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ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

“THE IMPACT OF MOTHER TONGUE INTERFERENCE ON THE WRITTEN AND SPOKEN ENGLISH OF STUDENTS FROM THE LAST YEAR OF HIGH SCHOOL AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA. ACADEMIC YEAR 2012-2013”.

Thesis as a previous requirement to obtain the Bachelor's Degree in Sciences of Education, English Language Specialization

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CERTIFICATION

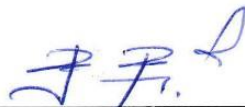
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DEDICATION

I would like to dedicate this thesis to all my family and friends who have supported me during the development of my thesis so that I can get my bachelor's degree in english teaching, thanks especially for the unconditional support, patience and time that helped me to achieve my aim in a successful way.

JOHANNA

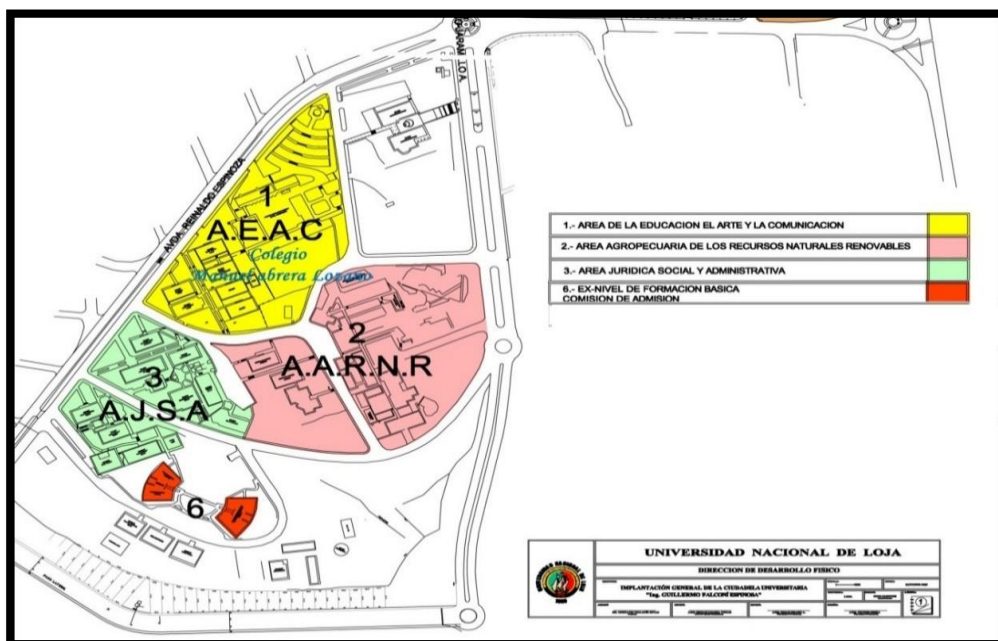
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SCHEMA OF THE THESIS

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a. TITLE

“THE IMPACT OF MOTHER TONGUE INTERFERENCE ON THE WRITTEN AND SPOKEN ENGLISH OF STUDENTS FROM THE LAST YEAR OF HIGH SCHOOL AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA. ACADEMIC YEAR 2012-2013”.

b. RESUMEN

La presente tesis titulada: **“THE IMPACT OF MOTHER TONGUE INTERFERENCE ON THE WRITTEN AND SPOKEN ENGLISH OF STUDENTS FROM THE LAST YEAR OF HIGH SCHOOL AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA, ACADEMIC YEAR 2012-2013”**, tiene como objetivo analizar los efectos del uso del español en el aprendizaje del idioma inglés y establecer las consecuencias de interferencia negativa a través de un análisis contrastivo de los dos sistemas lingüísticos en investigación.

Los métodos empleados en la investigación fueron: el método no-experimental, el mismo que permitió analizar el campo específico a través de la aplicación de cuestionarios; el método descriptivo, este fue usado para la descripción del campo en estudio y para dar un criterio sobre el problema existente; el método analítico – sintético, se lo utilizó para analizar la información obtenida a través de los cuestionarios, para hacer interpretaciones y sacar conclusiones. El instrumento que se utilizó para la obtención de información fue el cuestionario, el cual fue aplicado a 2 docentes de inglés y 119 estudiantes de tercer año de bachillerato.

Después del análisis correspondiente se constató que el uso del español en las clases de inglés influye negativamente en el aprendizaje de los estudiantes ya que no permite el reforzamiento de las habilidades productivas.

ABSTRACT

The present titled thesis: “**THE IMPACT OF MOTHER TONGUE INTERFERENCE ON THE WRITTEN AND SPOKEN ENGLISH OF STUDENTS FROM THE LAST YEAR OF HIGH SCHOOL AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA. ACADEMIC YEAR 2012-2013**”. Aims to analyze the effects of the use of spanish on the english language learning and establish the consequences of negative interference through a contrastive analysis of the two linguistic systems in research.

The methods used for the research were: the non-experimental method, it analyzed a specific field through the application of questionnaires; the descriptive method, it was used to make a description of the field in study and to give a criterion about the problem in existence; the analytic-synthetic method was used to analyze the data obtained from the questionnaires to make interpretations and draw conclusions.

The instruments used to get the information were the questionnaires, which were applied to two english teachers and one hundred nineteen students from 6th year course of high school.

After the corresponding analysis, it was verified that spanish used in english classes influences negatively because it doesn't reinforce the productive skills in the students' learning.

c. INTRODUCTION

Learning a foreign language not only involves learning vocabulary and grammar, but also the culture, history and customs of the society whose language is being learned. Its study opens the door to a world full of business and cultural opportunities. But for a good domain and to be able to express and understand spoken or written messages it is essential to have a good knowledge of it.

Along the learning of a foreign language, it is common to encounter certain difficulties that impede the teaching and learning process. The interference exerted by L1 on L2 can be named as one of these difficulties. So, the present research was entitled: **“THE IMPACT OF MOTHER TONGUE INTERFERENCE ON THE WRITTEN AND SPOKEN ENGLISH OF STUDENTS FROM THE LAST YEAR OF HIGH SCHOOL AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA, ACADEMIC YEAR 2012-2013”**.

This thesis is about the contribution of spanish in the phonological and grammatical system of English during the teaching- learning activities. Thus, the information and suggestions can be used to get knowledge about this occurrence.

It is well-known that knowledge of the native language influences the ability to communicate in the second language; therefore this research established the following main objective: To evaluate the influence of the teachers' mother-tongue on the target language acquisition of the students. Likewise the specific objectives are: to analyze the consequences of the teachers' spanish use in the productive skills

of the students, and to find out the reasoning behind the students' low English level and the teachers' Spanish usage in their English classes.

The hypotheses linked to the specific objectives are: the Spanish use by English teachers affects the good development of the productive skills of the students. And the students' low English level provokes the overuse of Spanish by teachers in English classes affecting the learning of the students.

To carry out the established objectives and verify the hypotheses, the following methods were applied:

The **Non-Experimental Method** was applied in terms of studying two different groups to establish the relation cause-effect. These groups were: 119 students and 2 English teachers. The data was analyzed through statistic charts and helped to prove the hypotheses.

The **Descriptive Method** was used to make a description of the field in study, to later give a criterion about the problem in existence that is the mother tongue interference on the written and spoken English.

The **Analytic-Synthetic Method** was used to analyze the data obtained from the questionnaires and make the interpretation that included a critical analysis considering the variables of the hypotheses; this was used as a basis for drawing conclusions.

This research is organized in the following way:

Introduction: It contains all the important aspects that made possible the research. These are: the presentation of the theme, general and specific objectives, description of methods, procedures, population and organization of the thesis.

- Review of literature: It's based on the variables and serves as a scientific support for a coherent logical analysis about the results from the applied questionnaires.
- Materials and methodology: They were used during the development of the whole research to guide the process of getting the sample, to analyze the gathered information and prove the hypotheses.
- Results: They are represented in statistic charts and figures to facilitate the interpretation and logical analysis. It describes the discussion of the results through a descriptive analysis toward the hypothesis verification.
- Conclusions and Recommendations: The conclusions are based on the obtained results and have a possible recommendation to solve the problem in study.

d. REVIEW OF LITERATURE

Influence of spanish on the English language learning

During the english learning, habits formed in spanish are initially transferred to english. Those habits taken from the L1 that are appropriate in the L2 are called positive transfer: *él es rico*- he is rich, and the transfer of inappropriate habits is called negative transfer: *la casa blanca* - the house white. Gut (2009).

The first language interferes into second language acquisition, because it falls back over the structures and rules of the first language through its background knowledge, which actually can help to make second language acquisition more comprehensible. In addition, Chomsky in his universal grammar theory, states that language acquisition principles developed through L1 acquisition are actually vital for learning a L2; aside from that, the learner characteristics (age, sociocultural background, cognitive maturity, metalinguistic awareness), as well as learning conditions (environment, time, modified input, corrective feedback) somehow exert certain influence upon the way how learners acquire a second language.

The fact of being aware of mother tongue interference can help teachers to be more proactive. This means that the teacher acquires knowledge about how to concentrate on ways of exploiting and playing with L1 and decide when it might be beneficial to use it and why. If he can do this, his classes are likely to be more authentic in the sense that they reflect the natural interplay of L1 and L2 which is inherent in second language. Saville-Troike (2012).

According to Moran (2012), it is known that the errors that have prevented mastering English as a second language are related to the process of memorization rather than understanding, that is to say students accumulate a lot of information that will be forgotten more quickly than was learned by little or no practice.

Preliminary assessments show that of the 5,000 teachers dedicated to this chair, only 10% can speak English. As a result, ecuadorian students after finishing high school have difficulty finding opportunities in higher education abroad and even alternatives of employment.

The failure of the methodology is another problem; usually the beginning of all attempts of English teaching is the explanation of GRAMMAR, neglecting the ear, pronunciation and fluency. The grammar is essential to perfect the language, but it is also important to practice through exercises, pronunciation and listening.

A brief contrastive analysis between L1 and L2

Contrastive analysis presumes comparison of two or more groups of languages used against each other. The two types of comparison most commonly seen are native speaker language data compared with non-native speaker language data. Basically, the comparison can normally be done with the productive skills like speaking and writing. This comparison gives way to error analysis which assumes that errors occur primarily as a result of interference when the learner transfers native language habits into the L2. Kosterina (2007).

Referring to positive and negative transfer as part of contrastive analysis between English and Spanish, it establishes the following:

- There are no differences in structures. For example, in: aquí – here/ allí – there.
- Convergence of two structures in Spanish with one in English. For example: ser/estar = to be.
- Absence of relative. For instance: el libro que compré ayer / the book I bought yesterday.
- There is not similitude in morphemes of genre and number. For example: blanco/a/os/as = White
- Divergence in the existence of verbs that have the same meaning in Spanish. For example: esperar = wait/hope/expect.
- The passive voice is more frequent in English than in Spanish. For example: ‘están arreglando el carro’ / ‘the car is being repaired’
- Difference in the semantic field. For example: ‘actual’ in English means real or exact, but in Spanish ‘actual’ has a different meaning. Gorman S. E. (2012).

Concepts of mother tongue and foreign language

The mother tongue is the language that a person learns first as a result of being exposed to it from the first years of life which makes him highly competent in communication and in the use of the four linguistic skills (listening, speaking, reading and writing). This person is called a native speaker of the language. In the

case of being exposed to two or even more languages right from the beginning; it's still acceptable to speak of 'mother tongue' having in mind that two languages are first. Silva (2008).

On the other hand, the foreign language is acquired by a person in addition to the mother tongue. It is one not used in the learners' immediate social context; it might be used for future travel and other cross-cultural communication situations, it is also studied as a curricular requirement or elective in school. Saville-Troike (2012).

First language acquisition

Saville-Troike (2012) indicates that the first language acquisition begins during childhood; during this early age the individual is exposed to the language in all aspects which makes him acquire his native language in a natural and unconscious way.

Skinner, states that learning a language is a process of habit-formation. He mentions that children learn their first language through imitating and practicing what they hear in their surrounding environment. Aside from that, he states that children acquire a language through the mechanism of stimulus-result, in this process the environment plays the role of provider of stimulus; for example, when the child says 'milk' the mother will give her some as a result, the child will find this outcome rewarding, so this is the behaviorist reinforcement that awakens the necessity to express what he needs or how he feels enhancing the language development.

Opposite to this; there are Noam Chomsky's linguistic theories and cognitive psychology. He assumes that all human beings are born with an innate ability to acquire a language. Chomsky believes that the language begins to develop inside our minds since the first years of life. He thinks that every child has a LAD 'language acquisition device' that contains imprinted linguistic structures that help the children to say grammatical utterances as a result of intuition or interaction with the adult people.

Second language acquisition

SLA is any language after the mother tongue. During this process, the student usually uses the knowledge of his mother tongue as a natural base to learn English. Saville-Troike (2012).

Monolingual lessons without the help of the mother tongue are extrinsically possible; however, monolingual learning is an intrinsic impossibility. No one can simply turn off what the students already know; translation or transfer is a natural phenomenon and an inevitable part of second language acquisition regardless of whether or not the teacher offers or 'permits' it.

For a century now, researchers have supported the arguments that students cannot learn a foreign language perfectly if the teacher constantly speaks another language; however the mother tongue is silently present even when lessons are kept monolingual and causes interference errors at all levels of language. It is not possible to avoid interference, but it can be greatly reduced; the teachers' job is to

assist students in this task instead of ignoring or even trying to suppress what goes on in the pupils' minds. Butzkamm (2007).

Using Spanish slightly has led to positive attitudes toward the process of learning English because the student can raise awareness about the similarities and differences between the L1 and the L2. However, the excessive use of the mother tongue in class periods is not recommendable; foreign language learners need as much exposure as possible to L2 input during limited class time, the only time in their daily lives when they encounter the language. In this way, the students are forced to try to communicate in that language, having the opportunity to produce comprehensible output as well as to process English receptively. Schweers (2013).

Concepts of transfer and interlanguage

Language **transfer** refers to speakers or writers applying rules of L1 to L2 having as a result a new language system (Interlanguage). The classification of language transfer is according to the effect that the native language has in the production of the L2: positive-negative transfer. Jarvis (2012).

The term **interlanguage** belongs to an intermediate stadium where patterns of the L1 are taken to make productions with the acquired vocabulary in the L2. An example of interlanguage is the form *no + verb* (I not play soccer) instead the corresponding structure in English that is to use the auxiliary (I don't play soccer), this interference of the mother tongue *no+verb* (*yo no juego futbol: I not play soccer*) ends up being the learner's interlanguage. Jarvis (2012).

Patterns of typical interference errors

The chart shows the typical interference errors in an L2 learner as part of the English learning process. Examples containing interference errors are italicized, and below them are their correct forms. Dam, www.viethoc.com (2010).

<p>Articles <i>I will read my book and the yours also.</i> I will read my book and yours also.</p>	<p>Possessives <i>Lisa washes the hair twice a week.</i> Lisa washes her hair twice a week.</p>
<p>Gender <i>What bright moon! Look at her!</i> What bright moon! Look at it!</p>	<p>Question formation <i>Has seen Mary the movie?</i> Has Mary seen the movie?</p>
<p>Number <i>We love hers news friends.</i> We love her new friends.</p>	<p>Negation <i>Roberto not found his book.</i> Roberto did not find his book.</p>
<p>Personal pronouns <i>Alberto is not from Mexico. Is from Cuba.</i> Alberto is not from Mexico. He's from Cuba.</p>	<p>Verb tenses <i>Look, it snows!</i> Look, it's snowing!</p>
<p>Relative pronouns <i>The teacher which spoke Spanish left our school.</i> The teacher who spoke Spanish left our school.</p>	<p>Passive voice <i>Spanish speaks itself here.</i> Spanish is spoken here.</p>
<p>Adjectives <i>He found two shirts of different colors and bought the blue.</i> He found two shirts of different colors and bought the blue one.</p>	<p>Word order <i>Arrived very late the teacher this morning.</i> This morning arrived very late the teacher.</p>
<p>Prepositions <i>Who assassinated to Abraham Lincoln?</i> Who assassinated Abraham Lincoln?</p>	<p>False cognates <i>Every child should assist to school.</i> Every child should attend school.</p>

Lexis and grammar are the two basic factors and the most important means to think and communicate. Good English teachers correct students' errors so as to help them to change their conscious mental representation of a rule and establish the correct language forms. The basic principles of correcting errors are suggested as follow:

- The teachers prefer fewer error corrections in free conversation than in written work and grammar exercises.
- They correct “global” errors that interfere with comprehension and “local” errors that do not hinder communication, the last are sometimes best left uncorrected so the learner is free to continue with a thought or a pattern.
- A grossly malformed sentence though comprehensible in context is also corrected for the sake of shaping correct linguistic forms.
- The particular objective of a lesson is also important. In a class of simple past tense, one might expect to correct errors in past tense and to ignore certain other errors.
- Errors that occur most frequently and that most students commit are given top priority to correct. Hu (2014).

Productive English skills

- **Speaking**

Vowel Systems

There are major differences between the vocalic phonemes in Spanish and English. In Spanish, there are five vowels that consistently represent the single tense vowel sounds /a/, /e/, /i/, /o/, and /u/. In contrast, English vowels represent many tense and lax vowel sounds including /a/, /ɑ/, /æ/, /ɔ/, /e/, /ɛ/, /i/, /I/, /o/, /O/, /u/, and /ʌ/. English language learners may use forward transfer by substituting tense vowels from L1 for lax vowels in English. For instance, a student might pronounce the word “man” with the tense /a/ instead of the lax vowel /æ/. Gorman (2012).

The following chart illustrates several examples of Spanish to English transfer of vowels.

Spanish phonemes	English phonemes	Result
/a/	/æ/	“hat” may sound like “hot”
/e/	/ɛ/	“get” may sound like “gate”
/i/	/I/	“hit” may sound like “heat” “this” may sound like “these”
/o/	/ɔ/ /ʌ/	“ball” may sound like “bowl” “bun” may sound like “bone”
/u/	/ʊ/	“put” may sound like “poot”

Consonant Systems

The next chart focuses on the most common Spanish phonemes to discuss typical speech patterns that may occur when speakers use transfer of the Spanish phonological system to communicate in English.

Spanish and English consonantal phonemes

	Spanish		English	
	Voiceless	Voiced	Voiceless	Voiced
<i>Stops</i>	/p/ /t/ /k/	/b/ /d/ /g/	/p/ /t/ /k/	/b/ /d/ /g/
<i>Nasals</i>		/m/ /n/ /ɲ/		/m/ /n/ /ŋ/
<i>Fricatives</i>	/s/ /f/ /x/	/β/	/s/ /f/ /θ/ /ʃ/	/z/ /v/ /ð/ /ʒ/
<i>Affricates</i>	/tʃ/		/tʃ/	/dʒ/
<i>Liquids</i>		/l/		/l/ /r/
<i>Tap/Trill</i>	/ɾ/ /r̄/			
<i>Glides</i>		/w/ /j/		/w/ /j/
<i>Glottal</i>			/h/	

Spanish and English share several consonantal phonemes including the stop sounds /p/, /t/, /k/, /b/, /d/, /g/, the nasals /m/, /n/, /ɲ/, the fricatives /s/, /f/, the affricate /tʃ/ (“ch”), the liquid /l/, the glide /w/, /j/, and the glottal /h/. Despite these common phonetic symbols, it is important to note that there are differences in voicing, aspiration, and precise place of articulation for many of these sounds that result in acoustic differences. Gorman (2012).

The practice of speaking activities includes the listening skill. Grammar or reading lesson always incorporates a speaking activity; for this, it is necessary to introduce the topic first and provide a model of the speech that the students are to produce. In these activities, the content is practical, usable in real-life situations and focused on the language the students have. Marcos (2011).

➤ Writing

Due to inadequate language knowledge, L2 writers make use of their mother tongue in L2 writing; therefore, the use of inappropriate structures and words are always

seen. Consistently, the interference of L1 lexicons is perceived as a main problem in the translation of the target language as well as in writing a second language.

The combination of two language systems in L2 writing is called “language transfer. L2 learners are so dependent on their L1 syntactic properties that they transfer some L1 grammatical rules in their L2 writing, eventually causing such errors. However, no language is identical regarding structures, lexicons, and systems; hence, the students’ prediction of equivalence leads to the cause of error and mistake production in their second language written outcomes.

There is a difference between error and mistake. The errors reflect the gaps in the learner’s knowledge; that is, an error is produced due to the fact that the learners cannot identify what is correct and incorrect. In contrast, a mistake reflects the learners’ inefficient performance; in other words, the learners are not able to perform what they already know correctly. Usaha (2012).

English teachers have to expose students as much as they can to the target language, in that way students of English can accustom to the sounds and rhythms of the language and afterward they can understand it and produce it themselves. EFL pupils progress from writing isolated words and phrases, to short paragraphs about themselves or about very familiar topics. Good writing is basically the product of reading, too. Students learn to write their mother tongue largely as a consequence of reading, not by practicing spelling and writing; it’s exactly the same in SLA.

While pupils are not yet capable either linguistically or intellectually at creating a piece of written text, it is important that time is spent building up the language and also it is important teachers provide them a model on which they can then base their own efforts. Al-Jawai (2010).

English teaching on students from secondary school

A high quality English teaching is characterized by teachers who introduce some tasks and activities to stimulate students' interest and strengthen writing and speaking training. A way of fostering the productive skills is by asking students to write down their feelings freely after reading books or articles, or encourage them to make comments on some movies of the latest hot issues. The teachers also teach some cultural knowledge besides the English language itself in class and take the responsibility to help the students differentiate the two languages (spanish and English) in their phonological, lexical and grammatical levels and explain the differences between the two ways of thinking. In addition, a large amount of materials in English is good for the learners. The teachers' task is to give more input to the learners to guarantee their intake and the quality of output, to value the learners, to prize their attempts to communicate, and to provide them with necessary feedbacks. In this way the learners may make fewer and fewer errors of intralingual type and may approach the target language bit by bit. Hu (2014).

The official guidelines in many countries recommend that lessons be planned to be as monolingual as possible, and use the mother tongue only when difficulties arise;

since this perspective, there is little point in trying to stamp it out completely, especially when the learners are beginners. Butzkamm (2007).

Furthermore, the possible occasions for using the mother tongue in basic levels are: negotiation of the syllabus and the lesson; classroom management; language analysis; presentation of complex rules governing grammar, phonology, morphology, and spelling; discussion of cross-cultural issues; instructions or prompts; explanation of errors; eliciting language, checking comprehension, giving complex instructions, co-operating in groups, explaining classroom methodology, checking for sense and developing circumlocution strategies. Schweers (2013).

The teaching-learning process on students studying the final year of secondary school

The ‘inputs’ to education represents what should go into a school if it is to run effectively. A major challenge is to ensure that all classrooms are adequately resourced to provide good quality education. Unfortunately, there are various problems that make teaching and learning difficult for teachers and pupils; these are: scarcity of learning materials and equipment, shortage of qualified teachers, and overcrowded classrooms; this limits the growth and improvement of formal education systems. Chanda (2008).

On the other hand; an effective learning is developed under the Communicative Language Teaching approach, that is focused on real-world contexts; where students have to use the language productively (through speaking and writing) and

receptively (through listening and reading) outside and inside the classroom. For this to happen, the English teachers equip students with the necessary skills for communication in everyday contexts, which is achieved with the use of English solely, and language techniques designed to engage learners in the authentic, functional use of language for meaningful purposes supported by knowledge of the language structures. Educación (2012).

What is more, the student interest is tied directly to student motivation to learn. Teaching and learning approaches should accommodate the diverse skills, abilities, and prior knowledge of young adolescents; cultivate multiple intelligences; draw upon students' individual learning styles; and utilize digital tools. When learning experiences capitalize on students' cultural, experiential, and personal backgrounds, new concepts are built on knowledge students already possess. Tomlinson (2014).

Techniques for developing the productive skills in English language

➤ Speaking skill

Role play and dialogues: help to the student to practice the language in a safe way for them, since they are allowed to write fictitious situations that subsequently they present in public. They are among the most traditional materials used by language teachers. The content of dialogues and how much they use them has changed considerably over the years. This is because teachers and materials developers have been paying more attention to ways of providing students with meaningful materials and content that allow them to engage in “real” communication.

Speech: it consists of writing and presenting speeches about specific topics that the student prefers. This helps the student to practice not only the fluency but their ability to express themselves in public in formal situations.

Discussions: it is presented controversial topics that motivate students to talk without restrictions and in a free way, they can express their ideas and defend their points of view.

Group work: small activities are conducted in the classroom, these require that students interchange ideas using the English language. This helps them to practice the language improving their fluency and even it gives them a chance to correct one another or ask any questions without help of the teacher.

Choral Drill: it is the strategy most used for the repetition of words, with the purpose of improving pronunciation and intonation. Boumová (2008).

➤ **Written skill**

Completing Simple texts: the students complete a text either with the correct form of the verb or with any other word that help to give coherence to the text.

Writing Letters and post cards: the student can write their experiences and emotions and he can even learn how to write a letter formally and thus practice grammar and other aspects of writing.

Writing essays and compositions: this is another formal writing strategy that allows students to develop a freely chosen topic while gathering other resources

for the argumentation of their work. It is used with advanced students, not only for their level of difficulty but also for the student's need to write coherently. Boumová (2008).

In the modern communicative language teaching, the teacher's main role is to "help learning to happen. This is to involving students in what is going on by enabling them to work at their own speed, by not giving long explanations, by encouraging them to participate, talk, interact, do things and help students to explore, try out and make learning interesting.

In modern methodology one of the effective methods for presenting new language is so called 'guided discovery'. This is when the teacher is "leading people to discover things that they did not know they knew via process of structured questions". The teacher can also introduce a situation, a context, and elicit the language from the students.

The most common methods in modern teaching are:

- Match the words with the pictures.
- Check the meaning of these words in the dictionary.
- Match the words with the definitions
- Brainstorm words on a set topic.
- Divide these words into two groups
- Label the items in a picture with the right names
- Complete gapped sentences with words from a list

- Discuss a topic (that will feature in the text)
- Miming, drawing or showing a flashcard to indicate the meaning of a word.
- Letting students get the meaning from the context.
- Using timelines or percentages (in comparison with some similar words)
- Eliciting some words for a short preferably funny or personal dialogue or story
- Using synonyms and opposites
- Crosswords and riddles. Boumová (2008).

High school English exit profile level B1

By the end of the 3rd year *Bachillerato*, students will have reached the communicative competence for B1 proficiency level (Independent User), and they will be able to:

- Understand the main points of clear, standard matters regularly encountered in work, school, leisure, etc.
- Deal with most situations likely to arise while travelling in an area where the language is spoken.
- Produce simple, connected text on topics which are familiar or of personal interest.
- Describe experiences and events, dreams, hopes, and ambitions.
- Briefly give reasons and explanations for opinions and plans.

- Understand, identify, and produce longer, more detailed *transactional* and *expository* texts, *procedural* descriptions, and *narratives* (for example: Business letters, media article, experiments, personal narratives, etc.) As well as short simple persuasive texts (e.g. Movie review).
- Be aware of and look out for signs of the most significant differences between the customs, usages, attitudes, values, and beliefs prevalent both in the community concerned as well as in that of their own. Educación (2012).

English teacher's profile

A professional teacher in English language possesses academic preparation to:

- Use the linguistic knowledge for the work performance.
- Relate the English knowledge in other disciplinary fields.
- Speak fluently in different situations of the real life: formal, informal, prepared or spontaneous.
- Manage the language in a pragmatic level.
- Interpret different types of texts authentically written in English and respond in a critical way.
- Communicate in a fluent way through the productive skills, with different purposes, either academic or no academic.
- Apply knowledge about phonological, linguistic and grammatical systems to achieve an oral and written communication in a clear way.

- Compare, contrast, debate, discuss and analyze several topics, situations or circumstances with a critic sense and arguments. Sede Regional Chorotega (2013).

e. MATERIALS AND METHODS

METHODS, TECHNIQUES AND INSTRUMENTS

➤ Methods

The present research required of some methods which helped in its development and achievement of the established objectives. These are:

The **non-experimental method** analyzed a specific field to establish the objectives and hypotheses; after the questionnaires were applied, the results were treated and studied by means of the statistic method that displays the results in numerical and graph interpretation.

The **descriptive method** was used to make a description of the field in study, to later give a criterion about the problem in existence that is the mother tongue interference on the written and spoken English.

The **analytic-synthetic method** was used to analyze the data obtained from questionnaires and make the interpretation which included a critical analysis that considered the variables of the hypotheses; this was used as a basis for drawing conclusions.

➤ **Techniques and instruments**

The main instrument used in this research was the questionnaire. This instrument was applied to the students and the teachers from the last year of high school at Unidad Educativa Anexa a la Universidad Nacional de Loja, with the purpose of collecting information to obtain clear and precise results concerned to the research.

PROCEDURES

Tabulation: The descriptive statistics was used for the tabulation of the data obtained through the application of questionnaires. The tabulation of the results was necessary to get the criteria of teachers and students, and conclude on reasons that support the objectives of the research.

Organization: The empirical information was classified and organized according to each variable; based on this procedure it was possible to prove the established hypotheses.

Description: The obtained data was organized and represented on statistic charts that showed the frequency and percentage of the results for each question. This procedure permits to represent the information graphically to understand.

Figure Representation: The graphical representation facilitated the interpretation and critical analysis of each question, the bar diagrams were used to represent this information.

Interpretation and analysis: Once the results of the questionnaires were presented in charts and graphs, the interpretation and analysis were made according to the obtained percentages and taking into account the scientific information of recognized authors on the subjects.

Hypothesis verification: The hypothesis was demonstrated in a descriptive way through a hypothetical process of logical analysis of the results, considering the most representative ones in relation to the stated variables.

Formulation of conclusions: The formulation of conclusions was based on a specific analysis and interpretation of the results and they served to give some recommendations to english teachers to improve the students' learning on L2 acquisition.

POPULATION AND SAMPLE

The entire population of Unidad Educativa Anexa a la Universidad Nacional de Loja was composed of 164 students and 2 English teachers. The population of the students was considered large, so a formula was applied to get the sample. Concerning to the teachers, the population was small so it was not necessary to apply any formula.

The sample is detailed in the following way:

TEACHERS' POPULATION	TOTAL
2	2

AREA	POPULATION	SAMPLE
Físico Matemáticas	59	43
Químico Biólogos	88	64
Sociales	17	12
TOTAL	164	119

f. RESULTS

HYPOTHESIS NUMBER ONE

Spanish used by English teachers affects the good development of the productive skills of the students from the last year of high school at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic year 2012-2013.

1. How often do you use spanish in your class?

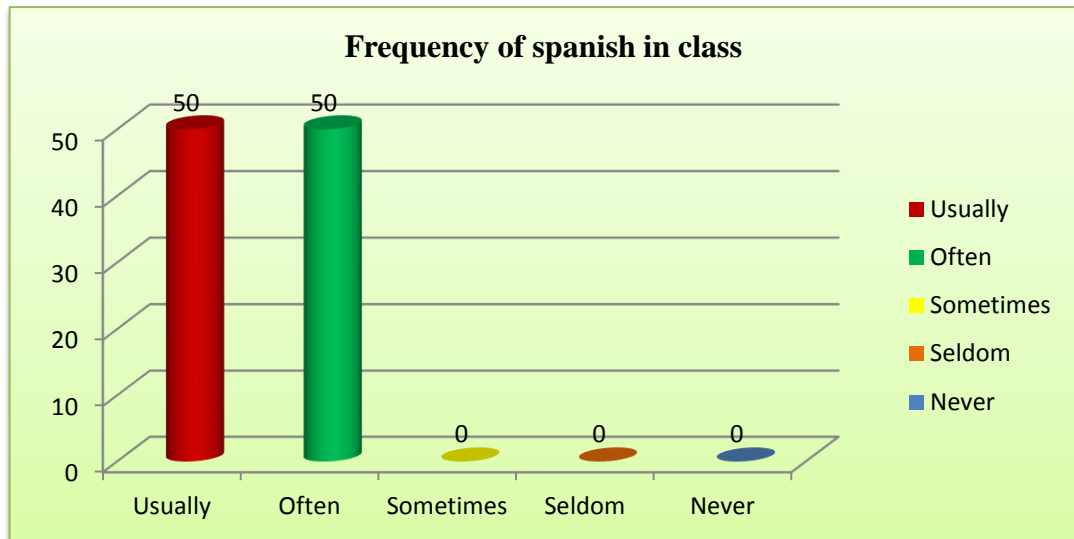
a) Chart 1

Frequency of spanish in class	Teachers	
	f	%
Always	-	-
Usually	1	50
Often	1	50
Sometimes	-	-
Seldom	-	-
Never	-	-
Total	2	100

Source: Teachers' questionnaire

Researcher: Johanna Lizbeth Armijos Yanangómez

b) Figure 1



Source: Teachers' questionnaire

Researcher: Johanna Lizbeth Armijos Yanangómez

c) Logical Analysis

The figure number 1 shows that half of the teachers usually make use of spanish, the other half, not far from the former, often use spanish in class. These results demonstrate that the predominant language in the classroom is spanish rather than English which is to be learnt by the students.

In agreement with National English Curriculum Guidelines (2013); the communicative language teaching approach focuses on real-world contexts; where the students use the language productively and receptively to develop communication in everyday context. This is achieved with the use of English solely and techniques designed to engage learners in authentic and functional uses of the language.

2. How do you consider the influence of spanish on the students' English learning?

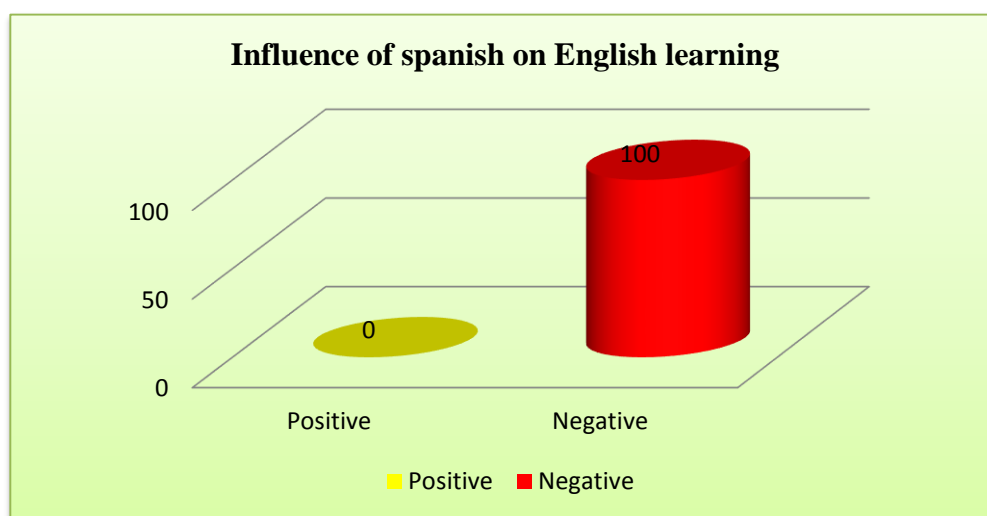
a) Chart 2

Influence of spanish on English learning	Teachers	
	f	%
Positive	-	0
Negative	2	100
Total	2	100

Source: Teachers' questionnaire

Researcher: Johanna Lizbeth Armijos Yanangómez

b) Figure 2



Source: Teachers' questionnaire

Researcher: Johanna Lizbeth Armijos Yanangómez

c) Logical Analysis

As it can be seen, all the teachers consider that the influence of spanish in English learning is negative, due to the transference of habits from L1 to L2. These habits that are correct in the mother tongue are not always appropriate in the foreign language.

According to Gorman (2012), in most of the cases the influence of spanish is negative because of: convergence of two structures in spanish with one in English, absence of relative in spanish, there is not similitude in morphemes of genre and number, divergence in the existence of verbs that have the same meaning in spanish, the passive voice is more frequent in English than in spanish, difference in the semantic field; and others.

3. Are you allowed to use spanish in English classes?

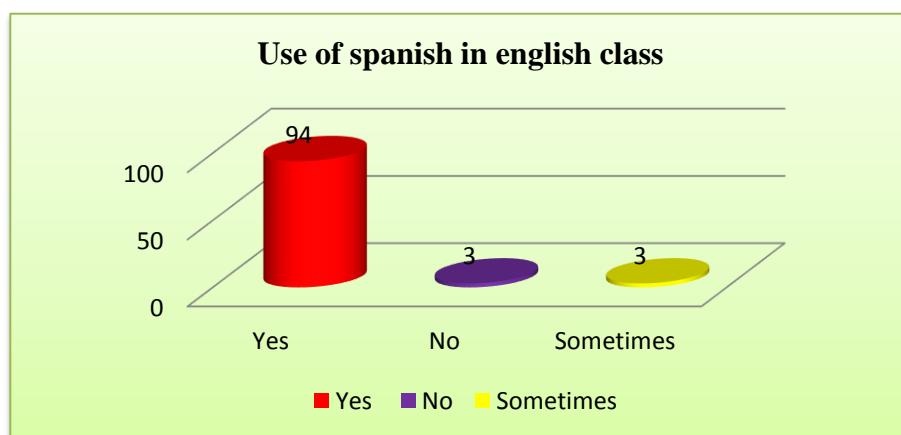
a) Chart 3

Use of spanish in English class	Students	
	f	%
Yes	112	94
No	3	3
Sometimes	4	3
Total	119	100

Source: Students' questionnaire

Researcher: Johanna Lizbeth Armijos Yanangómez

b) Figure 3



Source: Students' questionnaire

Researcher: Johanna Lizbeth Armijos Yanangómez

c) Logical Analysis

The results show that the majority of the students are allowed to use Spanish in class, even when teachers consider this occurrence as negative for English learning. The absence of foreign language immersion in class can limit the students' development in: the second-language phonological and lexical skills, grammatical competence and literacy ability.

According to Schweer (2014), the excessive use of the mother tongue in class periods is not recommendable; foreign language learners need as much exposure as possible to L2 input because of the limited class time. In this way, the students are forced to try to communicate in that language, having the opportunity to produce comprehensible output as well as to process English receptively.

4. How often do the students make errors on the written and spoken English?

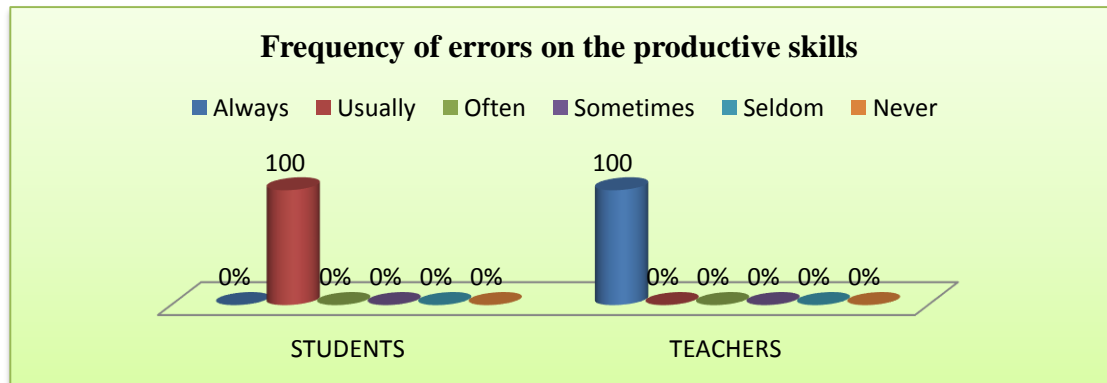
a) Chart 4

Frequency of errors on the productive skills	Students		Teachers	
	f	%	f	%
Always	-	-	2	100
Usually	119	100	-	-
Often	-	-	-	-
Sometimes	-	-	-	-
Seldom	-	-	-	-
Never	-	-	-	-
Total	119	100	2	100

Source: Students' and Teachers' questionnaire

Researcher: Johanna Lizbeth Armijos Yanangómez

b) Figure 4



Source: Students' and Teachers' questionnaire
Researcher: Johanna Lizbeth Armijos Yanangómez

c) Logical Analysis

According to figure 4, all the students say that they usually make errors on the written and spoken English. On the other side, all the teachers think that students always face errors in the productive skills. On the applied questionnaires, the teachers state that errors occur primarily as a result of interference of native language patterns into the L2.

Al-Jawai (2010), mentions that students progress in the written skill when they practice at the end of a unit by writing short paragraphs using the structures and vocabulary they learned. He also says that the teachers provide students a model of the writing assignment they are to complete, especially if they're beginners.

Marcos (2011) says that grammar or reading lessons incorporate a speaking activity. For these activities, the topic is introduced first and the teacher provides a model of the speech that the students are to produce. As much as possible, the

content is practical and usable in real-life situations and the speaking skill is focused on the language the students have.

5. What level of English do your students have?

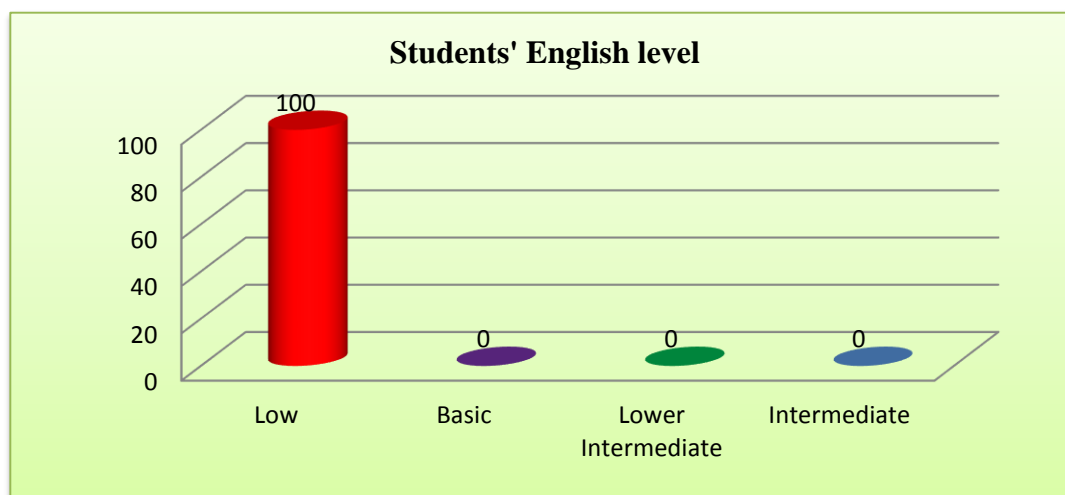
a) Chart 5

Students' English level	Teachers	
	f	%
Low	2	100
Basic	-	-
Lower Intermediate	-	-
Intermediate	-	-
TOTAL	2	100

Source: Teachers' questionnaire

Researcher: Johanna Lizbeth Armijos Yanangómez

b) Figure 5



Source: Teachers' questionnaire

Researcher: Johanna Lizbeth Armijos Yanangómez

c) Logical Analysis

As it can be seen, all the teachers consider that the students have a low level of

English; in the questionnaires they comment that since the first years of high school the students receive English classes in Spanish.

Zhenwen Hu (2014); regarding the poor performance of students, he says that, language teachers must focus on the basic knowledge of the students to strengthen their skills and correct their errors. For him, the particular objective of a lesson is very important. In a class of simple past tense, one might expect to correct errors in past tense and ignore the rest; the errors that occur most frequently are given top priority to correct.

6. Do you feel capable to speak English with a native speaker?

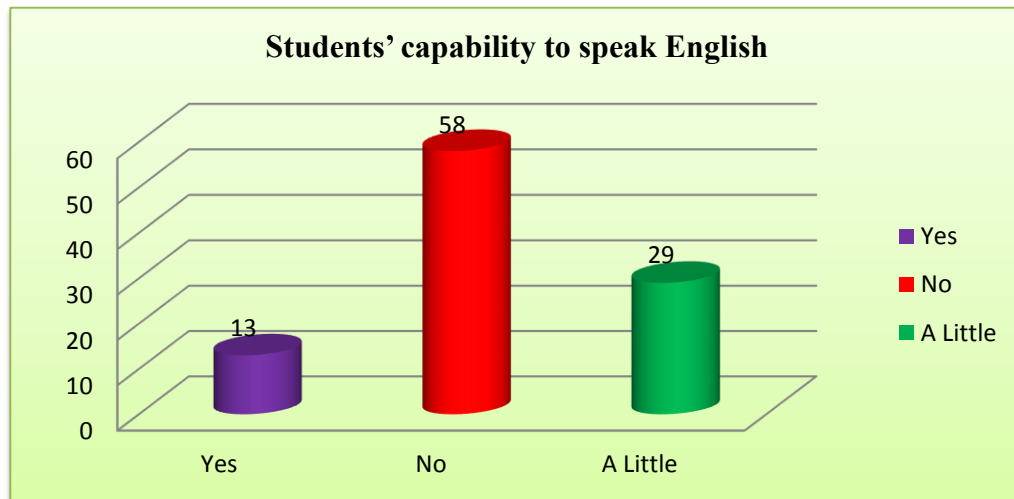
a) Chart 6

Students' capability to speak English	Students	
	f	%
Yes	15	13
No	69	58
A Little	35	29
TOTAL	119	100

Source: Students' questionnaire

Researcher: Johanna Lizbeth Armijos Yanangómez

b) Figure 6



Source: Students' questionnaire

Researcher: Johanna Lizbeth Armijos Yanangómez

c) Logical Analysis

A little more than half of the students declare that they are not able to communicate with a native speaker because of their low level of English.

According to Hu (2014); a high quality English teaching is characterized by teachers who give more input to the learners to guarantee their quality of output, this is made with the purpose of strengthen writing and speaking training and provide them with the necessary feedback. This way the learners make fewer and fewer errors of intralingual type and approach the target language bit by bit.

HYPOTHESIS NUMBER TWO

The students' low English level provokes the overuse of spanish by teachers in English classes, affecting the learning of the students from the last year of high

school at Unidad Educativa anexa a la Universidad Nacional de Loja. Academic year 2012-2013.

7. Have you ever attended a workshop or a speech related to the mother tongue interference on English leaning?

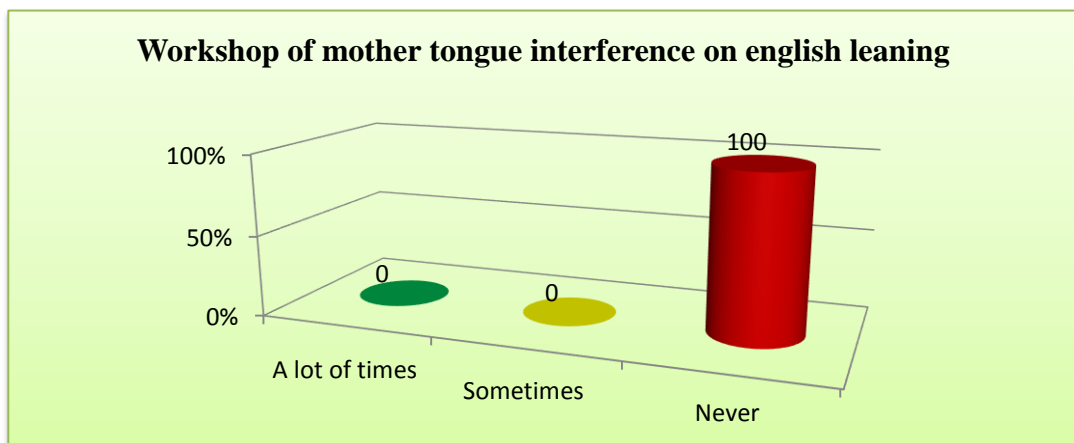
a) Chart 7

Workshop of mother tongue interference on English learning	Teachers	
	f	%
A lot of times	-	-
Sometimes	-	-
Never	2	100
Total	2	100

Source: Teachers' questionnaire

Researcher: Johanna Lizbeth Armijos Yanangómez

b) Figure 7



Source: Teachers' questionnaire

Researcher: Johanna Lizbeth Armijos Yanangómez

c) Logical Analysis

In question 7, which purpose was to find out if teachers were conscious about the spanish usage in the classroom. All the teachers affirmed that they have never attended a workshop or speech related to mother tongue interference on the English learning.

Saville (2012) indicates that the fact of being aware of mother tongue interference can help teachers to be more proactive. This means that teachers acquire knowledge about how to concentrate on ways to handle L1 and decide when it might be beneficial to use it and why. If they can do this, their classes are likely to be more authentic in the sense that L1 and L2 can interact in a natural way which is inherent in second language acquisition.

8. Do you think spanish is necessary to teach English?

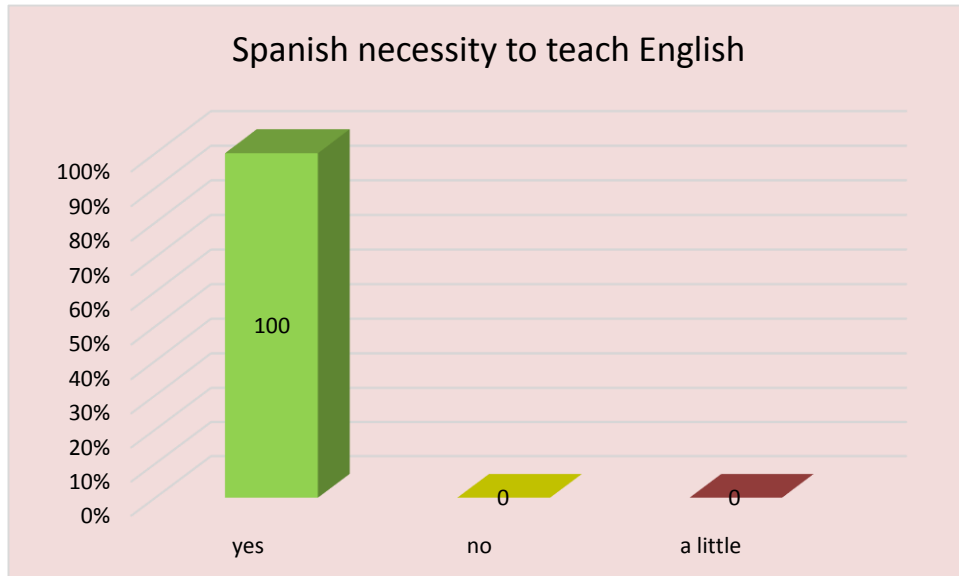
a) Chart 8

Spanish necessity to teach English	Teachers	
	f	%
Yes	2	100
No	0	0
A Little	0	0
TOTAL	2	100

Source: Teachers' questionnaire

Researcher: Johanna Lizbeth Armijos Yanangómez

b) Figure 8



Source: Teachers' questionnaire

Researcher: Johanna Lizbeth Armijos Yanangómez

c) Logical Analysis

According to question 8, all the teachers consider Spanish as a necessary resource to teach English. They comment that this tool gets easier the students' comprehension since they have a limited knowledge of the target language on which they can support the new learning.

Saville (2012) says that most of the time the first language interferes into the second language acquisition negatively, because it affects the students' output in English. Aside from that, she says that the learner characteristics as well as learning conditions somehow exert certain influence upon the way how learners acquire a second language, therefore is the teachers' job that guarantees the good level of second language acquisition.

9. Could you mark the reasons you use spanish in class?

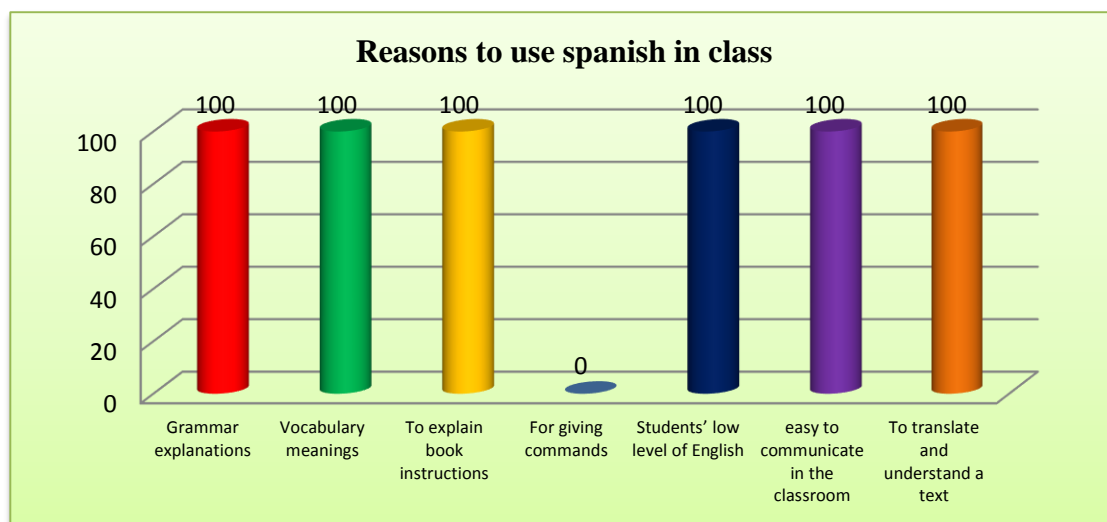
a) Chart 9

Reasons to use spanish in class	Teachers	
	f	%
Grammar explanations	2	100
Vocabulary meanings	2	100
To explain book instructions	2	100
For giving commands	0	0
Students' low level of english	2	100
For the easiness to communicate in the classroom	2	100
To translate and understand a text	2	100

Source: Teachers' questionnaire

Researcher: Johanna Lizbeth Armijos Yanangómez

b) Figure 9



Source: Teachers' questionnaire

Researcher: Johanna Lizbeth Armijos Yanangómez

c) Logical Analysis

According to the results displayed in figure 9; the reasons to use spanish in class are: grammar explanations, vocabulary meanings, to explain book instructions, students’ low level of English, to communicate in the classroom, to translate and understand a text.

Schweers (2014), in his research about ‘using L1 in the L2 classrooms’; the possible occasions for using the mother tongue when the learners are beginners of basic levels are: negotiation of the syllabus and the lesson; classroom management; language analysis; presentation of complex rules governing grammar, phonology, morphology, explanation of errors and explaining classroom methodology.

10. Which of the following aspects are limiting your English learning?

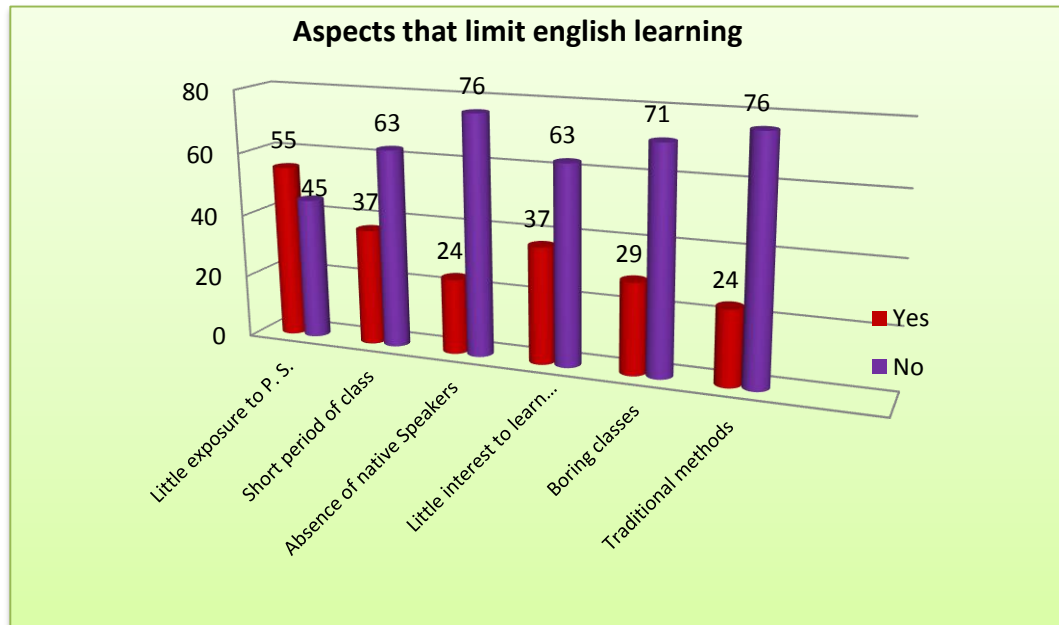
a) Chart 10

Aspects that limit English learning	Students			
	f	%	f	%
	Yes		No	
Little exposure to productive skills	65	55	54	45
Short period of class	44	37	75	63
Absence of native Speakers	28	24	91	76
Little interest to learn English	44	37	75	63
Boring classes	34	29	85	71
Traditional methods	29	24	90	76

Source: Students’ questionnaire

Researcher: Johanna Lizbeth Armijos Yanangómez

b) Figure 10



Source: Students' questionnaire

Researcher: Johanna Lizbeth Armijos Yanangómez

c) Logical Analysis

In question number 10, more than the half of the students said that the highest limitation to acquire English is the little exposure to the productive skills.

Al-Jawai (2010) states that English teachers have to expose students as much as they can to the target language, in that way students of English can accustom to the sounds and rhythms of the language and afterward they can understand it and produce it themselves using the main structures and vocabulary they have learned.

11. What language do you prefer to use in class?

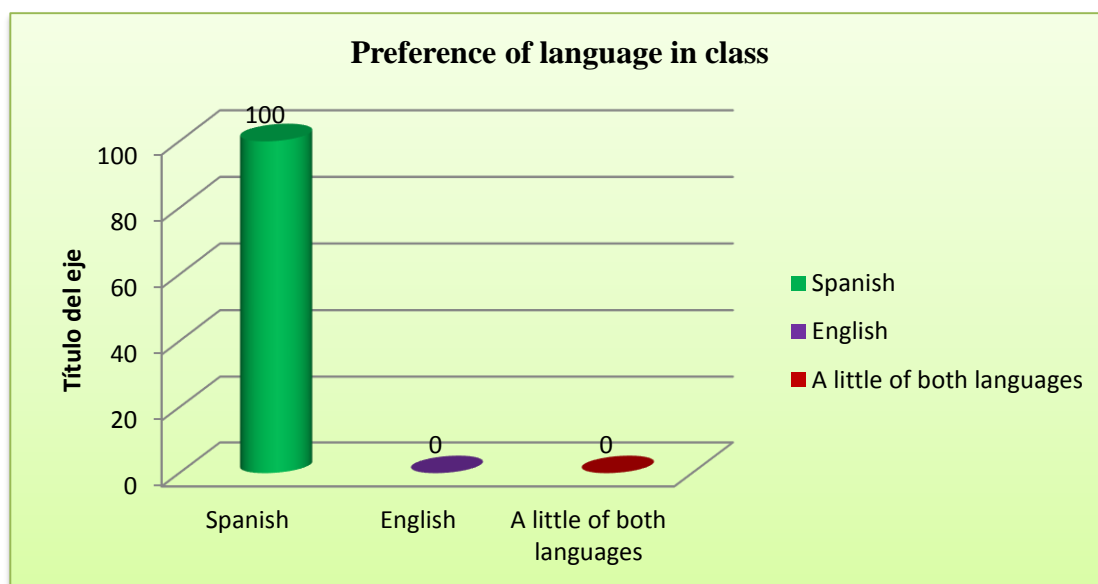
a) Chart 11

Preference of language in class	Teachers	
	f	%
Spanish	2	100
English	0	0
A little of both languages	0	0
TOTAL	2	100

Source: Teachers' questionnaire

Researcher: Johanna Lizbeth Armijos Yanangómez

b) Figure 11



Source: Teachers' questionnaire

Researcher: Johanna Lizbeth Armijos Yanangómez

c) Logical Analysis

Referring to the teachers' opinion in figure 11, all of them prefer to use Spanish during class. They comment that for the students the mother tongue is the greatest

advantage to understand the foreign language and to carry out assignments in a quicker way.

According to Butzkamm (2014), the students cannot learn a foreign language perfectly if the teacher constantly speaks the mother tongue; however it is not possible to avoid interference because it is a natural phenomenon and an inevitable part of second language acquisition but it can be greatly reduced; the teachers' job is to assist students in this task instead of ignoring or even trying to suppress what goes on in the pupils' minds.

12. Mark the problematic situations that face your students in English language.

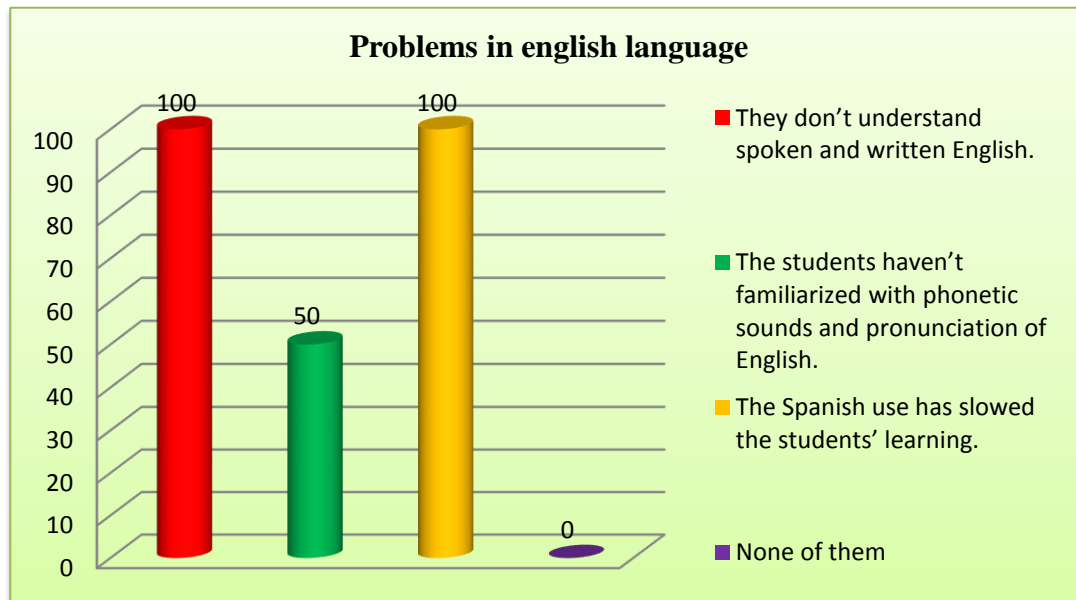
a) Chart 12

Problems in English language	Teachers	
	f	%
They don't understand spoken and written English.	2	100
The students haven't familiarized with phonetics sounds and pronunciation of English.	1	50
The spanish use has slowed the students' learning.	2	100
None of them	0	0

Source: Teachers' questionnaire

Researcher: Johanna Lizbeth Armijos Yanangómez

b) Figure 12



Source: Teachers' questionnaire

Researcher: Johanna Lizbeth Armijos Yanangómez

c) Logical Analysis

As it can be seen, all the teachers consider that their students don't understand spoken or written English and spanish usage has slowed the students' learning. This is proving that students' English learning is being neglected for the use of spanish only.

According to Morán (2012), errors that have blocked English communication are related to the process of memorization rather than understanding; the students accumulate a lot of information that is forgotten more quickly than it is learned by little or no practice. Preliminary English assessments directed by SENECYT to

ecuadorian teachers from high school showed that of 5.000 of them only 10% had good English knowledge. That is why the ecuadorian students after finishing high school have difficulties to produce the L2, because the teachers neglect the improvement of the productive skills during the English teaching.

13. Which of the following activities are made in the classroom to promote English use?

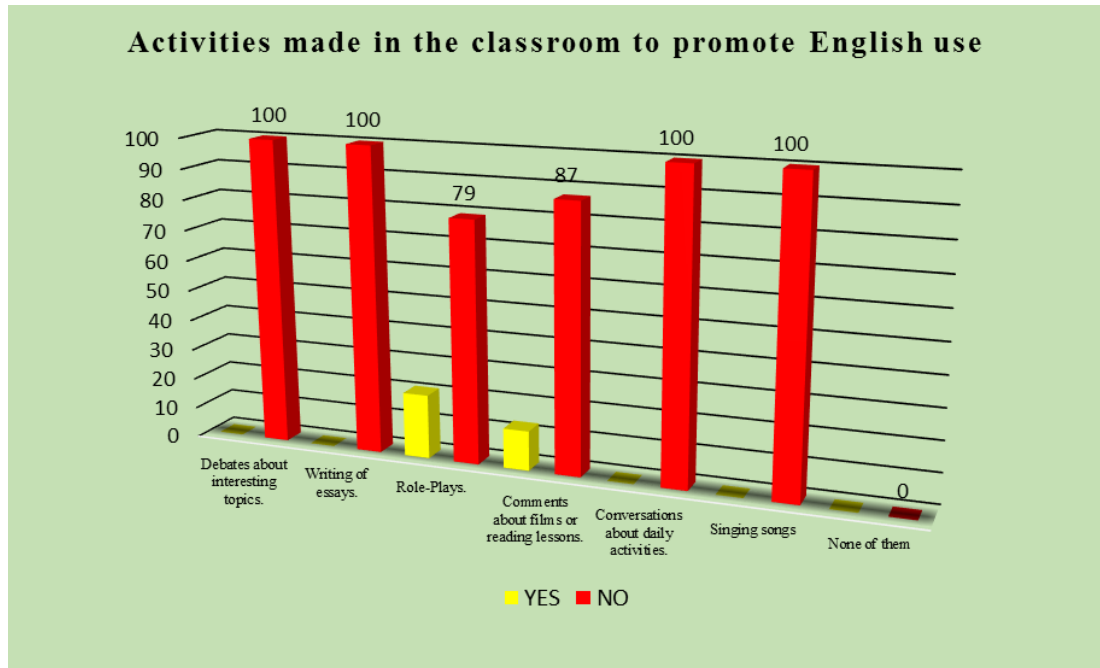
a) Chart 13

Activities to promote English use	Students			
	f	%	f	%
	Yes		No	
Debates about interesting topics.	0	0	119	100
Writing of essays.	0	0	119	100
Role-Plays.	25	21	94	79
Comments about films or reading lessons.	15	13	104	87
Conversations about daily activities.	0	0	119	100
Singing songs	0	0	119	100
None of them	0	0	0	0

Source: Students' questionnaire

Researcher: Johanna Lizbeth Armijos Yanangómez

b) Figure 13



Source: Students' questionnaire

Researcher: Johanna Lizbeth Armijos Yanangómez

c) Logical analysis

According to question 13, all the students state that they do not make activities like: debates about interesting topics, writing of essays, conversations about daily activities and singing songs in order to practice the new English knowledge.

According to Tomlinson (2014), students' learning improvement is tied directly to a variety of activities that awakens the motivation to learn. She says that the appropriate learning community enhances the learning of students through useful activities helped by teaching resources to develop the multiple intelligences. These activities are based on stages of development, learning styles, strengths, needs, time and circumstances of work.

g. DISCUSSION

HYPOTHESIS ONE

a) Statement

The spanish used by English teachers affects the good development of the productive skills of the students from the last year of high school at Unidad Educativa anexa a la Universidad Nacional de Loja. Academic year 2012-2013.

b) Demonstration

The first hypothesis has two variables. The independent variable is: *The spanish used by English teachers* and the dependent variable is: *The good development of the productive skills of the students from the last year of high school.*

In question **ONE**, the frequency of teachers using spanish in class is divided; 50% of them usually use spanish, and the other 50% often use it. In this context, English has been used very little since the predominant language in the classroom is spanish, this fact leads students to produce incorrectly the L2 due to the transference of patterns of the mother tongue that influence negatively and are reflected on the written and spoken activities.

In question **TWO**, 100% of teachers consider that the influence of spanish is negative on English learning owing to the transference errors. If the teachers consider this fact in that way, they don't have to allow their students to use their L1

in the classroom, while the students use more spanish in the communication more transference errors they got.

In question **THREE**, 94% of students say that they are allowed to use spanish in English class. It reveals that the students are not encouraged by teachers to practice English, so it affects the good development of the speech skill and the expansion of their fluency.

In question **FOUR**, 100% of the teachers consider that the students always make errors in written and spoken English on account of the influence that spanish exerts on the foreign language. In the same way students establish that 100% of them usually make errors in the productive skills. There is a contradiction of opinions by the teachers, in the sense that they claim that students always make errors in the productive skills however they're allowed to use spanish in class, so the opportunity to develop the productive skills in the L2 is being neglected.

In question **FIVE**, 100% of the teachers consider that the english level of the students is low. Undoubtedly; the students' abilities in English has not been reinforced and put in practice since the first years of high school. Therefore, the students lack of two basic factors: vocabulary and grammar, considered important means to think and communicate.

In question **SIX**, 58% of the students state that they cannot speak English with a native speaker. This reality faced by the students from the last year of high school, demonstrates that the teachers don't give input and feedback to the learners to

guarantee the quality of output. When the students practice what they have learned, it is reinforced in their brains and will be usable in real-life situations.

c) Decision

Based on the previous analysis of the teachers' and students' questionnaires; the first hypothesis is accepted. Spanish used by English teachers certainly affects the good development of the students' productive skills. It has proved that English language is not being effectively used in class to contribute to the improvement of these abilities among the students. The frequency of spanish usage has been higher than English, and it affects directly the students' progress. This occurrence confirms that students from the last year of high school at Unidad Educativa anexa a la Universidad Nacional de Loja are not capable to communicate appropriately either by writing or speaking.

HYPOTHESIS TWO

a) Statement

The students' low English level provokes the overuse of spanish by teachers in English classes affecting the learning of the students from the last year of high school at Unidad Educativa anexa a la Universida Nacional de Loja.

b) Demonstration

The second hypothesis has two variables, the independent variable is: *The students' low English level provokes the overuse of spanish by teachers* and the dependent variable is: *the learning of the students from the last year of the high school.*

In question **SEVEN**, 100% of the teachers have never attended a speech or workshop related to mother tongue interference on English learning. This is a reason why the students make errors continually in productive skills, since the teachers are not updated about strategies to avoid the mother tongue interference into the English teaching - learning process.

In question **EIGHT**, 100% of the teachers consider that spanish is necessary to teach English. The use of spanish to teach certain aspects of English, occur when the students have low English level and need the L1 to make second language acquisition more comprehensible. This natural phenomenon in second language acquisition has to be taken into account by English teachers, so that they can help students overcome problems of interference errors by means of the daily practice reducing the spanish use at minimum in the classroom.

In question **NINE**, 100% of the teachers indicate that they use spanish for grammar explanations, to socialize some vocabulary meaning, for the book instructions, because of the students' low level of English, for the easiness to communicate in the classroom and to translate and understand a text. It verifies what is established in the hypothesis 2; the overuse of spanish by teachers is affecting the students'

learning because the lessons are not planned to be as monolingual as possible using the target language. If the students belong to a high level it is expected they use English in almost all the programmed activities in class.

In questions **TEN**, 55% of the students think that the little exposure to the productive skills is the main limitation to learn English. The shortage of the target language usage in the classroom clouds an appropriate and quality learning. In all cases teachers have to do arrangements according to the students' level with respect to the use of L2 in the classroom, so that the students can strengthen the linguistic abilities step by step.

In question **ELEVEN**, 100% of the teachers prefer to use Spanish in class because of the students' low English level, this is confirming once again the focus established in the hypothesis 2. Traditionally the mother tongue has been considered an important support to understand the foreign language. However, the teaching learning process must be emphasized only on target language if teachers want to create linguistic patterns on students' brains.

In questions **TWELVE**, 100% of the teachers consider that their students don't understand spoken or written English. Besides they corroborate that the use of Spanish has slowed the students' learning. The causes are certainly into the educational national system due to the teachers don't have enough fluency in the target language, as a consequence of several factors that entail to a low students' English. A natural learning process implies to emphasize the practice of the linguistic skills by means of grammar rules that should be absorbed naturally.

In question **THIRTEEN**, 100 % of the students state that they don't do these activities to promote the use of English: debates about interesting topics, writing of essays, conversations about daily activities and singing songs. This means that the teachers don't do other activities to strengthen and increase the learning of the productive skills, so this make students remain in same poor level of knowledge because of the few opportunities to practice the target language.

c) Decision

After the analysis of the questions made for teachers and students, the second hypothesis is accepted, it confirms that the students' low English level provokes the overuse of spanish by teachers in English classes affecting the learning of the students.

For the teachers, the students' low English level is the main cause to use spanish as the resource of communication inside the English classroom. For them, using spanish is the easier and faster way to get the students' attention and understanding in class, but actually it results in a low level of learning. Obviously, the excessive use of the mother tongue does not contribute positively to the students' learning growth; rather it slows and eliminates the unique possibility to reinforce the English linguistic patterns among students.

h. CONCLUSIONS

- ❖ Teachers from the last year of high school at Unidad Educativa anexa to UNL use Spanish most of the class time and the English teaching does not have effectiveness on the students' learning. So, the poor level of English of the students is attributed to the few opportunities to be exposed to the foreign language.
- ❖ Students demonstrate deficiencies in producing the target language either through spoken or written way. This low-level of English has been caused by not reinforcing the productive skills, all in all, the time for developing the speaking and written skills appropriately has been severely limited.
- ❖ Teachers have not attended any workshops related to the avoidance of Spanish on the English teaching, so they still consider the mother tongue as a necessary language in all teaching procedures. Their unawareness about the disadvantages of the excessive use of Spanish has become a restriction for the students' learning progress.
- ❖ Students have not had any approach to a meaningful learning, because the teachers have not offered to them a range of activities that provide them with plenty of practice that target visual, auditory, and kinesthetic learning, for this reason the students cannot keep engaged in the target language learning to increase their knowledge and participation.

i. RECOMMENDATIONS

- ❖ To take care of the interaction in English between teachers and students, the authorities of the institution and the area director must supervise, evaluate and demand monolingual teaching lessons to provide students with good listening practice accompanied by visual clues to aid comprehension. The teachers are a valuable source of authentic listening and models of the foreign language, therefore they should expose learners to a great amount of English so that they can acquire and practice the language naturally.
- ❖ Teachers should implement active techniques that emphasize the students' communication in the classroom, such as pair and group activities, role plays, dialogues, speech and open-ended questions. Likewise to practice the written skill teachers could implement activities like: completing texts, writing post cards, letters, compositions and essays using the grammar they have learned. Teachers should dedicate most of the class period to speaking activities and leave the written ones for home, due to the classroom is the unique place where the students can interact since they are not living in a country where the target language is spoken.
- ❖ The authorities and the area coordinator of the institution should promote the teachers' attendance to training courses regularly about the new methods and techniques to build up the use of English in class. Instead of using Spanish, teachers should use body language, realia, flashcards and speak slowly because the students have a limited English knowledge; this is a useful way to

communicate in English during all the class period to increase the students' learning.

- ❖ English teachers should plan incentive exercises and activities that appeal to different types of learners, these activities could be: worksheets, role-plays, games, listening exercises and others, to encourage students to participate fully during the lessons and communicate more often in class putting in practice in a natural way what has been learned.

j. BIBLIOGRAPHY

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k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

**ÁREA DE LA EDUCACIÓN EL ARTE Y LA
COMUNICACIÓN
ENGLISH DEPARTMENT**

THESIS PROJECT

Preliminary thesis project to obtain the bachelors degree
of science of education in English Language
Specialization

THEME

**“THE IMPACT OF MOTHER TONGUE
INTERFERENCE ON THE WRITTEN AND SPOKEN
ENGLISH OF STUDENTS FROM THE LAST YEAR OF
HIGH SCHOOL AT UNIDAD EDUCATIVA ANEXA A LA
UNIVERSIDAD NACIONAL DE LOJA. ACADEMIC
YEAR 2012-2013”.**

AUTHOR: JOHANNA LIZBETH ARMIJOS Y.

**Loja – Ecuador
2013**

1859

a) THEME

“THE IMPACT OF MOTHER TONGUE INTERFERENCE ON THE WRITTEN AND SPOKEN ENGLISH OF STUDENTS FROM THE LAST YEAR OF HIGH SCHOOL AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA. ACADEMIC YEAR 2012-2013”.

b) PROBLEM STATEMENT

1. BACKGROUND

La Unidad Educativa Anexa a la Universidad Nacional de Loja was founded through a resolution of the council of La Universidad Nacional de Loja, on September twenty eighth of nineteen seventy one, as part of the Faculty of Philosophy, Letters and science of the education at that time with the aim of serving as a center of teaching practices of the professional of middle level being trained in the University.

The ministry of education and culture, answering the request of the authorities at that time, authorized the functioning of the first course of basic education beginning from 1971-1972, through the resolution N° 95 of January 29 of 1972, having as the first director Lic. Mario Enrique Jimenez.

La Unidad Educativa Anexa a la Universidad Nacional de Loja began its educational duties with 15 teachers: Lic. Carlos Carrion, Sr. Cesar Jaramillo, Lic. Silvia Ortega, Lic. Alba Herrera, Lic. Wilfrida Naranjo, Lic. Piedad Leon, Sr. Marco Rios, Sr. Angel Ruque, Sr. Jose Miguel Sanchez, Sr. Luis Fernandez, Sr. Galo Carrillo, Sr. Mario Calle, Srta. Fanny Montoya, Srta. Melania Toledo and Srta. Martha Mora. In the same way the first governing council, as an organization of direction was integrated in the following way: **Director:** Lic. Mario Enrique Jiménez; **Voting members:** Lic. Carlos Carrión, Lic. Silvia Ortega, Sr. Marco Ríos; **Secretary:** Sr. Segundo Patricio Loja.

In 1977 seeing the needs of the community, it's created the extension of the high-school in Motupe neighborhood, whose historical challenge was to serve the sectors more vulnerable of the zone, generating alternatives of change conducted to raise the conditions of life of that important sector of the city.

Its condition as an experimental High-School attached to la Universidad Nacional de Loja catalogued as an entity of national and international prestige and the standard of education exposed to the influenced area are the reason of having won a significant space within the society.

The academic areas of La Unidad Educativa Anexa a la Universidad Nacional de Loja are: Físico Matemáticas, Químico Biólogos, Sociales and Contabilidad y Administración.

It's essential to mention that the target population for the research is made up of two English teachers and one hundred sixty four students, all of them are going to cooperate on my theses research to find out what's going on with the mother tongue interference on their English learning.

The purposes managed by the staff in the teaching process are detailed on the mission and vision, which declare:

Mission: The mission of La Unidad Educativa Anexa a la Universidad Nacional de Loja is to offer an integral educational training to the basic education and senior students under a scientific conception of society, knowledge and learning; to

contribute as a center of teaching practices and these project researches; to offer services of consultation and pedagogical cooperation on the influenced area.

Vision: La Unidad Educativa Anexa a la Universidad Nacional de Loja; as part of the area of Education, Art and Communication of the National University of Loja; is devoted to offer educational services of quality in terms of scientific-technical order and development of values like defense of the human rights; social justice; conservation of the environment, dignity, freedom, responsibility and others. For this to happen, La Unidad Educativa Anexa a la Universidad Nacional de Loja has professionals highly trained and qualified and an infrastructure in perfect conditions to contribute positively on the society.

2. CURRENT SITUATION OF THE RESEARCH

The English language has been considered one of the most important languages because it's utilized not only as a major language of communication around the world but as the official language on several areas like science and the international trade. Since that point of view, in the Ecuadorian society the English teaching should be perfectly managed by the teachers so that when the students leave high-school, they have a good level of English for communication; unfortunately, this fact is not happening due to the English teaching is one of the current educational problems in the public Ecuadorian High- Schools.

According to my perception, the main factor that is affecting the students' target language acquisition is the mother tongue interference.

The excessively use of the mother tongue during English teaching can represent an obstacle for the students to acquire solid bases in the target language productive skills. This problem can be caused by a variety of issues, like:

Large groups of learners: the Spanish speaking English teachers in charge of large groups tend to use the students' mother tongue to make English explanations less difficult to understand and therefore less time-consuming for giving hints.

Short period of class in large groups of learners: The English teachers seem not to have enough time to apply good teaching-techniques to student using only English the whole class long. That's the reason that makes English classes less personal and more hurried; therefore, this problem has become an obstacle for the teachers to arrange an active and appropriate teaching technique that involves just the use of English the whole period of class.

It's generally known that a language is acquired when the person is completely exposed to it all the time. So, it should be the same in learning English as a second language, but the poor method of teaching, the very little exposure to English and the lack of professional growth make students have a poor development of the productive skills due to they have no good English patterns to follow.

Students' errors in spoken and written English caused by the mother tongue interference is an accurate signal that the teachers from La Unidad Educativa Anexa a la Universidad Nacional de Loja are not highly trained in this field due to the English teaching is not having a truly great impact on the students' productive skills.

This lack of an optimum knowledge to cope with this subject matter inhibits English teachers from being able to leave the interference errors out of the L2 learners' productive skills; Also, the fact of ignoring the reasoning behind certain error, made in the second language acquisitions by the mother tongue, are currently part of the teacher's role at the Unidad Educativa Anexa a la Universidad Nacional de Loja.

In addition to the previously-mentioned issues, the English teachers at La Unidad Educativa Anexa a la Universidad Nacional de Loja don't organize remedial activities that help learners to correct and self-monitor their mistakes in communication which lead L2 learners to borrow patterns from the Spanish language to produce the English language.

3. RESEARCH PROBLEM

HOW DOES TEACHERS' MOTHER-TONGUE AFFECT THE TARGET LANGUAGE ACQUISITION OF THE STUDENTS FROM THE LAST YEAR OF HIGH-SCHOOL AT LA UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA? ACADEMIC YEAR 2012-2013.

4. DELIMITATION OF THE RESEARCH

Due to the generalized problem related to the overuse of Spanish in the English classes, I have arrived at the decision of choosing La Unidad Educativa anexa a la Universidad Nacional de Loja as the element of investigation which is described in all its surrounding influences in the following way.

4.1. TEMPORAL

The research is going to be carried out in the academic period from 2012 to 2013.

4.2. SPATIAL

La Unidad Educativa anexa a la Universidad Nacional de Loja is located in ‘la Argelia’ neighborhood of the city of Loja.

4.3. OBSERVATION UNITS

English teachers: Yolanda Freire and Alicia Ramirez.

Students from last year of high-school: Físico Matemáticas, Químico Biólogos and Sociales.

4.4. SUB-PROBLEMS

- How does Spanish use by the teachers affect the productive skills on the English learning of the students from the last year of high school at Unidad Educativa Anexa a la Universidad Nacional de Loja? Academic year 2012-2013.
- Is the teachers’ poor proficiency level the main reason for the Spanish usage in English classes of the students from the last year of high school at Unidad Educativa Anexa a la Universidad Nacional de Loja? Academic year 2012-2013.

c) JUSTIFICATION

When learning a foreign language, there are some factors that influence its mastering; one of them is the interference of the mother tongue. Therefore I proceeded to develop the topic: **“THE IMPACT OF MOTHER-TONGUE INTERFERENCE ON WRITTEN AND SPOKEN ENGLISH OF STUDENTS FROM THE LAST YEAR OF HIGH SCHOOL AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA. ACADEMIC YEAR 2012-2013”**. This is justified in the following way.

In the research about the mother tongue interference on written and spoken English I have noticed that erroneous grammar and lexical constructions derive from the mother tongue interference. Likewise, through a previous research, I have also found that such interference is actually the cause that affects both writing and speaking skills, obstructing the acquisition of the foreign language. That’s why I’m interested in clarifying the cognitive process and linguistic competence of learners during the second language acquisition.

It’s generally known that learning English is a growing need in this age of globalization. Through this language, we can speak with people from around the world. However, we have problems in speaking and writing due to we assume that many grammatical and lexical rules of our mother tongue are similar to the second language; therefore, we often transfer unconsciously those rules into structures of the second language. Since that context it’s necessary to get to know the background of second language acquisition which is going to be clarified in this research.

At La Unidad Educativa Anexa a la Universidad Nacional de Loja, teaching and learning English as a foreign language is a challenging task. Therefore this research will focus on the problems that both students and teachers face due to the mother tongue interference. Also, with this research I will try to increase their awareness about second language acquisition and supply them with more resources to improve their teaching skills.

The present research seeks to analyze the writing and speaking difficulties of English senior students from La Unidad Educativa Anexa a la Universidad Nacional de Loja, likewise provide English teachers with teaching techniques to cope with mistakes caused by the mother tongue interference.

d) OBJECTIVES

1. GENERAL OBJECTIVE

To evaluate the influence of the teachers' mother-tongue on the target language acquisition of the students from the last year of high school at Unidad Educativa Anexa a la Unniversidad Nacional de Loja. Academic year 2012-2013.

2. SPECIFIC OBJECTIVES

- To analyze the consequences of the teachers' usage of Spanish in the productive skills of the students from the last year of high school at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic year 2012-2013.

- To find out the reasoning behind the teachers' Spanish usage in their English classes on the students from the last year of high school at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic year 2012-2013.

e) **THEORITICAL FRAME**

1. THE MOTHER TONGUE AND THE SECOND LANGUAGE ACQUISITION

1.1. MOTHER TONGUE

The more appropriate concept for **mother tongue** is the following: the language(s) a person has learned from birth or that a person speaks the best and so is often the basis for sociolinguistic identity. In some countries, the terms native language or mother tongue refer to the language of one's ethnic group rather than one's first language. Sometimes, there can be more than one mother tongue, when the child's parents speak different languages. Those children are usually called bilingual.

The mother tongue can be considered as such under the following aspects:

- **Based on origin:** The language(s) a person makes use since birth or has the first long-lasting verbal contacts.
- **Based on external identification:** the language(s) a person is identified with as a native speaker.
- **Based on competence:** the language(s) one knows best.

➤ **Based on function:** the language(s) one uses most

1.1.1. MOTHER-TONGUE INTERFERENCE

The mother tongue interference is the fact committed by the L2 learners at transferring rules of syntax and phonetics from L1 to L2. This occurrence hinders effective communication in English by differences in phonetics and syntax in both languages.

This is a clear case of mother tongue interference in syntax observed in an English student. When the student says: “**I wear a dress red**”, in English the adjectives go first and the nouns next. In Spanish, on the contrary, the nouns go first and the adjectives next. This is a clear example of an L1 syntax wrongly applied to L2.

This is another instance of mother Tongue Interference in English Language phonetics. The '**TH**' problem, this is one of the biggest problems for students of the English language. For those students, the word ‘**the**’, will sound more like ‘**te**’ because the actual sound simply is not used in their native language. Saville-Troike (2012).

1.1.2. NATIVE LANGUAGE ACQUISITION

An interesting definitions, refers to native language acquisition as “the infants acquisition of their native language.” Most researchers opine that children are able to acquire a language at a very rapid rate without having ever had any grammar instruction; amazingly they can simply hear, understand and remember reasonably

certain complex syntax systems that involve irregular verbs, certain nouns and things like that.

In the same way, concerning the theme of native language acquisition it is relevant to mention that there are two quite opposite positions between **Innatists** (linguists) headed by Noam Chomsky and **Behaviorists** (psychologists) headed by Skinner.

Noam's Innatists theory states that since children are born, they possess innate abilities which enable them to elicit words and further utterances without having been taught any grammatical structure of their native language. Chomsky also asseverates that children are biologically programmed for language and for other functions, which means that they do not have to be taught it at all; rather it is their interaction with environment what makes a strong contribution into their process of learning.

Skinner's Behaviorist theory mentions that children learn their first language through imitating and practicing what they hear in their surrounding environment. Likewise, he also thinks that since children continue imitating and practicing every sound or pattern they listen to around them, that way they structure adequate habits leading them toward the accurate acquisition of their first language. What is more, he considers environment as a provider of stimulus, while the Learner only provides the response into the language acquisition process through adequate levels of reinforcement.

Furthermore, Chomsky states another interesting theory; this is **the Universal Grammar theory** considered as a set of principles common to all languages in this

theory he believes children were born with a sort of hard-wired language acquisition device (LAD) in their brains. Nonetheless, in the innatists theory the environment is considered as a useful tool triggering the LAD as a tool, which determines what children actually acquire. Besides, he also thought Universal Grammar allows children not only to infer the structure of their native language, but also to automatically produce grammatical utterances. Therefore, according with his theory, children seem able to learn the superficial grammar of their first or native language because of the innate capacity of the human brain.

On the other hand, psychologists and other theorists as **Snow** or **Bates** cited by Wikipedia, focus first language acquisition from a different perspective. As Skinner, they strongly believe language learning results only from general cognitive abilities and the interaction between learners and their surrounding communities, which means that according to their theory, children must actually be taught all features of language because it is only through exposure to language that they could produce it. They also argue that patterns of language emerge not only from the mere instinct or innate trait, but from the operation of general processes of cognition and evolution as well. As James (1890) would say, it appears that infants have a remarkable capacity of recording and storing sequences of auditory events which means that it is probably they possess a kind of tape recorder in the brain's auditory cortex which records input sounds, replays them so that their ears become accustomed to hear and reproduce those patterns. With all those theories and explanations, I now enter into the next theme, the second language acquisition (Saville-Troike, 2012).

1.2. SECOND LANGUAGE

A **second language** or **L2** is any language learned after the first language or mother tongue. Some languages, often called auxiliary languages, are used primarily as second languages (such as Esperanto).

1.2.1. SECOND LANGUAGE ACQUISITION (SLA)

Second-language acquisition is rather used to describe the acquisition of any language after the acquisition of the mother tongue. SLA is also the name of the scientific discipline devoted to study that process.

Second Language Acquisition deals with acquisition of additional languages in both children and adults. Nevertheless, I should emphasize that most linguists, authors, and other people dealing with the study of language acquisition refer to the native and second language acquisition in the same terms due to people learning either native or second language pass through some of the same stages, including overgeneralization.

Furthermore, the way how children acquire native language (L1) and its relevance on foreign language acquisition (L2) has been largely debated. Several researches have shown that first language interfere into second language acquisition, because it falls back over the structures and rules of the first language through its background knowledge, which actually can help to make second language acquisition more comprehensible. In addition, there is another relevant concept expressed through **Chomsky** UG (Universal Grammar) theory, in which he states that while language acquisition principles are still active, it results easy to learn a

language and that those principles developed through L1 acquisition are actually vital for learning a L2. Another important thing is that the learner characteristics such as: (age, sociocultural background, cognitive maturity, metalinguistic awareness), as well as learning conditions (environment, time, modified input, corrective feedback) somehow exert certain influence upon the way how either adults or children acquire a second language.

1.2.2. SOME IMPORTANT ASPECTS OF SECOND LANGUAGE ACQUISITION

Stephen Krashen (1982) established a clear distinction between **acquiring** and **learning** as part of his Monitor Theory. According to Krashen, the acquisition of a language is a **natural** process; whereas learning a language is a **conscious** one.

In the **natural process** the student needs to partake in natural communicative situations.

In the **conscious process** error correction is present, as is the study of grammatical rules isolated from natural language.

Not all educators in second language agree to this distinction; however, the study of how a second language is learned or acquired is referred to as Second Language Acquisition or SLA.

Research in SLA focuses on the developing knowledge and use of a language by children and adults who already know at least one other language and knowledge of second language acquisition may help educational policy makers set more

realistic goals for programmers for both foreign language courses and the learning of a language by children and adults.

SLA has been influenced by both linguistic and psychological theories. One of the dominant linguistic theories hypothesizes that a device or module of sorts in the brain contains innate knowledge. Many psychological theories, on the other hand, hypothesize that cognitive mechanisms are responsible for much of human learning, process language.

Other dominant theories and points of research include: **2nd language acquisition studies** (which examine if L1 findings can be transferred to L2 learning), **verbal behaviour** (the view that constructed linguistic stimuli can create a desired speech response), **morpheme studies, behaviourism, error analysis, stages and order of acquisition, structuralism** (approach that looks at how the basic units of language relate to each other according to their common characteristics), **1st language acquisition studies, contrastive analysis** (approach where languages were examined in terms of differences and similarities) and **inter-language** (which describes L2 learners' language as a rule-governed, dynamic system).

These theories have all had an impact on second language teaching and pedagogy. There are many different methods of second language teaching, many of which stem directly from a particular theory. Common methods are the Grammar-Translation Method, the Direct Method, the Audio-Lingual Method (clearly influenced by audio-lingual research and the behaviourist approach), the Silent Way, Suggestopedia, Community Language Learning, the Total Physical Response

Method, and the Communicative Approach highly influenced by Krashen's theories. Some of these approaches are more popular than others, and are viewed to be more effective. Most language teachers do not use one singular style, but will use a mix in their teaching. This provides a more balanced approach to teaching and helps students of a variety of learning styles succeed (Schweers, 2013).

1.2.3. THE INFLUENCE OF L1 ON L2 ACQUISITION

The transference of native-language knowledge in second language is well-established; that means that native language serves as a pattern to develop the second-language phonological and lexical skills, grammatical competence, and literacy ability. The literature is especially robust for the transference of L1 literacy skills to the acquisition of reading in the L2.

Reading acquisition is a complex process that relies on orthographic, phonological, and semantic knowledge. Acquisition of literacy in the second language is known to depend on native-language knowledge; that means that word decoding, phonological awareness and word recognition in L1 influence the reading outcomes in L2.

The relationship between L1 and L2 vocabulary and reading skills strongly indicates that native-language abilities can influence second language vocabulary and reading performance. First language influence appears to be strongest in the following ways: in complex word order and in word for-word translations of phrases, in errors of word order and sentence construction do to interference from

the mother tongue, in the placement of the direct object after an adverbial, as in I met there some Ecuadorians (Gut, 2009).

1.3. THE TWO AREAS OF LINGUISTICS INFLUENCED BY THE MOTHER TONGUE

PHONOLOGY: is a branch of linguistics concerned with the sound system of a language. It has traditionally focused largely on study of the systems of phonemes in particular languages.

The influence of Spanish on English pronunciation

The English phonemes like / p/, /t/, /d/, /k/, /v/, /b/, /h/, /r/.are usually the more problematic sounds for students of English due to the remarkable difference of pronunciation in both languages. Some of the English phonemes like /p/, /t/, /k/ are aspirated when pronounced; however, students of English intuitively treat the English phonemes like “p” as equals to Spanish. An example of this transference error is the pronunciation of ‘power’, as I said before the English phoneme ‘p’ is aspirated [p^h]), while that in Spanish is not aspirated *poder* (pronounced [p]).

The transference of Spanish phonology into English lies on one reason; the students of English perceive the pronunciation of both languages as "the same". However, these two phonology systems must be perceived as different.

Another of the pronunciation problems because of transferring are the confusion of /b/ and /v/ sounds. As we know, in Spanish it doesn't exist a difference when

pronouncing these two phonemes /b/ and /v/, therefore students of English think both phonemes must be pronounced in the same way; however in English does exist a difference, the /b/ is bilabial and /v/ is labio dental fricative that means it's pronounced by joining the upper teeth and the lower lip.

The [t] and [d] phonemes are also transfer from Spanish to English, these two consonants are alveolar ridge: between the top front teeth and the hard palate, rough surface (covered by little ridges). Instead in Spanish these two consonants are alveolar fricatives. Furthermore, it is known that the [h] in Spanish has no sound, that's why students of English usually make mistakes pronouncing words that contain this phoneme, in English this sound is a fricative one, it means when glottis narrowed; completely different to Spanish.

Post-alveolar approximant: [r], always pronounced wrongly by learners of English due to the transfer of pronunciation from Spanish to English. These are just some of the examples that usually happen in English classes and they are a clear evidence of mother tongue interference, as students take their mother tongue as a reference to utter any matter concerned to English.

SYNTAX: Is the combination of words under a set of rules that we follow to utter sentences. Moreover, Holmes (2001) states that Syntax “is the structure of sentences and the study of sentence structure.

Additionally, in Lázaro (1968) there is another similar definition as those above. He considers Syntax as “*a part of Grammar that studies the sense words acquire at relating each other into a phrase.*”

All the definitions above concerning this matter somehow arrive to the basic and same meaning. Once the meaning of syntax is clear, it's necessary to elucidate why English syntax is influenced by Spanish. As I said before, learners of English usually tend to take their mother tongue as a reference to produce the second language which leads to mistakes in the structure of sentences in English. The most common mistakes in English syntax by the influence of Spanish are displayed in the next chart:

The influence of Spanish on English syntax		
Some of the areas of English syntax problems	Incorrect	Correct
Prepositions	<i>For what did they come?</i>	What did they come for ?
Prepositions cannot occur at the end of a sentence in Spanish: ¿ Para qué vinieron?		
Possessives	<i>Please show us the house of Mary.</i>	Please show us Mary's house.
The Spanish "of-phrase" is used instead of the English "possessive case": ¡Muéstrenos la casa de Mary, por favor!		
Question formation	<i>Has seen Mary the movie?</i>	Has Mary seen the movie?
Spanish word order is used: ¿Ha visto Mary la película?		
The influence of Spanish on English syntax		
Negation	<i>Roberto not found his book.</i>	Roberto did not find his book.

There are no Spanish equivalents for “do not,” “does not,” and “did not” which express a verb in the negative. In Spanish, the negative particle “no” is put in front of the verb phrase, regardless of tenses or persons: Roberto no encontró su libro		
Verb tenses	<i>We see each other tomorrow.</i>	We will see each other tomorrow.
In Spanish, the simple present tense is often used for a future action: Nos vemos mañana.		
Word order	<i>Our teacher speaks very well English and Spanish.</i>	Our teacher speaks English and Spanish very well.
In Spanish, an adverbial phrase is regularly put in front of a direct object: Nuestra maestra habla muy bien inglés y español.		

1.4. COMMUNICATIVE COMPETENCE

Communicative competence is a term in linguistics which refers to a language user's grammatical knowledge of syntax, morphology, phonology, as well as social knowledge about how and when to use utterances appropriately.

The term was coined by Dell Hymes in 1966, reacting against the perceived inadequacy of Noam Chomsky's (1965) distinction between competence and performance. To address Chomsky's abstract notion of competence, Hymes undertook ethnographic exploration of communicative competence that included "communicative form and function in integral relation to each other". The approach pioneered by Hymes is now known as the ethnography of communication.

1.4.1. USE IN EDUCATION

The teachers' concern has always been the good utterance of English in learners of this language, however the mother tongue interference has hindered this purpose

and the accomplishment of the following aspects related to communicative competence.

Canale and Swain (1980) defined communicative competence in terms of three components:

1. grammatical competence: words and rules
2. sociolinguistic competence: appropriateness
3. strategic competence: appropriate use of communication strategies

Through the influence of communicative language teaching, it has become widely accepted that communicative competence should be the goal of language education, central to good classroom practice. This is in contrast to views in which grammatical competence was commonly given top priority.

Nowadays it has become widely accepted that communicative competence should be the aim of language teaching process. An efficient way to involve students in meaningful tasks addressed to promote successful learning is when using language communicatively rather than practicing independently language skills.

Chomsky's first idea about linguistic competence was intended to develop a theory of the linguistic system itself; while, on the other hand, Hymes had already developed a theory upon communicative competence which included communicative form and function in integral relation to each other. Furthermore, Canale and Swain (1980), through their definition referred to communicative competence taking into account its four main components, as follows: 1.

Grammatical competence: words and rules 2. Sociolinguistic competence: appropriateness 3. Discourse competence: cohesion and coherence 4. Strategic competence: appropriate use of communication strategies. Nevertheless, most theorists agree upon the four areas or competences comprising communicative competence which will be defined in a more complete way now.

Grammatical or linguistic competence: To know how to use grammar, vocabulary and syntax of a language.

Sociolinguistic competence: To know how to use and respond in adequate manners to all the language features such as: the setting, the topic, the relationship among participants and its communicative purposes.

Strategic competence: To know how to recognize and repair communication failures, and how to learn more about the language itself as well as its context.

Discourse competence: To know how to interpret the context and construct large utterances in the target language so that its parts become part of a whole and give sense to the speech.

To conclude this topic about Communicative Competence; the goal for foreign language teachers should be students master not only the linguistic code of the target language, but also that they feel able to act and communicate in adequate communicative manners. Thus, in order to achieve this purpose, learners should at least know relevant data about the target culture as well as get familiarized with their customs, beliefs, non-verbal communication features, and other aspects that could improve and facilitate their cultural knowledge of the foreign language being

learnt and obviously avoid probable misunderstandings between both different cultures, that is the mother tongue and the foreign language. Continuing with my research, the next topic to be analyzed is rhetoric (Gass, 2013).

1.5. ERROR ANALYSIS (LINGUISTICS)

“In second language acquisition, **error analysis** studies the types and causes of language errors. Errors are classified according to:

- Modality (level of proficiency in speaking, writing, reading, listening)
- linguistic levels (pronunciation, grammar, vocabulary, style)
- form (omission, insertion, substitution)
- type (systematic errors/errors in competence vs. occasional errors/errors in performance)
- cause (mother tongue interference, interlanguage)
- norm vs. system

1.5.1. AREAS OF TYPICAL INTERFERENCE ERRORS

“Typical interference errors are manifested in the following areas: articles, gender, number, personal pronouns, relative pronouns, adjectives, prepositions, possessives, question formation, negation, verb tenses, passive voice, word order, and false cognates, pronunciation.

Examples containing interference errors are italicized, and below them are their correct forms and explanations for the negative transfer, illustrated by a Spanish sentence whose structure influences the interlanguage example.

Articles: *I will read my book and the yours also* / I will read my book and yours also. In Spanish the definite article (el, la) is used with possessive pronouns: Voy a leer mi libro y el tuyo también.

Gender: *What bright moon! Look at her!* / What bright moon! Look at it! Grammatical gender is assigned to nouns in Spanish, in which the moon (la luna) is feminine: ¡Qué luna más brillante! ¡Mírala!

Number: *We love hers news friends* / We love her new friends. In Spanish, the plural marker applies not only to nouns, but also to articles, adjectives, and possessive adjectives: Queremos a sus nuevos amigos.

Personal pronouns: *Alberto is not from Mexico. Is from Cuba* / Alberto is not from Mexico. He's from Cuba. Subject pronouns are frequently dropped in Spanish, which is a “pro-drop” language: Alberto no es de México. Es de Cuba.

Relative pronouns: *The teacher which spoke Spanish left our school* / The teacher who spoke Spanish left our school. No distinction is made between personal and non-personal relative pronouns in Spanish, “Que is by far the most frequent relative pronoun and may be used in the majority of cases to translate the English relative pronouns ‘who’, ‘whom’, ‘which’ or ‘that’.

Adjectives: *He found two shirts of different colors and bought the blue* / He found two shirts of different colors and bought the blue one. An adjective in Spanish can act as a noun after the definite article: El encontró dos camisas de diferentes colores y compró la azul.

Prepositions: *Who assassinated to Abraham Lincoln?* / Who assassinated Abraham Lincoln? In Spanish, the personal preposition “a” is used after a transitive verb whose direct object is human: ¿Quién asesinó a Abraham Lincoln?

Possessives: *Lisa washes the hair twice a week* / Lisa washes her hair twice a week. In Spanish, the definite article “el” --not the possessive adjective “su”-- is used in this context: Lisa se lava el pelo dos veces por semana.

Question formation: *Has seen Mary the movie?/ Has Mary seen the movie?* Spanish word order is used: ¿Ha visto Mary la película?

Negation: *Roberto not found his book* / Roberto did not find his book. There are no Spanish equivalents for “do not,” “does not,” and “did not” which express a verb in the negative. In Spanish, the negative particle “no” is put in front of the verb phrase, regardless of tenses or persons: Roberto no encontró su libro.

Verb tenses: *Look, it snows!* / Look, it’s snowing! In Spanish, the simple present tense is frequently used to express an action that is taking place at the moment of speaking. Thus, “Nieva” means both “It snows” and “It is snowing”.**Passive voice:** *Spanish speaks itself here* / Spanish is spoken here. “Spanish speaks itself here” is the English rendition of “Se habla español aquí,” a syntactical construction used in

preference to a passive sentence without the agent phrase. An agent phrase is a prepositional phrase beginning with “by” in English and “por” in Spanish, as in “Spanish is spoken here by the people” and “Español es hablado aquí por la gente.” According to Nobel (1982), “passive sentences which lack the agent are not used often in Spanish” (p. 233). Nobel also noted that a special construction called the “se-passive” is used instead, and that this construction has no counterpart in English.

Word order: *Arrived very late the teacher this morning / This morning arrived very late the teacher.* Word order is much freer in Spanish than it is in English. According to Coe (1987), “The freer word order allows words that are emphasized to be placed last” (p.79). The three interlanguage sentences listed above reflect this particular feature of Spanish, causing errors in English.

False cognates: *Every child should assist to school / Every child should attend school.* In Spanish, “asistir a la escuela” means “to attend school. Spanish originates from Latin; therefore, its vocabularies correspond with the Latin-derived side of the English language (Coe, 1987). These corresponding vocabularies are known as cognates. As Crandall, Dias, Gingras, and Harris (1981) warned, “Cognates can be both a blessing and a curse for the teachers and learners of a second language” (p. 49). Indeed, while these thousands of cognates can help Spanish-speaking English language learners accelerate their acquisition of English vocabulary, some of them are “false friends” and deserve to be pointed out for the benefit of the learners. Examples of interference errors due to false cognates are given below” (Dam, 2010).

1.6. TRANSFER

“**Language transfer** refers to speakers or writers applying knowledge from their native language to a second language. In language transfer students use their native language to create their language system that is the result of applying rules of the native language to the foreign language. This is not recognized as a mistake, but as a process that all learners go through.

Some errors that second-language learners make in their speech originate in their native language. For example, Spanish speakers learning English may say "Is raining" rather than "It is raining", leaving out the subject of the sentence. This is because sentence subjects can be left out in Spanish, but not in English. This influence of the native language on the second is known as language transfer.

Transfer is a psychological process where knowledge of a native language is applied to new learning situations in the second language. When speaking of *language transfer*, it usually refers to the use of the first language in second language contexts.

The term transfer can be referred as a **process** or a **product**. It is a **product** when learners try to understand something they have read or heard in the second language, by associating the L2 structure with what they know from L1 structures; but when that fails, meaning-based strategies come into play, this is known as a **process**. The meaning-based strategy is when the learner tries to interpret the sentence based on the context, and others cues that are related to meaning and not to structure. This is

not a transfer of *language*, but rather a transfer of the learner's acquired knowledge of how to learn a language.

Since they have already learned one language, they may be able to apply language learning strategies to the learning of another language. In the area of pronunciation, some transfer from L1 is inevitable. For example, Spanish learner usually have difficulty with the 'th' sound due to such a sound doesn't exist in Spanish".

1.6.1. LANGUAGE TRANSFER

Transfer usually begins at the lexical level; it seems more evident in L2 pronunciation and syntax. Linguists and researchers state that the most common and frequent classification of language transfer is according to the effect that the native language has in the production of the L2 (positive-negative transfer). Thus, the appropriate and applicable term is positive transfer in the case when the learner's mother tongue seems to enhance the target language learning process due to its similarities in structure and form with the target language (it would be the case of Passive Voice in both languages, English and Spanish where its grammar structure and lexicon is identical). Moreover, Odlin says that "cross-linguistic similarities can produce positive transfer in several ways." Likewise, he states that similarities between native language and target language vocabulary can reduce the time needed to develop good reading comprehension and similarities in syntactic structures can facilitate the acquisition of grammar.

On the other hand, negative transfer which refers to native language interference leads to erroneous production of L2, these types of errors are the ones that differentiate the learner's performance from that of a native speaker.

The first negative transfer error type for linguistic researchers is underproduction. Moreover, Odlin (1989) says: "learners may produce very few or no examples of a target language structure". A clear example stated by Odlin is avoidance; it is a good evidence for one form of underproduction related to language distance. If learners feel that particular structures in the target language are very different from counterparts in the native language, they may try to avoid using those structures.

In addition, another type of negative transfer erroneous production is overproduction. According to Odlin (1989) overproduction could be viewed as a consequence of underproduction; learners consequently tend to overproduce various structures in order to avoid using others which occur rather infrequently in their L1.

It is also said that negative transfer can be traced in the form of misinterpretation according to which learners tend to receive and interpret L2 under the influence of L1 forms and elements and consequently misinterpret very often the target language received message.

Thus, similarities and differences between the mother tongue and native language could result in the most frequently occurring error type of negative transfer known as production errors.

As a conclusion, and after having analyzed topics related to language, linguistics and its branches, error analysis, and language transfer among others, it is important to say that learning a foreign language depends on many factors such as cultural, social, and linguistic aspects; Therefore, teachers must be conscious of this situation and become facilitators to try that the teaching-learning process can be as natural as possible, helping students become communicative competent in any context they might participate.

1.7. POSITIVE AND NEGATIVE TRANSFER

When the structure of both languages is the same, linguistic interference can result in correct language production called *positive transfer* — notions of acceptability of most native speakers. An example is the use of cognates. However, native language interference can also be the source of errors known as negative transfer.

Negative transfer occurs when speakers and writers transfer items and structures that are not the same in both languages. Within the theory of contrastive analysis, the greater the differences between the two languages, the more negative transfer can be expected.

The results of **positive transfer** go largely unnoticed, and thus are less often discussed. Nonetheless, such results can have a large effect. Generally speaking, the more similar the two languages are, and the more the learner is aware of the relation between them, the more positive transfer will occur. (Scott Jarvis, 2012)

1.8. INTERLANGUAGE

An **interlanguage** is an emerging linguistic system that has been developed by a learner of a second language who has not become fully proficient yet but is approximating the target language: preserving some features of their first language. An interlanguage is idiosyncratically based on the learners' experiences with the L2. It is a language in its own right, with its own systematic rules.

A learners' Interlanguage is the result of combining features of the native language and the knowledge recently acquired of the target language. The Interlanguage is the approach to the target language leading an inaccurate utterance in the target language because it is influenced by the native language.

A learner's interlanguage is not a deficient version of the language being learned or a language purely based on errors introduced from the learner's first language. Rather, it is a language with its own systematic rules. It is possible to view most aspects of language from an interlanguage perspective, including grammar, phonology, lexicon, and pragmatics.

There are three different processes that influence the creation of interlanguage:

- Language transfer. Learners fall back on their mother tongue to help create their language system. This is now recognized not as a mistake, but as a process that all learners go through.
- Overgeneralization. Learners use rules from the second language in a way that native speakers would not. For example, a learner may say "I goed home", overgeneralizing the English rule of adding -ed to create past tense verb forms.

- Simplification. Learners use a highly simplified form of language, similar to speech by children or in pidgins. This may be related to linguistic universals.

1.8.1. INTERLINGUAL INTERFERENCE DURING ENGLISH LEARNING

For some linguistics the term Interference has a negative connotation, so they prefer to use the term influence rather than interference which for Contrastive Analysis is the same as negative transfer. The learners' interlanguage is purely influenced by the interaction of the native and the target language, this mental process happens during the second language acquisition.

We can say the L1 influences L2 acquisition, but we can also say that L2 influences L2 acquisition; this affirmation is backed up in the following paragraphs. Firstly a learner's interlanguage is neither L1 nor L2; it is a different language with rules that may be from L1, L2, or a combination of both or from neither of the two languages. The overgeneralization of L2 rules (goed), ignorance of specific rules in L2 (he eat), incomplete application of L2 rules (where is Maria? *Is* at home) and semantic errors (feeling blue) are caused by L1 and L2. When trying to produce English, learners usually make hypothesis formations taking as a reference both languages, the result of this process is named interlanguage. From this point of view, the native language does not *interfere* with the second language learning process because it is an integral part of the interlanguage. We can say the L1 influences L2 acquisition, but we can also say that L2 influences L2 acquisition (Maria Economidou-Koetsidis, 2012).

1.9. CONTRASTIVE ANALYSIS

Contrastive analysis is the systematic study of a pair of languages with a view to identifying their structural differences and similarities". Contrastive Analysis is considered a method to explain why some features of a Target Language are more difficult to acquire than others.

The contrastive analysis date back from the fifties to the sixties of the previous century. The basic claim of contrastive analysis theory was that one could predict and describe the areas of difficulty by means of comparing and contrasting two linguistic systems, those of NL and TL (namely, native language and target language).

1.9.1. CONTRASTIVE ANALYSIS HYPOTHESIS

Contrastive Analysis Hypothesis was formulated by Lado. In his book named *Linguistics Across Cultures* (1957) he claims that those elements which are similar to the learner's native language will be simple for him, and those elements that are different will be difficult.

Contrastive Analysis Hypothesis is a way of comparing L1 and L2 to analyze possible difficulties that the learners might encounter in L2 learning situation. CAH assumes that when learners try to learn L2, the patterns and rules of L1 cause main difficulties to their L2 learning. The main difficulties are found in the linguistic structure due to both languages are different.

Examples of contrastive analysis

Spanish learners of English might use gender pronouns to things or objects when they speak English.

"Look at the moon. She is white." ("She" refers "moon")

Spanish learners of English might have more difficult time to pronounce /r/ and /th/ in English because they do not have those two sounds in their L1.

The Contrastive Analysis Hypothesis arose as part of the behaviorist learning theories which saw learning as a type of habit formation through stimulus – response – reinforcement processes. The basic premises for Contrastive Analysis are: Language is a habit and learning a second language is learning new habits, the major source of errors in second language acquisition is interference from the first language, second language learner errors can be analyzed and predicted by studying the differences between two languages, the more differences between L1 and L2, more errors will be made, a learner only has to focus on the differences between L1 and L2 since the similarities will —transfer automatically, repetition and practice of structures will lead to learning of the structures.

The Contrastive Analysis defines language learning as the transfer of linguistic knowledge. If a structure in the first language is similar to a structure in the second language, there will be no errors because a "**positive transfer**" will occur. If a structure in the second language is different from or does not exist in the first language, errors will occur because of "**negative transfer**". At first glance, this seems to make sense, but in reality only a small percentage of errors (mostly

pronunciation) made by second language learners can be attached to the first language, and it is now common knowledge that language and learning in general is not a set of habits, Children do not learn language through imitation but rather construct linguistic knowledge through hypothesis formation and testing. Children and adults create and produce sentences they have never heard before, and therefore they cannot be learning through imitation. Remember that CAH assumes that when learners try to learn L2, the patterns and rules of L1 cause main difficulties to their L2 learning. Let's look at some examples where Contrastive Analysis fails to explain adequately L2 performance:

In English, adjectives come before the noun (the blue car), but in Spanish adjectives come after the noun (the car blue.). Contrastive Analysis would predict that because the word order in the two languages is different, the Spanish learner of English would make the following error: the car blue. Thus, the word order is one of the first structures acquired by second language learners, so learners of English very early apply English word order since their Spanish knowledge to English sentences. It is very common for ESL learners to produce sentences like She teached me or I buyed it at the store. This is the application of the English rule of past tense formation for regular verbs to irregular verbs in English. It is not the application of first language rules.

Contrastive Analysis fails to explain this type of error adequately. English and Spanish form plural nouns in an almost identical manner. According to CA, positive transfer will occur and Spanish speakers learning English will have no problems with plurals in English; however, it is very common to see and hear errors of

omission in beginning ESL learners (many car, too many problem, mans, childrens, homeworks etc.). As you can see, Contrastive Analysis fails to explain the complex language learning process. The fact is that errors do not come from L1 or L2, but from an intermediate language the learner's Interlanguage. (Maria Economidou-Kogetsidis, 2012)

2. PRODUCTIVE ENGLISH SKILLS

Productive skills are those skills in which we have to produce language; those skills are Writing and Speaking.

2.1. SPEAKING

Vowel Systems

There are major differences between the vocalic phonemes in Spanish and English. In Spanish, there are five vowels that consistently represent the single tense vowel sounds /a/, /e/, /i/, /o/, and /u/. In contrast, English vowels represent many tense and lax vowel sounds including /a/, /ɑ/, /æ/, /ɔ/, /e/, /ɛ/, /i/, /I/, /o/, /ʊ/, /u/, and /ʌ/. English language learners may use forward transfer by substituting tense vowels from L1 for lax vowels in English. For example, a student might pronounce the word “man” with the tense /a/ as in “mahn” instead of the lax vowel /æ/.

The following chart illustrates several examples of this forward transfer of Spanish vowels.

Examples of Spanish to English forward transfer of vowels

Spanish phonemes	English phonemes	Result
/a/	/æ/	“hat” may sound like “hot”
/e/	/ɛ/	“get” may sound like “gate”
/i/	/ɪ/	“hit” may sound like “heat” “this” may sound like “these”
/o/	/ɔ/ /ʌ/	“ball” may sound like “bowl” “bun” may sound like “bone”
/u/	/ʊ/	“put” may sound like “poot”

Consonant Systems

The next chart focus on the most common Spanish phonemes to discuss typical speech patterns that may occur when speakers use transfer of the Spanish phonological system to communicate in English.

Spanish and English consonantal phonemes

	Spanish		English	
	Voiceless	Voiced	Voiceless	Voiced
<i>Stops</i>	/p/ /t/ /k/	/b/ /d/ /g/	/p/ /t/ /k/	/b/ /d/ /g/
<i>Nasals</i>		/m/ /n/ /ɲ/		/m/ /n/ /ŋ/
<i>Fricatives</i>	/s/ /ʃ/ /x/	/β/	/s/ /ʃ/ /θ/ /f/	/z/ /v/ /ð/ /ʒ/
<i>Affricates</i>	/tʃ/		/tʃ/	/dʒ/
<i>Liquids</i>		/l/		/l/ /r/
<i>Tap/Trill</i>	/r/ /rr/			
<i>Glides</i>		/w/ /j/		/w/ /j/
<i>Glottal</i>			/h/	

Spanish and English share several consonantal phonemes including the stop sounds /p/, /t/, /k/, /b/, /d/, /g/, the nasals /m/, /n/, /ɲ/, the fricatives /s/, /f/, the affricate /tʃ/ (“ch”), the liquid /l/, the glide /w/, /j/, and the glottal /h/. Despite these common phonetic symbols, it is important to note that there are differences in voicing,

aspiration, and precise place of articulation for many of these sounds that result in acoustic differences (Goldstein, 2001).

2.2. WRITING

Due to inadequate language knowledge, L2 writers make use of their mother tongue in L2 writing; therefore, the use of inappropriate structures and words are always seen. Consistently, the interference of L1 lexicons is perceived as a main problem in the translation of the target language as well as in writing a second language.

The combination of two language systems in L2 writing is called “language transfer. L2 learners are so dependent on their L1 syntactic properties that they transfer some L1 grammatical rules in their L2 writing, eventually causing such errors. However, no language is identical regarding structures, lexicons, and systems; hence, the students’ prediction of equivalence leads to the cause of error and mistake production in their second language written outcomes.

There is a difference between error and mistake. The errors reflect the gaps in the learner’s knowledge; that is, an error is produced due to the fact that the learners cannot identify what is correct and incorrect. In contrast, a mistake reflects the learners’ inefficient performance; that is, it occurs because the learners are not able to perform what they already know correctly (Usaha, 2012).

3. HYPOTHESIS

3.1. GENERAL

The overuse of the teachers' mother tongue limits the progress of the target language acquisition of the students from the last year of high school at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic year 2012-2013.

3.2. SPECIFICS

- The Spanish use by English teachers affects the good development of the productive skills of the students from the last year of high school at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic year 2012-2013.
- The students' low English level provokes the overuse of Spanish in English classes by the teachers affecting the learning of the students from the last year of high school at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic year 2012-2013.

f) METHODOLOGY

In the methodological process of the present project, I will point out the application of the following methods and techniques.

1. METHODS, TECHNIQUES AND INSTRUMENTS

1.1. METHODS

The research work will apply the **NON-EXPERIMENTAL METHOD** to analyze a specific field through the application of questionnaires, whose results will be treated and studied by means of the statistic method.

The aspects considered in the Non-Experimental method will be: to study two different groups, English Teachers and Students from 6th year course, and search what made the problem to establish cause - effect.

In this method, the phenomenon will be studied in a retrospective way. That is to say, the researcher first knows the facts that have already been manifested in a sequence of events, and since that awareness the objectives and hypotheses are established to begin with the research. Those hypotheses will be later proved with the results of the applied questionnaires.

The **DESCRIPTIVE METHOD** will be used to make a description of the field in study, to later give a criterion about the problem in existence that is the mother tongue interference on the written and spoken English.

The **ANALYTIC-SYNTHETIC METHOD** will be used to analyze the data obtained from questionnaires and make the interpretation that includes a critical analysis that considers the variables of the hypothesis; this will be used as a basis for drawing conclusions.

1.2. TECHNIQUES AND INSTRUMENTS

Within this process I will use techniques to lead my ideas, criteria and thoughts in a logical way when collecting information about the students' needs concerned to the theme of the research. The technique that will be required is the following:

Questionnaire: This technique will be applied to the students and the teachers from the last year of high school at La Unidad Educativa Annexed to the National University of Loja, with the aim of collecting information to obtain clear and precise results concerned to the research.

1.3. POPULATION AND SAMPLE

The entire population of La Unidad Educativa Anexa a la Universidad Nacional de Loja is of 164 Students and 2 English teachers.

FIELD OF THE RESEARCH	
AREA	POPULATION
Físico Matemáticas	59
Químico Biólogos	88
Sociales	17
TOTAL	164

TEACHERS' POPULATION
2

To determine the sample size I will apply the following formula:

$$n = \frac{PQ \times N}{E^2}$$

$$(N-1) \frac{PQ}{K^2}$$

$$n = \frac{0.25 \times 164}{(164 - 1) (0.1)^2}$$

$$\frac{0.25 \times 164}{(2)^2} - 0.25$$

$$n = \frac{0.25 \times 164}{\frac{1.38}{4}}$$

$$n = \frac{41}{0.345}$$

$$n = 118.840$$

$$n = 119$$

PQ = First quartile (0, 25)

N= Population

n = Sample

K = Proportionality Constant (2)²

E = Sample Error (10 %) (0,1)²

1.4. SAMPLE DISTRIBUTION

To get the sample by area the following formula was used:

$$n = \frac{n}{N} \quad n = \frac{119}{164} \quad n = 0.725$$

The previous result was multiplied by students population of every area of 6th year course from “La Unidad Educativa Anexa a la Universidad Nacional De Loja” in order to obtain the sample which is detailed in the following chart.

AREA	POPULATION	SAMPLE
Físico Matemáticas	59	43
Químico Biólogos	88	64
Sociales	17	12
TOTAL	164	119

TEACHERS' POPULATION	SAMPLE (not required)	TOTAL
2	-	2

g) TIME TABLE

THEESIS DEVELOPMENT	2013									2014												2015		
	Mar.	Apr.	May	June	July	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	
Project presentation	x																							
Appointment of the project advisor	x	x																						
Project checking and approval		x	x																					
Appointment of thesis director				x																				
Application of the instruments				x	x																			
Thesis development						x	x	x	x															
Elaboration of the tables, graphs and logical analysis										x														
Thesis review and corrections											x	X	x											
Paperwork for the legal aptitude														x	x	x								
Thesis presentation																	x							
Private qualification																		x						
Rectification																			x	x				
Paperwork for public sustentation																					x	x		
Incorporation																								x

h) ORGANIZATION AND MANAGEMENT OF THE RESEARCH

1. RESOURCES

1.1. HUMAN

Researcher: Johanna Lizbeth Armijos Yanangómez.

Coordinator of the English Area: Dr. Hernan Cuenca.

English Teachers: Yolanda Freire and Alicia Ramirez.

Target Population: Students from Físico Matemáticas, Químico Biólogos and Sociales of sixth year course.

1.2. MATERIAL

Office materials: Paper format A4, pens, bibliographic material (books, copies and internet) and Folders.

Office equipment: Computer, printer, printer's ink and USB drive.

1.3. TECHNICAL

Questionnaires

2. BUDGET AND FINANCING

MATERIALS	PRICE
Use of computer	50,00 USD
Paper format A4	10,00 USD
Pens	4,00 USD
Bibliographic Material	50,00 USD
Drafts and printed thesis	100,00 USD
Printer's ink	120,00 USD
Folders	5,00 USD
USB	10,00 USD
Bind of thesis	30,00 USD
Transport	50,00 USD
TOTAL	429,00 USD
Unforeseen expenses	60,00 USD
TOTAL OF EXPENSES OF THE PROJECT	489.0 USD

Financing

The expenses of the theses project will be financed by me from beginning to end.

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UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER

Dear English teacher from La Unidad Educativa Anexa a la Universidad Nacional de Loja, I address to you respectfully to ask you to deign to answer the following questionnaire that allows me to collect information which will benefit the educational community and the performance of my thesis.

1. Have you ever attended a workshop or a speech related to the mother tongue interference on the english leaning?

A lot of times ___ Sometimes ___ Never ___

If not why:

2. How do you consider the influence of spanish on the students' english learning?

Positive ___ Negative ___

Why

3. What level of English do your students have?

Low ____ Basic ____ Lower intermediate ____ Intermediate ____

Could you comment?

4. Could you mark the reasons you use Spanish in class?

Grammar explanations _____
Vocabulary meanings _____
To explain book instructions _____
For giving commands _____
Students' low level of English _____
For the easiness to communicate in the classroom _____
To translate and understand a text _____

5. How often do the students make errors on the written and spoken English?

Always ____ Usually ____ Often ____
Sometimes ____ Seldom ____ Never ____

Why

6. How often do you use Spanish in class?

Always ____ Usually ____ Often ____
Sometimes ____ Seldom ____ Never ____

7. Do you think Spanish is necessary to teach English?

Yes ____ No ____ A little ____

Why _____

8. What language do you prefer to use in class?

Spanish ____ English ____ A little of both ____

Why: _____

9. Mark the problematic situations that face your students in the English language.

- They don't understand spoken and written English ____
- The students haven't familiarized with phonetics sounds and pronunciation of English ____
- The Spanish use has slowed the students' learning ____
- None of them ____



UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER

Dear English student from La Unidad Educativa Anexa a la Universidad Nacional de Loja, I address to you respectfully to ask you to deign to answer the following questionnaire that allows me to collect information which will benefit the educational community and the performance of my thesis.

1. Are you allowed to use Spanish in English classes?

Yes ____ No ____ Sometimes ____

2. Do you feel capable to speak English with a native speaker?

Yes ____ No ____ A little ____

Please, comment in English or in Spanish

3. Which of the following aspects are limiting your English Learning?

Little exposure to productive skills ____

Short period of class ____

Absence of native Speakers ____

Little interest to learn English ____

Boring classes ____

Traditional methods ____

4. How often do you make errors on the written and spoken English?

Always ____ Usually ____ Often ____

Sometimes ____ Seldom ____ Never ____

5. Which of the following activities are made in the classroom to promote English use?

Debates about interesting topics ____

Writing of essays Role-Plays ____

Comments about films or reading lessons ____

Conversations about daily activities ____

Singing songs ____

None of them ____

MATRIX

“THE IMPACT OF MOTHER-TONGUE INTERFERENCE ON THE WRITTEN AND SPOKEN ENGLISH OF STUDENTS FROM THE LAST YEAR OF HIGH SCHOOL AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA. ACADEMIC YEAR 2012-2013”.

PROBLEM	OBJECTIVES	HYPOTHESIS	VARIABLES	INDICATORS
How does teachers' mother-tongue affect the target language acquisition of the students from the last year of high-school at Unidad Educativa anexa a la Universidad Nacional de Loja? Academic year 2012-2013.	To evaluate the influence of the teachers' mother-tongue on the target language acquisition of the students from the last year of high school at Unidad Educativa anexa a la Universidad Nacional de Loja. Academic year 2012-2013.	The overuse of the teachers' mother tongue limits the progress of the target language acquisition of the students from the last year of high school at Unidad Educativa anexa a la Universidad Nacional de Loja. Academic year 2012-2013.	Cause V1 The impact of the mother-tongue interference in the English language learning.	<ul style="list-style-type: none"> • Mother tongue interference • Native language acquisition • Second language acquisition. • The influence of L1 on L2 acquisition.
SUBPROBLEMS	SPECIFIC	SPECIFIC	Effect V2 The written and spoken English of students from the final year of high school.	<ul style="list-style-type: none"> • Productive skills • Error analysis • Language transfer • Interlanguage • Contrastive analysis • Communicative competence
How does spanish use by the teachers affect the productive skills on the english learning of the students from the last year of high school at Unidad Educativa anexa a la Universidad Nacional de Loja? Academic year 2012-2013.	To analyze the consequences of the teachers' usage of spanish in the productive skills of the students from the last year of high school at Unidad Educativa anexa a la Universidad Nacional de Loja. Academic year 2012-2013.	The spanish use by english teachers affects the good development of the productive skills of the students from the last year of high school at Unidad Educativa anexa a la Universidad Nacional de Loja. Academic year 2012-2013.		
Is the students' low english level the main reason for the teachers to use spanish in english classes on the students from the last year of high school at Unidad Educativa anexa a la Universidad Nacional de Loja? Academic year 2012-2013.	To find out the reasoning behind the students' low english level and the teachers' spanish use on the students from the last year of high school at Unidad Educativa anexa a la Universidad Nacional de Loja. Academic year 2012-2013.	The students' low english level provokes the overuse of spanish by teachers in english classes affecting the learning of the students from the last year of high school at Unidad Educativa anexa a la Universidad Nacional de Loja. Academic year 2012-2013.		

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