tech computer labs importantly support the students' development of the language in the way that students who cannot access high speed internet have the chance of accessing from any of the conditioned rooms.

5. Personal thoughts

According to my experience, I consider that most of the students are keen to learn and improve their English language skills. In addition, teachers are in their best position for collaborating with the academic performance of their students.

Regarding the supporting programs, I have been knowledgeable of existence at UPV, I do think that Tandems are programs that accurately promote the practice languages among students. However, I think that it more promotion could be given to them around the institution, this way more students would be able to access the Tandems.

As far as I understand, the department in charge does it best to promote its development and constant practice. For achieving this purpose, the institution encourages native students of the language to practice that are doing their mobility at UPV. Nevertheless, it seems that in last days the practice of this important activity has decrease due to several factors out of the control of the linguistics department. Disseminating the importance among the new exchange students of their main role with this program might rise their interest in supporting their classmates by join these activities. Some of the students might be unknowledgeable of the TAMDEMS or the steps to follow for participating.

Regarding other similar type of practice program, I might say that students' clubs for language improvement might somehow help the students to get more involved in the practice. The idea is that beside practicing the language by conversating, students with a higher domain of the language could take some minutes to explain some grammatical patterns. It would be like tutorials from students to students in a friendly environment without the stress of taking an exam in the future because it will consist of practice to improve.

Since students show a great interest toward the use of modern technologies for language improvement, I consider that the creation and promotion of virtual platforms. An example for such helpful tools is Gnomio. This is a free use platform that allows the distribution of teaching materials such as exercise for practice, quizzes, tests and other number of tools created to support students' learning and what is more important students can access the material to practice at any time they are in need of it, and from anyplace with connection to internet.

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