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AN EMPHASIS ON TEACHING**

**Applying Contrastive Error Analysis to Enhance Writing Accuracy in Eighth Graders at
Liceo Hernán Zamora Elizondo during the Third Trimester 2025**

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Dedication

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Abstract

The main objective of this research is to investigate in depth how the influence of the native language, in this case Spanish, affects the accuracy and quality of eighth-grade students' English writing at Liceo Hernán Zamora Elizondo during the third trimester, 2025. To address this issue, the researcher uses the Contrastive Error Analysis approach, which allows for to identification and classification of the most common errors students make when writing texts in English. This analysis aims to detect recurring patterns of linguistic errors that may be directly related to the negative transfer from Spanish to English, such as grammatical interference, incorrect vocabulary use, and incorrect sentence structure. Furthermore, this study seeks not only to describe and analyze errors, but also to evaluate the effectiveness of different pedagogical methods and strategies to correct them and prevent their recurrence. In this way, it is intended to offer concrete recommendations that teachers can implement in the classroom, thus contributing to improving the teaching and learning process of English as a foreign language.

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CHAPTER I

INTRODUCTORY FRAMEWORK

1.1 Introduction

This study focuses on analyzing how the native language, in this case Spanish, influences the writing in English of eighth-grade students at Liceo Hernán Zamora Elizondo during the second semester of 2025. To this end, the Contrastive Error Analysis approach is used, as it is a methodology that allows for the identification and classification of the most common errors resulting from the negative transfer from Spanish to English.

This approach facilitates not only the detection of recurring error patterns, but also the evaluation of pedagogical strategies aimed at correcting them and preventing their repetition. Furthermore, the research seeks to provide practical recommendations for teachers, based on the implementation of specific teaching activities that directly address the identified difficulties. In this way, it aims to contribute to improving the teaching and learning process of English as a foreign language, optimizing writing accuracy, and promoting more effective learning that is aware of the differences between the two languages.

1.2 Problem Statement

English language learners often experience challenges in written communication due to the influence of their native language. For Spanish-speaking students, linguistic interference can result in persistent errors in grammar, vocabulary usage, and sentence structure, ultimately affecting overall writing accuracy. At Liceo Hernán Zamora Elizondo, eighth-grade students face difficulties in producing precise English texts due to negative transfer from Spanish. These errors not only hinder their ability to express ideas effectively but also impact their academic performance and confidence in writing.

Despite existing pedagogical strategies aimed at improving second-language writing, many traditional correction methods fail to address the root causes of these errors or prevent their recurrence. Teachers often struggle to implement systematic approaches that effectively mitigate Spanish interference and enhance students' writing accuracy. Without a structured error analysis framework, instruction remains reactive rather than proactive, limiting long-term progress in language acquisition.

This study applies Contrastive Error Analysis to identify and classify the most common writing errors stemming from Spanish interference. By evaluating correction strategies and targeted teaching methods, the research aims to provide educators with practical solutions for improving students' English writing skills. Thus, addressing this issue is crucial for optimizing language learning outcomes and fostering more accurate written communication among Spanish-speaking learners. With this background in mind, the following research question is going to be investigated: How does the influence of Spanish affect eighth-grade students' English writing accuracy, and what correction strategies might be most effective, according to Contrastive Error Analysis?

1.3 Objectives of the Investigation

1.3.1 General Objective

- To analyze the influence of Spanish on the English writing accuracy of eighth-grade students at Liceo Hernán Zamora Elizondo during the Second Term of 2025 through Contrastive Error Analysis

1.3.2 Specific Objectives

- To identify the three most common errors in eighth-grade students' English writing caused by Spanish interference
- To evaluate the effectiveness of correction strategies based on Contrastive Error Analysis in reducing Spanish interference
- To enhance students' English writing skills through the implementation of three teaching activities that address the identified error patterns using Contrastive Error Analysis

1.4 Justification

The process of second language acquisition is influenced by multiple factors, including linguistic interference from the native language. In the case of Spanish-speaking students learning English, this influence can manifest itself in recurrent errors in grammar, vocabulary use, and sentence structure. These errors affect writing accuracy, hinder effective communication, and can diminish students' confidence in their written production.

The importance of this research lies in the need to understand how Spanish interferes with English writing and what strategies can be most effective in correcting these errors. Through Contrastive Error Analysis, the researcher seeks to identify common error patterns, classify them, and propose pedagogical methods to reduce their impact. This approach allows for the development of more structured and proactive teaching strategies, rather than relying solely on traditional corrective methods. Furthermore, this study not only contributes to the teaching of English as a foreign language but also strengthens teacher training by providing specific tools for correcting linguistic errors. The implementation of guided activities and strategies based on contrastive analysis can significantly improve students' writing accuracy and optimize the

learning process. In this regard, the research seeks to provide a theoretical and practical foundation that benefits both educators and students, promoting more effective teaching and more meaningful learning.

1.5 Antecedents

Second language acquisition is a multifaceted process influenced by cognitive, sociocultural, and linguistic factors. Among these, native language interference has been widely recognized as a persistent challenge, particularly in the context of English as a foreign language (EFL). Learners often transfer phonological, syntactic, and lexical patterns from their first language (L1), which can result in systematic errors when these patterns conflict with the rules of the second language (L2). This phenomenon, known as negative transfer, has been extensively studied through contrastive analysis (CA) and error analysis (EA), both of which offer valuable frameworks for identifying, predicting, and correcting learners' errors. The present study draws on these approaches to examine how Spanish interferes with the English writing of Costa Rican eighth-grade students at Liceo Hernán Zamora Elizondo.

Gutiérrez (2016) mentioned that “Spanish interference in English learning is mainly reflected in spelling errors that mirror phonological patterns of the mother tongue.” This is important because it highlights how phonological transfer from Spanish can lead to persistent spelling errors in English writing, especially among beginner learners. For example, students may write “espeak” instead of “speak,” reflecting the influence of Spanish phonotactics. Although this study was conducted in Spain, its findings are relevant to the Costa Rican context, as they illustrate how native language structures can shape written output in English. The study supports the need for explicit instruction that contrasts sound-letter relationships between both languages, which is directly applicable to the writing challenges observed in Costa Rican eighth-

grade students. Moreover, it emphasizes the pedagogical value of integrating phonological awareness activities into early EFL instruction to mitigate orthographic interference.

In the Costa Rican context, López M. B. (2023) found that “errors such as incorrect use of prepositions and lexical transfer persist even at advanced levels of education.” This is important because it suggests that lexical and grammatical interference from Spanish can persist even at higher proficiency levels, reinforcing the importance of early intervention and sustained corrective feedback in English writing instruction. For instance, the misuse of prepositions such as “in” instead of “on” or the use of false cognates like “actual” for “current” are examples of lexical interference that persist across academic stages. López’s findings underscore the importance of integrating contrastive lexical instruction and metalinguistic awareness activities into the curriculum to prevent the entrenchment of such errors. Her study also supports the use of corpus-based methodologies to identify error patterns and inform instructional design, which aligns with the diagnostic goals of the present research.

Additionally, Sánchez (2024) stated that “the most frequent errors are related to verb tense usage, syntactic structure, and connector selection, all influenced by Spanish as the mother tongue.” This is important because it confirms that Spanish-language interference affects not only isolated grammar points, but also broader aspects of text cohesion and coherence key components in academic writing. Her study supports the use of contrastive pedagogical strategies to improve syntactic accuracy and discourse organization. For example, students may overuse connectors such as “because” or “so” in ways that mirror Spanish discourse patterns, or they may struggle with verb tense consistency due to differences in aspectual systems. These findings reinforce the need for genre-based instruction and guided writing tasks that help learners internalize English-specific rhetorical conventions. Sánchez’s work is particularly relevant to the

present study, as it focuses on university students in Costa Rica, offering insights into error patterns that may begin in earlier stages of learning and persist without targeted intervention.

International research further supports the relevance of contrastive and error analysis frameworks. Mihalache (2007) pointed out that “contrastive analysis allows educators to anticipate areas of difficulty before they emerge in learner output.” This is significant because it positions contrastive analysis not just as a diagnostic tool but as a predictive framework that can inform curriculum design and instructional sequencing. For example, by comparing the syntactic structures of Spanish and English, educators can anticipate challenges such as subject omission, verb placement, and article usage. Mihalache’s work advocates for a proactive approach to the prevention of errors, where instruction is designed to preempt common interference patterns rather than merely react to them. This approach aligns with the present study’s goal of identifying predictable error patterns and designing targeted interventions that address them before they become fossilized. It also supports the integration of contrastive analysis into teacher training programs, ensuring that educators are equipped to recognize and address language transfer issues effectively.

Mohammadi and Mohammadi (2020) concluded that “native language interference significantly affects the syntactic accuracy of English writing, especially in clause structure and verb placement.” This is important because it validates the use of contrastive syntactic instruction and error-focused feedback as essential components of effective language teaching. Their comparative study between bilingual and monolingual learners revealed that even advanced students struggled with sentence boundaries, subordinate clause formation, and auxiliary verb usage when their L1 structures conflicted with English norms. These findings are directly connected to the current research, which seeks to identify similar patterns of interference

in the writing of Costa Rican eighth-grade students. The study also highlights the importance of differentiating instruction based on learners' linguistic backgrounds, which is particularly relevant in multilingual classrooms. By recognizing the specific syntactic challenges posed by Spanish interference, educators can design targeted interventions that improve sentence-level accuracy and overall writing fluency.

Taken together, these national and international studies provide a solid theoretical and empirical foundation for the present research. They demonstrate that Spanish-language interference manifests in multiple dimensions of English writing orthographic, lexical, grammatical, and rhetorical and that these errors can persist without targeted pedagogical intervention. By applying contrastive and error analysis frameworks, this study aims to identify grammatical, lexical, and structural errors in students' writing and evaluate pedagogical strategies such as explicit instruction, corrective feedback, and targeted teaching activities to improve linguistic accuracy and overall writing proficiency. The goal is not only to correct errors but to foster metalinguistic awareness, learners' autonomy, and strategic competence in written communication. Ultimately, the findings of this research contribute to the development of more effective teaching practices that address the specific needs of Costa Rican learners and promote long-term improvement in English writing skills.

1.6 Scope

This study focuses on analyzing the influence of Spanish on the English writing accuracy of eighth-grade students at Liceo Hernán Zamora Elizondo during the second semester of 2025. Using Contrastive Error Analysis, recurrent errors resulting from linguistic interference are identified and classified to evaluate pedagogical strategies that optimize the teaching of English as a foreign language.

The research is limited to errors related to grammar, vocabulary use, and sentence structure, excluding aspects such as pronunciation, listening comprehension, and speaking. Furthermore, the study focuses exclusively on eighth-grade students in a formal academic setting, without considering other extralinguistic factors such as access to technological resources or socioeconomic status.

Methodologically, this study adopts a mixed methods approach, combining both qualitative and quantitative analyses to examine the impact of Spanish interference on English writing and the effectiveness of correction strategies. The qualitative component involves a descriptive analysis of students' errors and classroom interactions, while the quantitative component includes frequency counts, error categorization, and pre-post intervention comparisons. Directed classroom activities are developed to validate the applicability of the proposed strategies, ensuring that the results can be directly utilized by educators in similar instructional settings.

The scope of the study ensures that the findings and recommendations are concrete and applicable within the Costa Rican educational setting, contributing to the development of methodologies that improve writing accuracy in English and reduce language interference. To comprehend the linguistic difficulties that Spanish-speaking students encounter when learning English, it is essential to examine the basic concepts of second language acquisition, error analysis, and language transfer. The following chapter presents the theories and previous studies that inform this research.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Overview of the Chapter's Purpose

This chapter establishes the theoretical foundation upon which the present study is constructed. It explores key concepts related to linguistic interference, language transfer, and error analysis within the field of second-language acquisition. Specifically, it provides the conceptual basis for understanding how Spanish, as the learners' first language (L1), influences their written production in English, particularly among eighth-grade students.

Moreover, the chapter introduces Contrastive Error Analysis (CEA) as a methodological approach for identifying, categorizing, and interpreting learner errors. This framework allows for a systematic examination of how cross-linguistic influence manifests in written output.

According to Gass and Selinker (2008), "language transfer occurs when linguistic features from the native language influence second-language learning, often resulting in systematic errors."

This insight underscores the relevance of analyzing the learner's errors not merely as isolated mistakes, but as reflections of deeper cognitive and linguistic processes. In addition, by reviewing foundational linguistic theories and empirical studies, this chapter situates the research within established academic frameworks. Consequently, it highlights the significance of examining language transfer as a means of improving instructional practices and learner outcomes in second-language education.

2.1.1 Connection Between Theoretical Foundations and Research Objectives

The theoretical concepts discussed in this chapter directly support the research objectives outlined in Chapter I. In particular, the analysis of linguistic interference and error patterns contributes to the identification of recurrent issues in students' English writing. As a

result, this aligns with the study's overarching goal of enhancing writing accuracy through targeted pedagogical interventions informed by linguistic evidence. Furthermore, Khansir (2012) states that contrastive analysis provides a systematic framework for identifying and classifying learners' errors, particularly those rooted in native language interference. This perspective is essential for understanding how Spanish structures influence English output, especially in areas such as verb placement, article usage, and syntactic order. Therefore, by applying contrastive analysis, educators can anticipate common error types and design instruction that addresses them directly and effectively.

In addition to contrastive analysis, explicit error correction plays a critical role in improving learner's performance. Dang (2016) emphasizes that explicit error correction enhances learners' awareness of language differences and contributes to improved writing accuracy. This supports the use of structured feedback and teacher-led correction strategies, which are central to the pedagogical interventions proposed in this study. Dang's findings underscore the role of metalinguistic awareness in fostering long-term improvement in written production.

Moreover, Mohammadi and Mohammadi (2020) concluded that native language interference significantly affects the syntactic accuracy of English writing, particularly in clause structure and verb placement. Their study reinforces the importance of contrastive syntactic instruction and differentiated feedback, especially in multilingual contexts where learners' L1 structures may conflict with English norms. Taken together, these theoretical perspectives provide a coherent framework for the methodological and analytical procedures presented in subsequent sections. The integration of contrastive analysis and explicit error correction not only

aligns with the study's objectives but also strengthens its capacity to interpret learner performance and evaluate the effectiveness of targeted instructional strategies.

2.2 Language Interference and Second Language Acquisition

2.2.1 Definition of Language Transfer: Positive vs. Negative Transfer

Language transfer refers to the influence of a speaker's native language (L1) on the acquisition and use of a second language (L2). It plays a central role in second-language development, as learners unconsciously draw upon their existing linguistic repertoire when attempting to produce or understand new language forms. This influence can shape various aspects of language use, including pronunciation, grammar, vocabulary, and syntax. Therefore, understanding how and when transfer occurs is essential for second-language researchers, curriculum designers, and especially classroom educators, as it provides a theoretical lens through which learners' errors and successes can be interpreted more constructively. Within this framework, language transfer can manifest in two distinct ways: as positive transfer, which facilitates acquisition, or as negative transfer, also known as interference, which often contributes to systematic learner errors.

Positive transfer occurs when similarities between a learner's first language and the second language facilitate learning, enabling learners to build upon existing linguistic knowledge. Odlin (1989) explains that "positive transfer occurs when the prior knowledge of the first language facilitates the learning of the second language." This phenomenon is particularly beneficial when the two languages share cognates, similar syntactic structures, or comparable grammatical rules. For example, in the case of Spanish-speaking learners of English, words such as animal, hospital, or color are true cognates spelled similarly and meaning the same in both languages. Learners can therefore expand their vocabulary without needing to memorize entirely

new forms. Moreover, some syntactic structures such as subject-verb-object order may also align in both languages, reinforcing sentence formation patterns naturally. Gass and Selinker (2008) note that “positive transfer allows the learner to recycle prior language knowledge, which can accelerate acquisition, especially in the early stages.” From a pedagogical standpoint, recognizing opportunities for positive transfer enables teachers to highlight strengths and similarities that promote learner confidence, reduce anxiety, and encourage risk-taking in language production.

In contrast, negative transfer often referred to as interference occurs when differences between L1 and L2 lead learners to apply native language rules inappropriately, resulting in systematic errors. These errors may manifest in pronunciation (for example, the insertion of Spanish vowel sounds into English words), grammar (such as incorrect verb conjugation or omission of auxiliary verbs), and syntax (such as word order inversion). For instance, a Spanish speaker might say “She has 15 years” instead of “She is 15 years old”, directly translating from “Ella tiene 15 años.” This reflects a deep-rooted L1 structure being transferred into L2, which can distort meaning or fluency. Gass and Selinker (2008) emphasize that such interference is not random, but rather rule-governed, shaped by the learner’s internal grammar and cognitive strategies. Although negative transfer is often perceived as an obstacle, it also provides teachers with diagnostic tools: error patterns linked to interference can reveal specific points of confusion, allowing educators to target instruction more precisely. Consequently, analyzing these errors through a contrastive lens helps bridge linguistic gaps and refines learners’ interlanguage development.

Comprehending the impact of language transfer is not merely a theoretical necessity; it is a pedagogical imperative. For educators working with Spanish-speaking learners of English,

understanding the dual role of transfer both beneficial and problematic enables them to design instructional strategies that are anticipatory rather than reactive. When teachers are equipped with contrastive knowledge of both languages, they can create learning environments that leverage similarities while explicitly addressing differences, thereby fostering better long-term retention and greater learner autonomy. Moreover, identifying interference-related patterns allows educators to move beyond surface-level correction, guiding learners through deeper conceptual adjustments in how they process and use the target language. In this way, language transfer becomes not merely a source of errors but a gateway to more personalized and effective second-language instruction.

2.2.2 The Impact of Native Language Interference on Second-Language Writing

Native language interference significantly affects second-language writing, particularly in areas such as grammar, vocabulary, and sentence structure. Research has shown that learners often apply L1 rules to L2 writing, resulting in errors that hinder communication. Bhela (1999) found that such interference is especially prevalent in written production, where learners rely heavily on familiar linguistic structures. According to Amin (2017), common manifestations of interference include:

- Grammatical errors, such as incorrect verb conjugation or misplaced modifiers.
- Lexical interference, when false cognates lead to incorrect word choices.
- Structural errors, including improper sentence formation due to differences in word order between L1 and L2.

By identifying these patterns, educators can implement targeted interventions to improve writing accuracy and fluency. In doing so, they not only correct surface-level mistakes, but also address the underlying cognitive and linguistic processes that contribute to error formation.

2.2.3 Relevant Linguistic Theories Supporting Language Transfer Analysis

Several linguistic theories provide a robust framework for understanding how language transfer operates and how it influences the acquisition of a second language. These theories not only describe the mechanisms behind learner errors but also inform instructional strategies designed to enhance writing accuracy and communicative competence.

Contrastive Analysis Hypothesis: The Contrastive Analysis Hypothesis (CAH) posits that the structural differences between a learner's first language and the target language are the primary source of learning difficulty. Allafi Mohammed and Emhemmed Othman (2024) argue that CAH allows researchers and teachers to predict potential areas of interference by systematically comparing both languages. For example, if Spanish tends to omit the subject in a sentence but English requires it, CAH predicts that Spanish-speaking learners may omit subjects in English writing. The key contribution of this theory lies in its preventive power; by anticipating errors, educators can develop teaching strategies and materials that preemptively address linguistic contrasts, ultimately making instruction more efficient and tailored to learner needs.

Interlanguage Theory: The Interlanguage Theory, conceptualized by Gass and Selinker (2008), views second-language learning as a dynamic and evolving process in which learners develop a transitional linguistic system known as interlanguage. This system blends rules from both L1 and L2, resulting in a unique linguistic output. Interlanguage is considered a natural stage in the acquisition process, where errors are not merely signs of failure but indicators of developmental progress. One of the most important contributions of this theory is its shift in pedagogical focus: instead of simply correcting errors, teachers are encouraged to analyze them as windows into learners' internalized rules. This perspective helps educators adopt a more

constructive and empathetic approach, recognizing that error-making is not only inevitable but essential to language development.

Error Analysis: In contrast to CAH, Error Analysis (EA) is concerned with the empirical observation and classification of actual learner errors. Houssos (2020) states that Error Analysis focuses on identifying the types of errors learners produce, the reasons behind those errors, and how they develop throughout the learning process. It categorizes mistakes into types for example, interlingual, intralingual, and developmental providing insight into both cognitive processes and instructional gaps. One of the most significant contributions of Error Analysis is its practical applicability. It equips teachers with diagnostic tools to identify learning bottlenecks and adapt their pedagogy accordingly. Furthermore, Error Analysis legitimizes the inclusion of learners' voices and output in curriculum design, reinforcing the role of data-driven instruction in language education.

Taken together, these theories offer complementary perspectives. CAH helps predict challenges, Interlanguage Theory explains how learners navigate them, and Error Analysis helps to address them through continuous feedback. By integrating these theoretical lenses, educators can develop a more nuanced understanding of language transfer, leading to more effective and responsive teaching strategies that promote long-term proficiency and writing accuracy.

2.3 Contrastive Error Analysis

2.3.1 Definition and Origins of Contrastive Error Analysis (CEA)

Contrastive Error Analysis (CEA) is an approach used in second-language acquisition to identify and classify errors that arise due to linguistic interference from a learner's native language (L1). It builds upon the Contrastive Analysis Hypothesis (CAH), which suggests that differences between L1 and L2 predict areas of difficulty for learners. As Lennon (2009)

explains, CAH provided the foundation for understanding cross-linguistic influence by proposing that structurally dissimilar elements between languages are more likely to cause learning problems. Nevertheless, early reliance on CAH alone proved to be overly predictive and, in some cases, inaccurate, since not all contrastive features resulted in actual learner errors.

Consequently, CEA emerged as a refinement of traditional Contrastive Analysis (CA), which primarily focused on predicting errors based on structural differences between languages. Researchers observed that not all predicted errors materialized, leading to the development of Error Analysis (EA), which emphasizes the importance of analyzing actual learner output to understand difficulties in a more grounded and empirical way. Corder (1981) was instrumental in this shift, helping educators move from theoretical prediction to data-based interpretation.

One of the most valuable contributions of CEA is its ability to bridge the gap between hypothesis-driven prediction and observation-based diagnosis. By integrating both CA and EA, CEA provides a methodological tool for distinguishing which learner errors are caused by negative transfer from L1 and which stem from intralingual development, such as overgeneralization or limited exposure to the L2 system. Gass and Selinker (2008) argue that this nuanced view allows researchers and educators to approach errors not as isolated mistakes, but as reflections of cognitive and linguistic processes at play in the learner's interlanguage.

2.3.2 Application of CEA in Identifying and Classifying Errors

CEA is widely used in second-language research and pedagogy to categorize learner errors based on their linguistic origin and impact on communication. This classification enables educators and researchers to understand not only what errors are occurring but also why they are occurring, offering insights into the cognitive and linguistic processes behind second-language development. Typically, errors are grouped into three core categories.

Interlingual Errors: These errors result directly from native language interference. Learners apply L1 rules where they do not align with L2 conventions. For example, a Spanish speaker might write “He has hunger” instead of “He is hungry,” translating “Tiene hambre” word-for-word. Such errors often involve false cognates, incorrect word order, or syntax that mirrors Spanish constructions. Long and Larsen-Freeman (1991) emphasize that the contribution of this category lies in its predictive value, as it helps educators anticipate common transfer-related issues specific to the learner’s language background.

- **Intralingual Errors:** These occur due to incomplete or incorrect internalization of L2 rules, regardless of the learner’s native language. Learners may overgeneralize patterns for example, applying regular past tense “-ed” to irregular verbs (goed instead of went) misuse rules, or rely on memorized chunks without understanding underlying grammar. Atkinson (2011) notes that these errors reflect gaps in learners’ developing interlanguage and indicate areas where more explicit instruction or practice is needed. Intralingual error analysis allows instructors to detect universal developmental challenges and adapt their teaching to support deeper grammatical understanding.
- **Developmental Errors:** These stem from the natural language acquisition process and often resemble mistakes made by native speakers acquiring their first language. Examples include subject omission, misused auxiliaries, or unstable verb tense usage. Selinker (1972) explains that far from being failures, developmental errors represent transitional stages in learner progress. Recognizing them helps educators support students’ growth rather than overcorrecting prematurely, allowing learners to solidify competence over time.

By classifying errors into these categories, CEA enables educators to move beyond surface correction and engage in cause-oriented teaching. For instance, instead of simply marking an error as incorrect, a teacher informed by CEA can determine whether it stems from negative transfer, incomplete L2 knowledge, or natural developmental progression, and respond with a strategy that directly addresses the source. This approach not only improves accuracy and fluency but also promotes learner autonomy by making students more aware of their own language processing.

Moreover, CEA contributes to curriculum design by identifying recurring challenges faced by learners with specific L1 backgrounds. For example, if a pattern of syntactic interference is consistently observed among Spanish-speaking learners, textbooks and classroom materials can be adjusted to explicitly address those structures. In this way, CEA functions not only as a tool for error correction but also as a foundation for targeted pedagogical innovation. Mihalache (2007) supports this view, emphasizing the role of contrastive analysis in shaping responsive and linguistically informed curricula.

2.3.3 Previous Studies Utilizing CEA in Second-Language Learning

Numerous studies have demonstrated the effectiveness of Contrastive Error Analysis (CEA) in identifying, interpreting, and addressing learner errors in second-language acquisition. These works have not only validated the theoretical underpinnings of CEA but also emphasized its practical applications in classroom instruction and curriculum design. First of all, Brown (2000) analyzed the role of CEA in identifying recurring error patterns among second-language learners, particularly those related to syntactic and lexical interference. His findings revealed that many learner errors could be traced back to predictable contrasts between L1 and L2 structures. Brown's work contributed to the field by showing how CEA can be used as a diagnostic tool to

inform targeted instruction, enabling teachers to anticipate and address specific linguistic challenges based on learners' native language backgrounds.

In addition, Gass and Selinker (2008) explored the broader implications of both Contrastive Error Analysis and Error Analysis in second-language acquisition. They emphasized that while Error Analysis focuses on actual learner output, CEA provides a contrastive framework that helps to explain why certain errors occur. Their work highlighted the importance of integrating both approaches to develop pedagogical strategies that are grounded in linguistic theory and responsive to the learner's needs. By advocating for contrastive linguistic analysis in instructional planning, they reinforced the idea that understanding cross-linguistic influence is essential for effective language teaching.

Moreover, Corder (1981) conceptualized and elaborated on the concept of interlanguage, a transitional linguistic system that learners construct as they move toward L2 proficiency. His work underscored the value of error analysis not as a record of failure, but as a window into the learner's internal language system. Corder's insights laid the groundwork for viewing errors as developmental indicators, and his emphasis on learner interlanguage helped to shift the focus from mere correction to understanding the cognitive processes behind language acquisition.

As a result, these studies underscore the relevance and versatility of CEA in both research and practice. They demonstrate that CEA is not only effective in identifying error patterns, but also instrumental in shaping evidence-based correction strategies, designing linguistically informed curricula, and fostering a more nuanced understanding of learner development. As such, CEA continues to be a cornerstone in the field of second-language pedagogy, particularly when addressing the needs of learners whose L1 significantly differs from the target language.

2.4 Common Errors in English Writing among Spanish Speakers

Spanish speakers learning English often encounter specific challenges rooted in linguistic interference from their native language. This interference affects multiple aspects of written communication and tends to manifest when learners apply Spanish grammatical, lexical, or structural patterns to English without adjusting for key differences between the two languages. Therefore, a proper understanding of these error types not only aids diagnosis but also enhances pedagogical strategies aimed at improving writing proficiency. These errors can be categorized into three main types: grammatical interference, lexical interference, and structural interference, each with distinct implications for instruction and learner development.

2.4.1 Grammatical Interference

Grammatical interference occurs when learners transfer Spanish grammatical rules into English writing. Although many grammatical structures exist in both languages, their usage often differs significantly. As a result, learners may produce errors that reflect Spanish norms rather than English conventions.

- **Subject-verb agreement mistakes:** In Spanish, verbs carry subject information through conjugation, which reduces the need for auxiliary verbs. Consequently, learners may omit auxiliaries or misapply verb endings, producing sentences such as “She like apples” instead of “She likes apples.” This reflects the tendency to simplify verbal structures based on Spanish norms. Identifying this interference helps teachers emphasize the morphological features of English verbs, particularly third-person singular endings.
- **Tense confusion:** English and Spanish employ different systems for expressing time, and learners often struggle with distinctions especially between the present perfect and the simple past. For instance, the sentence “I have seen her yesterday” mirrors the Spanish

construction “La he visto ayer,” even though it violates English temporal logic. Castillo (2020) illustrates that such errors result from reliance on L1 expressions that do not align with L2 usage, thereby highlighting the need for contextual instruction on English tense logic.

- Omission of subjects: Spanish is a pro-drop language, meaning the subject pronoun can be omitted due to verb inflection clarity. English, however, requires explicit subjects, resulting in errors such as “Is raining” instead of “It is raining.” Calle (2018) points out that this kind of interference reflects syntactic habits from Spanish that conflict with English grammatical rules. Learners benefit from explicit contrastive instruction regarding subject presence and sentence completeness.

Therefore, these grammatical errors underscore the importance of helping learners to recognize that similar-looking structures do not always behave similarly across languages.

2.4.2 Lexical Interference

Lexical interference refers to vocabulary-related errors caused by false cognates, incorrect word translation, and misuse of function words such as prepositions. These issues may not be immediately evident to learners, yet they can significantly distort meaning and hinder communication.

- False cognates: Words such as “actual” appear to share meaning across Spanish and English but diverge semantically. In Spanish, actual means “current,” not “real.” Learners may use these terms incorrectly, confusing their audience and undermining lexical precision. Urdaneta (2011) notes that these mistakes are deeply ingrained and require persistent clarification through exposure and contextual use.

- **Incorrect word choice:** Literal translations from Spanish often lead to expressions that are grammatically correct in English but semantically inaccurate, such as “I am constipated” (intended to mean “I have a cold”). These errors reflect a reliance on familiar phrasing, which can result in serious misunderstandings. Urdaneta (2011) highlights how such mismatches expose gaps in learners’ pragmatic competence.
- **Preposition misuse:** Prepositions such as “in,” “at,” and “on” rarely align perfectly between Spanish and English. Learners might say “She is good in tennis” instead of “good at tennis” due to the influence of the Spanish preposition “en.” López (2020) explains that prepositional use must be taught through collocations and authentic language input, as rules alone may not suffice.

In short, lexical errors can easily go unnoticed or uncorrected, yet they often carry communicative consequences. Therefore, educators should promote strategies for semantic differentiation and context-based vocabulary acquisition.

2.4.3 Structural Interference

Structural interference reflects how sentence-level organization in Spanish influences English writing. While Spanish and English share certain syntactic patterns, key differences in word order, verb placement, and grammatical roles can be confusing when translated too literally.

- **Word order mistakes:** Adjective-noun placement is one of the clearest contrastive examples. Spanish places adjectives after nouns (coche rojo), while English places them before (red car). Consequently, learners may incorrectly write “The car red.”
- **Sentence formation errors:** Spanish syntax allows flexible constructions that sound awkward or incorrect in English. Urdaneta (2011) describes how learners may form

sentences that mimic Spanish grammar, such as “She has hunger” instead of “She is hungry.” These errors illustrate transfer at the discourse level and require attention to idiomatic expression and fixed structures.

- Omission of the verb "to be": Spanish frequently omits copular verbs in expressions of state (Ella feliz), leading learners to write “She happy” instead of “She is happy.” Coello Salguero and Coello Cunto (2009) explain that these errors arise from learners viewing the verb as optional when, in fact, it is syntactically obligatory in English.

These structural errors often result from direct translation and a lack of familiarity with English sentence patterns. Therefore, understanding these common errors allows educators to develop targeted strategies for improving English writing among Spanish speakers. By addressing grammatical, lexical, and structural interference, learners can enhance their accuracy and fluency in English composition.

2.5 Pedagogical Approaches to Error Correction

Error correction is not only essential for improving linguistic accuracy, but it also plays a significant role in shaping learners’ confidence and motivation. The manner in which errors are addressed can either encourage learners to take risks or inhibit their willingness to communicate. As noted by Koni and Leka (2015), corrective practices influence both affective and cognitive dimensions of language learning.

2.5.1 Traditional vs. Modern Correction Strategies

Traditional error correction methods emphasize explicit grammar instruction, rote memorization, and direct teacher feedback. These approaches often prioritize accuracy over fluency, employing techniques such as:

- **Grammar-Translation Method:** This method involves translating sentences between L1 and L2 to reinforce grammatical patterns. Although it promotes precision and grammar awareness, it frequently neglects communicative competence and functional language use. Renau (2016) argues that GTM encourages learners to focus on structural equivalency rather than meaning; thereby, limiting fluency and natural expression.
- **Audiolingual Method:** Grounded in behavioral learning theories, ALM relies on repetitive drills and pattern memorization. Learners practice correct forms through substitution and transformation exercises to develop automaticity. However, Sattarova (2024) observes that ALM lacks contextual authenticity, which restricts its effectiveness for spontaneous language production.
- **Direct Error Correction:** This technique involves teachers explicitly marking and correcting learner errors, often without eliciting learner reflection. While it ensures grammatical accuracy, Boumova (2008) cautions that excessive correction may discourage learner autonomy and reduce motivation, particularly when not accompanied by explanation or opportunities for self-correction.

In contrast, modern approaches prioritize communicative competence, learner autonomy, and contextualized feedback. These strategies include:

- **Communicative Language Teaching (CLT):** CLT promotes fluency through interaction, treating errors as a natural part of the learning process. Instead of interrupting communication, errors are addressed contextually and selectively, often through recasting or prompting. Sattarova (2024) highlights that CLT fosters meaning-focused learning and encourages learners to self-correct through embedded feedback.

- **Task-Based Language Teaching (TBLT):** TBLT engages learners in authentic tasks such as writing emails or planning a trip where language use emerges naturally and correction is aligned with communicative goals. According to Sattarova (2024), this approach enhances learners' ability to transfer knowledge to real-life situations, making corrections more meaningful and enduring.
- **Peer and Self-Correction:** Learners actively participate in the correction process by reviewing their own or peers' writing. Boumova (2008) notes that collaborative correction fosters metacognitive awareness, increases motivation, and promotes learner autonomy. Students begin to perceive errors as opportunities for growth rather than failures.

Overall, research suggests that a blended approach combining traditional accuracy-focused methods with modern communicative strategies yields the most effective results.

2.5.2 Effectiveness of Explicit Instruction and Corrective Feedback

Error correction plays a pivotal role in second-language learning, particularly in writing instruction, where learners must internalize accurate grammatical structures and produce coherent, contextually appropriate texts. Over time, pedagogical approaches have evolved from form-focused models to meaning-based practices, resulting in diverse philosophies and techniques for error treatment.

- **Explicit Corrective Feedback:** This method involves directly pointing out the error and providing a metalinguistic explanation. For example, a teacher might say, "Remember to add -s for third person singular." Ellis, Loewen, and Erlam (2006) emphasize that explicit feedback fosters conscious rule awareness, enabling learners to internalize

linguistic structures and apply them more accurately. Because it requires active cognitive processing, this approach supports long-term retention and syntactic development.

- **Implicit Feedback:** Techniques such as recasts, reformulate the learner's error subtly without direct indication. For instance, if a student says, "She go to school," the teacher might respond, "Yes, she goes to school every day." Ellis et al. (2006) argue that while implicit feedback maintains communicative flow and promotes fluency, it may not lead to lasting grammatical accuracy unless learners consciously notice the correction.
- **Written Corrective Feedback:** In academic contexts, written feedback allows learners to reflect and revise. Rauf, Hameed, and Ali (2019) found that students who received focused feedback on grammar, vocabulary, and structure and were then asked to revise demonstrated significant gains in writing proficiency. This supports process-oriented instruction and fosters autonomous learning.
- **Oral Corrective Feedback:** Immediate oral feedback plays a crucial role in pronunciation and grammatical fluency, particularly when delivered in immediate and interactive contexts. Li (2010) demonstrated that such feedback whether through clarification requests, prompts, or corrective scaffolding helps learners adjust their speech spontaneously. This immediacy facilitates quicker uptake and reinforces correct usage in communicative exchanges. Oral feedback also supports spoken accuracy, especially in pronunciation features that may not be easily noticed in writing.

The effectiveness of corrective feedback depends on multiple factors, including learner's proficiency, error type, and instructional context. Therefore, selecting appropriate feedback strategies requires pedagogical sensitivity and contextual awareness.

2.5.3 Role of Targeted Teaching Activities in Improving Writing Accuracy

Targeted teaching activities are instrumental in helping learners develop writing accuracy by addressing specific error patterns. Effective strategies include:

- **Guided Writing Exercises:** These involve structured prompts and scaffolding methods that guide learners through the stages of sentence and paragraph construction. According to SRSD Online (2025), guided writing supports coherence by modeling genre conventions, syntactic alignment, and logical flow. Teachers may provide sentence starters, model paragraphs, or visual organizers to help students plan, write, and revise effectively. These exercises are particularly useful for learners who struggle with sentence formation, as they reduce cognitive overload and provide a framework for applying grammatical rules in context.
- **Error Analysis Tasks:** In this strategy, students are presented with authentic samples containing common errors in their own writing drafts and asked to identify and correct mistakes. Lopez, Torrance, Rijlaarsdam, and Fidalgo (2017) argue that such tasks cultivate error awareness, promote critical thinking, and reinforce rule internalization. When students engage in error analysis collaboratively, they begin to see errors not merely as failures but as learning opportunities building the foundations for self-monitoring and lifelong writing skills.
- **Peer Review Sessions:** These sessions foster interaction, feedback exchange, and linguistic negotiation. Learners read and critique each other's texts, providing suggestions on grammatical accuracy, vocabulary use, and structure. As Tennant (2023) notes, peer review encourages learners to adopt a reader's perspective, enhancing revision quality and exposing students to diverse writing styles. Peer review also stimulates linguistic

reflection and self-correction, contributing to greater autonomy and interpersonal engagement in writing development.

- **Self-Regulated Strategy Development (SRSD):** The SRSD model helps students acquire self-management skills for composing texts through guided instruction in planning, drafting, and revising. SRSD Online (2025) describes this approach as highly effective for improving writing accuracy, as it integrates goal setting, self-assessment, and strategy use. SRSD enables learners to become more strategic and reflective writers, especially when applied over multiple writing cycles with consistent teacher support.

By integrating these activities into instruction, educators can enhance learners' writing accuracy while promoting autonomy and engagement. Ultimately, pedagogical approaches to error correction have evolved from traditional accuracy-focused methods to modern communicative strategies. A balanced approach incorporating explicit instruction, corrective feedback, and targeted teaching activities is essential for improving writing accuracy and overall language proficiency.

2.6 Application of Theoretical Framework to the Present Study

The theoretical framework established in previous sections provides a structured approach to analyzing linguistic interference and error patterns in English writing among eighth-grade students. By integrating concepts from Contrastive Error Analysis (CEA), language transfer theory, and pedagogical approaches to error correction, the present study aims to identify, classify, and address common errors in second-language writing. This integration ensures that the analysis is not only theoretically grounded but also pedagogically actionable.

2.6.1 How These Theories Guide the Analysis of Errors in Eighth-Grade Students

The theories discussed throughout this research serve as a foundation for understanding the systematic errors produced by Spanish-speaking students learning English. Specifically, Contrastive Error Analysis (CEA) facilitates the identification and classification of errors that originate from negative language transfer, particularly those influenced by structural differences between Spanish and English. Lennon (2009) explains that CEA enables researchers and educators to pinpoint consistent error patterns such as word order confusion, incorrect verb forms, or lexical mismatches that are rooted in cross-linguistic interference. This approach is invaluable for developing targeted teaching interventions, as it highlights which error types are most prevalent among learners from a specific L1 background. In the present study, CEA provides the methodological lens through which writing samples are examined, revealing how native language structures manifest in English compositions.

Language Transfer Theory, as elaborated by Sprouse and Bardovi-Harlig (2018), distinguishes between positive transfer when L1 and L2 share similar forms that facilitate learning and negative transfer, where differences lead to errors. This theoretical perspective helps to explain why some learners acquire certain aspects of English quickly (for example, subject-verb-object structure), while other elements (such as article usage or tense distinction) confuse them. By incorporating this theory, the research accounts for both facilitating and impeding forces in second-language acquisition, allowing for a more nuanced interpretation of learner behavior and error origin.

Pedagogical Approaches to Error Correction, introduced by Sridhar (1975), offer actionable strategies for addressing errors once identified. These include explicit instruction, corrective feedback, and the use of targeted teaching activities that promote both grammatical

accuracy and learner autonomy. Such pedagogical models recognize that errors are not merely obstacles, but also opportunities for metalinguistic development. In this study, these approaches are aligned with contrastive findings to support intervention design that is responsive to learners' specific error profiles, ensuring that instruction is both theoretically grounded and practically effective.

By applying these theories, the study systematically examines grammatical, lexical, and structural errors in student writing, offering insights into the most effective correction strategies and instructional responses.

2.6.2 Justification for Selecting Contrastive Error Analysis as the Primary Approach

Contrastive Error Analysis is selected as the primary analytical framework due to its effectiveness in identifying and categorizing errors caused by linguistic interference. The justification for this selection is based on the following considerations:

- **Predictive Accuracy:** One of the core strengths of CEA lies in its ability to anticipate error patterns based on known structural differences between Spanish and English. Lennon (2009) emphasizes that educators can draw upon contrastive linguistic data to foresee problematic areas such as article usage, verb conjugation, prepositional structures, and adjective-noun order. This predictive capability enables teachers to proactively design lessons that anticipate and address learner difficulties before they become entrenched in practice.
- **Pedagogical Relevance:** Beyond error identification, CEA contributes directly to the refinement of curriculum and instructional practices. Sprouse and Bardovi-Harlig (2018) highlight how the categorization of interlingual errors those resulting from native language interference can inform the sequencing of topics, the focus of grammar drills,

and the construction of writing prompts that target specific linguistic gaps. In classrooms where learners share a common L1, as is the case in this study, CEA provides powerful insights into shared learning challenges, making teaching more efficient and responsive.

- **Empirical Support:** The value of CEA has been reinforced through decades of research in applied linguistics. Sridhar (1975) demonstrated that systematic error classification can dramatically enhance error correction efficiency by allowing instructors to distinguish between developmental mistakes and interference-driven errors. Studies following this tradition have consistently shown that CEA-based instruction leads to measurable improvements in writing accuracy and learner self-monitoring, particularly in L2 contexts where contrastive errors dominate students' production.

Accordingly, this study applies CEA to analyze writing samples from eighth-grade students, identifying recurring errors and proposing targeted interventions to improve language proficiency. The selection of CEA ensures that the analysis is both theoretically robust and pedagogically relevant, aligning with the study's objectives and the linguistic realities of the learner population.

2.7 Summary

This chapter has explored the theoretical foundations that underpin the study of linguistic interference and error analysis in second-language acquisition. The discussion has encompassed key concepts such as language transfer, Contrastive Error Analysis (CEA), common errors among Spanish-speaking learners, pedagogical approaches to error correction, and the application of these theories to the present study. Together, these elements establish a coherent framework for understanding and addressing the linguistic challenges faced by adolescent learners in bilingual educational contexts.

2.7.1 Recap of Key Theoretical Concepts

Language Transfer Theory establishes that learners inevitably draw from their native language (L1) when acquiring a second language (L2). Sprouse and Bardovi-Harlig (2017) explain that this transfer manifests in two distinct forms: positive transfer, which facilitates acquisition when L1 and L2 share linguistic similarities such as cognates or word order and negative transfer, which generates errors when structural mismatches occur. This theory provides an explanatory lens for understanding why Spanish-speaking learners may succeed quickly in certain linguistic areas but struggle in others. Its relevance to this study lies in identifying how Spanish grammatical norms and lexical habits influence English writing performance, particularly among adolescents.

Contrastive Error Analysis (CEA) offers a methodological tool for systematically identifying and classifying learner errors that stem from L1 interference. Building on the predictive foundations of Contrastive Analysis, CEA enables researchers to observe actual student output and organize errors into meaningful categories. Lennon (2009) emphasizes that CEA is especially effective in diagnosing consistent interlingual error patterns such as subject omission or incorrect verb morphology that compromise written accuracy. In the context of this study, CEA is not only useful for classification but also for targeting instruction that addresses Spanish-English contrastive challenges directly.

Common Errors in English Writing among Spanish Speakers include grammatical interference (such as confusion between English verb tenses and omission of required auxiliaries), lexical interference (such as false cognate misuse and literal translations), and structural interference (notably word order reversals and missing copular verbs). These errors have been documented in empirical studies and appear consistently in the writing of L2 learners

from Spanish-speaking backgrounds. Their identification in this research provides both the analytical foundation and the instructional rationale for using contrastive methods in writing remediation.

Pedagogical Approaches to Error Correction, as noted by Sridhar (1975), go beyond error identification to emphasize how instruction should be delivered to support learner improvement. These approaches include explicit grammar teaching, corrective feedback, and the use of targeted writing activities such as guided compositions and peer review tasks. This study embraces the view that effective pedagogy requires a blend of traditional form-focused strategies and modern communicative practices, enabling students to understand not only what errors they make, but also why they make them and how to correct them independently. The application of the theoretical framework to the present study demonstrates how these theories guide the analysis of errors in eighth-grade students, thereby justifying the selection of CEA as the primary analytical approach.

2.7.2 Relevance to the Research Problem

The theoretical concepts discussed in this chapter provide a comprehensive framework for understanding the linguistic challenges faced by Spanish-speaking learners of English. Their relevance to the research problem is evident in several key dimensions.

- **Error Identification and Classification:** CEA enables a systematic analysis of student errors, allowing educators to develop targeted interventions that improve writing accuracy and linguistic competence.
- **Pedagogical Implications:** Insights derived from language transfer theory and error correction strategies inform curriculum design and instructional methods, ensuring that teaching approaches are responsive to the specific needs of learners.

- Empirical Support: Previous studies validate the effectiveness of CEA and corrective feedback, reinforcing the importance of structured error analysis in second-language acquisition and its impact on learner outcomes.

By integrating linguistic theories, error analysis frameworks, and pedagogical strategies, this study establishes a solid foundation for examining and addressing errors in English writing among Spanish-speaking students. The theoretical framework not only guides the research methodology but also provides practical applications for improving second-language instruction in contexts where cross-linguistic interference is a persistent challenge. Building on these theoretical perspectives, the next chapter describes the methodology used to gather and analyze writing samples from eighth-grade students, ensuring the study is both empirically grounded and pedagogically relevant.

CHAPTER III

METHODOLOGICAL FRAMEWORK

This chapter outlines the research design, methodology, and procedures used to investigate how Spanish influences the English writing of eighth-grade students at Liceo Hernán Zamora Elizondo. The methodological framework ensures that the study is systematic, valid, and aligned with the theoretical foundations presented in Chapter II.

3.1 Research Approach

This study adopts a mixed-methods research approach, combining both qualitative and quantitative techniques to investigate the influence of Spanish on the English writing of eighth-grade students. The qualitative component involves the classification and interpretation of learner errors, as well as teacher interviews that provide contextual insights into pedagogical practices. The quantitative component includes the tabulation of error types and frequencies, allowing for pattern recognition and comparative analysis. This integrative approach ensures a comprehensive understanding of the phenomenon, aligning with the study's descriptive and applied nature. By merging statistical data with reflective narratives, the research captures both the linguistic tendencies of learners and the instructional responses of educators.

3.2 Type of Research

This study is framed as a descriptive and applied investigation with a mixed-methods approach. It is descriptive because it identifies and classifies errors resulting from native language interference. It is applied because the findings aim to inform teaching practices and improve writing instruction. The integration of qualitative techniques (error classification and teacher reflection) with quantitative elements (frequency of error types) allows for a comprehensive understanding of the phenomenon under study.

3.3 Sources of Information

The research relies on primary, secondary, and tertiary sources. All these resources are very important to consider for the development of the investigation. As a result, they are analyzed and explained.

3.3.1 Primary Sources

The primary sources for this study consist of authentic written samples produced by eighth-grade students enrolled in an English as a foreign language course. These samples provide direct evidence of learner output and allow for the identification of recurrent error patterns, particularly those influenced by L1 interference. In addition, semi-structured interviews were conducted with English teachers to gather insights into their perceptions, strategies, and decision-making processes regarding error correction. These interviews offer qualitative data that complement the textual analysis, enabling a deeper understanding of how educators interpret and respond to learner errors in real classroom contexts. The combination of learner production and teacher reflection ensures that the study remains grounded in actual pedagogical practice.

3.3.2 Secondary Sources

Secondary sources include peer-reviewed academic articles, theoretical texts on second language acquisition, and previous empirical studies related to Contrastive Error Analysis, language transfer, and corrective feedback. These materials provide the conceptual and methodological foundation for the research, allowing for the integration of established frameworks such as Interlanguage Theory (Selinker, 1972), Transfer Theory (Gass & Selinker, 2008), and Error Analysis (Corder, 1967). The literature also informs the categorization of errors and the interpretation of their origins, supporting the analytical lens through which student

writing is examined. By referencing current and historical scholarship, the study situates its findings within broader disciplinary conversations and ensures theoretical coherence.

3.3.3 Tertiary Sources

Tertiary sources refer to reference materials that compile, summarize, or index information from primary and secondary sources. In this study, tertiary sources include pedagogical handbooks, encyclopedias of applied linguistics, and online educational platforms such as SRSD Online, which provide synthesized overviews of instructional models and strategies. These resources are used to contextualize the implementation of guided writing and self-regulated learning techniques within the classroom. While tertiary sources do not offer original data or novel theoretical contributions, they serve as valuable tools for operationalizing concepts and aligning classroom interventions with evidence-based practices. Their inclusion supports the practical dimension of the research, bridging the gap between theory and application.

3.4 Population and Sample

The study is conducted at Liceo Hernán Zamora Elizondo, located in Moravia, focusing on the eighth-grade students in section 8-6 enrolled during the third trimester of the 2025 academic year.

- **Population:** The selected population consists of 20 students from section 8-6, including 11 male and 9 female learners, with ages ranging from 13 to 16 years old.
- **Sample:** A purposive sample of all 20 students from section 8-6 was selected based on availability, consistent class attendance, and the relevance of their linguistic profile to the research objectives.

This sampling method ensures access to a cohesive group with shared instructional conditions and observable writing challenges, particularly those involving false cognates and L1 interference.

3.5 Analysis Categories

The population selected for this study consists of students from section 8-6 of eighth grade, totaling 20 learners 11 male and 9 female between the ages of 13 and 16. This group is part of the school's Advanced French Program, which designates one section per grade level for students enrolled in this track. Despite their academic strengths and positive classroom behavior, their English proficiency is considered intermediate and notably lower than that of other eighth-grade groups.

Students in section 8-6 are known for being calm, responsible, and hardworking. Their interpersonal relationships are respectful and collaborative, both among peers and with teachers. They receive three 40-minute English lessons per week, and their classroom environment is generally quiet and focused. Based on classroom experience, they tend to follow instructions diligently and show interest in improving their writing skills, although they often struggle with lexical and structural interference from Spanish particularly with false cognates.

To gather data, the study employed five instruments: an observation checklist, a pre-activity focused on recognizing errors, a writing activity using false cognates, a post-activity for error correction, and a self-assessment survey via Google Forms. These tools were selected to capture learner performance, classroom dynamics, and student perceptions. Moreover, the analysis is guided by theoretical frameworks such as Contrastive Analysis, Interlanguage Theory, and Error Analysis, which support the identification and interpretation of learner errors and provide insight into the influence of L1 on English writing development.

3.6 Description of the Instruments

The data collection instruments for this research gathers data, information, and observations for analysis and evaluation purposes. The choice of these instruments has been determined based on the research objectives, the type of data required, the population under study, available resources, and ethical considerations. Each instrument is designed to address specific aspects of learner performance and instructional impact, with a particular focus on error correction and the influence of false cognates in English writing.

3.6.1 Observation Checklist

This instrument is used during classroom writing sessions to document learner behaviors, teacher-student interactions, and moments of confusion or error. It helps to characterize the population and identify instructional patterns related to error emergence and correction. The checklist focuses on engagement, participation, and responsiveness to feedback.

3.6.2 Pre-Activity (Recognizing Errors)

The students complete a set of sentences by choosing the correct word from two options. Each sentence is accompanied by a visual aid to support comprehension and contextualization. Example: Before the interview, she prepared a brief _____ of her work experience. (summary or resume).

This instrument aims to activate vocabulary knowledge and raise awareness on false cognates, helping students to distinguish between similar-looking words with different meanings.

3.6.3 During Activity (Using False Cognates)

Students write a paragraph (10 sentences) describing a picture using a set of given vocabulary. The teacher monitors the writing process, provide guidance, and correct mistakes on the board. Students are encouraged to identify and correct errors collaboratively, with special attention to false cognates and structural interference. This activity promotes real-time error recognition and peer-supported correction.

3.6.4 Post Activity (Correcting Errors)

In small groups, students analyze a short paragraph (10 sentences) provided by the teacher, which contains intentional errors. They identify and correct these errors collaboratively. The texts include common mistakes observed in previous writing samples, such as misuse of false cognates, verb tense confusion, and article omission. This activity fosters critical thinking and reinforces correction strategies through guided practice.

3.6.5 Self-Assessment: Evaluating Students' Interests and Learning Improvement

The supervising teacher shares a Google Forms link via the class WhatsApp group, which includes all students from section 8-6. Through this form, students evaluate their own progress and reflect on whether they believe their English writing skills have improved, particularly in relation to error correction strategies. This instrument provides learner-centered feedback and supports reflective engagement with the writing process.

CHAPTER IV

DATA ANALYSIS

The data analysis is the process of organizing, interpreting, and evaluating the information collected during a research project to draw meaningful conclusions. In this study, the analysis is based on the results obtained from a sequence of classroom instruments applied to eighth-grade students at Liceo Hernán Zamora Elizondo during the second term of 2025. These instruments included a pre-activity focused on recognizing lexical error, a guided writing task, a collaborative correction activity, an observation checklist, and a self-assessment form. Each of these tools was designed to gather evidence on how Spanish interference affects English writing accuracy and how contrastive correction strategies influence student performance.

The purpose of this analysis is to determine whether the implementation of Contrastive Error Analysis, through structured and contextualized activities, had a positive impact on the students' ability to identify and correct errors in their English writing. By examining the data collected from each stage of the intervention, this chapter aims to assess the extent to which the research objectives were achieved and to provide a clear picture of student progress throughout the process.

This process allows for an objective evaluation of the pedagogical strategies used and their effectiveness in addressing the most common errors caused by Spanish interference. In doing so, the chapter contributes to the development of more targeted and reflective teaching practices in the field of English as a foreign language.

4.1 Observation Checklist

The observation checklist was applied during the implementation of the three instructional activities designed to address Spanish interference in English writing among eighth-grade students at Liceo Hernán Zamora Elizondo. This instrument aimed to document student behavior, engagement, and responsiveness throughout the intervention, with a particular focus on participation, error awareness, and the application of feedback. Therefore, the checklist was structured into five main categories: Participation, Engagement, Teacher-Student Interaction, Error Awareness, and Confusion or Difficulty. Each category included specific indicators that were monitored during the sessions.

In terms of participation, most students began the tasks without requiring reminders and demonstrated initiative in completing the assigned activities. Several students asked for help when unsure, particularly during the pre-activity and the collaborative correction phase. Peer interaction was frequent and productive, especially when students worked together to identify false cognates or revise sentences. This collaborative environment fostered a sense of shared responsibility and encouraged learners to reflect on their language use.

Regarding engagement, the majority of students remained focused throughout the sessions and completed the tasks within the allotted time. The structured nature of the activities, combined with visual prompts and contextualized examples, contributed to sustained attention and motivation. Students appeared genuinely interested in the content, and many expressed curiosity about the differences between English and Spanish vocabulary.

In the area of teacher-student interaction, students responded actively to the teacher's questions and participated in board-based correction routines. The teacher provided both

individual and group feedback, which students applied during the revision stages. This was particularly evident in the post-activity, where learners corrected errors collaboratively and justified their choices using prior knowledge and classroom input.

The category of error awareness revealed significant progress. Students were able to identify mistakes in their own writing and recognize problematic words that resembled Spanish but had different meanings in English. As the intervention progressed, learners increasingly corrected errors either independently or with minimal support. This shift indicates a growing metalinguistic awareness and the internalization of contrastive strategies.

Finally, in the category of confusion or difficulty, a few students showed signs of hesitation or uncertainty, particularly when encountering unfamiliar vocabulary. However, these moments were addressed promptly through teacher intervention and clarification. The supportive classroom environment allowed students to ask questions without fear of judgment, which contributed to a positive learning atmosphere.

In the general observations section of the checklist, it was noted that a small group of students may benefit from additional scaffolding, particularly in distinguishing false cognates and applying article rules. On the other hand, the most effective strategies observed included the use of visual prompts, collaborative correction, and explicit contrastive explanations. These elements not only supported comprehension, but also encouraged active participation and critical thinking. Overall, the observation data confirmed that the instructional sequence was successful in promoting student engagement, fostering error awareness, and supporting the development of writing accuracy through contrastive analysis.

To complement the qualitative analysis, the following visualizations summarize the key findings from the observation checklist:

Figure 1. Distribution of student participation, engagement, error awareness, and teacher-student interaction.

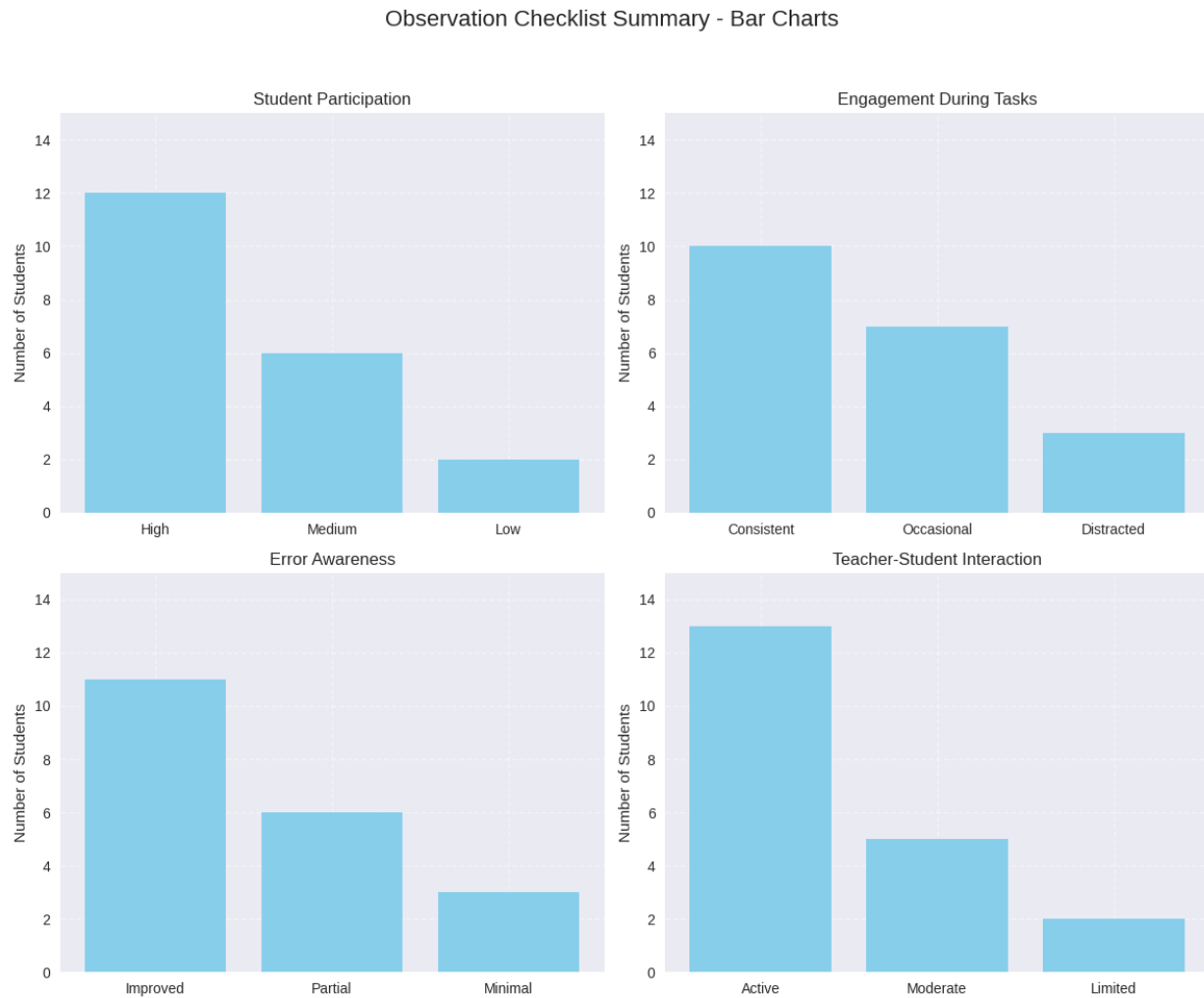


Figure 1. Distribution of student participation, engagement, error awareness, and teacher-student interaction. *Source: Researcher's creation, 2025.*

Figure 2. Most effective strategies observed during the implementation.

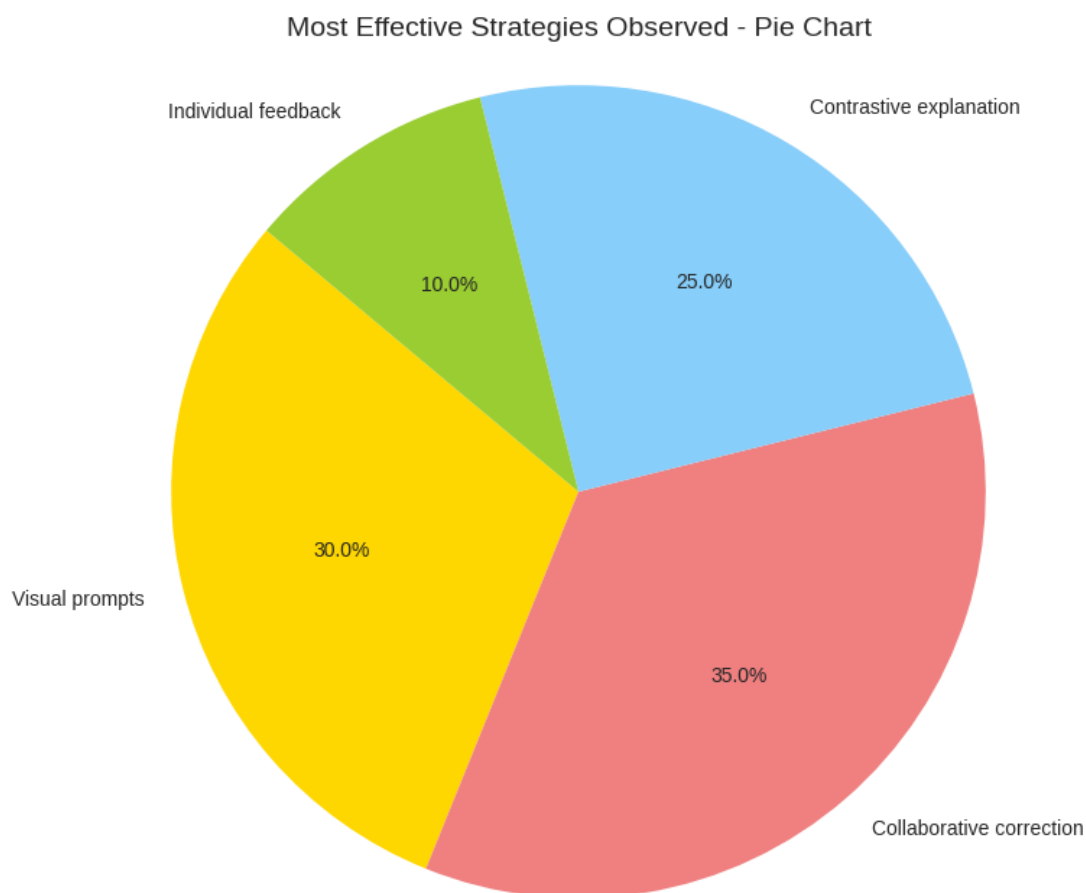


Figure 2. Most effective strategies observed during the implementation. Source: Researcher's creation, 2025.

These visual representations reinforce the predominance of high participation, consistent engagement, and improved error awareness among students. They also highlight the effectiveness of collaborative correction and visual prompts as key instructional strategies.

4.2 Pre-Activity (Recognizing Errors)

The pre-activity was designed to diagnose students' ability to distinguish between false cognates and semantically similar words in English and Spanish. It consisted of a multiple-choice exercise in which students were asked to complete ten contextualized sentences by selecting the correct word from a pair of options. All items were carefully selected to reflect common lexical errors caused by Spanish interference, such as “actually/currently,” “assist/attend,” and “fabric/factory.” The activity was administered digitally through Google Forms to students in group 8-6 at Liceo Hernán Zamora Elizondo.

The results revealed a wide range of performance levels. The average score was 5.53 out of 10, while the median was 6, indicating that most students were able to identify at least half of the correct answers. The range of scores extended from 1 to 10, showing significant variation in lexical awareness among the participants. Moreover, the distribution of scores among the students revealed considerable variation in lexical recognition. One student obtained a score of 1 out of 10, while another reached 2 correct answers. Two students managed to answer 3 items correctly, and one student achieved a score of 4. Another participant got 5 correct responses, followed by two students who scored 6. The most frequent score was 7 out of 10, obtained by five students, indicating a moderate level of lexical awareness. One student reached 8 correct answers, and none of the students scored 9. Only one student achieved a perfect score of 10 out of 10. These results reflect a wide range of performance levels, with most students demonstrating partial understanding of the lexical contrasts presented, and only a small minority showing near-complete mastery.

The most frequently missed questions were:

- He wants to _____ his dream of becoming a pilot. (realize/achieve)

- The teacher asked us to put our papers in the blue _____. (carpet/folder)
- They invited me to _____ the conference next week. (assist/attend)
- He was shocked by the _____ of the politician. (success/scandal)

These items reflect high-risk false cognates that are often misused due to their phonological or orthographic similarity to Spanish equivalents. For example, many students selected “realize” instead of “achieve,” likely influenced by the Spanish verb “realizar.” Similarly, “assist” was frequently chosen instead of “attend,” reflecting confusion with the Spanish verb “asistir.”

The pre-activity served not only as a diagnostic tool but also as a springboard for the instructional sequence. It allowed the teacher to identify specific lexical items that required focused attention and to design follow-up activities that addressed these gaps. Furthermore, the activity encouraged students to reflect on the influence of their native language and to begin developing strategies for avoiding common lexical traps. In conclusion, the pre-activity confirmed the presence of Spanish interference in students’ lexical choices and provided a clear foundation for the implementation of contrastive correction strategies in subsequent lessons.

To complement the diagnostic analysis, the following visualizations illustrate the distribution of student scores and performance categories in the pre-activity:

Figure 3. Distribution of individual scores in the false cognate diagnostic.

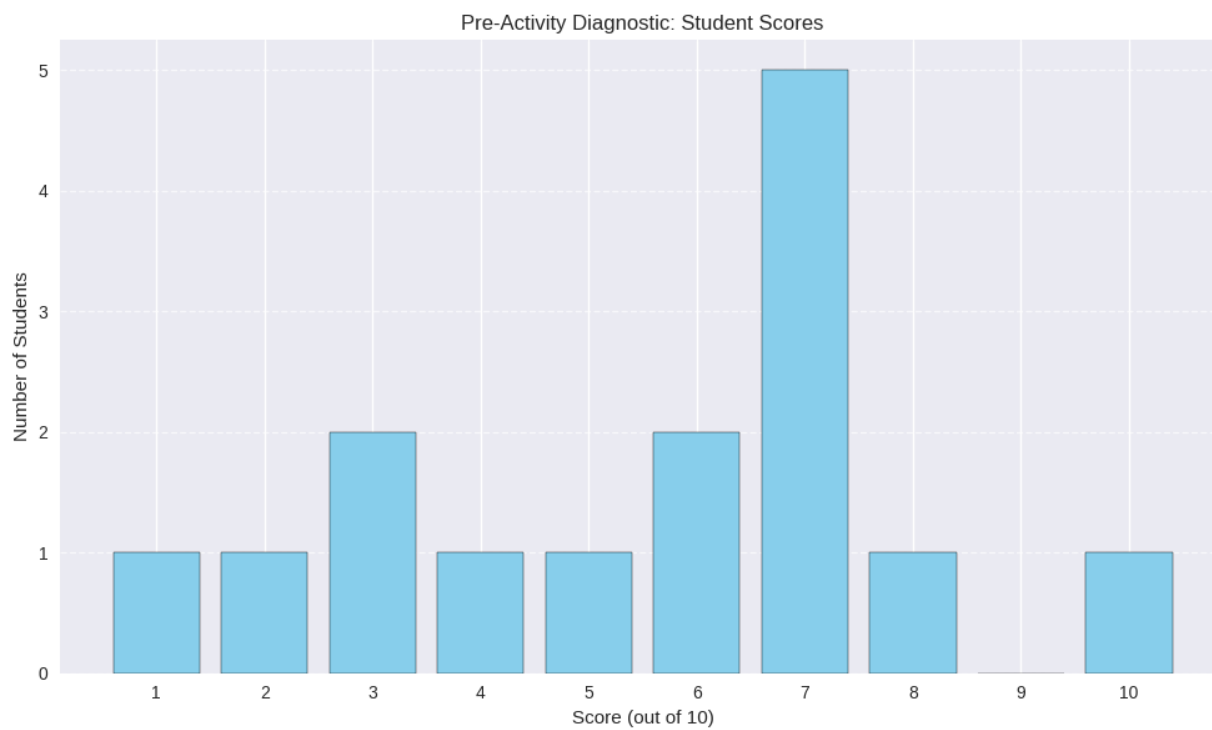


Figure 3. Pre-Activity Diagnostic: Student Scores. *Source: Researcher's creation, 2025.*

Figure 4. Performance categories based on score ranges: low, medium, and high.

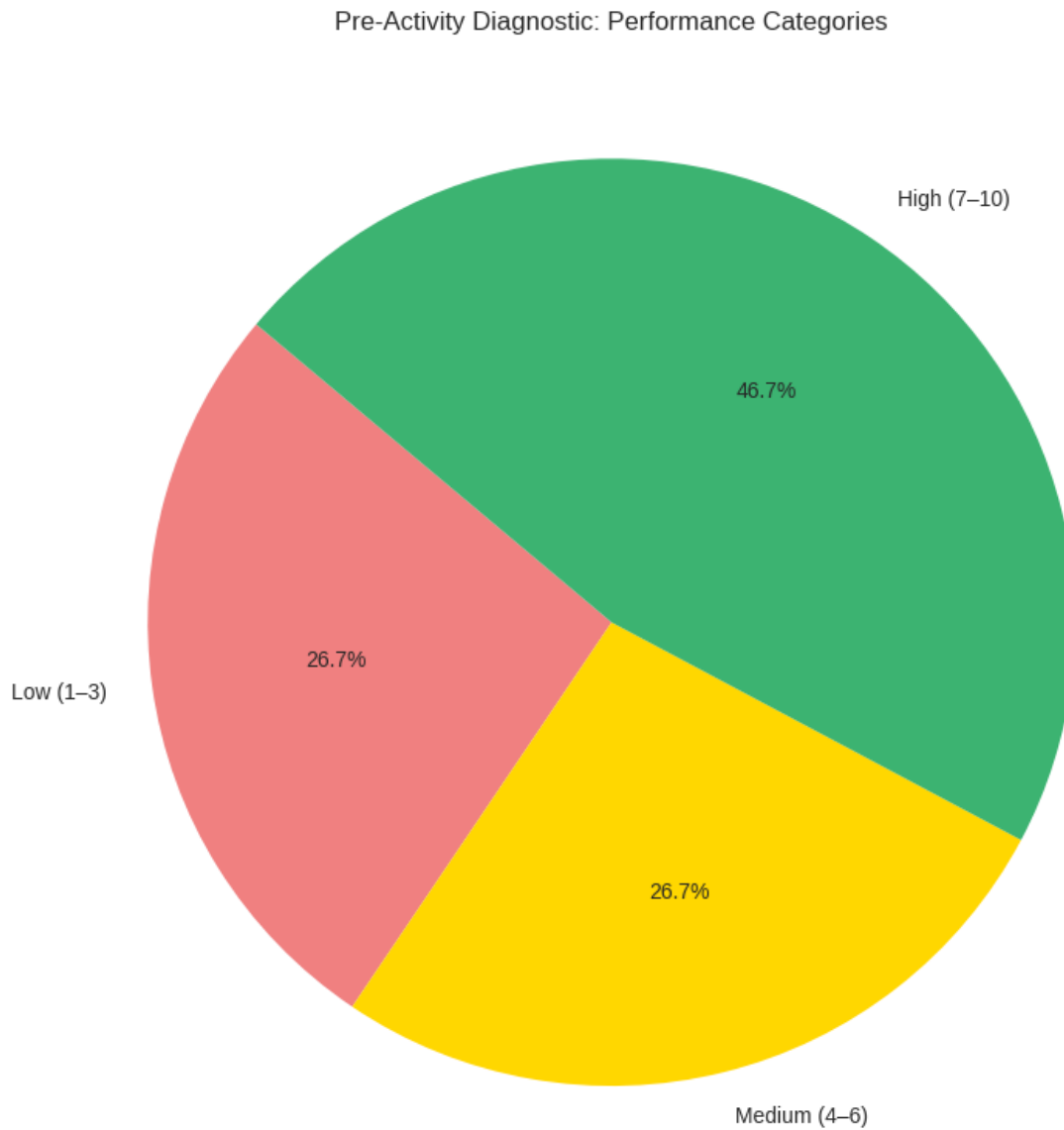


Figure 4. Pre-Activity Diagnostic: Performance Categories. Source: Researcher's creation, 2025.

These visual representations reinforce the diagnostic findings, highlighting the prevalence of partial understanding and the need for targeted lexical instruction. They also confirm the effectiveness of the pre-activity in identifying specific areas of interference.

4.3 During Activity: Guided Writing and Correction

This activity was designed to evaluate students' ability to apply contrastive vocabulary in written production and to observe how Spanish interference affects sentence construction in real communicative contexts. The activity consisted of a guided writing task in which students described a picture using a list of high-risk false cognates. The vocabulary was provided in advance, along with clear instructions and writing tips to promote accuracy. After completing their paragraphs, students participated in a collaborative correction session, identifying and revising common errors presented on the board.

To complement the qualitative analysis, the following visualizations summarize student performance and error patterns observed during the writing and correction stages:

Figure 5. Distribution of vocabulary usage, sentence structure accuracy, and engagement during collaborative correction.

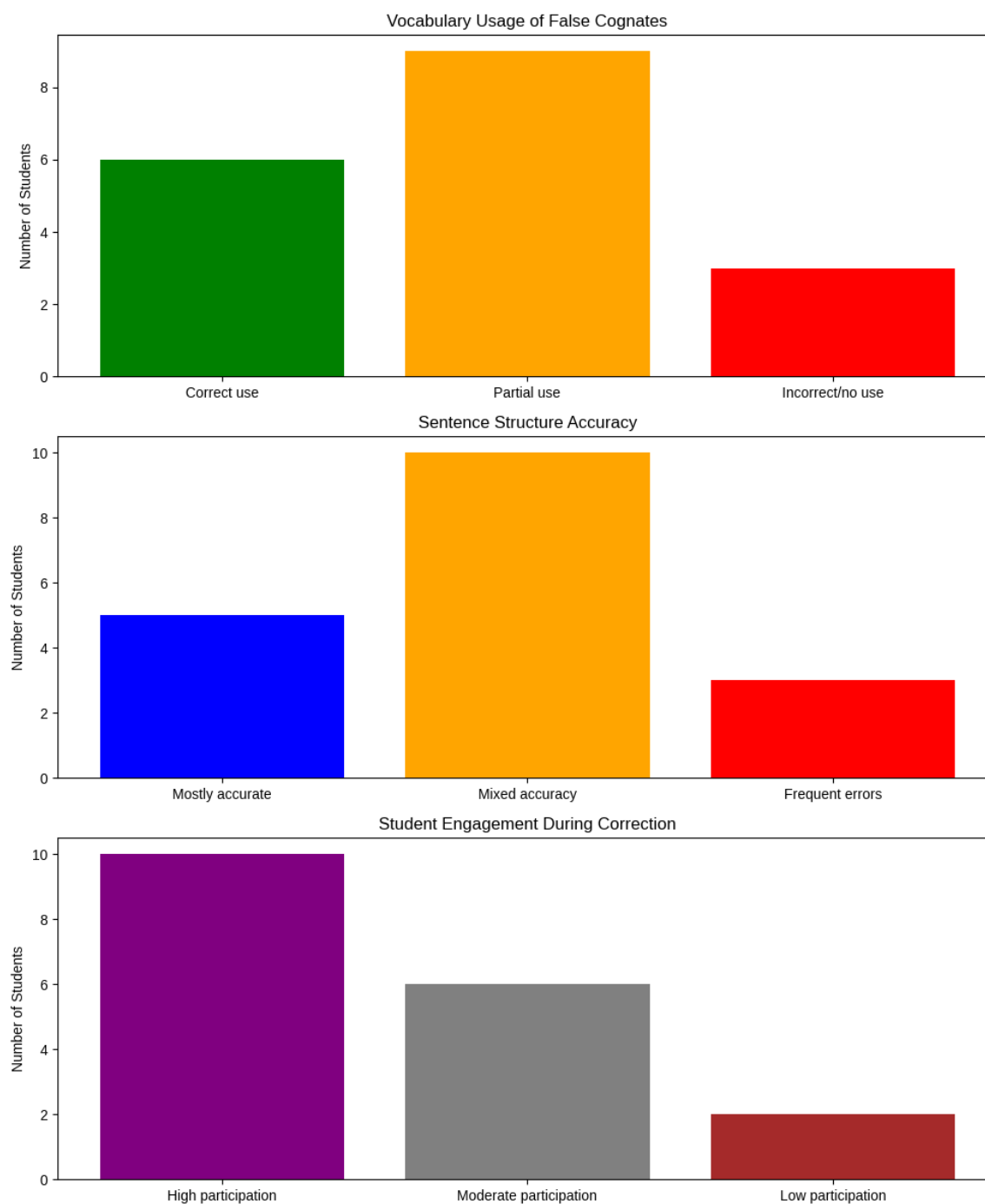


Figure 5. Vocabulary Usage: False Cognates. Source: Researcher's creation, 2025.

Figure 6. Most common error types identified in student writing.

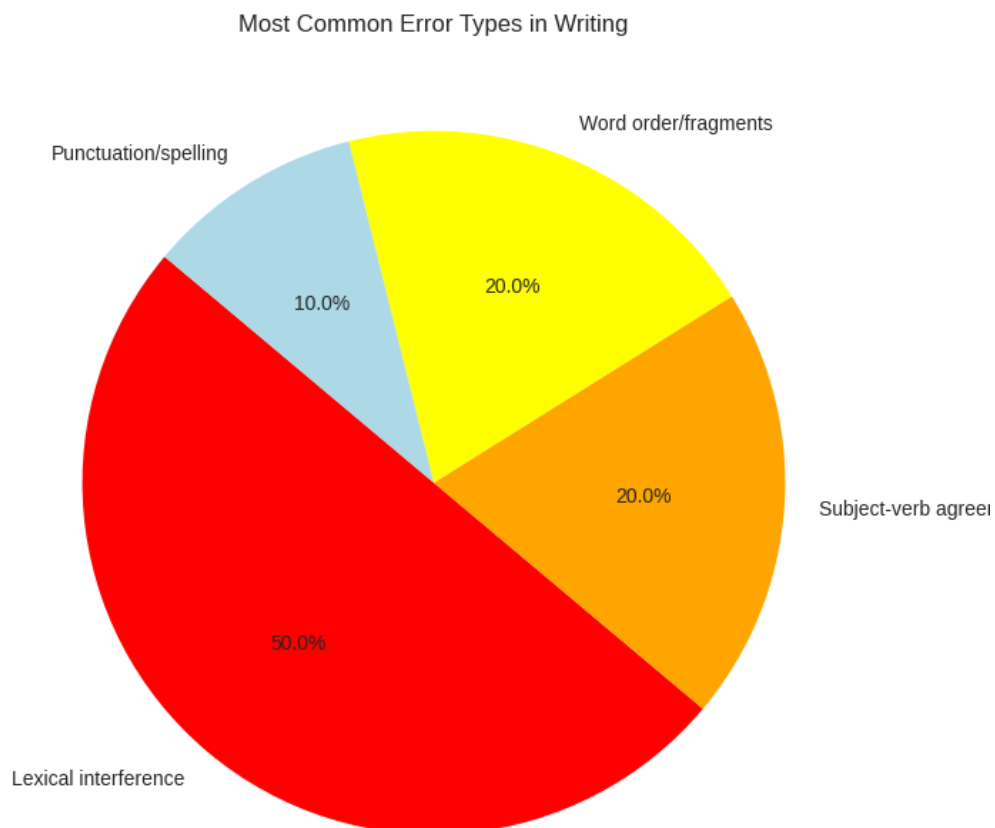


Figure 6. Most Common Error Types in Writing. Source: Researcher's creation, 2025.

These visual representations reinforce the diagnostic value of the activity. The bar chart highlights the predominance of partial vocabulary use and mixed sentence accuracy, while the pie chart confirms that lexical interference was the most frequent error type, followed by issues

with subject-verb agreement and word order. These findings validate the pedagogical focus on contrastive vocabulary and collaborative correction.

4.3.1 Writing Task with False Cognates

Students were asked to write a paragraph of ten complete sentences describing a picture that depicted a library scene. The vocabulary list included fifteen false cognates commonly misused by Spanish speakers, such as *actually*, *assist*, *pretend*, *embarrassed*, *sensible*, *exit*, and *rope*. The goal was to encourage students to use these words in context while avoiding direct translation from Spanish.

The written samples revealed a wide range of performance. Most students attempted to use the target vocabulary, but many sentences reflected lexical interference. For example, phrases such as “There is a children constipated,” “A man is sensible,” or “She is embarrassing” illustrate confusion between Spanish and English meanings. In several cases, students used *assist* to mean “attend,” *pretend* to mean “intend,” and *actually* to mean “currently,” confirming the diagnostic value of the selected items.

Despite these errors, the activity demonstrated that students were willing to experiment with new vocabulary and engage in the writing process. Some students produced more accurate sentences, such as “The teacher assists the students when they need help,” or “Eventually, everyone starts to study quietly,” showing partial mastery of contrastive usage. The presence of both correct and incorrect applications provided rich material for analysis and reflection.

4.3.2 Collaborative Correction and Board Feedback

After the writing phase, the teacher selected representative sentences containing lexical and structural errors and wrote them on the board. Students worked together to identify and

correct the mistakes, discussing the meaning of each word and its proper use in English. This stage promoted peer learning and reinforced the contrastive approach.

Students showed high levels of engagement during the correction process. They debated the meaning of sensible and embarrassing words, often referring back to the vocabulary chart provided. The teacher facilitated the discussion by asking guiding questions and confirming correct revisions. This dynamic allowed students to internalize the differences between Spanish and English usage and to develop metalinguistic awareness. The correction session also revealed that students were able to transfer knowledge from previous activities. For instance, after identifying the misuse of *assist*, one student explained, “It means to help, not to attend,” demonstrating retention and conceptual understanding. These moments of insight validated the pedagogical strategy and confirmed that contrastive analysis can be effectively integrated into classroom practice.

4.3.3 Vocabulary Awareness and Sentence Revision

In the final stage, students were invited to revise their original paragraphs based on the feedback received. Some learners corrected multiple sentences, replacing false cognates with accurate alternatives and improving grammatical structure. Others added transition words or adjusted verb forms to enhance clarity. The revised texts showed notable improvement. Sentences such as “The teacher introduces a new student to the group,” “A girl walks to the exit after finishing her reading,” and “Eventually, they realize they must be quiet in the library” reflect more accurate use of vocabulary and syntax. While not all students achieved full mastery, the revisions indicated progress in lexical awareness and sentence construction. Overall, the activity provided valuable insights into students’ writing abilities and the impact of Spanish interference. It also demonstrated that guided writing, combined with collaborative correction

and explicit contrastive instruction, can foster meaningful improvement in English writing accuracy.

4.4 Post-Activity: Collaborative Correction

The post-activity was designed to consolidate students' understanding of false cognates and lexical interference through a contextualized error correction task. Students were presented with a paragraph containing multiple lexical and semantic errors derived from Spanish interference, and were instructed to identify, correct, and reflect on these errors. The task also included a brief summarization exercise to reinforce comprehension.

The original paragraph featured deliberate misuse of high-risk false cognates such as *assist*, *sensible*, *actually*, *carpet*, *deception*, *constipated*, *fabric*, *realize*, *resume*, and *public politics*. These items were selected based on their recurrence in previous activities and their potential to confuse due to phonological or orthographic similarity with Spanish equivalents.

Student responses revealed varying levels of lexical awareness and correction ability. Most learners were able to identify and correct errors such as:

- “I assist to a meeting” → “I attended a meeting”
- “I left my carpet at home” → “I left my folder at home”
- “The event was a deception” → “The event was disappointing”
- “We visited a fabric” → “We visited a factory”

These corrections demonstrate a growing understanding of contrastive vocabulary and its proper use in context. However, some students struggled with less transparent items such as *sensible* and *actually*. For instance, “The speaker was very sensible” was often left unchanged, indicating that the Spanish meaning of *sensible* (“sensitive”) continued to influence

interpretation. Similarly, “Actually, many countries are making progresses” was frequently uncorrected, suggesting confusion between actually and currently, and between progresses and the uncountable noun progress.

The collaborative nature of the activity encouraged peer discussion and reflection. Students compared answers, debated word meanings, and consulted the vocabulary chart used in previous sessions. This process fostered metalinguistic awareness and reinforced the contrastive approach. In some cases, students went beyond the expected corrections, improving sentence structure and coherence. For example, one learner revised “It was a large experience” to “It was a great experience,” showing both lexical and stylistic refinement.

The final summaries written by students reflected varying degrees of comprehension. While some focused on the main idea (“The story is about a meeting to improve education”), others included emotional reactions or vocabulary references (“It was a confusing meeting because people were constipated and embarrassed”). These responses, though sometimes humorous due to lingering errors, revealed engagement with the text and a willingness to apply learned concepts.

All instruments confirmed the diversity of student performance. Some students corrected the majority of errors with precision, while others retained several false cognates or introduced new inaccuracies. These variations highlight the importance of scaffolding and differentiated support in error correction tasks. The repetition of phrases such as “The speaker was very sensitive” in one instrument suggests either misunderstanding or distraction, reinforcing the need for guided clarification.

To complement the qualitative analysis, the following visualizations summarize student performance and error patterns observed during the post-activity:

Figure 7. Student performance in error correction, lexical awareness, and summary writing.

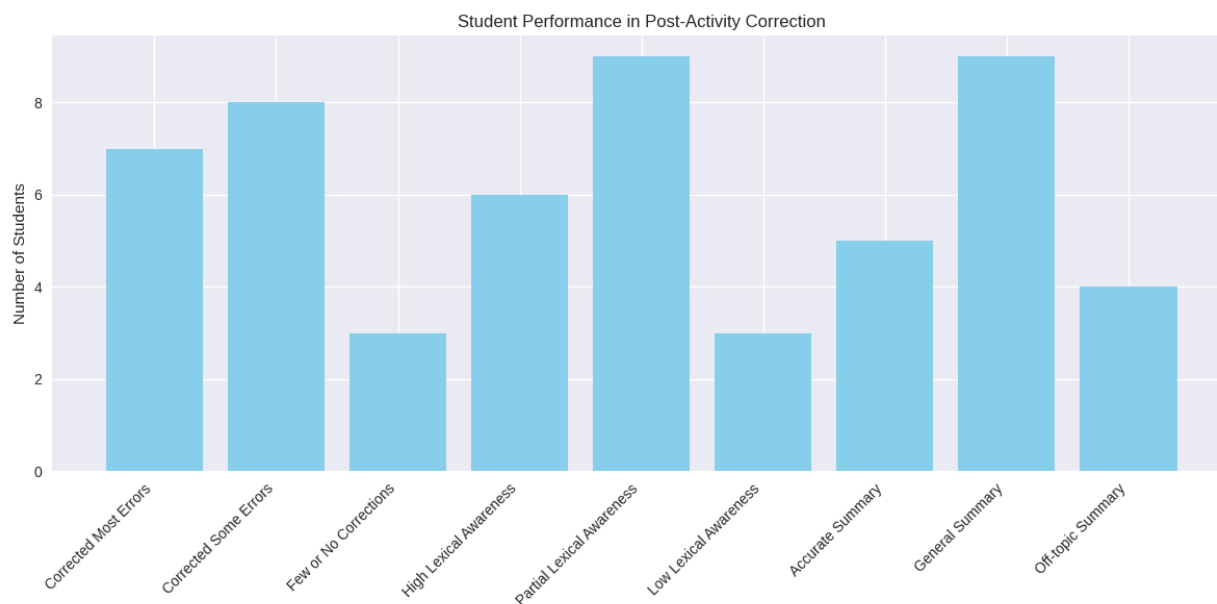


Figure 7. Student Performance in Post-Activity Correction *Source: Researcher's creation, 2025.*

Figure 8. Most frequent error types are identified in the post-activity paragraph.

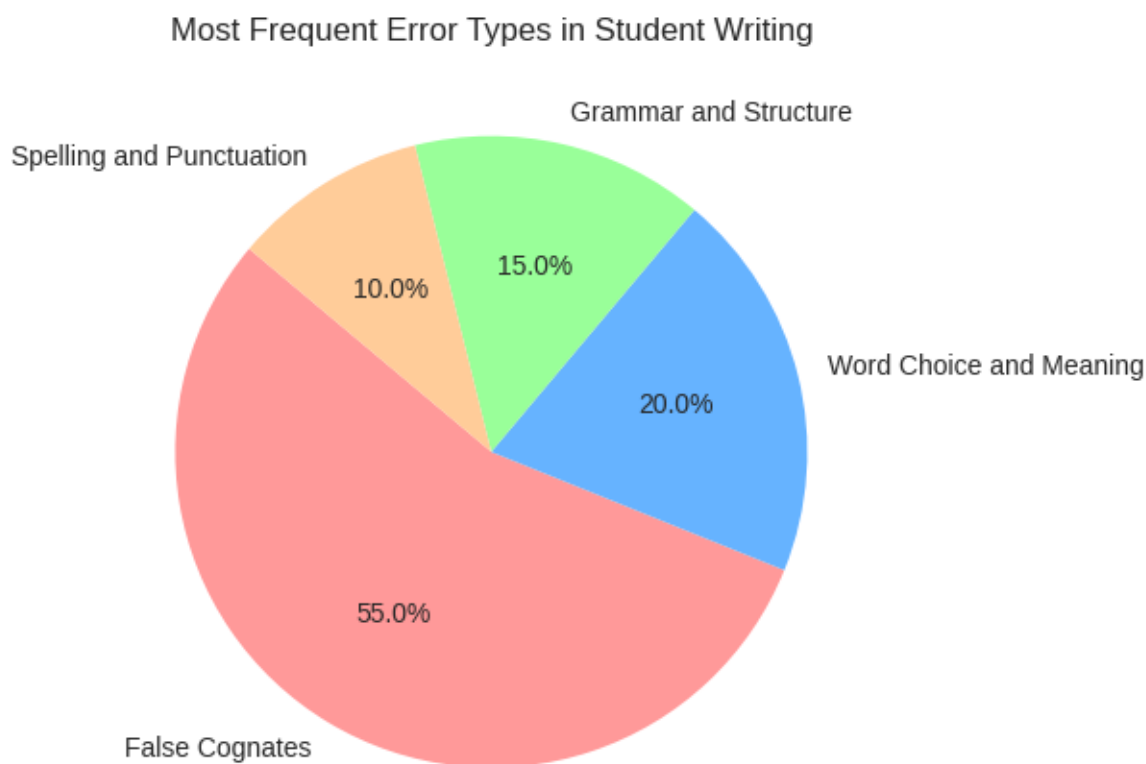


Figure 8. Most Frequent Error Types in Student Writing. Source: Researcher's creation, 2025.

These visual representations reinforce the findings discussed above. The bar chart shows that while several students successfully corrected most errors and demonstrated high lexical awareness, others required further support, particularly in summary writing. Moreover, the pie chart confirms that false cognates were the most frequent source of error, followed by issues related to word choice, grammar, and punctuation. These patterns validate the focus of instructional sequence and highlight areas for continued reinforcement.

In conclusion, the post-activity served as an effective tool for consolidating lexical knowledge and promoting error correction strategies. It allowed students to apply contrastive

analysis in a meaningful context and provided valuable data on persistent challenges. The activity also reinforced collaborative learning and encouraged students to reflect critically on their language use, preparing them for more accurate and confident writing in future tasks.

4.5 Self-Assessment Results

To conclude the instructional sequence, students completed a self-assessment questionnaire designed to promote reflection on their learning process and perceived progress in English writing. The instrument included both closed and open-ended questions, focusing on motivation, participation, lexical awareness, and confidence in writing. The results indicated that most students found the topic of false cognates engaging and relevant. Many expressed interest in learning about English words that resemble Spanish but carry different meanings, suggesting that the contrastive approach captured their attention and curiosity. This aligns with the pedagogical goal of raising metalinguistic awareness through real-world lexical challenges.

In terms of participation, students reported varying degrees of involvement, with most indicating that they participated actively or at least occasionally in the writing and correction activities. Motivation levels were generally positive, with several students describing themselves as “very motivated” or “somewhat motivated” during the lessons. These responses reflect a favorable classroom climate and a sense of purpose in the tasks.

When asked whether their writing skills had improved, most students responded affirmatively, noting either significant or moderate progress. They also acknowledged learning to identify and correct errors caused by false cognates, although a few admitted that this area still posed challenges. This feedback confirms that the instructional sequence was effective in promoting lexical awareness, while also highlighting the need for continued practice and reinforcement.

The collaborative board correction activity was widely perceived as useful. Students valued the opportunity to analyze errors collectively, discuss alternatives, and receive immediate feedback. This stage of the sequence was described as “very useful” or “somewhat useful” by most participants, reinforcing the importance of peer interaction and guided reflection in language learning.

Regarding confidence, many students reported feeling “much more confident” or “a little more confident” when writing in English after completing the activities. This suggests that the sequence not only addressed linguistic competence but also contributed to affective factors such as self-assurance and willingness to take risks in writing.

In the open-ended questions, most students identified the post-activity as the most helpful for improving their writing. They appreciated the opportunity to correct a realistic paragraph and apply their knowledge in context. When asked about areas they still needed to improve, students mentioned “a bit of everything,” including vocabulary and spelling accuracy. These responses reflect honest self-awareness and a desire to continue developing their skills. Finally, the majority of students expressed interest in continuing with similar activities in future classes. This feedback supports the integration of contrastive analysis and collaborative correction into ongoing instruction and validates the relevance of the approach for Spanish-speaking learners.

To complement the reflective analysis, the following visualizations summarize student responses to the self-assessment questionnaire:

Figure 9. Student responses regarding interest, participation, motivation, writing improvement, and confidence.

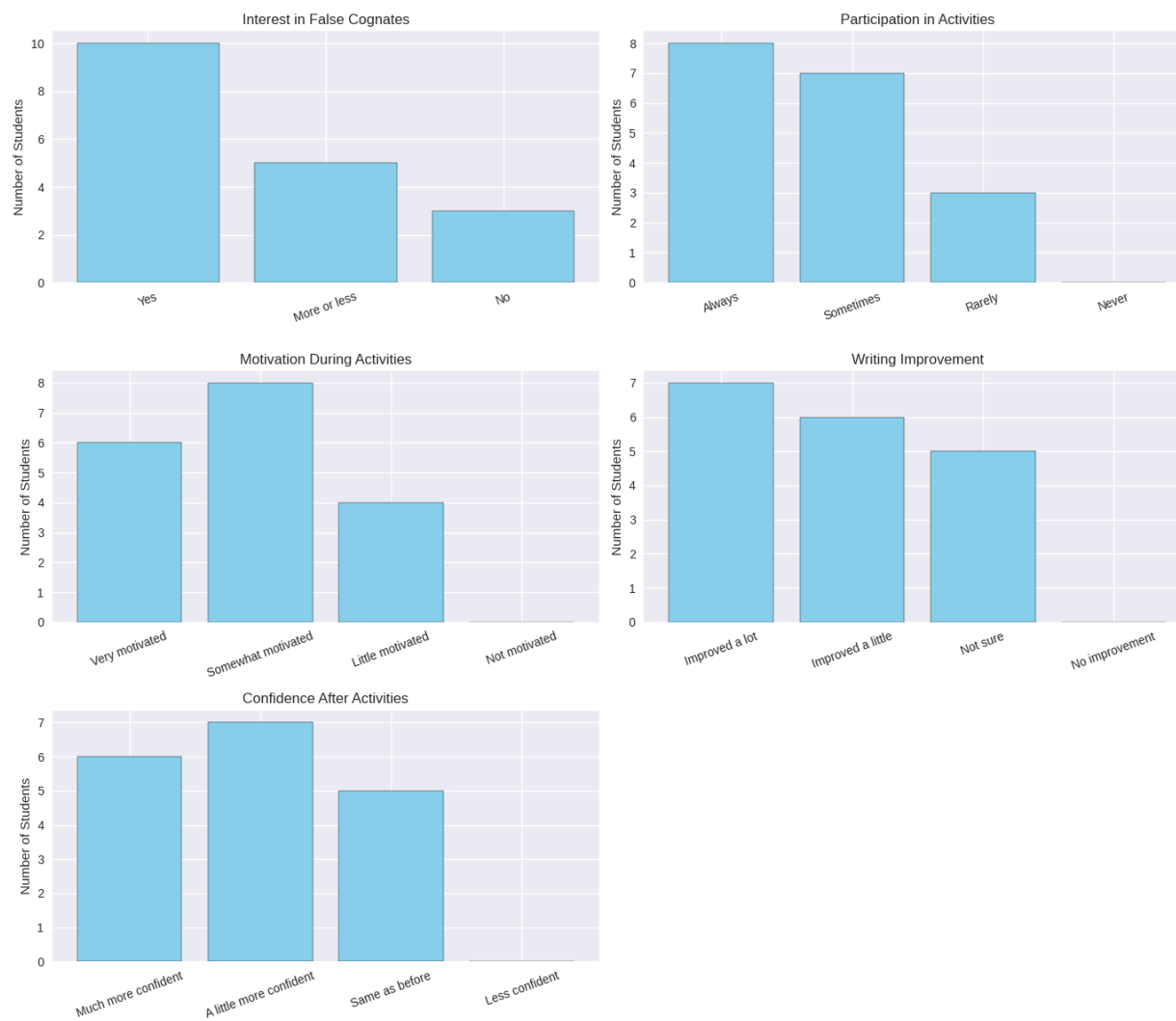


Figure 9. Self-Assessment Activity. Source: Researcher's creation, 2025.

Figure 10. Activity perceived as most helpful for writing improvement.

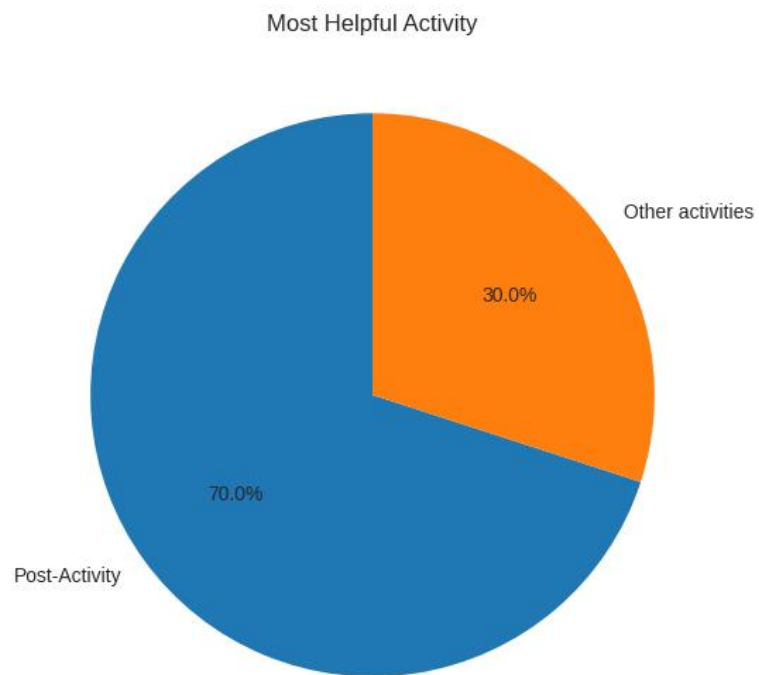


Figure 10. Most Helpful Activity. Source: Researcher's creation, 2025.

Figure 11. Area's students feel they still need to improve.

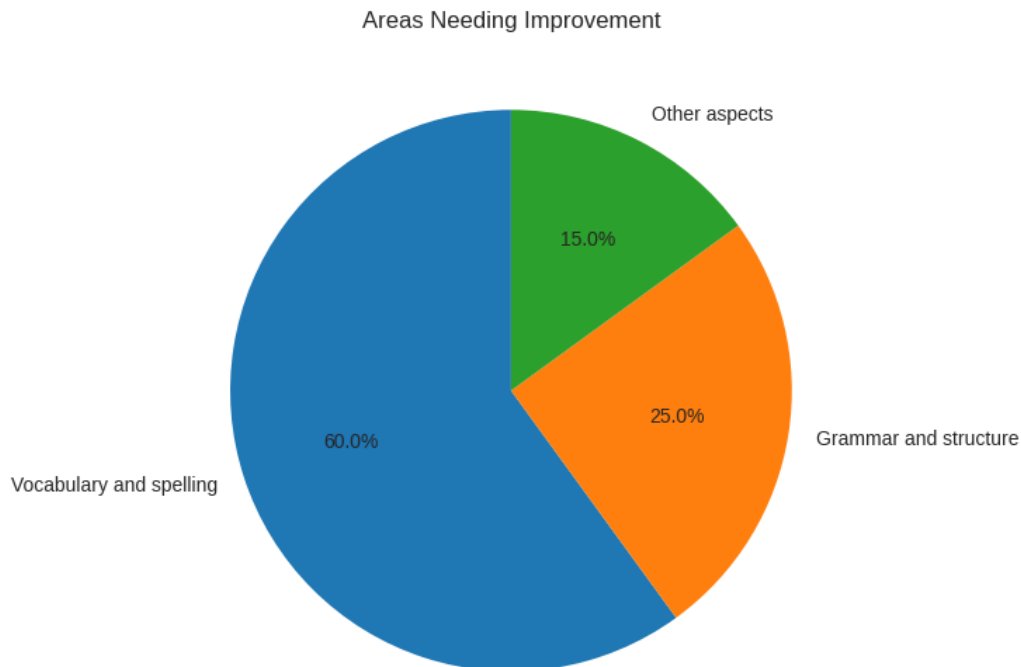


Figure 11. Areas Needing Improvement. Source: Researcher's creation, 2025.

These visual representations reinforce the findings discussed above. The bar chart shows that most students expressed interest in learning about false cognates, participated actively, and felt more confident after the activities. Moreover, the pie charts confirm that the post-activity was considered the most helpful, and that vocabulary and spelling remain the most common areas for improvement. In summary, the self-assessment results confirmed that the instructional sequence was both pedagogically effective and positively received by students. It fostered engagement, reflection, and progress in English writing, while also revealing areas for future focus and development.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Purpose of the Conclusions

These conclusions briefly summarize the main arguments and results presented in this research to remind the reader of the main arguments and contributions to the study by drawing inferences and establishing a connection between the research results and the original research question or hypothesis, which helps to demonstrate how the study answers the research question and contributes to the field of study.

In addition, this chapter serves as a reflective space to evaluate the pedagogical implications of the findings and to propose actionable recommendations for future practice. By revisiting the objectives and analyzing the outcomes of each instrument, the chapter consolidates the relevance of Contrastive Error Analysis as both a diagnostic and instructional tool. The conclusions are not limited to the validation of the research hypothesis but extend to broader educational insights that may inform curriculum design, teacher training, and classroom methodology.

5.2 Conclusions

5.2.1 To analyze the influence of Spanish on the English writing accuracy of eighth-grade students at Liceo Hernán Zamora Elizondo during the Second Term of 2025 through Contrastive Error Analysis

The results confirm that Spanish interference significantly affects the writing accuracy of eighth-grade students. Lexical confusion particularly with false cognates was a recurring source of error. Through Contrastive Error Analysis, the study successfully identified and addressed these patterns, allowing students to become more aware of how their native language

influences their English writing. The three-stage instructional sequence (pre-, during-, and post-activity) provided a structured framework for error recognition, contextualized writing, and collaborative correction. Students responded positively to each phase, demonstrating increased confidence and accuracy. Therefore, the findings validate contrastive approaches as effective tools for both diagnosing and reducing cross-linguistic interference.

Students internalized correction strategies more effectively when presented through visual and interactive formats. Spanish influence was evident not only in vocabulary misuse but also in syntactic choices and article omission, which were gradually reduced through targeted instruction. These outcomes confirm the viability of Contrastive Error Analysis in bilingual settings.

5.2.2 To identify the three most common errors in eighth-grade students' English writing caused by Spanish interference

The pre-activity revealed three dominant error types: (1) misuse of similar-looking vocabulary (e.g., actually vs. currently), (2) structural interference from Spanish syntax, and (3) confusion with articles and verb tenses. These patterns were consistently observed and confirmed through teacher monitoring. Students often selected incorrect words due to surface similarity with Spanish, leading to semantic inaccuracies. Visual aids and sentence-level choices helped to activate prior knowledge and clarify meaning. This diagnostic step was essential in preparing students to confront and correct these errors in subsequent tasks. The identification of these errors enabled the creation of a focused vocabulary set, which served as the foundation for writing activities. Narrowing the scope to high-risk items made the intervention more efficient and relevant. The recurrence of these errors across tasks highlights the importance of early detection and systematic correction.

5.2.3 To evaluate the effectiveness of correction strategies based on Contrastive Error Analysis in reducing Spanish interference

The during-activity and post-activity confirmed that contrastive correction strategies were highly effective. Students engaged in real-time error recognition and applied correction techniques collaboratively. The teacher's role in guiding board-based corrections and facilitating peer discussion was instrumental in reinforcing these strategies. By the end of the sequence, students identified and corrected errors with minimal assistance. The post-activity's intentional inclusion of common mistakes allowed learners to apply their knowledge critically and reflectively. These results show that contrastive strategies not only reduce interference but also foster deeper linguistic awareness.

The collaborative nature of the correction process encouraged peer-supported learning and created a classroom culture of shared responsibility. Students corrected their own mistakes and helped others understand error sources. This dynamic contributed to a participatory learning environment where feedback was viewed as a tool for growth.

5.2.4 To enhance students' English writing skills through the implementation of three teaching activities that address the identified error patterns using Contrastive Error Analysis

The three teaching activities error recognition, guided writing, and collaborative correction proved successful in enhancing students' writing skills. Learners demonstrated improved sentence construction, more accurate vocabulary use, and greater attention to grammatical detail. Visual prompts and peer interaction contributed to a dynamic and supportive learning environment.

Students expressed increased confidence and enthusiasm. The progression from individual recognition to group correction allowed for scaffolded learning and reinforced key concepts. The activities aligned with Contrastive Error Analysis principles and effectively supported writing development in a bilingual context. Moreover, the activities promoted metalinguistic awareness, as students reflected on the reasons behind their errors and the differences between Spanish and English structures. This reflection is essential for long-term improvement and suggests that learners can develop strategic competence when given the right tools. The structured sequence allowed students to progress from passive recognition to active correction and reflective analysis. This mirrors effective scaffolding practices in second-language pedagogy. The use of authentic classroom errors enhanced relevance and engagement.

Finally, the collaborative nature of the post-activity fostered a sense of community and mutual support. Group correction encouraged discussion, negotiation, and shared responsibility. These social interactions are essential for developing communicative competence and reinforcing the idea that language learning is a collective process. The teacher's role as facilitator further enhanced this dynamic.

5.3 Restatement of the Research Question

This research was guided by the central question: **How does the influence of Spanish affect eighth-grade students' English writing accuracy, and what correction strategies might be most effective, according to Contrastive Error Analysis?**

Throughout the investigation, this question served as the foundation for identifying error patterns, designing pedagogical interventions, and evaluating their effectiveness. The results confirmed that Spanish interference significantly impacts English writing accuracy. Moreover, Contrastive Error Analysis provided a reliable framework for diagnosing and correcting these

errors. Targeted teaching strategies, when informed by contrastive insights, effectively reduced linguistic interference and improved students' written production.

The question enabled a multidimensional exploration of learner performance and instructional design. It revealed how students internalize linguistic structures, respond to feedback, and benefit from collaborative environments. Contrastive Error Analysis emerged not only as a diagnostic tool but also as a pedagogical strategy that promotes reflective learning and long-term improvement.

Additionally, the research question encouraged a holistic view of instruction, considering both linguistic outcomes and emotional responses. Students' increased confidence, participation, and self-correction reflect deeper engagement. This reinforces the idea that effective error correction must empower students to become autonomous, strategic users of language. The question also opened space for interdisciplinary reflection, bridging linguistic theory and classroom practice. The study contributes to a growing body of work that seeks to make academic insights accessible and applicable to real-world teaching contexts.

5.4 Unexpected Results

No unexpected results were observed during the development of this study. However, the consistency and positivity of student responses exceeded initial expectations. While moderate engagement and gradual improvement were anticipated, students demonstrated high levels of enthusiasm, participation, and linguistic awareness. Many expressed a genuine interest in understanding the differences between Spanish and English and a desire to continue working with similar activities. This motivation and self-reflection, though not classified as "unexpected," represent a valuable outcome that reinforces the effectiveness of the instructional approach.

5.5 Recommendations

Based on the findings of this research, several pedagogical recommendations are proposed to improve English writing instruction for Spanish-speaking students. First, educators must integrate contrastive analysis into regular instruction, particularly when teaching vocabulary and sentence structure, explicitly highlighting the differences between Spanish and English, as this helps students anticipate and avoid common errors caused by linguistic interference.

Correction strategies should be implemented in a structured and collaborative manner, as activities such as board-based group correction and peer review sessions have proven effective in promoting error awareness and fostering learner autonomy. Additionally, the use of visual prompts and contextualized writing tasks should be maintained and expanded, as these elements support vocabulary retention and stimulate student engagement.

Teachers are encouraged to design activities that gradually increase in complexity, allowing learners to apply correction strategies in scaffolded stages from recognition to production and revision. Self-assessment tools should also be incorporated into the curriculum to promote metacognitive awareness and encourage students to take ownership of their progress. Institutions should provide professional development opportunities focused on contrastive error analysis and cross-linguistic pedagogy, ensuring that educators are equipped with the theoretical and practical tools necessary to address the specific needs of bilingual learners.

Furthermore, it is recommended that schools develop a repository of common error patterns observed in student writing. This resource could serve as a reference for teachers when planning lessons and designing materials, allowing for more targeted instruction. The repository should include examples of frequent lexical confusions, structural mismatches, and grammatical

errors linked to Spanish interference, along with suggested correction strategies and classroom activities.

Writing instruction should also be integrated with oral language development to reinforce grammatical structures and vocabulary usage across modalities. For example, students could engage in speaking tasks that mirror the writing prompts, allowing them to practice sentence formation and lexical precision in both spoken and written forms. This multimodal approach supports deeper internalization of language rules and enhances overall communicative competence.

Finally, future research should explore the long-term impact of contrastive instruction on writing accuracy. Longitudinal studies could track student progress over multiple academic terms, examining whether the strategies introduced in this study lead to sustained improvement and reduced error recurrence.

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