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EXTRANJEROS MENCIÓN INGLÉS.

INFORME FINAL DEL TRABAJO DE TITULACIÓN, EN
LA MODALIDAD PROYECTO DE INVESTIGACIÓN

TEMA:

**“MOTHER TONGUE INTERFERENCE ON MEANINGFUL ENGLISH
LANGUAGE LEARNING IN WRITING SKILLS IN 6TH AND 7TH GRADE
STUDENTS AT U. E. YAGUACHI.”**

Línea de investigación: Gestión, calidad de la educación, procesos pedagógicos e idiomas.

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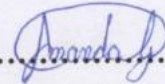
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DEDICATION

The present degree is dedicated to our beloved parents, who were present throughout our professional career with their love and effort gave us the strength needed to achieve this goal.

Cisneros Iles Stalin David

I would like to dedicate this work to God, my parents Amable and Laura, and my sister Samantha. They have always been my unconditional support and thanks to them for giving me all their love and guiding me to reach this stage of my life.

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RESUMEN

El presente trabajo de investigación consiste en describir y reducir la interferencia de la lengua materna en la producción escrita del idioma inglés de alumnos de 6° y 7° grado la Unidad Educativa “Yaguachi”, ciudad de Ibarra. Se llevó a cabo un análisis teórico basado en temas como la importancia de la pedagogía, tipos de pedagogía, teorías del aprendizaje, la lengua materna, transferencias e interferencia lingüísticas y aspectos relacionados con el inglés en el Ecuador. De igual manera, fue posibles reconocer los principales problemas que ocurren en el aprendizaje de una segunda lengua, especialmente cuando los estudiantes usan el Presente Simple. Para la recolección de los datos se utilizó tres tipos de investigación que contribuyeron al proyecto de investigación tales como cuantitativa, cualitativa y descriptiva. Estas fueron útiles para determinar aspectos relevantes en un grupo específico de estudiantes y descubrir, comprender y analizar sus diferentes necesidades y así diseñar una propuesta. Entre los principales hallazgos de la investigación, se encontró que los estudiantes sí tienen conocimiento acerca de las estructuras gramaticales del Presente Simple cuando tienen que escribir oraciones. Pero, los resultados también muestran que existe una interferencia lingüística, semántica y morfológica. Por lo tanto, se desarrolló una guía basada en estrategias de aprendizaje para reducir la interferencia de la lengua materna con el fin de ayudar a los estudiantes en el uso del presente simple y puedan mejorar su escritura.

Palabras clave: Lengua materna, presente simple, interferencia, interferencia lingüística, guía

ABSTRACT

This research work consists on describing and reducing the mother tongue interference in the English language written production of 6th and 7th-grade students at Unidad Educativa “Yaguachi”, Ibarra city. A theoretical analysis was carried out based on topics such as the importance of pedagogy, types of pedagogy, learning theories, the mother tongue, linguistic transfers and interference, and aspects related to English in Ecuador. Similarly, it was possible to recognize the main problems that occur in learning a second language, especially when students use the Present Simple tense. For data collection, three types of research were used that contributed to the research project, such as quantitative, qualitative and, descriptive. These were useful to determine relevant aspects in a specific group of students and discover, understand, and analyze their different needs and thus, designing a proposal. Among the main findings of the research, it was found that students do have knowledge about the Present Simple grammatical structures when they have to write sentences. But the results also show that there is linguistic, semantic, and morphological interference. Therefore, a guide based on learning strategies was developed to reduce the mother tongue interference in order to help students in the use of the Present Simple and to improve their writing.

Keywords: Mother tongue, Present Simple, Interference, Linguistic interference, Guide.

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INTRODUCTION

The present research has a local and national importance due to it is a topic of great interest and nowadays, the English language has become one of the most important and known around the world because it has the power of connecting people from different countries and it plays a fundamental role in some fields as mean of communication. In Ecuador, the Ministry of Education states that the teaching English as a Foreign Language is compulsory in all institutions. In the same way, the Ecuadorian students need to reach proficiency levels according to the school year, the curriculum, and the Common European Framework of Reference (CEFR) and thus, they are able to develop their communicative language skills through different learning strategies and didactic material.

Problem background

Some studies published in international journals show that mother tongue interference is one of the most important factors in the learning of another language. Somehow, second language learners make mistakes that are related to a process of 'Negative Transfer' or also known as 'Interference'. According to Ab Manan et al. (2017) argue that 'transfer of rules', 'redundancy reduction' and 'overgeneralization' are the main types of interference. Learning English as a Foreign Language can become in a difficult task if the errors are often made and there are no solutions or creative strategies to reduce the mother tongue interference and improve the language skills.

The English teaching – learning process depends on some factors such as curriculum, methods and approaches, lesson plan objectives, the instructional materials, the teacher's proficiency level, the social and linguistic contexts, affective and cognitive factors, and so on. Thus, it is essential to consider them to achieve a meaningful learning and the students are able to master the language. Nevertheless, the use of the mother tongue can also generate negative learning results when it is used inappropriately, and it can be shown that its use is part of the educational reality in our country. In this way, this undergraduate work is focused on improving the writing skills in 6th and 7th-grade students at Unidad Educativa "Yaguachi" by reducing the mother tongue interference, specifically regarding the use of the Present Simple being one of the most used tenses and that students often have problems about verbs, grammar rules and sentence structures.

Justification

The present undergraduate work is focused on the mother tongue use over the second language learning in which it is important to contemplate that the use of the L1 interferes in the writing production of the Foreign Language. On the other hand, the general objective of this undergraduate work is to describe mother tongue interference on meaningful English language learning in writing skills in 6th and 7th-grade students at U. E. "Yaguachi", from Ibarra city. Therefore, this study will have direct beneficiaries such as teachers and students from "Yaguachi" School. By gathering data, students will have the opportunity to learn the English language throughout the design of a learning strategies guide to minimize mother tongue interference and reinforce the use of present

simple tense. In the teachers' case, after finishing this research and analyzing the results, they will be able to determine the negative aspects of the use of mother tongue in daily lessons. In addition, they will have a supporting guide to develop the contents in an interactive and didactic way and also the students' writing skills.

Impacts generated by the research

This project has generated three types of impacts: linguistic, academic, and affective. The linguistic impact has benefits because students will improve their writing skills through different activities such as writing short stories for example, in which they can use the correct grammatical structures about the Present Simple. Regarding the academic impact, the students will have the opportunity to develop the autonomous learning because the guide will help them to practice all the time based on some interesting topics and it is a way to master the Present Simple tense. Finally, the affective impact is important because students will have the opportunity to relate their daily life and express their ideas using the English language and thus, it promotes their interest and strengthens self-esteem in written production. It expects both teachers and students to know how mother tongue is an interference in the teaching-learning process. In addition, the educational institutions could implement other teaching strategies and contribute to increasing the English level proficiency in Ecuador.

Objectives

General objective

- Describe the mother tongue interference on meaningful English language learning in writing skills in 6th and 7th grade students at U. E. "Yaguachi".

Specific objectives

- Identify the mother tongue interference on present simple tense in English language learning from 6th and 7th grade students.
- Design a learning strategies guide to reduce the mother tongue interference by using present simple tense in 6th and 7th grade students at U.E "Yaguachi".
- Apply a learning strategies guide by the use of present simple tense to reduce the mother tongue interference in 6th and 7th grade students at U.E "Yaguachi".

Problems and difficulties

This graduate work faced issues regarding gathering data attributed to the current health situation. As a result, the instruments' application to collect data from authorities, English teachers, and students required more time than expected.

Content

This degree work is divided into four chapters as follows:

Chapter I provides the theoretical framework which supports this research with scientific explanations. It covers the main topics that describe learning concepts, learning theories, types of pedagogy, mother tongue interference and aspects related to the English language in Ecuador to validate the research project.

Chapter II contains research techniques and instruments in order to gather data through interviews and surveys. It also specifies the population to which the research is addressed.

Chapter III presents the tabulation, analysis, and interpretation of results from surveys applied in 6th and 7th-grade students and interviews to the Director and English teacher.

Chapter IV contains the development proposal, impacts, conclusions, and recommendations about the research project.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Pedagogy

More frequently used than pedagogy, the word pedagogue is used today to describe a strict and demanding instructor but in ancient Greek the word paidagōgos, denoting a slave or an adult who accompanied a child to school each day. We also get the term “pedagogue” from the same root word, deriving from the 14th century Middle English term for “a boy’s tutor” (Brown, 2019).

In other words, this word comes from ancient times and it means how training and lessons should be carried out depends on the way the learner learns. Therefore, Pedagogy based on this author is the art of teaching.

Another term about pedagogy is “It refers to the interactions between teachers, students, and the learning environment and the learning tasks” (Brown, 2019). Based on the author we can say that this term includes how teachers and students relate together as well as the instructional approaches are implemented in the classroom. Besides, the term pedagogy refers to the study of teaching approaches and how they affect learners, to help them to build knowledge by themselves.

1.1.1 Why is pedagogy important?

It is important having a well-thought-out pedagogy. It can improve the quality of teaching and the way the students learn. Based on (Persaud, 2019) in her research about “What Educators need to know” she says, “Being mindful of the way you teach can help you better understand how to help students achieve deeper learning”.

Emphasizing her comment is important to know that the student perception effect in their learning is the result of how the teacher approaches them to move beyond simple forms of thinking. Therefore, a teacher needs to know, what kind of learning styles his/her students can prefer to support the way they like to learn.

1.1.2 Types of Pedagogy

1.1.2.1 Social Pedagogy

(Petrie, 2018)), proposed that “Social pedagogy is essentially concerned with well-being, learning, and growth. It is underpinned by the idea that each person has inherent potential, is valuable, resourceful and can make a meaningful contribution to their wider community if we find ways of including them”. Therefore, Social pedagogy’s aim is to connect each person to the society where the most disadvantaged members have the opportunity to grow and become both more independent and integrated.

In the same way, the human being is seen by nature as being social, but we need the education to be able to live together with others in society. (Hämäläinen, 2019), argues

that “Education is thus seen as a crucial factor in social development and well-being, and it is understood in its broadest sense as support for human development in a lifelong process”. Therefore, social pedagogy seeks through Education to prevent and alleviate social development with an interconnection between education and well-being. On the other hand, Social Pedagogy is useful in the teaching area, because it has standards to help the students and guide their way of living and working.

1.1.2.2 Critical Pedagogy

Critical pedagogy is a teaching approach, and it is used by teachers who want to break down and deconstruct typical world views about topics and learning. (Lynch, 2019), In his research about the Critical Pedagogy argued about the teaching philosophy and he says; “In critical pedagogy, a teacher uses his or her enlightenment to encourage students to question and challenge inequalities that exist in families, schools, and societies”.

This shows us the goal is to challenge students to question their thoughts, ideas, and beliefs and gain a meaningful understanding. Apart from this, critical pedagogy is useful in the learning and teaching process because it makes students more aware of learning a foreign language since it is not something that is achieved overnight. Besides, teachers can adopt critical pedagogies by asking students to look for meaning depending on the subject, and based on learning a second language they can improve in grammar and oral expressions.

1.1.2.3 Culturally Responsive Pedagogy

This type of pedagogy is focused on this culturally diverse society. It has three dimensions as personal- institutional and instructional used together to realize and respond to cultural differences among students and different methods of learning (Hernandez, 2019). This means the culturally responsive is used by teachers who are willing to accept to different needs of the multicultural classroom.

Based on the author (Hernandez, 2019), where she mentions “This pedagogical method often relies on a student-centered approach to teaching, whereby educators identify different students’ cultural strengths and nurture those to ensure that students have a positive sense of self, and can achieve their goals”

Therefore, to apply culturally responsive pedagogy requires teachers to adapt their practice to different cultural needs of students whereby they have to create a comfortable and enriching learning environment. Besides, this is of pedagogy is important in second language learning because the educators have to take into account the students’ background based on their cultural differences to define methods of learning.

1.1.2.4 Socratic Pedagogy

Socratic pedagogy involves a process whereby students can develop their social and intellectual skills in order to create their thoughts and experiences, as well as meaningful

dialogue with others. (Nivala, 2018), proposed in her research about Socratic pedagogy and she says, “Curriculum will often involve collaborative and inquiry-based teaching and thinking as students test established ideas against others to open their minds and gain a deeper understanding of concepts”.

Undoubtedly, Socratic pedagogy develops social and intellectual skills from the students but in addition, this type of pedagogy involves group conversations to come to an understanding of a topic, for example learning second language is going beyond the factors to determine grammatical structure. It is about understanding why a foreign language is important.

1.1.3 Teaching Concept

When anyone imparts information or skills to another, it is easy to define the action as teaching. Instructing or imparting means sharing knowledge, experiences, or communicate information. Thus, teaching is regarded as both an art and science. (Rajagopalan, 2019, p. 5), published in his book about “Teaching is a scientific process, and its major components are content, communication, and feedback”. Considering the author’s argument, we can say teaching as a science is a logical, mechanical, or procedural step to be followed to obtain an effective achievement in a subject that is being developed.

On the other hand, the same author in his research says; “As an art, it lays stress on the imaginative and artistic abilities of the teacher in creating a worthwhile situation in the classroom to enable students to learn”, (Rajagopalan, 2019, p. 5). Therefore, we can appreciate that teaching is considered as both an art and science. As an art, it is focused on the students’ needs but considering creativity and ingenious as a fundamental part of the teaching process.

Therefore, what is the teaching concept (Rajagopalan, 2019), defined teaching as “An interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities

1.1.3.1 Teaching Structure

Table 1

Teaching Structure

Steps	Structure
Step-I	Planning of teaching includes content analysis, identification, and writing of objectives.
Step-2	Organization of teaching indicates the teaching strategies for achieving the objectives of teaching.
Step-3	Identification of suitable teaching- learning strategies for effective communication of content.

Step-4 Managing teaching-learning, whereby the focus is on the assessment of the learning objectives in terms of student performance, and this forms the feedback to teacher and students.

Taken from: Concept of Teaching (2019)

Authors: (Davis & Glaser 1962) & (Rajagopalan, 2019)

1.1.3.2 Teaching Features

Table 2

Teaching features

The characteristics of teaching	
1	Teaching is an effective interaction between teacher and students.
2	Teaching is both arts as well as science. Teaching is an art as it calls for the exercise of talent and creativity. Teaching as science involves a repertoire of techniques, procedures, and skills that can be systematically studied, described, and improved. A good adds creativity and inspiration to the basic repertoire.
3	Teaching has various forms, like formal, and informal training, conditioning or indoctrination, etc.
4	Teaching is dominated by the skill of communication.
5	Teaching is a tripolar process; the three poles are, educational objectives, learning experiences and behavior change.
6	Teaching should be well planned, and the teacher should decide the objectives, methods of teaching, and evaluation techniques.
7	Teaching is suggesting and not dictating.
8	Good teaching is democratic, and teacher respects the students, encourages them to ask questions, answer questions and discuss things.
9	Teaching provides guidance, direction, and encouragement to the students.
10	Teaching is a cooperative activity and teacher should involve students in different classroom activities, such as organization, management, discussion, recitation, and evaluation of results.

Taken from: Concept of Teaching (2019).

Authors: (Davis & Glaser, 1962) & (Rajagopalan, 2019)

1.1.4 Learning Concept

The study is useful for students and teachers to get in depth understanding of the topic. In the research elaborated by (Behlol, 2016) he argued about the learning concept; “Learning is a permanent change in behavior as a result of experience, and behavior includes both external and internal actions of the individual that are observed and persisted”. Due to the learning process is developed by internal and external actions, we can understand that if the environment is not appropriate the knowledge won’t help to accelerate the teaching-learning process in the classroom.

In addition, “Learning has been defined as a quantitative increase in knowledge, memorizing of facts, skills, and methods, abstracting meaning, relating parts of the subject matter to each other and to the real world” (Behlol, 2016). But in contrast with Roger (1983) and (Behlol, 2016). We can say learning is not memorizing information, facts, and ideas. It is how the learner process the information instead of acquiring the information through memorization of the ideas.

1.2 Learning theories

Learning theories focus on explaining the process by which human beings learn and each one analyzes it from a particular perspective. Some were used as a basis for establishing new theories, while others arose from an opposite perspective. “Learning theories describe the conditions and processes through which learning occurs, providing teachers with models to develop instruction sessions that lead to better learning” (Saunders & Wong, 2020, p. 37).

1.2.1 Behaviorism

The main exponents of this theory are John B. Watson and B. F. Skinner. According to behaviorists, learning depends on environmental interactions; thus, the student has a passive role in this process because his behavior is influenced by reinforcements and punishments rather than internal stimulus. Western Governors University (2020) refers to positive and negative reinforcements that can be key in the classroom, especially when the teacher wants to motivate students or expects them to learn a concept or acquire good behavior through repetition or any kind of reward for them.

1.2.2 Constructivism

Jean Piaget’s theory argues learning is built upon the foundation of previous learning. Therefore, the learner acquires knowledge in an active way leading to meaningful learning and a close relationship with the real world through experiments or problem-solving. On the other hand, Lev Vygotsky views learning as an interaction between social and culture which are important aspects that contribute to an individual’s learning. In addition, Vygotsky’s social constructivism was based on Zone of Proximal Development (ZPD), mediation, and scaffolding. Anyway, both views of learning are focused on encouraging students’ autonomy.

a. Meaningful learning concept

According to Gunstone (2015) “The term “meaningful learning” became prominent in science education through the work of the educational psychologist David Ausubel and his use of this label in the 1960s to designate learning that is in total contrast to rote learning” (p. 625). In this way, it implies longer retention because people relate new concepts to prior knowledge in order to create effective learning.

b. Types of meaningful learning

Torres (2019) argues that there are three types of meaningful learning:

- **Representation Learning:** it consists of acquiring symbols and words. When students acquire new vocabulary, they associate meanings with a real-life object. For example, the word “backpack” can be associated with any type of backpack.
- **Concept Learning:** It refers to the fact that learning is related to events of daily life and is designated through a symbol, sign, or category. For example, a student associates the word "backpack" with the object that he uses to carry books when he goes to school.
- **Proposition Learning:** it is based on forming structures joining everything learned, so a word and its meaning are expressed through a full sentence. For instance, the word “backpack” can be part of the following sentence: My backpack is very heavy.

1.2.3 Cognitivism

Cognitivism arose as a reaction to behaviorism and its main objective is to discover how the mind is capable of thinking and learning. For this reason, it is focused on mental representations, attention, perception, memory, imagination, language, and thoughts. “As opposed to Behaviorists, Cognitivists do not require an outward exhibition of learning but focus more on the internal processes and connections that take place during learning” (Rhalmi, 2011).

Jean Piaget suggests children take an active role in the learning process through four different stages. Next, these are described in the following table.

Table 3

Piaget’s Four Stages of Cognitive Development

<i>Stage</i>	<i>Age Range</i>	<i>Behaviors and Abilities</i>
Sensorimotor	Birth to 18-24	<ul style="list-style-type: none">• React to environmental with inherent reflexes such as sucking swallowing and crying.

Preoperational	18-24 months to 7 years	<ul style="list-style-type: none"> • Begin to develop language • Start basic problem-solving through trial and error • Engage in imaginative play but generally cannot understand perspectives other than their own.
Concrete operational	7 to 12 years	<ul style="list-style-type: none"> • Develop logical thinking. • Understand that appearance is not always reality. • Develop ability to understand other's perspectives.
Formal operational	12 years and up	<ul style="list-style-type: none"> • Engage in abstract thinking. • Use deductive reasoning. • Think through consequence.

Taken from: Instruction in Libraries and Information Centers (2020).

1.2.4 Social cognitivism

This theory was developed by Albert Bandura and it is focused on describing how individual experiences and external environment influence on behavior. It is a dynamic and reciprocal interaction. "Learning is defined by observable increases, decreases, or maintenance of identified behaviors" (Kay & Kibble, 2015, p. 23). In addition, it takes into account some cognitive elements such as extrinsic motivation, self-efficacy, the retention's role, and self-regulation.

1.3 Language

As stated by Rabiah (2012) language is a communication tool that is useful in our daily life to express ideas, feelings and convey arguments to others through gestures in written or oral way. In the same way, language can represent a nation because it is related to culture. Language is an innate capacity that humans have, which begins to develop from gestation and is definitively established when the individual relates with the social world in which it develops.

1.4 Mother tongue

The mother tongue, native language, or L1 is the first language that human beings learn naturally through interaction with their immediate environment, without pedagogical intervention and reflection usually from the parents. According to Yadav (2014) argued that:

The mother tongue, native or first language, is what a person has learned from birth or within a critical period, where the ability to acquire a language is

biologically linked to age, and thus becomes the basis for social identity and becomes the medium of learning in school and society. (p. 573)

In this way, L1 plays a fundamental role by establishing itself as a basis for thought because it allows communicating with others, and expressing our emotions, feelings and needs. Due to, the first language acquisition begins at an early age, human beings acquire the necessary communicative skills in this language, and later, these can be useful to learn a second language (L2).

1.5 Linguistic transfer

When starting new learning, people relate it consciously or unconsciously with some previous experience, this relationship among one learning and another can be explained through the process transfer in which the learner can acquire knowledge to face new situations in academic or daily life. In the same way, learning a new language can be influenced by linguistic aspects regardless of whether the results facilitate or hinder learning.

Rangelova (2018) refers that language transfer is the replication of rules from our first language (L1) to the second language (L2) and our knowledge about grammar, pronunciation, vocabulary, spelling, syntax, and semantics will impact understanding of L2. It is important to take into account the similarities and differences between them because Language transfer can influence positively and negatively way the English learning process.

- a. **Positive transfer:** It occurs when the previous learning facilitates the new one, which means that if the learner masters Spanish well enough, he can also do it in the same way when learning English because if he masters an easy task, it helps him to master a more difficult one.
- b. **Negative transfer:** or linguistic interference occurs when the learner uses the L1 knowledge, and it influences his L2 understanding inappropriately.

The transfer of patterns from the native language is one of the major sources of errors in learner language. When errors are caused by learners' perception of some partial similarity between the first and second languages, they may be difficult to overcome, especially when learners are frequently in contact with other learners who make the same errors. (Lightbown & Spada, 2013, p. 205)

1.6 Linguistic interference

We must consider that language acquisition is one of the most important aspects of human development. It is important to know in language development there are various subconscious aspects such as the acquisition of the written system of language. Children learn to write in L1 or also known as mother tongue, but when they had the bases to improve their knowledge, they start to learn another language with a different structure, and it sounds like the foreign language L2.

Based on the author (Shastri, 2015). In this process, the acquisition of the first language would create interference in the second language learning for reasons as follows:

- While learning a second language (L2) alphabetical shapes and structures of the first language (L1) would create interference.
- In schools, teachers might not appropriately make their students do practices or exercises in the Acquiring (L2) language.
- Medium of instruction and communication in schools or colleges are mostly held in the first language. Therefore, they do not get enough exposure to acquiring language.

The errors generated by the first language interference involve the different branches of linguistics. However, the present research is focused only on errors at the phonological, morphological, syntactic, and semantic linguistic levels.

1.6.1 Phonological interference

Phonology is a linguistic level that studies sound structure in human language and it can be one of the branches in which it can be evidenced in a better way the differences between Spanish and English language. “Phonology is the study of the sound system of language; how the particular sounds used in each language form and integrated system for encoding information and how such systems differ from one language to another” (Hamka, 2016, p. 360). The phonological system is divided into vowel and consonant sounds that make up a language.

The Spanish phonological system is made up of 24 phonemes: 5 vocal and 19 consonant sounds, while in English there are 45: 19 vowel and 26 consonant sounds. In both languages there are 15 phonemes that do not differ in their pronunciation, so they contribute to the student learning process as result of positive transfer which are /p/, /t/, /k/, /b/, /d/, /g/, /f/, /s/, /tʃ/, /m/, /n/, /l/, /r/, /w/ and /y/. However, the Spanish phonemes /x/, /ɲ/, /λ/, /r/ and the English phonemes such as /v/, /θ/, /ð/, /z/, /ʃ/, /ʒ/, /h/, /dʒ/, /ŋ/, /ɪ/ are sounds that don't match. Therefore, the learner can have problems to articulate the sounds of each language.

1.6.2 Morphological interference

According to Haspelmath (2002) “Morphology is the study of the internal structure of words”. When students do not have accuracy in their first language, it influences on spelling quality of the target language.

An example of morphological error involves applying the same grammatical rule to form all plural morphemes. “Spanish, like English, usually indicates plurality by adding an -s to the end of the singular noun” (Spanish Grammar in Context, 2018). However, there are also plural nouns that have special grammar rules in English. They become plural by

changing their spelling than add -s or -es and they are known as irregular plural nouns. In the Spanish language, if the learner wants to change singular nouns such as casa, cuaderno, hombre, so on, into plural, he only adds -s. But, in English is different because we cannot say mans. In this case, the learner tends to apply the same rules from the first language.

1.6.3 Syntactic interference

In linguistic, “the syntax of a language is also referred to as the arrangement of words and phrases to create well-formed sentences in a language” (Muin, 2019, p. 47). When students use the correct grammatical structures both words and phrases help them to create coherence in sentences. In each language, words are classified and labeled as nouns, pronouns, verbs, adjectives, articles, adverbs, prepositions, conjunctions, and interjections.

An example of syntactic transfer is ordering the parts of speech based on the native language, in this case, Spanish as L1. The sentences structures may differ from language to language. For this reason, the student sometimes has problems forming sentences. In Spanish, there is some flexibility because the structure is sujeto + verbo + predicado. However, the subject can be placed at the beginning, in the middle, or at the end and it does not change the meaning of the sentence. While in English, the sentence structure is subject + verb + complement; but the subject is often placed at the beginning.

On the other hand, when the students tend to translate from one language to another without paying attention to syntactic features can produce sentences or phrases in the wrong order. For instance, if we use an adjective in a Spanish sentence, it is located after the noun, while in English it is before a noun. One error that I have generally heard, and it is influenced by our first language is the following -I have a dog white instead of I have a white dog.

1.7 English language

Nowadays, English is the most important language in the world, not only because it is the language spoken by great powers such as the United States or England, but it is a language that we have culturally adopted due to is essential in any academic, business, or professional environment and millions of people use it in daily life, even if it is not their native language. For this reason, many countries include the English language in school syllabus for students learn at a younger and younger age. Stopher (2020) argues there are some reasons why English is important:

- It is one of the most dominant languages around the world.
- It is useful to develop more career opportunities.
- Easy access to the world of entertainment.
- English is the most accessible language to learn and understand other languages.
- Most of the information available on the Internet is in English. So, it is the top language.

1.7.1 Common European Framework of Reference for Language (CEFR)

The CEFR is an international standard which describes the language ability based on six proficiency levels. It is essential to elaborate the language curriculum and syllabus and according to Ministry of Education (2013) states that:

It also plays a paramount role in language and education policy worldwide because it comprehensively describes (1) what language learners should be able to do at different stages of the learning process and (2) what knowledge and skills they need to develop to communicate effectively in the target language (p. 4).

Table 4

Common Reference Levels: Global Scale

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summaries information from different spoken and written sources, reconstructing arguments and accounts in coherent presentations. Can express him herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even more in complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on wide ranges of subjects and explain a viewpoint on a typical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences

		and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinion and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local, geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of <i>his/her</i> background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Taken from: Council of Europe (2001)

1.7.2 English Language in Ecuador

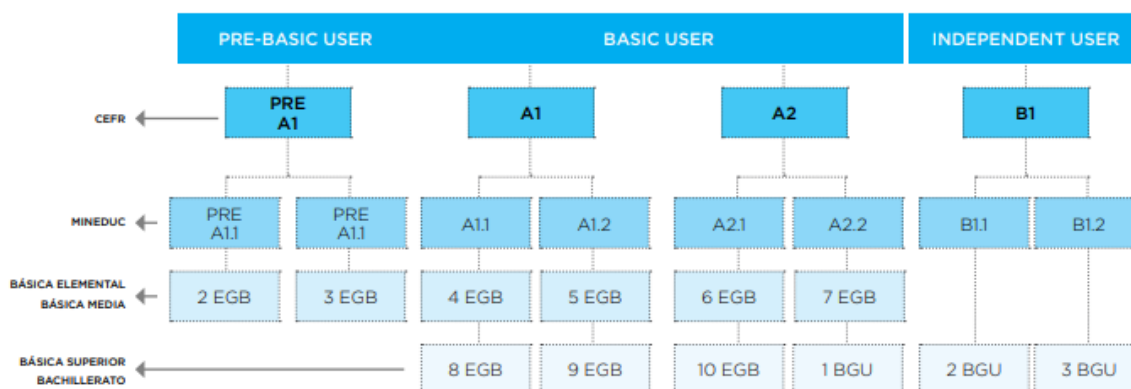
a. Curriculum

A curriculum is a particular educational proposal that contributes teaching and learning process because it includes some important aspects such as objectives, the different contents that will be taught, the instructional materials, and assessment methods. In a general way, it involves knowledge and skills that students expect to learn. In the English as a Foreign Language curriculum (2019), the main objectives are:

- To develop learners' understanding of the world - of other cultures and their own - and to communicate their understanding and views to others through English.
- To develop the personal, social, and intellectual skills needed to achieve their potential to participate productively in an increasingly globalized world that operates in English.
- To create a love of learning languages starting at a young age, by means of engaging and positive learning experiences, in order to foster students' motivation to continue learning English throughout EGB and BGU, as well as work and beyond (p.418).

Figure 1

Levels of Proficiency: Branching Approach.



Taken from: English Language curriculum (2019).

According to the English Language curriculum, students from 6th and 7th grade must acquire A2.1 and A2.2 as levels of proficiency respectively in which Common European Framework of Reference for Languages (CEFR) states that:

Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need (p.24).

b. Educational laws

The English Language is essential within the educational system, so that the different changes or implementations, the B2 proficiency requirement as well as that the subject is compulsory are important aspects for the appropriate teaching-learning process. The implementation of this subject is constituted as a fundamental part of public and private educational institutions. For this reason, at least 40% of the workload must be included for this subject.

In Ministerial Agreement No. 052-14 (2014) Art. 1 states from the 2016-2017 school year the English teaching is compulsory from the 2nd grade of Basic General Education to the 3rd year of Baccalaureate in all educational institutions. Moreover, article 3 refers to the teaching staff in which they are required to have a B2 proficiency level according to the Common European Framework of Reference for Languages (CEFR).

1.7.3 English Language Skills

a. Listening skills

“Listening is the ability to comprehend verbally communicated information and providing appropriate feedback. It can be described also as the ability to pay attention to sound” (Jinnah, 2020). Listening is one of the most important skills we can have. This skill involves identifying the sound of speech and processing them into words and sentences. Therefore, listening skill is an important ability to learn a second language.

b. Speaking skills

“Speaking is described as an interactive process of constructing meaning that involves practicing, receiving and processing information using oral expressions” (Handoko, 2017). Based on the quotation above, we can say speaking is a spoken language productive skill that is focused on the learner capacity to produce pieces of the language through oral expressions

c. Reading skills

“Reading is the act of linking one idea to another. It is the activity to read, that has a purpose to get information from the reading material” (Handoko, 2017). Based on the author’s research, if we want to learn a foreign language specifically English, we must read, because reading is very fundamental to get knowledge about the grammatical structure, and, we can get better comprehension from the English textbooks.

d. Writing skills

“The written language has nowadays an important social and educational function, and its status has a high social prestige”, (Klimova, 2015) and (Urbanova and Oakland, 2002: 31). Furthermore, writing is the process of using symbols such as letters of the alphabet, punctuation, and spaces in a way that the letters form ideas and sentences.

1.7.4 Importance of writing

As (Klimova, 2015) and Walsh (2010) states:

Writing is important because it’s used extensively in higher education and the workplace. If students don’t know how to express themselves in writing, they won’t be able to communicate well with professors, employers, peers, or just about anyone else. Much of professional communication is done in writing: proposals, memos, reports, applications, preliminary interviews, e-mails, and more are part of the daily life of a college student or successful graduate.

Based on the quote above, we can say writing has a unique position in language teaching since its acquisition involves practice and knowledge to be able to communicate with

others. Moreover, writing is essential (Klimova, 2015). It brings about a lot of advantages since it helps to:

- Express one’s personality
- Foster communication
- Develop thinking skills
- Make logical and persuasive arguments
- Give a person a chance to later reflect on his/her ideas and re-evaluate them
- Provide and receive feedback
- Prepare for school and employment

1.7.5 Writing strategies

Table 5

Writing strategies

Writing strategies	Sub-strategies	Speculation
Rhetorical strategies	<ul style="list-style-type: none"> • Organization • Use of L1 Formatting/Modeling • Comparing 	<ul style="list-style-type: none"> • Beginning/development/ending • Translate generated idea into ESL • Genre consideration • Different rhetorical conventions
Meta-cognitive strategies	<ul style="list-style-type: none"> • Planning • Monitoring • Evaluating 	<ul style="list-style-type: none"> • Finding focus • Checking and identifying problems • Reconsidering written text, goals
Cognitive strategies	<ul style="list-style-type: none"> • Generating ideas • Revising • Elaborating • Clarification • Retrieval • Rehearsing • Summarizing 	<ul style="list-style-type: none"> • Repeating, lead-in, inferencing, etc. • Making changes in plan, written text • Extending the contents of writing • Disposing of confusions • Getting information from memory • Trying out ideas or language • Synthesizing what has been read

Communicative strategies	<ul style="list-style-type: none"> • Avoidance • Reduction • Sense of readers 	<ul style="list-style-type: none"> • Avoiding some problem • Giving up some difficulties • Anticipating readers' response
Social/affective strategies	<ul style="list-style-type: none"> • Resourcing • Getting feedback • Assigning goals • Rest/deferral 	<ul style="list-style-type: none"> • Referring to libraries, dictionaries • Getting support from professors, peers • Dissolving the load of the task • Reducing anxiety

Taken from: Classification of L2 Writing Process and Writing Strategies (2016).

Author: (Mu 2005, p. 9) & (Abas, 2016)

CHAPTER II

METHODOLOGY

2.1 Techniques and tools for the research

The research project is focused on qualitative and quantitative approaches, which contributed to the information gathering, bibliographic analysis, and data interpretation.

2.1.1 Qualitative research

Based on the information collected from the interviews applied to the teachers at “Yaguachi” school, we developed our project with the qualitative approach because “Qualitative research methods focus on discovering and understanding the experiences, perspectives, and thoughts of participants” (Harwell, 2017, pág. 148). Therefore, we found the necessity to analyze the teacher’s viewpoints to identify the mother tongue interference in the learning process and English classes. On the other hand, the instruments were elaborated by the authors. The interviews were carried out in person by using the Spanish language.

2.1.2 Quantitative research

To develop our research project, we used the quantitative approach to gathering data and determining the mother tongue interference through percentages. According to (Cropley, 2021) “Quantitative Research usually measures how much of each variable different people have, often using highly standardized tests or questionnaires to do this, and finally seeks to establish the existence of cause-and-effect relationships among the variables”. Then, the instrument applied was the survey, and also was designed by us. In the same way, the method used to validate our instruments was the pilot test, which consists of applying it to another population with similar characteristics to the participants’ sample of the project. On the other hand, to design the survey for the students, we used both languages English- Spanish to give clear instructions and it was applied in a virtual way.

2.1.3 Descriptive research

This kind of research looks for specific important features about people or specific groups. The research project was fundamental because we could describe useful data from population and sample (Posso, 2013, pág. 15). Then, we used descriptive research to analyze the mother tongue interference in meaningful language learning. On the other hand, we used this research to support our proposal using Bibliographic resources such as articles, books, case studies, web sides, and thesis.

2.2 Population identification

This project has been developed at "Unidad EducativaYaguachi" which is located in Ibarra city in San Francisco parish. This school is located between 17 de Julio Avenue

and José María Córdova Street. In addition, this institution involves 21 students of 6th and 7th grade with 13 men and 8 women. The participants are between 10-14 years old.

Table 6

Research units

School	Year	Students
Unidad Educativa	6 th	9
“Yaguachi”	7 th	12
Total		21

Taken from: 6th and 7th-grade teacher (2021).

2.3 Sample identification

Due to the population number, all the students from 6th and 7th grade were surveyed. Therefore, there was not extracted sample for this research.

2.4. Research techniques

a. Interview

The interview was a technique used to gather data directly from the school authorities at Unidad Educativa “Yaguachi”. Furthermore, this technique was also important at the time to have a better understanding of the authorities’ perspective about the mother tongue interference in meaningful English language learning. This process took place in the school and thus, it was not necessary to use virtual platforms.

b. Survey

The technique applied to the students was the survey, where it collected data using a questionnaire as an instrument in order to analyze the mother tongue interference on the meaningful English language learning from students of 6th and 7th. The results gathered through the platform Microsoft Forms were the basis to design the proposal in Chapter IV because the guide was elaborated considering all aspects both positives and negatives.

CHAPTER III

RESULTS AND DISCUSSION

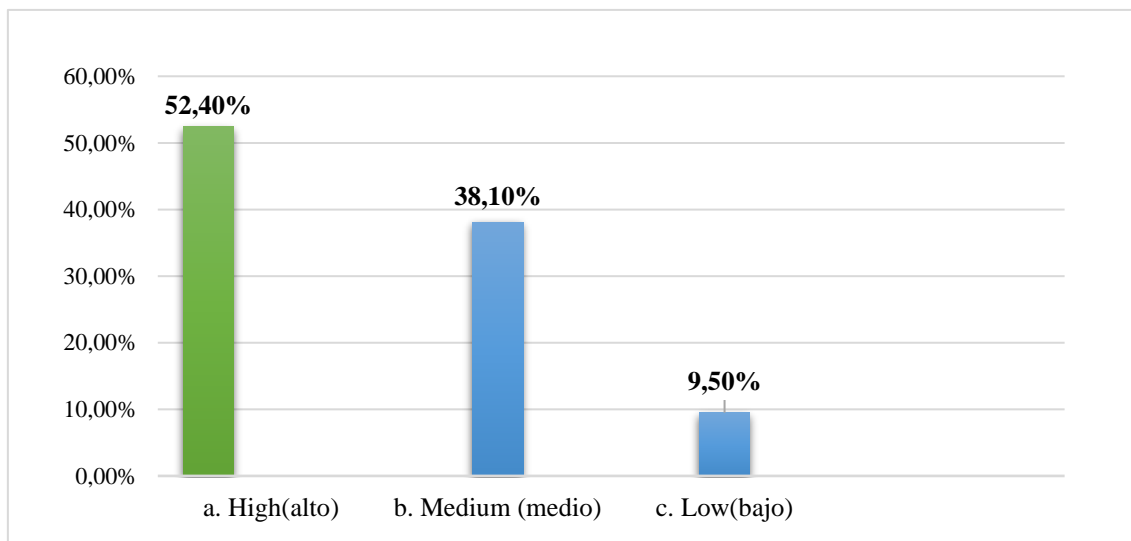
3.1 Quantitative interpretation of the surveys

3.1.1 Level of difficulty to use the present simple

The bar graph below shows data about the level of difficulty when students use the present simple using high, medium, and low measurement scales.

Figure 2

Level of difficulty to use the present simple.



Taken from: Survey results (2021).

Analysis

This bar chart shows the level of difficulty to use the simple present tense. Based on the data collected, we can see that 52, 4% of students have difficulty mastering the simple present tense, which means they cannot identify the sentence's structure, or they don't understand the meaning of the sentence. In the same way, the statistic clearly illustrates that 38, 10% of students have a medium level of difficulty using the simple present. This percentage gradually shows a decrease in the level of difficulty. However, a couple of students being the smaller group, have a low level of difficulty to master the present simple tense.

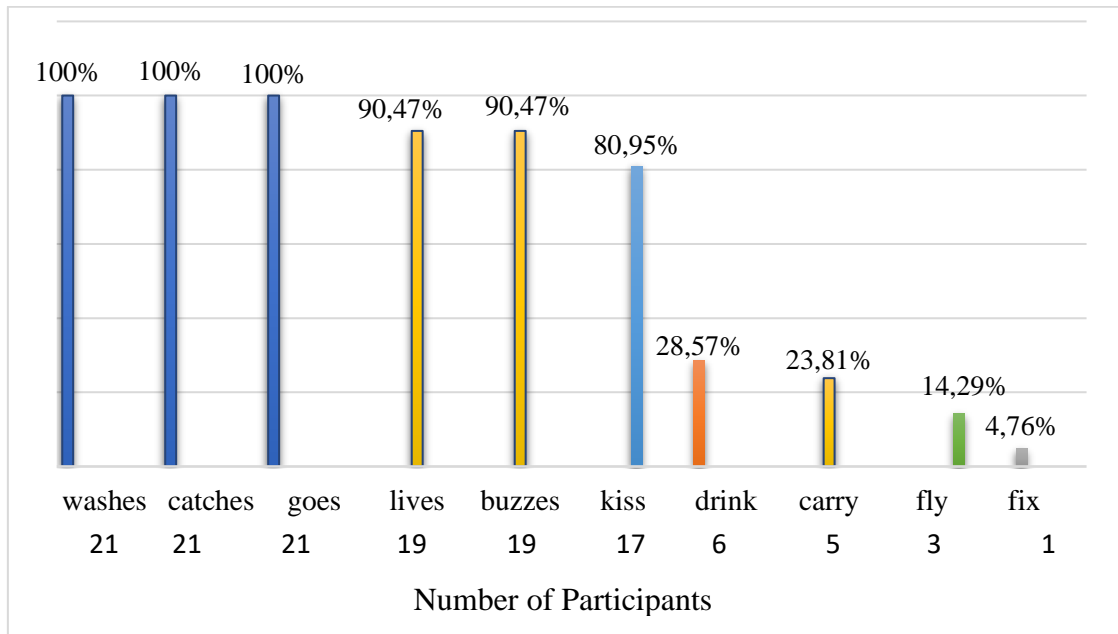
Overall, we can see that more than half of the students (52, 40 %) consider having trouble using the present simple tense. Based on (Santoso, 2019) students' lack of vocabulary mastery and grammar become the most difficult problem during the writing process. They face problems during generating ideas, the weakness of vocabulary mastery makes them feel confused to share their ideas. In conclusion, based on the author and the data collected, we can identify a high level of difficulty to use the simple present tense which means they cannot identify the sentence's structure, or they cannot master the vocabulary.

3.1.2 Verbs in third person

This bar chart below shows data about the students' outcomes to recognize the third person in the following verbs. Additionally, this information is used to regard the knowledge level of the students when they use the third person verbs conjugation and the spelling rules.

Figure 3

Verbs in third person.



Taken from: Survey results (2021).

Analysis

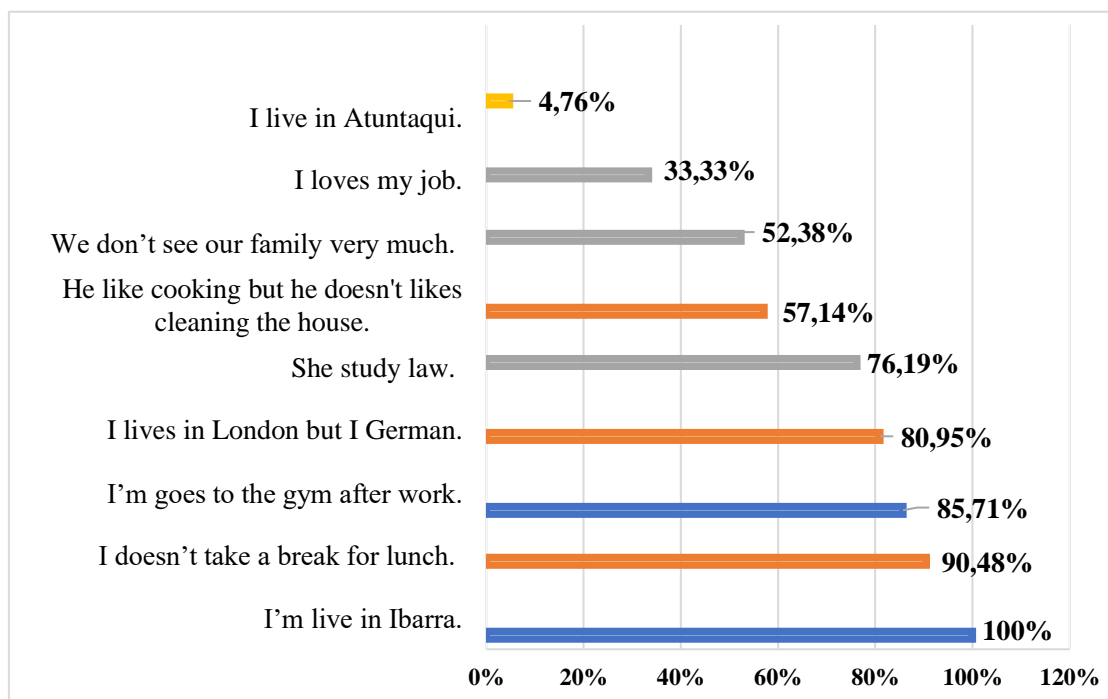
According to the data collected, the survey results show that in verbs as (goes-catches-washes), 100 % of the students can recognize verbs in third person. This means that from five correct verbs provided in the survey, 3 of them have been identified. As a result, more than half of the students know what third-person verbs are. On the other hand, from the bar chart, it is clear that the majority of the students have recognized or know how to distinguish between conjugated and unconjugated verbs as (buzzes-lives) with 90.47%. Nevertheless, there is a minority who have issues identifying the verb (kiss) with 80, 95%. This means 17 participants do not know how conjugate this verb. Finally, concerning the participants' spelling omissions they made errors in verbs as (fix-drink-fly-carry).

3.1.3 Incorrect sentences

This bar chart is focused on students' outcomes, at which the participants have to recognize sentences which are not correct. In addition, this data is useful to comprehend the students' errors and what they need to improve in the spelling rules about simple present tense.

Figure 4

Incorrect sentences



Taken from: Survey results (2021).

Analysis

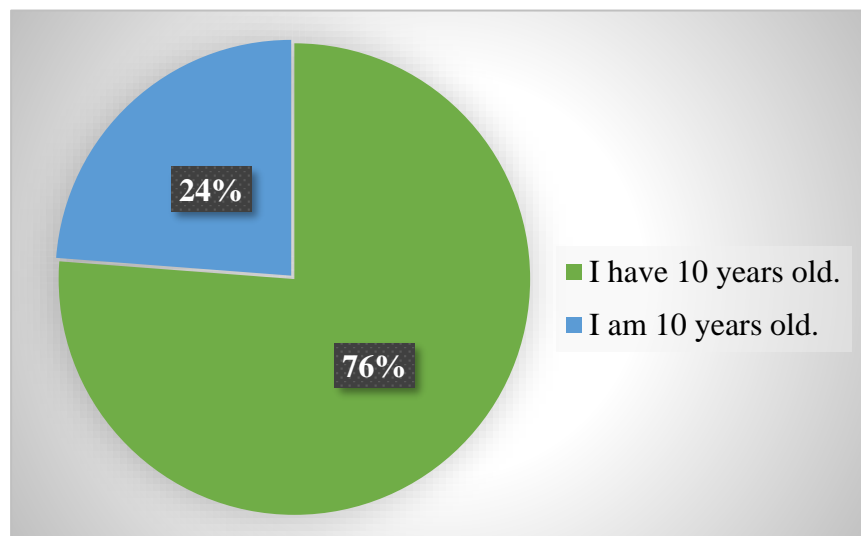
According to the data collected from 21 participants at "Unidad Educativa Yaguachi". Approximately half of the participants from (100 % to 76, 19 %), can understand which sentences in present simple are not correct. Nevertheless, based on the data collected there is a trend that shows a percentage decrease in the levels of understanding and coherence to identify sentences in third person. Furthermore, based on (Ameliani, 2019, p. 13) Pointed out that aspects of language cause errors, and sometimes happens due to the interface from the mother tongue. That is why, as one aspects of language, grammar cannot be separated from learning English. Finally, take into account the author's comment, grammar involves patterns or structures to understand the meaning of the sentences, and this is important to identify sentences in present simple are correct or not.

3.1.4 Present simple vs Verb (to be)

The graphic below shows the students' issues regarding the present simple vs verb (to be) in the grammatical structure of a sentence. To begin with, the proposed example has only a change in its structure for students to identify the correct grammatical structure when translating into English: Yo tengo 10 años.

Figure 5

Present simple vs Verb to-be.



Taken from: Survey results (2021).

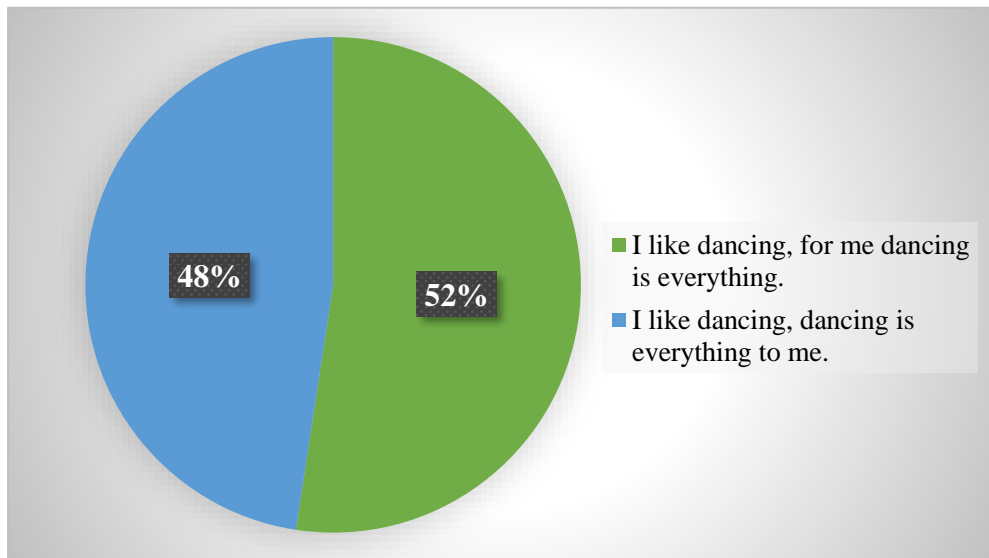
According to the pie chart, the survey results show that students' issues with the present simple versus the verb (to be) in the grammatical structure of a sentence develop in a way that participants can identify the difference in both sentences. The chart clearly illustrates that 76 % consider that (I have 10 years old) is the correct form. This means, as (Ameliani, 2019) mentions in his research, there is an intralingual transfer, that is the negative transfer of items within the target language. Therefore, it is evident that there are a large number of students that can't differentiate among both sentences, and it also is clear there are many students who do not master the grammatical structure when applying to English.

3.1.5 Prepositions 'To' and 'For'

The pie chart below shows students' issues regarding the prepositions 'to vs for' in the grammatical structure of a sentence. To begin with, we provided an example that has only a change in its structure for students to identify the correct grammar structure when translating into English: Me gusta bailar, bailar es todo para mi.

Figure 6

Prepositions 'To' and 'For'.



Taken from: Survey results (2021).

Analysis

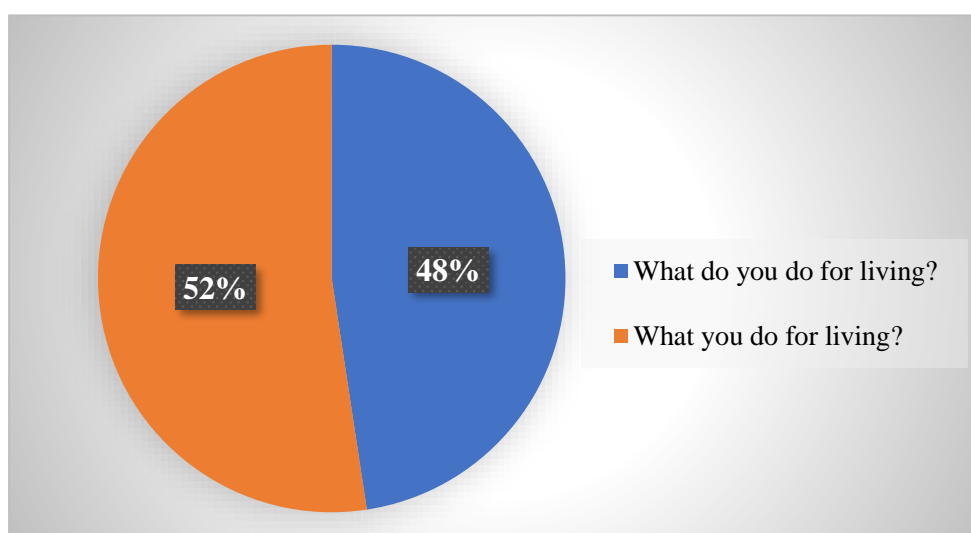
The pie chart shows data about the student's problems to use the prepositions 'to and for' in a present simple sentence. Based on the survey results it is clear that more than half of the students (52 %) selected the incorrect option which has the preposition "for". On the other hand, 48 % of the participants selected the correct option (I like dancing, dancing is everything to me). Based on (Pascual, 2021), we use "for" to explain benefits, favors, periods, reasons. This means, grammatically the first option (I like dancing, for me dancing is everything) is correct. However, as (Ameliani, 2019) mentions in his research, students should know the structure or the pattern of the sentence because it is different from their language. Students usually get confused when they want to make the sentence grammatically. Therefore, we can find that the errors in language learning are due to interference from the mother tongue.

3.1.6 Auxiliary do

The pie chart below shows students' issues regarding the auxiliary “do” in the grammatical structure of a question. To begin with, we provided an example that has only a change in its structure for students to identify the correct grammar structure when translating into English: ¿A qué te dedicas?

Figure 7

Auxiliary ‘do’



Taken from: Survey results (2021).

Analysis

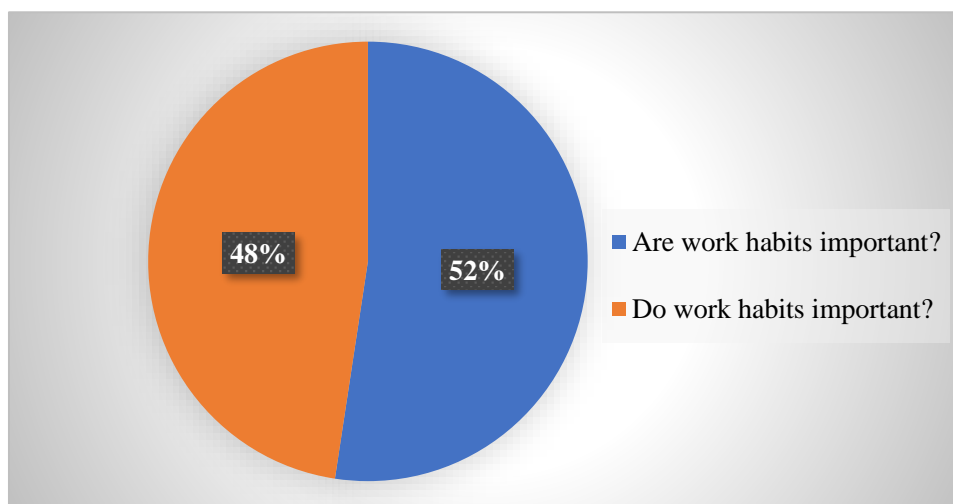
The graphic gives information about “do” as an auxiliary verb in English questions. According to the results, more than half of the students (52 %) selected the incorrect option which does not have the auxiliary “do” as part of the grammar structure to make the question. However, 48 % of students selected “what do you do for living?”, that the correct sentences. This means, there is a high percentage of students who have issues identifying the appropriate structure and how to make the question form. Likewise, as the author (Ameliani, 2019) mentions in his research, grammar is a complex system in which all parts of grammar are mutually defining and there is no simple linear path we can take in explaining one part in terms of another. Therefore, we conclude that learning a language involves, understand, and apply grammatical structures as part of the learning process but unfortunately, students usually get confused when they want to make sentences or questions grammatically, and this usually happens due to external issues such as, the mother tongue interference that limits on meaningful learning for the target language.

3.1.7 Present simple vs verb (to be) “Questions”

The graphic below shows the students' problems regarding the present simple vs verb (to be) in the grammatical structure of a question. To begin with, the proposed example has only a change in its structure for students to identify the correct grammatical structure when translating into English: ¿Son importantes los hábitos de trabajo?

Figure 8

Present simple vs Verb to-be “Questions”



Taken from: Survey results (2021).

Analysis

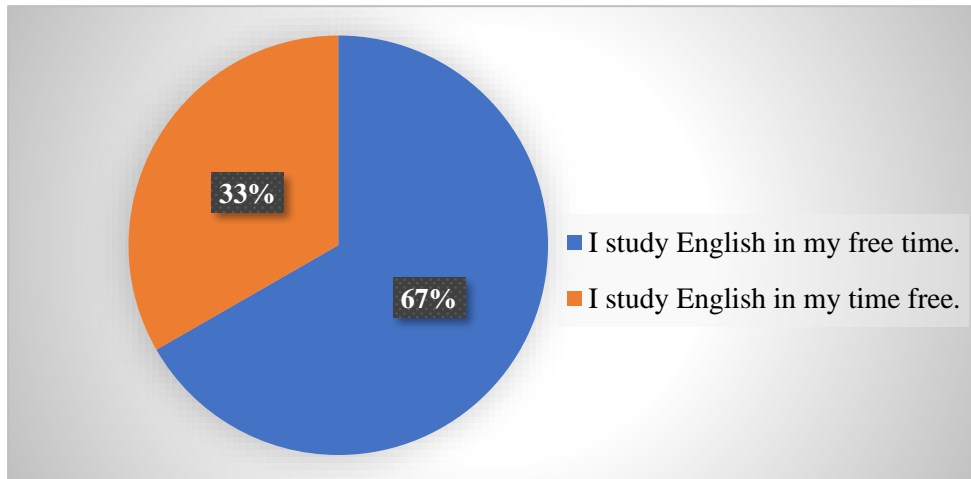
The graphic shows data about the use of the auxiliary *do* versus the verb *to be*. Based on the survey results, it is clear that more than half the students (52 %) selected the correct option which means the participants can identify the difference in both sentences. Nevertheless, 48 % of the students thought that (Do work habits important?), which means almost half of the participants have difficulties identifying the appropriate structure to make questions with the simple present and verb *to be*. Therefore, it is necessary to take into account the (Ameliani, 2019) comment about that many students have difficulty in internalizing grammar rules although these have been taught intensively. Many different factors contribute as the cause of students' difficulties in understanding grammar. Several of those factors are the learners' background, some within the teaching technique, and some within the learners' environment. In conclusion, we can see that many students can understand and identify the main factors that determine which question is correct or not. However, some students are confused due to environmental factors as the interference from the mother tongue to the target language in which is a big issue in the learning process.

3.1.8 Noun phrase

The graphic below shows the students' issues regarding the noun phrase (free time) in the grammatical structure of a sentence. To begin with, the proposed example has only a change in its structure for students to identify the correct grammatical structure when translating into English: Yo estudio inglés en mi tiempo libre.

Figure 9

Noun phrase



Taken from: Survey results (2021).

Analysis

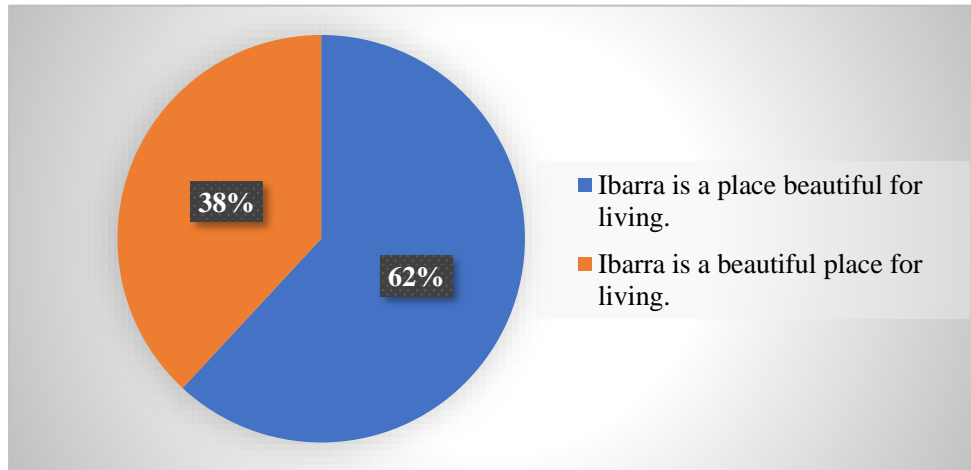
The graphic gives data about the right position of the noun phrase structure in a present simple sentence. Based on the survey results, nearly one-quarter of the participants (33 %) have problems getting the noun phrase in the correct place which means the adjective (free) before the noun (time). However, more than half of the students (67 %) selected the noun phrase structure in the correct form "I study in my *free time*". Therefore, there is a great percentage of students who do not have difficulties identifying the appropriate structure for getting the noun phrase in the present simple sentence.

3.1.9 Adjectives

The graphic below shows the students' issues regarding the adjective (beautiful) in the grammatical structure of a sentence. To begin with, the proposed example has only a change in its structure for students to identify the correct grammatical structure when translating into English: Ibarra es un hermoso lugar para vivir.

Figure 10

Adjectives



Taken from: Survey results (2021).

Analysis

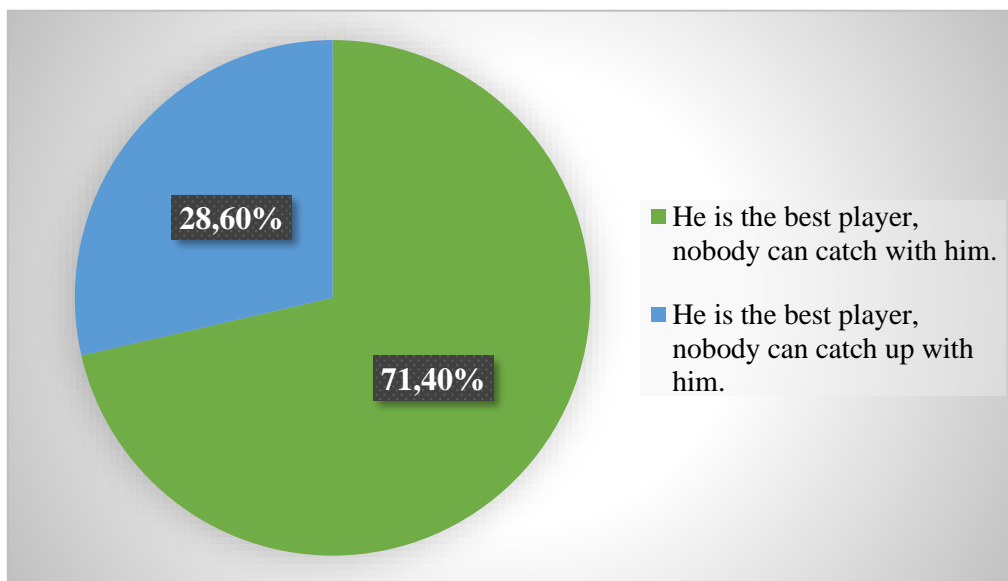
The pie chart shows data about the correct place of the adjective in a present simple sentence. According to the survey outcomes, it is clear that almost three-quarters of the students (62 %) selected the incorrect option which is the noun before the adjective. On the other hand, (38 %) of the participants considered that “Ibarra is a beautiful place for leaving” that is the correct form. Likewise, as the author (Ameliani, 2019) explains in his research, there is an intralingual transfer, that is the negative transfer of items within the target language. Therefore, it is evident that there are a large number of students who do not master the grammatical structure when using the adjectives in English.

3.1.10 Phrasal Verbs

The following graphic is focused on the use of phrasal verbs and if students can differentiate between a verb and a phrasal verb when they express ideas in English. Thus, they have to choose the appropriate translation for this sentence ‘Él es el mejor jugador, nadie puede alcanzarlo.’

Figure 11

Phrasal verbs



Taken from: Survey results (2021).

Analysis

The graphic shows that a significant number of participants (71,40 %) select the wrong option. Whereas, the rest of them (28,60%) is right because according to the sentence in Spanish, the phrasal verb catch up is proper to express this idea. Beare (2017) states that “Learning phrasal verbs is one of the most challenging tasks for English learners”. It is due to sometimes it is difficult to understand their meaning because it can be literal, figurative or idiomatic.

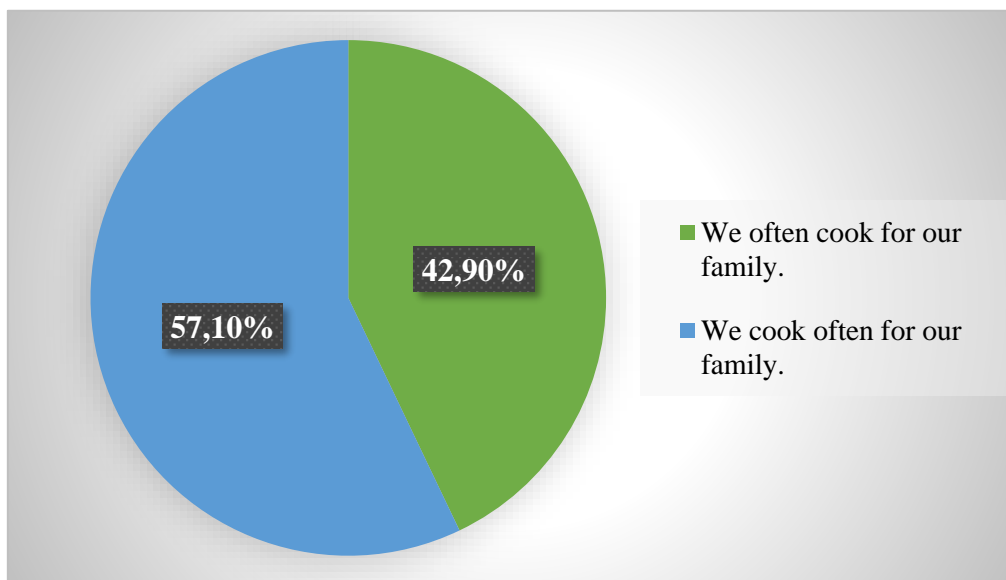
To sum up, it can be seen most of the students cannot easily differentiate when to use a phrasal verb and their ideas can be misinterpreted.

3.1.11 Adverbs of frequency

The graphic below shows if students have problems regarding the adverbs of frequency position in a sentence. The proposed examples have only a change in their structures in order to students to identify the correct one when translating into English: A menudo cocinamos para nuestra familia.

Figure 12

Adverbs of frequency



Taken from: Survey results (2021).

Analysis

The graphic gives information about the right position of the adverb of frequency in a present simple sentence. According to the results, more than half of the students (57, 10 %) select the incorrect option which has the main verb before the adverb of frequency . However, some students (42, 90%) consider that ‘We often cook for our family.’ is the correct sentence. It means, there is a great percentage of students who have difficulties in recognize the appropriate structure and express an idea using these adverbs. “A very common type of mistake which learners make when producing grammatical structures involves the use of adverbs, specifically misplacing them in the sentence” (Solís, 2007, p.272).

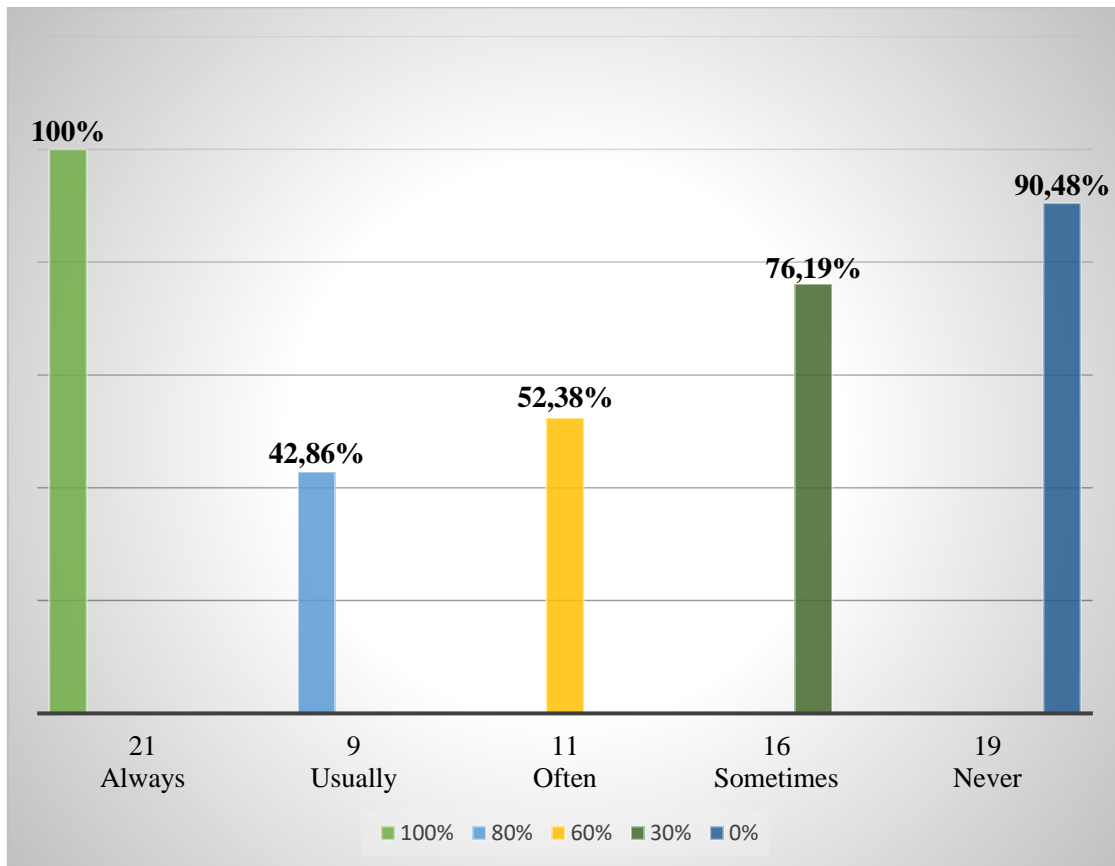
Overall, students need to keep in mind when an adverb of frequency goes before and after the verb, which depends on if it is an action verb, or it is the verb to be.

3.1.12 Adverbs of frequency – Percentages

The following bar chart is focused on the adverbs of frequency, in which students have to recognize the meaning of always, usually, often, sometimes, and never based on percentages. Thus, it is expected to gather data about if the students can differentiate one adverb from another.

Figure 13

Adverbs of frequency – Percentages



Taken from: Survey results (2021).

Analysis

The bar chart illustrates the results of a survey based on the adverbs of frequency, especially the percentages of each one. Most of the students know when to use always, sometimes, and never because 21, 16 and 19 students correctly select the frequency, respectively. Whereas only 9 students who represent the 42,86 % get it right regarding 'usually' and 11 students identify the correct frequency of often.

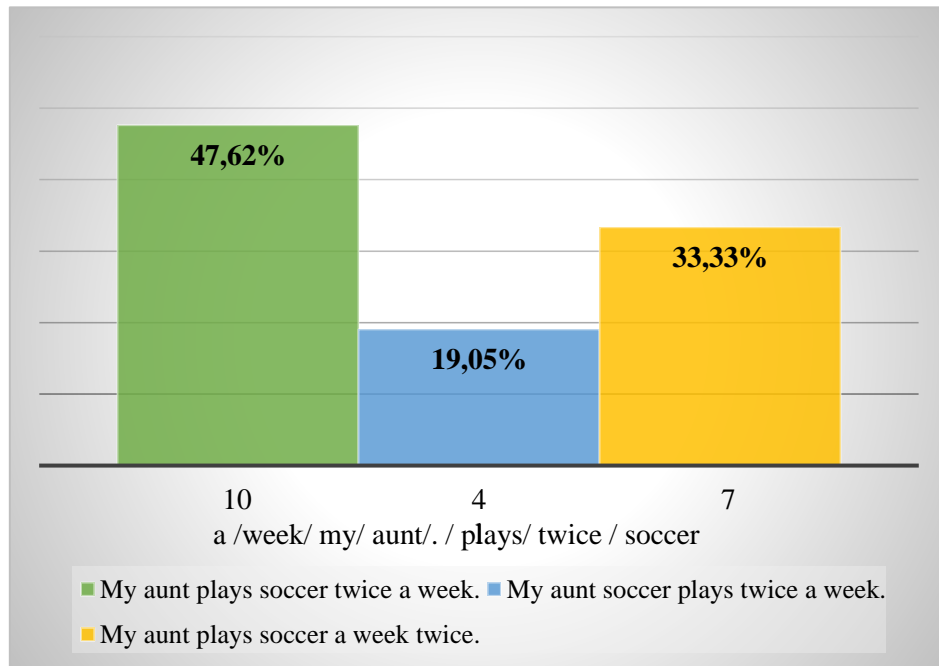
To sum up, it can be seen the students have difficulties on recognize the frequency of usually and often rather than the other adverbs.

3.1.13 Unscramble words – Sentence 1

The following bar chart shows learners' answers in which they have to select the correct sentence taking into account the structure and coherence because the question in this part is presented as unscramble words.

Figure 14

Unscramble words – Sentence 1



Taken from: Survey results (2021).

Analysis

According to the results from the bar chart, almost half of the participants have a clear idea about the present simple structure and the time expression twice a week. While 4 students that represent 19,05% select an incorrect option in which the main verb is not after the subject. Similarly, there is a 33,33% who follow the appropriate structure, but they do not consider the time expression order.

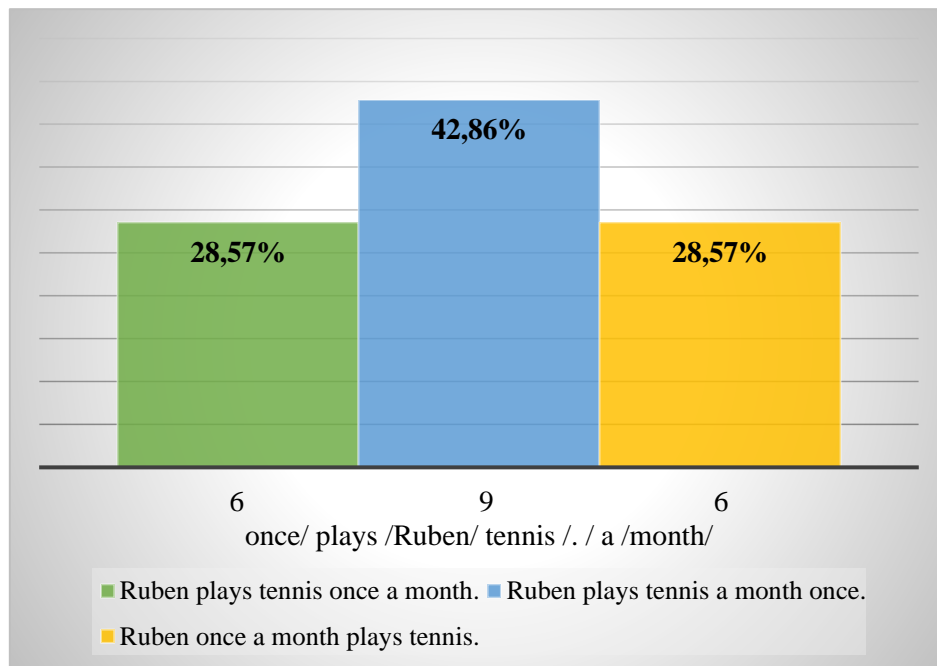
To summarize, 11 participants do not have enough knowledge concerning the present simple structure and also time expressions. It can be due to the lack of practice or vocabulary because it allows them to understand the meanings of any sentence and order with coherence.

3.1.14 Unscramble words – Sentence 2

The bar chart below gives information about a sentence in present simple with a time expression in the complement. It is essential to students identify the correct option considering the structure and coherence because the sentence is presented as unscramble words.

Figure 15

Unscramble words – Sentence 2



Taken from: Survey results (2021).

Analysis

The surveys' results show that only 6 participants recognize both correct structure and time expression order when they make a sentence. Nevertheless, the percentage increases concerning to the second option although it is not an appropriate one because 'once' is at the end of the sentence. Likewise, students who represent 28, 57% are wrong owing to the time expression is after the subject and according to the sentence structure, it goes at the end. "Adverbs that tell the exact number of times (once, twice) usually come near the end of a sentence, but they can come at the beginning of a sentence, too" (Solís, 2007, p.273).

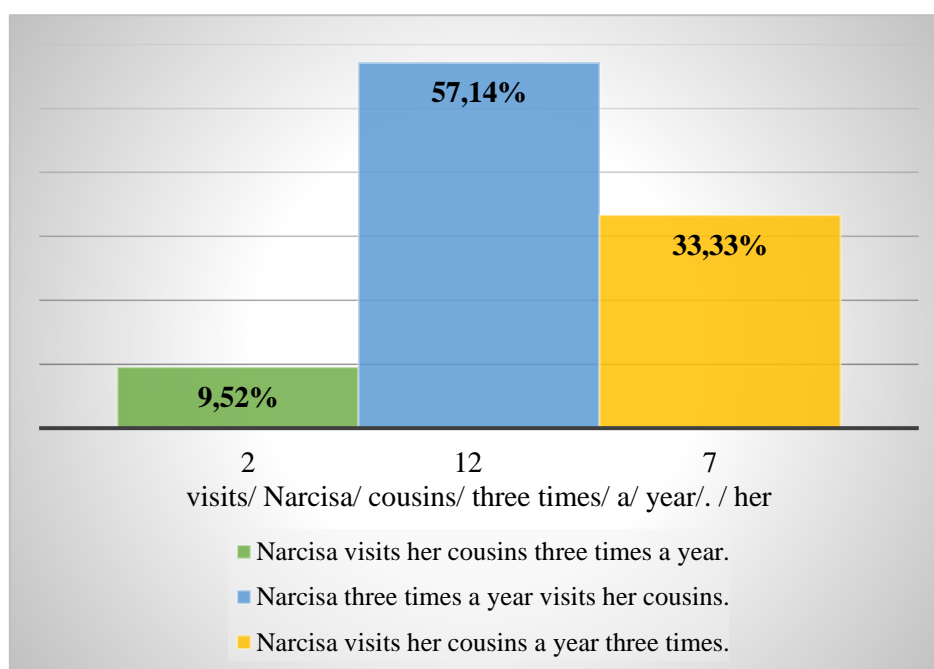
To sum up, students need to improve their accuracy when they write sentences in the present simple tense and consider the time expression position and coherence.

3.1.15 Unscramble words – Sentence 3

The following bar chart gives data regarding coherence, grammatical structure, and time expressions in the present simple. The sentence is presented as unscramble words in which students have to order them and looking for the best option.

Figure 16

Unscramble words – Sentence 3



Taken from: Survey results (2021).

Analysis

The bar chart illustrates more than half of the students consider as right order the second sentence despite it is wrong. The time expression in this one is between the subject and the main verb. The 33,33% also have problems but related to the order of the time expression 'three times a year'. In contrast, only 2 students who represent the 9,52 % think about the correct structure and meaning. According to Solís (2007) refers that time adverbs are used at the end of the sentence and they are sometimes placed at the beginning in order to express emphasis.

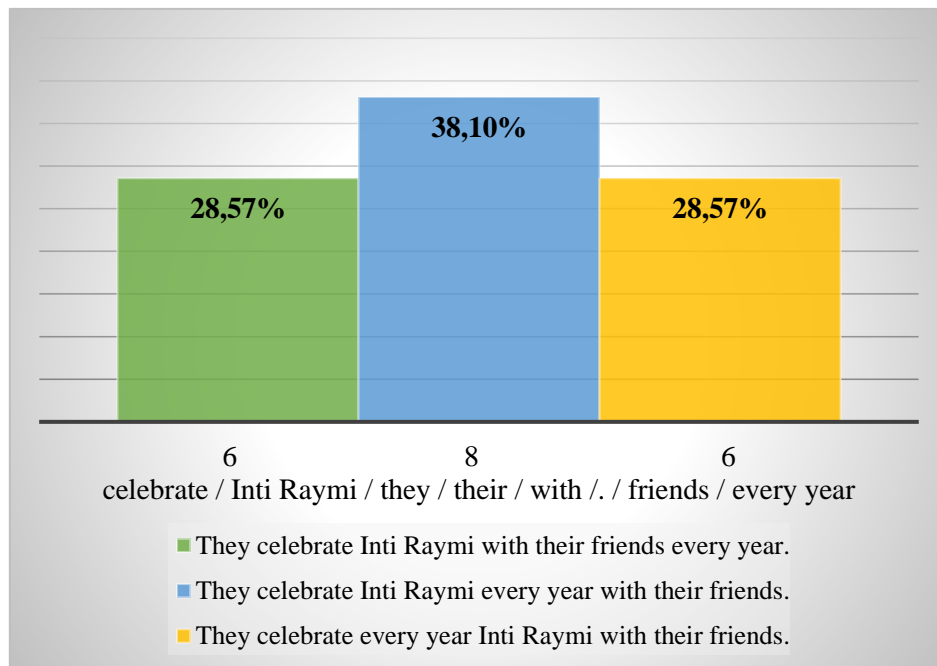
Overall, it is evident that the main difficulties for them are grammatical structures, they need to identify the pattern S + V + C when they write sentences.

3.1.16 Unscramble words – Sentence 4

This bar chart is focused on the students identifying the appropriate grammatical structure based on a sentence presented as unscramble words. They have to select the best option according to it and coherence.

Figure 17

Unscramble words – Sentence 4



Taken from: Survey results (2021).

Analysis

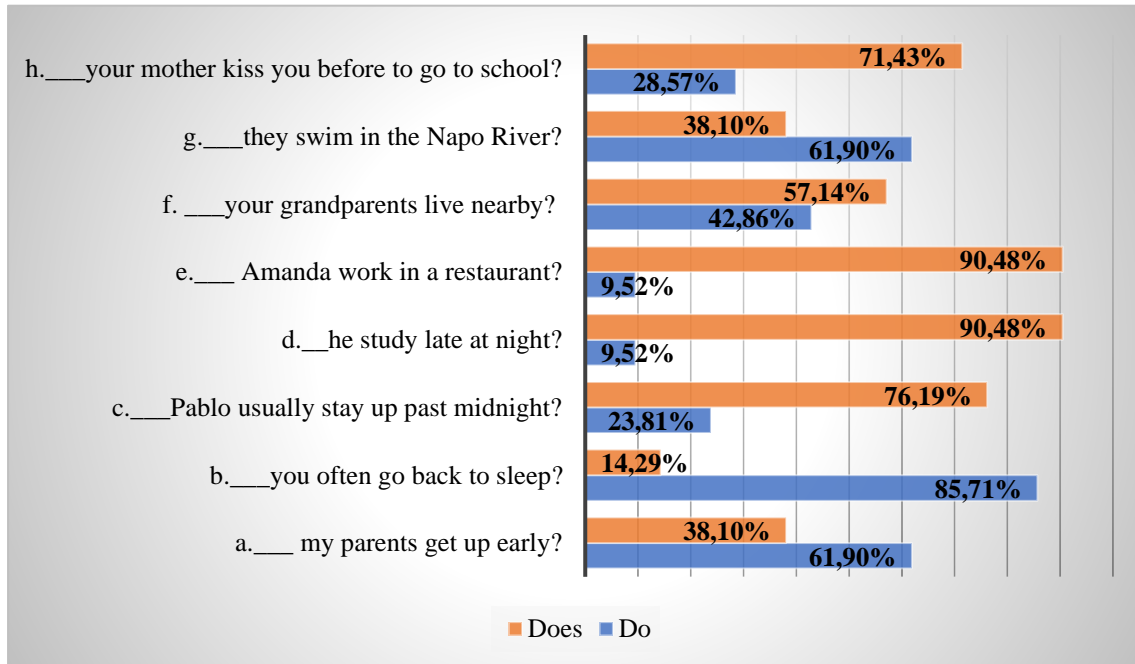
The surveys' results show from the three options, two of them have the same percentage (28,57%). However, the first one in green is the right answer because it has the correct structure and the time expression 'every year' is at the end of the sentence. On the contrary, almost half of the students (38,10%) decide to select the sentence in which the time expression is in the incorrect position. To sum up, some students do not have a clear idea where 'every year' goes inside a sentence.

3.1.17 The use of auxiliaries 'do' and 'does' in Yes/No questions.

The bar chart below gives information about the use of do or does in different yes/no questions. The students have to consider the following examples and the subject before selecting the right auxiliary for completing the blank. The main aim is to differentiate third persons from the others personal pronouns and use the proper auxiliary.

Figure 18

The use of auxiliaries 'do' and 'does' in Yes/No questions



Taken from: Survey results (2021).

Analysis

According to the bar chart results, most of the participants know when to use the auxiliaries do or does because the percentages of the correct answers in all questions have more than 50%. In addition, the questions 'd' and 'e' almost reach 100%. On the other hand, regarding the wrong answers, some students select the inappropriate auxiliary, and it is evident, especially in question 'f' because it has 42,86%. It means, a significant number of the participants think the auxiliary 'does' is at the beginning despite, the subject is not a third person.

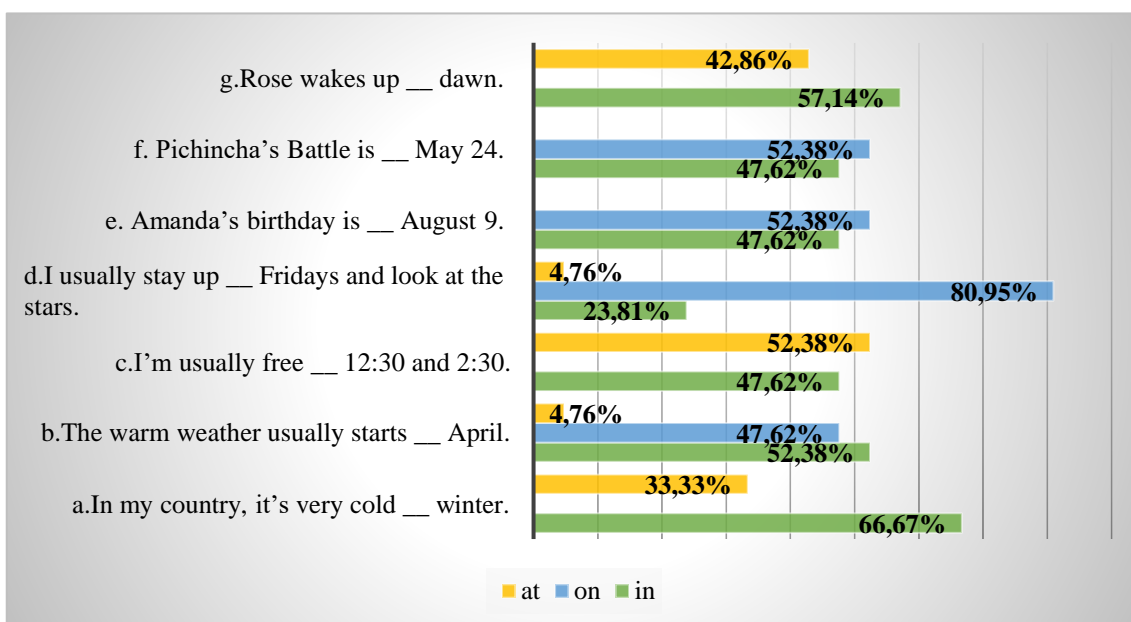
Overall, a great deal of students identifies the correct auxiliaries based on the subjects and they do not present major difficulties when the personal pronoun is replaced by proper names.

3.1.18 Prepositions of time

The following bar chart is about the prepositions of time such as in, on and, at. The sentences are proposed in order to students select one of the prepositions to fill in the blank using examples with the vocabulary they are already familiar with and related to their real - life.

Figure 19

Prepositions of time



Taken from: Survey results (2021).

Analysis

The bar chart results give important information because in each statement, except in literal 'g' more than 50% are correct answers. In addition, the sentence 'd' has the highest percentage (80,95%). It means, most learners differentiate the correct preposition of time when they talk about days of the week. Similarly, a large number of students (66,67%) know what preposition to use concerning the seasons of the year and it is evident in the statement 'a'. In contrast, a few students have difficulties with the use of 'at' because in the statements that they have to select this preposition of time, the percentage is a bit high for the incorrect answers. According to Benítez (2014) states that the problems with 'in' and 'at' are related to the mother tongue interference because in Spanish the preposition 'en' is common to talk about spatial and temporal location. Thus, the meaning of the sentence is determined by the context. While, the English language has three prepositions to express time and place such as in, on and at. But, each one of them is used depending on the meaning of the phrase.

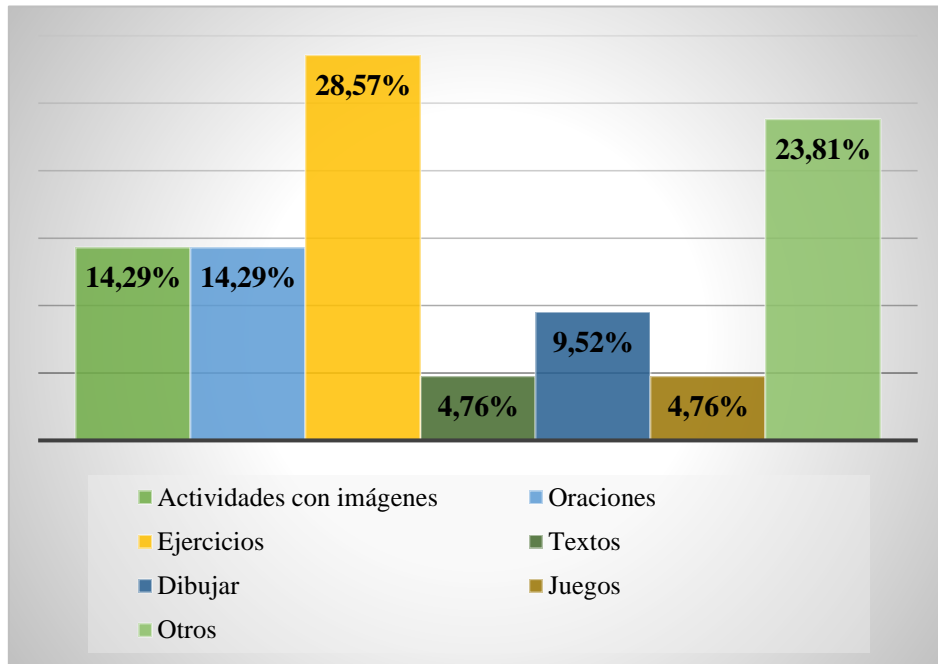
To summarize, it is clear that a significant number of students do not present problems with these prepositions, but some of them need to practice more in order to not get confused when to use 'at' or 'in'.

3.1.19 Activities to reinforce the use of present simple.

The bar chart below is focused on gather information regarding the activities that will help students to reinforce their knowledge about the use of present simple. This is an open-ended question, and it is based on what students think.

Figure 20

Activities to reinforce the use of present simple



Taken from: Survey results (2021).

Analysis

According to the students' comments, there are some activities that they find useful to learn. The 28,57% consider developing some exercises to practice more. Likewise, two suggestions that have the same percentage in which students prefer activities with pictures and practice making sentences. In addition, 2 students who represent the 9,52% think drawing is a good idea to reinforce the use of this tense. On the other hand, the lowest percentages (4,76%) are related to add texts and carried out games as activities. Ramos, Miñoza, & Alieto (2019) state that "A picture or series of pictures not only provides the students with the basic material for their composition but also stimulates their imaginative powers" (p.643).

Overall, most of the students agree to develop different activities using pictures, exercises based on texts and making sentences, drawing and games in order to contribute to their learning.

3.2 Qualitative interpretation of the interviews

This research project was developed in June at Unidad Educativa "Yaguachi" and thanks to the collaboration of the authorities who helped us to meet our aim: Director MSc. Nancy Erazo, MSc. Jessenia Delgado from the English Area. Finally, thanks to the 6th and 7th-grade students at the aforementioned school.

To develop our research project, we had to request from the dean's office. Where we introduced the importance of gathering data from Unidad Educativa "Yaguachi" to find evidence about the mother tongue interference on meaningful English language learning.

According to the interviews' application to the teachers, open-ended questions were applied to analyze the mother tongue interference at 6th and 7th-grade levels. Where it could be shown that the mother tongue interference is not useful in second language learning but according to the teachers' opinions in certain cases, it is necessary to give instructions about specific grammatical rules and therefore not generate grammar errors in the writing production.

On the other hand, it is important the strategies' application for Second Language learning. In this way, the teachers' viewpoints were relevant to developing our project proposal, where we found that the didactic material and rote system applied in class were an important part of the learning process, otherwise the students do not have the bases to understand the foreign language. Finally, the teachers considered creativity as a fundamental aspect when applying pedagogical strategies or didactic activities to reinforce the use of the present simple in written production skills. They focused on activities such as role-plays and flashcards in order to the students to have the opportunity to participate and learn based on games and colors.

CHAPTER IV

PROPOSAL

4.1 Introduction

The present proposal has importance due to it is a topic of great interest and nowadays it can be shown that the use of mother tongue is part of the educational reality. However, it can affect second language acquisition by interfering with the meaningful learning process. Therefore, we are going to provide an activities guide based on learning strategies to improve the use of present simple.

In the same way, the proposal objective is to develop activities that can improve the students writing skills through learning strategies mentioned before. Eventually, we are going to focus our proposal on cognitive and constructive learning strategies to find out the negative aspects of the use of the mother tongue and improve the learning process.

On the other hand, this proposal has direct beneficiaries: teachers and students from sixth and seventh grades at U.E. Yaguachi where we are going to do meaningful exercises; for instance, write short texts, describe events, places, and write about aspects of everyday life (people, places, job, school, family, hobbies) in simple phrases and sentences or activities that encourage their creativity.

The activities will be developed with the aim that Unidad Educativa “Yaguachi” implements them as educational support for reinforcements either for homework or task. In addition, to do this proposal we have to approach the ministry curriculum and carry out the activities based on the A2 level.

4.2 Justification

The English language is one of the most spoken languages around the World. It is used as a communication tool, for doing business, speeches. In short, the English language is used everywhere, hence the importance to learn it and integrate it into the education minister curriculum from elementary to high school.

The proposal aim is pretending to consolidate as an activities guide based on learning strategies to improve the use of the simple present in students of sixth and seventh grade from the Unidad Educativa” Yaguachi”. In addition, the proposal’s approach is providing a guide that will be used as support material for teachers to give feedback and reinforcement. On the other hand, it seeks to promote meaningful learning in the students to minimize mother tongue interference in learning writing skills.

Moreover, this guide contains exercises where students can practice and realize their own mistakes. All the activities pretend to help them with meaningful learning and enhance the students writing skills, throughout elaboration and organization of supporting material based on the education minister curriculum.

This project will have an educational contribution, whose direct beneficiaries will be the students, they will be able to practice doing exercises, and they will learn about the mother tongue interference in the learning of a foreign language.

4.3 Theoretical foundations

The present proposal is supported by the cognitivist, constructivist, and meaningful learning theories in order to minimize the mother tongue interference in English language learning through different activities.

4.3.1 Mother tongue

The mother tongue, native language, or L1 is the first language that human beings learn naturally through interaction with their immediate environment, without pedagogical intervention and reflection usually from the parents. According to Yadav (2014) argued that:

The mother tongue, native or first language, is what a person has learned from birth or within a critical period, where the ability to acquire a language is biologically linked to age, and thus becomes the basis for social identity and becomes the medium of learning in school and society (p. 573).

When learning a new language, people unconsciously relate it to their first language which can lead them to make mistakes when trying to communicate either in writing or orally, it is known as linguistic interference. This term interference refers to linguistic or grammatical elements that can be transferred in second language learning.

4.3.2 Cognitivist theory

Cognitivism arose as a reaction to behaviorism and its main objective is to discover how the mind is capable of thinking and learning. For this reason, it is focused on mental representations, attention, perception, memory, imagination, language, and thoughts. "As opposed to Behaviorists, Cognitivists do not require an outward exhibition of learning but focus more on the internal processes and connections that take place during learning" (Rhalmi, 2011).

The students carry out activities proposed by the teacher more consciously, establishing a connection with their context and incorporating in their mind their cognitive structures and patterns. It is useful to solve different problems because they consider their previous and new knowledge to elaborate and process the information that they require in their learning process.

4.3.3 Constructivist theory

According to Western Governors University (2020) argues that “Constructivism is based on the idea that people actively construct or make their own knowledge, and that reality is determined by your experiences as a learner”. When teaching is based on constructivist theory, it is sought that students' previous knowledge positively influences their learning; and thus, the student discovers and builds their knowledge and meanings to exchange ideas and learning experiences with others.

On the other hand, each of the educational actors has their role in order to transform traditional education, the teacher becomes a guide and support for students and must provide them with the physical and interactive resources necessary for them to learn. It also encourages their autonomy, creativity, reflection, and to evaluate them, he carries out different alternatives to written exams.

The students' role consists of having greater responsibility for their learning so that they appropriate their knowledge. Besides, Tutoring for excellence (2015) refers there are key tasks for them in a constructivist classroom. Next, these are described below:

- ✓ Students must learn to combine new information with their current knowledge.
- ✓ Reflect on their own experiences and establish how they have been affected by them.
- ✓ Learners should value the trial-and-error approach by questioning ideas and evaluating concepts through real-world activities.
- ✓ Students must be in control of what and how they learn

4.3.4 Meaningful Learning

According to Gunstone (2015) “The term “meaningful learning” became prominent in science education through the work of the educational psychologist David Ausubel and his use of this label in the 1960s to designate learning that is in total contrast to rote learning” (p. 625). It implies longer retention because people relate new concepts to prior knowledge in order to create effective learning.

In the same way, the activities guide is developed to promote meaningful learning because students are expected to understand the English language and, in this case, specifically the simple present tense to avoid interference from the first language. Therefore, the activities are presented in a logical and orderly way and at the end, they can apply what they have learned, and knowledge can be stored in their long-term memory and recalled when necessary.

Torres (2019) argues that there are three types of meaningful learning:

- **Representation Learning:** it consists of acquiring symbols and words. When students acquire new vocabulary, they associate meanings with a real-life object.

- **Concept Learning:** It refers to the fact that learning is related to events of daily life and it is designated through a symbol, sign, or category.
- **Proposition Learning:** it is based on forming structures joining everything learned, so a word and its meaning are expressed through a full sentence.

4.4 Objectives

4.4.1 General objective

- Design a reinforcement guide based on learning strategies to reduce mother tongue interference and improve writing skills in students from 6th and 7th at U.E. “Yaguachi”.

4.4.2 Specific objectives

- Identify the most appropriate learning strategies to improve writing skills during the use of the simple present.
- Develop activities based on learning strategies to reduce mother tongue interference.
- Apply learning strategies based on activities that assist students in the use of present simple.

4.5 Activity Guide: Make Your Way to Grammar

*A step-by-step guide to improve the use
of Present Simple for 6th-grade students.*



MAKE YOUR WAY TO GRAMMAR

*By: Cisneros Iles Stalin David
Sánchez Imbaquingo Amanda Gissela*

Taken from: Edit Online Media S.L. (2017)

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UNIT 1

What do you do?

CAN DO OBJECTIVE

I can identify important information based on grammatical structures in argumentative texts.



Stay motivated and study hard.

-Kimberly Cresswell

Taken from: Edit Online Media S.L. (2017)

UNIT 1

Lesson A

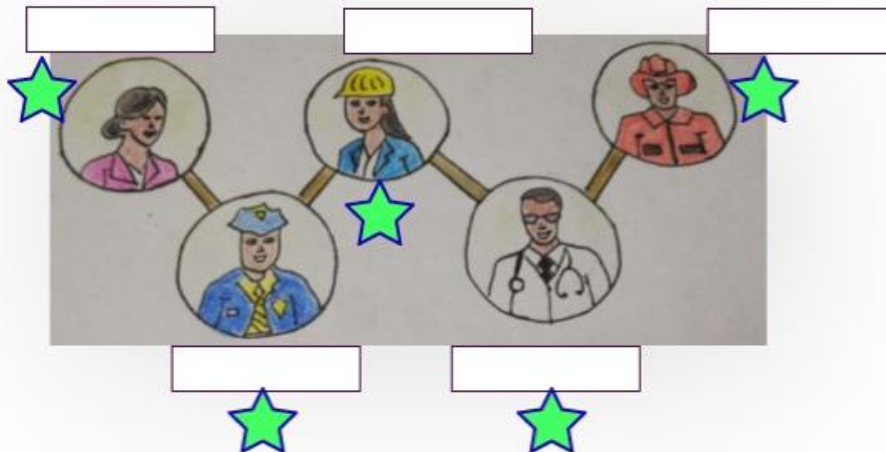
Objective:

To use the correct spelling rules of the third persons.

G Third Persons

V Jobs and occupations

1.1 Write the names of the following jobs and occupations



1.2 What does each person do? Complete the sentences with the correct verb and write the number in each start.

1. This professional _____ security in public spaces.

2. This professional _____ people and treat diseases.

3. This professional _____ fires and helps evacuate people.

4. This professional _____ and _____ buildings with different purposes.

5. This professional _____ confidential information of public or private information.

- a. create
- b. keep
- c. save
- d. manage
- e. put out
- f. design

2

UNIT 1

Lesson B

Objective:

To use the structure of affirmative and negative form to make sentences.

G Third Persons

V Jobs and occupations

1.3 Look at the color code and make sentences below.

SUBJECT

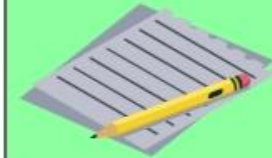
VERB

COMPLEMENT

David study in Ibarra we
my mom his car's engine
children me before going to school play
English at UTN Julia
my uncle fix not walk to school
not live soccer at school kiss

Watch out!

Use the correct spelling rules to write sentences with the third persons.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

UNIT 1

Lesson C

Objective:

To identify the correct Yes/No questions based on the Present Simple and Verb To Be structures.

G Yes/No Questions

V Jobs and occupations

1.4 Read the following text about work habits.

Work Habits

Most people in the world work to survive, feed their families, or have a better life. In this way, many people do not take into account work habits to improve in their professional life. For that reason, it is important to know a few work habits. For example, people have to be punctual at time to get into the job. Second, it is important to be organized and have a schedule to do the most important activities to finish on time. Furthermore, the workplace should be friendly, this means having a good relationship between co-workers.

1.5 Underline the correct option to make questions about work habits.

1. Do / Does / Is your family have trouble organizing at work?.
2. Are / Does / Do you think it is important to be friendly and having a good relationship with co-workers?
3. Do / Is / Does people have to be punctual at time to get into the job?
4. Do / Are / Does your family friendly at work?
5. Is / Are / Do most people in the world work to survive and feed their families?
6. Do / Does / Are you think that everyone should have a schedule to do the most important activities?
7. Do / Are / Is these work habits important?
8. Do / Is / Are not everyone take work habits into account?



UNIT 1

Lesson D

Objective:

To make Yes/No questions using the Present Simple and answer them.

G Yes/No Questions

V Jobs and occupations

1.6 Rewrite and correct the mistakes in questions that put a cross from the previous activity.

1. _____
2. _____
3. _____
4. _____



1.7 Choose 2 members of your family and write yes or no if they do the following activities.

	Name:	Name:
have work habits		
finish the activities on time		
work in a friendly place		
get into the job 5 minutes early		
have a schedule to complete different activities		



1.8 Make Yes/No questions based on the information above for only one of your family members and answer them.

1. _____
2. _____
3. _____
4. _____
5. _____

UNIT 2

Job request

CAN DO OBJECTIVE

I can write about aspects of my everyday life in simple phrases and sentences (people, places, job, family, hobbies).



Dear past, thank you for the lessons. Dear future, I am ready. -Tamer Elma

Taken from: Edit Online Media S.L. (2017)

UNIT 2

Lesson A

Objective:

To interpret an email job request based on the verb To Be and vocabulary regarding a job profile.

G Verb To Be

V Jobs profile

2.1 Read the email below and match the definitions (a-h) with the vocabulary (1-8).

Vocabulary

1.Teenager
2.Advert
3.Pedagogical
4.Develop
5. ..b..Willing
6.Patient
7.Praise
8.Kind

Definitions

- a. To make someone or something become better.
- b. To be happy to do something.
- c. To be able to stay calm and not get upset.
- d. To show that you care about them or (generous or thoughtful)
- e. To say that someone or something is very good.
- f. The study of the methods and activities of teaching.
- g. Short written to offer a product or service.
- h. Someone who is between 13 and 19 years old

Taken from: Cambridge Dictionary (2018)

To: Rolandocastillo777@gmail.com

From: Nancychilingua717@hotmail.com

Dear Sir Castillo,

My name is Nancy Chilingua, and I am from Ibarra city. I am 25 years old. I am a teacher certificated at Técnica Del Norte University, and I have five years of experience working with children and **teenagers**. I am interested in the job **advert** posted on your institution's web page on 3rd June 2021.

I have **pedagogical** skills to **develop** learning abilities in children. In addition, I am **willing** to achieve the objectives set by the institution to reach student learning. In my professional area, I hold some personal qualities such as be **patient**, use **praise** wisely, and having a positive attitude.

Thus, I would like to the teacher post in your institution. Waiting for your soon response, I appreciate your time and **kind** attention.

Regards,

Nancy



7

UNIT 2

Lesson B

Objective:

To use the personal information to answer Yes/No and information questions with the verb To Be.

G Verb To Be

V Personal information

2.2 Help Baltazar Ushca to reach the Chimborazo volcano. Answer the following questions.

10. Are you tired?

9. When is your birthday?

8. Where is your family from?

7. What is your neighborhood like?

6. Where are your parents?

5. Is your mom a teacher?

4. How is the weather in your city?

3. Is a peach your favorite fruit?

2. Are you a lawyer?

1. How old are you?

THANK YOU!

DON'T FEED THE ANIMALS

WELCOME TO CHIMBORAZO

8

UNIT 2

Lesson C

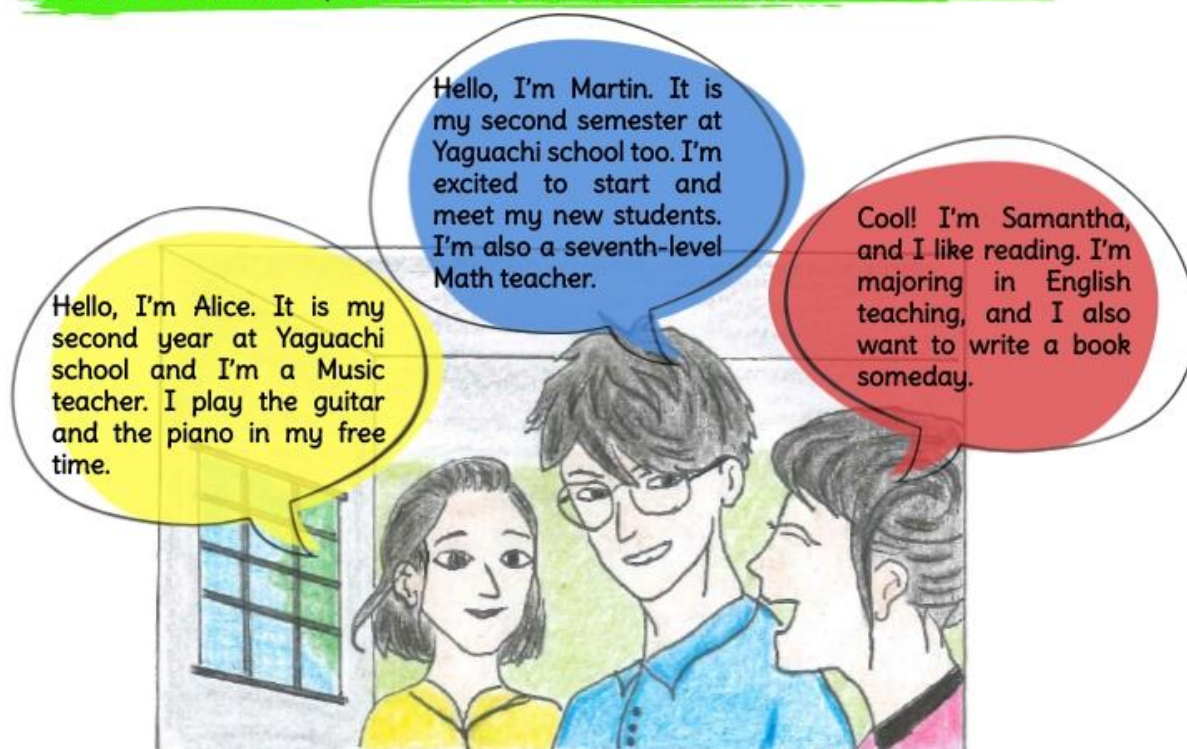
Objective:

To relate some questions based on a conversation and the correct Wh functions.

G Wh - Questions

V Jobs and occupations

2.3 Read and match the questions to their correct Wh - functions.



Questions

1. **What** does Alice do in her free time?
2. **Why** does Samantha want to write a book?
3. **Who** does Alice work with?
4. **When** does Samantha want to write a book?
5. **Where** does Martin teach?

Wh functions

- a. Asking information about day, month or year.
- b. Asking information about a place or a position.
- c. Asking information about people.
- d. Asking information about specific things or objects.
- e. Asking for a reason.

UNIT 2

Lesson D

Objective:

To write Wh-Questions using the correct structure.

G Wh - Questions

V Jobs and occupations

2.4 Unscramble the words to complete the table with Wh-question structure.

What	does	Alice	do	in her free time?
When	do	you	want	to write a book?

Watch out!

Use Wh-questions to ask for extra information about something or someone.



2.5 Choose the correct option.


- _____ your father do every morning?
a. What does b. When does c. What do
- _____ you see in the picture?
a. What do b. Who does c. When do
- _____ you get up early on Saturdays?
a. Which does b. Who do c. Why do
- _____ kind of food do you prefer in the evenings?
a. Which b. Who c. When
- _____ your family go on vacations?
a. When do b. Who do c. Where does

UNIT 3

Amazing animals

CAN DO OBJECTIVE

I can write simple sentences, connecting them with adjectives and adverbs of frequency.



I will study and get ready, and perhaps my chance will come.

-Abraham Lincoln

Taken from: Edit Online Media S.L. (2017)

UNIT 3

Lesson A

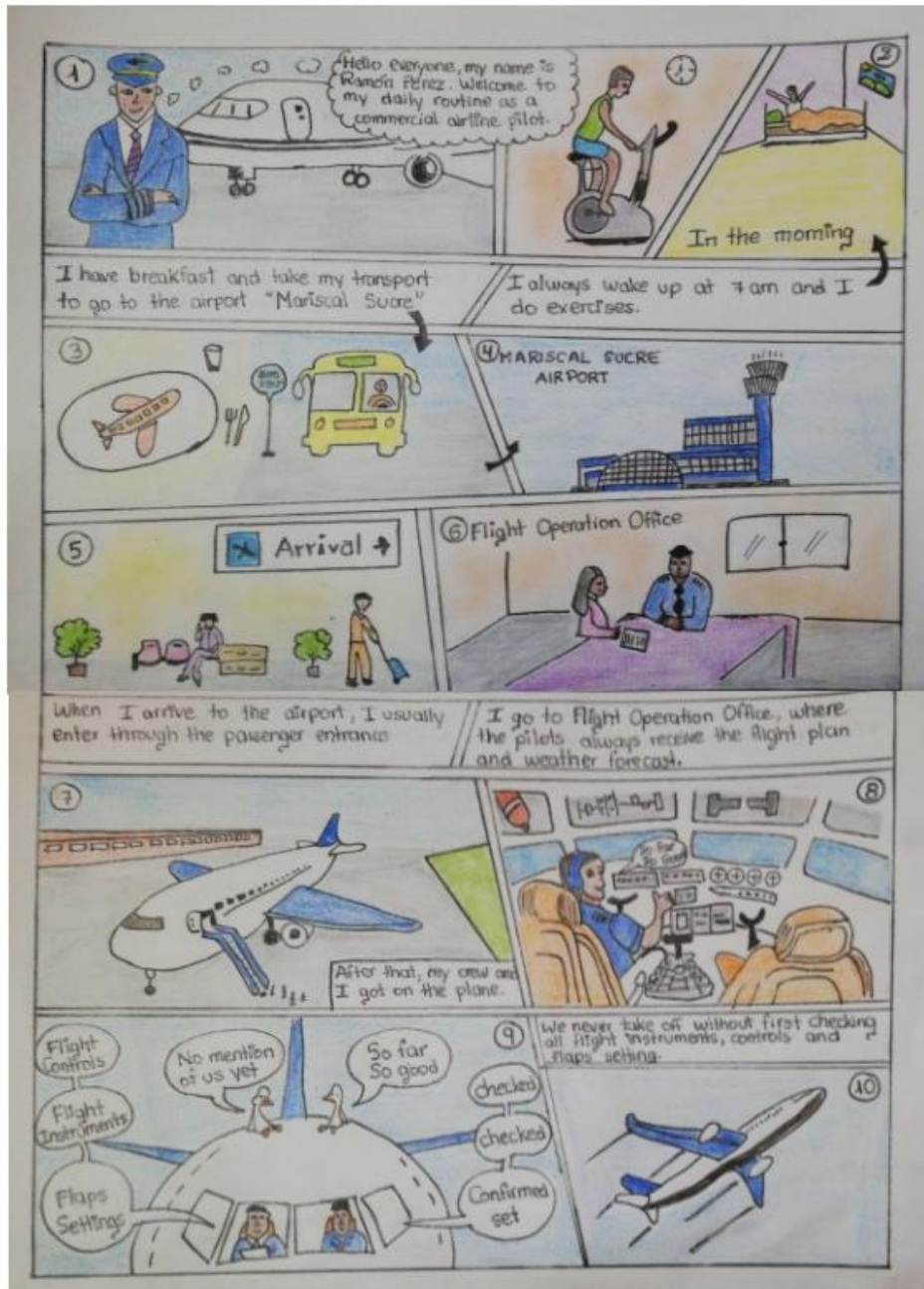
Objective:

To identify adverbs of frequency in a comic.

G Adverbs of frequency

V Daily Routines

3.1 Find the adverbs of frequency in the following comic and underline them.



UNIT 3

Lesson B

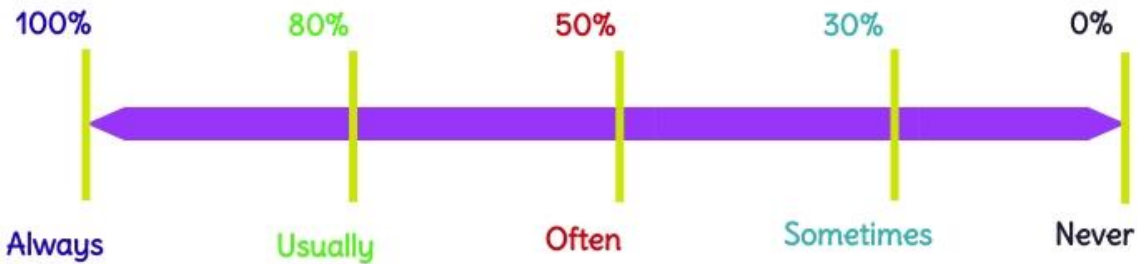
Objective:

To complete the sentences using verbs and adverbs of frequency regarding daily routines.

G Adverbs of frequency

V Daily Routines

3.2 Use the graphic and complete the sentences with the correct form of the adverbs of frequency and the verbs in parentheses.



Amanda's daily routine



Amanda Sánchez is an English teacher. She is 22 years old. She is from Pichincha and she _____ (live) in Cayambe. Her daily routine _____ (begin) in the morning. She _____ (80%, get up) at 6 am. She has breakfast at 6:20 and _____ (go) to work. She _____ (100%, take) a bus at 7 am to get on time. In the afternoon, she _____ (take) a break for lunch and _____ (come) home. She _____ (100%, feed) her pets and _____ (do) exercise. In the evening, she _____ (50%, prepare) her lesson plan to her students. She _____ (0%, go) to bed without first _____ (take) a shower. She _____ (30%, watch TV) before to sleep.

UNIT 3

Lesson C

Objective:

To identify adjectives in a reading about Galápagos species.

G Adjectives + noun

V Adjectives

3.3 Find the adjectives in the reading about "Darwin Finch" and put them in the box.

Darwin Finch

Darwin's finches as they are commonly called. They are not an endemic species of Galapagos but most species live in this place. Finches are birds that are no taller than 15 cm and weigh 19 to 22 grams. They are very beautiful birds that have a song composed by short notes that are very pleasant to the ear. They are also very quiet birds, but when they are in a group they are very noisy. On the other hand, these birds are from warm climates like; grasslands, oak savannas, open woodlands, and urban or suburban areas.



Adjectives about "Darwin Finch"

UNIT 3

Lesson D

Objective:

To use adjectives to write descriptions about animals.

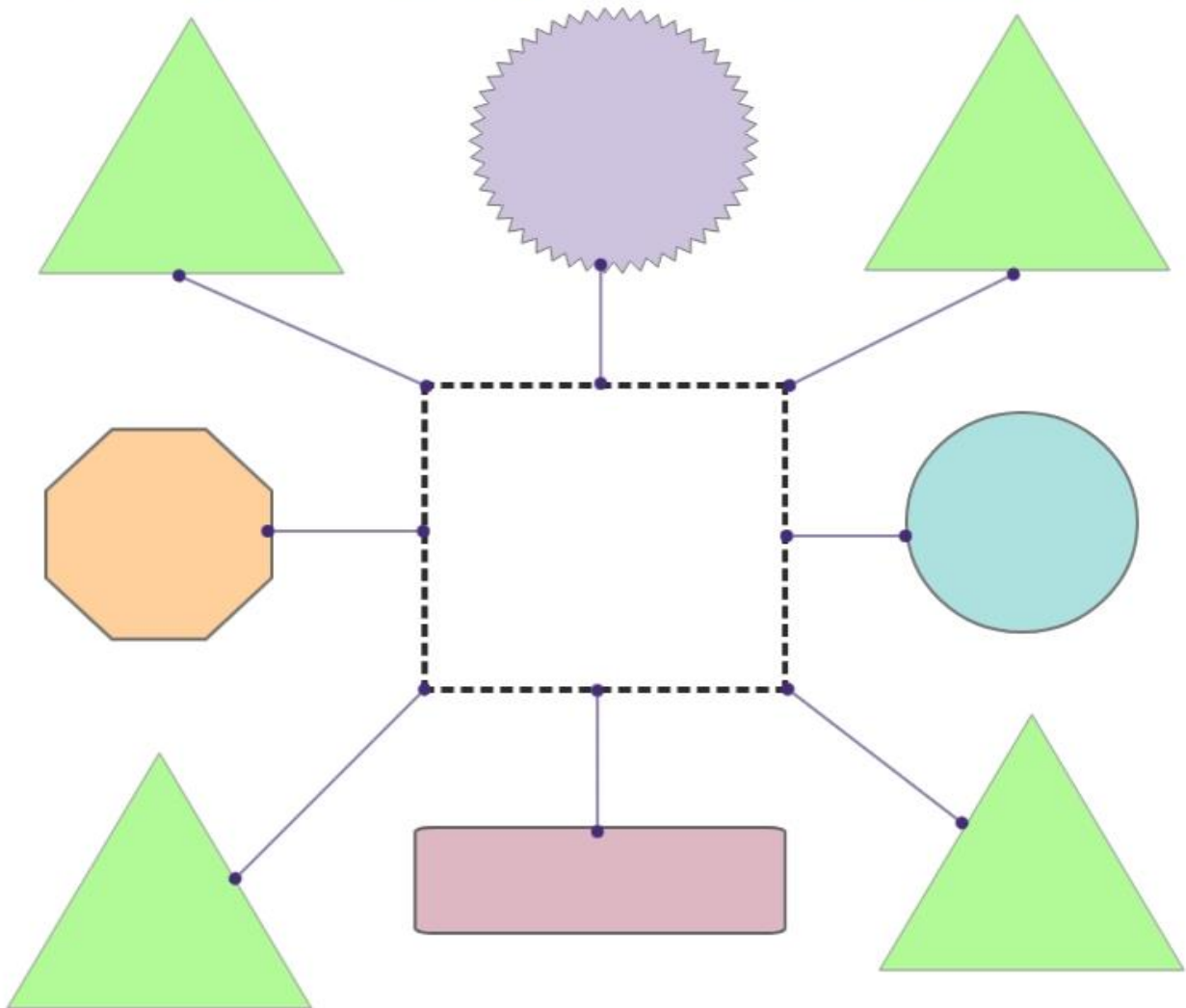
G Adjectives + noun

V Adjectives

3.4 Use the list of adjectives to write adjectives about your favorite animal in each figure and draw it.



cute beautiful ugly warm loud noisy
quiet friendly big small short old



15



unit 4

Solar System

CAN DO OBJECTIVE

I can write a short story using the Present Simple, verb to be, adjectives, prepositions of place, and adverbs of frequency.

*Work hard in silence. Let
your success be your noise.*

-Frank Ocean

Taken from: Edit Online Media S.L. (2017)

UNIT 4

Lesson A

Objective:

To recognize the planets order according to the prepositions of place and their specific facts.

G Prepositions of place

V Solar System

4.1 Cut out the squares on the right and paste to rebuild the planets formation (1-8).

SOLAR SYSTEM

Figure 1.
Solar System



(Contreras, 2020)

1	2	3	4
5	6	7	8

Venus is hotter than Mercury. It is between Jupiter and Mercury.	Mercury is the smallest planet in our solar system. It is next to the sun.	Neptune has the most powerful winds than the other planets. It is behind Jupiter.	Earth is the only planet we know that has life. It is in front of the sun.
Jupiter has 53 moons. It is next to Venus.	Mars is known as the Red Planet. It is in front of Jupiter.	Uranus is the coldest planet. It is opposite Neptune.	Saturn is surrounded by 10 rings. It is behind Venus.



UNIT 4

Lesson B

Objective:

To use the prepositions of place to talk about the Solar System.

G Prepositions of place

V Solar System

4.2 Read the information below about Solar System.

The Solar System is a group formed by the sun and celestial bodies such as planets, stars, satellites, comets, and meteorites that orbit around the sun. It was formed 4.5 billion years ago from a gravitational collapse of a gas cloud called as supernova. There are eight planets from nearest to the sun to farthest away from it: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune.

Figure 2.
Solar System



(Contreras, 2020)

4.3 Use the words from the box and fill in the blanks with the correct preposition of place according to the picture.

behind

next to

between

in front of

- 1 Mercury is the sun and Venus.
- 2 The sun is Venus.
- 3 The Earth is Mercury
- 4 Jupiter is Mars.
- 5 The moon is Mars and the Earth.
- 6 The Earth is the moon.
- 7 Saturn is Jupiter and Uranus.

UNIT 4

Lesson C

Objective:

To use the Present Simple - verb to be, adjectives, prepositions of place, adverbs of frequency to make a project.



PROJECT



There's an Alien Under the Bed!

Instructions

- Pretend you have an Alien hiding under your bed.
- Write 6-8 sentences to describe a story about the Alien hiding under your bed.
- Imagine and draw a scene that describe your adventure.
- Use the present simple - verb to be, adjectives, prepositions of place, adverbs of frequency.
- Don't forget to talk about:
 - What does the alien look like?
 - Is it tall or short?
 - Friendly or Angry?
 - What does the Alien sound like?
 - What does the Alien feel like?
 - How does it walk and move?
 - Where has it come from
 - why is it in your house?



Tip

Make sure connect your ideas and thought with and to give additional information.

E.g. In the future, people always use cell phones and computers inserted into the body.

UNIT 4

Lesson D

Objective:

To use the Present Simple - verb to be, adjectives, prepositions of place, adverbs of frequency to make a project.



There's an Alien Under the Bed!



4.4 Write about the Alien hiding under your bed.

A large light blue rounded rectangle containing ten horizontal dashed lines for writing.

4.5 Draw the story's scene.

A large empty rounded rectangle with a black border, intended for drawing the scene.

References

Contreras, P. (2020). *SISTEMA SOLAR*. Retrieved from <https://www.fabricadaalegria.com/jogos/quebra-cabecas/quebra-cabeca-sistema-solar-500-pecas-grow-03727>

EDIT ONLINE MEDIA S.L. (2017). *EDIT.org*. Retrieved from <https://edit.org>

*A step-by-step guide to improve the use
of Present Simple for 7th-grade students.*



MAKE YOUR WAY TO GRAMMAR

*By: Cisneros Iles Stalin David
Sánchez Imbaquingo Amanda Gissela*

Taken from: Edit Online Media S.L. (2017)

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UNIT 1

What do you do?

CAN DO OBJECTIVE

I can identify important information based on grammatical structures in argumentative texts.



Stay motivated and study hard.

-Kimberly Cresswell

Taken from: Edit Online Media S.L. (2017)

UNIT 1

Lesson A

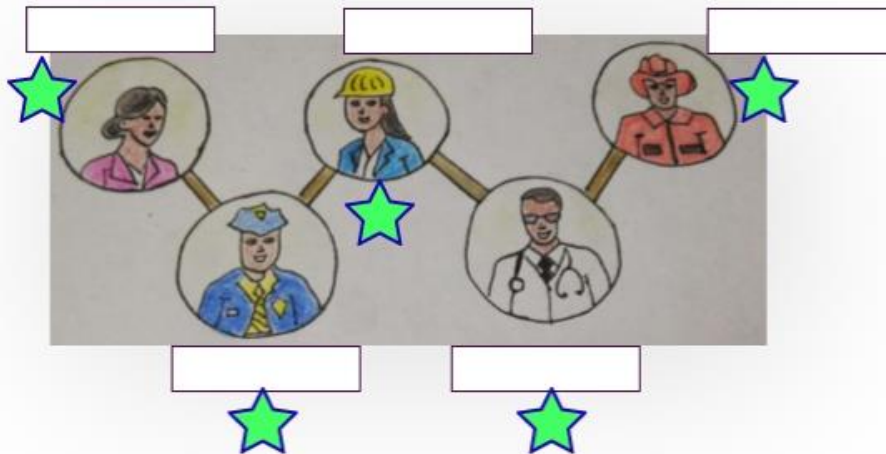
Objective:

To use the correct spelling rules of the third persons.

G Third Persons

V Jobs and occupations

1.1 Write the names of the following jobs and occupations



1.2 What does each person do? Complete the sentences with the correct verb and write the number in each start.

1. This professional _____ security in public spaces.

2. This professional _____ people and treat diseases.

3. This professional _____ fires and helps evacuate people.

4. This professional _____ and _____ buildings with different purposes.

5. This professional _____ confidential information of public or private information.

- a. create
- b. keep
- c. save
- d. manage
- e. put out
- f. design

2

UNIT 1

Lesson B

Objective:

To use the structure of affirmative and negative form to make sentences.

G Third Persons

V Jobs and occupations

1.3 Listen to the audio, look at the color code and make sentences below.

SUBJECT

VERB

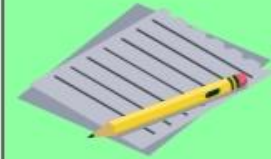
COMPLEMENT

Link: <https://voca.ro/12R3VLIY7Ja8>

David study in Ibarra we
children my mom his car's engine
English at UTN me before going to school play
my uncle fix Julia
not live soccer at school to school kiss

Watch out!

Use the correct spelling rules to write sentences with the third persons.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

UNIT 1

Lesson C

Objective:

To identify the correct Yes/No questions based on the Present Simple and Verb To Be structures.

G Yes/No Questions

V Jobs and occupations

1.4 Read the following text about work habits.

Work Habits

Most people in the world work to survive, feed their families, or have a better life. In this way, many people do not take into account work habits to improve in their professional life. For that reason, it is important to know a few work habits. For example, people have to be punctual at time to get into the job. Second, it is important to be organized and have a schedule to do the most important activities to finish on time. Furthermore, the workplace should be friendly, this means having a good relationship between co-workers.

1.5 Underline the correct option to make questions about work habits.

1. Do / Does / Is your family have trouble organizing at work?.
2. Are / Does / Do you think it is important to be friendly and having a good relationship with co-workers?
3. Do / Is / Does people have to be punctual at time to get into the job?
4. Do / Are / Does your family friendly at work?
5. Is / Are / Do most people in the world work to survive and feed their families?
6. Do / Does / Are you think that everyone should have a schedule to do the most important activities?
7. Do / Are / Is these work habits important?
8. Do / Is / Are not everyone take work habits into account?



UNIT 1

Lesson D

Objective:

To make Yes/No questions using the Present Simple and answer them.

G Yes/No Questions

V Jobs and occupations

1.6 Use the definitions to find and underline the words in the previous reading. Then, write them in the correct blank.

1. Something that you often do at work.

2. Arriving at the right time and not late

3. An organized person plans things well.

4. Behaving in a pleasant, kind way towards someone.



1.7 Turn these sentences into questions using do or does.

1. You have good work habits.

Question:

2. My niece finishes the activities on time.

Question:

3. Luis works in a friendly place.

Question:

4. They get into the job 5 minutes early.

Question:

5. Rose has a schedule to complete her activities.

Question:



5

UNIT 2

Job request

CAN DO OBJECTIVE

I can write about aspects of my everyday life in simple phrases and sentences (people, places, job, family, hobbies).



Dear past, thank you for the lessons. Dear future, I am ready. -Tamer Elma

Taken from: Edit Online Media S.L. (2017)

UNIT 2

Lesson A

Objective:

To interpret an email job request based on the verb To Be and vocabulary regarding a job profile.

G Verb To Be

V Jobs profile

2.1 Match the definitions (a–h) with the vocabulary (1–8). Then, complete the blanks using the previous vocabulary. Listen to the audio to check your answers.

Vocabulary

-Teenager
-Advert
-Pedagogical
-Develop
- ..b.Willing
-Patient
-Praise
-Kind

Definitions

- To make someone or something become better.
 - To be happy to do something.
 - To be able to stay calm and not get upset.
 - To show that you care about them or (generous or thoughtful)
 - To say that someone or something is very good.
 - The study of the methods and activities of teaching.
 - Short written to offer a product or service.
 - Someone who is between 13 and 19 years old
- Taken from: Cambridge Dictionary (2018)

Link: <https://voca.ro/1gAyADAdFzx>

To: Rolandocastillo777@gmail.com

From: Nancychiliquinga717@hotmail.com

Dear Sir Castillo,

My name is Nancy Chilliquinga, and I am from Ibarra city. I am 25 years old. I am a teacher certificated at Técnica Del Norte University, and I have five years of experience working with children and []. I am interested in the job [] posted on your institution's web page on 3rd June 2021.

I have [] skills to [] learning abilities in children. In addition, I am [] to achieve the objectives set by the institution to reach student learning. In my professional area, I hold some personal qualities such as be [], use [] wisely, and having a positive attitude.

Thus, I would like to the teacher post in your institution. Waiting for your soon response, I appreciate your time and [] attention.

Regards,

Nancy



7

UNIT 2

Lesson B

Objective:

To use the personal information to make Yes/No and information questions with the verb To Be.

G Verb To Be

V Personal information

2.2 Help Baltazar Ushca to reach the Chimborazo volcano. Make questions and answer them using each category.

10. Adjectives.

9. Birthday.

8. Family.

7. Neighborhood.

6. Parents

5. Mom.

4. Weather,

3. Favorite fruit.

2. Subjects.

1. Age.

8

UNIT 2

Lesson C

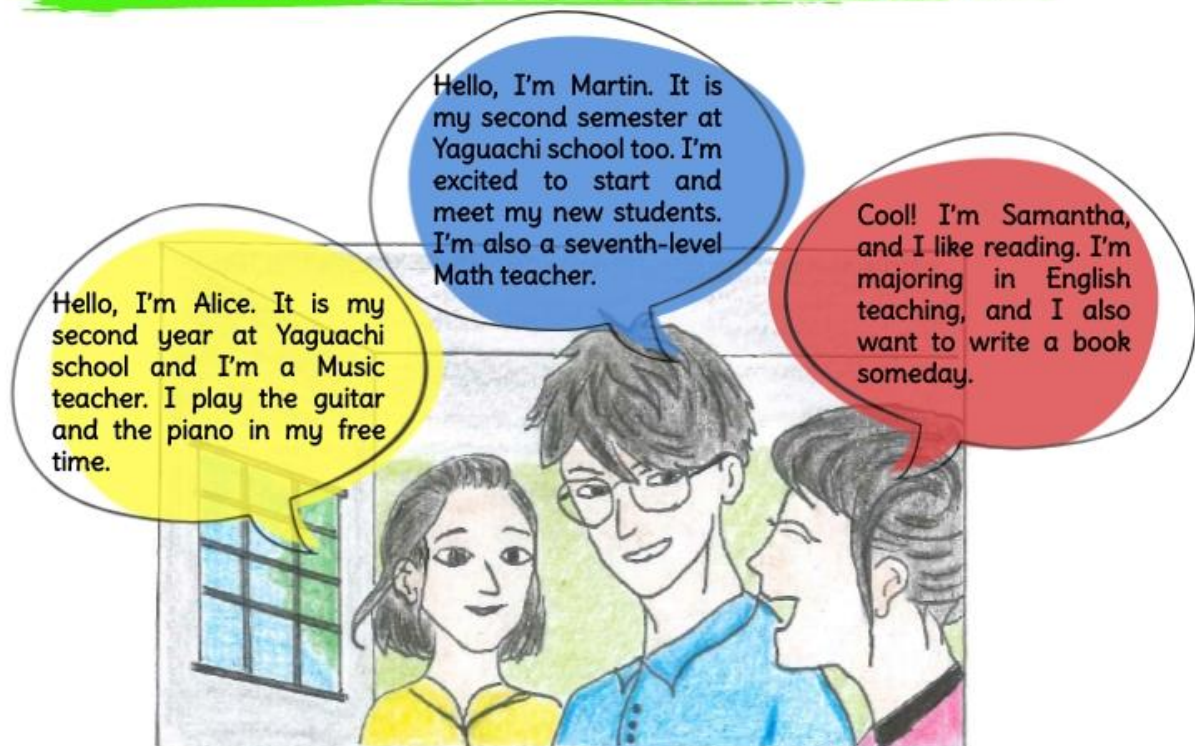
Objective:

To relate some questions to their correct answers according to their contexts.

G Wh - Questions

V Jobs and occupations

2.3 Based on the conversation match the Wh - Questions to their correct answers.



Questions

1. What does Alice do in her free time?
2. What does Alice work in?
3. What does Samantha like?
4. What does Samantha want to write someday?
5. When does Samantha want to write a book?
6. Which level does Martin teach at?

Answers

- a. She likes reading.
- b. She wants to write a book.
- c. She plays guitar and piano.
- d. Martin teaches at 7th level.
- e. She works as music teacher.
- f. Samantha wants to write a book someday.

UNIT 2

Lesson D

Objective:

To write Wh-Questions using the correct structure.

G Wh - Questions

V Jobs and occupations

2.4 Unscramble the words to complete the table with Wh-question structure.

What	does	Alice	do	in her free time?
When	do	you	want	to write a book?

Watch out!



Use Wh-questions to ask for extra information about something or someone.



2.5 Choose the correct option.

- _____ your father do every morning?
a. What does b. When does c. What do
- _____ you see in the picture?
a. What do b. Who does c. When do
- _____ you get up early on Saturdays?
a. Which doe b. Who d c. Why do
- _____ kind of food do you prefer in the evenings?
a. Which b. Who c. When
- _____ your family go on vacations?
a. When do b. Who do c. Where does

2.6 Make questions using do/does.

- How/you /go/to/ home/?

- Where/he/go/?

- Where/ they/ come/ from/?

- When/ you/ eat/ breakfast/?

- Why/ Anderson/Study English/?


10

UNIT 3

Amazing animals

CAN DO OBJECTIVE

I can briefly introduce myself in a letter with simple phrases and sentences (family, school, job, hobbies)



I will study and get ready, and perhaps my chance will come.

-Abraham Lincoln

Taken from: Edit Online Media S.L. (2017)

UNIT 3

Lesson A

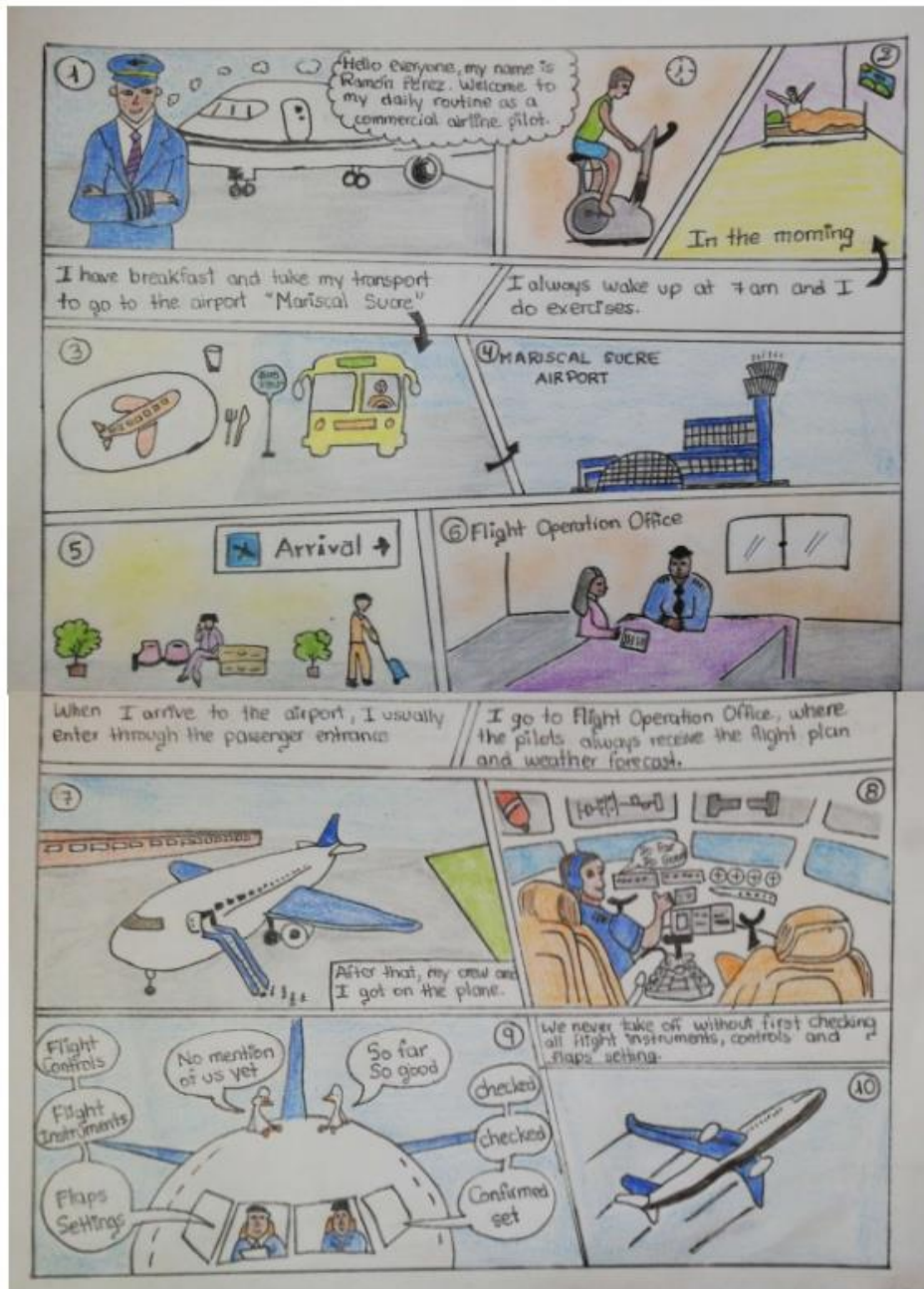
Objective:

To identify adverbs of frequency in a comic.

G Adverbs of frequency

V Daily Routines

3.1 Find the adverbs of frequency in the following comic and underline them.



UNIT 3

Lesson B

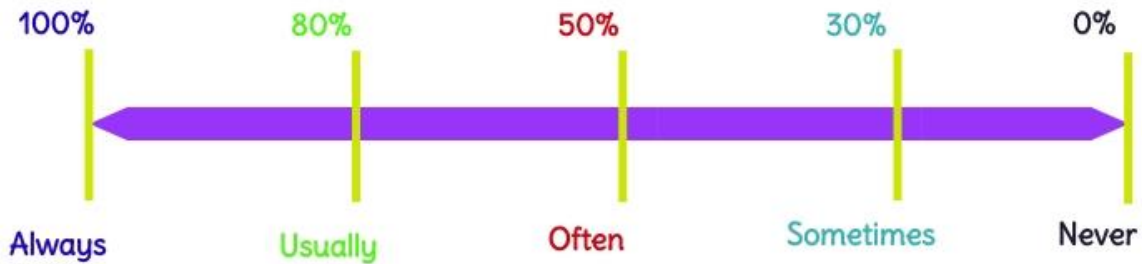
Objective:

To complete the sentences using verbs and adverbs of frequency regarding daily routines.

G Adverbs of frequency

V Daily Routines

3.2 Use the graphic to complete the sentences about your daily routine and draw yourself. Then, record it in Vocaroo <https://vocaroo.com/>



My daily routine

Draw yourself



I am _____. I am _____ years old. I am a student from _____ and I am in _____ grade. I am from _____ and I live in _____. My daily routine begin in the morning. I _____ (80%, get up) at _____ am. I have breakfast at _____ and I _____ (go) to school. I _____ (100%, take) a bus at _____ am to get on time. In the afternoon, I _____ (80%, take) a break for lunch at _____ pm and come home. I _____ (100%, do) my homework and _____ (do) exercise. In the evening, I _____ (50%, drink) a coffee. I _____ (0%, go) to bed without first checking my social networks. I _____ (30%, watch TV) before to sleep.

UNIT 3

Lesson C

Objective:

To identify adjectives in a reading about Galápagos species.

G Adjectives + noun

V Adjectives

3.3 Find the adjectives in the reading about "Darwin Finch" and put them in the box.

Darwin Finch

Darwin's finches as they are commonly called. They are not an endemic species of Galapagos but most species live in this place. Finches are birds that are no taller than 15 cm and weight 19 to 22 grams. They are very beautiful birds that have a song composed by short notes that are very pleasant to the ear. They are also very quiet birds, but when they are in a group they are very noisy. On the other hand, these birds are from warm climates like; grasslands, oak savannas, open woodlands, and urban or suburban areas.



Adjectives about "Darwin Finch"

3.4 Circle the correct option according to the reading.

1. How much do finches weigh?

- a. 18 to 20 gr
- b. 15 to 25 gr
- c. 19 to 22 gr

2. They are not _____ species.

- a. beautiful
- b. endemic
- c. pleasant

3. They are not taller than _____ cm.

- a. 15
- b. 20
- c. 25

4. Their song composed by short notes is _____ to the ear.

- a. noisy
- b. pleasant
- c. quiet

5. These birds are from _____ climate.

- a. beautiful
- b. cold
- c. warm

UNIT 3

Lesson D

Objective:

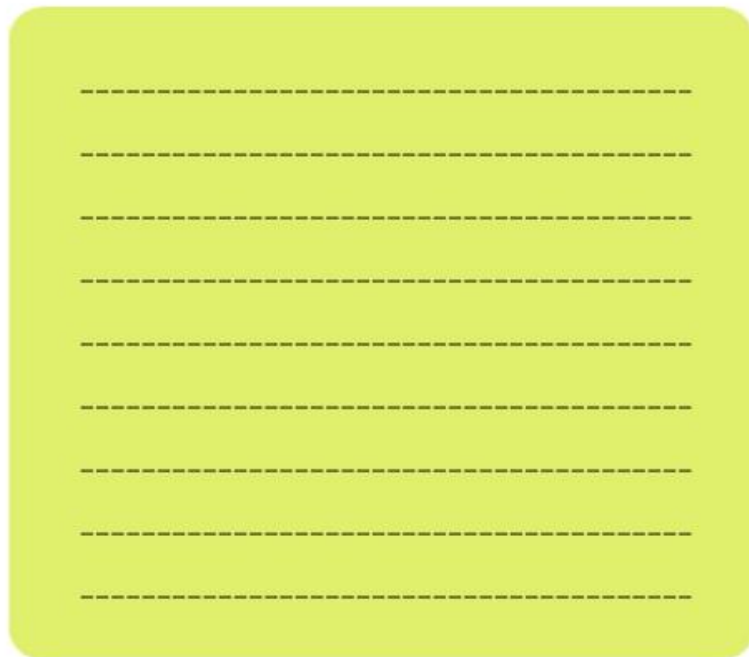
To use adjectives to write descriptions about animals.

G Adjectives + noun

V Adjectives

3.4 Use the list of adjectives to describe your favorite animal and draw it.

cute
beautiful
ugly
warm
loud
noisy
quiet
friendly
big
small
short
old





unit 4

Solar System

CAN DO OBJECTIVE

I can write a short story using the Present Simple, verb to be, adjectives, prepositions of place, and adverbs of frequency.

*Work hard in silence. Let
your success be your noise.*

-Frank Ocean

Taken from: Edit Online Media S.L. (2017)

UNIT 4

Lesson A

Objective:

To recognize the names of the planets based on the prepositions of place and their specific facts.

G Prepositions of place

V Solar System

4.1 Write the names of the planets according to the facts and their position in the Solar System.

SOLAR SYSTEM

Figure 3.
Solar System



(Contreras, 2020)

_____ has 53 moons. It is next to Venus.	_____ is hotter than Mercury. It is between Jupiter and Mercury.	_____ is the coldest planet. It is opposite Neptuno.	_____ has the most powerful winds than the other planets. It is behind Jupiter.
_____ is known as the Red Planet. It is in front of Jupiter.	_____ is the smallest planet in our solar system. It is next to the sun.	_____ is surrounded by 10 rings. It is behind Venus.	_____ is the only planet we know that has life. It is in front of the sun.

UNIT 4

Lesson B

Objective:

To use the prepositions of place to talk about the Solar System.

G Prepositions of place

V Solar System

4.2 Read the information below about Solar System.

The Solar System is a group formed by the sun and celestial bodies such as planets, stars, satellites, comets, and meteorites that orbit around the sun. It was formed 4.5 billion years ago from a gravitational collapse of a gas cloud called as supernova. There are eight planets from nearest to the sun to farthest away from it: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune.

Figure 4.
Solar System



(Contreras, 2020)

4.3 Use the prepositions of place to complete the sentences according to the picture.

behind

next to

between

in front of

1 Mercury is

2 The sun is

3 The Earth is

4 Jupiter is

5 The moon is

6 The Earth is

7 Saturn is

18

UNIT 4

Lesson C

Objective:

To use the Present Simple - verb to be, adjectives, prepositions of place, adverbs of frequency to make a project.



PROJECT



The Time Travelling Machine

Instructions

- Pretend you have gone into a time travelling machine and ended up in the future.
- Write 6-8 sentences to describe your adventure.
- Look for pictures in magazines, newspapers or on the internet to describe your adventure, and make a collage.
- Use the present simple - verb to be, adjectives, prepositions of place and time, adverbs of frequency.
- Don't forget to talk about:
 - What do you see?
 - What does the place look like?
 - Who do you meet?
 - What do they look like?
 - What do they eat and drink?
 - Where do they live?
- Practice your sentences to present to the class.



Tip

Make sure connect your ideas and thought with and to give additional information.

E.g. In the future, people always use cell phones and computers inserted into the body.

UNIT 4

Lesson D

Objective:

To use the Present Simple - verb to be, adjectives, prepositions of place, adverbs of frequency to make a project.



The Time Travelling Machine



4.4 Write your adventure's description.

A large light blue rounded rectangle containing ten horizontal dashed lines for writing.

4.5 Make a collage.

A large empty rounded rectangle with a black border, intended for creating a collage.

References

Contreras, P. (2020). *SISTEMA SOLAR*. Retrieved from <https://www.fabricadaalegria.com/jogos/quebra-cabecas/quebra-cabeca-sistema-solar-500-pecas-grow-03727>

EDIT ONLINE MEDIA S.L. (2017). *EDIT.org*. Retrieved from <https://edit.org>

4.6 Impacts

The research project requires the analysis of three impacts:

- ✓ Linguistic impact
- ✓ Academic impact
- ✓ Affective impact

In addition, it is necessary to present the numerical impact levels.

Table 7

Numerical impact levels

-3	High negative impact
-2	Medium negative impact
-1	Low negative impact
0	No impact
1	Low positive impact
2	Medium positive impact
3	High positive impact

Taken from: Posso (2013)

4.6.1 Linguistic impact

Table 8

Linguistic impact indicators

Indicators	Impact levels	-3	-2	-1	0	1	2	3
a) I can identify important information based on grammatical structures in argumentative texts.							X	
b) I can write about aspects of my everyday life in simple phrases and sentences (people, places, job, family, hobbies).							X	
c) I can briefly introduce myself in an email with simple phrases and sentences (family, school, job, hobbies, animals)								X
d) I can write simple sentences, connecting them with adjectives and adverbs of frequency.								X
e) I can write a short story using the present simple, verb to be, adjectives, prepositions of place and adverbs of frequency.								X
Total								13
								$\Sigma = 13$

Linguistic impact level: $\frac{13}{5} = 2,6$

Linguistic impact level: Medium positive impact

Analysis

Most of indicators were assigned the maximum score, except for the first and second ones. As a result, it leads to a medium positive impact.

With regard to the linguistic impact will be useful for students to identify important information based on grammatical structures in argumentative texts. In which students will have knowledge about the use of the simple present to express information where they can express habits, routines, facts, or things that are normally true.

In terms of writing about aspects of everyday life in a text, a medium positive impact is evident. Students will have the opportunity to apply their thoughts in short sentences from everyday life to cover content about people, places, jobs, and family where the objective will be to engage students in the use of the simple present tense.

Developing writing activities to give a briefly introduction about the students through an email, a high positive impact is evident. The main objective will be that students to be able to use phrases and sentences to give general information about themselves to produce learners' self-confidence during English classes.

Regarding to write simple sentences, connecting them with adjectives and adverbs of frequency, a high impact is evident. Students will know about the grammatical aspects through activities in which they will have to complete sentences or directly they have to identify phrases with the simple present tense and activities with adverbs of frequency.

Finally, write a short story using the present simple, verb to be, adjectives, prepositions of place and adverbs of frequency, a high impact is evident. The main objective will be for students to be able to use grammatical structures and vocabulary through activities that cover all the guide content, and they can discuss and share their thoughts about a specific topic.

4.6.2 Academic impact

Table 9

Academic impact indicators

Indicators	Impact levels							
	-3	-2	-1	0	1	2	3	
a) Developing students' writing skills through interactive grammar content.							X	
b) Encouraging student's creativity through autonomous work.								X
c) Developing reading comprehension skills through argumentative texts.						X		
d) Promoting accuracy activities to develop writing competencies through projects, animal descriptions, and personal profiles.								X
e) Promoting the use of present simple in writing activities to gather information and master the L2.								X
Total								13
								$\Sigma = 13$

Academic impact level: $\frac{13}{5} = 2,6$

Academic impact level: Medium positive impact

Analysis:

Most of indicators were assigned the maximum score, except for the first and third ones. As a result, it leads to a medium positive impact.

About developing students' writing skills through interactive grammar content, it is possible to expect a medium positive impact because some activities include pictures, boardgames, readings, technological tools to practice speaking, listening and pronunciation. Therefore, students can improve their writing skills and enjoy the teaching and learning process in a different way.

A high positive impact is evident regarding encouraging students' creativity through autonomous work. Students will develop some activities in which they are responsible for their own learning. At the end of the guide, it is necessary to make a project where

they will imagine and write stories using the present simple in a correct way and represent it through a drawing and collage.

Developing reading comprehension skills through argumentative texts reflects a medium positive impact. In activity guide, students will have paragraphs to analyze and identify important aspects in order to complete other activities based on these. In addition, they will increase their vocabulary.

In terms of promoting accuracy activities to develop writing competencies through projects, animal descriptions, and personal profiles, a high positive impact is evident. Students will be able to write different texts using the correct grammatical structures regarding the present simple tense.

Finally, it is expected a high positive impact about promoting the use of present simple in writing activities to gather information and master the L2. The main objective is that students can practice the English Language with different types of exercises in which they will have the opportunity to reinforce the structures and rules based on sentences, unscramble words, texts, descriptions, and multiple-choice questions.

4.6.3 Affective impact

Table 10

Affective impact indicators

Indicators	Impact levels							
	-3	-2	-1	0	1	2	3	
a) Encouraging students' learning through board games to enjoy reading and writing comprehension tasks.								X
b) Building students' self-confidence through motivational quotes.								X
c) Promoting positive learning activities to generate interest and understanding.								X
d) Strengthen self-esteem in written production.								X
e) Creating a change in the students' emotions and improve their commitment to learn a Second Language							X	
Total								14
								$\Sigma = 14$

Academic impact level: $\frac{14}{5} = 2,8$

Academic impact level: Medium positive impact

Analysis

Affective impacts were assigned the maximum score, except for the last one (creating a change in the students' emotions and improve their commitment to learn a Second Language) which has two of three. As a result, it leads to a medium positive impact.

The affective impact of encouraging students' learning through board games to enjoy reading and writing comprehension tasks has a high score. In this indicator, students will have the opportunity to share and enjoy the use of the second language in activities where the cooperation is the main goal. In the same way, they will develop listening and speaking skills as sub aims to improve their English level and reduce the use of mother tongue.

Building students' self-confidence through motivational quotes will be useful for students to enhance the teacher-students relationship in which confidence is the main objective to improve learning activities and promote students' participation when expressing their feelings or ideas in the classroom.

The indicator promoting positive learning activities to generate interest and understanding has a high positive impact. The developed guide contains activities that can catch students' attention and facilitate their learning because there are some topics related to animals, jobs, the Solar System and Ecuadorian people. In addition, at the end of the guide they will also create stories based on interesting topics.

A high positive impact is visible regarding strengthen self-esteem in written production. Students will develop activities that allow them enhancing their qualities and socio affective abilities and they will be able to write without fear of being wrong because they are learning and making mistakes is part of learning.

Finally, in terms of creating a change in the students' emotions and improve their commitment to learn a Second Language is expected a medium positive impact. The main objective is to get the students' interested in English learning and they can put in practice their knowledge and personal qualities to be good English language learners.

4.7 Conclusions

- The data collected from different types of bibliographic sources such as web pages, books, theses, degree projects, was useful to determine the mother tongue interference and the negative aspects in morphological, syntactic.
- The behaviorist, constructivist, cognitivist, and social cognitivist theories were part of this research. However, it was taken as a reference to cognitivist and constructivism to encourage students to have an active role in their learning based on the interaction with the environment and knowledge, they already have in order to promote meaningful learning.
- The qualitative and quantitative approaches were useful to contribute to the research project quality, information gathering, bibliographic analysis, and data interpretation.
- The methods applied in the research project were inductive, deductive, descriptive, and scientific. Each of these was useful to gather relevant information and ensure that it is reliable. In addition, these ones allowed to achieve the proposed objectives and thus, determine the mother tongue interference in the English language in a more objective and rigorous way.
- According to the survey results about the use of the simple present, more half of the students had problems identifying and use the simple present in writing production such as Present simple vs Verb to-be “*Questions*”, auxiliary *do*, prepositions *To* and *For*, *adjectives* and, *adverbs of frequency*.
- The students do know about the grammatical structure of the present simple when they have to write simple sentences. However, they show difficulties about the use of expressions or prepositions of time, specifically with the position in the sentence and the selection of the preposition respectively.
- The activities guide was developed based on the results gathered in the surveys and the Can-Do Statements A2 of the Common European Framework of Reference for Languages. The objectives of each unit are focused on connecting the language to their real-life as well as identifying the correct use of the present simple through writing sentences and short paragraphs using adjectives, prepositions of place, and adverbs of frequency.
- According to the students' needs developing a reinforcement guide was very useful based on activities such as board games, scramble, comics, collage, and draw. In addition, it had a motivational impact on learners since they are immersed in activities based on learning strategies to reduce mother tongue interference.

4.8 Recommendations

- It is important to know about the use of the mother tongue during the second language teaching process to minimize its use and improve writing skills and the students have the knowledge and can differentiate between the two languages.
- It is advisable to know each learning theory because as teachers it is necessary to teach according to the students' needs and their educational context. Therefore, they are not limited to use a single theory as a basis and depending on the situation, the teachers could apply the most appropriate one in the classroom and implement strategies that facilitate learning.
- It is advisable to use different approaches to find solutions based on the information gathering and analysis methods.
- It is important to use the methods to carry out step-by-step research in order to meet the objectives and reach the expected conclusions. Likewise, it is necessary to choose the most appropriate method that is within the limits related to aspects such as money, time, viability, and ethics.
- Based on the information collected from the students. It is advisable to reduce the mother tongue in the second language learning through strategies that promote the writing production and students' participation to minimize the use of L1.
- Different instructional strategies and materials should be used to teach Present Simple tense. According to the suggestions made by the students, they would like activities such as games, drawing and more illustrative workshops to be carried out in the classroom to learn in a more fun and interesting way this tense.
- Promoting fun and interesting activities that students can associate with their daily life and feel motivated to write and thus, the guide developed at the end of this research may be advisable to start with. As a result, their learning can become meaningful because if they have the opportunity to practice more, they can minimize mother tongue interference.
- Developing writing activities based on learning strategies to reduce mother tongue interference is important in the second language learning process. But it is advisable to promote listening and speaking skills through technological tools for the students at the time of the production.

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ANNEXES

Annex 1. Survey applied to students at Unidad Educativa “Yaguachi”.



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS ESPECIALIDAD INGLÉS

Mother tongue interference on meaningful English language learning in writing skill in 6th and 7th grade students at U. E. Yaguachi.

ENCUESTA A ESTUDIANTES

Fecha de aplicación: 14/06/2021

Miembros: Amanda Sánchez, Stalin Cisneros.

Objetivo: Describir la interferencia de la lengua materna en el aprendizaje significativo del idioma inglés en la habilidad de escritura de los estudiantes de 6to y 7mo de la U.E. Yaguachi.

Present simple

1. **Identify the level of difficulty when using the present simple in the following example. (Identifique el nivel de dificultad al utilizar el presente simple en el siguiente ejemplo). (She always catches the last bus home)**
 - a. High (alto)
 - b. Medium (medio)
 - c. Low (bajo)
2. **Mark the verbs in third person. (Marque los verbos en tercera persona).**

fix	goes
washes	Drink
kiss	Fly
buzzes	Catches
lives	Carry

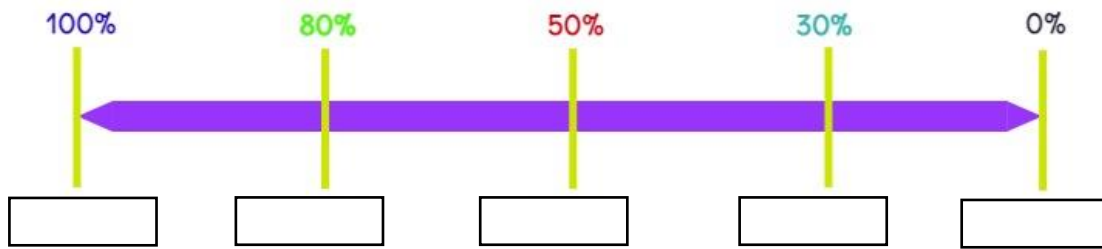
3. From the following sentences choose which ones are NOT correct. (De las siguientes oraciones escoja cuáles NO son correctas).

- a. I'm live in Ibarra.
- b. She study law.
- c. I live in Atuntaqui.
- d. My sister likes watching terror movies.
- e. I lives in London but I German.
- f. I loves my job.
- g. I doesn't take a break for lunch.
- h. We don't see our family very much.
- i. I'm goes to the gym after work
- j. He like cooking but he doesn't likes cleaning the house.

4. From the following sentences, mark the correct answer. (De las siguientes oraciones, marque la respuesta correcta.)

	Correct	Incorrect
a. Yo tengo 10 años		
I have 10 years old.		
I'm 10 years old.		
b. Me gusta bailar, bailar es todo para mí.		
I like dancing, for me dancing is everything		
I like dancing, dancing is everything to me		
c. ¿A qué te dedicas?		
What do you do for living?		
What you do for living?		
d. ¿Son importantes los hábitos de trabajo?		
Are work habits important?		
Do work habits important?		
e. Él puede dormir en el suelo.		
He can sleep on the floor.		
He can sleep in the floor.		
f. Ibarra es un hermoso lugar para vivir.		
Ibarra is a beautiful place for living.		
Ibarra is a place beautiful for living.		
g. El es el mejor jugador, nadie puede alcanzarlo.		
He is the best player; nobody can catch up with him.		
He is the best player; nobody can catch with him.		

5. Put the adverbs of frequency in the correct place. (Coloque el adverbio de frecuencia en el lugar correcto). {sometimes, usually, never, often, always}



- a. Usually
- b. Often
- c. Never
- d. Sometimes
- e. Always

6. Unscramble the words to make sentences. (Reordene las palabras para hacer oraciones).

a. / a / week / My / aunt / . / plays / twice / soccer

b. once / plays / Ruben / tennis / . / a / month

c. visits / Narcisa / cousins / three times / a / year / . / her

d. celebrate / Inti Raymi / they / their / with / . / Friends / every year

e. never / takes / a day off / He / . /

7. Complete the questions with DO/DOES. Complete las preguntas con DO /DOES.

- a. _____ my parents get up early?
- b. _____ you often go back to sleep?
- c. _____ Pablo usually stay up past midnight?
- d. _____ he study late at night?
- e. _____ Amanda work in a restaurant?
- f. _____ your grandparents live nearby?
- g. _____ they swim in the Napo River?
- h. _____ your mother kiss you before to go to school?

8. Mark the correct preposition of time. (Marque la preposición de tiempo correcta).

- a. In my country, it's very cold **at/ in** winter.
- b. The warm weather usually starts **on/in** April.
- c. I'm usually free **at/in** 12:30 and 2:30.
- d. I usually stay up **on/in** Fridays and look at the stars.
- e. Amanda's birthday is **on/in** August 9.
- f. Pichincha's Battle is **in/on** May 24.
- g. Rosita wakes up **at/in** dawn.

9. What activities do you think will help you reinforce your knowledge about the use of present simple? (¿Qué actividades cree usted que le ayudarán a reforzar los conocimientos sobre el uso del presente simple?).

Gracias por su colaboración.

Annex 2. Interview applied to Director at Unidad Educativa “Yaguachi”



UNIVERSIDAD TÉCNICA DEL NORTE



FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS ESPECIALIDAD
INGLÉS

Mother tongue interference on meaningful English language learning in writing skill in 6th and 7th grade students at U. E. Yaguachi

Entrevista dirigida a: MSc. Nancy Erazo. **Directora de la Unidad Educativa “Yaguachi”**

Fecha de aplicación: 14/06/2021

Miembros: Amanda Sánchez, Stalin Cisneros.

Objetivo: Describir la interferencia de la lengua materna en el aprendizaje significativo del idioma inglés en la habilidad de escritura de los estudiantes de 6to y 7mo de la U.E. Yaguachi.

1. ¿Ha podido evidenciar el uso eventual de la lengua materna en la enseñanza del idioma inglés?

Sí, la verdad es que a los niños les resulta un poco difícil manejar esto del inglés. Entonces resulta difícil manejar el inglés, porque son pocas las horas que reciben en la institución. Entonces, si se ve esa interferencia de aquellos que utilizan más bien la lengua materna, se puede decir para poder comunicarse. Entonces a veces también les cuesta entender que se puede observar, también sí. Entonces si hay esa interferencia, porque ellos manejan más la lengua el español.

2. ¿De qué manera cree usted que el uso de la lengua materna interfiere en la producción escrita de un segundo idioma en los jóvenes estudiantes de 6to y 7mo de básica?

Bueno, e interfieren porque todos los chicos, a veces también si en español, tienen cierta dificultad para poder comunicarse o escribir ciertas cosas. Entonces también yo pienso que esa es el motivo que las dificulta también en cuanto a la producción del idioma extranjero. Sí. Entonces tenemos también las horas del lenguaje que yo creo que deberían ahí acoplarse. Deberían relacionarse también con la del otro idioma para que puedan producir los niños. A veces también les falta, pienso yo un poquito el desarrollo también de la creatividad, de la imaginación para poder transmitir sus

pensamientos. Pero eso también se puede enfocar en la casa. Si el hogar que a veces no colabora con los aportan en estas situaciones.

3. Del uno al diez, ¿en qué medida cree usted que se manifiesta la interferencia de la lengua materna en la producción escrita en los estudiantes de 6to y 7mo de básica?

Yo creo que el 7 sí, porque eso es notable. Todavía los muchachos no están produciendo o no se puede decir no, no. Entonces es más bien un poco como que se dedican a la expresión oral, aun en lugar de la producción escrita de ésta.

4. ¿Cree usted que es importante que se promuevan estrategias pedagógicas que ayuden a reforzar las habilidades de producción escrita en los estudiantes de 6to y 7mo año de básica?

Por supuesto, si es importante siempre contar con nuevas estrategias que ayuden en el proceso de enseñanza aprendizaje de los niños y que mejoren esta situación, entonces sería importante poder contar con ésta, con este aporte.

5. ¿Qué estrategias pedagógicas cree usted son importantes utilizar para reforzar las habilidades de producción escrita en los estudiantes de 6to y 7mo año de básica?

Bueno, yo sin duda pienso que una fundamental es la estrategia lúdica, si la estrategia de la metodología del juego es importante porque los niños a través del juego aprenden, aprenden cosas y entonces no importa que los niños ya estén en nivel, se puede decir más grandecitos, pero siempre yo creo que a través de estrategias que son atractivas, que sean interesantes, que utilicen material didáctico apropiado, vamos a despertar el interés en los niños.

Gracias por su colaboración.

Annex 3. Interview applied to English teacher



UNIVERSIDAD TÉCNICA DEL NORTE



FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS ESPECIALIDAD
INGLÉS

Mother tongue interference on meaningful English language learning in writing skill in 6th and 7th grade students at U. E. Yaguachi

ENTREVISTA A DOCENTES DEL AREA DE INGLÉS

Dirigida a: MSc. Jessenia Delgado

Fecha de aplicación: 14/06/2021

Miembros: Amanda Sánchez, Stalin Cisneros.

Objetivo: Describir la interferencia de la lengua materna en el aprendizaje significativo del idioma inglés en la habilidad de escritura de los estudiantes de 6to y 7mo de la U.E. Yaguachi.

1. ¿Cómo considera usted el uso de la lengua materna en actividades de producción escrita del idioma inglés en los estudiantes de 6to y 7mo de básica?

Bien. Un gusto poderle ayudar en lo que me sea posible en su desarrollo de tesis. Pues, en cuanto a la pregunta la lengua materna en ciertos casos resulta necesario, aunque parezca mentira porque a veces los chicos no entienden la instrucción que se está dando en inglés y cuando van a desarrollar justamente un escrito siguen preguntando bueno, qué tiene que realizar. Entonces está en eso, que, aunque nos no sea eso justamente lo que se debe realizar, resulta necesario muchas veces darle la instrucción en español.

2. Desde su experiencia docente ¿Qué dificultades ha podido percibir en los estudiantes en cuanto al uso de presente simple en la producción escrita del idioma inglés?

Bien, si nos enfocamos siempre los estudiantes muchas veces escogen el verbo y no le ponen o aplican la regla cuando es en el presente. Esa es la mayor dificultad que tienen los niños, justamente en esas reglas se generaliza aumentando también la -es

y cuando sabemos que no es así. Tienen sus reglas específicas y entonces ahí vienen los errores en los niños.

3. Del uno al diez, ¿en qué medida cree usted que se manifiesta la interferencia de la lengua materna en el uso del presente simple en la producción escrita en los estudiantes de 6to y 7mo de básica?

Veamos un porcentaje de estos niños podría ser casi la mitad de los niños, un 5 más o menos. Sí, podría ser. Sí porque sigo diciendo que el momento que ellos piensan que es una palabra nada más que se tienen que poner, escuchar un verbo y listo, lo ponen nada más. No aplican y sigo insistiendo que las reglas muchas veces no la toman en cuenta.

4. ¿Cree usted que es importante que se promuevan estrategias pedagógicas que ayuden a reforzar el uso del presente simple en las habilidades de producción escrita en los estudiantes de 6to y 7mo año de básica?

Pues sí, pueden existir estrategias, pero en ese caso, aunque parezca mentira, tiene que ser el sentido memorístico. Aunque no debería ser porque es que, si no recuerdo bien la clasificación, que existen verbos regulares, irregulares y que a esto tiene también que aplicar unas reglas, entonces ahí viene eso. Por fuerza tendrás que memorizar reglas, por fuerza tendrá que grabar verbos, aunque eso de ahí no sea. También, dicen que no se deben enfocar tanto a lo memorístico, pero en ciertos casos debe aplicarse porque si no, dónde está el conocimiento sino solamente de manera superficial, obvio no va a haber.

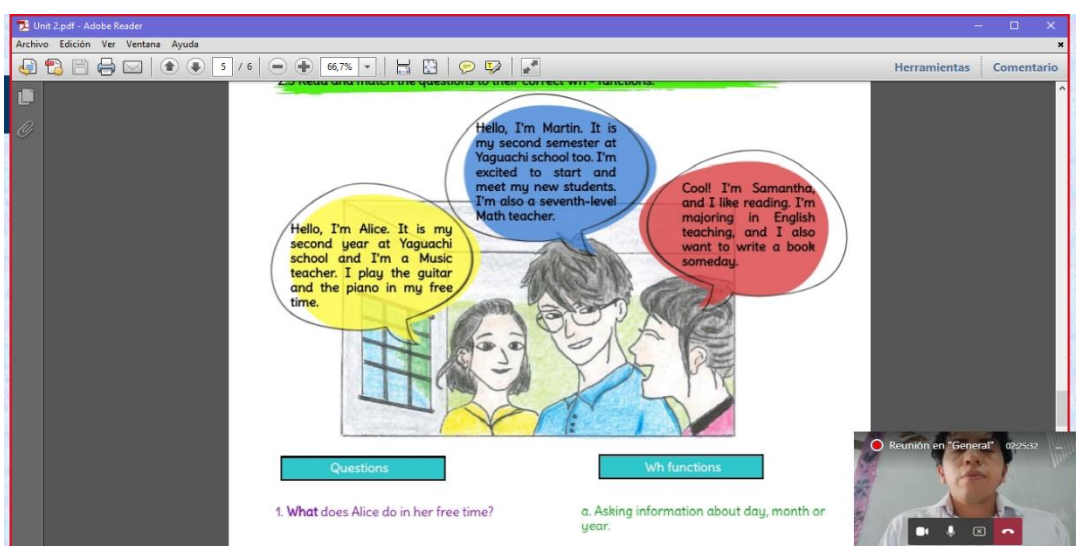
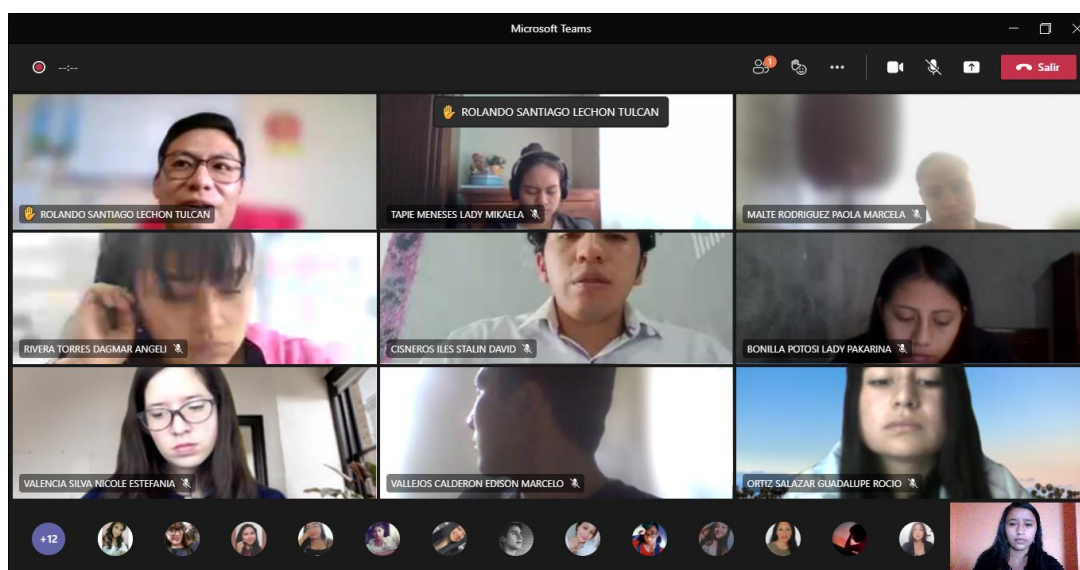
5. ¿Qué estrategias pedagógicas o actividades didácticas cree usted son importantes utilizar para reforzar en el uso del presente simple en las habilidades de producción escrita en los estudiantes de 6to y 7mo año de básica?

Podrían ser de pronto enfocarnos primero a los verbos, como le decía verbos, clasificación de verbos y en todo caso ponerles con colores, resaltarle qué es lo que está añadiendo, una parte de cada verbo. Una vez que tiene, clasificará, ubica también que ellos participen de pronto con... puede ser algo cartillas o flashcards. De pronto puede ser también que se yo entre ellos, usar algo que sea que les identifique en una vestimenta donde ellos también se junten al momento de estar con esos roles de juegos. Entonces ahí del verbo como que es la raíz y entonces cuál es el que se va a añadir. Esas son actividades que de pronto pueden resultar de un momento necesario y creativas dependiendo del momento y de los estudiantes.

Gracias por su colaboración.

Annex 4. Proposal socialization

It was carried out with 3rd level English major students from UTN, and it was applied only unit 2 on August 12, 2021.



Taken from: Proposal socialization in Microsoft Teams (2021)

Proposal conclusion

The present didactic guide was socialized in order to contribute to the students of 6th and 7th grade at U.E "Yaguachi", Ibarra city. It was designed based on the student's likes and interests, so they can get motivated in the EFL classroom to minimize the mother tongue use and enhance self-esteem in written production so that creates a change in the students' emotions and improve their commitment to learning a second language. In addition, it was helpful for students to improve their performance and promoting the present simple in writing activities to gather information and master the L2. Therefore, this didactic guide was functional to encourage student's creativity, comprehension, self-esteem in writing production.