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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS EN LÍNEA

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"THE ROLE OF L1 TRANSFER IN L2 ACQUISITION IN THE 1st and 2nd YEAR BGU AT UE GENERAL JULIO ANDRADE"

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DEDICATION

I want to dedicate this achievement to God for giving me this great opportunity to be here and achieve what I've longed for, showing me that everything is possible when we never tire of trying. To my mother and brother who guide me from heaven and are my greatest motivation. To my mom, Gaby, for never letting me give up, for always believing in me and supporting me in absolutely everything.

This has been possible thanks to them and to everything that truly motivates me, so this achievement is for them.

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RESUMEN

La presente investigación se realizó en la Unidad Educativa General Julio Andrade, ubicada en el cantón Bolívar, provincia del Carchi, durante el período académico 2025-2026, con la participación de 67 estudiantes de primero y segundo año de Bachillerato General Unificado, además del vicerrector, el coordinador del área y un docente de inglés. El objetivo principal fue caracterizar los errores más comunes producidos por la influencia de la lengua materna en la escritura en inglés de los estudiantes. La investigación utilizó un enfoque mixto para obtener información mediante encuestas, observaciones y entrevistas. Los resultados mostraron que los estudiantes utilizan frecuentemente el español para comprender instrucciones, aprender nuevas palabras, organizar sus ideas y sentirse más seguros durante el aprendizaje. Sin embargo, también se encontró que muchos estudiantes piensan primero en español y luego traducen sus ideas al inglés, lo que puede causar errores en el orden de las palabras, los tiempos verbales, las preposiciones y la formación de oraciones. Los resultados también evidenciaron que el uso moderado del español puede servir como apoyo, pero depender demasiado de la lengua materna puede dificultar la escritura directa en inglés. Por esta razón, se diseñó la guía Writing Explorers, dirigida a docentes y estudiantes, con actividades organizadas de manera progresiva, desde ejercicios sencillos hasta la elaboración de párrafos y textos. La propuesta busca fortalecer la escritura en inglés, reducir la traducción directa del español y ayudar a los estudiantes a escribir con mayor seguridad e independencia.

Palabras clave: transferencia de L1, escritura en inglés, lengua materna, aprendizaje del inglés, traducción directa

ABSTRACT

This research was conducted at Unidad Educativa General Julio Andrade, located in Bolívar, Carchi province, during the 2025-2026 academic year, with the participation of 67 first- and second-year Bachillerato General Unificado students, as well as the vice principal, the area coordinator, and an English teacher. The main objective was to characterize the most common transfer errors caused by the influence of the mother tongue in students' English writing. The research used a mixed approach to collect information through surveys, observations, and interviews. The results showed that students frequently use Spanish to understand instructions, learn new words, organize their ideas, and feel more confident during the learning process. However, it was also found that many students first think in Spanish and then translate their ideas into English, which can cause errors in word order, verb tenses, prepositions, and sentence formation. The results also showed that moderate use of Spanish can support learning, but depending too much on the mother tongue can make direct writing in English more difficult. For this reason, the Writing Explorers guide was designed for teachers and students, with activities organized progressively from simple exercises to the production of paragraphs and texts. The proposal aims to strengthen English writing, reduce direct translation from Spanish, and help students write with greater confidence and independence.

Keywords: L1 transfer, English writing, mother tongue, English learning, direct translation.

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INTRODUCCION

THE PROBLEM

Problem Description

Learning a second language is complex, as various factors can influence it; among these, the impact of each student's native language is the most significant. When we are learning a new language from scratch, we tend to resort to rules and structures from our native language. This is

known as linguistic transfer. This can be beneficial: if the languages are similar, students can learn more quickly. On the other hand, it can be problematic when there are many differences between the two languages, leading to numerous errors (Ellis, 2020).

The problem is that, although we already know that the transfer of the native language affects the learning of the second language, we are not clear on how it influences different areas, for example, grammar, vocabulary, pronunciation, and writing. Another point to consider is that not all students can acquire languages in the same way, which further complicates matters. Some students may learn very quickly, while others will find it very difficult to learn a new language. In this case, I believe it is necessary to investigate how the native language influences learning and how specific teaching strategies could reduce these errors or the transfer of mistakes (Odlin, 2021).

Problem Delimitation

This research will be conducted at the Unidad Educativa General Julio Andrade in Bolívar, Carchi, during the 2025-2026 academic year, among first- and second-year Bachillerato General Unificado students. The research will examine how the native language, Spanish, influences students' learning of English at this institution. Additionally, it will focus on observing the most common errors students make when using English due to the influence of their native language. The research will be conducted in an educational setting at a public institution in my area to examine how the transfer of the native language affects students' learning of English.

Problem Formulation

From the analysis of the description and delimitation, the following questions arise:

How does the native language (Spanish) influence the learning of English as a second language in first and second-year BGU students at Unidad Educativa General Julio Andrade?

What are the most common errors students make in their learning of English due to the influence of their native language, especially in areas such as grammar, pronunciation, and vocabulary?

How does the use of the native language (Spanish) influence students' confidence in learning English and their ability to produce and understand the language correctly?

These questions will guide us in understanding how the native language influences the acquisition of the second language.

JUSTIFICATION

Nowadays, learning a new language has become useful and it is an important tool for academic, professional, and also social development. In this case, the English language is highlighted as one of the largest means of communication worldwide because it gives us the possibility to have access to any type of information from different contexts. Consequently, the educational systems of some countries have included the learning of English as a fundamental part of students' education. That is the case of Ecuador, where the Ministry of Education is responsible for encouraging the teaching of this language with the objective that students are able to develop their communication skills so that they can interact in a world that is constantly changing.

Despite this, some students in educational institutions present difficulties when learning the English language. One of the main causes is the influence of their mother tongue, in this case Spanish. Students are used to using their mother tongue to try to understand something related to the language they are learning. I believe that in some cases the use of the mother tongue can be beneficial, but at the same time it brings the consequence of producing errors, since there are many differences between languages. Mendoza-Loor (2023) explains that language transfer

happens when students use structures, rules, or ways of organizing ideas from their mother tongue when they try to communicate in a foreign language, which can affect the correct use of the new language.

Many recent studies indicate that the influence of the first language is considered a common situation in the learning of a second language, especially in the educational field where the second language is learned inside the classroom. Students tend to change forms of pronunciation, grammatical structures, and the order of the expression of their ideas from their first language to the second language they are learning. Bi (2024) indicates that the transfer of

the mother tongue can influence students' writing and language production, since many learners use patterns from their native language when producing texts in the second language.

In this way, understanding how the mother tongue influences the learning of the English language is essential to improve learning strategies in classrooms. When second language teachers can know the different difficulties that students present, they can apply different teaching methods that are appropriate in order to contribute positively to overcoming these difficulties. Macías-Acosta (2025) mentions that the analysis of the influence of the mother tongue allows the design of teaching strategies that support the learning of English and help students develop their language skills more effectively.

This research aims to analyze how our mother tongue, Spanish, influences the learning of the English language in first and second year students of Bachillerato General Unificado at Unidad Educativa General Julio Andrade. With this research, the main errors in which students fail in the different English skills will be identified, and it will be understood in what way the use of the mother tongue can influence the weaknesses that students have. At the same time, it will

help us with relevant information to contribute to the improvement of the teaching-learning process of the students of this educational institution.

The direct beneficiaries of this research will be the first and second year students of Bachillerato General Unificado at Unidad Educativa General Julio Andrade, who will be able to improve their learning process by identifying the main difficulties they have when learning English. They will also benefit because they will understand the main causes of these errors in the learning of their second language. In some way, the educational community will also be benefited since if learning improves this would contribute to the academic development of the students of this prestigious institution.

At the same time this research will be very interesting because knowing how the mother tongue influences the learning of a second language allows teachers of the subject to design different methods to contribute to the development of students' skills so that little by little they can improve their level of English in the different skills.

The realization of this project is possible because the materials and resources necessary for its development are available. The research will be done inside the Educational Institution since it is easier to have direct contact with the students and foreign language teachers who will take part in the research. In the same way, there is a reasonable time available to carry out the collection of data and the analysis within the present academic period.

It must be recognized that this research may have some limitations, but they are not impossible. One is that the study will only be done inside the institution, which could limit the general use of the information in other educational spaces. Another limitation would be the

available time to carry it out, since with that time it will not be possible to carry out the research with greater depth. Despite this, the information obtained will be very valuable to understand

how the mother tongue influences the learning of the English language in students, in order to identify some improvements in this teaching-learning process of the second language.

To conclude, I can say that conducting this study is very important because it will allow us to better understand how the use of the mother tongue, Spanish, influences the learning of the second language, English, among first- and second-year high school students. In the same way, some strategies for teaching it will be seen and the educational process will be strengthened so that in this way students can have a better academic development.

BACKGROUND

The process of learning a second language involves our interaction with many factors such as language, thinking, and social aspects. When talking about learning English as a second language, one important aspect is the influence of the mother tongue, in this case Spanish, on the development of foreign language skills. The mother tongue is understood as the first language that a person learns in their family and social environment, and it usually becomes the main way of communication during daily life (Lightbown & Spada, 2020).

When students are learning a new language, it is normal for them to use what they understand and know from their mother tongue to understand and express themselves in the second language. This process is known as language transfer. Ellis (2020) states that

Transfer occurs when students apply structures, words, or ways of organizing ideas from their first language when they try to communicate in a second language. This process may make

learning easier when there are similarities between languages, but it can also produce errors when the linguistic structures of the languages are different. (p. 44)

In the process of learning English by students whose mother tongue is Spanish, language transfer appears in the skills of pronunciation, writing, and grammar. Odlin (2021) affirms that:

The influence of the first language can be observed in the way students organize their ideas, use certain grammar rules, and build sentences when they communicate in a foreign language. This influence is a common phenomenon in the process of learning a second language. (p. 28)

In the present research, we have two main variables. The first variable is the influence of the mother tongue, the Spanish language, and the second is the learning of English as a second language in first and second BGU students. These variables will allow us to analyze how the mother language influences the learning of the foreign language in the educational field.

Many recent studies have examined how the mother tongue influences the process of learning a foreign language. These studies agree that the mother tongue has a very important role in the learning of a second language, especially in education, where learning takes place inside a classroom.

A study carried out by Bi (2024) analyzed the influence of the mother tongue on the writing of students who learn English as a second language. The results showed that many students tend to use structures from their native language when they produce texts in English. This can create errors in the organization of ideas and in the use of certain forms of language. However, the study also points out that understanding these difficulties can help teachers develop more suitable teaching strategies to improve students' learning (Bi, 2024).

In the same way, Mendoza-Loor (2023) analyzed the influence of the mother tongue in the production of a second language and found that many students use their native language as support to understand the new language. The study indicates that the transfer of the mother tongue can make learning easier in some situations, but it can also create difficulties when there are differences between the languages (Mendoza-Loor, 2023).

Macías-Acosta (2025) points out that

Understanding the relationship between the first language and the learning of English allows teachers to design more appropriate teaching strategies that support the development of students' language skills and contribute to improving their learning process. (p. 97)

These studies show that the influence of the mother tongue is a very common topic in the field of teaching different languages. At the same time, they show how important it would be to continue the research process in different educational contexts in order to understand the main difficulties that students have when they want to learn a second language.

During the development of the research, the contributions related to theory that are connected with the process of learning a foreign language and the influence of the mother tongue are confirmed. Many authors point out that learning a new language does not happen in isolation, because it is related to the previous knowledge that students already have.

According to Lightbown and Spada (2020), learning a second language is influenced by the previous experiences that students have with their mother tongue. These experiences can influence the way students interpret and use the new language. Therefore, understanding how this relationship works can be very helpful to improve teaching strategies in the classroom.

On the other hand, Ellis (2020) explains that the transfer of the mother tongue is a natural process during the learning of a second language. Students usually use the knowledge they

already have to understand the new language, which can make learning easier in some situations. However, when there are important differences between the languages, this transfer can create errors that affect students' language production.

In the same way, Odlin (2021) points out that the influence of the mother tongue can be seen in different language skills, such as pronunciation, writing, and the organization of ideas. The analysis of language transfer helps us understand the main difficulties when learning a second language.

With respect to our research, the different theories help us understand in a clearer and easier way how the use of Spanish can influence the learning of English in high school students. At the same time, they provide a theoretical base that allows us to analyze the most common difficulties students have when learning the English language and to propose some ideas that can help improve the teaching and learning process within the educational institution.

OBJETIVES

General Objective

To characterize the common transfer mistakes students make in L2 writing in 1st and 2nd year BGU students at UE General Julio Andrade.

Specific Objectives

- To identify the most common transfer mistakes that students make in their English writing.
- To describe how students' first language affects their English writing.
- To compare the types and frequency of transfer mistakes between 1st and 2nd year students.

HYPOTESIS

H1: The mother language, Spanish, influences English writing and causes transfer errors in first and second year Bachillerato General Unificado students at Unidad Educativa General Julio Andrade.

H0: The mother language, Spanish, does not influence English writing and causes transfer errors in first and second-year Bachillerato General Unificado students at Unidad Educativa General Julio Andrade.

Chapter I. Theoretical Framework

This study examines the role of L1 transfer in L2 acquisition in the 1st and 2nd year at BGU at UE General Julio Andrade. A theoretical framework is required to explain how affective variables operate in technology-mediated language learning contexts. The present framework primarily focuses on the role of L1 transfer in L2 acquisition. To understand this phenomenon, a theoretical framework is essential for explaining how linguistic transfer influences second-language acquisition, particularly in classroom settings.

1.1. Importance of Mother Tongue Transfer

The transfer of our mother tongue is one of the most relevant ideas in research on second-language acquisition. In simple words, this means that, when we start learning a language, we rely on our knowledge of Spanish to understand, listen, write, read, and speak in this new language.

Perkins and Zhang (2024) point out that the topic of second language acquisition has been addressed for several years and that, with its evolution, it continues to be important for understanding how the mother tongue influences the learning of the second language. This idea is discussed mainly in educational contexts where English is learned as a foreign language, and Spanish is the students' mother tongue.

As is the case of first- and second-year BGU high school students at Unidad Educativa General Julio Andrade, the relationship between Spanish and English is very significant, since students acquire the foreign language in the classroom. For this reason, students use their mother tongue to express their ideas or build sentences when writing in English. Therefore, studying how the mother tongue influences difficulties and errors can help improve English learning. (Perkins & Zhang, 2024).

1.2. Mother Tongue, Second Language, and L2 acquisition

The mother tongue is the first language or first language acquired naturally through the connection with the environment in which we grow up and, in that way, it becomes a tool for communication, thinking, and identification. When students begin to acquire a second language, they do so based on their previously acquired or developed linguistic knowledge. Therefore, it is considered that the acquisition of a foreign language is not only about memorizing words or grammatical rules, but rather about building new linguistic knowledge related to each student's previous knowledge. Perkins and Zhang (2024) point out that knowledge of the mother tongue remains a central way in which students process and acquire new knowledge of a foreign language, since experience or previous knowledge helps the new language to be perceived, expressed, and organized in each student's mind.

In the educational context of Ecuador, English is taught as a foreign language. According to the Ministry of Education of Ecuador (2016), the official curriculum issued for students of Basic General Education and Unified General Baccalaureate (BGU), in which the mother tongue is Spanish. Likewise, the curriculum is aligned with the Common European Framework of Reference for Languages, which, according to the Council of Europe (2001), organizes language levels into 6 parts: A1, A2, B1, B2, C1, and C2. Consequently, it is considered that English learning in our country is a process that evolves throughout the educational years; this includes the students of the Unified General Baccalaureate included in our research.

1.3. Mother Tongue Transfer

The transfer of our mother tongue, Spanish, is the influence that the first language has when a new language is learned or begins to be used. This definition is related to the errors that students may make, especially when learning new rules that are not related to their mother

tongue. However, recent research shows us in depth the linguistic influence, which allows us to identify the relationship between languages more easily. In this regard, Perkins and Zhang (2024) point out that transfer affects the learning levels established in foreign languages in different ways. On the other hand, the authors Kong, Carr, and Chong (2023) point out that this linguistic influence can be analyzed from the positive and negative effects that may appear during the acquisition of new elements in a foreign language.

This approach is very useful for the research because the mother tongue has an influence on English that is both beneficial and harmful. When the two languages have similar aspects that relate them to each other, language transfer can speed up the learning process, making it seem easier; but when their structures are different, this may create difficulties during the learning process. For this reason, the role of the influence of the mother tongue in foreign language acquisition will be unstable; that is, it will not be precise and there will be effects related to the similarity with the mother tongue, the requirements of the language, and the level each student masters. (Kong et al., 2023; Perkins & Zhang, 2024).

1.4. Theoretical Foundations: Contrastive Analysis, Error Analysis

One of the best ways to describe the role that the mother tongue plays in the acquisition of a foreign language is the contrastive perspective, in which the similarities and differences between the two languages make it easier to explain where we may encounter different obstacles. Perkins and Zhang (2024) point out that this has stood out in the history of research on language transfer and has provided a different and systematic way to compare linguistic systems. Although contrastive analysis cannot detail all the errors that students present, research with English language students is very useful, especially in aspects such as prepositions, word order, and verbal morphology, where the differences between languages are more evident. The influence of

languages in the foreign language learning process depends largely on the relationship between L1 and L2, with greater relevance in grammar areas, where differences are more evident. (Kong et al., 2023)

An important development is observed from error analysis; this has changed the interpretation of the production of students who are learning. Corder (1967) explains that errors do not necessarily mean failure; in turn, this should be taken as evidence that the student is proposing a theory and creating their own linguistic system. Perkins and Zhang (2024) build on this idea and highlight that, based on the errors made, they have identified mother-tongue failures and other intralingual errors related to the development of the foreign language. We could also say that not all mistakes come precisely from the mother tongue, but rather from the process of learning English as a foreign language.

Selinker (1972) proposed that when students develop a new language system that does not resemble the mother tongue, it consists of a changing system that has its own rules, in which transfer occurs both in instruction and in communication.

Interlanguage makes it possible to explain why the English that students write may present some patterns influenced by their mother tongue, Spanish, but that, in turn, these are part of each student's learning development process (Perkins & Zhang, 2024).

1.5. Foreign Language Writing

Writing skill is one of the most evident abilities for analyzing the acquisition of a new language, such as English, because through it the writing criteria of each student can be observed. To write in a foreign language, students must think about words and then organize their ideas, correctly apply grammatical rules, and make sure that everything has order and meaning, so that it is well written. Storch (2021) mentions that writing is a fundamental part of

learning English as a foreign language because it involves the correct completion of writing, that it has meaning and, in turn, good presentation and coherence, and with this, clear evidence can be shown of what students develop in their foreign language and how they express their ideas based on their mother tongue. Li (2023), likewise, highlights that the cognitive process of writing in the foreign language is quite demanding, since it involves the use of memory, which works together with the development of writing and the ability to produce it in the foreign language, making its influence more visible.

Recent studies show that writing in a foreign language involves a great cognitive load. Li (2023), in a linguistic review on how memory and foreign language writing work, concludes that L2 writing consists of coordinating multiple steps, such as planning, formulation, and linguistic coordination. When this aspect is high and language skill is still developing, learners may rely on the steps already established in their L1. This guides us to explain why the influence of Spanish is more visible in writing, since it allows students, in terms of knowledge, to observe the relationship between L1 and L2. Perkins and Zhang (2024) state that foreign language writing is a method that makes development difficult, since it requires the use of memory, work, and association with the mother tongue.

1.6. Foreign Language Writing in the Classroom

Studies on foreign language writing have been considered more relevant because it is studied inside classrooms and not only in other controlled scenarios. Lee (2022), in research on foreign language writing in the classroom between 2001 and 2020, distinguishes 3 lines: the student's learning process, teaching practices, and classroom feedback. This is significant, since it shows that the development of writing in students does not only focus on their previous knowledge, but also includes instructions, the tasks each student performs, and the way the

teacher reviews and gives guidance. Mao et al. (2024) agree with the statement that feedback is a fundamental part of the teaching and learning process of foreign language writing and point out the need to understand how this feedback contributes to linguistic development in classrooms in real contexts.

This is useful for research on Spanish transfer because the effects of the mother tongue are not so difficult to distinguish through tasks, teacher support, and feedback. Mao et al. (2024) maintain that corrective feedback in writing is a pedagogical practice commonly present in the teaching of foreign language writing, and understanding how it works within real learning environments is very important.

This means that students' writing in English is not only evidence of the transfer of the mother tongue, Spanish; at the same time, it is part of learning, which is influenced by teaching, opportunities, and the correct use of the language.

1.7. Manifestations of Mother Tongue Transfer in Foreign Language Writing

The influence of Spanish on writing in English can appear in different ways depending on the language. In grammar, students may show some errors with writing rules, verb tenses and prepositions, and make words agree when building paragraphs. On the other hand, students may also make this mistake in the word order of Spanish and, likewise, may translate or choose words that will not really fit well with the context in English. Perkins and Zhang mention that the influence of Spanish is not only about grammar, but can also affect broader discourse levels, which makes writing an important domain for transfer research. Kong et al. (2023) likewise point out that Spanish-speaking students usually transfer grammatical and lexical tenses that are not aligned with the rules of the English language, which produces more errors in language writing.

Muñoz-Basols and Salazar (2016) explain that lexical influence is one of the most evident manifestations in transfers between languages and explain that many lexical errors occur when students use similar words but with different meanings in both languages. In some situations, transfer can be positive because the student uses similar words in English that have the same meaning in Spanish, but, in turn, it can be a disadvantage because students may become confused and make many errors.

1.8. Ecuadorian Background

Cisneros and Sánchez (2022) mention that the theoretical analysis of their research was based on pedagogy, learning theories, mother tongue and linguistic, morphological, and semantic transfer in students' English language writing, which shows that mother tongue transfer in foreign language writing is already highlighted as a problem in educational environments in Ecuador. González-Torres and García (2025) show that patterns of writing transfer to grammar are observed in secondary school students, especially in articles, prepositions, and pronouns.

Studies by González-Torres and García (2025) indicate that grammatical transfer errors in English writing are more frequent due to the influence of Spanish. Likewise, errors reduce proficiency and argumentative tasks generate more errors than narrative ones. This is very valuable for the research because it refers to Ecuadorian middle education students who are already very close to BGU due to the level of English we have here in Ecuador.

1.9. English in Ecuador

The official English language curriculum in Ecuador establishes that this foreign language must be taught to students throughout their academic development, that is, from Basic General Education until they finish high school, and it is related to the levels of the Common European Framework.

On the other hand, the Ministry of Education of Ecuador establishes objectives for the development of communicative competence in English and highlights that the Unified General Baccalaureate is fully aligned with the CEFR levels. The Ministry of Education (2016) explains that English learning in high school should be understood as part of an accumulative and constant process that is not limited to the classroom, since this process will help students acquire new knowledge for the future, when they face new educational environments and can already go with prior knowledge to learn.

In the case of first- and second-year BGU students, the demand is very high, since this involves the integration of different aspects such as grammar, vocabulary, spelling rules, coherence, and cohesion, so that the results are very productive and there is expressive progress according to the level students are in. Perkins and Zhang (2024) state that writing cannot only be recognized by the knowledge of grammatical rules, but also by the intellectual capacity of students to organize and create ideas in English.

In addition, Cisneros and Sánchez (2022) point out that low-level students present difficulties in English transfer in writing, especially in grammar and sentence structures. With this, it is proposed that, in high school students, language transfer may be less noticeable and may appear in complicated tasks and with a more advanced level of the language that demands greater command of the language.

1.10. Relationship Between the Study Variables

In this research, the independent variable is the role of mother tongue transfer and the dependent variable is foreign language acquisition with a greater focus on the development of English writing. The authors Perkins and Zhang (2024) inform us that transfer does not only appear as language interference, but also as a dynamic phenomenon.

Likewise, Lee (2022) contributes in the same way that the writing of a language should not be followed from a distance, but rather should be understood as part of a process that presents difficulties and is influenced by tasks, instructions, and individual factors of each student. The consequences that the mother tongue has in the foreign language learning process should be interpreted as the similarity that exists between the language, the demands of the language, and each student's level when learning this language.

In turn, Li (2023) highlights that students' working memory plays a very important role in foreign language writing, since it must coordinate with language processes; students could depend on their previous knowledge of their mother tongue. Storch (2021): writing is a cognitive skill that allows us to observe how students can perform through language and the capacity of their memory to solve tasks in English.

Finally, studying L1 transfer is complex because students at different levels make many errors at the initial stages. These should not be so strange, but in high school levels this is also repeated because students are not so associated with their new learning language and have a lot when using their mother tongue, which is Spanish, and many students usually mention that English is not a language they like very much and I believe they feel forced to learn it because if they get bad grades they could fail the subject and not pass their level. On the other hand, there are students who do like the language and come from home with an interest in learning a new one. Some are researchers who usually help their classmates with word translations and are more efficient when presenting assignments.

2. CHAPTER II: Methodology

2.1. Description of the Study Area

The research was focused specifically on first and second year BGU students at Unidad Educativa General Julio Andrade, which is in Bolívar, Carchi, Ecuador. Currently, the institution operates in morning modality.

2.2. Research Approach

The research project is focused on the mixed approach. This study aims to examine how speaking one's native language influences English language learning for first- and second-year students in a General Unified Baccalaureate program. We will employ a mixed-methods strategy that combines quantitative data with perspectives. On the one hand, the quantitative component will help us detect the influence of Spanish on English language learning. On the other hand, the qualitative component will help us understand how teachers feel about the role of their native language in this process. According to Creswell and Plano Clark (2017), combining both methods is highly relevant because it blends quantitative data with personal narratives, providing a deeper and more comprehensive understanding of the decision-making process.

2.3. Design

The descriptive-correlational research design makes sense due to the complexity of studying language transfer from the first language in this approach. We will examine the influence of L1 transfer on English writing. González-Torres and García Mayo (2025) agree that this configuration works well for examining the connection between two variables. Within the framework of this research, the analysis will focus specifically on the writing errors students make, which link them to their level of English proficiency, in order to establish possible correlations between both variables.

2.4. Population

This project has been developed at Unidad Educativa General Julio Andrade, which is located in Bolivar city, Carchi province. This school is located in Olmedo Street and Dávila. In addition the research was conducted with first and second year BGU students, the vice principal, the area coordinator and one of the English teacher working at Unidad Educativa General Julio Andrade.

2.5.Sample

Out of a total of 77 students, 6 were surveyed because didn't attend or were outside the institution due to various activities.

2.6. Research techniques

2.6.1. Interview

The interview was a technique used to gather data directly from the vice principal, the area coordinator and the English teacher from the institution. This technique was also important to have a better understanding of the teacher's opinion and perspective about the influence of mother tongue in acquisition of second language. This interview took place in the school, it means it was not necessary to use virtual platforms.

2.6.2. Survey

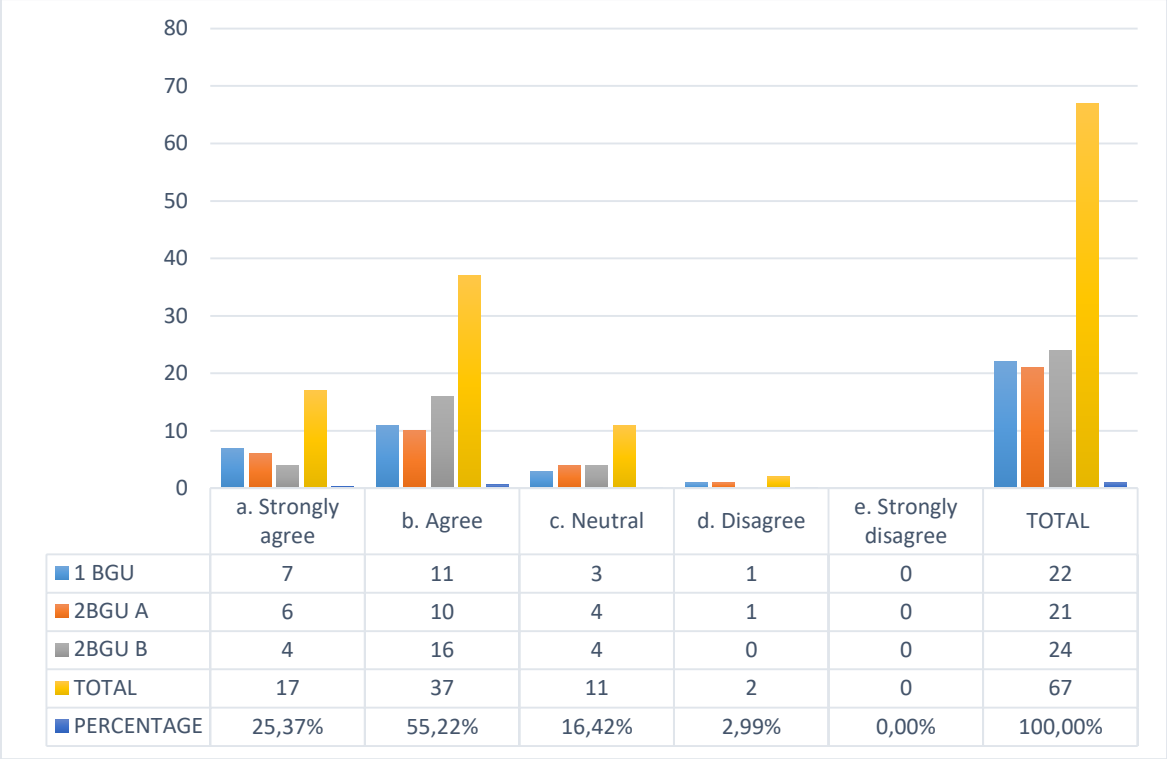
The technique applied to the first and second year BGU students was the survey, where it collected data using questions in order to analyze the Role of L1 Transfer in L2 Acquisition in the 1st and 2nd years BGU. The results were collected at the school from the students in person.

3. CHAPTER III: RESULTS AND DISCUSSIONS

3.1. Student Survey

3.1.1. When learning English, I think about my first language (Spanish).

Figure 1 *Use of Spanish when learning English*



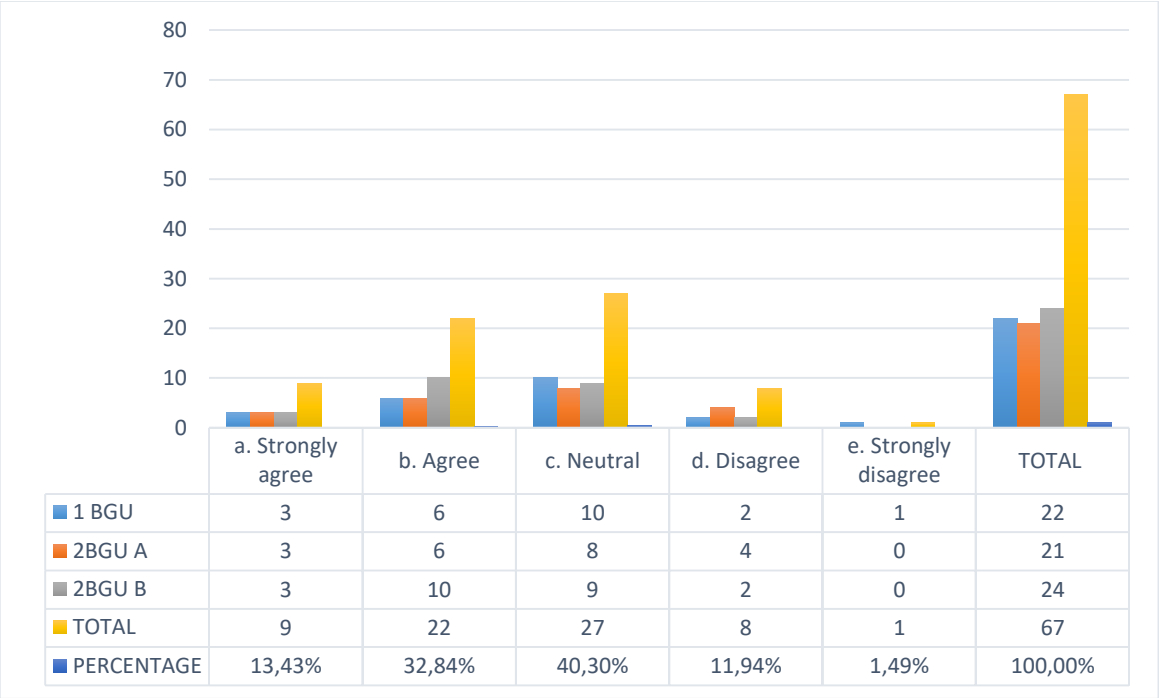
	a. Strongly agree	b. Agree	c. Neutral	d. Disagree	e. Strongly disagree	TOTAL
1 BGU	7	11	3	1	0	22
2BGU A	6	10	4	1	0	21
2BGU B	4	16	4	0	0	24
TOTAL	17	37	11	2	0	67
PERCENTAGE	25,37%	55,22%	16,42%	2,99%	0,00%	100,00%

Source: Own elaboration.

Almost three out of four participants (74.6%) admitted that they think in Spanish while learning English, and barely 1.5% disagreed with this. Behind this number is a simple fact: before students speak or write in English, most of them are still translating an idea that started in Spanish. They use their mother tongue as a mental scaffold a way to organize thoughts before putting them into a new linguistic system. The 22.4% who stayed neutral are likely the students who have started to bypass this step and process English more directly. Controlled use of L1 can speed up comprehension, but leaning on it too much can get in the way of thinking independently in the target language. Chen, Liu, and Wang (2022) reach a similar conclusion,

noting that a balanced integration of the mother tongue lowers anxiety and supports acquisition rather than blocking it.

Figure 2 *Spanish support in understanding English grammar*



	a. Strongly agree	b. Agree	c. Neutral	d. Disagree	e. Strongly disagree	TOTAL
1 BGU	3	6	10	2	1	22
2BGU A	3	6	8	4	0	21
2BGU B	3	10	9	2	0	24
TOTAL	9	22	27	8	1	67
PERCENTAGE	13,43%	32,84%	40,30%	11,94%	1,49%	100,00%

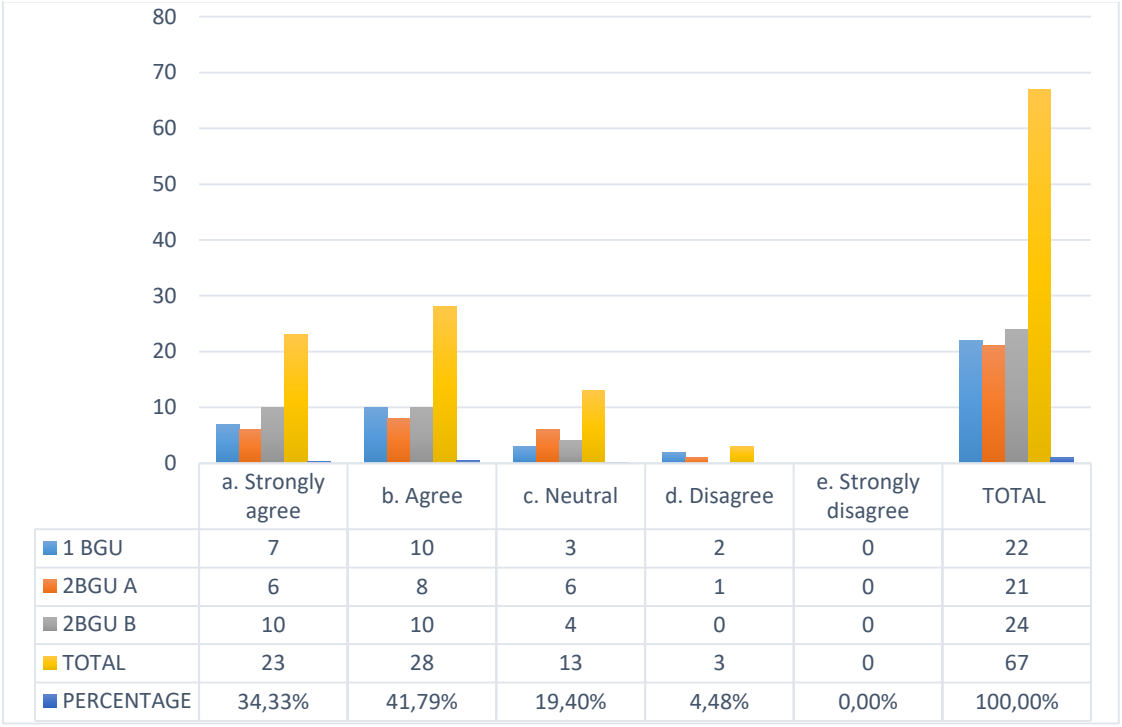
3.1.2. My first language helps me understand English grammar.

Source: Own elaboration.

Grammar turned out to be the area where Spanish plays the biggest role: 82% of students (35.8% strongly agree, 46.2% agree) said they lean on Spanish to make sense of English grammar rules, and only 1.5% disagreed. Comparing sentence structures across the two languages seems to be a common strategy for grasping syntax, verb tenses, and prepositional use the 16.4% who remained neutral may already be processing grammar rules more directly. Li (2023) found something consistent with this: cross-linguistic comparison improves memory retention during grammar instruction, particularly when a teacher guides the comparison intentionally rather than leaving it to chance.

3.1.3. I translate from Spanish to English when I speak.

Figure 3 *Spanish-English translation when speaking*



	a. Strongly agree	b. Agree	c. Neutral	d. Disagree	e. Strongly disagree	TOTAL
1 BGU	7	10	3	2	0	22
2BGU A	6	8	6	1	0	21
2BGU B	10	10	4	0	0	24
TOTAL	23	28	13	3	0	67
PERCENTAGE	34,33%	41,79%	19,40%	4,48%	0,00%	100,00%

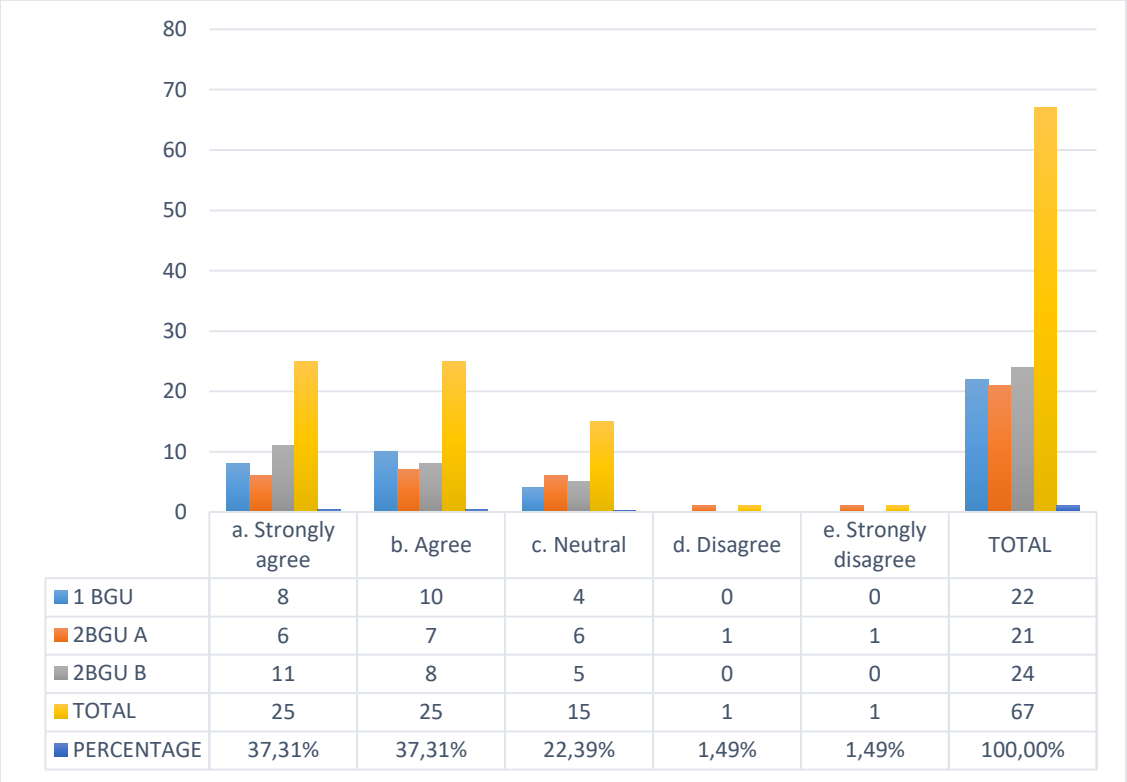
Figure 3

Source: Own elaboration.

The results show a notably mixed picture: while 38.7% of students agreed (7.4% strongly agree, 31.3% agree) that they translate mentally when speaking, 40.3% remained neutral and roughly 20.8% disagreed or strongly disagreed. This variability reflects different learner profiles some rely on Spanish as a cognitive bridge to maintain accuracy and build confidence, while others already engage more directly in English. For those who do translate, this strategy appears to serve as a safety net, particularly when dealing with unfamiliar expressions. Consistent with this, Perkins and Zhang (2024) suggest that limited reliance on L1 translation can support oral production without substituting second language thinking. Educators may draw on this information to gradually encourage more direct expression in English while still supporting learners who benefit from transitional strategies.

3.1.4. I translate from Spanish to English when I write.

Figure 4 *Spanish-English translation when writing*



	a. Strongly agree	b. Agree	c. Neutral	d. Disagree	e. Strongly disagree	TOTAL
1 BGU	8	10	4	0	0	22
2BGU A	6	7	6	1	1	21
2BGU B	11	8	5	0	0	24
TOTAL	25	25	15	1	1	67
PERCENTAGE	37,31%	37,31%	22,39%	1,49%	1,49%	100,00%

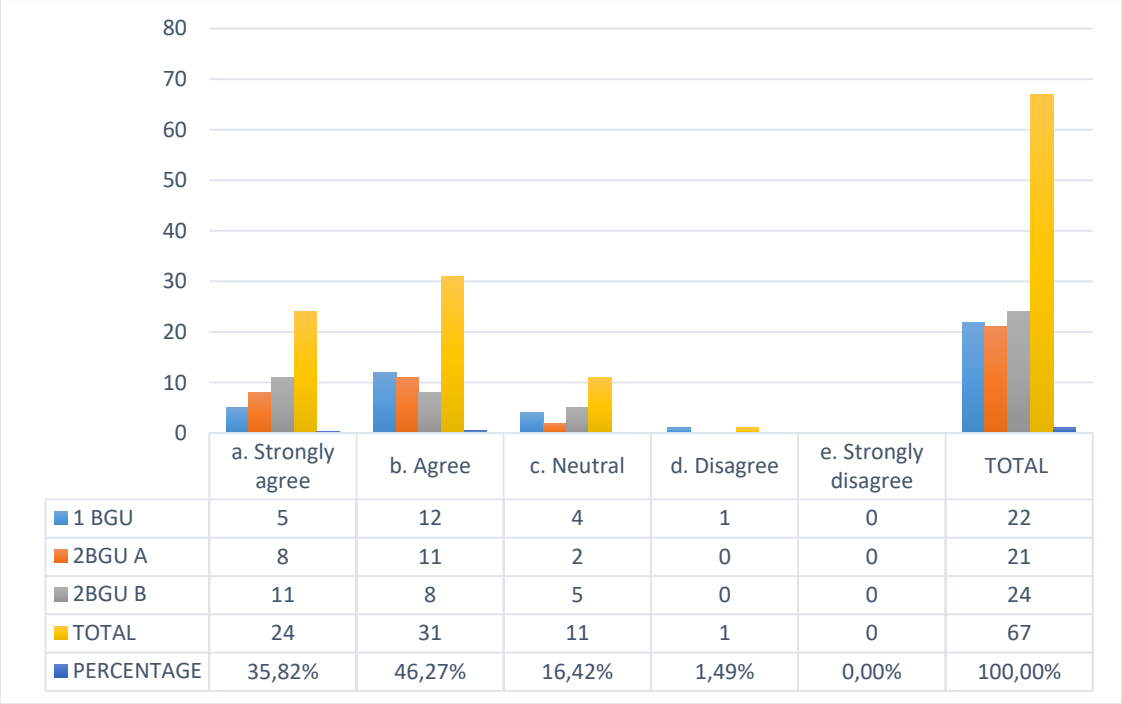
Source: Own elaboration.

The results show that 67.1% of students said they do translate from English into Spanish when they write (25.3% said they totally agree and 41.8% said they agree), while 26.8% couldn't say for sure whether they do or not, and only 5.9% said they don't do it. This shows that Spanish, their native language, helps them a lot: it helps them organize their ideas, write with good grammar, and be able to express themselves better in writing. Those who couldn't say for sure whether they do or not maybe can already write directly in English without needing to translate. However, as Mao et al. (2024) say, although translating helps write better at first, if students get too used to doing it, afterward it can be harder for them to think and write on their own in

English. That's why it's important to teach them in a way that little by little helps them depend less on translating, but without leaving them without support.

3.1.5. Similar words in Spanish help me learn English vocabulary.

Figure 5 *Similar words in Spanish and English vocabulary*



	a. Strongly agree	b. Agree	c. Neutral	d. Disagree	e. Strongly disagree	TOTAL
1 BGU	5	12	4	1	0	22
2BGU A	8	11	2	0	0	21
2BGU B	11	8	5	0	0	24
TOTAL	24	31	11	1	0	67
PERCENTAGE	35,82%	46,27%	16,42%	1,49%	0,00%	100,00%

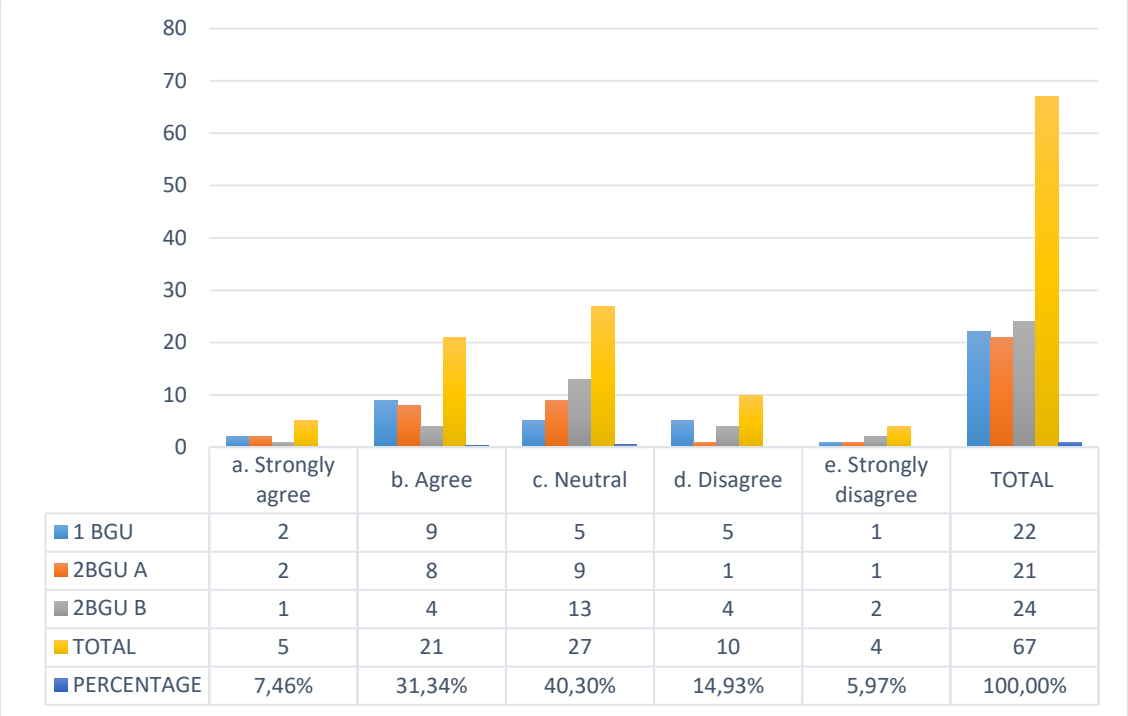
Source: Own elaboration.

The survey demonstrates that 73.1% of respondents (40.3% strongly agree, 32.8% agree) agreed that recognizing similarities between Spanish and English words facilitates vocabulary learning, while only 4.5% disagreed and 22.4% remained neutral. This finding highlights the value of cognates as a learning resource they reduce memorization demands and allow students to expand their vocabulary more efficiently. The responses show that not all students use this strategy in the same way. However, as Muñoz-Basols and Salazar (2016) point out, similar words between two languages can also confuse students when it comes to false cognates. That's why teachers can create activities that take advantage of those similarities between words, but that also teach

students to check the meaning carefully, so that their native language becomes a tool that helps rather than confuses.

3.1.6. Spanish pronunciation affects how I pronounce English words.

Figure 6 *Influence of Spanish on English pronunciation*



	a. Strongly agree	b. Agree	c. Neutral	d. Disagree	e. Strongly disagree	TOTAL
1 BGU	2	9	5	5	1	22
2BGU A	2	8	9	1	1	21
2BGU B	1	4	13	4	2	24
TOTAL	5	21	27	10	4	67
PERCENTAGE	7,46%	31,34%	40,30%	14,93%	5,97%	100,00%

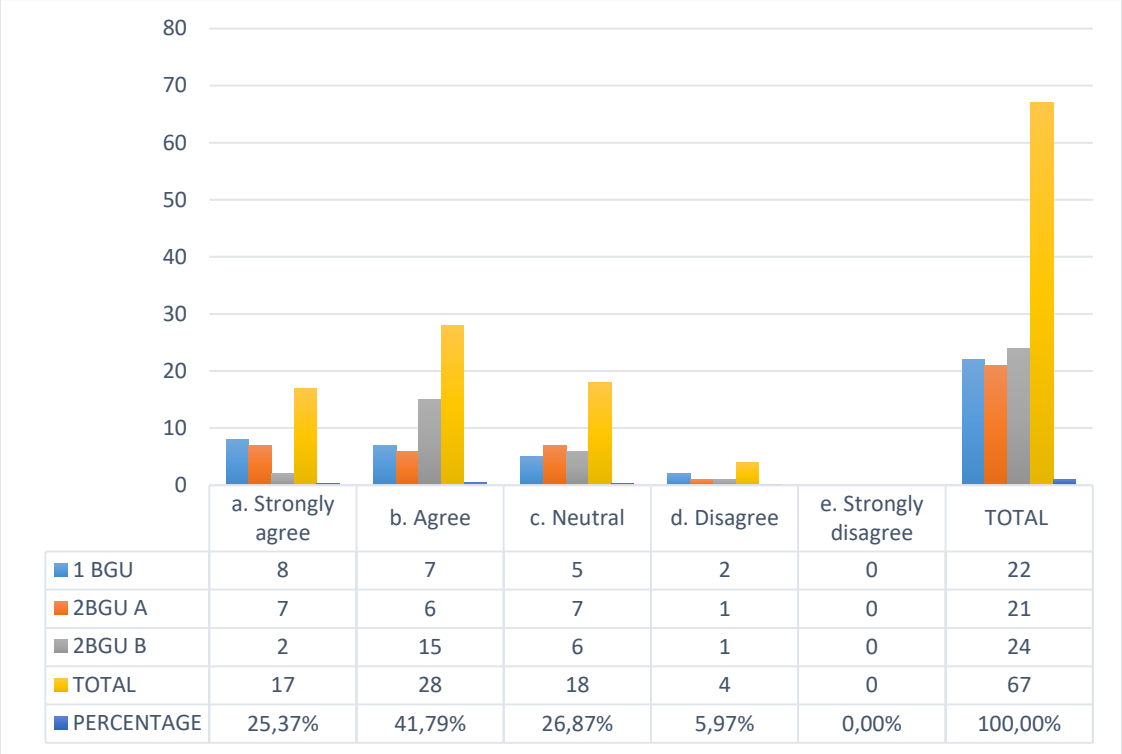
Source: Own elaboration.

The data points to a divided perspective on this topic: 52.1% of students (20.8% strongly agree, 31.3% agree) agreed that their Spanish phonological habits shape the way they pronounce English, while 32.9% disagreed or strongly disagreed (25.4% disagree, 7.5% strongly disagree), and approximately 14.9% remained undecided. This variation likely reflects differences in individual exposure to English and the extent to which students have consciously worked on their pronunciation. For many learners, the sound patterns of Spanish surface naturally when producing English, leading to both helpful approximations and occasional errors. As Kong et al. (2023) explain, phonological transfer across languages is a well-documented phenomenon, and

targeted pronunciation practice can help minimize interference while using the first language as a reference point rather than an obstacle.

3.1.7. My teacher allows the use of Spanish to explain English concepts.

Figure 7 *Use of Spanish to explain English concepts*



	a. Strongly agree	b. Agree	c. Neutral	d. Disagree	e. Strongly disagree	TOTAL
1 BGU	8	7	5	2	0	22
2BGU A	7	6	7	1	0	21
2BGU B	2	15	6	1	0	24
TOTAL	17	28	18	4	0	67
PERCENTAGE	25,37%	41,79%	26,87%	5,97%	0,00%	100,00%

Source: Own elaboration.

More than half of the students (58.2%, combining 16.4% strongly agree and 41.8% agree) said their teacher uses Spanish to clarify English content, while only 5.9% disagreed. For most learners, then, L1-mediated instruction reads as help rather than a crutch — particularly useful when new grammar or vocabulary is on the table. Chen et al. (2022) make a distinction that fits here: the first language works as a scaffold, not a substitute, when teachers use it strategically instead of habitually. That selectivity is what seems to matter using Spanish as a tool rather than a default.

3.1.8. Using Spanish in class helps me feel more confident learning English.

Figure 8 *Confidence when using Spanish in English class*



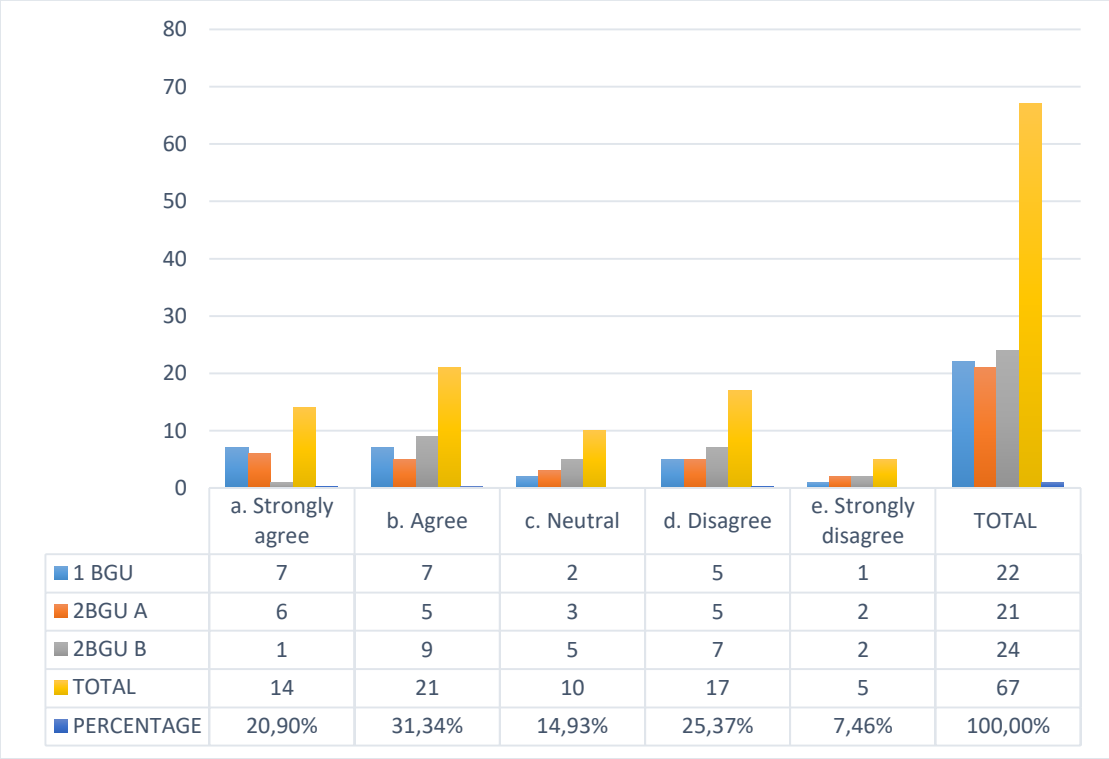
	a. Strongly agree	b. Agree	c. Neutral	d. Disagree	e. Strongly disagree	TOTAL
1 BGU	13	5	3	1	0	22
2BGU A	8	7	4	2	0	21
2BGU B	6	10	8	0	0	24
TOTAL	27	22	15	3	0	67
PERCENTAGE	40,30%	32,84%	22,39%	4,48%	0,00%	100,00%

Source: Own elaboration.

Confidence is where Spanish matters most emotionally: 80.6% of participants said using it in class makes them feel more confident, and almost nobody disagreed. This points less to a grammar issue and more to an affective one students who can rely on their mother tongue during a hard task tend to take more risks, participate more, and speak up without as much fear of making a mistake. Li (2023) frames self-confidence as a direct factor in second-language outcomes, and the data here fits that: the mother tongue is not just a linguistic tool but a kind of psychological safety net that keeps students engaged.

3.1.9. I mix Spanish and English when I do not know a word in English.

Figure 9 *Use of Spanish and English when vocabulary is unknown*



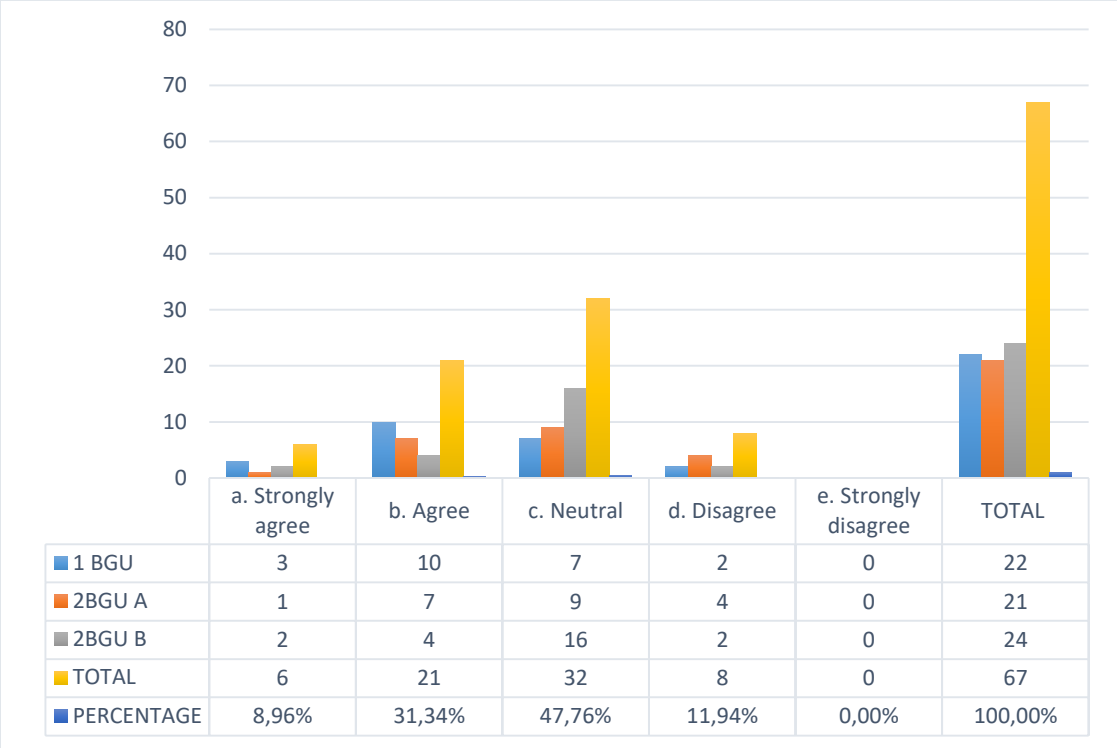
	a. Strongly agree	b. Agree	c. Neutral	d. Disagree	e. Strongly disagree	TOTAL
1 BGU	7	7	2	5	1	22
2BGU A	6	5	3	5	2	21
2BGU B	1	9	5	7	2	24
TOTAL	14	21	10	17	5	67
PERCENTAGE	20,90%	31,34%	14,93%	25,37%	7,46%	100,00%

Source: Own elaboration.

The results reveal that 46.2% of students (13.4% strongly agree, 32.8% agree) reported switching between languages when they cannot recall a word or expression, while 40.3% remained neutral and approximately 11.9% indicated they do not engage in this practice. This mixed pattern reflects the strategic and context-dependent nature of code-switching: for some learners it is a regular problem-solving tool, while for others it is rarely necessary. When used consciously, shifting between languages allows students to keep communication flowing without getting stuck. As Mao et al. (2024) argue, managed code-switching can support both comprehension and expression without displacing second language processing, pointing to its adaptive function in multilingual learning environments.

3.1.10. Knowing Spanish makes learning English easier.

Figure 10 *Spanish as support for learning English*



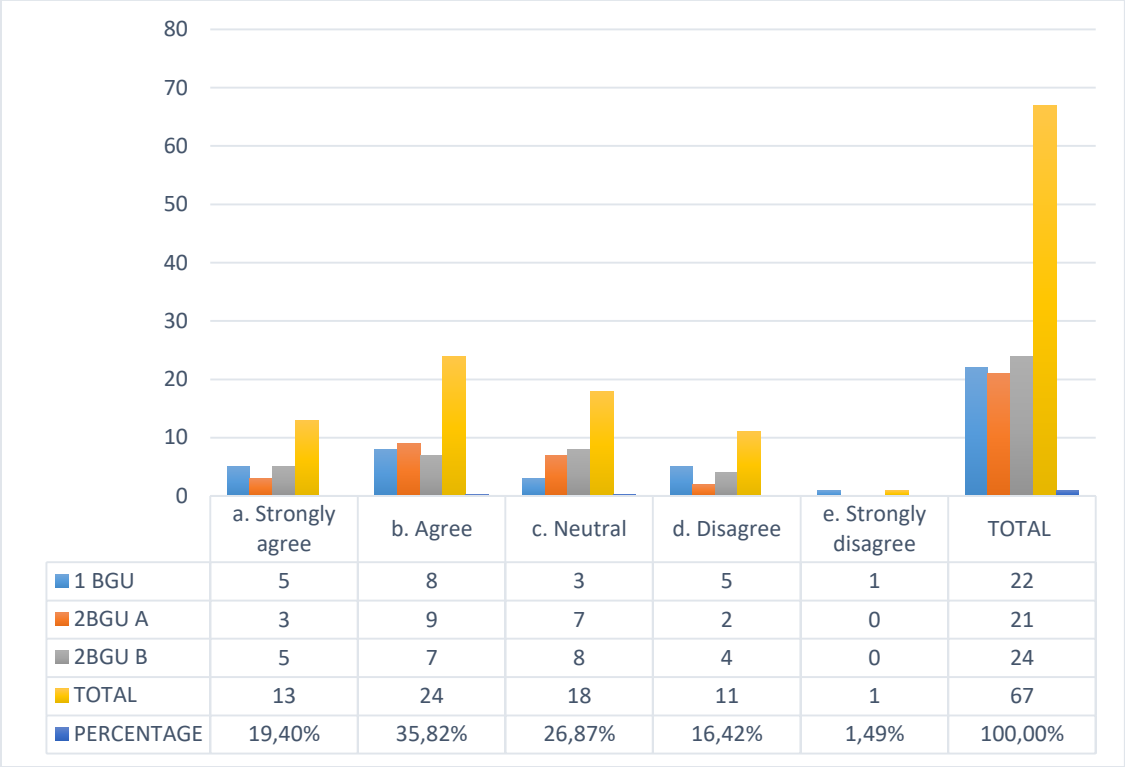
	a. Strongly agree	b. Agree	c. Neutral	d. Disagree	e. Strongly disagree	TOTAL
1 BGU	3	10	7	2	0	22
2BGU A	1	7	9	4	0	21
2BGU B	2	4	16	2	0	24
TOTAL	6	21	32	8	0	67
PERCENTAGE	8,96%	31,34%	47,76%	11,94%	0,00%	100,00%

Source: Own elaboration.

Opinions split here more than on other items: 40.2% of students (8.9% strongly agree, 31.3% agree) felt that knowing Spanish makes English easier, but nearly half (47.8%) stayed neutral and 11.9% disagreed. That large neutral group is telling it suggests many students haven't consciously reflected on how much their mother tongue is shaping their learning, while others clearly see Spanish as a cognitive anchor for comprehension and retention. Perkins and Zhang (2024) warn that this advantage has to be managed carefully: leaning on prior linguistic knowledge can accelerate learning, but it can also turn into a dependency that slows down real independence in English.

3.1.11. Spanish grammar sometimes causes mistakes in my English.

Figure 11 *Influence of Spanish grammar on English mistakes*



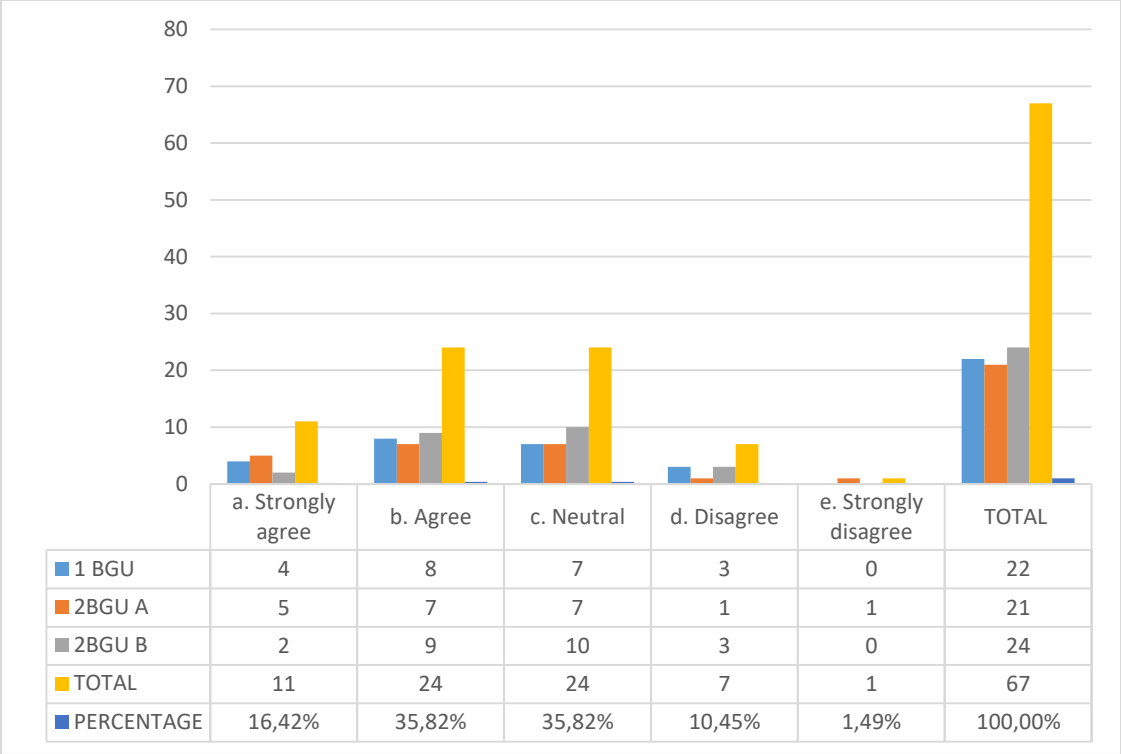
	a. Strongly agree	b. Agree	c. Neutral	d. Disagree	e. Strongly disagree	TOTAL
1 BGU	5	8	3	5	1	22
2BGU A	3	9	7	2	0	21
2BGU B	5	7	8	4	0	24
TOTAL	13	24	18	11	1	67
PERCENTAGE	19,40%	35,82%	26,87%	16,42%	1,49%	100,00%

Source: Own elaboration.

The survey shows that 55.2% of students (19.4% strongly agree, 35.8% agree) acknowledged that Spanish grammar sometimes leads them to make errors in English, while 26.9% remained neutral and 17.9% disagreed or strongly disagreed (16.4% disagree, 1.5% strongly disagree). This indicates that a significant portion of learners are aware of the way their native language can interfere with correct English production — for instance, in areas such as word order, subject-verb agreement, or tense use. The neutral and disagreeing responses suggest that some students either do not notice these patterns or believe their L1 does not affect their accuracy. As González-Torres and García (2025) point out, raising awareness of first language interference helps teachers pinpoint specific error patterns and design instruction that directly addresses those gaps, allowing students to build greater grammatical precision over time.

3.1.12. I use Spanish to understand English reading texts.

Figure 12 *Use of Spanish to understand English texts*



	a. Strongly agree	b. Agree	c. Neutral	d. Disagree	e. Strongly disagree	TOTAL
1 BGU	4	8	7	3	0	22
2BGU A	5	7	7	1	1	21
2BGU B	2	9	10	3	0	24
TOTAL	11	24	24	7	1	67
PERCENTAGE	16,42%	35,82%	35,82%	10,45%	1,49%	100,00%

Source: Own elaboration.

A little over half of participants (52.2%) said they draw on Spanish when reading in English, while 35.8% stayed neutral and only a small minority disagreed. For many students, Spanish functions here as an interpretive shortcut helping them infer meaning from context or decode an unfamiliar word rather than get stuck. The students who stayed neutral are probably already reading more independently. Chen et al. (2022) describe this same pattern: L1 used as scaffolding during reading strengthens comprehension without necessarily undermining immersion, especially with dense texts.

3.1.13. I use Spanish when I work in groups during English class.

Figure 13 *Use of Spanish during group work*



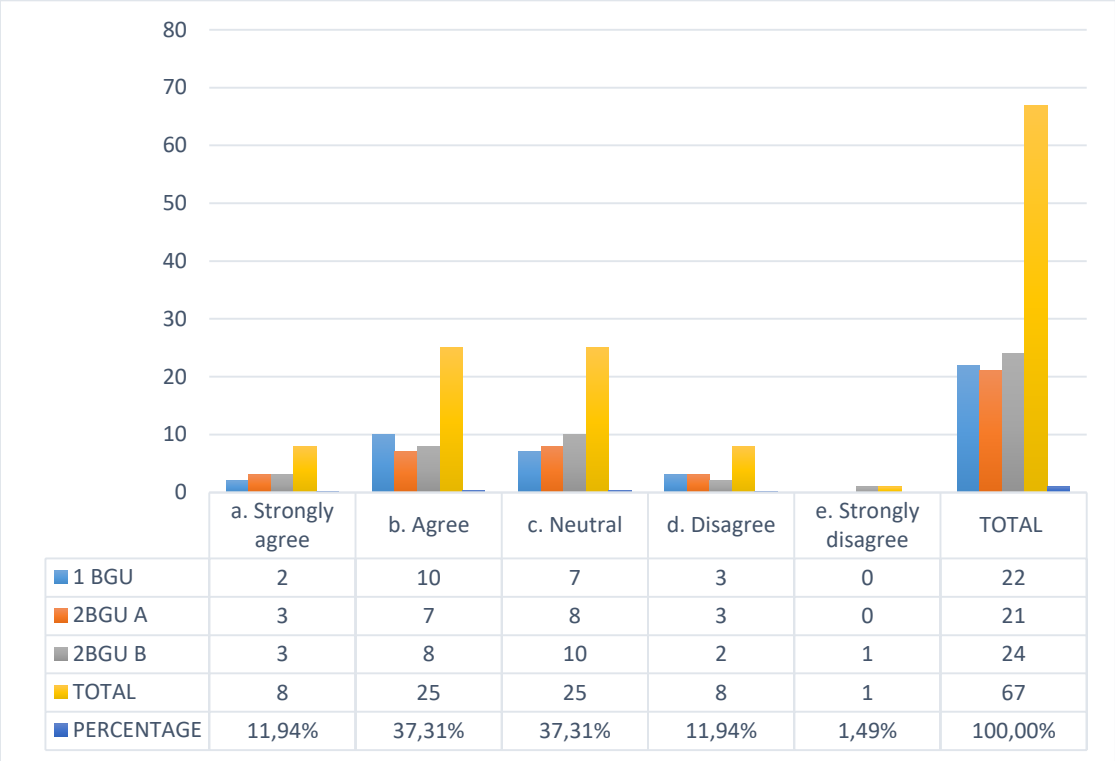
	a. Strongly agree	b. Agree	c. Neutral	d. Disagree	e. Strongly disagree	TOTAL
1 BGU	9	9	3	1	0	22
2BGU A	6	9	4	2	0	21
2BGU B	3	12	7	2	0	24
TOTAL	18	30	14	5	0	67
PERCENTAGE	26,87%	44,78%	20,90%	7,46%	0,00%	100,00%

Source: Own elaboration.

Group work is where Spanish shows up almost universally: 80.6% of students agreed they use it when collaborating with classmates, and only 3% disagreed. It makes sense when students need to negotiate ideas quickly with peers, falling back on a shared first language keeps the conversation moving and avoids misunderstandings. The small neutral group may be students who feel comfortable working entirely in English. Li (2023) points out that peer interaction in the mother tongue can still support learning, as long as the group's attention stays on the English task itself rather than drifting away from it.

3.1.14. My teacher explains difficult topics by comparing Spanish and English.

Figure 14 *Comparison of Spanish and English in class*



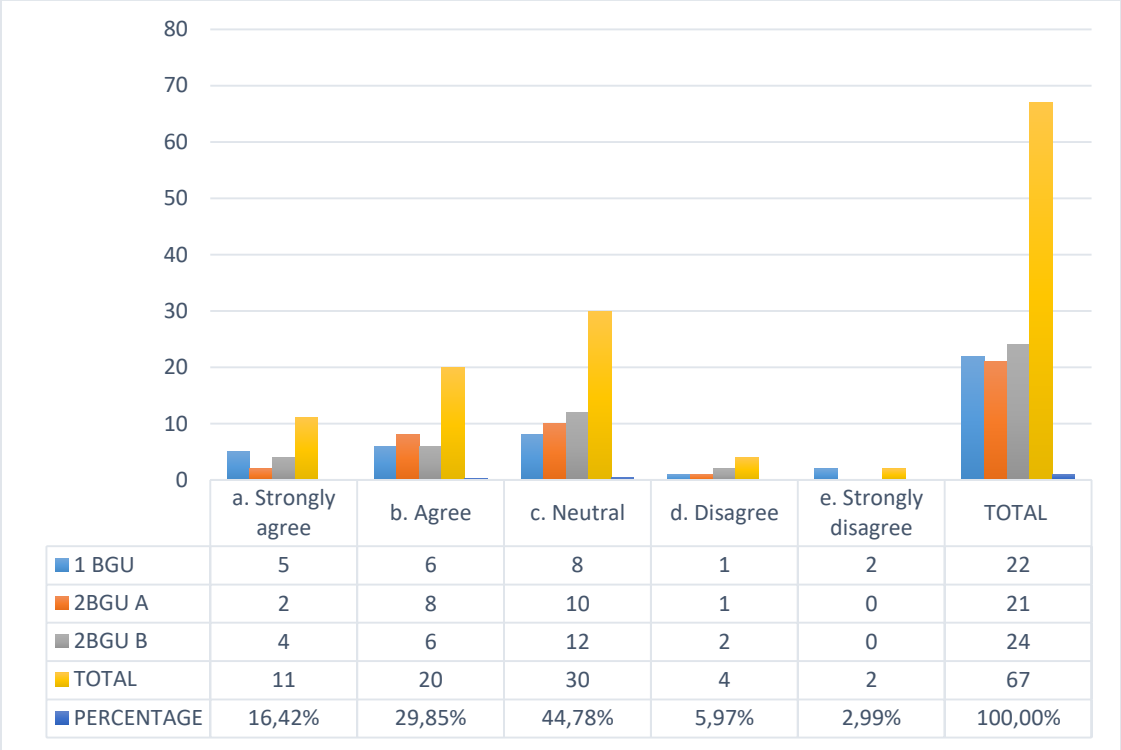
	a. Strongly agree	b. Agree	c. Neutral	d. Disagree	e. Strongly disagree	TOTAL
1 BGU	2	10	7	3	0	22
2BGU A	3	7	8	3	0	21
2BGU B	3	8	10	2	1	24
TOTAL	8	25	25	8	1	67
PERCENTAGE	11,94%	37,31%	37,31%	11,94%	1,49%	100,00%

Source: Own elaboration.

This was one of the strongest patterns in the whole survey: 82.1% of students agreed that their teacher compares English and Spanish structures to clarify difficult concepts, with barely 3% disagreeing. Explicit cross-linguistic comparison, in other words, is something almost every student notices and values it helps them anticipate where English and Spanish will differ and internalize the rule instead of just memorizing it. Mao et al. (2024) describe this kind of deliberate L1–L2 comparison as especially effective in mixed-ability classrooms, since it gives every student, regardless of level, a shared reference point.

3.1.15. Using my first language helps me improve my English faster.

Figure 15 *Use of Spanish to improve English learning*



	a. Strongly agree	b. Agree	c. Neutral	d. Disagree	e. Strongly disagree	TOTAL
1 BGU	5	6	8	1	2	22
2BGU A	2	8	10	1	0	21
2BGU B	4	6	12	2	0	24
TOTAL	11	20	30	4	2	67
PERCENTAGE	16,42%	29,85%	44,78%	5,97%	2,99%	100,00%

Source: Own elaboration.

The last item paints a more divided picture: less than half of students (46.2%) felt that using their first language speeds up their English progress, while 40.3% stayed neutral and 11.9% disagreed. That large neutral block may reflect genuine uncertainty students who use Spanish constantly but aren't sure whether it's actually helping or just making things more comfortable. Either way, across speaking, writing, and reading, Spanish clearly functions as a resource student's return to, both cognitively and emotionally. Chen et al. (2022) put it well: when L1 use is deliberate and balanced it strengthens L2 outcomes, but left unchecked it can slide from being a support into being a limitation which really the tension is running through this whole set of results.

3.2. Observation

3.2.1. When learning English, the students think about their first language (Spanish)

Table 1

Table of results for question one

INDICATOR	1BGU	2BGU A	2BGU B
a. Strongly agree	Medium	Medium	Medium
b. Agree	High	High	High
c. Neutral	Medium	Medium	Medium
d. Disagree			
e. Strongly disagree			

Source: Own elaboration.

Most students recognize that they think in Spanish while learning English. In other words, before speaking or writing, they tend to pass their ideas through their mother tongue first and then carry them over into English. This makes comprehension easier for them, but at the same time it reveals that they are not yet able to think directly in the language they are learning. This pattern suggests that Spanish remains the main support throughout the learning process. Students rely on it to organize their thoughts and feel more confident when using English in the classroom.

3.2.2. First language helps the students understand English grammar

Table 2

Table of results for question two

INDICATOR	1BGU	2BGU A	2BGU B
a. Strongly agree			Medium
b. Agree	Medium	Medium	High
c. Neutral	High	High	

d. Disagree		Medium	
e. Strongly disagree			

Source: Own elaboration.

Most students agree that Spanish helps them make sense of English grammar rules. To do this, they compare both languages, which allows them to better understand sentence structure, verb forms, and other basic rules, making the learning process feel less complicated. However, this also reveals that students still depend on explanations in Spanish to grasp English grammar — they have not yet reached full independence in this area**.**

3.2.3. The students translate from Spanish to English when they speak

Table 3

Table of results for question three

INDICATOR	1BGU	2BGU A	2BGU B
a. Strongly agree	High	Medium	High
b. Agree	High	High	High
c. Neutral		Medium	Medium
d. Disagree			
e. Strongly disagree			

Source: Own elaboration.

A considerable number of students translate from Spanish when they speak English. Others remain neutral, which shows that not all of them have the same level of confidence. For those who do translate, this strategy mainly helps them avoid getting stuck when they forget a word. This suggests that students use Spanish as a kind of safety net during speaking activities, especially in moments of doubt.

3.2.4. The students translate from Spanish to English when they write

Table 4

Table of results for question four

INDICATOR	1BGU	2BGU A	2BGU B
a. Strongly agree	High	Medium	High
b. Agree	High	High	High
c. Neutral	Medium	Medium	Medium
d. Disagree			
e. Strongly disagree			

Source: Own elaboration.

Most students also go through Spanish first when writing in English — thinking through their ideas in their native language before putting them into English. This helps them structure their thoughts more clearly. At the same time, this habit can slow down the writing process and interfere with producing more natural English sentence structures.

3.2.5. Similar words in Spanish help the students learn English vocabulary

Table 5

Table of results for question five

INDICATOR	1BGU	2BGU A	2BGU B
a. Strongly agree	Medium	High	High
b. Agree	High	High	High
c. Neutral	Medium		Medium
d. Disagree			
e. Strongly disagree			

Source: Own elaboration.

Students strongly agree that similarities between Spanish and English words make vocabulary learning faster and easier. Cognates, in particular, help them retain new words with

less effort. This shows that learners benefit considerably from the connections that exist between the two languages when expanding their vocabulary.

3.2.6. Spanish pronunciation affects how the students pronounce English words

Table 6

Table of results for question six

INDICATOR	1BGU	2BGU A	2BGU B
a. Strongly agree			
b. Agree	High	High	Medium
c. Neutral	Medium	high	High
d. Disagree	Medium		Medium
e. Strongly disagree			

Source: Own elaboration.

Some students agree that their Spanish pronunciation affects the way they speak English, while others disagree or remain undecided, reflecting a range of personal experiences. This suggests that the impact of Spanish on pronunciation varies depending on each student's individual practice and level of exposure to English.

3.2.7. The teacher allows the use of Spanish to explain English concepts

Table 7

Table of results for question seven

INDICATOR	1BGU	2BGU A	2BGU B
a. Strongly agree	High	Medium	High
b. Agree	Medium	Medium	Medium
c. Neutral	Medium	Medium	
d. Disagree			
e. Strongly disagree			

Source: Own elaboration.

Most students agree that teachers occasionally use Spanish to explain English content, which makes it easier for them to understand more difficult material. This shows that Spanish functions as a teaching support tool, especially when clarifying complex grammar points or instructions.

3.2.8. Using Spanish in class helps the students feel more confident learning English

Table 8

Table of results for question eight

INDICATOR	1BGU	2BGU A	2BGU B
a. Strongly agree	High	High	Medium
b. Agree	Medium	Medium	High
c. Neutral		Medium	High
d. Disagree			
e. Strongly disagree			

Source: Own elaboration.

Most students feel more confident when Spanish is used in class, as it helps them feel safe and less anxious while learning English. This reflects the emotional role that Spanish plays in the learning process, encouraging greater student participation.

3.2.9. The students mix Spanish and English when they do not know a word in English.

Table 9

Table of results for question nine

INDICATOR	1BGU	2BGU A	2BGU B
a. Strongly agree	Medium	Medium	
b. Agree	Medium	Medium	High
c. Neutral			Medium

d. Disagree	Medium	Medium	Medium
e. Strongly disagree			

Source: Own elaboration.

Many students mix Spanish and English when they don't know a particular word, which allows them to keep speaking without interruption. This shows that learners draw on both languages as a way to maintain the flow of communication in class.

3.2.10. Knowing Spanish makes learning English easier for the students

Table 10

Table of results for question ten

INDICATOR	1BGU	2BGU A	2BGU B
a. Strongly agree			
b. Agree	High	Medium	Medium
c. Neutral	Medium	High	High
d. Disagree		Medium	
e. Strongly disagree			

Source: Own elaboration.

Some students agree that knowing Spanish helps them learn English, although a large number remain neutral on this point, indicating that the effect is not felt equally by everyone. This suggests that Spanish offers an advantage in certain cases, but it is not always perceived as a direct or guaranteed benefit.

3.2.11. Spanish grammar sometimes causes mistakes in the students' English

Table 11

Table of results for question eleven

INDICATOR	1BGU	2BGU A	2BGU B
a. Strongly agree	Medium		Medium

b. Agree	High	High	Medium
c. Neutral		Medium	High
d. Disagree	Medium		Medium
e. Strongly disagree			

Source: Own elaboration.

A considerable number of students agree that Spanish grammar sometimes causes errors in English, particularly around word order, verb forms, and sentence structure. This indicates that Spanish can directly influence the kinds of mistakes students make when they apply its rules to English without adjusting them.

3.2.12. The students use Spanish to understand English reading texts

Table 12

Table of results for question twelve

INDICATOR	1BGU	2BGU A	2BGU B
a. Strongly agree	Medium	Medium	
b. Agree	High	Medium	High
c. Neutral	Medium	Medium	High
d. Disagree			
e. Strongly disagree			

Source: Own elaboration.

Students rely on Spanish to understand English reading texts, often translating words or ideas in order to grasp their meaning.This confirms that Spanish serves as a valuable resource for reading comprehension, especially when dealing with more challenging texts.

3.2.13. The students use Spanish when they work un groups during English class

Table 13

Table of results for question thirteen

INDICATOR	1BGU	2BGU A	2BGU B
a. Strongly agree	High	Medium	
b. Agree	High	High	High
c. Neutral		Medium	Medium
d. Disagree			
e. Strongly disagree			

Source: Own elaboration.

Most students use Spanish when working in groups, which helps them communicate more effectively and exchange ideas more quickly. This shows that Spanish plays a supporting role in collaboration and teamwork during English class.

3.2.14. The teacher explains difficult topics by comparing Spanish and English

Table 14

Table of results for question fourteen

INDICATOR	1BGU	2BGU A	2BGU B
a. Strongly agree			
b. Agree	High	Medium	High
c. Neutral	Medium	High	High
d. Disagree			
e. Strongly disagree			

Source: Own elaboration.

Students agree that teachers often compare English and Spanish in order to explain more difficult topics, which improves their overall understanding. This confirms that cross-linguistic comparison is a useful teaching strategy within the classroom.

3.2.15. The first language helps the students improve their English faster

Table 15

Table of results for question fifteen

INDICATOR	1BGU	2BGU A	2BGU B
a. Strongly agree	Medium	High	Medium
b. Agree	Medium	High	Medium
c. Neutral	High		High
d. Disagree			
e. Strongly disagree			

Source: Own elaboration.

Many students believe that using Spanish contributes to their progress in English, although some remain neutral, reflecting differing opinions on the matter. This suggests that Spanish is generally viewed as helpful, though not necessarily essential for improvement

Overall, the observation shows that Spanish plays a highly significant role in the English learning process for 1st and 2nd BGU students. It is used mainly to support understanding of grammar, vocabulary, speaking, writing, and classroom instructions, with students relying on their first language as a tool that builds confidence and eases the difficulties of learning English.

There is a clear trade-off in these observations, though. The same reliance on Spanish that makes comprehension easier for students also seems to hold back their fluency it is hard to sound natural in a language you are constantly translating into and out of. What this suggests for the classroom is not that Spanish should disappear, but that its role should shift over time: heavy support early on, and progressively more direct English practice as students gain confidence, so that independence and fluency can actually develop.

3.3. Vice principal interview

3.3.1. ¿Considera usted que es pertinente el uso del español en la clase de inglés?

Hasta cierto nivel yo creo que si porque por ejemplo cuando hablamos de estudiantes hasta los 15 años aproximadamente si es un poquito complicado de que entiendan una clase 100% en inglés sin embargo en estudiantes de bachillerato yo considero que si se debería ir implementado clases con más porcentaje de inglés dentro del aula, evitar las traducciones y en 3ro de bachillerato el 90% o 95% de la clase debería ser en inglés.

Analysis

The use of Spanish in English classes is considered appropriate for students under 15 years of age; however, at the secondary level, instruction should progressively incorporate more English, so that by the final year, the majority of the class is conducted in that language.

3.3.2. En su opinión, ¿cuáles son algunas desventajas de que los estudiantes utilicen su lengua materna al aprender inglés?

Las desventajas son evidentes en la mayoría de los estudiantes: en el momento en que tratan de hablar inglés, lo traducen como la lengua materna. El inglés tiene su sintaxis propia diferente a la lengua materna y esa es la costumbre de ahora de los estudiantes y por eso en tercero de bachillerato y los estudiantes cuando van a la universidad no tienen esas destreza de hablar inglés fluidamente sino más bien utilizan la sintaxis de lengua materna para expresar frases en inglés y esa sintaxis no es la manera correcta y lo traducen de inglés al español.

Analysis

A notable disadvantage is that students tend to translate directly from Spanish, which results in English sentences that are unnatural and grammatically incorrect. This habit may hinder the development of oral fluency in the long term.

3.3.3. ¿Cree que permitir el uso del español en el aula afecta el aprendizaje del inglés de los estudiantes?

Si afecta, como en la primera pregunta depende mucho del nivel del estudiante, pequeño adolescente o preadolescente, es necesario la traducciones para normalizar la lengua con el tiempo, estamos acostumbrados en la educación formal a que si no se traduce las actividades los estudiantes no entienden o no las hacen por desconocimiento o por no entender lo que se habla porque siguen utilizando el español, en tercero de bachillerato se debería utilizar para pedir cosas.

Analysis

The vice principal's answer reflects a developmental view rather than a fixed rule: translation is seen as support that's appropriate for younger or lower-level students, but one that should gradually be phased out as students get closer to the final years of Bachillerato.

3.3.4. ¿Cómo cree que el uso del español afecta la experiencia de aprendizaje del inglés de los estudiantes?

Yo creo que es costumbre que los estudiantes no entienden si es que no se les dice una frase o pista en español en realidad el aprendizaje del inglés se ve bastante afectado porque no son clases netamente de inglés, como en bachillerato siguen necesitando que se traduzca ordenes pequeñas y ellos deberían dominar el 50% o 60% entender en inglés y todavía necesitan el Español para eso y es una falencia del inglés, en un mundo globalizado ya se debería entablar una conversación simple en inglés por ejemplo para dar una dirección y los estudiantes no están en esa capacidad.

Analysis

Excessive reliance on Spanish negatively affects English learning, given that students continue to require translations to understand instructions and are unable to participate fully in basic English conversations.

3.3.5. ¿Cómo podemos fomentar que los estudiantes se sientan más seguros al usar el inglés, considerando que están más familiarizados con su lengua materna?

Yo creo que una buena estrategia sería establecer conversaciones pequeñas con estudiantes desde primero entre pares acerca de la vida cotidiana con 5 o 10 minutos antes de entrar al contexto de la clase, entablar conversaciones simples de la vida cotidiana situaciones fáciles sobre lo que ya han visto, no tener buenas referencias gramaticales y comunicarse en cosas sencilla si viajan al extranjero dar a conocer su conocimiento, los puntos de vista y ser más cotidiana más común incluso conversaciones más fluidas y se sentirían más enfatizados y les gustaría más expresando sus emociones.

Analysis

With the purpose of strengthening students' confidence, it is proposed to implement short daily conversations in English on simple everyday topics. This strategy allows them to practice speaking without depending on Spanish, thereby gradually building their confidence.

3.4. Area Coordinator Interview

3.4.1. How do you define L1 transfer in the context of English language learning?

In some occasions, it can be positive because students can learn vocabulary in a better way, on the other hand, it is negative due to students translate their expressions from Spanish to English using the incorrect grammar.

Analysis

L1 transfer may facilitate faster vocabulary acquisition; however, it can also lead to errors when students translate directly from Spanish into English.

3.4.2. In your experience, how does Spanish influence students' English learning?

In my experience, using a little bit of Spanish in the first explanation can be fine, but speaking it all the time in class can be a disadvantage because students get used to using Spanish all the time.

Analysis

A limited use of Spanish is acceptable at the beginning stages; nevertheless, excessive reliance on it may prevent students from practicing thinking directly in English.

3.4.3. What positive effects of L1 transfer have you observed in your students?

The positive effects are learning the vocabulary, easier and faster to understand, and translate simple sentences

Analysis

Among the positive effects, it is worth highlighting that L1 transfer contributes to faster vocabulary learning and facilitates the comprehension of simple sentences.

3.4.4. What negative effects of L1 transfer have you noticed?

I have noticed that students sometimes produce sentences that sound unnatural in English because they translate directly from Spanish. They can also confuse word order, verb tenses, and prepositions, which makes their writing and speaking less accurate. Sometimes this creates misunderstandings or slows down communication.

Analysis

Conversely, the negative effects include errors in sentence structure, word order, and grammar, which reduce communicative accuracy.

3.4.5. How do students use Spanish when learning new English vocabulary?

Students often use Spanish as a bridge to remember meanings. They may translate words directly or explain new words in Spanish first. This can help at the beginning, but if overused, they rely too much on Spanish instead of thinking in English.

Analysis

Students frequently translate new words into Spanish as an initial step. While this strategy proves helpful at the beginning, it may slow down the development of direct thinking in English over time.

3.4.6. How does Spanish grammar affect students' English writing and speaking?

Spanish grammar can influence them to make mistakes, like putting adjectives after nouns in English, or using incorrect verb tenses. They may also omit articles or confuse prepositions because the rules are different from Spanish.

Analysis

Spanish grammar occasionally causes errors such as incorrect word order, tense mistakes, and omission of prepositions in English.

3.4.7. Do you allow the use of Spanish in your English classes? Why or why not?

I allow a little Spanish for clarification or giving instructions at the beginning, especially for complex topics. However, I encourage students to use English as much as possible so they practice thinking and expressing themselves in English.

Analysis

A limited use of Spanish is permitted for explanatory purposes at the outset; however, students are primarily encouraged to communicate in English.

3.4.8. What strategies do you use to manage L1 transfer in the classroom?

I use strategies like modeling correct sentences, giving examples in English, encouraging peer correction, and practicing repeated drills. I also use visuals, gestures, and context clues to reduce reliance on Spanish.

Analysis

In order to reduce reliance on Spanish, strategies such as English-based examples, peer correction, visual aids, gestures, and repeated practice are employed.

3.4.9. How does L1 transfer differ between 1st and 2nd year BGU students?

1st-year students tend to rely more on Spanish and make basic mistakes in vocabulary and sentence structure. 2nd-year students have more exposure and practice, so they still transfer Spanish occasionally, but their errors are smaller and more subtle.

Analysis

First-year students tend to rely more heavily on Spanish and produce basic errors, whereas second-year students demonstrate fewer and less significant mistakes.

3.4.10. How does L1 transfer influence students' confidence in learning English?

It can have both effects. Positive transfer boosts confidence when students recognize similarities. Negative transfer can reduce confidence if students make repeated mistakes and feel frustrated.

Analysis

L1 transfer can enhance confidence when it aids comprehension; however, recurring errors may generate frustration among learners.

3.4.11. What challenges do you face when addressing negative L1 transfer?

One challenge is that students often repeat errors without noticing them. Another is balancing correction with encouragement, so they don't feel discouraged. It also takes time to replace habits of translating from Spanish into thinking directly in English.

Analysis

Key challenges include the persistence of repeated errors and the difficulty of balancing correction without discouraging students.

3.4.12. What recommendations would you give to improve English teaching considering L1 transfer?

I recommend encouraging immersion in English through speaking and listening activities, using visual aids, practicing sentence patterns, and gradually reducing Spanish. Teachers should also raise students' awareness of common transfer errors and give targeted exercises to correct them.

Analysis

The area coordinator's recommendations line up closely with what the classroom observation already suggested: immersion and visual support work better than translation as long-term strategies, while direct correction of transfer errors — word order, prepositions, articles — needs to happen alongside that immersion, not instead of it. In practice, this means the reduction of Spanish should be gradual and paired with explicit awareness-raising, rather than an abrupt switch to English-only instruction.

3.5. Teacher interview

3.5.1. How do you define L1 transfer in the context of English language learning?

L1 transfer occurs when learners apply rules or patterns from their first language to their second language, which can help or hinder learning.

Analysis

L1 transfer occurs when students apply Spanish linguistic rules to English, a process that may either facilitate learning or give rise to errors.

3.5.2. In your experience, how does Spanish influence students' English learning?

Spanish helps with recognizing similar words in English but also leads to mistakes due to differences in grammar and sentence structure.

Analysis

Spanish can assist students in recognizing similar words; however, it may also lead to grammatical and word order mistakes.

3.5.3. What positive effects of L1 transfer have you observed in your students?

Spanish speakers can often recognize and correctly use English words that share similarities in form and meaning, such as information, perfect, or family.

Analysis

Among the positive effects, it is notable that students are able to use cognate words correctly in English, such as "information," "perfect," or "family."

3.5.4. What negative effects of L1 transfer have you noticed?

Mistakes like incorrect word order, missing articles, and verb tense errors are common.

Analysis

On the other hand, negative effects include incorrect word order, omission of articles, and tense-related errors.

3.5.5. How do students use Spanish when learning new English vocabulary?

Students often rely on Spanish cognates but sometimes make errors with false cognates or incorrect translations.

Analysis

Students tend to rely on Spanish cognates; however, this occasionally results in false translation errors.

3.5.6. How does Spanish grammar affect students' English writing and speaking?

Spanish grammar causes mistakes with word order, articles, and prepositions, affecting both speaking and writing.

Analysis

Spanish grammar gives rise to mistakes involving word order, articles, and prepositions in English.

3.5.7. Do you allow the use of Spanish in your English classes? Why or why not?

I allow limited Spanish use for clarification but encourage mostly English to help students learn more effectively.

Analysis

Spanish is permitted for clarification purposes; nevertheless, the use of English is primarily encouraged in order to enhance learning outcomes.

3.5.8. What strategies do you use to manage L1 transfer in the classroom?

I raise awareness of differences, provide targeted practice, and focus on English grammar rules to reduce negative transfer.

Analysis

Emphasis is placed on grammatical differences between the two languages, targeted practice is provided, and English grammar is reinforced with the aim of reducing errors.

3.5.9. How does L1 transfer differ between 1st and 2nd year BGU students?

First-year students rely more on Spanish, while second-year students are more familiar with English and make fewer transfer errors.

Analysis

First-year students make greater use of Spanish, while second-year students demonstrate greater familiarity with English and produce fewer errors.

3.5.10. How does L1 transfer influence students' confidence in learning English?

Positive transfer boosts confidence, but negative transfer can cause frustration and lower self-esteem.

Analysis

Positive transfer contributes to increased confidence, whereas negative transfer may undermine students' self-esteem.

3.5.11. What challenges do you face when addressing negative L1 transfer?

It's difficult to unlearn ingrained habits and prevent constant errors, which can frustrate students.

Analysis

Eliminating ingrained habits proves challenging, and persistent errors can generate frustration among students.

3.5.12. What recommendations would you give to improve English teaching considering L1 transfer?

Focus on comparing English and Spanish, raise awareness of transfer issues, and provide plenty of practice and feedback to address these challenges.

Analysis

It is recommended to draw comparisons between English and Spanish, raise students' awareness of transfer-related issues, and provide extensive practice opportunities along with constructive feedback.

CAPITULO IV

4. PROPOSAL

4.1.Proposal Title

Writing Explorers

4.2.Introduction

This proposal is the result of the analysis of the survey responses from first and second year Bachillerato General Unificado students at Unidad Educativa General Julio Andrade. The results showed that many students have difficulties writing their ideas in English. The most common errors are the incorrect use of grammar, word order, lack of vocabulary, and the direct translation of some expressions that seem to be in Spanish or are written in a way that looks similar to Spanish words.

One of the main factors that makes students' learning difficult is that they tend to think about their ideas first in Spanish and then try to write them in English. When students use this

method, they use structures that are not correct in both languages, and this causes sentences to lose their meaning and present grammatical errors that make it difficult to understand the message they are expressing.

For this reason, this guide has been designed for both teachers and students. This guide aims to support the development of writing through activities that are not complicated, with clear examples and exercises that are organized so that students have guidance before they start writing their own sentences, paragraphs, and texts in English.

The activities are related to first and second year BGU students. Therefore, the topics, vocabulary, and grammar are organized from basic exercises to slightly more complete activities. Students begin with exercises to learn the concepts and relate them, write simple sentences, and little by little they progress until they complete a paragraph with key words while including their own information, opinions, descriptions, and personal experiences.

The guide contains 4 units and each unit has 4 lessons. It also includes a section with recommendations for teachers and students, explanations of vocabulary and grammar, writing models, and activities to complete that prepare students before writing their final work.

This proposal aims to become a support tool for English classes. Its purpose is to help teachers prepare writing activities in a more organized, clear, and participatory way. At the same time, it seeks to help students feel confident when writing in English, learn to recognize their errors, and reduce the use of Spanish for translation.

4.3. Justification

In Ecuador, English is learned as a second language, and for many students the classroom is one of the main environments where they can practice this language. For this reason,

difficulties may appear when developing writing skills, especially when students have few opportunities to practice the language outside their classroom.

The results obtained from the research carried out at Unidad Educativa General Julio Andrade showed that many students have difficulties when learning English, especially with direct translation from Spanish when they speak, write, do activities, and work with their classmates.

Many times, students first think about the sentence they are going to write in Spanish and then translate the words into English. However, this translation causes many errors in the structure that may be normal in Spanish but do not work in the same way in English. For this reason, it is necessary to propose activities that help students differentiate and use the correct words and structures.

On the other hand, it is very important that students receive guidance before doing written activities independently. For example, observing examples, completing sentences, organizing ideas, and recognizing errors are small activities that help the writing process in a positive way. Therefore, Wischgoll (2017) points out that the use of writing strategies together with feedback can contribute to improving the quality of the texts produced by students.

As a result, the **WRITING EXPLORERS** guide has been created. It is organized with activities in an orderly way. The lessons allow students to complete basic activities with sentences, word order, prepositions, connectors, and vocabulary. After completing these small activities, they create paragraphs that contain key words to organize their own ideas through personal opinions, comparisons, and experiences.

Each lesson provides examples and previous activities before moving on to writing. In this way, students do not go directly to the production of a text, but they are prepared beforehand with exercises that serve as a guide to understand what they really need to achieve.

The activities include moments in which students can review and share with their classmates. This allows students to recognize their errors, correct them, and gain more confidence to complete their activities individually.

Finally, this proposal responds to the difficulties found during the research and proposes practical options for working on writing in the classroom with students. At the same time, it is a support for teachers because they can present these clear and organized activities in a better way. The purpose is for students to improve their writing in English, express their ideas without fear and with greater confidence, and stop using direct translation from Spanish when they are learning English.

4.4.Objectives

4.4.1. General Objective

To design a guide for teachers and students based on writing activities that help reduce the influence of the mother tongue on written production in the foreign language among first and second year BGU students at Unidad Educativa General Julio Andrade.

4.4.2. Specific Objectives

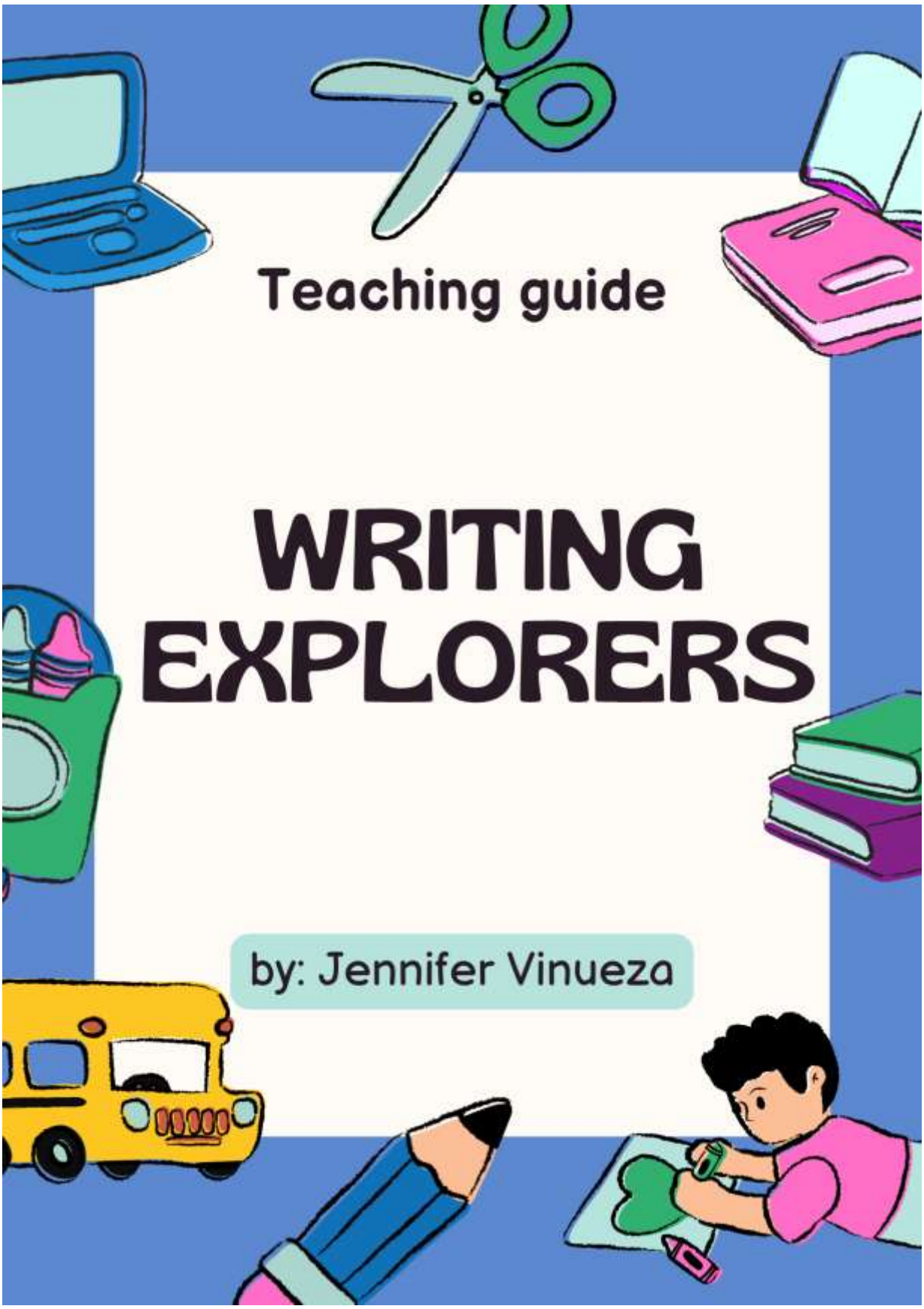
Integrate grammar and vocabulary content appropriate to the English level of first and second year Baccalaureate students.

Propose organized activities that allow students to progress gradually from writing simple sentences to creating paragraphs and texts in English.

4.5.Beneficiaries

The beneficiaries of this proposal are first and second year Bachillerato General Unificado students at Unidad Educativa General Julio Andrade. They will have a guide adapted to their English level and to the difficulties that were found during the research process. Through these activities, students will practice writing in a gradual and organized way. The exercises will allow them to strengthen their use of grammar, increase their vocabulary, improve the order of words in writing, and express their ideas with greater confidence and in a clearer way.

English teachers are also beneficiaries of this proposal because they will have an organized guide with topics, objectives, grammar, vocabulary, materials, and activities that they can use during their classes. This will help them prepare their lessons and work with new options to strengthen writing in a more organized and participatory way. This proposal seeks to contribute to strengthening the teaching of the English language and the development of students' writing activities.



Teaching guide

WRITING EXPLORERS

by: Jennifer Vinueza

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UNIT 1

Word Builders

Unit objective:

To develop in students the ability to produce correct written sentences in English at the A2 level, building awareness of L1 transfer errors in grammar, word order, vocabulary, and tense use through structured writing tasks.

Can Do Statement: I can write short texts about myself and things I know using simple language and basic connectors.

Contents UNIT 1

Lesson 1.1: Sentence Architects
Lesson 1.2: Grammar Detectives
Lesson 1.3: Tense Masters
Lesson 1.4: Vocabulary Creators



Lesson 1.1 Sentence Architects



Topic	My daily routine
Objective	Complete a paragraph describing a daily routine using simple present tense, avoiding direct translation from Spanish.
School Level	1st and 2nd year BGU
Activity Time	45 minutes
Grammar Focus	Simple present tense (I wake up, he/she goes), subject-verb agreement (he goes = correct / he go = incorrect), time expressions (every day, in the morning, at night).
Vocabulary	Daily routine verbs: wake up, have breakfast, go to school, study, go to bed. Time expressions. Frequency adverbs: always, usually, sometimes.
Materials	Whiteboard, markers, sentence example, worksheet, word bank.





Students complete their own paragraph about their daily routine using the sentence frames as a model. No direct Spanish translation allowed.



Guidelines for the Teacher

-Use visual examples (clocks, images of routines) to support understanding without translation.

-Correct L1 transfer errors using the model paragraph as reference, not by translating.

-Encourage students to cross-check subject-verb agreement before submitting.

-Motivate shy students by praising effort, not only accuracy.

Student Guidelines

- Use the sentence frames to write your paragraph - they are your scaffolding!

-Think in English first. Do NOT translate sentence by sentence from Spanish.

-Check: Does every verb match its subject?

Use at least 3 time expressions in your paragraph.

MY DAILY ROUTINE

Activity 1: Look and Match

Match the daily routine activity with the correct time expression. Write the letter next to the number.

Daily Routine Activity	Time Expression
1. I wake up_____	a) at noon
2. I go to school_____	b) at night / at 10 p.m.
3. I have lunch_____	c) in the morning / at 6 a.m.
4. I study _____	d) in the afternoon
5. I go to bed_____	e) every morning at 7 a.m.

Activity 2 Choose the Correct Verb Form

Circle the correct verb form in each sentence.

1. **I (wake up / wakes up) at 6 o'clock every day.**
2. **She (go / goes)to school by bus.**
3. **My brother (study / studies) English every evening.**
4. **We (have / has) lunch at noon.**
5. **My parents (go / goes)to bed at 10 p.m.**

Activity 3 Fill in the Blanks

Complete the sentences using the correct form of the verb in brackets.

1. **Every morning, _____ (wake up) at 6 o'clock.**
2. **My teacher _____ (go) to school at 7:30 a.m.**
3. **After school, she _____ (study) for two hours.**
4. **We always_____ (have) breakfast in the morning.**

Read the Model Paragraph

My name is Sofia. Every day, I wake up at 6 o'clock am. Then I have breakfast with my family. After that, I go to school at 7:30 a.m. In the afternoon, I study English for one hour. At night, I go to bed at 9:30 p.m. I always follow my routine because it helps me stay organized.

Activity 4: Complete the Paragraph About YOUR Daily Routine

Read the paragraph below and complete the blanks with information about your own daily routine. Use the verbs and time expressions you practiced in Activities 1-3

MY DAILY ROUTINE

My name is _____. Every day, I _____ (wake up) at _____ o'clock in the morning. Then I have breakfast with my family. After that, I _____ (go) to school at _____. In the afternoon, I _____ (study) _____ for _____ hour(s). At night, I _____ (go) to bed at _____. I always follow my routine because it helps me stay _____.

Self-Assessment: Mark how you feel about each statement.

Statement	Agree	Neutral	Disagree
I used simple present tense correctly (I wake up, she goes, he studies).	☐	☐	☐
I included at least 3 time expressions in my paragraph.	☐	☐	☐
I checked subject-verb agreement before finishing.	☐	☐	☐



Lesson 1.2 Grammar Detectives



Topic	Error Correction: Word Order and Prepositions
Objective	Identify and correct sentences with typical L1 transfer errors in word order and prepositions, then rewrite them correctly.
School Level	1st and 2nd year BGU
Activity Time	45 minutes
Grammar Focus	Subject + Verb + Object word order (SVO), prepositions of place and time (in, on, at), subject-verb agreement. Common errors: 'I go always' should be 'I always go'. 'She live in Ecuador' should be 'She lives in Ecuador'.
Vocabulary	Prepositions of time (in + month/year, on + day, at + time), common verbs in simple present, adjectives of place.
Materials	Error cards, whiteboard, printed error-correction worksheet, colored markers.







Students complete the sentences about themselves using correct word order and prepositions. Then swap with a partner to peer-correct.

Guidelines for the Teacher

-Use side-by-side Spanish-English examples to make L1 interference visible without over-translating.

-Encourage students to say 'Detective mode ON!' - make error-hunting fun and collaborative.

-Focus correction on patterns, not individual errors: 'Remember - adverbs go BEFORE the verb in English.'

Use color coding: green for correct structures, red for L1 transfer errors.



Student Guidelines

-Put on your grammar detective hat - find the errors before they find you!

-Remember: In English, the order is Subject + Verb + Object. Spanish can change this; English usually cannot.

-Check every sentence: Does it use in/on/at correctly?

When you peer-correct, explain WHY it is wrong, not just mark it.

ERROR CORRECTION: WORD ORDER AND PREPOSITION

Activity 1: Spot the Error!

Look at these sentences. Each one has a typical Spanish interference error. Underline the mistake in each sentence.

1. **She have a cat at home.**
2. **I go always to school on the morning.**
3. **He live in Ibarra since three years.**
4. **My birthday is on March.**
5. **We study always English in the Monday.**

Preposition Rules	Correct Example	Common Error
IN + month/year/seaso	in March / in 2024 / in summer	on March / in the March
ON + day/date	on Monday / on June 5th	in Monday / at Monday
AT + time	at 7 a.m. / at noon / at night	in 7 a.m. / on night

Activity 2: Correct and Rewrite

Correct the errors from Activity 1. Rewrite each sentence correctly on the line below.

1. Correct sentence: _____
2. Correct sentence: _____
3. Correct sentence: _____
4. Correct sentence: _____
5. Correct sentence: _____

Activity 3: Fix the Word Order

These sentences have incorrect word order. Rewrite them in the correct order.

RULE: In English: Subject + always/usually/ sometimes/never + Verb (NOT: Subject + Verb + adverb)

1. **I go always to school by bus.**

Correct: _____

2. **She studies never on Sundays.**

Correct: _____

3. **We eat usually lunch at noon.**

Correct: _____

Activity 4: Complete the Paragraph About Yourself

Complete the paragraph with the correct preposition (in / on / at) and place each adverb of frequency in the correct position, using what you practiced in Activities 1-3.

My name is _____. I _____ (always / usually / sometimes) go to school _____ (in / on / at) the morning. My favorite class is _____ (in / on / at) _____. I _____ (always / usually / never) do my homework _____ (in / on / at) night. My birthday is _____ (in / on / at) _____. I live _____ (in / on / at) _____. I _____ (always / sometimes / never) study English with my friends.

Self-Assessment: Mark how you feel about each statement.

Statement	Agree	Neutral	Disagree
I placed adverbs of frequency correctly (before the main verb, not after).	☐	☐	☐
I used in / on / at correctly with time and place expressions.	☐	☐	☐
I followed the Subject + Verb + Object word order in every sentence.	☐	☐	☐



Lesson 1.3 Tense Masters



Topic	Last Weekend
Objective	Complete a paragraphabout last weekend using simple past tense, correctly using regular and irregular verbs without L1 interference.
School Level	1st and 2nd year BGU
Activity Time	45 minutes
Grammar Focus	Simple past tense: regular verbs (walked, played, watched) and irregular verbs (went, ate, saw, had, did). Past time expressions: yesterday, last weekend, two days ago, last night.
Vocabulary	Weekend activities: go to the park, visit family, cook, watch TV, study. Irregular verb list. Past time markers.
Materials	Irregular verb chart (poster), past tense worksheet, sentence frames, whiteboard.





Students complete the paragraph about last weekend.- Must include at least 3 irregular verbs and 2 past time expressions.





Guidelines for the Teacher

-Display the irregular verb chart prominently throughout the lesson.
-Anticipate the error 'Yesterday I go...' - address it explicitly before writing begins.
-Encourage students to underline each past tense verb after writing as a self-check.
Praise correct use of irregular verbs specifically: 'Great - you used went correctly!'

Student Guidelines

-Use the irregular verb chart - it is your best friend in this lesson!
-Remember: 'Yesterday' and 'last weekend' always need past tense, never present tense.
-Underline every verb in your paragraph after writing. Is each one in the past?
-Try to include at least 3 irregular verbs: went, ate, saw, had, did.

LAST WEEKEND

Activity 1 Irregular Verb Chart - Study and Complete

Write the simple past form of each irregular verb. Use the example to help you.

Base Form	Past Form	Base Form	Past Form
go	went	eat	_____
see	_____	have	_____
do	_____	run	_____
buy	_____	take	_____
make	_____	come	_____

Activity 2 Choose the Correct Verb Form

Complete each sentence using the past tense of the verb in brackets.

1. **Last weekend, I _____ (go) to the park with my family.**
2. **We _____ (eat) a delicious lunch at a restaurant.**
3. **My sister _____ (watch) a movie in the afternoon.**
4. **I _____ (play) football with my friends on Saturday.**
5. **My parents _____ (visit) my grandmother yesterday.**
6. **In the evening, we _____ (have) dinner together.**

Read the model paragraph

Last weekend was great! On Saturday morning, I went to the market with my mom. We bought some fresh vegetables and fruit. Then I played football with my friends in the afternoon. It was very exciting! On Sunday, I visited my grandmother and we ate a delicious lunch together. I watched a movie at night. It was a perfect weekend!

Activity 3: Plan Your Weekend Story



Before completing Activity 4, write quick notes about what YOU did last weekend. You will use these ideas to fill in the blanks.

Saturday morning	Saturday afternoon	Sunday	How did you feel?

Activity 4: Complete the Paragraph About YOUR Last Weekend

Complete the paragraph with information about your own last weekend. Use the irregular verbs you practiced in Activities 1-2 and your notes from Activity 3.

MY LAST WEEKEND

Last weekend was _____ (adjective)! On Saturday morning, I _____ (go) to _____ with _____. I _____ (eat) _____. In the afternoon, I _____ (play / watch / visit) _____. It was very _____ (adjective). On Sunday, I _____ (do) _____. In the evening, we _____ (have) _____ together. It was a _____ weekend.



Self-Assessment: Mark how you feel about each statement.

Statement	Agree	Neutral	Disagree
I used past tense for all my verbs (not present tense).	☐	☐	☐
I included at least 3 irregular verbs correctly (went, ate, saw, had, did...).	☐	☐	☐
I used at least 2 past time expressions (last weekend, yesterday, on Saturday...).	☐	☐	☐





Lesson 1.4 Vocabulary Creators



Topic	New Words in Context
Objective	Complete a short story using 10 new vocabulary words correctly in context, linking ideas with basic connectors (and, but, because, then).
School Level	1st and 2nd year BGU
Activity Time	45 minutes
Grammar Focus	Basic connectors (and, but, because, then, so), correct use of nouns and adjectives, simple present or past tense consistently throughout the story.
Vocabulary	10 target vocabulary words from the unit, story vocabulary (character, setting, event, ending), connectors list.
Materials	Word cards, connector list poster, story template worksheet, dictionary (optional).





Students complete their short story individually using their plan. Must include all 10 words and at least 3 different connectors.





Guidelines for the Teacher

-Pre-teach all 10 words with visuals before writing begins.

-Remind students that vocabulary in English often does NOT translate directly from Spanish. Encourage context clues.

-Check that students are using connectors correctly - 'because' introduces a reason, not a result.

Celebrate creative stories - correct content before correcting grammar.



Student Guidelines

-Use ALL 10 vocabulary words in your story - challenge accepted!

-Do not just translate from Spanish. Think of the words as building blocks for your story.

-Use at least 3 connectors: and, but, because, then, so.

After writing, circle your connectors and underline your 10 vocabulary words to check.

NEW WORDS IN CONTEXT

Activity 1: Learn Your 10 Words

Study the 10 vocabulary words below. Write the Spanish translation and draw a small picture or symbol to help you remember each word.

#	Word in English	Example Sentence	My Symbol / Drawing
1	**adventure**	*It was a great adventure!*	
2	**discover**	*I discovered a new path.*	
3	**brave**	*She was very brave.*	
4	**journey**	*The journey was long but fun.*	
5	**explore**	*We explored the forest.*	
6	**challenge**	*The test was a big challenge.*	
7	**curious**	*I was curious about the sound.*	
8	**mysterious**	*The place was mysterious.*	
9	**overcome**	*He overcame his fear.*	
10	**achievement**	*Finishing was a great achievement.*	

Activity 2 Connectors - How to Link Your Ideas

Study these connectors and complete each sentence with the correct one.

Connector	Use	Example
and	Add information	*I was curious AND I decided to explore.*
but	Show contrast	*I wanted to go BUT it was raining.*
because	Give a reason	*She was brave BECAUSE she faced her fear.*
then	Show sequence	*I discovered the path. THEN I called my friends.*
so	Show result	*It was a challenge SO I worked hard.*

Now complete these sentences with the correct connector (and / but / because / then / so):

1. The journey was long _____ we arrived safely.
2. She was curious _____ she started to explore the mysterious forest.
3. The challenge was difficult, _____ he overcame it with bravery.
4. I discovered a new path. _____ I called my friends to come.

Activity 3 Plan Your Story

Before you write, plan your story using this organizer. Use ALL 10 vocabulary words

WHO?	WHERE?	WHAT HAPPENED?	HOW DID IT END?

Words I will use in my story: _____





Activity 4: Complete the Story Using Your Vocabulary



Complete the story below with the vocabulary words and connectors you practiced in Activities 1-2 and the ideas from your plan in Activity 3.

MY STORY

One day, I decided to go on an _____ (adventure / journey). I felt very _____ (curious / brave) _____ (because / so) I wanted to _____ (explore / discover) something new. The place was _____ (mysterious) _____ (but / and) exciting. It was a big _____ (challenge), _____ (but / so) I didn't give up. _____ (Then / So), I _____ (overcame) my fear _____ (and / then) felt very proud. Finishing was a great _____ (achievement).



Self-Assessment: Mark how you feel about each statement.

Statement	Agree	Neutral	Disagree
I used the vocabulary words correctly in context (not translated word-for-word).	☐	☐	☐
I used at least 3 connectors to link my ideas (and, but, because, then, so).	☐	☐	☐
I kept ONE tense consistent throughout my paragraph	☐	☐	☐



UNIT 2

Written Expressions

Unit objective:

To develop students' ability to write about familiar topics - hobbies, daily life, opinions, and personal experiences - using A2-B1 level structures, correct connectors, and appropriate vocabulary without L1 interference.

Can Do: I can write about things I know well and give my opinion using simple but accurate language.

Contents UNIT 2

Lesson 2.1: Hobby Writers
Lesson 2.2: Question Writers
Lesson 2.3: Opinion Writers
Lesson 2.4: Written Reflection



Lesson 2.1 Hobby Writers



Topic	My Favorite Hobby
Objective	Complete a short paragraph describing a favorite hobby using simple present tense, frequency adverbs, and descriptive adjectives.
School Level	1st and 2nd year BGU
Activity Time	45 minutes
Grammar Focus	Simple present tense, frequency adverbs (always, usually, sometimes, never) placed BEFORE the main verb, adjectives to describe feelings and activities (exciting, relaxing, creative, challenging).
Vocabulary	Hobby vocabulary: painting, playing guitar, cooking, reading, playing football, dancing. Feeling adjectives. Frequency adverbs.
Materials	Hobby picture cards, frequency adverb chart, paragraph model, worksheet.





Students complete a paragraph about their own hobby, filling in the blanks with the frequency adverbs and adjectives





Guidelines for the Teacher

-Highlight the frequency adverb position rule - this is a very common L1 transfer error.

-Encourage students to use 'because' to add reasons: 'I love painting because it is relaxing.'

-Display the hobby picture cards throughout the lesson for vocabulary support.

Provide a mini word bank of feeling adjectives for students who need extra support.



Student Guidelines

-Complete the paragraph with YOUR own hobby - this paragraph is about YOU!

-Remember: frequency adverbs (always, sometimes, never) go BEFORE the main verb.

-Use at least 2 adjectives to make your paragraph more interesting.

Check: Is every verb in simple present? (I play, she plays, they play) Finally, complete the 3-item self-assessment (Agree / Neutral / Disagree) before turning in your work.

MY FAVORITE HOBBY

Activity 1: Hobby Vocabulary Match

Match the hobby with its description. Write the letter next to the number.

Hobby	Description
1. painting ____	a) making music with an instrument
2. playing guitar ____	b) using colors to create pictures
3. cooking ____	c) moving your body to music
4. reading ____	d) preparing food
5. dancing ____	e) enjoying stories in a book

Activity 2: Choose the Correct Position

Circle the sentence with the frequency adverb in the correct position.

1. (I play always football / I always play football) on weekends.
2. (She sometimes practices / She practices sometimes) the guitar.
3. (We never study / We study never) on Sundays.
4. (He usually reads / He reads usually) before bed.
5. (I always cook / I cook always) dinner for my family.





Activity 3: Fill in the Blanks

Complete with the correct word from the box: always, usually, sometimes, exciting, relaxing, creative

1. I _____ play football on weekends. It is very _____.
2. Painting is _____ because I can express my ideas.
3. My brother _____ practices guitar. It's _____ but fun.



Activity 4: Complete the Paragraph About YOUR Hobby

Complete the paragraph with information about your own hobby, using the vocabulary and frequency adverbs you practiced in Activities 1-3.

My favorite hobby is _____. I _____ (always / usually / sometimes) _____ (play / practice / do) it _____. It is very _____ (adjective) because _____. I _____ (always / sometimes / never) do it with _____. That is why I love my hobby so much.

Self-Assessment: Mark how you feel about each statement.

Statement	Agree	Neutral	Disagree
I placed frequency adverbs correctly, before the main verb.	☐	☐	☐
I used at least 2 adjectives to describe my hobby.	☐	☐	☐
I used "because" to explain a reason.	☐	☐	☐



Lesson 2.2 Question Writers



Topic	Getting to Know You - In Writing
Objective	Write 5 questions about a partner's daily life and answer them in writing, using correct question formation and short answers.
School Level	1st and 2nd year BGU
Activity Time	45 minutes
Grammar Focus	Question formation with do/does/did, Wh- questions (What, Where, When, How often, Who), short answers (Yes, I do. / No, she doesn't.), question word order: Wh- + auxiliary + subject + verb.
Vocabulary	Daily life vocabulary: school, family, food, hobbies, weekend. Question words. Short answer structures.
Materials	Question word cards, model question-and-answer text, exchange worksheet.





Students complete a short written interview with their own information, using the question words and auxiliary verbs practiced in Activities 1-3, then exchange with a partner.





Guidelines for the Teacher

-Address the most common L1 error explicitly: missing auxiliary ('When you go?' should be 'When do you go?').

-Insist on written, complete question forms - not just fragments.

-Circulate during guided practice to check question formation before exchange.

Celebrate interesting questions - creativity encourages engagement.



Student Guidelines

-Remember: English questions need an auxiliary verb! 'Where you live?' is WRONG. 'Where do you live?' is CORRECT.

-Use question words: What, Where, When, Who, How often.

-Answer in complete written sentences, not just one word.

After writing, read your questions aloud quietly - does it sound right? Finally, complete the 3-item self-assessment (Agree / Neutral / Disagree) before turning in your work.

GETTING TO KNOW YOU

Activity 1: Spot the Missing Auxiliary

Each question is missing the auxiliary verb (do/does/did). Underline where it should go.

1. Where you live?
2. What time you wake up?
3. When you study English?
4. What she like to do?
5. How often you play sports?

Activity 2: Correct and Rewrite

Rewrite the questions from Activity 1 correctly, using do/does/did.

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

Activity 3: Match Questions with Short Answers

Study these connectors and complete each sentence with the correct one.

Question	Short Answer
1. Do you like pizza?	a) I live in Quito.
2. Does she play soccer?	b) Yes, I do.
3. Did you go to school yesterday?	c) No, she doesn't.
4. Where do you live?	d) I wake up at 7.
5. What time do you wake up?	e) Yes, I did.

Activity 4: Complete the Interview Paragraph

Complete this short written interview with your own information, using the question words and auxiliary verbs you practiced in Activities 1-3.

Hi! My name is _____. _____ (What / Where) do you live? I live in _____. _____ (When / How often) do you study English? I study English _____. _____ (Do / Does) you like sports? Yes, I _____. My favorite sport is _____. Now it's your turn to ask me a question: _____?



Self-Assessment: Mark how you feel about each statement.

Statement	Agree	Neutral	Disagree
I used an auxiliary verb (do / does / did) in every question.	☐	☐	☐
I followed the word order: Wh- + auxiliary + subject + verb.	☐	☐	☐
I answered in complete written sentences, not just one word.	☐	☐	☐



Lesson 2.3 Opinion Writers



Topic	The Impact of Social Media
Objective	Complete a short paragraph expressing an opinion about the impact of social media using connectors of contrast/reason and opinion expressions.
School Level	1st and 2nd year BGU
Activity Time	45 minutes
Grammar Focus	Opinion expressions (I think, In my opinion, I believe), connectors of contrast and reason (however, because, although, but), opinion paragraph structure: opinion + reason + example + conclusion.
Vocabulary	Social media vocabulary: post, share, follow, comment, screen time, connection. Opinion language. Contrast connectors.
Materials	Opinion paragraph model, connector list, writing frame, whiteboard.





Students complete their own opinion paragraph, filling in the blanks with the opinion expressions and connectors





Guidelines for the Teacher

-Teach opinion expressions explicitly - these are not common in Spanish academic writing at this level.

-Remind students: 'However' starts a new sentence. 'But' connects within a sentence.

-Encourage students to give a reason after every opinion statement.

Accept different opinions - focus feedback on language structure, not content.



Student Guidelines

-Start your paragraph with an opinion expression: 'I think...', 'In my opinion...', 'I believe...'

-Give a REASON for your opinion using 'because'.

-Use 'however' to add a contrasting idea in a new sentence.

Your paragraph needs: 1 opinion + 1 reason + 1 contrast + 1 conclusion. Finally, complete the 3-item self-assessment (Agree / Neutral / Disagree) before turning in your work.



THE IMPACT OF SOCIAL MEDIA



Activity 1: Opinion or Fact?

Read the sentences. Write O (opinion) or F (fact) next to each one.

1. Social media has more than 3 billion users. ____
2. I think social media is bad for teenagers. ____
3. Instagram was created in 2010. ____
4. In my opinion, social media wastes too much time. ____
5. Some apps let you share photos. ____

Activity 2: Choose the Correct Connector

Circle the correct option: however (starts a new sentence) or but (connects within a sentence).





1. I like social media, (however / but) it can be a distraction.
2. Social media connects people. (However / But), it can also cause anxiety.
3. It is useful for research, (however / but) it can waste time.

Activity 3: Order the Opinion Paragraph

Number the sentences 1-4 to create a logical opinion paragraph.

1. ____ For example, I use it to talk with my cousins abroad.
2. ____ In my opinion, social media is useful for staying in touch with family.
3. ____ However, too much screen time can be unhealthy.
4. ____ I believe people should use it in moderation.

Activity 4: Complete Your Own Opinion Paragraph

Complete the paragraph with your own opinion about social media, using the expressions and connectors you practiced in Activities 1-3.

In my opinion, social media is _____ (adjective) because _____. For example, _____. However, _____. I believe that _____.



Self-Assessment: Mark how you feel about each statement.

Statement	Agree	Neutral	Disagree
I started my paragraph with an opinion expression (I think / In my opinion / I believe).	☐	☐	☐
I used "however" to start a new sentence and "but" within a sentence.	☐	☐	☐
I gave at least one reason using "because."	☐	☐	☐



Lesson 2.4 Vocabulary Creators



Topic	New Words in Context
Objective	Complete a short text comparing life before and after technology, using comparative structures and connectors of contrast.
School Level	1st and 2nd year BGU
Activity Time	45 minutes
Grammar Focus	Basic connectors (and, but, because, then, so), correct use of nouns and adjectives, simple present or past tense consistently throughout the story.
Vocabulary	10 target vocabulary words from the unit, story vocabulary (character, setting, event, ending), connectors list.
Materials	Word cards, connector list poster, story template worksheet, dictionary (optional).





Students complete their comparison essay, filling in the blanks with the comparative structures and connectors practiced in Activities 1-3.





Guidelines for the Teacher

-Explicitly teach the short adjective rule: fast = faster (NOT 'more fast').

-Remind students to maintain tense consistency: past for 'before', present for 'now'.

-Encourage the use of 'whereas' and 'on the other hand' as academic connectors.

Display the Then vs. Now chart throughout the writing phase.



Student Guidelines

-Use PAST tense for 'before technology' and PRESENT tense for 'now'.

-Use these comparative structures: 'more... than', 'less... than', 'easier/harder than'.

-Try to use 'whereas' or 'on the other hand' at least once.

Your essay should compare AT LEAST 2 different aspects of life, such as communication and information. Finally, complete the 3-item self-assessment (Agree / Neutral / Disagree) before turning in your work.



LIFE BEFORE AND AFTER TECHNOLOGY



Activity 1: Then vs. Now Chart

Complete the chart with words from the box:
letters, email, library, internet, faster, easier.

Then	Now
people wrote _____	people send _____
people used the _____	people use the _____
communication was slower	communication is _____



Activity 2: Choose the Correct Comparative

1. The internet is (fast / faster) than letters.
2. Life today is (more easy / easier) than before.
3. Phones are (more expensive / expensiver) than in the past.



Activity 3: Fix the Short Adjective Rule

Short adjectives take -er, not "more". Rewrite each sentence correctly.

1. Email is fast than letters. → _____
2. The new phone is easy than the old one.
→ _____

Activity 4: Complete Your Comparison Essay

Complete the essay comparing life before and after technology, using the structures you practiced in Activities 1-3.

In the past, people _____. Now, people _____. Life is _____ (comparative) than before because _____. On the other hand, _____. Whereas people used to _____, today they _____.



Self-Assessment: Mark how you feel about each statement.

Statement	Agree	Neutral	Disagree
I used PAST tense for "before" and PRESENT tense for "now."	☐	☐	☐
I used at least one comparative structure correctly (more...than / -er than).	☐	☐	☐
I used "whereas" or "on the other hand" at least once.	☐	☐	☐

UNIT 3

Paragraph Masters

Unit objective:

To guide students in organizing ideas into coherent paragraphs using sequencing connectors, opinion language, modal verbs, and self-correction strategies at the B1 level, reducing L1 interference in paragraph-level writing.

Can Do Statement: I can write connected paragraphs about familiar topics, explain and justify opinions, and self-correct basic errors in grammar and cohesion.

Contents UNIT 3

Lesson 3.1: Paragraph Architects
Lesson 3.2: Food Critics
Lesson 3.3: Story Builders
Lesson 3.4: Cohesion Experts



Lesson 3.1 Paragraph Architects



Topic	My School Day
Objective	Complete a paragraph about a school day using sequencing connectors (first, then, after that, finally) to link a series of points into a connected sequence.
School Level	1st and 2nd year BGU
Activity Time	45 minutes
Grammar Focus	Sequencing connectors (first, then, after that, later, finally), simple present tense for routines, time expressions (in the morning, at noon, in the afternoon, in the evening).
Vocabulary	School day vocabulary: arrive, attend, break, lunch, lesson, homework. Sequencing language. Time expressions.
Materials	Sequence connector strips, model paragraph, timeline graphic organizer, worksheet.





Students complete their own school day paragraph using at least 4 different connectors.





Guidelines for the Teacher

-Address the false cognate: 'then' does not mean 'tambien'. Make it explicit with contrast examples.

-Provide a visible connector strip on each desk during writing.

-Encourage students to plan their paragraph on the timeline BEFORE writing. Check that 'finally' is used only at the end - not in the middle of the paragraph



Student Guidelines

-Plan your school day on the timeline before you write!

-Use these connectors IN ORDER: First - Then - After that - Later - Finally.

-IMPORTANT: 'Then' means 'despues/luego' - NOT 'tambien' (also)!

Check: Did you use at least 4 different connectors? Underline them. Finally, complete the 3-item self-assessment (Agree / Neutral / Disagree) before turning in your work.

MY SCHOOL DAY

Activity 1: Put the School Day in Order

Number the events 1-5 in a logical daily order.

1. ____ I go to bed.
2. ____ I arrive at school.
3. ____ I have lunch.
4. ____ I wake up.
5. ____ I do my homework.



Activity 2: Choose the Correct Connector

Complete each sentence with first / then / after that / finally.

1. _____, I arrive at school at 7 a.m.
2. _____, I have my first class.
3. _____, I eat lunch with my friends.
4. _____, I go home in the afternoon.

Activity 3: "Then" or "Also"?

In a sequence of events, "then" means "next" or "after that." It does NOT mean "also" or "too." Read each sentence and write Correct or Incorrect.

1. I ate breakfast, then I also brushed my teeth. (Here "then" is used to mean "also.") _____
2. First I woke up, then I got dressed. _____
3. I like pizza, and then I like pasta. (Here "then" is used to mean "also.") _____
4. I arrived at school, then I went to class. _____

Activity 4: Complete the Paragraph About YOUR School Day

Complete the paragraph with information about your own school day, using the connectors you practiced

My school day starts early. First, I _____ at _____. Then, I _____. After that, I _____ at _____. Later, I _____. Finally, I _____ at _____. I like my school day because _____.



Self-Assessment: Mark how you feel about each statement.

Statement	Agree	Neutral	Disagree
I used at least 4 different sequencing connectors (first, then, after that, later, finally).	☐	☐	☐
I used "then" correctly to mean "next," not "also."	☐	☐	☐
I used "finally" only at the end of my paragraph.	☐	☐	☐



LESSON 3.2 Food Critics



Topic	My Favorite Food
Objective	Complete a paragraph giving an opinion about a favorite food or dish, using opinion expressions, because + reason clauses, and descriptive adjectives.
School Level	1st and 2nd year BGU
Activity Time	45 minutes
Grammar Focus	Opinion expressions (I think, I believe, In my opinion), because + reason clause structure, descriptive adjectives (delicious, spicy, sweet, salty, traditional, colorful, filling).
Vocabulary	Food vocabulary including typical Ecuadorian dishes: hornado, encebollado, bolon de verde, fritada, cuy. Flavor adjectives. Texture words.
Materials	Food pictures, adjective word wall, opinion paragraph model, writing frame.





Students complete a paragraph about their favorite food, filling in the blanks with the opinion expressions and adjectives practiced





Guidelines for the Teacher

-Encourage students to use Ecuadorian food as their topic - cultural connection motivates writing.
-Build a class 'food adjective wall' together before writing.
-Correct generic adjectives gently: 'Can you say something more specific than good? Is it spicy? Crispy? Juicy?'
Encourage the structure: opinion + reason + example + personal recommendation.



Student Guidelines

-Choose a food YOU love - it will be easier to describe!
-Start with an opinion expression: 'In my opinion...', 'I think...', 'I believe...'
-Add at least 2 food adjectives (not just 'good'): delicious, spicy, crispy, sweet, savory...
Use 'because' to explain WHY you like it. Finally, complete the 3-item self-assessment (Agree / Neutral / Disagree) before turning in your work.

MY FAVORITE FOOD

Activity 1: Adjective Match

Match the adjective with its meaning.

Adjective	Meaning
1. spicy ____	a) hard and crunchy
2. sweet ____	b) has a hot, strong flavor
3. salty ____	c) tastes like sugar
4. crispy ____	d) has a salt flavor
5. juicy ____	e) full of liquid

Activity 2: Choose the Best Adjective

Circle the more specific, descriptive adjective.

1. The soup is (good / delicious).
2. The chips are (good / crispy).
3. The lemonade is (good / sweet).



Activity 3: Build the Opinion Sentence

Put the words in the correct order to make a complete sentence.

1. is / In my opinion / delicious / encebollado →

_____

2. because / I think / spicy / it is / I love / food →

_____

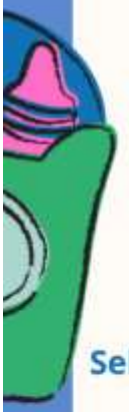
Activity 4: Complete Your Food Opinion Paragraph



Complete the paragraph with your own opinion about your favorite food, using the expressions and adjectives you practiced

In my opinion, _____ is the best dish. I think it is _____ (adjective) because _____. It is also _____ (adjective). I believe everyone should try it because _____.







Self-Assessment: Mark how you feel about each statement.

Statement	Agree	Neutral	Disagree
I started with an opinion expression (I think / In my opinion / I believe).	☐	☐	☐
I used at least 2 specific food adjectives (not just "good").	☐	☐	☐
I used "because" to explain why I like the food.	☐	☐	☐



Lesson 3.3 Story Builders



Topic	Dream Jobs
Objective	Complete a short description about an ideal profession using modal verbs (would like to, could, want to) and future tense (will / going to) correctly.
School Level	1st and 2nd year BGU
Activity Time	45 minutes
Grammar Focus	Modal verbs (would like to, want to, could, might), future tense with will and going to, infinitive of purpose (to help people, to work outdoors, to create art). Key rule: modal + infinitive (would like TO BE - not 'would like be').
Vocabulary	Profession vocabulary: doctor, engineer, teacher, designer, veterinarian, architect. Ability verbs. Purpose expressions.
Materials	Dream job cards, modal verb chart, model paragraph, writing frame.





Students complete their Dream Jobs paragraph, filling in the blanks with the modal verbs and future forms practiced.



Guidelines for the Teacher

-Drill the modal + infinitive rule: 'would like TO BE', 'want TO STUDY'. No exceptions.

-Distinguish between 'will' (sudden decision) and 'going to' (planned future) with examples.

-Encourage students to use 'because' to justify their choice: 'I would like to be a teacher because I love helping others.'

Display the modal verb chart throughout the writing phase.



Student Guidelines

-Use modal verbs correctly: 'I would like TO BE a ___.' - Don't forget 'to'!

-Use 'going to' for your future plans: 'I am going to study medicine.'

-Include a REASON for your choice: 'because I want to help people / create things / work with animals'.

Complete the paragraph with at least 80 words - describe your dream job in DETAIL! Finally, complete the 3-item self-assessment (Agree / Neutral / Disagree) before turning in your work.

DREAM JOBS

Activity 1: Modal + Infinitive Check

Circle the correct option. Remember: modal + TO + verb.



1. I would like (be / to be) a doctor.
2. She wants (study / to study) medicine.
3. He is going (to work / work) outdoors.

Activity 2: Match Profession to Purpose

Profession	Purpose
1. doctor ____	a) to design buildings
2. teacher ____	b) to help people
3. architect ____	c) to take care of animals
4. veterinarian ____	d) to help students learn

Activity 3: Will or Going To?

Complete with will (general future / sudden decision) or going to (planned future).

1. I _____ be an engineer. (planned decision)
2. Maybe I _____ travel someday. (possibility)



Activity 4: Complete Your Dream Job Paragraph

Complete the paragraph about your dream job, using the modal verbs and future tense you practiced.

I would like _____ (to be) a _____ in the future. I want _____ (to + verb) because I _____. I am going _____ (to + verb) hard to achieve my goal. Someday, I will _____. I chose this job because _____.



Self-Assessment: Mark how you feel about each statement.

Statement	Agree	Neutral	Disagree
I used "modal + TO + verb" correctly (would like TO BE, want TO STUDY).	□	□	□
I used "going to" for a planned future action.	□	□	□
I gave a reason for my career choice using "because."	□	□	□



Lesson 3.4 Cohesion Experts



Topic	Error Detection and Text Repair
Objective	Identify and correct errors in a given paragraph to improve grammar, cohesion, and vocabulary, then rewrite the corrected version.
School Level	1st and 2nd year BGU
Activity Time	45 minutes
Grammar Focus	Subject-verb agreement, correct use of articles (a, an, the), verb tense consistency (no mixing past and present), pronoun reference (he/she/it/they), cohesion devices.
Vocabulary	Review vocabulary from previous units, cohesion terms (connector, pronoun, article, tense), editing language (correct, change, replace).
Materials	Error-marked paragraph handout, editing checklist, colored pens (red for errors, green for corrections).





Students complete the corrected version of the paragraph, filling in the blanks with the correct verb forms identified.





Guidelines for the Teacher

-Use a paragraph with errors you have actually observed in your students' writing - more relevant and motivating.

-Teach the editing checklist as a habit, not a one-time task.

-Explain WHY each error happens: 'In Spanish we say... but in English we say... because...'

Praise careful, systematic editing - this is a real and important writing skill.

Student Guidelines

-Use the editing checklist - go through it one item at a time.

-After finding an error, ask yourself: WHY is this wrong? What is the correct rule?

-Check articles: Do you need 'a', 'an', or 'the'? Or no article at all?

When you rewrite, copy the CORRECTED version - not the error! Finally, complete the 3-item self-assessment (Agree / Neutral / Disagree) before turning in your work.



ERROR DETECTION AND TEXT REPAIR



Activity 1: Find the Errors

Read the paragraph. Find and underline 5 errors.

Paragraph with Errors

Yesterday I go to park with my friend. We plays football and eat a sandwich. She are very happy because it was a good day. He live near the park.

Activity 2: Editing Checklist

Identify what type of error each one is: Subject-verb agreement / Article / Tense / Pronoun.

1. "I go" should be "I went" → _____
2. "We plays" should be "We played" → _____
3. "She are" should be "She was" → _____



Activity 3: Rewrite the Corrected Sentences

Rewrite each sentence from Activity 1 correctly.

1. _____
2. _____
3. _____



Activity 4: Complete the Corrected Paragraph



Complete the corrected version of the paragraph from Activity 1, using the verb forms you identified.

Yesterday I _____ (go) to the park with my friend. We _____ (play) football and _____ (eat) a sandwich. She _____ (be) very happy because it _____ (be) a good day. He _____ (live) near the park.



Self-Assessment: Mark how you feel about each statement.

Statement	Agree	Neutral	Disagree
I checked subject-verb agreement in every sentence.	☐	☐	☐
I kept my verb tense consistent throughout the paragraph.	☐	☐	☐
I used articles (a, an, the) correctly.	☐	☐	☐

UNIT 4

English Communicators

Unit objective:

To consolidate students' ability to communicate effectively in writing by producing informational texts, arguments, vocabulary-aware sentences, and personal narratives at the B1 level, demonstrating independence from L1 transfer.

Can Do Statement: I can write about a variety of familiar subjects well enough for others to follow my story or argument, write a detailed description of an experience including my feelings and reactions, and apply strategies to avoid common L1 transfer errors such as false cognates.

Contents UNIT 4

Lesson 4.1: Paragraph Architects
Lesson 4.2: Food Critics
Lesson 4.3: Story Builders
Lesson 4.4: Cohesion Experts



Lesson 4.1
Presentation Stars



Topic	An Informational Text About My Favorite Animal or Activity
Objective	Complete a short informational text about a favorite animal or activity using simple present tense for facts, adjectives, adverbs, and a topic sentence + supporting details structure.
School Level	1st and 2nd year BGU
Activity Time	45 minutes
Grammar Focus	Simple present tense for facts and descriptions, adjectives and adverbs of degree (very, quite, extremely), text structure: Topic sentence + 2-3 supporting details + closing sentence.
Vocabulary	Animal or activity vocabulary, descriptive adjectives, adverbs of degree, fact language (it is, they have, this animal).
Materials	Informational text model, topic sentence chart, fact-opinion distinction handout, worksheet.





Students complete their informational text, filling in the blanks with the facts and structure practiced.





Guidelines for the Teacher

-Distinguish clearly between fact and opinion before writing begins.

-Remind students: informational texts do NOT start with 'I think'. They state facts.

-Check for subject-verb agreement with 3rd person singular: 'The lion HAS...'

Encourage use of adverbs of degree for more sophisticated writing.

Student Guidelines

-Start with a TOPIC SENTENCE that introduces your animal or activity clearly.

-Write FACTS, not opinions. Do NOT start with 'I think'.

-Include 2-3 supporting details (interesting facts) about your topic.

End with a closing sentence: 'That is why [animal/activity] is so [adjective].'

Finally, complete the 3-item self-assessment (Agree / Neutral / Disagree) before turning in your work.

AN INFORMATIONAL TEXT ABOUT MY FAVORITE ANIMAL OR ACTIVITY



Activity 1: Fact or Opinion?

Write F (fact) or O (opinion) next to each sentence.

1. Dogs are loyal animals. ____
2. I love dogs. ____
3. Lions live in Africa. ____
4. Cats are the best pets. ____



Activity 2: Choose the Correct Verb Form

Circle the correct 3rd person singular verb form.

1. The lion (have / has) a big mane.
2. Elephants (eats / eat) plants.
3. This animal (live / lives) in the forest.

Activity 3: Plan Your Informational Text

Complete the planning chart before writing your informational text.

Topic Sentence	Fact 1	Fact 2	Closing Sentence



Activity 4: Complete Your Informational Text



Complete the informational text about your favorite animal or activity, using the facts and structure you practiced.

_____ (Animal / Activity) is very interesting. It _____ (fact 1, verb + s). It also _____ (fact 2). Many people like it because _____. That is why _____ is so _____ (adjective).





Self-Assessment: Mark how you feel about each statement.

Statement	Agree	Neutral	Disagree
I started with a clear topic sentence.	☐	☐	☐
I wrote facts, not opinions (I did not start with "I think").	☐	☐	☐
I used correct subject-verb agreement (has, lives, eats).	☐	☐	☐



Lesson 4.2 Argument Builders



Topic	Technology in Schools: Pros and Cons
Objective	Complete a paragraph presenting the pros and cons of technology in schools using connectors of contrast and modal verbs.
School Level	1st and 2nd year BGU
Activity Time	45 minutes
Grammar Focus	Connectors of contrast (however, on the other hand, although, despite), modal verbs for possibility and suggestion (can, could, might, should), advantages/ disadvantages vocabulary and paragraph structure.
Vocabulary	Technology vocabulary: device, distraction, access, resource, learning, screen time. Pros/cons language. Academic connectors.
Materials	Pros and cons T-chart, model paragraph, connector cards, writing frame.



Students complete their pros and cons paragraph, filling in the blanks with the connectors and modal verbs practiced.





Guidelines for the Teacher

-Teach the 'although' structure explicitly - it needs TWO clauses to be complete.

-Encourage modal verbs for balanced arguments: 'schools could limit screen time' (not must/have to).

-Remind students that a good argument paragraph presents BOTH sides, not just one.

Model the difference between 'however' (new sentence) and 'but' (within a sentence).

Student Guidelines

-Present BOTH pros AND cons in your paragraph - not just one side!

-Use 'Although' correctly: 'Although technology is useful, IT CAN also cause problems.' (Two parts required!)

-Use modal verbs: could, might, should - to make suggestions, not absolute statements.

End with your OWN conclusion: 'In conclusion, I believe technology ___.'

Finally, complete the 3-item self-assessment (Agree / Neutral / Disagree) before turning in your work.



TECHNOLOGY IN SCHOOLS: PROS AND CONS



Activity 1: Pros or Cons?

Order each idea into Pros or Cons:

helps research, can be distracting, makes learning fun, causes less handwriting practice, gives access to information, can break easily.

Pros	Cons

Activity 2: Complete "Although" Sentences

Remember: "although" needs TWO complete parts.

1. Although technology is useful, _____.
2. Although I like tablets, _____.



Activity 3: Choose the Right Modal

1. Schools (should / must) limit screen time.
2. Students (could / have to) use tablets for research.



Activity 4: Complete Your Pros and Cons Paragraph

Complete the paragraph presenting both sides of the argument, using the connectors and modal verbs you practiced.

Technology in schools has many advantages. For example, _____. However, _____ can also be a problem. Although _____, students could _____. In conclusion, I believe technology _____.



Self-Assessment: Mark how you feel about each statement.

Statement	Agree	Neutral	Disagree
I presented both pros AND cons in my paragraph.	□	□	□
I used "although" with two complete parts.	□	□	□
I used a modal verb (could / might / should) to make a suggestion.	□	□	□



Lesson 4.3 Cognate Hunters



Topic	True Friends and False Friends in English
Objective	Identify and correctly use English cognates in sentences, and recognize false cognates (false friends) that cause L1 transfer errors, avoiding common Spanish-English interference mistakes.
School Level	1st and 2nd year BGU
Activity Time	45 minutes
Grammar Focus	Vocabulary in context, sentence-level accuracy, false cognate awareness. Key false friends: library/libreria, embarrassed/embarazada, actually/actualmente, sensible/sensato, assist/asistir, eventually/ eventualmente.
Vocabulary	True cognates (information, communication, nation, natural, direct) vs. false cognates (false friends list), context sentences.
Materials	True/false cognate cards, false friend chart, sentence worksheet, dictionary.





Students complete sentences using the true and false cognates practiced in Activities 1-3, demonstrating awareness of false friends



Guidelines for the Teacher

-Build a permanent 'False Friends Wall' in your classroom - refer to it in every unit.

-Make it memorable with humor: 'Embarrassed does NOT mean embarazada - be very careful!'

-Encourage students to add new false friends they discover throughout the year.

Contextualize cognates - always in sentences, never as isolated word lists.

Student Guidelines

-TRUE cognates look similar AND mean the same thing: information = informacion.

-FALSE cognates look similar BUT mean something DIFFERENT! Be careful!

-KEY FALSE FRIENDS TO REMEMBER: library = biblioteca (NOT libreria!), embarrassed = avergonzado (NOT embarazada!), actually = en realidad (NOT actualmente!).

When you see a word that looks Spanish, STOP and check - it might be a false friend! Finally, complete the 3-item self-assessment (Agree / Neutral / Disagree) before turning in your work.



TRUE FRIENDS AND FALSE FRIENDS IN ENGLISH

Activity 1: True or False Cognate?

Write True (same meaning) or False (different meaning) for each pair.

English / Spanish	True or False?
1. library / librería	____
2. information / información	____
3. embarrassed / embarazada	____
4. actually / actualmente	____
5. natural / natural	____

Activity 2: Choose the Correct Meaning

Circle the correct English meaning.

1. library = (a) bookstore (b) place with books to borrow
2. embarrassed = (a) pregnant (b) ashamed / uncomfortable
3. actually = (a) currently (b) in fact / really

Activity 3: Fix the False Cognate Sentences

1. I am going to the library to buy a new shirt. →

_____

2. I felt so embarazada when I fell. →

_____



Activity 4: Complete the Sentences Using Cognates Correctly

Complete the sentences using the true and false cognates you practiced

Yesterday, I went to the _____ (library) to borrow a book, not to buy clothes. I felt very _____ (embarrassed) when I dropped my books. _____ (Actually), I don't like public speaking. My favorite _____ (true cognate word) class is science.



Self-Assessment: Mark how you feel about each statement.

Statement	Agree	Neutral	Disagree
I understand the difference between true and false cognates.	☐	☐	☐
I used at least 2 false cognates correctly in my sentences.	☐	☐	☐
I checked my writing for words that "look Spanish" but mean something different.	☐	☐	☐



Lesson 4.4 Experience Writers

Topic	An Unforgettable Experience
Objective	Complete a personal narrative describing an unforgettable experience or a place visited, expressing feelings and personal reactions using past tenses and time connectors.
School Level	1st and 2nd year BGU
Activity Time	45 minutes
Grammar Focus	Simple past and past continuous tenses (I was walking when I saw..., We were eating and suddenly...), feeling adjectives (amazed, nervous, excited, scared, proud, surprised), time connectors (first, then, suddenly, after that, finally, at that moment).
Vocabulary	Narrative vocabulary: experience, memory, moment, feeling, reaction. Past tense verbs: saw, felt, heard, realized, remembered. Feeling adjectives.
Materials	Narrative model text, story map graphic organizer, feeling adjective bank, time connector list.





Students complete their personal narrative, filling in the blanks with the past tenses and feeling adjectives practiced.



Guidelines for the Teacher

-Model the past continuous + simple past combination explicitly: 'I WAS WALKING when I SAW...'

-Encourage sensory details: What did you see? hear? feel? smell? This makes narratives vivid.

-Provide the feeling adjective bank on each desk - students often lack this vocabulary.

Celebrate emotional connection - this is the most personal writing task of the guide.

Student Guidelines

-Think of a REAL moment that meant something to you - it will be easier to write!

-Use PAST CONTINUOUS for the background: 'I was walking / We were eating...'

-Use SIMPLE PAST for the main event: 'Suddenly I saw / Then I realized...'

Include at least 2 FEELING adjectives (amazed, nervous, excited, proud, surprised) to make your narrative come alive! Finally, complete the 3-item self-assessment (Agree / Neutral / Disagree) before turning in your work..



AN UNFORGETTABLE EXPERIENCE

Activity 1: Past Continuous or Simple Past?

Circle the correct verb form.

1. I (was walking / walked) when I (saw / was seeing) a rainbow.
2. We (were eating / ate) dinner when the lights (were going / went) out.
3. She (was reading / read) a book when her phone (was ringing / rang).

Activity 2: Match the Feeling

Feeling Adjective	Meaning
1. amazed ____	a) worried before something happens
2. nervous ____	b) very surprised in a positive way
3. scared ____	c) afraid
4. proud ____	d) happy about an achievement



Activity 3: Plan Your Story

Complete the story map before writing your narrative.

Setting (where/when)	Background action (was/were	Main event (simple past)	Feelings

Activity 4: Complete Your Personal Narrative



Complete your personal narrative using the past tenses and feeling adjectives you practiced.

Last _____ (time expression), I _____ (go) to _____. I was _____ (verb + ing) when suddenly I _____ (saw / heard / felt). I felt very _____ (feeling adjective). After that, I _____. I will never forget that moment because _____.



Self-Assessment: Mark how you feel about each statement.

Statement	Agree	Neutral	Disagree
I used past continuous for background actions (was / were + -ing).	☐	☐	☐
I used simple past for the main event.	☐	☐	☐
I included at least 2 feeling adjectives (amazed, nervous, excited, scared, proud, surprised).	☐	☐	☐

CHAPTER V

5. IMPACTS, CONCLUCIONS AND RECOMENDATIONS

5.1. Impacts

Three are the impacts to analyze

- Linguistic impact
- Academic impact
- Affective impact

Table 16

Numerical Impact Levels

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

Taken from: Posso (2013)

Formula to collect results.

Linguistic impact level = $\frac{\Sigma}{\text{number of item}} = \frac{15}{5} = 3$

Σ = The results of each indicator are added.

5 = Number of indicators included in the table.

5.1.1. Linguistic impact

Table 17

Linguistic Impact Levels

Indicator	Impact Levels						
	-3	**-2**	**-1**	**0**	**1**	**2**	**3**
1. Improved writing of short texts using simple English and basic connectors.							X
2. Improved expression of ideas and personal opinions in English.							X
3. Development of connected and organized paragraphs.						X	
4. Improved writing of experiences, feelings, and familiar topics.						X	
5. Reduction of L1 transfer errors in English writing.						X	
Total						6	6
Σ						12	

Source: Own elaboration

Calculation of the Linguistic Impact Level

$$\frac{\Sigma}{\text{number of item}} = \frac{12}{5} = 2{,}4$$

Analysis:

The positive result 2,4 shows that the activities help students write better in English, share their ideas clearly, and organize their paragraphs. They also help students make fewer mistakes caused by L1 and use English more correctly in familiar topics.

5.1.2. Academic Impact

Table 18

Academic Impact Indicators

Indicator	Impact Levels						
	-3	**-2**	**-1**	**0**	**1**	**2**	**3**
1. Improved performance in writing activities.						X	
2. Better organization of ideas in written work.							X
3. Improved completion of paragraphs and short texts.						X	
4. Increased ability to produce different types of written texts.						X	
5. Greater independence in writing tasks.						X	
Total						8	3
Σ						11	

Source: Own elaboration

Calculation of the Academic Impact Level

$$\frac{\Sigma}{\text{number of item}} = \frac{11}{5} = 2{,}2$$

Analysis:

The favorable result 2,2 indicates that the activities support students in completing writing tasks more successfully and arranging their ideas in a better way. They also encourage students to create different written texts and become more independent when doing writing work.

5.1.3. Affective Impact

Table 19

Affective Impact Indicators

Indicator	Impact Levels						
	-3	**-2**	**-1**	**0**	**1**	**2**	**3**
1. Increased confidence when writing in English.							X
2. Increased interest in writing in English.						X	
3. Reduced fear of making mistakes.						X	
4. Greater participation in writing activities.						X	
5. Positive feelings about writing in English.							X
Total						6	6
Σ						12	

Source: Own elaboration

Calculation of the Affective Impact Level

$$\frac{\Sigma}{\text{number of item}} = \frac{12}{5} = 2{,}4$$

Analysis:

The good result 2,4 reflects that the activities help students feel safer and more interested when writing in English. They also encourage greater participation, less fear of making mistakes, and a more positive feeling toward writing activities.

5.2. CONCLUSIONS

It is concluded that the mother tongue plays a fundamental role during the process of learning English. Spanish can help students understand words and new content; however, when it is used frequently, it can cause many errors and make direct learning more difficult for students when writing in English.

It is determined that the surveys, observations, and interviews made it possible to know some points of view about the use of Spanish during English learning. The participation of students and teachers helped us understand in a better way the difficulties that are present, with greater attention to writing activities.

The results make it possible to determine that students frequently use their mother tongue to understand instructions, learn new words, organize their ideas, and feel more confident about themselves. However, depending too much on Spanish can produce more errors and make it more difficult to write their ideas in English.

It is concluded that the Writing Explorers guide provides activities in an organized way that support progress from simple exercises to more complex writing of complete texts. The

proposal aims to strengthen writing in English, reduce direct translation from Spanish, and increase students' security and self-confidence when writing.

5.3. RECOMENDATIONS

It is recommended to use Spanish only when it is necessary to understand content that has a very complex level. The use of English should be increased gradually so that students become used to understanding from the simplest instructions, building their own ideas, and writing with greater confidence.

It is important to include writing exercises that allow us to recognize the differences between English and Spanish. If students practice continuously, this helps them improve word order, the use of verb tenses, and the correct formation of sentences and texts.

It is suggested to continue using different ways of collecting information because this makes it possible to know the opinions of students as well as the experiences of teachers, and at the same time obtain a better and broader view of the things that happen in the classroom.

It is considered important to review the data before presenting the final work, especially the number of participating students. All the information has to match in the different parts of the document to avoid confusion and make the results obtained easier to understand

It is suggested to gradually reduce the use of Spanish during writing activities and provide more opportunities that involve the use of the foreign language. Examples, images, models, and support words can make the work easier and help students write with greater confidence.

It would be beneficial to carry out writing activities more frequently where students can complete, review their own errors, and correct them. Sharing answers with their classmates is

another way to support each other, recognize mistakes, learn from them, and gradually improve their way of writing.

It is recommended to develop the activities in the guide by following the order, beginning with exercises that are not very complex before moving on to complete tasks. The examples and models will be used as support for students so that they can understand before writing their own texts.

It is proposed that teachers use Writing Explorers as support material in their classes and use these activities according to what their students need. In the same way, it is very important that students can review their own work so that they recognize the mistakes they have made and become more independent when writing.

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ANNEXES

Annex 1: Validation of research tools

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS EN LÍNEA

Ibarra, 23 de enero de 2026

Magister
Lisbeth Bracho
DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar las entrevistas y encuestas de Investigación del Proyecto **"The role of L1 transfer in L2 acquisition in the 1st and 2nd year BGU at UE General Julio Andrade"**

Previo a del título de: Licenciatura En Pedagogía de los Idiomas Nacionales y Extranjeros, Mención Inglés. Para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Jennifer Vinueza

Jennifer Marcela Vinueza Chacon

0450086194

Estudiante de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros – En línea

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA (FECYT)

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT FOR HIGH AUTHORITY AT UNIDAD EDUCATIVA GENERAL JULIO ANDRADE

Objective. Obtain information from the teachers' point of view on the role of L1 transfer in L2 acquisition in the 1st and 2nd year BGU at UE General Julio Andrade.

1. ¿Considera usted que es pertinente el uso del español en la clase de inglés?
2. En su opinión, ¿cuáles son algunas desventajas de que los estudiantes utilicen su lengua materna al aprender inglés?
3. ¿Cree que permitir el uso del español en el aula afecta el aprendizaje del inglés de los estudiantes?
4. ¿Cómo cree que el uso del español afecta la experiencia de aprendizaje del inglés de los estudiantes?
5. ¿Cómo podemos fomentar que los estudiantes se sientan más seguros al usar el inglés, considerando que están más familiarizados con su lengua materna?

THANK YOU FOR YOUR COOPERATION

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	**CRITERIOS DE EVALUACIÓN**		
	MUCHO	**POCO**	**NADA**
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

.....
.....
.....
.....

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT FOR ENGLISH AREA COORDINATOR AT UNIDAD EDUCATIVA GENERAL JULIO ANDRADE

Objective. Obtain information from the teachers' point of view on the role of L1 transfer in L2 acquisition in the 1st and 2nd year BGU at UE General Julio Andrade.

Teacher Interview

1. How do you define L1 transfer in the context of English language learning?
2. In your experience, how does Spanish influence students' English learning?
3. What positive effects of L1 transfer have you observed in your students?
4. What negative effects of L1 transfer have you noticed?
5. How do students use Spanish when learning new English vocabulary?
6. How does Spanish grammar affect students' English writing and speaking?
7. Do you allow the use of Spanish in your English classes? Why or why not?
8. What strategies do you use to manage L1 transfer in the classroom?
9. How does L1 transfer differ between 1st and 2nd year BGU students?
10. How does L1 transfer influence students' confidence in learning English?
11. What challenges do you face when addressing negative L1 transfer?
12. What recommendations would you give to improve English teaching considering L1 transfer?

THANK YOU FOR YOUR COOPERATION

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	**CRITERIOS DE EVALUACIÓN**		
	MUCHO	**POCO**	**NADA**
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

.....
.....
.....
.....

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT FOR ENGLISH TEACHERS AT UNIDAD EDUCATIVA GENERAL JULIO ANDRADE

Objective. Obtain information from the teachers' point of view on the role of L1 transfer in L2 acquisition in the 1st and 2nd year BGU at UE General Julio Andrade.

Teacher Interview

1. How do you define L1 transfer in the context of English language learning?
2. In your experience, how does Spanish influence students' English learning?
3. What positive effects of L1 transfer have you observed in your students?
4. What negative effects of L1 transfer have you noticed?
5. How do students use Spanish when learning new English vocabulary?
6. How does Spanish grammar affect students' English writing and speaking?
7. Do you allow the use of Spanish in your English classes? Why or why not?
8. What strategies do you use to manage L1 transfer in the classroom?
9. How does L1 transfer differ between 1st and 2nd year BGU students?
10. How does L1 transfer influence students' confidence in learning English?
11. What challenges do you face when addressing negative L1 transfer?
12. What recommendations would you give to improve English teaching considering L1 transfer?

THANK YOU FOR YOUR COOPERATION

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	**CRITERIOS DE EVALUACIÓN**		
	MUCHO	**POCO**	**NADA**
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

……
……
……
……

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
FORMATO DE ENCUESTA APLICADA A LOS ESTUDIANTES DE PRIMERO Y SEGUNDO BGU DE LA UNIDAD EDUCATIVA GENERAL JULIO ANDRADE

Objective: Collect information from the students' perspective on the role of L1 transfer in L2 acquisition in the 1st and 2nd year BGU at UE General Julio Andrade.

Instructions: Choose the option that best represents your opinion.

a) Totalmente de acuerdo
b) De acuerdo
c) Ni de acuerdo ni en desacuerdo
d) En desacuerdo
e) Totalmente en desacuerdo

1. When learning English, I think about my first language (Spanish). (Al aprender inglés, pienso en mi lengua materna, el español.)

a) Strongly Agree
b) Agree
c) Neutral
d) Disagree
e) Strongly Disagree

2. My first language helps me understand English grammar. (Mi lengua materna me ayuda a comprender la gramática en inglés.)

a) Strongly Agree
b) Agree
c) Neutral
d) Disagree
e) Strongly Disagree

3. I translate from Spanish to English when I speak. (Traduzco del español al inglés para hablar.)

a) Strongly Agree
b) Agree
c) Neutral
d) Disagree
e) Strongly Disagree

4. I translate from Spanish to English when I write. (Traduzco del español al inglés cuando escribo.)

a) Strongly Agree
b) Agree
c) Neutral
d) Disagree
e) Strongly Disagree

5. Similar words in Spanish help me learn English vocabulary. (Las palabras similares en español me ayudan a aprender vocabulario en inglés) **(Important/ Importante)**

a) Strongly Agree
b) Agree
c) Neutral
d) Disagree
e) Strongly Disagree

6. Spanish pronunciation affects how I pronounce English words. (La pronunciación en español afecta cómo pronuncio las palabras en inglés).

a) Strongly Agree
b) Agree
c) Neutral
d) Disagree
e) Strongly Disagree

7. My teacher allows the use of Spanish to explain English concepts. (Mi docente permite el uso del español para explicar conceptos en inglés).

a) Strongly Agree
b) Agree

c) Neutral
d) Disagree
e) Strongly Disagree

8. Using Spanish in class helps me feel more confident learning English. (Usar el español en clase me ayuda a sentirme más seguro al aprender inglés).

a) Strongly Agree
b) Agree
c) Neutral
d) Disagree
e) Strongly Disagree

9. I mix Spanish and English when I do not know a word in English. (Mezclo español e inglés cuando no sé una palabra en inglés).

a) Strongly Agree
b) Agree
c) Neutral
d) Disagree
e) Strongly Disagree

10. Knowing Spanish makes learning English easier. (Saber español facilita el aprendizaje del inglés).

a) Strongly Agree
b) Agree
c) Neutral
d) Disagree
e) Strongly Disagree

11. Spanish grammar sometimes causes mistakes in my English. (La gramática del español a veces causa errores en mi inglés).

a) Strongly Agree
b) Agree
c) Neutral
d) Disagree
e) Strongly Disagree

12. I use Spanish to understand English reading texts. (Uso el español para comprender textos de lectura en inglés).

a) Strongly Agree
b) Agree
c) Neutral
d) Disagree
e) Strongly Disagree

13. I use Spanish when I work in groups during English class. (Uso el español cuando trabajo en grupo durante la clase de inglés).

a. Strongly Agree
b. Agree
c. Neutral
d. Disagree
e. Strongly Disagree

14. My teacher explains difficult topics by comparing Spanish and English. (Mi docente explica temas difíciles comparando el español y el inglés).

a) Strongly Agree
b) Agree
c) Neutral
d) Disagree
e) Strongly Disagree

15. Using my first language helps me improve my English faster. (Usar mi lengua materna me ayuda a mejorar mi inglés más rápido).

a) Strongly Agree
b) Agree
c) Neutral
d) Disagree
e) Strongly Disagree

THANK YOU FOR YOUR COOPERATION

OBSERVATION FORM

QUESTION	ITEMS					Observation
	Strongly Agree	Strongly Agree	Neutral	Disagree	Strongly disagree	
When learning English, the students think about their first language (Spanish)?						
First language helps the students understand English grammar						
The students translate from Spanish to English when they speak						
The students translate from Spanish to English when they write						
Similar words in Spanish help the students learn English vocabulary						
Spanish pronunciation affects how the students pronounce English words						

The teacher allows the use of Spanish to explain English concepts						
Using Spanish in class helps the students feel more confident learning English						
The students mix Spanish and English when they do not know a word in English.						
Knowing Spanish makes learning English easier for the students						
Spanish grammar sometimes causes mistakes in the students' English						
The students use Spanish to understand English reading texts						
The students use Spanish when they work in groups						

during English class						
The teacher explains difficult topics by comparing Spanish and English						
The first language helps the students improve their English faster						

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS

A continuación, marque con una **X** en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				**OBSERVACIONES**
Ítem	**Dejar**	**Modificar**	**Eliminar**	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9	X			
10	X			
11	X			
12	X			

13	X			
14	X			
15	X			



.....

Firma del Evaluador

C.C.: 0400937496

Apellidos y nombres completos	Bracho González Gipssy Lisbeth
Título académico	Magíster en Docencia Universitaria e Investigación Educativa
Institución de Educación Superior	Universidad Técnica del Norte
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Teléfono	0999663619

Fechadeenvío parala evaluación del experto:	23 de enero de 2026
Fecha de revisión del experto:	25 de enero de 2026

Annex 2: Formal request submitted to the rector requesting approval to apply research instruments.

Bolívar, 23 de febrero de 2026

Magíster
Kleber Homero Usiña Carlosama

RECTOR DE LA UNIDAD EDUCATIVA "GENERAL JULIO ANDRADE"

Presente.

De mi consideración:

Reciba un atento y cordial saludo, y a la vez deseándole éxitos en su gestión administrativa.

Yo, **VINUEZA CHACON JENNIFER MARCELA** con cédula de ciudadanía **0450086194** y estudiante de **9no** semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en la Universidad Técnica del Norte. Actualmente me encuentro desarrollando mi tesis titulada **"The Role of L1 Transfer in L2 Acquisition in the 1st and 2nd year BGU at UE General Julio Andrade".**
En este contexto, solicito respetuosamente su autorización para realizar una encuesta a los estudiantes de 1ero BGU y 2do BGU paralelo A y B. Esta actividad tiene como objetivo recopilar información valiosa que contribuirá al desarrollo de mi investigación y, beneficiará tanto a los estudiantes como a la comunidad educativa.
Agradezco de antemano su apoyo en este proceso formativo. Estoy a disposición para coordinar detalles o solventar cualquier inquietud que pueda surgir respecto a la actividad planteada.

Quedo atenta a su pronta respuesta y reitero mi compromiso con los valores y normativas de la institución-

Atentamente,

Jennifer Vinueza.
Srta. Jennifer Vinueza
Estudiante de la Universidad Técnica del Norte

23-02-2026
Se autoriza lo solicitado

RECTORADO
BOLIVAR

Annex 3: Student Survey







Annex 4: Teachers Interview



