

Influence of previous experiences in L1 over L2 writing in students of English in level 4 at the UPNFM

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**Influence of previous experiences in L1 over L2 writing in students of English in level 4 at the UPNFM**

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## **ABSTRACT**

This research focuses on how previous experiences in L1 could influence the performance of writing in L2. This research relies on a qualitative focus and case study methodology. Counting with two participants, this study examines the previous experiences in both L1 and L2 throughout a bilingual language profile test, the students' behavior inside the classroom through observation, and their perception of their writing both in L1 and L2 through an interview. Furthermore, in this study, L1 and L2 writing is compared in order to enlighten negative and positive aspects transferred and not transferred from L1 to L2. Likewise, this research finds out the strengths and weaknesses of the participants in writing in both L1 and L2.

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## INTRODUCTION



Throughout more than thirty years, the influence of culture and previous experiences in the native language has been studied when learning a second language. How these aspects have a positive or negative outcome over our skills in L2 has a special emphasis, especially in writing. This research ponders on how the influence we have in L1, affects our skills in writing in L2, and if this influence is nonexistent, positive or negative. We also find out what are the strengths and weaknesses of our participants both in L1 and L2. Finding out the effect of the influence of L1 over L2 in writing, helps students and teachers acknowledge the positive or negative aspects, and how they can use this for their advantage.

## CHAPTER I

### STATEMENT OF THE PROBLEM

The development of communicative competences in a second language is a major concern since the start of learning a second language. Modern day teachers look for ways to make this L2 learning process as easy and comprehensible for students and students search for the best learning strategies. It is impossible to ignore the L1 influence over the learning process of L2, and this is reflected on the strategies used by students while learning a second language.

Moreover, the length of time in which students learn a second language varies from student to student, but in many cases some students take longer than they should. This recurrent problem affects the learning process of L2 and discourages students to continue learning a second language. It is important to know at what extent those the L1 influence the learning of L2; what good things it brings to the learning process or what bad things it brings.

In this research two points of view will be included, one that claims that the use of L1 in acquiring a second language is unavoidable and rather unconscious, and another point of view that rejected the use of L1 in L2. In this manner, following the first point of view, several studies like the one from Cohen and Brooks (2004), have looked into the effects of composing in the L1 and then translating into the L2. These studies have indicated that lower L2 proficiency writers benefited from composing in the L1 and then translating into the L2, a result that shows the importance of using L1 writing strategies for lower L2 proficient writers.

Additionally, Woodall (2002) found that L1 use is determined by the learners' L2 proficiency level; therefore meaning that less proficient learners repeatedly switch to L1

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while writing in L2 when they face any kind of difficulty. Wang (2002), has also asserted that less proficient students frequently switch to L1 while writing in an L2 writing classes.

Finally, following the second point of view, many researchers and teachers discouraged L1 use in the L2 classroom. Cook (2001), summarized these points of view into two groups. The first group rejected using L1 in the classroom and the second group called for minimizing L1 use in the language classroom. The dominant idea was that L1 has negative effects on L2 learners. Cook, however, called for considering L1 as a “classroom resource”, which opened the doors to use L1 in the language classroom.

Therefore, with the acknowledgment of several theories that either support or not the use of L1 in L2, the purpose of this research is to recognize the positive and negative effects of L1 use when learning L2, and if the strength and weaknesses of L1 are transmitted into L2 writing. In this way, students will be able to acknowledge the positive and negative aspects of using L1 while learning L2. Furthermore, teachers will identify how they can take advantage of these transitional aspects from L1 to L2.

### JUSTIFICATION

As future ESL/EFL teachers, knowing the influence of L1 (Spanish) over the learning of L2 (English) is of major importance. By introducing the results of L1 use by L2 writers, ESL/EFL teachers will play a great role by helping students use their L1 positively and avoid the negative impacts of L1 use. The purpose of this research is to find the positive and negative influence of L1 over L2 in writing (if there is anything that is transmitted or not), or if there is anything negative. In this research we take into account the previous experiences in English that students had in their life, the making of an essay both in Spanish and English, and an observation where only the participants

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will be observed. The research was done at the English Level 4 at the UPNFM, at morning and counts with two participants.

When learning a second language, the native language will always have influence over the students, but knowing what influence is healthy for the learning of the second language is what makes this research important.

## OBJECTIVES

### GENERAL OBJECTIVE

- To determine the influence of L1 over writing in L2.

### SPECIFIC OBJECTIVE

- To identify the strengths and weaknesses of students in L1 writing.
- To identify the strengths and weaknesses of students in L2 writing.
- To identify the positive or negative aspects transferred from L1 to L2 writing.

## RESEARCH QUESTIONS

1. How previous experiences in writing in L1 influences writing in L2?
2. What are the strengths and weaknesses of students writing in their native language?
3. What are the strengths and weaknesses of students writing in their second language?
4. What are the positive or negative aspects from L1 writings that remain in L2 writing?

## **CHAPTER II**

### LITERATURE REVIEW

#### **Culture behind Writing**

Berlin (1984) states that rhetoric is a cultural social event and a social invention, which arises out of a time and place, and a peculiar social context... As writing is a

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consciously learned skill through schooling that is often done according to each society's needs, expectations, and desires for future generations, it is inextricably interrelated with education and accordingly with larger cultural contexts (Berlin cited in Uysal 2008). For that reason, it is very likely that unique writing conventions exist in each society; once a person learns a certain way of writing in one culture, this schema influences writing in a second language (Kaplan, 1966; Kadar-Fulop, 1988; Purves, 1988a; Hirose, 2003 cited in Uysal 2008).

Even though Contrastive Rhetoric studies have provided evidence for the influence of linguistic, cultural, and educational backgrounds on the structures of ESL texts, they have also revealed that these are not the only factors, they are not mutually exclusive from each other, and which type of factor is the most important factor is still not known (Matsuda, 1997).

### **Transfer of L1-specific cultural patterns to second language writing**

Writing is considered as a cultural phenomenon and by doing so it is suggested that once this cultural schema is formed in L1, it would influence writing in a second language (Connor, 1996; Kaplan, 1966). For instance, Kaplan (1966), analyzed 600 ESL student essays, and found common organizational patterns displayed by each cultural group, and concluded that L2 writing is largely influenced by transfer of L1 rhetoric. Nevertheless, such studies comparing only ESL texts were often criticized for not providing direct evidence for transfer, but simply supposing that patterns found in L2 were caused by L1 rhetoric (Martin, 1992; Matsuda, 1997), and for ignoring other variables such as low L2 proficiency or the difficulties of writing in a second language (Mohan & Lo, 1985).

The best way to understand any transfer across L1 and L2 is suggested

to be the within subject analysis of L1 and L2 texts as it offers the most direct and appropriate evidence by controlling the subject variable (Kubota, 1998). In terms of specifically argumentative writing, few studies compared the L1 and L2 argumentative essays written by the same individuals in terms of mainly organizational structures such as “claim + justification + conclusion” (Enginarlar, 1990; Choi, 1988) or macro-level rhetorical pattern and the placement of thesis (Kubota, 1998 cited in Uysal, 2008).

Furthermore, according to Uysal (2008), previous studies were mainly text-based, not asking writers about their textual decisions, which make it difficult to understand whether any common patterns found were actually cultural. Moreover, most of these studies used a homogeneous group of subjects in terms of L2 level and L2 writing knowledge and used the same topics in L1 and L2 essays, making it hard to claim that similarities found were due to transfer. Finally, most studies examined the texts in isolation, but not in relation to the cultural/educational contexts.

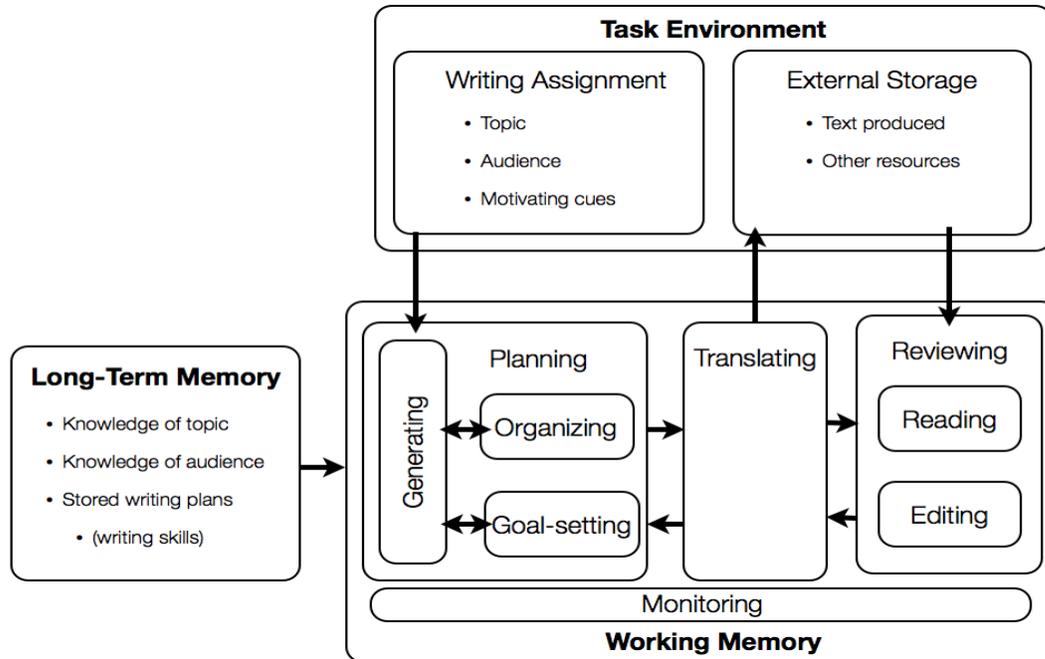
### **Rhetorical Situation**

The rhetorical situation or rhetorical problem at the start of the building of a written text is the most important aspect in the production process. Flower and Hayes (1981), in their model of the writing process as part of the rhetorical problem, includes the following aspects: 1.) The topic 2.) The audience 3.) Motivating cues. In Flower and Hayes perspective, good writers perform a global planning of their writings, taking into account the rhetorical aspects, and this is what differentiates a good writer from a bad writer (Flower & Hayes 1981, cited in Valenzuela & Cornejo, 2010).

Consequently, as observed in Figure 1, we find the rhetorical situation, which considers the topic, the audience and the motivating cues. All of these aspects are considered as part of the previous knowledge that the writer possesses. In this way, the

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person knows what is he writing about, to who is he writing, and with what purpose is he writing.



**Figure 1: Model of the writing process (Flower & Hayes, 1981, cited in Valenzuela & Cornejo, 2010)**

In this way, the three aspects of the rhetorical situation considered in this research are the ones stated by Flower and Hayes (1981): The topic, the motivating cues, and the audience. In relation with the topic of writing, it is considered as the specific subject from the one you write about. In relation with the motivating cues, it is directly related with the intention of the speaker-writer. Consequently, in the production of writing, the purpose allows to know why the writer decided to write about something, and what encourages him to do so. Finally, in relation with the audience, the writer must know to whom are the text written, and the clarity with respect of the discourse community from which the readers belong (Flower & Hayes 1981, cited in Valenzuela & Cornejo, 2010).

By not having the knowledge of the rhetorical situation Williams (1998), states that inexperienced writers, do not take into account the aspects of the rhetorical situation (topic, audience and motivating cues) and as a consequence, they make planning in surfaces features, making not deep compositions, namely, with few content and with vague or undetermined purposes, and they are not capable of delimitating their topic, state the intention or specify the audience, even when the teacher designs those features.

### **Contrastive Rhetoric**

Started by Kaplan, Contrastive rhetoric is the study of ways in which the background of a person in her native language may influence his or her writing productions in a second language. It includes theoretical perspectives from linguistics (e.g., cohesion, coherence, and discourse organization) and also rhetoric (including the three classical persuasive appeals—logos, pathos, ethos—and Toulmin's 1958 argument model of claim, data, and warrant) conventions from L1 that affect L2 writing.

The term Contrastive Rhetoric began as the pronouncement that "each language and each culture has a paragraph order unique to itself, and that part of the learning of a particular language is the mastery of its logical system". Contrastive rhetoric, has establish itself as an object of linguistic inquiry as Wong (1997), states in her review of Ulloa Connor's book "Contrastive Rhetoric Cross Cultural Aspects of Second Language Writing".

In her book, Connor (2002) refers to an emerging CR (Contrastive Rhetoric) discipline, which draws on relevant disciplinary fields, such as composition studies as ours. It also states the transition from the traditional CR concept to "a new rhetoric" that

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focuses on the audience and into achieving an understanding of the cognitive process writers go through while writing.

Researchers in contrastive rhetoric have certainly not interpreted all differences in L2 writing as stemming from the L1 or interference from the national culture. Instead, these researchers have explained such differences in written communication as often stemming from multiple sources including L1, national culture, L1 educational background, disciplinary culture, genre characteristics and mismatched expectations between readers and writers (Connor 2002, p. 504).

It is therefore useful that both the EFL teacher and the EFL learner be aware of differences in text organization between their first language and their target language in the teaching of writing (Connor, 2002).

At any rate, researchers and others working in the current contrastive rhetoric paradigm have adhered to the position that cultural differences need to be explicitly taught in order to acculturate EFL writers to the target discourse community (Connor 2002, p. 505).

### **Issues in the target language teaching**

According to Kobayashi and Rinnert (2000), study about the L2 writing; while writing, L2 learners have to make a choice by going partly or totally via the L1. This phenomenon could be conditioned by different factors. First of all, according to Field, “beginners use the L1 to help them decode a text” This, could also happen even in more advanced learners of L2, and both of them take support from the L1 while writing since “L1 tends to be the language of thought...” By the way, the author mentions some exceptions (Kobayashi and Rinnert, 2000 cited in Field, 2000).

The situations which could condition called L1 “the language of thought” varies. One of these ones is the fact that the learner could be very advanced in L2 in such a way, in which the writer feels he can manage the L2 writing process without even consider the need of the L1 use. As well as if the learner is in the target country, or at least relates the past event or experience in the target language environment(Field, 2000).

Another factor that can condition the use in L1 in L2 writings is the simple but undisputed existents of learning styles. Different individual learners of the same level of ability use the L1 more or less than others; and this, according to each one learning style (Field, 2000).

### **L1 Use to Drive L2 Writing**

Even though many L2 writers use L1 by some means while writing in L2, the usage of L1 varies and is not the same for all L2 writers. Overall, proficient L2 learners do not heavily depend on L1 to drive the writing process, because they are proficient enough in L2 to think and plan using L2 (Jones & Tetroe, 1987 cited in Wolfersberger, 2003). Nevertheless, lower L2 proficiency writers heavily rely on their L1 during the writing process in order to sustain the process and prevent a complete failure in language (Arndt, 1987; Cumming, 1989; Raimes, 1985; Uzawa & Cumming, 1989 cited in Wolfersberger, 2003)

Uzawa and Cumming (1989) observed two distinct strategies that helped sustain the writing process of their lower L2 proficiency subjects. One they termed “keeping the standard” and the other “lowering the standard.” Keeping the standard strategies were used in L2 writing in order to maintain the level of writing achieved in the L1. These were strategies such as taking more time, revising extensively, and seeking assistance.

Lowering the standard strategies was used in order to complete the writing task within a reasonable amount of time and without excessive mental effort. These were strategies such as reducing information, simplifying syntax, substituting lexical items, and ignoring reader concerns. The subjects in the study produced L2 papers that had less content than their L1 writing, but about equal quality to their L1 writing. Overall, the L1 aided in keeping the level of work. If the L1 was not used, we can assume that the quality of writing would have been lower than it was.

### **CHAPTER III**

#### **METHODOLOGY**

Case study is the research method implied because it facilitates an understanding of complex real life situations inside the environment where the participants will be observed and analyzed. Furthermore, in order for the information to be gathered successfully the research needed specifically preconceived participants and this participants needed to be analyzed in a longer time span.

The research took place in the Universidad Pedagógica Nacional Francisco Morazán, at the morning in the English level four course. Two participants were intentionally chosen, depending on the range of experience and knowledge they have on L1 and L2.

The instruments used in this research are: 1.) Observation guide 2.) A Bilingual Language Profile: English-Spanish test 3.) A Rubric for writing task analysis 4.) A Student Interview. With the usage of the test of Bilingual Language Profile: English-Spanish, the participants were chosen according to the results they had, and the availability they had towards supporting the research. These participants were part of the English level four course in the morning at the UPNFM, and this course was chosen

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because, we believe that this is a point in which they have already good knowledge of English, but they aren't as proficient, and involved with the language.

Furthermore, our research's ethics was bound to protect human participants. We wanted them to feel as comfortable as possible, and all application of any instrument was consulted with the participants. Second of all, we ensured that the research is conducted in a way that serves interests of our participants. Finally, the participants have protection of confidentiality for every piece of information in the research that involves them, and they were always part of the process of informed consent.

## **CHAPTER IV**

### **COLLECTION OF THE DATA**

#### **Observation guide**

This instrument focused on the behavior the participants have in the classroom, and preferably in their writing tasks. This instrument focused on three aspects: 1. Occasions when the student talks to the teacher in L1. 2. Occasions when the student talks to classmates in L1. 3. Occasions when the teacher addresses the student in L1.

#### **A Bilingual Language Profile: English Spanish Test**

This bilingual language profile test focused on general aspects like age, gender, and previous experiences in both L1 and L2. There was a random selection of ten students, from which this test was applied, and the purpose of this test is to select from those ten students only two, from which the research was developed.

The test was send by email to the participants and the information was automatically organized by google templates. From this information the two participants were chosen, and the information is later used in the triangulation of data.

#### **A Rubric for Writing Tasks**

This rubric was used to analyze the micro and macro issues of the participants, when writing an essay in L1 and another essay in L2. The purpose of this rubric is to analyze if there is anything transmitted from L1 to L2 or if there isn't any transmission of competences. This instrument plays a huge role on answering some of the questions of this research, and by doing so is the most complex of all the instruments. This instrument is also validated by Ph.D. René Noé, an expert in researches.

**Students Interview**

As a follow up of the essays done by the students, this interview served the purpose to analyze the perception students have of what are their mistakes, what essay were they were more comfortable writing or when do they use L1 or L2. The information thrown by this instrument was later on compared with the rubric for writing tasks to see if the participant's perception was actually accurate. It also tells a little more about the characteristics these participants have and share with each other.

**CHAPTER V**

ORGANIZATION AND ANALYSIS OF THE DATA

**Table # 1: Bilingual Language Profile: English-Spanish- Experience Category**

Question	Analysis Unit Per Participant		Similarities	Differences
	P1	P2		
Age	21	21	Both participants have the same age.	
Sex	Feminine	Feminine	Both participants are of feminine gender.	
Current place of residence: City/State	Tegucigalpa	Tegucigalpa	Both participants live in the same city.	
Current place of residence: Country	Honduras	Honduras	Both participants live in the same country.	
Highest level of formal education	High School	High school	Both participants graduated from high school.	
At what age did you start learning ENGLISH?	19	19	Both participants started learning English at the age of 19.	
At what age did you start learning	Since birth	Since birth	Both participants learned	

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SPANISH?			Spanish since birth.	
At what age did you start to feel comfortable using ENGLISH?	Not yet comfortable.	20+		P1 is not yet comfortable using English while P2 got comfortable after twenty years old.
At what age did you start to feel comfortable using SPANISH?	For as long as I can remember.	5		P1 felt comfortable using Spanish for as long as she can remember, while P2 since the age of five.
How many years of classes (grammar, history, math, etc.) have you had in ENGLISH (primary school through university)?	2	2	Both participants have the same amount of years having classes in English.	
How many years of classes (grammar, history, math, etc.) have you had in SPANISH (primary school through university)?	16	16	Both participants have the same amount of years having classes in Spanish.	
How many years have you spent in a country/region where ENGLISH is spoken?	0	0	Both participants spent no years in a country or year where English is spoken.	
How many years have you spent in a country/region where SPANISH is spoken?	20+	20+	Both participants have spent the same amount of years in a country or region where Spanish is spoken.	
How many years have you spent in a family where ENGLISH is spoken?	0	0	Both participants have not spent any years on a family where English is spoken.	
How many years have you spent in a family where SPANISH is spoken?	20+	20+	Both participants spent the same amount of years in a family where Spanish is spoken.	
How many years have you spent in a work environment where ENGLISH is spoken?	0	1		P2 have spent one year in a working environment where English is spoken, while P1 haven't had that experience.
How many years have you spent in a work environment where SPANISH is spoken?	0	20+		P2 have spent more than twenty years in a work environment where Spanish is spoken, while P1 haven't had this experience.
In an average week, what percentage of the time do you use ENGLISH with friends? From 0% to 100%	10%	60%		P2 spends more time (60% of the time) than P1 (10% of the time) using English with friends.
In an average week, what percentage of the time do you use SPANISH with friends? From 0% to 100%	90%	80%	Both participants have different percentages of average time (90% and 80%), talking to friends in Spanish.	
In an average week, what percentage of the time do you use OTHER LANGUAGES with friends? From 0% to 100%	0%	0%	Both participants don't use other languages with friends.	
In an average week, what	0%	20%		P2 has a 20% percentage of

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percentage of the time do you use ENGLISH with family? From 0% to 100%				time using English with family, while P1 has none.
In an average week, what percentage of the time do you use SPANISH with family? From 0% to 100%	100%	80%	Both participants have similar percentages of time using Spanish with family (100% and 80%).	
In an average week, what percentage of the time do you use OTHER LANGUAGES with family? From 0% to 100%	0%	0%	Both participants don't use other languages with family.	
In an average week, what percentage of the time do you use ENGLISH at school/work? From 0% to 100%	30%	70%		P2 has a huge percentage of time (70%) using English on school or work in comparison to P1 (30%).
In an average week, what percentage of the time do you use SPANISH at school/work? From 0% to 100%	70%	70%	Both participants have the same amount of percentage of time (70%) using Spanish at school or work.	
In an average week, what percentage of the time do you use OTHER LANGUAGES at school/work? From 0% to 100%	0%	0%	Both participants don't use other languages at school or work.	
When you talk to yourself, how often do you talk to yourself in ENGLISH? From 0% to 100%	20%	60%		P2 speaks considerably more to herself in English (60%) than P1 (20%).
When you talk to yourself, how often do you talk to yourself in SPANISH? From 0% to 100%	80%	80%	Both participants have the same amount of percentage (80%), in which they speak to themselves in Spanish.	
When you talk to yourself, how often do you talk to yourself in OTHER LANGUAGES? From 0% to 100%	0%	0%	Both participants does not use other languages when speaking to themselves.	
When you count, how often do you count in ENGLISH? From 0% to 100%	10%	50%		P2 has a bigger percentage (50%) than P1 (10%) when counting using English.
When you count, how often do you count in SPANISH? From 0% to 100%	80%	70%	Both participants have similar percentages (80% and 70%) in the amount of times they count using Spanish.	
When you count, how often do you count in OTHER LANGUAGES? From 0% to 100%	10%	0%		P1 slightly uses other languages (10%) to count.
How well do you speak ENGLISH? From 0 (not well at all) to 6 (very well).	2	5		P2 considers that she speaks very well English, while P1 doesn't.
How well do you speak SPANISH? From 0 (not well at all) to 6 (very well).	6	6	Both participants consider that they speak very well in Spanish.	
How well do you understand ENGLISH? From 0 (not well at all) to 6 (very well).	4	4	Both participants consider that they understand English well.	

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How well do you understand SPANISH? From 0 (not well at all) to 6 (very well).	6	6	Both participants understand Spanish very well.	19
How well do you read ENGLISH? From 0 (not well at all) to 6 (very well).	3	5		
How well do you read SPANISH? From 0 (not well at all) to 6 (very well).	6	6	Both participants read very well in Spanish.	
How well do you write ENGLISH? From 0 (not well at all) to 6 (very well).	2	5		P2 writes almost very well in English, while P1 not well.
How well do you write SPANISH? From 0 (not well at all) to 6 (very well).	5	6	Both participants consider that they write very well in Spanish.	
I feel like myself when I speak ENGLISH. From 0 (disagree) to 6 (agree).	2	5		P2 considers that she feels like herself while speaking English while P1 doesn't.
I feel like myself when I speak SPANISH. From 0 (disagree) to 6 (agree).	6	6	Both participants feel like themselves when speaking on Spanish.	
I identify with an ENGLISH-speaking culture. From 0 (disagree) to 6 (agree).	2	5		P2 identifies herself with a speaking culture, while P1 doesn't.
I identify with a SPANISH-speaking culture. From 0 (disagree) to 6 (agree).	5	6	Both participants identify themselves with a Spanish speaking culture.	
It is important to me to use (or eventually use) ENGLISH like a native speaker. From 0 (disagree) to 6 (agree).	4	6	Both participants agree that it is important to use English like a native speaker.	
It is important to me to use (or eventually use) SPANISH like a native speaker. From 0 (disagree) to 6 (agree).	5	6	Both participants agree that it is important to use Spanish as a native speaker.	
I want others to think I am a native speaker of ENGLISH. From 0 (disagree) to 6 (agree).	5	5	Both participants agree that they want others to think that they are English native speakers.	
I want others to think I am a native speaker of SPANISH. From 0 (disagree) to 6 (agree).	5	5	Both participants agree that they want others to think that they are Spanish native speakers.	

### Table Description:

This table analyses the answers that both participants had in the test, and organizes this information into similarities and differences.

### Table Analysis:

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The participants have the same age, both are female, and live in the same city and country. They both graduated from high school and started to learn English at the age of nineteen years old. P1 isn't comfortable yet when speaking in English, and P2 just recently got comfortable at the age on twenty years old (P2 currently is twenty two years old). Both participants have taken the same amount of classes in English, meaning that they follow an identical path of knowledge in their L2, with the slight difference that P2 have spent in a work environment where English is spoken.

The big difference between the two participants is the amount of practice done by each one. P2 spends more time talking to friends in English, talking to herself in English, talking to her family in English, talking at school/work in English, and counting in English than P2. As a consequence, P2 considers that she speaks, reads, and understands English decently and in some cases very well, while P1 considers that she is that good at all.

With all the difference found, even though P1 has fewer competences than P2 (counting just their perception of themselves), both consider that looking like a native speaker is important for them, and wish to look like one in the near future.

**Table # 2: Observation Guide Monday July 14, 2014-Influence Category**

Observation Criterion	Analysis Unit Per Participant		Interpretation	Reflection
	P1	P2		
If the student uses L1: occasions when the student talks to the teacher in L1.	The student makes use of words from L1 when making jokes with the teacher.		P1 uses L1 when gets involved in a more casual environment with the teacher.	P1 uses L1 when she gets involved in a more casual environment with the teacher.
If the student uses L1: occasions when the student talks to the teacher in L1.	<ul style="list-style-type: none"> <li>• While working in groups.</li> <li>• Asking for deeper explanations.</li> <li>• Correcting mistakes while checking homework with other classmates.</li> <li>• Asking about the</li> </ul>	<ul style="list-style-type: none"> <li>• When speaking to classmates about the activity that will be made soon.</li> <li>• While working in groups.</li> <li>• When the teacher makes a joke.</li> <li>• Discussing the</li> </ul>	<ul style="list-style-type: none"> <li>• The participants make use of L1 working in groups.</li> <li>• P1 and P2 use L1 in discussions about assignments done in class.</li> </ul>	<p>The participants show more confidence talking and discussing in L1 while working in groups.</p> <p>P1 and P2 show a</p>

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	<p>topic being though in class.</p> <ul style="list-style-type: none"> <li>Discussing the answers of an exercise done in class.</li> </ul>	<p>assigned, while the teacher discusses a new topic.</p> <ul style="list-style-type: none"> <li>Asking about the topic being developed.</li> <li>Discussing an audio tape while this tape was still playing.</li> <li>Discussing an answer of a multiple choice exercise.</li> <li>Talking about something that has no relation with the topic being discusses, just before going to a break.</li> </ul>	<ul style="list-style-type: none"> <li>The participants make use of L1 checking exercises even if they are done in English.</li> <li>P1 and P2 make use of L1 clearing doubts about the topic and exercises being developed in class.</li> </ul>	<p>high level of reliability using L1 to check and clarify doubts.</p>
<p>If the teacher uses L1: occasions when the teacher addresses the student in L1.</p>	<ul style="list-style-type: none"> <li>Traducing a comparative rule (which was the topic of the day).</li> </ul>	<ul style="list-style-type: none"> <li>Describing the literal translation of a word.</li> <li>A student confused a word with another and made a joke about it.</li> <li>Referring to some of the students' hometown.</li> </ul>	<p>The teacher makes use of L1 to explain specific words to her students.</p>	<p>The majority of the time the teacher makes use only of L2 for the explanations. However, if it is necessary, freely, she makes use of L1 clarifying doubts.</p> <p>When the teacher makes jokes it makes the atmosphere more L1 friendly for the participants.</p>

**Table Description:** The following table is based on an observation made on Monday July 14<sup>th</sup>, 2014 by the two researchers of this research who observed one participant each. It contains three different observation criterions from the instrument, an analysis unit per participant and an interpretation and reflection of the analysis per participant together.

**Table Analysis:**

First of all, based on what had been observed, it is a matter of fact that P1 and P2 prefer L1 to communicate with their classmates. Both participants discuss, analyze, check processes and clarify doubts using L1 inside the classroom with their classmates. However the communication with the teacher is totally different. Just P1 shows use of L1 addressing the teacher once, in a situation that took place in a very casual environment.

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It reveals the formality for the participants of the use of L2 with the teacher. The same happens with the teacher, who seems to make use of words from L1 just in jokes to relax the classroom atmosphere.

**Table # 3: Observation Guide Monday July 15, 2014-Influence Category**

Observation Criterion	Analysis Unit Per Participant		Interpretation	Reflection
	P1	P2		
If the student uses L1: occasions when the student talks to the teacher in L1.				
If the student uses L1: occasions when the student talks to the teacher in L1.	<ul style="list-style-type: none"> <li>Asking for a new word in the reading.</li> <li>Giving instructions.</li> <li>Reviewing what they have to do in exercises assigned in class.</li> <li>Asking a classmate to lend him a book.</li> <li>Discussing exercises with classmates</li> </ul>	<ul style="list-style-type: none"> <li>When asking how a word is written.</li> <li>While working in pairs.</li> <li>When getting distracted while the teacher discusses the topic.</li> <li>Discussing the topic with a classmate.</li> <li>While working in groups.</li> </ul>	<ul style="list-style-type: none"> <li>P1 and P2 make use of L1 clarifying doubts about the topic and exercises being developed in class.</li> </ul>	The participants show more confidence addressing each other in L1.
If the teacher uses L1: occasions when the teacher addresses the student in L1.	<ul style="list-style-type: none"> <li>Traducing a comparative rule (which was the topic of the day).</li> </ul>	<ul style="list-style-type: none"> <li>When teaching the literal translation of a word.</li> </ul>	The teacher uses L1 when teaching something in a deeper manner (like a definition or grammatical rule).	If the teacher feels the need of using L1 to clarify any definition or rule, she makes use of it.

**Table Description:** The following matrix is based on an observation made on Monday July 15<sup>th</sup>, 2014 by the two researchers of this research who observed one participant each. It contains three different observation criterions from the instrument, an analysis unit per participant and an interpretation and reflection of the analysis per participant together.

**Table Analysis:**

The fact that there is no occasion in which either of the participants addresses the teacher in L1 reveals the respect they give to the use of L2 in the classroom; at least, with the teacher. However the participants make use of L1 clarifying doubts about the topic being developed and the exercises done in class even when both of them are

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made in L2. This time, the teacher shows no restriction in the use of L1 when teaching a deeper manner like a definition or grammatical rule.

**Table # 4: Student Interview-Influence Category**

Analysis Unit Per Participant				
Question	P1	P2	Similarities	Differences
5. When you check the essay, do you think in L1 or L2?	It depends because when I do the essay in English I think on English and when I do it on Spanish I think on Spanish.	Well most of the times it depends on what I am writing (pause). If I write in English I think in English, but I still use Spanish and when I write in Spanish I think only in Spanish.	P1 and P2 agree that when they do an essay on English they think on English.	P2 thinks in English while writing an essay on English, but also sometimes uses Spanish. While P1 claims English is the only language used on the thinking process when writing an Essay on English.
10. In which of the two essays did you feel more comfortable? Or did you felt the same in both essays? Explain.	It is easier to write an essay in Spanish and in English I think it is more difficult because I don't know many things in English.	Well, I felt more comfortable in L1, because it is my native language and it is easier for me.	Both P1 and P2 agree that they felt more comfortable writing an essay in L1 because, it is their native language.	

**Table Description:**

This table analyses the participant's responses to the questions that belong to the category of influence in the student's interview instrument. It is divided into similarities and differences to see what the participants have in common or not.

**Table # 5: Student Interview-Strength Category**

Analysis Unit Per Participant				
Question	P1	P2	Similarities	Differences
1. What did you consider easier or more difficult while writing the L1 essay?	The most difficult that I wrote my essay in L1 was the (pause) the supporting details because I didn't know what to write. That is the most difficult, and the most easier hmmm. The thesis statement and the conclusion.	I consider ehh more easier ehh to select the topic for the essay, but I consider more difficult to write or organize the idea according to the purpose of the essay.		P1 considers making the thesis statement and conclusion to be easier, while P2 considers that selecting the topic for the essay is easier in L1.
2. What did you consider easier or more difficult while writing the L2 essay?	I think that the most difficult that I do, that I did, sorry. Was the thesis statement and the more easier was the	I consider more easier ehh to write essay in English ehh the topic according to the different ideas, but it's more		P1 considers making the conclusion to be easier, while P2 considers that

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	conclusion.	difficult to decide the thesis statement of the essay.		selecting the topic for the essay is easier in L2.
3. When you finish an essay, what are the things you check?	Ahhh, I check the, especially the spelling because I think that I (pause) have many mistakes in spelling.	I check the structure of the essay and also the grammar.		P1 checks the spelling of the words, and P2 checks the structure of the essay as well as grammar.
4. What mistakes do you commonly find while checking the essay?	Especially grammar.	The mistakes that are more common is the relation between the introduction and the conclusion of the essay.		P1 most common mistakes are in grammar, while P2 mistakes are in the relation between the introduction and conclusion.
7. What do you think is your strength while writing in L1? Explain.	The conclusion and that introduction, because I think it is easier to start and to finish.	The organization of the structure of the essay.		P1 considers that making a conclusion and an introduction is his strength, while P2 considers that the organization of the structure of the essay is his strength in L1.
9. What do you think is your strength while writing in L2? Explain.	The conclusion.	To write very well the grammar.		P1 considers that writing the conclusion is his strength, while P2 considers that grammar is his strength in L2.

**Table Description:**

This table analyses the participant's responses to the questions that belong to the category of strengths in the student's interview instrument. It is divided into similarities and differences to see what the participants have in common or not.

**Table # 6: Student Interview-Weakness Category**

Question	Analysis Unit Per Participant		Similarities	Differences
	P1	P2		
1. What did you consider easier or more difficult while writing the L1 essay?	The most difficult that I wrote my essay in L1 was the (pause) the supporting details because I didn't know what to write. That is the most difficult, and the most easier hmmm. The thesis statement and the conclusion.	I consider ehh more easier ehh to select the topic for the essay, but I consider more difficult to write or organize the idea according to the purpose of the essay.		P1 considers more difficult writing the supporting details of an idea in an essay and P2 to organize the ideas according to the purpose of the essay in L1.

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2. What did you consider easier or more difficult while writing the L2 essay?	the most difficult that I do, that I did, sorry. Was the thesis statement and the more easier was the conclusion.	I consider more easier ehh to write essay in English ehh the topic according to the different ideas, but it's more difficult to decide the thesis statement of the essay.	Both participants agree that making the thesis statement is the most difficult part of the L2 essay.	
3. When you finish an essay, what are the things you check?	I check the, especially the spelling because I think that I (pause) have many mistakes in spelling.	I check the structure of the essay and also the grammar.		P1 checks the spelling of the words, and P2 checks the structure of the essay as well as grammar.
6. What do you think is your weakness while writing in L1? Explain.	Taking out the supporting details.	To organize the idea and connect different ideas in all the essay.		P1 considers that taking out the supporting details is his weakness in L1 while P2 considers that organizing the idea and connecting different ideas in the essay is his weakness in L1.
8. What do you think is your weakness while writing in L2? Explain.	The thesis statement, because it is very confusing when you have to write something and another thing and ahhh it is stressful!	To develop ideas and, the main idea, and join the different details according to the main idea.		P1 considers that his weakness is to write the thesis statement in L2, while P2 considers that developing the main idea and other ideas is his weakness in L2.

**Table Description:**

This table analyses the participant's responses to the questions that belong to the category of weakness in the student's interview instrument. It is divided into similarities and differences to see what the participants have in common or not.

**Students Interview Analysis:**

The answers provided in this instrument are more subjective since we are asked for the participant's opinion. For starters, P1 and P2 make slight changes on their opinion about what they consider easy and difficult in both the L1 and L2 essay. On the L1 essay P1 considers that making the thesis statement and conclusion are easier and P2 that selecting the topic is easier. On the L2 essay P1 stays with the same idea that making the conclusion is the easiest, but she no longer includes making the thesis

statement, and P2 stays with the same idea that selecting the topic is the easiest part of the essay. This suggests that the making of the thesis statement complicates itself on the L2 essay for P1.

Furthermore, on the L2 essay, P1 thinks that writing the thesis statement in L2 is her weakness, and P2 that developing the main ideas is her weakness. On the L1 essay, P1 thinks that taking the supporting details is her weakness in the L1 essay and P2 connecting different ideas in the essay. As stated before, P1 considers easy to make a thesis statement on Spanish, but this is no longer happening in L2. On the other hand, P2 considers being weak on the development of the main idea and supporting ideas on the L2 essay.

Moreover, P1 considered making the introduction and conclusion of an essay her strength in L1, while P2 the structure of the essay. In the L2 essay, P1 considers writing the conclusion her strength, meaning that she is still able to make a good conclusion in both essays. On the other hand, P2 considers grammar her strength in L2, meaning that she has more trouble with the structure in L2.

When the participants end the essay and they look for mistakes, P1 commonly finds grammar mistakes, while P2 find mistakes when looking at the relationship between the introduction and the conclusion. When P1 finishes the essay, the first thing she looks for is for spelling mistakes, while P2 checks the structure of the essay.

**Table # 7: Essay rubric - Influence Category - Spanish Text**

Criterion	Analysis Unit Per Participant		Similarities	Differences
	P1	P2		
Thesis Statement	There is no thesis statement or it is unclear.	The main idea of the paragraph is found on this statement, however, without the rest of the paragraph supporting it, it loses its sense.		P2 possess a thesis statement even with its limitations while P1 did not include a thesis statement at all.
Main Idea	The main idea is clear	.The main idea is clear,	P1 and P2 present a	

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	throughout the essay	since the start you understand that the author is disappointed at the company where the participant bought it.	clear main idea throughout the essay.	
Logical Paragraphs Breaks	The participant does no use of transitional verbs.	The author made use of two transitional verbs, and eluded one in the third paragraph and at the conclusion of the essay.		P2 presents awareness about the use of transitional verbs, while P1 does not.
Conclusion	The conclusion mentions the main idea but it still misses some points.	The participant synthesized the whole idea of the essay correctly at the end.	P1 and P2 have an idea of an appropriate conclusion	P2 shows a complete management writing a conclusion while P1 still shows some problems in it.
Vocabulary		While writing in Spanish, the author had no problem of making emphasis of his feelings.		
Style	The author had the appropriate style for an essay, with the exception of a complete usage of transitional verbs.	The author had the appropriate style for an essay, with the exception of a complete usage of transitional verbs.	P1 and P2 show management of the correct style of an essay.  P1 and P2 show issues in the use of transitional verbs in L1.	
Grammatical Structure				
Correct Word (Literal Translation)				
Spelling	Incorrect spelling of the word "sufriendo".	Not using a diacritical mark when required.	P1 and P2 commit small spelling mistakes writing in L1.	
Plurals vs Possessives				
Quotations				
Commas		Making use of a period instead of a comma.		P2 commit mistakes in the use of commas while P1 did not.
Run-on sentences or fragments				

**Table Description:** The following rubric essay organizes the data collected by an essay rubric based on fourteen different macro and micro issues of writing. It compares two Spanish essays made by P1 and P2 individually, and made of different topics among them, getting the similarities and differences of both texts.

**Table Analysis:**

In the Spanish essays the participants showed various differences and similarities, strengths and weaknesses. P2 shows knowledge about including a thesis statement in an essay. The participant wrote an understandable but restricted one, while P1 did not include a thesis statement at all. Both participants have a clear main idea in their essays. They also present a difficulty with the use of transitional verbs in Spanish. P2 used just two in a four paragraph essay, while P1 did not include at least one. While writing a conclusion in Spanish, P2 presents no problem at all while P1 still show some problems on it, since it do not enclose all the ideas developed in the essay in the conclusion. Both participants showed management of the correct style of an essay and both of them commit just minimal spelling mistakes.

**Table # 8: Essay rubric - Influence Category - English Text**

Criterion	Analysis Unit Per Participant		Similarities	Differences
	P1	P2		
Thesis Statement	There is no thesis statement on the essay.	The main idea of the paragraph is found on this statement, however, without the rest of the paragraph supporting it, it loses its sense.		P2 possess a thesis statement even with its limitations while P1 did not include a thesis statement at all.
Main Idea	The main idea is unclear.	The main idea is clear, because since the start you understand that the author is disappointed at the company where the participant bought it.		P2 stays clearly the main idea of the essay while P1 do not.

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Logical Paragraphs Breaks	Incomplete transitional phrase, having second instead of second of all.	The participant shows knowledge of transitional verbs and knows how to use them in the whole essay.	P1 and P2 show knowledge about the use of transitional verbs writing I L2.	P2 used correctly transitional verbs in the whole essay. In the other hand, even when P1 shows knowledge about them it does not include them in the whole essay.
Conclusion	The participant doesn't have a clear conclusion and seems incomplete.	The participant synthesized the whole idea of the essay correctly at the end.		
Vocabulary		While writing in English, the author couldn't emphasize how unfortunate the situation was.		
Style	The author had the appropriate style for an essay, with the exception of a complete usage of transitional verbs.	The author had the appropriate style for an essay in all aspects.	P1 and P2 show management of the correct style of an essay.	P1 shows issues in the use of transitional verbs in L1 while P2 do not.
Grammatical Structure	<p>Missing words and correct tense that give the sentence meaning.</p> <p>Incorrect usage of past perfect tense.</p> <p>Incorrect usage of part of speech of the word "immediately" instead of using immediate.</p> <p>Wrong usage of present progressive when only the present tense is needed (to decrease).</p> <p>Wrong usage of present progressive when only the present tense is needed (to reduce).</p> <p>Wrong usage of an infinitive.</p> <p>Wrong usage of present tense when the past tense should be used (worked instead of work), and not using the past</p>	<p>The author omitted the noun and demonstrative adjective agreement.</p> <p>Wrong use of tenses.</p> <p>Using the word "is" when not required.</p>	<p>P1 and P2 present problems in the tenses in L2.</p> <p>P1 and P2 present problems in the appropriate use of some parts of speech.</p> <p>P1 and P2 present problems in the use of the correct tense in sentences.</p>	<p>P2 present problems in the use of a noun and demonstrative adjective agreement while P1 shows difficulty with adverbs and adjectives strongly difficulty in the use of tenses.</p>

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	tense of will (would).			
Correct Word (Literal Translation)	<p>Unnecessary use of an article.</p> <p>Word repetition and unnecessary use of an article.</p> <p>Using the word “for” instead of “to”.</p> <p>Unnecessary use of an adjective (some).</p> <p>Unnecessary use of an article (the).</p> <p>Unnecessary usage of an article (the).</p>	<p>The author used much trying to say mucho, when the correct phrase was a lot.</p> <p>The author says “I recommend you” when in reality, the participant is trying to refer to the company and not to someone else.</p> <p>The word “for” and “my” are unnecessary in this sentence.</p> <p><b>Using only first instead of first of all.</b></p>		<p>P1 shows issues using articles while P2 do not.</p> <p>P2 makes use of incorrect words while trying to transmit messages.</p>
Spelling		Not using a diacritical mark when required.		
Plurals vs Possessives				
Quotations				
Commas	<p>Usage of period instead of a comma.</p> <p>Usage of period instead of a comma.</p> <p>Not using a comma on a transitional phrase.</p> <p>Not using a comma on a transitional phrase.</p> <p>Using a period instead of a comma.</p>	Not using commas where required.	P1 and P2 show issues with the use of commas in a sentence.	P1 present problems with the use of periods committing several mistakes in the use of periods instead of commas while P2 do not present problems with the use of periods.
Run-on sentences or fragments	<p>Unnecessary use of a period.</p> <p>The participant made an unclear idea.</p> <p>The participant made an unclear idea.</p>			P1 presents problems closing ideas or unifying ideas while P1 do not.

	Incomplete sentence (the idea isn't clear).  The sentence has no meaning by itself.			
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**Table Description:** The following rubric essay organizes the data collected by an essay rubric based on fourteen different macro and micro issues of writing. It compares two English essays made by P1 and P2 individually, and made of different topics among them, getting the similarities and differences of both texts.

**Table Analysis:**

It costs more mistakes writing in English than in Spanish for both participants. However, P1 got more difficulties while writing in English than P2 did. As in Spanish, P2 included a thesis statement dependent from the rest of the paragraph and P1 did not achieve this task again. Different than in the Spanish text, P1 could not state a clear main idea for his essay. In the other hand P2 states clearly the main idea of his English essay.

The lack of transitional verbs is not transferred from the Spanish essay to the English one for P2; who uses a transitional verb for each paragraph written. Not the same as P1, who did not included at least one as the participant did in the Spanish essay.

Something P1 and P2 share in the English text is grammar mistakes. P2 committed plenty mistakes in the use of articles, tenses and omitting words that give meaning to the sentences; issues not included in the Spanish essay. On the other hand, P2 also has problem with tenses and adding words not needed. P2 also made use of literal translation from L1.

Finally, both participants commit mistakes in the use of commas. Using commas where they are not required or as in the case of P1, writing periods instead of commas

letting ideas incomplete. P1 let various incomplete ideas in different run on sentences or fragments, problem not present in the Spanish text.

### FINAL ANALYSIS

Test Conclusion	Observation Conclusion	Essay Rubric Conclusion	Students' Interview Conclusion
Both participants had the same learning opportunities for L2.	Both participants prefer to use L1 with classmates, even when all the activities are in L2.	P1 easily showed the main idea in the Spanish essay, while in the English essay she couldn't.	P1 changes what she considers easy on L1 to L2, while P2 stays the same.
		P2 could show the main in both Spanish and English essays. P1 couldn't make a clear conclusion in both L1 and L2.	In L1 P1 considers that writing the supporting details is her weakness, while in L2 writing the thesis statement is her weakness.
		P2 could make a conclusion in both L1 and L2.	
P2 practices more English than P1. As consequence she feels more comfortable, understands, and use better the language than P1, who feels not comfortable yet and doesn't have a clear knowledge of English.	The teacher rarely uses L1, but doesn't ban it from the class.	P1 couldn't show the thesis statement in both the Spanish and English Essay.	P2 considers in both languages that writing the main idea is her weakness.
		P2 made incomplete an incomplete thesis statement in both the Spanish and English essays.	In L1, P1 consider writing the introduction and conclusion of the essay her strength, but in L2 she only considers that making the conclusion is her strength.
Both participants consider that sounding and looking like a native speaker is important for them.	The teacher only uses L1 when making jokes to relax the students, and when defining certain words or explaining grammatical rules.	P1 rarely used transitional words in the Spanish essay, while in the English essay she doesn't use them at all.	In L1, P2 considers that making the structure of the essay is her strength, while in L2 grammar is her strength.  When finishing the essay P1 commonly find grammar mistakes, and P2 finds mistakes when looking at the relationship between introduction and conclusion.
		P2 rarely used transitional words in the Spanish essay, while on the English essay she used transitional words all the time and correctly.	
		P1 doesn't have grammatical issues in L1, but in L2 she commits plenty of grammatical mistakes.	
		P2 doesn't have grammatical problems in L1, but in L2 she commits some grammatical mistakes. Although P2 committed literal translation once.	
		P1 didn't have problems using commas and periods in L1, but she does in L2.	
		P2 presents problems using commas in both L1 and L2.	

- **The aspects that transferred from L1 to L2:**

- 1. Participant 1:**

- Not being able to make a thesis statement.
- Vague usage of transitional words (Problem got worst in English).
- Good essay structure.
- Writing correctly the main idea.
- Not being able to correctly write a conclusion.

- 2. Participant 2:**

- Problems when making the thesis statement.
- Writing correctly the main idea.
- Problems using commas.
- Good essay structure.
- Writing a correct conclusion.

- **The aspects that didn't transfer from L1 to L2:**

- 1. Participant 1:**

- Good grammar usage.
- Good usage of periods and commas.
- Complete sentences (Run on sentences on L2).

- 2. Participant 2:**

- Vague usage of transitional words (uses transitional words in L2 all the time).
- Correct word usage and vocabulary.

## **CHAPTER VI**

### **CONCLUSIONS**

With the previous aspects that were transferred or not we conclude that:

1. The positive aspects transferred from L1 to L2 as presented in participant 1 and participant 2 are a good essay structure, and the main idea. Moreover, participant 2 can make a thesis statement and conclusion in both L1 and L2.
2. The negative aspects transferred from L1 to L2 as presented in participant 1 are: not being able to make a thesis statement, not being able to write a conclusion, and no usage of transitional words.
3. The negative aspects transferred from L1 to L2 as presented in participant 2 are: problems when making the thesis statement, and the correct usage of commas.
4. Even though the participants had the same amount of opportunities in learning English, they possess a different level of competences.
5. The Participant 1 strengths in the L1 essay are the development of the thesis statement, main idea, and conclusion.
6. The Participant 2 strengths in the L1 essay are the structure of the essay, and making the conclusion of the essay.
7. The participant 1 weakness in the L1 essay is the no usage of transitional words (logical paragraph breaks).
8. The participant 2 weakness in the L1 essay is the incomplete usage of transitional words (logical paragraph breaks).
9. The Participant 1 has no clear strength in the L2 essay.
10. The Participant 2 strengths in the L2 essay are the complete usage of transitional words (improved from the L1 essay), making the conclusion, stating the main idea, and the thesis statement.

11. The participant 1 shows weaknesses on writing the thesis statement, stating the main idea, writing the conclusion, grammatical structure, and having run on sentences (sentence fragments).
12. The participant 2 weaknesses in the L2 essay are the grammatical structure, and using the correct words (literal translation).
13. Both are better in following the essay structure in L2 than in L1.

### RECOMMENDATIONS

- Teachers and students should be aware of the influence L1 has over L2, and what personal strategies can they follow to take advantage of this influence.

### LIMITATIONS

- The availability of the participants: participants were too busy for the instruments to be applied on the stipulated time.
- Pressure of various courses that interfere with the full commitment to the making of this research.
- Lack of materials to work in the university.

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## APPENDIX

### Instrument No. 1: Bilingual Language Profile: English-Spanish

## Bilingual Language Profile: English-Spanish

\* Required

### I. Biographical Information

First Name \*

Last Name \*

Age \*

Sex \*

- M  
 F

Current place of residence: City/State \*

Current place of residence: Country \*

Highest level of formal education \*

- Less than high school  
 High school  
 Some graduate school  
 M.Ed  
 PhD

## Bilingual Language Profile: English-Spanish

### II. Language History

In this section, we would like you to answer some factual questions about your language history.

Please answer each question by selecting the appropriate answer from the drop-down menu.

#### 1. At what age did you start learning the following languages?

At what age did you start learning ENGLISH?

At what age did you start learning SPANISH?

#### 2. At what age did you start to feel comfortable using the following languages?

At what age did you start to feel comfortable using ENGLISH?

At what age did you start to feel comfortable using SPANISH?

#### 3. How many years of classes (grammar, history, math, etc.) have you

**had in the following languages (primary school through university)?**

How many years of classes (grammar, history, math, etc.) have you had in ENGLISH (primary school through university)?

How many years of classes (grammar, history, math, etc.) have you had in SPANISH (primary school through university)?

**4. How many years have you spent in a country/region where the following languages are spoken?**

How many years have you spent in a country/region where ENGLISH is spoken?

How many years have you spent in a country/region where SPANISH is spoken?

**5. How many years have you spent in a family where the following languages are spoken?**

How many years have you spent in a family where ENGLISH is spoken?

How many years have you spent in a family where SPANISH is spoken?

**6. How many years have you spent in a work environment where the following languages are spoken?**

How many years have you spent in a work environment where ENGLISH is spoken?

How many years have you spent in a work environment where SPANISH is spoken?

## Bilingual Language Profile: English-Spanish

### III. Language use

In this section, we would like you to answer some questions about your language use.

Please answer each question by selecting the appropriate answer from the drop-down menu.

**7. In an average week, what percentage of the time do you use the following languages with friends?**

Total use for all languages should equal 100%.

In an average week, what percentage of the time do you use ENGLISH with friends?

In an average week, what percentage of the time do you use SPANISH with friends?

In an average week, what percentage of the time do you use OTHER LANGUAGES with friends?

**8. In an average week, what percentage of the time do you use the following languages with family?**

Total use for all languages should equal 100%.

**8. In an average week, what percentage of the time do you use the following languages with family?**

Total use for all languages should equal 100%.

In an average week, what percentage of the time do you use ENGLISH with family?

**9. In an average week, what percentage of the time do you use the following languages at school/work?**

Total use for all languages should equal 100%.

In an average week, what percentage of the time do you use ENGLISH at school/work?

In an average week, what percentage of the time do you use SPANISH at school/work?

In an average week, what percentage of the time do you use OTHER LANGUAGES at school/work?

**10. When you talk to yourself, how often do you talk to yourself in the following languages?**

Total use for all languages should equal 100%.

When you talk to yourself, how often do you talk to yourself in ENGLISH?

When you talk to yourself, how often do you talk to yourself in SPANISH?

When you talk to yourself, how often do you talk to yourself in OTHER LANGUAGES?

**11. When you count, how often do you count in the following languages?**

Total use for all languages should equal 100%.

When you count, how often do you count in ENGLISH?

When you count, how often do you count in SPANISH?

When you count, how often do you count in OTHER LANGUAGES?

## Bilingual Language Profile: English-Spanish

### IV. Language proficiency

In this section, we would like you to rate your language proficiency by giving marks from 0 to 6.

Please answer each question by clicking on the appropriate button.

#### 12. How well do you speak the following languages?

How well do you speak ENGLISH?

0 1 2 3 4 5 6

not well at all        very well

How well do you speak SPANISH?

0 1 2 3 4 5 6

not well at all        very well

#### 13. How well do you understand the following languages?

How well do you understand ENGLISH?

0 1 2 3 4 5 6

not well at all        very well

How well do you understand SPANISH?

0 1 2 3 4 5 6

**Instrument No. 2: Observation Guide**

**UNIVERSIDAD PEDAGOGICA NACIONAL FRANCISCO MORAZAN  
QUALITATIVE RESEARCH METHODOLOGY  
OBSERVATION GUIDE**



**Topic:** Influence of previous experiences in L1 over L2 writing in students of English in level 4 at the UPNFM

<b>I. GENERAL DATA:</b>			
<b>Participant:</b>			
<b>Students Check In:</b>		<b>Students Leaving Time:</b>	
<b>II. PURPOSE:</b> the purpose of this observation guide is to collect data about the use of L1 in a L2 classroom.			
<b>III. INDICATIONS:</b> Answer the following criterion according to what is being observed in the classroom. The observation will be done for 15 seconds every 6 minutes throughout the course.			

CRITERION	DESCRIPTION
If the student uses L1: occasions when the student talks to the teacher in L1.	
If the student uses L1: occasions when the student talks to classmates in L1.	
If the teacher uses L1: occasions when the teacher addresses the student in L1.	Giving and explaining the topic:
	Providing instructions:

	Assigning homework or checking homework:
	Giving Feedback:
	Other:

**Instrument No. 3: Rubric for Writing Tasks**

**UNIVERSIDAD PEDAGOGICA NACIONAL FRANCISCO MORAZAN  
QUALITATIVE RESEARCH METHODOLOGY  
RUBRIC**



**Topic: Influence of previous experiences in L1 over L2 writing in students of English in level 4 at the UPNFM**

<b>I. GENERAL DATA:</b>
<b>Participant:</b>
<b>II. PURPOSE:</b> The purpose of this rubric is to collect information about how the student is elaborating an essay in both L1 and L2, and what aspects are being transferred from L1 to L2.
<b>III. INDICATIONS:</b> Answer the following aspects according to the information provided by the essay done by the participants.

	Spanish Text	ISSUES	English Text
<b>MACRO ISSUES</b>	<b>Thesis Statement</b>		
	<b>Main Idea</b>		
	<b>Logical Paragraphs Breaks</b>		

	<b>Conclusion</b>		
	<b>Vocabulary</b>		
	<b>Style</b>		
<b>MICRO ISSUES</b>	<b>Grammatical Structure</b>		
	<b>Correct Word (Literal Translation)</b>		
	<b>Spelling</b>		
	<b>Quotations</b>		
	<b>Plurals vs Possessives</b>		
	<b>Commas</b>		

	<b>Run-on sentences or fragments</b>			

**Instrument No. 4: Student's Interview**

**UNIVERSIDAD PEDAGOGICA NACIONAL FRANCISCO MORAZAN  
QUALITATIVE RESEARCH METHODOLOGY  
OBSERVATION GUIDE**



**Topic:** Influence of previous experiences in L1 over L2 writing in students of English in level 4 at the UPNFM

<b>I. GENERAL DATA:</b>
<b>Participant:</b>
<b>II. PURPOSE:</b> The purpose of this interview is to collect the students' viewpoint about the use they give to L1 over L2 writing.
<b>III. INDICATIONS:</b> Answer the following questions according to the student's answer.

1. What did you consider easier or more difficult while writing the L1 essay?
2. What did you consider easier or more difficult while writing the L2 essay?
3. When you finish an essay, what are the things you check?



**Observation Guide July 14, 2014**

**UNIVERSIDAD PEDAGOGICA NACIONAL FRANCISCO MORAZAN  
QUALITATIVE RESEARCH METHODOLOGY  
OBSERVATION GUIDE**



**Topic:** Influence of previous experiences in L1 over L2 writing in students of English in level 4 at the UPNFM

<b>I. GENERAL DATA:</b>			
<b>Participant:1</b>			
<b>Students Check In:</b>	<b>7:25 am</b>	<b>Students Leaving Time:</b>	<b>9:55 am</b>
<b>II. PURPOSE:</b> the purpose of this observation guide is to collect data about the use of L1 in a L2 classroom.			
<b>III. INDICATIONS:</b> Answer the following criterion according to what is being observed in the classroom. The observation will be done for 15 seconds every 6 minutes throughout the course.			

<b>CRITERION</b>	<b>DESCRIPTION</b>
If the student uses L1: occasions when the student talks to the teacher in L1.	
If the student uses L1: occasions when the student talks to classmates in L1.	<ul style="list-style-type: none"> <li>• When speaking to classmates about the activity that will be made soon.</li> <li>• While working on groups.</li> <li>• When the teacher makes a joke.</li> <li>• Discussing the assigned, while the teacher discusses a new topic.</li> <li>• Asking about the topic being developed.</li> <li>• Discussing an audio tape while this tape was still playing.</li> <li>• Asking about what word did the audio tape reproduced while this was still playing.</li> <li>• Discussing an answer of a multiple choice exercise.</li> <li>• Talking about something that has no</li> </ul>

	<p>relation with the topic being discusses, just before going to a break.</p> <ul style="list-style-type: none"> <li>• When asking for an eraser.</li> <li>• Asking how the pronunciation of a word.</li> </ul>
If the teacher uses L1: occasions when the teacher addresses the student in L1.	<p>Giving and explaining the topic:</p> <ul style="list-style-type: none"> <li>• Describing the literal translation of a word.</li> </ul>
	<p>Providing instructions:</p>
	<p>Assigning homework or checking homework:</p>
	<p>Giving Feedback:</p>
	<p>Other:</p> <ul style="list-style-type: none"> <li>• A student confused a word with another and made a joke about it.</li> <li>• Referring to some of the students' hometown.</li> </ul>

**Observation Guide July 15, 2014**

**UNIVERSIDAD PEDAGOGICA NACIONAL FRANCISCO MORAZAN  
QUALITATIVE RESEARCH METHODOLOGY  
OBSERVATION GUIDE**



**Topic:** Influence of previous experiences in L1 over L2 writing in students of English in level 4 at the UPNFM

<b>I. GENERAL DATA:</b>			
<b>Participant:1</b>			
<b>Students Check In:</b>	<b>7:25 am</b>	<b>Students Leaving Time:</b>	<b>10: 00 am</b>

**II. PURPOSE:** the purpose of this observation guide is to collect data about the use of L1 in a L2 classroom.

**III. INDICATIONS:** Answer the following criterion according to what is being observed in the classroom. The observation will be done for 15 seconds every 6 minutes throughout the course.

CRITERION	DESCRIPTION
If the student uses L1: occasions when the student talks to the teacher in L1.	
If the student uses L1: occasions when the student talks to classmates in L1.	<ul style="list-style-type: none"> <li>• When the course is just starting with classmates while the teacher gives students a preview of what they will learn.</li> <li>• When asking how a word is written.</li> <li>• While working in pairs.</li> <li>• When getting distracted while the teacher discusses the topic.</li> <li>• Discussing the topic with a classmate.</li> <li>• While working in groups.</li> <li>• When losing interest on the group work with classmates.</li> </ul>
If the teacher uses L1: occasions when the teacher addresses the student in L1.	Giving and explaining the topic: <ul style="list-style-type: none"> <li>• When teaching the literal translation of a word.</li> </ul>
	Providing instructions:
	Assigning homework or checking homework:

	Giving Feedback:
	Other:

**Participant No.1: L1 Essay**

La educación actual.

La educación es un tema del que todos queremos hablar. El problema es que no todos leemos o nos informamos acerca de la misma. La educación es el factor indispensable que permite que una persona brille y sobresalga entre los demás. Para ser una persona educada no es necesario estudiar en las mejores instituciones. Basta, con tener deseo de superación y de cambio. Nuestra educación actual está sufriend un pequeño deterioro en cuanto al valor que se le está dando.

En Honduras la educación es vista como tarea únicamente del maestro. En cierto punto esto es verdad. Pero si lo vemos desde otro punto de vista analizaremos mejor y podremos cambiar nuestro pensamiento. La educación es la tarea de todos. Si, queremos un país con una educación de calidad, debemos comenzar por educarnos en nuestros hogares. La educación es un circulo donde todos debemos formar parte; empezando en nuestros hogares, el docente y claro las autoridades que nos rigen.

El problema radica, en que en nuestra actualidad y en especial nuestro país, las cosas no se ven así. Sabemos que la educación embellece el alma. Pero para que pueda embellecerla debe ser una buena educación. Una educación que demuestre cambios, que resalte la diferencia entre una persona educada y otra no educada. El futuro de nuestro país está en nuestras manos y de nosotros depende llevarlo a lo más

alto o dejarlo por el suelo. Pero esto lo podremos lograr cambiando nuestro pensamiento y mejorando la educación.

En pocas palabras podríamos decir que; la educación nos cambia la vida. Nos hace mejores personas, pero sobre todo nos aleja de la ignorancia en la que muchas veces nos encontramos. Nuestra educación actual sufre estos problemitas porque las personas no, nos ponemos unos minutos de nuestra vida a pensar ¿Cómo mejorar la educación? Solo esperamos el docente haga todo él trabaja. Y las cosas no funcionan así. El día que todos trabajemos juntos por mejorar la educación, ese día podremos decir “Tendremos un mejor futuro”

### **Participant No.1: L2 Essay**

#### Traffic Problems in Tegucigalpa City

Tegucigalpa is a beautiful city, but always has many problems. One of these problems is the traffic. Many years ago, Tegucigalpa had had a big problems with traffic. For a long time is impossible to get anywhere. Because the city is so congested. Every day people had walked because the traffic is terrible. The congestion is really big, this is a serious situation that needs to have an immediately solution.

We need to ban passenger cars from the city. We can do something for reduce the traffic. People can walk and use less some transport like buses and cars. We have a beautiful city, but the traffic is terrible. However we should use sidewalks trying to reduce the traffic. If people use less the cars maybe the traffic can reduce a little.

Second, we will need to provide alternative forms of transportation. For moving better around the city. For example. People should improve to use bike. It can be a good

alternative. For instance if you use the bikes, it can be healthy. People could leave their cars at home and try to walk. However it can be impossible. We need to try it.

Tegucigalpa needs to have highways for decreasing the traffic. For example if the city is big the streets should be big people, cars, buses can move easily. So, with this alternative we can reduce the traffic. With the highways is possible to reduce many accidents.

In a brief conclusion. Tegucigalpa is a really beautiful place. People need to be aware about some problems that exist here. People need to find a solution for reducing the traffic. If we want to have a better city, we should to think in all things that this city needs. Especially the big problems like the traffic. If people work together, the city will be better.

### **Participant No.2: L1 Essay**

#### **Mi Primera Computadora**

Recientemente, compré una computadora en el Gallo mas gallo. Me sentía feliz porque desde hace tiempo atrás la necesitaba. Desafortunadamente tuve mala experiencia con la compra de este producto porque la computadora estaba dañada. Me sorprendí mucho porque la computadora fue cara y en realidad no era lo que yo pensaba. Pienso que la compañía debe ser responsable cuando venden sus productos.

Primeramente, compré mi computadora en esta tienda porque era prestigiosa. Yo asumí que sus productos eran totalmente nuevos. Veía mucha information sobre esta compañía que decía: El Gallo mas gallo es la mejor tienda para comprar sus productos, tienen buenos precios y sus productos son los mejores en el mundo. Pero ahora pienso diferente. Creo que es muy mala compañía.

Ahora tengo mala impresión sobre esta compañía. Pienso que ellos deben ser honestos con la gente que compra sus productos. Ellos no deben mentir sobre los productos que tienen en esta tienda. Yo les recomiendo a los dueños que deben ofrecer mejores cosas para poder mantener el mismo prestigio. Ahora no siento confianza para comprar mis productos en esta compañía.

Compre mi computadora en esta compañía porque pensaba que ellos eran una compañía prestigiosa aunque sus precios fueron altos. Ahora no me gusta mi computadora porque no es lo que yo pensaba y esto es una mala experiencia para mí. Pienso que esta compañía es extremadamente mala. Es difícil saber sobre que compañía o tienda es mejor para comprar productos pero el Gallo mas gallo no es una buena opción.

### **Participant No.2: L2 Essay**

#### **My First Computer**

Recently, I bought a computer in the Gallo mas gallo company. I was really happy because many years ago I wanted it. I had a bad experience with this product because the computer was wrong. It surprised me because it was really expensive and it wasn't what I thought. Then I felt very uncomfortable about this company. I think they aren't responsible when they sell this products.

First of all, I bought my computer in this company because it was a prestigious store. I assumed that products in this store were totally new. I can see much information about this company and said: Gallo mas gallo is the best company for buying your products they have good prices and products are the best in the world. But now I think is totally different. I think it's a really bad store.

In addition, I have a bad impression about this company. I think they should be honest with people who buy products there. They shouldn't lie about products that they have in this store. I recommend you that they should offer better things because it's important to maintain the same prestige. I don't feel confidence for buying my products in this company because my bad experience with my computer changed my mind.

In conclusion, I bought my product in this company because I thought that they were a prestigious company although the prices were higher. I didn't like my computer because it wasn't what I thought. It was a really bad experience for me. First, I thought that company is extremely bad. It's difficult to know about what company or store is better for buying the products but Gallo mas gallo isn't a good option.

### Participant No. 1: Interview Transcription

**UNIVERSIDAD PEDAGOGICA NACIONAL FRANCISCO MORAZAN  
QUALITATIVE RESEARCH METHODOLOGY  
OBSERVATION GUIDE**



**Topic:** Influence of previous experiences in L1 over L2 writing in students of English in level 4 at the UPNFM

<b>I. GENERAL DATA:</b>
<b>Participant:2</b>
<b>II. PURPOSE:</b> The purpose of this interview is to collect the students' viewpoint about the use they give to L1 over L2 writing.
<b>III. INDICATIONS:</b> Answer the following questions according to the student's answer.

#### 11. What did you consider easier or more difficult while writing the L1 essay?

So, I think that hmm... The most difficult that I wrote my essay in L1 was the (pause) the supporting details because I didn't know what to write. That is the most difficult, and the most easier hmmm. The thesis statement and the conclusion.

#### 12. What did you consider easier or more difficult while writing the L2 essay?

Ehhh, in the essay L2? I think that the most difficult that I do, that I did, sorry. Was the thesis statement and the more easier was the conclusion.

#### 13. When you finish an essay, what are the things you check?

Influence of previous experiences in L1 over L2 writing in students of English in level 4 at the UPNFM

Ahhh, I check the, especially the spelling because I think that I (pause) have many mistakes in spelling.

**14. What mistakes do you commonly find while checking the essay?**

Especially grammar.

**15. When you check the essay, do you think in L1 or L2?**

It depends because when I do the essay in English I think on English and when I do it on Spanish I think on Spanish.

**16. What do you think is your weakness while writing in L1? Explain.**

Uhm (long pause). Taking out the supporting details.

**17. What do you think is your strength while writing in L1? Explain.**

The conclusion and that introduction, because I think it is easier to start and to finish.

**18. What do you think is your weakness while writing in L2? Explain.**

The thesis statement, because it is very confusing when you have to write something and another thing and ahhh it is stressful!

**19. What do you think is your strength while writing in L2? Explain.**

It is the same that in L1 (pause), the conclusion.

**20. In which of the two essays did you feel more comfortable? Or did you felt the same in both essays? Explain.**

In the essay L1, I think that it is easier because I speak all time in Spanish. It is easier to write an essay in Spanish and in English I think it is more difficult because I don't know many things in English.

**Participant No. 2: Interview Transcription**

**UNIVERSIDAD PEDAGOGICA NACIONAL FRANCISCO MORAZAN  
QUALITATIVE RESEARCH METHODOLOGY  
OBSERVATION GUIDE**



**Topic:** Influence of previous experiences in L1 over L2 writing in students of English in level 4 at the UPNFM

<b>I. GENERAL DATA:</b>
<b>Participant:</b> 2
<b>II. PURPOSE:</b> The purpose of this interview is to collect the students' viewpoint about the use they give to L1 over L2 writing.
<b>III. INDICATIONS:</b> Answer the following questions according to the student's

answer.

**21. What did you consider easier or more difficult while writing the L1 essay?**

Well, I consider ehh more easier ehh to select the topic for the essay, but I consider more difficult to write or organize the idea according to the purpose of the essay.

**22. What did you consider easier or more difficult while writing the L2 essay?**

Ehh, well I consider more easier ehh to write essay in English ehh the topic according to the different ideas, but it's more difficult to decide the thesis statement of the essay.

**23. When you finish an essay, what are the things you check?**

I check the structure of the essay and also the grammar.

**24. What mistakes do you commonly find while checking the essay?**

I consider that (pause) the mistakes that are more common is the relation between the introduction and the conclusion of the essay.

**25. When you check the essay, do you think in L1 or L2?**

Well most of the times it depends on what I am writing (pause). If I write in English I think in English, but I still use Spanish and when I write in Spanish I think only in Spanish.

**26. What do you think is your weakness while writing in L1? Explain.**

Well my (pause) weakness is to, to organize the idea and connect different ideas in all the essay.

**27. What do you think is your strength while writing in L1? Explain.**

My strength is (pause) the (pause), the organization of the structure of the essay.

**28. What do you think is your weakness while writing in L2? Explain.**

My weakness in L2 is to, to develop ideas and, the main idea, and join the different details according to the main idea.

**29. What do you think is your strength while writing in L2? Explain.**

My strength while writing in L2 is to write very well the grammar.

**30. In which of the two essays did you feel more comfortable? Or did you felt the same in both essays? Explain.**

Well, I felt more comfortable in L1, because it is my native language and it is easier for me.

**Participant No.1: Essay Analysis**

**UNIVERSIDAD PEDAGOGICA NACIONAL FRANCISCO MORAZAN  
QUALITATIVE RESEARCH METHODOLOGY  
RUBRIC**



**Topic: Influence of previous experiences in L1 over L2 writing in students of English in level 4 at the UPNFM**

<b>I. GENERAL DATA:</b>
<b>Participant:</b>
<b>II. PURPOSE:</b> The purpose of this rubric is to collect information about how the student is elaborating an essay in both L1 and L2, and what aspects are being transferred from L1 to L2.
<b>III. INDICATIONS:</b> Answer the following aspects according to the information provided by the essay done by the participants.

	Spanish Text	ISSUES	English Text
<b>MACRO ISSUES</b>	<b>Thesis Statement</b>		
		There is no thesis statement or it is unclear.	There is no thesis statement on the essay.
	<b>Main Idea</b>		
	La educación es una tarea de todos en Honduras.	The main idea is clear throughout the essay.	The main idea is unclear.
	<b>Logical Paragraphs Breaks</b>		
		The participant does no use of transitional verbs.	Incomplete transitional phrase, having second instead of second of all.
<b>Conclusion</b>			
El día que todos trabajemos juntos por mejorar la educación, ese	The conclusion mentions the main idea but it still misses some points.		People need to find a solution for reducing the traffic.

	día podremos decir "Tendremos un mejor futuro"			
		<b>Vocabulary</b>		
		<b>Style</b>		
	<ul style="list-style-type: none"> <li>• The title is centered.</li> <li>• Indentation is used.</li> <li>• Correct use of capital letters.</li> <li>• No use of transitional verbs.</li> </ul>	The participant makes no use of transitional verbs.		
<b>MICRO ISSUES</b>		<b>Grammatical Structure</b>		
			Missing words and correct tense that give the sentence meaning.	For a long time is impossible to get anywhere.
			Incorrect usage of past perfect tense.	Every day people had walked because the traffic is terrible.
			Incorrect usage of part of speech of the word "immediately" instead of using immediate.	The congestion is really big, this is a serious situation that needs to have an immediately solution.
			Wrong usage of present progressive when only the present tense is needed (to decrease).	Tegucigalpa needs to have highways for decreasing the traffic.

		Wrong usage of present progressive when only the present tense is needed (to reduce).	People need to find a solution for reducing the traffic.
		Wrong usage of an infinitive.	If we want to have a better city, we should to think in all things that this city needs.
		Wrong usage of present tense when the past tense should be used (worked instead of work), and not using the past tense of will (would).	If people work together, the city will be better.
	<b>Correct Word (Literal Translation)</b>		
		Unnecessary use of an article.	One of these problems is the traffic.
		Word repetition and unnecessary use of an article.	Many years ago, Tegucigalpa had had a big problems with traffic.
		Using the word "for" instead of "to".	We can do something for reduce the traffic.
		Unnecessary use of an adjective (some).	People can walk and use less some transport like buses and cars.
		Unnecessary use of an article (the).	If people use less the cars maybe the traffic can reduce a little.
		Unnecessary usage of an article (the).	For instance if you use the bikes, it can be healthy.
	<b>Spelling</b>		
Nuestra	Incorrect spelling of		

educación actual está sufriend un pequeño deterioro en cuanto al valor que se le está dando.	the word "sufriendo".		
<b>Quotations</b>			
<b>Plurals vs Possessives</b>			
<b>Commas</b>			
Basta, con tener deseo de superación y de cambio.	Unnecessary use of comma.	Usage of period instead of a comma.	For a long time is impossible to get anywhere. Because the city is so congested.
		Usage of period instead of a comma.	For example. People should improve to use bike.
Pero si lo vemos desde otro punto de vista analizaremos mejor y podremos cambiar nuestro pensamiento.	Comma not used when required.	Not using a comma on a transitional phrase.	For instance if you use the bikes, it can be healthy.
Si, queremos un país con una educación de calidad, debemos comenzar por educarnos en nuestros hogares.	Unnecessary use of comma.	Not using a comma on a transitional phrase.	For example if the city is big the streets should be big people, cars, buses can move easily.

La educación es un círculo donde todos debemos formar parte; empezando en nuestros hogares, el docente y claro las autoridades que nos rigen.	Lack of usage of comma.	Using a period instead of a comma.	In a brief conclusion. Tegucigalpa is a really beautiful place.
En pocas palabras podríamos decir que; la educación nos cambia la vida.	Incorrect usage of semicolon when colon should be used.		
Nuestra educación actual sufre estos problemitas porque las personas no, nos ponemos unos minutos de nuestra vida a pensar ¿Cómo mejorar la educación? Solo esperamos el docente haga todo él trabaja.	Unnecessary use of comma.		
<b>Run-on sentences or fragments</b>			
		Unnecessary use of a period.	Second, we will need to provide alternative forms of transportation. For moving better around the city.
		The participant made an unclear idea.	For example. People should improve to use bike. It can be a good alternative.

		The participant made an unclear idea.	However it can be impossible. We need to try it.
		Incomplete sentence (the idea isn't clear).	For example if the city is big the streets should be big people, cars, buses can move easily.
		The sentence has no meaning by itself.	Especially the big problems like the traffic.

**Participant No.2: Essay Analysis**

**UNIVERSIDAD PEDAGOGICA NACIONAL FRANCISCO MORAZAN  
QUALITATIVE RESEARCH METHODOLOGY  
RUBRIC**



**Topic: Influence of previous experiences in L1 over L2 writing in students of English in level 4 at the UPNFM**

<b>I. GENERAL DATA:</b>
<b>Participant: 1</b>
<b>II. PURPOSE:</b> The purpose of this rubric is to collect information about how the student is elaborating an essay in both L1 and L2, and what aspects are being transferred from L1 to L2.
<b>III. INDICATIONS:</b> Answer the following aspects according to the information provided by the essay done by the participants.

	Spanish Text	ISSUES		English Text
<b>MACRO ISSUES</b>	<b>Thesis Statement</b>			
	Desafortunadamente tuve mala experiencia con la compra de este producto porque la computadora estaba dañada.	The main idea of the paragraph is found on this statement, however, without the rest of the paragraph supporting it, it loses its sense.	The main idea of the paragraph is found on this statement, however, without the rest of the paragraph supporting it, it loses its sense.	I had a bad experience with this product because the computer was wrong.
	<b>Main Idea</b>			
	La mala experiencia obtenida al comprar	The main idea is clear, because	The main idea is clear, because	That bad experience

	una computadora en el Gallo mas gallo.	since the start you understand that the participant is disappointed at the company where the participant bought it.	since the start you understand that the participant is disappointed at the company where the participant bought it.	obtained while buying a computer at the Gallo mas gallo.
	<b>Logical Paragraphs Breaks</b>			
	Recientemente Primeramente	The participant made use of two transitional verbs, and eluded one in the third paragraph and at the conclusion of the essay.	The participant shows knowledge of transitional verbs and knows how to use them.	Recently First of all In addition In conclusion
	<b>Conclusion</b>			
	Es dificil saber sobre que compañía o tienda es mejor para comprar productos pero el Gallo mas gallo no es una buena opción.	The participant synthesized the whole idea of the essay correctly at the end.	The participant synthesized the whole idea of the essay correctly at the end.	It's difficult to know about what company or store is better for buying the products but Gallo mas gallo isn't a good option.
	<b>Vocabulary</b>			
	Desafortunadamente tuve mala experiencia con la compra de este producto porque la computadora estaba dañada.	While writing in Spanish, the participant had no problem of making emphasis of his feelings.	While writing in English, the participant couldn't emphasize how unfortunated the situation was.	I had a bad experience with this product because the computer was wrong.
	<b>Style</b>			
	<ul style="list-style-type: none"> <li>• The title is centered.</li> <li>• Indentation is used.</li> <li>• Correct use of capital letters.</li> <li>• Incomplete usage of transitional verbs.</li> </ul>	The participant had the appropriate style for an essay, with the exception of a complete usage of transitional verbs.	The participant had the appropriate style for an essay.	<ul style="list-style-type: none"> <li>• The title is centered.</li> <li>• Indentation is used.</li> <li>• Correct use of capital letters.</li> <li>• Usage of transitional verbs.</li> </ul>
<b>M</b>	<b>Grammatical Structure</b>			

		The participant omitted the noun and demonstrative adjective agreement.	Then I felt very uncomfortable about this company. I think they aren't responsible when they sell this products.
		Wrong use of tenses.	First, I thought that company is extremely bad.
		Using the word "is" when not required.	But now I think is totally different.
		The participant didn't use the correct tense.	I can see much information about this company and said
	<b>Correct Word (Literal Translation)</b>		
		The participant used much trying to say mucho, when the correct phrase was a lot.	I can see much information about this company and said:
		The participant says "I recommend you" when in reality, the participant is trying to refer to the company and not to someone else.	I recommend you that they should offer better things because it's important to maintain the same prestige.
		The word "for" and "my" are unnecessary in this sentence.	I don't feel confidence for buying my products in this company because my bad experience with my computer changed my mind.
	<b>Spelling</b>		
Gallo mas gallo	Not using a diacritical mark when required.	Not using a diacritical mark when required.	Gallo mas gallo

		Using only first instead of first of all.	First, I thought that company is extremely bad.
<b>Quotations</b>			
Veía mucha información sobre esta compañía que decía: El Gallo mas gallo es la mejor tienda para comprar sus productos, tienen buenos precios y sus productos son los mejores en el mundo.	The participant not using quotations while referring to what someone else said.		
<b>Plurals vs Possessives</b>			
<b>Commas</b>			
Pero ahora pienso diferente. Creo que es muy mala compañía.	Making use of a period instead of a comma.	Not using commas where required.	Gallo mas gallo is the best company for buying your products they have good prices and products are the best in the world.
<b>Run-on sentences or fragments</b>			