

# UNIVERSIDAD TECNICA DE AMBATO



## DIRECCIÓN DE POSGRADO MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

**TEMA: POSITIVE AND NEGATIVE WORD ORDER INTERFERENCES  
FROM KICHWA INTO ENGLISH WRITING**

Trabajo de Investigación, previo a la obtención del Grado Académico de Magíster  
en la Enseñanza del Idioma Inglés como Lengua Extranjera.

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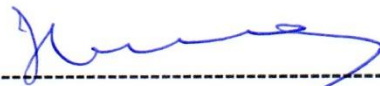
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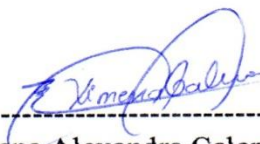
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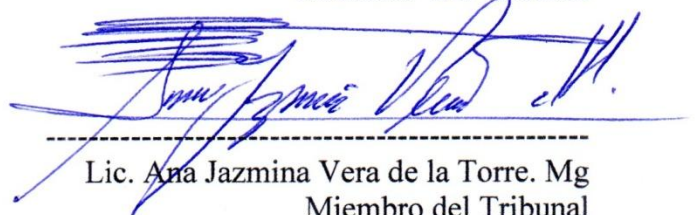
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## INDICE GENERAL DE CONTENIDOS

Portada.....	i
A la Unidad de Titulación de la Universidad Técnica de Ambato .....	ii
Autoria del Trabajo de Investigación.....	iii
Derechos de autor.....	iv
Table of content.....	v
List of tables.....	viii
List of figures .....	ix
List of graphics.....	x
Agradecimiento .....	xi
Dedicatoria .....	xii
Resumen ejecutivo .....	xiii
Executive summary.....	xv
Introduction.....	1
<b>CHAPTER I.....</b>	<b>4</b>
<b>PROBLEM STATEMENT .....</b>	<b>4</b>
1.1 Theme of the problem .....	4
1.2 Problem statement.....	4
1.3 Contextualization of the problem.....	4
1.3.1 Critical Analysis.....	7
1.3.2 Prognosis .....	10
1.3.4 Research questions.....	10
1.3.5 Research delimitation.....	11
1.3.5.1 Outline of Research Objectives.....	11
1.3.5.2 Spatial Limitation .....	11
1.3.5.3 Time Limitation .....	11
1.3 Justification .....	12
1.5 Objectives .....	13
1.5.1 General objective .....	13
1.5.2 Specific objectives .....	13

<b>CHAPTER II</b> .....	14
<b>THEORETICAL FRAMEWORK</b> .....	14
2.1 Research background. ....	14
2.2 Philosophical foundations .....	16
2.3 Legal basis.....	16
2.4 Key categories.....	18
2.4.1 Conceptual Basis - Independent Variable. ....	19
2.6 Signaling hypothesis variables .....	42
<b>CHAPTER III</b> .....	43
<b>RESEARCH METHODOLOGY</b> .....	43
3.1 Research Approach .....	43
3.2 Basic Research Modality.....	43
3.2.1 Socio Educational Model .....	43
3.2.2 Biographical Documentary Research.....	44
3.3 Level of research .....	44
3.3.1 Descriptive .....	44
3.4 POPULATION AND SAMPLES .....	45
3.4.1 POPULATION.....	45
3.5 OPERALIZATION OF VARIABLES. ....	46
3.5.1 Operationalization of the independent variable: Positive and negative word order interferences.....	46
3.5.2 Operationalization of the dependent variable: Writing skills .....	47
3.6 Methods of Data collection. ....	48
3.7. Process of the analysis plan. ....	48
<b>CHAPTER IV</b> .....	49
<b>ANALYSIS AND INTERPRETATION</b> .....	49
4.1 Analysis of results. ....	49

<b>CHAPTER V .....</b>	<b>68</b>
<b>CONCLUSIONS AND RECOMMENDATIONS.....</b>	<b>68</b>
5.1 Conclusions.....	68
<b>CHAPTER VI.....</b>	<b>70</b>
<b>THE PROPOSAL .....</b>	<b>70</b>
6.3 Justification.....	71
6.4 Objectives.....	72
6.4.1 General objective .....	72
6.4.2 Specific objectives .....	72
6.7 Methodology .....	78
TEACHING ENGLISH TO KICHWA .....	80
STUDENTS HANDBOOK .....	80
INTRODUCTION .....	81
Objectives.....	82
General objective .....	82
BIBLIOGRAPHY.....	109
ANNEXES .....	114

## LIST OF TABLES

Table N° 1.- Writing processes .....	40
Table N° 2.- Operationalization of the dependent variable .....	47
Table N° 3.- Operationalization of the independent variable.....	48
Table N° 4.- Use of adjectives .....	49
Table N° 5.- Use of adjectives .....	51
Table N° 6.- Use of adjectives .....	52
Table N° 7.- Use of adjectives .....	53
Table N° 8.- Simple present word order .....	54
Table N° 9.- Simple present word order .....	55
Table N° 10.- Simple present word order .....	58
Table N° 11.- Simple present word order .....	57
Table N° 12.- To be verb word order .....	58
Table N° 13.- To be verb word order .....	59
Table N° 14.- To be verb word order.....	60
Table N° 15.- To be verb word order.....	61
Table N° 16.- Paired Sample T- test Test 1 and Test 3.....	65
Table N° 17.- Paired Sample T- test Test 2 and Test 3.....	66
Table N° 18.- Proposal topics. ....	83



## LIST OF FIGURES

ProblemTree.....	7
Figure N°02: Dialectic view of conceptualization variables.....	18
Figure N° 03: Language components.....	36

## LIST OF GRAPHICS

Graphic N° 1: Use of adjectives .....	49
Graphic N° 2: Use of adjectives.....	51
Graphic N° 3: Use adjectives .....	52
Graphic N° 4: Use of adjectives.....	53
Graphic N° 5: Simple present word order.....	54
Graphic N° 6: Simple present word order.....	55
Graphic N° 7: Simple present word order.....	56
Graphic N° 8: Simple present word order.....	57
Graphic N° 9: To be verb word order .....	58
Graphic N° 10: To be verb word order .....	59
Graphic N° 11: To be verb word order .....	60
Graphic N° 12: To be verb word order .....	61

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*Anita*

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Dedico el presente Trabajo de Investigación a mis padres que fueron mi apoyo incondicional en cada momento. A mi hija fuente de inspiración para seguir superándome.

*Anita*

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POSITIVE AND NEGATIVE WORD ORDER INTERFERENCES FROM  
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**DIRECTORA:** Doctora Sara Nidhya Camacho Estrada Magister

**FECHA:** Junio 20 del 2018

**RESUMEN EJECUTIVO**

El presente proyecto de investigación tiene como objetivo analizar las interferencias positivas y negativas de orden de palabras del Idioma Kichwa a la escritura del idioma Inglés en los estudiantes Kichwa hablantes cuando aprenden Inglés como lengua extranjera. Con el propósito de determinar como las variables estan interrelacionadas, se realizó una exhaustiva investigación mediante la lectura de artículos académicos, libros y revistas relacionas con el estudio de interferencias positivas y negativas del idioma materno al idioma extranjero , así como también de la destreza de escritura. Con el objetivo de recopilar información se procedió a aplicar tres pruebas durante el proceso de Enseñanza del idioma Inglés a setenta estudiantes Kichwa hablantes con la finalidad de medir las interferencias de orden de palabras tanto positivas como negativas del Idioma Kichwa en la escritura del Idioma Inglés. Una vez recopilados los resultados obtenidos fueron analizados cuidadosamente y tabulados sistematicamente con los cuales se determinó el porcentaje de interferencia positiva como negativa. También se procedió a entrevistar a dos profesores del idioma Inglés

con basta experiencia en la institución los mismos que contribuyeron con significativa información acerca del fenómeno de interferencia que existe del Kichwa al Inglés, así como también a un experto escritor del idioma Kichwa. En base a los resultados obtenidos de las pruebas aplicadas y las entrevistas se llegó a establecer conclusiones y recomendaciones. Dentro de las conclusiones se determinó que si existe interferencia positiva mientras que la negativa es mínima. Consecuentemente, dentro de las recomendaciones la más predominante indica que es necesario la creación de un manual que ayude a prevenir las interferencias negativas a si como también que ayude a tomar ventaja de las interferencias positivas. Por lo tanto la propuesta del presente trabajo de investigación contiene actividades diseñadas exclusivamente para Kichwa hablantes para estructurar oraciones correctamente en el idioma Inglés.

**Descriptor:** aprendizaje del idioma Inglés, escritura en Inglés, idioma Inglés, interferencias positivas, interferencias negativas, Kichwa hablantes, orden de palabras, lengua extranjera, lengua materna, proceso de enseñanza.

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**THEME:**

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**AUTHOR:** Licenciada Ana Lucia Guachi Constante

**DIRECTED BY:** Doctora Sara Nidhya Camacho Estrada Magíster

**DATE:** June 20th, 2018.

**EXECUTIVE SUMMARY**

The purpose of this research project is to analyze the positive and negative word order interferences from Kichwa language to English writings in Kichwa students when learning English as a foreign language. In order to determine how the variables are interrelated, an exhaustive research was carried out through the reading of academic articles, books, and journals related to the study of positive and negative word order interferences from the mother language to the foreign language, as well as the writing skills. With the aim of gathering information, three tests were carried out during the English Language Teaching process to seventy Kichwa students with the objective of measuring positive and negative word order interferences from Kichwa language to English writings. Once compiled the obtained results were analyzed carefully and systematically tabulated with which the percentage of positive and negative interference was determined. Also two English teachers with enough experience in the institution were interviewed about the topic of study, who contributed with significant information about the phenomenon of positive and negative interference that

exists from Kichwa to English, as well as to an expert writer of the Kichwa language. Based on the results obtained from the applied tests and the interviews, conclusions and recommendations were established. Within the conclusions, it was found that there is positive Kichwa word order interference while negative word order interference was not considerable. Consequently, within the recommendations once states the necessity of the creation of a handbook with activities to prevent negative Kichwa word order interference as well to take advantage of positive interference. Therefore, the proposal of this present research work contains activities designed exclusively for Kichwa speakers to structure sentences correctly in the English language.

**Key words:** English language, English learning, English writings, foreign language, Kichwa speakers, native language, negative interference, positive interference, word order, teaching process.



## INTRODUCTION

In these days, being able to speak English as a foreign language has become a necessity or requirement to accomplish personal goals. All around the world English is taught as part of the curriculum to prepare students for the globalized world. English plays an important role as the lingua Franca which allows speakers of different languages to communicate. Consequently, education has contributed with the spread of English language.

When teaching a foreign language it is important to consider students' mother language and the foreign language typology. This information is important to determinate how both languages are different and similar in their word order to prevent or take advantage of language transfer phenomenon. Language transfer has been studied for years to determinate how students' mother language interferes when learning a foreign language.

Within language transfer it has been determined that there are two kinds of transfers. Positive language transfer refers to when both languages follow the same characteristics in their word order, and grammar while negative transfer refers when both languages do not share the same word order or grammar characteristics.

Hence, teachers must be aware of this phenomenon to take actions. In Ecuador Spanish and Kichwa languages are spoken. Kichwa language is an ancient indigenous language which is spoken by a considerable population. Kichwa language is different in its word order to English language when structuring sentences but luckily both languages are similar in their word order when using adjectives.

According to the Ministry of Education (2014) Kichwa speakers have the right to study a foreign language, in this case English language which is the National

curriculum. However, most English teachers do not know how both languages are similar and different in their word order and do not apply activities to prevent as well to take advantage of language transfer. In Tungurahua, exactly in Quisapincha Town at Unidad Educativa Casahuala, teachers who work there teaching English language do not apply activities to address Kichwa students correctly in the English language learning.

As a result the topic of the present research project is focused on this particular phenomenon to determine the positive and negative word order interference from Kichwa language to English writings.

The general structure of the present thesis includes six chapters where each one contains information related to the research topic. The structure is described below:

Chapter I.- In this chapter the problem statement is stated and discussed ,then the context is described and the critical analysis is developed relying on the problem tree. Also, the prognosis is presented based on future of the problem if it is not solved. Then the main and secondary research questions are identified taking in consideration the spatial and temporal delimitation. Finally, justification is presented and the objectives of the study are discussed.

Chapter II.- The theoretical framework concerning to the problem of the present study is emphasized and developed which includes information from previous research background related to the present study and the philosophical foundations and legal basis are presented. Then, a conceptual basis of the variables, dependent and independent, is incorporated where it is described positive and negative word order causes and effects and writing skills principles. Finally, the hypothesis is presented with the statement of each variable

Chapter III.- It covers information about the research methodology, approach, modality and level and type of investigation. Also, the population of the study is presented. Then, the operationalization of variables is presented and discussed. Finally, the methods and tools of data collection of the study are presented as well as the types of analysis are described.

Chapter IV.- The analysis of the results is presented, this includes the results of the tests which were designed to measure positive and negative word order interference in English writings. Finally, the verification of the hypothesis is presented based on the results along with the supporting discussion.

Chapter V.- It covers the conclusions and recommendations based on the results obtained.

Chapter VI.- It is about the alternative proposal which contains its topic, justification, methodology, activities and rubrics for each activity to prevent negative Kichwa interference in English writings as well as to take advantage of positive one.

## **CHAPTER I**

### **PROBLEM STATEMENT**

#### **1.1 Theme of the problem**

“Positive and negative word order interferences from Kichwa into English writing”

#### **1.2 Problem statement**

#### **1.3 Contextualization of the problem**

Language means human communication which is conveyed either spoken or written. Nettle (1999) stated that all around the world there are 6.500 different languages belonging to around 250 distinct families and conforming numerous grammatical types that make communication possible that people use to communicate within their place of living. As a consequence when students learn English they face some difficulties because of the differences between their mother language and the new language.

There have been many studies all over the world about how students’ mother tongue interferes when learning English as a second or foreign language. Studies done like in Pakistan (Al-khresheh 2017) , Indonesia (Mushin, 2016), (Derakhshan, 2015) have determined that one of the most common problems is when students’ mother language word order is different from English which causes difficulties when students write sentences in the foreign language.

Within human languages the study of language typology has divided languages into types according to basic word order. According to Goldhahn, Quasthoff and Heyer (2014) “language typology focus its study in the classification of languages according to

their structural properties” (p.3). Considering that most languages of the world fall into one of the three predominant groups SOV, SVO and VSO , it is important to highlight the necessity to identify if the mother language and the foreign language belong to the same typology or if they are different to take actions when teaching the new language.

In South America there are hundreds of indigenous languages which are spoken by indigenous people in their communities as a part of their identity. The most common one is Kichwa language, spoken in Peru, Brazil, Argentine, Colombia and Ecuador by 20 million people with different dialects. Especially in Peru, Bolivia and Ecuador there have been some studies conducted to identify the language interference from Kichwa language when learning English as a foreign language.

In Ecuador Kichwa language is spoken by indigenous people as their mother tongue. Now in our country everybody can have access to education and the opportunity to study English since primary education. Education is a right and it is established in the Constitution where according to Literal C ; Students must be treated with justice, dignity, without discrimination, with respect to their individual, cultural, sexual diversity and linguistics, to their ideological convictions, policies and religious, and their rights and freedoms guarantees guaranteed in the Constitution of the Republic, treaties and international instruments in force and the Law. Thus, teaching English to Kichwa speakers must be considered as a big concern in our country to cover Kichwa students’ necessities.

According to Haboud (2009) in 1992, 1994 and 1995 a linguistic survey was conducted in Ecuador through the Intercultural Bilingual Education (PEBI) where the following was stated “the increase of tourism in the last two decades, a great interest for the use of English has appeared in Ecuador, especially among indigenous groups dedicated to trade and commerce ” (p.7). This shows the

importance and acceptance of teaching English to Kichwa students who will have the opportunity to use English language as a means of work and communication.

Haboud (2009) also pointed out that there is a positive attitude toward English language in southern provinces of the Ecuador Highlands where it has been commented that English should be taught in Bilingual Kichwa-Spanish schools with the aim to offer students better job opportunities at the national and the international stages. This shows the importance to teach English to Kichwa students who will have better opportunities in life thanks to the use of English language which is seen as a language of technology and modernism. Thus, identifying how Kichwa word order interference in English writings will contribute to identify difficulties or easiness in the learning process.

Kichwa speakers face some difficulties when they learn English as foreign language. According to Salazar (2017) when Kichwa students learn English as a foreign language they face morphosyntactic and word order interference from their mother tongue. Consequently, Kichwa language word order interferes English learning considering that both languages belong to different language typology. Kichwa language belongs to the most predominant typology SOV while English language follows SVO typology.

In “Unidad Educativa Casahuala” located in Quisapincha town all students speak Kichwa language as their mother language. In this institution Kichwa speakers learn English as their third language. A previous survey was conducted about Kichwa Morpho-syntactic interference in English writings where Salazar (2017) pointed out when students write sentences they face some difficulties concerning to morph-syntactic interference. Hence, because of Kichwa word order interference acquiring English writing skills must be difficult for them.

### 1.3.1 Critical Analysis

#### Problem Tree

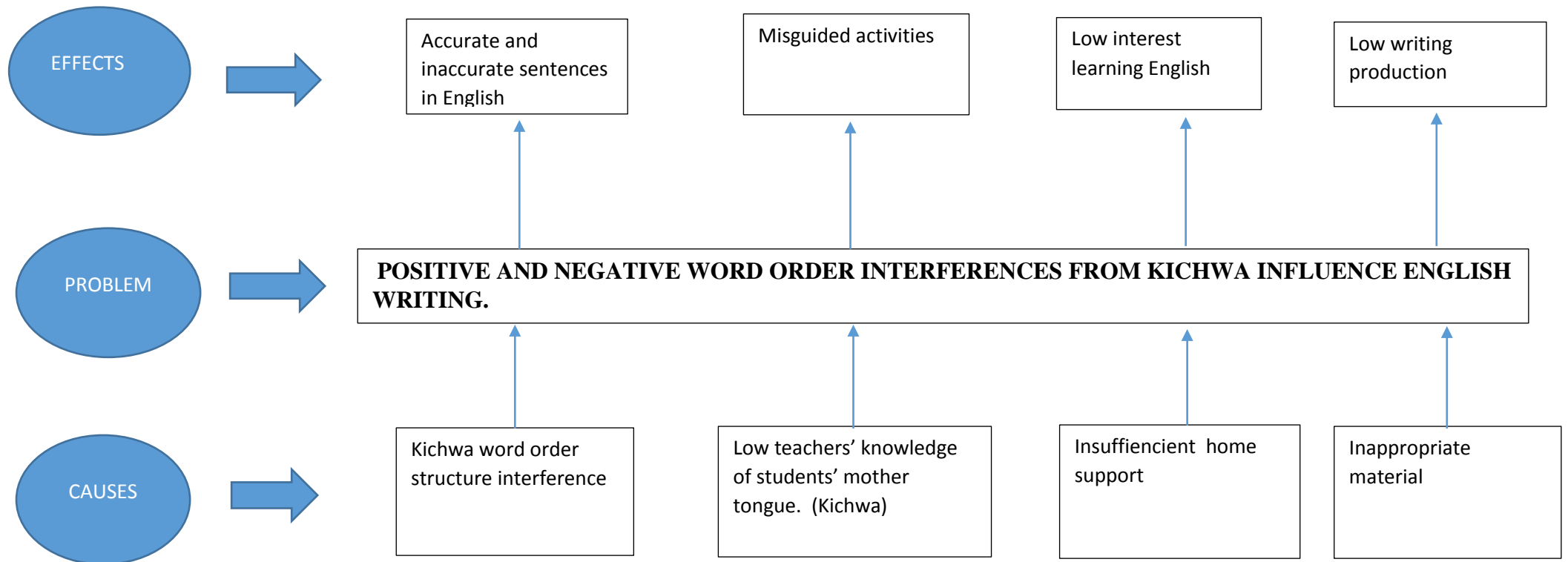


Figure N°01: Problem Tree  
Elaborated by: Guachi (2018)

## **Critical Analysis**

After defining the research problem as how the positive and negative word order interferences from Kichwa affects English writings in students between nine and ten years of age, the following causes and effects appear:

- Language word order structure is an important issue to consider when teaching a foreign language. The similarities between the mother tongue and the target language word order will be an important factor which eases the learning of the target language structure. However, when there is much language distance between the mother tongue and the target language, the learning process is affected negatively since this generates negative native language transfer. For instance, it is necessary to identify the language word order similitudes and differences between Kichwa and English to discover how this affects English writings.
- Not having knowledge of students' mother tongue has created problems because teachers do not have any idea why students who speak Kichwa are not able to structure sentences in the correct order in English. Thus, students are exposed to misguided activities which do not help to avoid negative native word order interference. At the same time, those inappropriate activities do not make possible to take advantage when there are word order similitudes between the mother tongue and the target language.
- When parents do not support their children learning a target language, children do not feel motivated to do their best, in this case, learning English as a foreign language. In the learning process is important to involve parents and make them aware how important is their role motivating their children. Motivation is an important element in the learning process and even better if this motivation comes from parents who can make their children aware how important is to learn English to



have better opportunities in the future. Thus, this kind of motivation will encourage students to learn English as a target language.

- Since writing belongs to productive skills the effect of input material has an important role in learning writing in English. The use of inappropriate material affects students writing production because these kind of activities does not help students to practice their skills of using grammar and vocabulary when writing paragraphs. Teachers are unaware or unconcerned how inappropriate material obstructs students 'writing process.

Taking into consideration what has been described, it was necessary to identify the positive and negative word order interference from Kichwa to English writings to use appropriate material to avoid negative word order interference.

### **1.3.2 Prognosis**

If the problem of word order negative interferences remains unattended and teachers do not take actions towards finding alternatives to solve the problem, then student will continue to write incorrect sentences since their brain processes the information according to the word order used in their mother language. Furthermore, if teachers do not use appropriate material to take advantage of positive Kichwa word order interference in English writings students will not improve their English writings.

By the time students have to use English language to write about some important aspects like their daily lives, most of them will feel incompetent and will not be able to organize their ideas appropriately according to English word order structure. Students' self-esteem will decrease since they will feel ashamed because they are not able to write accurately after many levels of training. Also, students will not develop the ability and interest to become active writers so this will provoke students lose motivation to learn the language because of the use of inappropriate material.

### **1.3.3 Setting of the problem.**

What are the positive and negative word order interference from Kichwa into English writings in students of 9 and 10 years old?

### **1.3.4 Research questions.**

- ✓ What are the positive and negative Kichwa interferences found in students English writing?
- ✓ How do students transfer their mother tongue word order when they write in English?

- ✓ What kind of activities are necessary to apply in the classroom to omit language interference when developing writing skills?

### **1.3.5 Research delimitation**

#### **1.3.5.1 Outline of Research Objectives**

**Field:** Applied Linguistics / English Teaching  
**Area:** Writing- Productive Skill  
**Aspect:** English Writing

#### **1.3.5.2 Spatial Limitation**

This current research took place at Unidad Educativa “Casahuala”, in General Basic Education with two groups of the same English level, in Quisapincha town, Illagua Chico neighborhood, Tungurahua Province.

#### **1.3.5.3 Time Limitation**

The development of the present research took place during October 2016- July 2017

<b>Temporal delimitation</b>	October 2016- July 2017
<b>Research Site</b>	This current research will take place at Unidad Educativa “Casahuala”, Canton Quisapincha, Sector Illagua Chico, Tungurahua Province.

### **1.3 Justification**

As there is not enough research done about how Kichwa language word order interferes when Kichwa native speakers learn and write in English, this study will help to understand Kichwa interference phenomenon. Once determining Kichwa positive and negative word order interference in English writings, the results will help to suggest what must be done to help Kichwa students to overcome difficulties from negative word order interference or take advantage of the positive ones.

In Ecuador just two important studies have been conducted related to the present topic of study. Thus, the following study will contribute and support with more information related to Kichwa interference when learning English. At the same time the present study will generate a huge impact among educators because the results will show important information which will lead teachers to change their way of teaching English to Kichwa students in Ecuador as well in all south America where Kichwa language is spoken with different dialects.

Everybody, especially teachers will have access to this study openly and based on the results teachers will be able to use the alternative proposal or create their own activities to cover their student's needs. The use of the meaningful activities will motivate Kichwa speakers in the classroom and as a result most Kichwa students will continue studying English after finishing their studies to open their horizons.

Kichwa students who belong to Illagua Chico community and Unidad Educativa Casahula will be the beneficiaries of this study. The institution is keeping the alternative proposal to provide teachers an extra tool to reinforce English writings preventing Kichwa negative word order as well as to take advantage of the positive ones. Thus, kichwa students will acquire the foreign language easily thanks to the activities designed to cover their needs.

Furthermore, all the members of the community, especially students' parents will realize students' improvement and motivation learning English which in the near future will help students to have access to information and opportunities in life.

As an English teacher I am interested in this study because this will help me to grow as a professional and as a human being who will be able to help Kichwa students to overcome problems when they learn English. I will also feel confident to teach English to Kichwa students using the appropriate material considering students' mother language to cover their needs inside and outside the classroom.

## **1.5 Objectives**

### **1.5.1 General objective**

To identify positive and negative word order interferences from Kichwa into English writing.

### **1.5.2 Specific objectives**

1. To analyze positive and negative interferences presented when Kichwa learners write in English?
2. To determine the causes for negative language interference in writing skills?
3. To propose creative material to prevent negative language interference when practicing writing skills.

## **CHAPTER II**

### **THEORICAL FRAMEWORK**

#### **2.1 Research background.**

Related to this topic of study there are significant researches which are almost similar to the present research which contributed with significant information.

Salazar (2017) conducted the following study “Interferencias Mofosintaxicas del Kichwa en la escritura del idioma Ingles en los estudiantes del quinto y sexto año de la Unidad Educativa Casahuala de la parroquia Quisapincha, canton Ambato periodo 2016-2017” in which it was concluded that there is morph-syntactic interferences from Kichwa language into English writing and those are referred in the omission of articles, the order of words in the sentence S+O+V and the use of demonstratives. While there was positive interference in the use of adjectives since its word order is the same in both languages (Pag,71).

Considering that previous study was conducted at Unidad Educativa Casahuala, it was found that there is positive and negative morpho-syntactic interference from Kichwa language into English writings. Concerning to my topic of study, it is important that it was identified that there is positive and negative word order interference when using simple present and adjectives.

Another important study was conducted by Camacho S & Romero W (2017), with the topic “Syntax interference caused by Kichwa and Spanish when writing in English”, where it was found that in all of the cases, the interferences were negative (except for adjective position), because there are not similarities in syntax that could be applied positively from the two languages into English. Areas like the present simple, plurals, vocabulary and spelling revealed being interfered (Pag, 295).

Since both groups of students at Unidad Educativa “Casahuala” during the period October 2016- July 2017 learn how to use present simple in English language, the research aforementioned contributes to demonstrate that there exists positive and negative interference from Kichwa word order into English writings when writing in simple present.

Furthermore, Morales (2017) conducted study with the topic “Interferencias gramaticales de la lengua Shuar Chichan en la estructura de las oraciones gramaticales en presente simple del Idioma Ingles, en los estudiantes del noveno año de Educacion Basica de la Unidad Educativa del Milenio “Bosco Wisuma” ”, where it was observed that Shuar- speaking students resort to the use of grammatical structure learned in their native language when structuring grammatical sentences in English. The cases that were most easily identified were the use of the basic structure of sentences in the simple present of Shuar Chicham: S+O+V, which differs from the basic structure of sentences in the present simple of English and Spanish: S+V+O. The results show errors of bad word order when writing in English (Pag, 136).

Considering that Shuar Chichan language is similar to Kichwa language word order, S+O+V , the following study contributes to my research because it was demonstrated that word order interference from the mother tongue interferes in English word order writings, especially when writing in simple present .

Finally , Leon (2010) conducted the following study “La influencia del idioma natal Quichua en el inter- aprendizaje del idioma Ingles en los estudiantes del septimo y octavo año de educacion basica del Centro de Educacion Basica “Maual Maria Sanchez” del caserío Mogato, de la parroquia Pasa, de la ciudad de Ambato en el año lectivo 2009” ”.In this study it was concluded that Kichwa native language significantly influences the learning of English language due to several factors; as the passive mental operation of processing thoughts and knowledge in the native language, and in the production of the foreign language, by translating

phrases, expressions and even complete constructions in the Kichwa language (Pag, 136).

Thus, when students translate English language sentences, they apply their mother language word order which most of the time negatively interferes in students' English writings.

## **2.2 Philosophical foundations**

Constructivism states that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. Bada (2015) defined constructivism as “one of the big ideas in Education” (p.66). Thus, when learning a foreign language it is important to be active learners encountering something new to reconcile it with previous ideas and experience. Students must be active creators of their own knowledge. Students are more likely to retain knowledge attained by engaging real-world and contextualized problem-solving than by traditional transmission methods.

In the classroom, the constructivist view of learning can point towards a number of different teaching practices where it must be incorporated appropriate material to avoid language interferences to help students to develop their English writings. Jonassen (1999) proposed that there are eight characteristics that underline the constructivist learning environments: one of them is “” to provide visual representations and help students to reason” ( p, 232) .Kichwa students will be able to reason and realize how their native language affect their learning when they apply some rules from Kichwa to English.

## **2.3 Legal basis.**

The legal basis for this investigation is found in the Higher Education law LOES.



**Article 2.** Establishes the following rights of the students.

**Literal a.** Universality.- Education is a fundamental human right and is an inescapable and inexcusable duty of the State to guarantee access, permanence and quality of education for the entire population without any kind of discrimination. It is articulated to the international instruments of human rights organizations.

**Literal aa.** Cultural identities.- The right of people to an education that allows them to build and develop their own cultural identity, their freedom of election and identity ascription, providing the students the space for reflection, visibilization, strengthening of his culture.

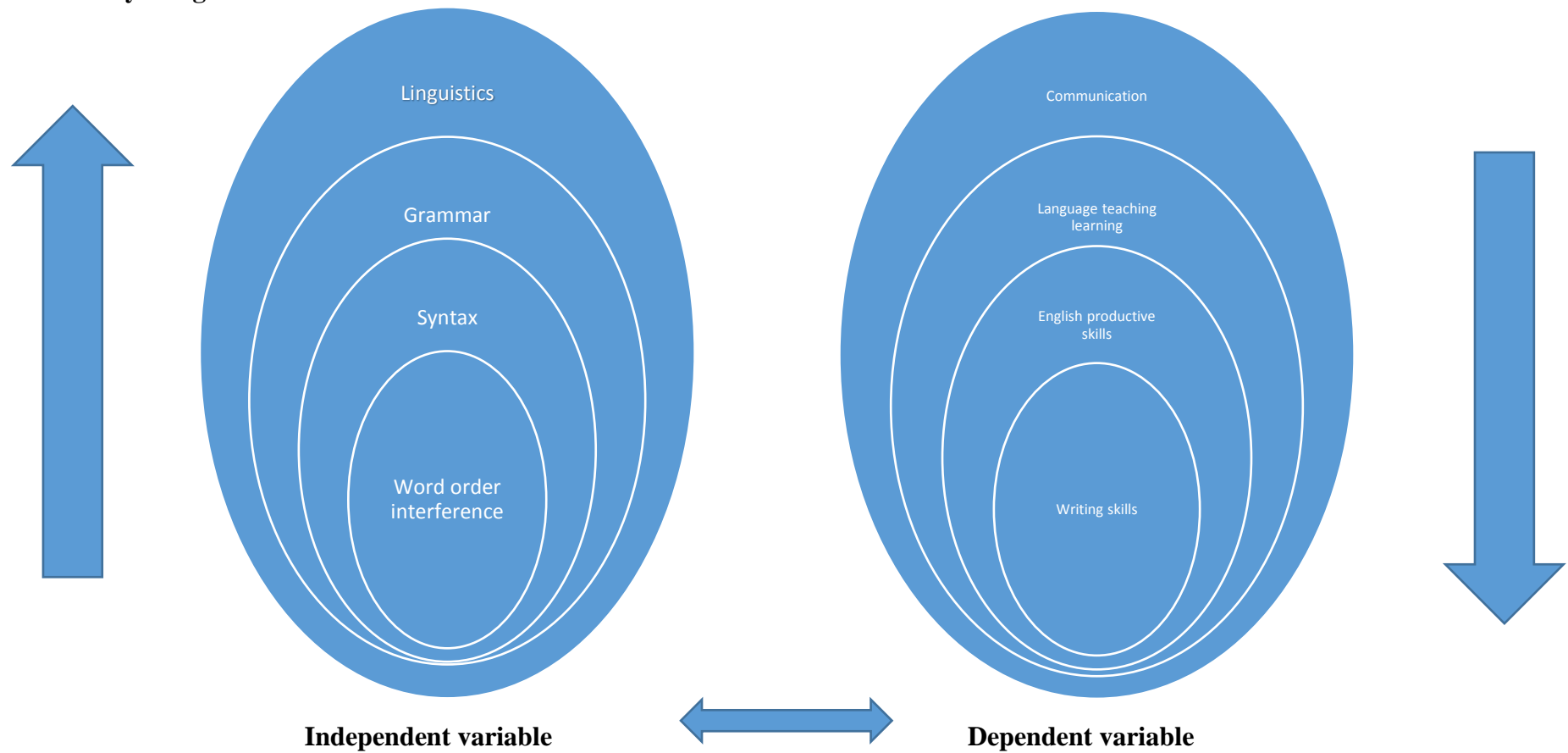
**Literal v.** Quality and inclusion.- Equity and inclusion ensure all people access, stay and culmination in the Educational System. Guarantees the equal opportunities to communities, peoples, nationalities and groups with educational needs and develops an ethics of inclusion with affirmative action measures and a school culture inclusive in theory and practice based on the equity, eradicating all forms of discrimination;

**Literal bb .**Multilingualism.- The right of all people, communes, communities, towns and nationalities to be trained in their own language and official languages of intercultural relation; as well as in others of relation with the international community;

**Art. 7.- Rights.-** The students have the following rights:

**Literal c .**Be treated with justice, dignity, without discrimination, with respect to their individual, cultural, sexual diversity and linguistics, to their ideological convictions, policies and religious, and their rights and freedoms guarantees guaranteed in the Constitution of the Republic, treaties and international instruments in force and the Law;

## 2.4 Key categories



**Figure N°02: Dialectic view of conceptualization variables**  
**Elaborated by: Guachi (2018)**

### **2.4.1 Conceptual Basis - Independent Variable.**

#### **Linguistics**

Humans' nature is to communicate among them through linguistics communication, which is the use of language. Varga (2010) stated "the linguistics sings, words, and the rules of their combinations used constitute linguistics code, in other words a language" ( p.9).However, each language is a complex system of knowledge and abilities which allow speakers of the language to communicate. Linguistics is the study of this complex system where the study focus on language system structure, how it is acquire and used and how languages change through the time. Within linguistics, language sings are represented of four different levels:

- **Phonology:** The science of speech sounds including phonemes and supra-segmental elements like stress patterns, tones, intonation in the language. The phonological components also contains the rules that regulate how phonemes can be combined in morphemes and words. Phonology also studies the history and theory of sounds changes in a language.
- **Morphology:** It is one of major components of grammar that studies how words are formed, the rules for combining them, their inflections and their relationship to other words in the same language. It studies the structure of words and parts of words such as root words, stems, prefixes and suffixes.
- **Syntax:** It is the component of language that studies the set of rules, principles and the processes that govern the structure of sentences and phrases in a given language, especially word order. These rules are acquired at a very young age and internalized.
- **Semantics:** It is the study of signs that deals with meaning in a language. It is concerned with the rules that specify which sentences, and phrases are semantically normal and which are semantically anomalous.

Noam Chomsky's Transformational Generative Grammar explains human's innate ability acquiring a language, consequently this innate ability will be called Universal Grammar (Barman, 2012). The linguistics code acquired of the mother tongue which is known and used by a native speaker interferes when an individual gets in contact with a new language.

### **Grammar**

According to the Oxford dictionary "grammar is the whole system and structure of a language or languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics" When learning a foreign language, its grammar structured must be mastered to be able to understand how sentences are constructed and to construct our own sentences to communicate and convey meaning. Grammar has to do with the set of rules governing the structure of sentences, phrases and clauses in a language. Each language has its own grammar.

According to Pekka (2015) "grammar is a key concept in general linguistic theory" (p.282). Thus, grammar is the study of a set of rules for the organization of meaningful elements into sentences, for instance grammar governs how words are inflected, conjugated, declined according to aspect, degree, gender, mood, number, person and tense.

Students have to structure little by little sentences in the foreign language, it is sometimes a complex process because students have to first check the foreign language grammar to be able to organize sentences correctly. Grammar instruction is the key point when teaching a foreign language. In this case teaching English to Kichwa speakers, grammar instruction must be introduced carefully since it is a difficult process because Kicha language grammar is different from English grammar.

## **Syntax**

Language is a cognitive property of humans that allow them to communicate. Being able to read a paragraph, listen to others talking, being able to understand and even being able to produce sentences, it is the consequence of humans' mental process acquired of language syntax.

Noam Chomsky (2002) stated “syntax is the study of the principles and processes by which sentences are constructed in particular languages” (pag.1). Thus, syntax is the part of linguistics that studies how sentences in a language are structured, in other words how words are grouping into larger units called sentences and phrases. Such study covers word order, agreement, complements and hierarchical structure in a sentence.

It is the systematic study and description of how a language works. It describes the principles or rules governing the forms and meaning of words, phrases, clauses and sentences. It is divided into two branches: syntax and morphology, thus, grammar is the study of how words are inflected, conjugated, declined according to aspect, degree, gender, and tense.

Since syntax studies how a sentence is constructed in a language, Kichwa language syntax must be checked to highlight how different or similar it is from English language to have a clear view of this differences and similarities will affect the learning process in Kichwa speakers.

## **Word Order**

Nowadays in the world there is a big variety of languages spoken by millions of people. According to the American web Ethnologue: languages of the world, there are 7,099 languages in the world. However, languages differ from each other and they are divided into various types according to its word order.

Word order typology indicates the order of subject, verb and object take place in a sentence with respect to each other. Greenberg (1963) indicated “word order is a particular aspect of grammar” (p,58), each language has its definitional characteristics such as its word order derivation and agreement.

The majority of languages of the world fall into three word order groups. SOV like Japanese, Tamil, Turkish, Kichwa, etc; SVO like Spanish, English, Chinese, etc and finally VSO like Arabic, Tongan, Welsh etc. However, there are other three possibilities: VOS, OVS and OSV which are rare and most of them occurs in isolated areas.

Bearing in mind Kichwa word order SOV and English word order SVO, it is important to consider how the different word order between them interferes when Kichwa students write in English.

### **Kichwa language word order.**

Kichwa language is an agglutinative language which its word order is SOV. Kichwa language word order belongs to 75% of the languages in the world which follow SOV structure.

Lema (1997), in his book Gramatica Kichwa, stated “A sentence is the smallest unit of speech that has complete meaning and syntactic independence. When forming the sentences in Kichwa the verb is placed at the end of the sentence” (p,28), thus Kichwa word order is totally different from English word order SVO. Lema also stated “In Kichwa the parts of the sentences are invariable and can be considered the following: noun, adjective, pronoun, verb, adverb and interjection”.

Example.

Mamaka tantatami mikun                      My mother eats bread

S     +     O             + V

Ñucaca cushilla cani                      I am happy

S     +     ADJ   + V

When using to be verb in Kichwa language it is very important to emphasize that the “MI” particle replaces the third person of to be verb both in the singular and plural form and it is the preferred form. In the example below the particle MI joins the adjective forming one single word (Lema, 1997).

Example .

Allcuca piñami                      The dog is brave

S     + ADJ   + MI (BE)

When using adjectives in Kichwa, it generally goes before the noun.

Example

Yurac huasi                      White house

Adj   +   noun

It is important to mention that Kichwa during the application of the following study just checked how to use to be verb, present simple and adjectives. That’s why the following study just check to be verb, present simple and adjective word order interference form Kichwa language into English language.

### **Word order interference**

When learning a foreign language learners are supposed to learn the language that they will use in certain situations like in conversations in restaurants, museums,

stores, jobs with friends and read some available resources like books, newspapers and stories and finally being able to write with the aim to communicate (Bhela,1999). To be able to use and understand a language an individual must master the rules that governs the language. Consequently, in order to use the foreign language to communicate it is needed to have master the language rules such as its word order.

According Lekova (2010) language interference is one of the current problems that students encounter when learning a foreign language which the communication between the two language systems is the reason of the interference when both languages are different in their typology.

Furthermore, language interference from the approach of psycholinguistics, it is a negative transfer from the mother language habits and skills and from the linguistic approach, interference is an interaction or an exchange in linguistic structures and structural elements which appear in spoken and written language Lekova (2010) In fact, both languages systems exist in the individual's mind and are independent of one another. Thus, when an individual master both languages, mother language and foreign language, there is no interference. However, when the foreign language is not mastered, the mother language dominates and influences the second language creating interference.

#### **Different word order structure.**

Ucheoma (2011) stated “when learning a second language several factors affect the learning and proficiency like the nature and the structure of the first language” (p.3). Thus, the degree of differences and similarities between both languages are significant in learning a second language. Consequently, individuals have a tendency to apply the forms and meanings and the distribution of forms and meanings of their mother tongue and culture to the foreign language.



According to Liantas (2017) “when the influence of the native language leads to errors in the acquisition or use of the target language this is called negative transfer or interference occurs” (p.1). That demonstrate how important is to consider negative transfer from the mother language to the foreign language to take actions in order to prevent them. However, Liantas also concluded that “when the influence of the native language leads to immediate or fast acquisition of the target language, we speak of positive transfer or facilitation” (pag.1). Therefore, language transfer can also help to ease language learning when both languages share the same word order rules.

### **Language transfer.**

When learning a second language it is common that students made some word order mistakes because of their native language interference. According to Karim (2013) “language transfer is a major process in L2 acquisition” (p.118). Considering that native language habits influences on L2 learning, within the constrictive analysis theory, the structural differences and similarities between the native language and foreign language are important facts to determinate the ease or difficulty learning a foreign language.

Language transfer may be a conscious and unconscious process. Unconscious process occurs when learners do not realize the differences between the internal rules of the languages, native and foreign languages, or when learners are not trained enough to differentiate those dissimilarities (Bull, 1995). Thus, learners apply what they know of their mother tongue. Meanwhile, conscious process happens as an effort to ease acquisition of the new language through comparison of the mother tongue or in the case of the existence of a third language.

### **Positive Transfer.**

Positive language transfer is considered when both languages share some grammar characteristics. Positive transfer has received a little attention concerning language interference. According to Yu (2013) “it is not appropriate to emphasize

the obvious negative transfer and overlook the positive part, since cross- linguistic similarity which may generate positive transfer is an integral part” (p. 46).Consequently students who learn a foreign language which has the same L1 similarities will be able to acquire the language better.

Also Brogan &Franny (2015) commented that” positive language transfer occurs when structures between languages are mutually transferrable and that kind of transfer helps positively to ease the language acquisition of the foreign language” (p.48). Hence, positive transfer is also defined as facilitation which must be identified to take advantage in the learning process.

Considering that Kichwa language word order when using adjectives is similar to English word order, it is necessary to highlight the positive transfer that may occur when Kichwa students use adjectives in English. This kind of interference will help Kichwa students to learn English better when using adjectives, thus, there must be paid more attention to this phenomenon to ease language learning.

### **Negative Transfer.**

Negative transfer is defined as the influence of the native language which leads to errors in the acquisition of the foreign language. Yu (2013) pointed out that “negative transfer has been more paid attention than positive transfer since traditional linguistics claimed that L1 only have negative influence on foreign language acquisition” (p.45). This shows the fact that when a person starts learning a foreign language L1 knowledge leads to make some errors since most of the time their mother language and the target language are different.

Liontas (2017) said “negative transfer is generally held to be responsible for a host of learner errors in morph syntactic (inflection and word order) ” (pag.1). Thus, negative transfer affects negatively when students write sentences in the target language since students tend to apply their mother language word order.

Bearing in mind that Kichwa word order is totally different from English word order when writing simple present sentences, it is vital to pay attention when students write in English. Kichwa language word order follows the S+O+V pattern while English word order follows S+V+O pattern. Thus, it could be that Kichwa students will apply S+O+V pattern when writing in English. This phenomenon must be studied to take actions to prevent this kind of interference in the learning process.

### **Language transfer factors.**

It is important to consider what language interference is and what its factors are to have a clear understanding and analysis of language transfer from a different perspective since it is a phenomena how L1 influences positively and negatively in second and foreign language learning (Karin, 2013). Hence, those language factors must be identified which can contribute with significant information about language transfer phenomenon.

From the cognitive learning theory, acquiring a language is the action or process which is accomplished by reasoning, or by intuition or thought senses (Li, 2008). It is thought that learning a language implicate the same cognitive systems as learning other sorts of knowledge: perception, memory, problem solving and information processing. Hence, the typological similarity or difference among languages cannot serve as a predictor for transfer, however there are some factors that cause language transfer (Lu 2010). Thus, language distance, developmental factors and frequency of the foreign language input must be taken into consideration.

- ❖ Language distance: Linguistic distance is how different a language is from another. Each language differs in grammar, vocabulary written forms, syntax and another characteristics. As a result, when there is linguistic distance between the native language and the foreign language, learning a foreign language could be complicated for learners (Miller, 2004). The

linguistic dissimilarities between L1 and L2 will create problems in the language learning of L2. However, when a language structure of the native language is close of the target language, this closeness is suggested as an important factor of ease in learning a foreign language.

- ❖ Developmental factors: According to (Yi, 2012) “transfer is more associated with early stages of L2 acquisition” (p.2375), which describes that negative transfer first manifests at the beginning stage of L2 acquisition, however It does not mean that those errors will disappear with the time. It is necessary that learners may master some language patterns before transferring some L1 language properties since they rely on a few simple formulas.
- ❖ Frequency of input: When learning a second language it is very important the frequency of L2 input in its acquisition since it is a key factor. Krashen (1985) claims “humans acquire language by acquiring comprehensible input” (p.2), it means by being able to understand messages. Input refers to all pieces of information that students receive in the foreign language. Students must be exposed to the foreign language through speaking activities, listening exercises, and reading activities to be able to produce correct output when using a foreign language. Consequently, Kichwa students must be exposed to frequent English grammar structure to write appropriately in English.

### **Background factor**

The social and cultural background in which individuals belong governs their beliefs about other culture and language. Kichwa students’ cultural identity, motivation and home support have a significant impact when they learn English as a foreign language. Considering that English language is not necessary in their place of living, their language is part of their identity and no enough home support to learn English, these factors interfere in students’ learning process because Kichwa students consider English as a useless language in their lives.

Thus, it is significant to consider students' motivation, identity, and home support to change their point of view referring to English language in their lives. According to Alvarado, Quesada & Montero (2014) "all these cross-cultural aspects are important in order to develop students' linguistics skills in a new language" (p.433).

Manga (2008) stated "The differences between individuals, their learning conditions and the contexts in which they learn are some aspects on which researchers focus to deduce and demonstrate the complexity of learning a foreign language" (p.1), thus this shows how important is to consider students background to motivate students to learn English to have better opportunities in their future lives.

Kichwa students from Quisapincha at Unidad Educativa "Casahula" come from families with low economic situation where students are not motivated by their parents. Most students have to help their parents to work at home like farming animals. Thus, this demonstrates that students' conditions to learn a foreign language is not favorable because they do not have enough time to study and practice English at home.

Forehead mentioned it is necessary to consider students' motivation, identity and home support when teaching a foreign language. The following factors are deeply described below.

- **Motivation.** Since the acquisition of a foreign language is a complex process, there must be a better understanding of the necessary processes and factors that influence it and one of them is students' motivation. Motivation is defined as the action and effect that causes the realization or omission of an action. It is a psychological component that guides the development of the human being.

Lai (2011) commented “motivation refers to the reason that defines behavior” ,(p.2), thus there should be activities, material and good class environment to motivate students in their own learning. It is one of the most accepted aspects that influences the successful process of second or foreign language learning. When an individual is motivated, he or she will be able to set and accomplish goals. Some people are motivated to learn a foreign language as a personal goal to get a better job, a good salary or because it is a requirement in their studies.

Furthermore, Guerrero (2015) stated “motivation is the outcome of an interaction with the L2 culture and the target language” (p. 96). There are two types of motivation intrinsic and extrinsic: Intrinsic motivation involves doing something because of internal factors like a goal for personal satisfaction or accomplishment while external motivation involves factors that demands some outside obligation and reward.

- **Identity**

Identity refers to what a person is or the individuality and qualities of a person or group of people who belong to a culture that make them different from others. According to the social sciences identity is defined as the way people describe themselves as members of a particular group, while according to psychology identity is the qualities, beliefs, personality and expressions that make a person.

It is claimed that having a strong sense of identity and positive personal comfort are essential factors to success in learning.

Positive self-esteem comes from personal acceptance and understanding of one’s race, social class, ethnicity, religion and language. This kind of acceptance helps students to develop emotional security that help them to be responsible, and competent. There is a strong link between academic

achievement and self-esteem. Clarke (2009) pointed out “when learners realize that others do not value their language and culture, they may feel they are not valued because their language and culture are not appreciated as well” (p.14). Thus, it is essential to respect Kichwa language and show this respect to Kichwa students.

According to Leon (2010) when teaching a foreigner language, in this case English, “it is important to respect the cultural identity of the students and one of the most important aspects, their mother language” (p.66). Respect to Kichwa mother language may be shown through the use of this in the process of English learning, just in case it is necessary in order to clarify some urgent students’ doubts.

### **Home support**

Home support is very significant for effective target language learning. Parents have to show support for and interest in their children’s progress learning a target language. Parents’ support helps to have positive outcomes when students are learning a foreign language. Parents have to encourage their children having significant conversations about their progress and they need to talk to teachers about their children’s progress as well. Clarke (2009) mentioned “ it is essential that parents participate in the implementation of the educational program and how this will help in their children’s progress” (p.8). Thus, parents from Unidad Educativa Casaahula must be involved in teaching English process.

Forehead mentioned motivation plays an important role when learning a second language. Students needs to be motivated by their parents because parents’ attitude toward language learning is crucial to their children’s success. As the way parents encourage their children to walk and say their first words, they should support and motivate their children when they learn English as a foreign language. Most parents are not aware of the importance of English as a foreign language in a changing world and its advantages Parents have to support their children giving

them time to do homework and practice the language at home. It is not necessary that parents know the foreign language to support their children, they just have to support and show interest in their children progress.

Kichwa students need to have their parents support and interest about their English learning progress. Most Kichwa parents do not support their children in their studies and these children are required to help their parents at home doing some farming activities which takes time. Consequently, students do not have enough time to study and practice English at home after school.

### **Inappropriate methodology**

The word methodology refers to the system of pedagogical practices and procedures in general that teachers use to teach. Teachers must be prepared to work with different groups of students so this involves a continuous preparation and training to improve teaching.

According to Wong (2000) “teachers must be prepared to work with children from many different cultural, social and linguistic backgrounds” (p.7). That means that teachers must be aware of what it is necessary to do in order to improve teaching to achieve the final teaching outcomes.

Over the time there have appeared many significant teaching methods to teach a second or foreign language.

- The direct method. - Teaching is done in the target language, grammar rules are avoid and students are not allowed to use their mother tongue.
- Grammar translation.- Language grammar and vocabulary are memorized and students learn by translation.
- Audio- lingual.- Language is learned by acquiring habits. Students practice dialogues referred everyday situations.



- Suggestiopia.- Language is learned when the learners are receptive and has no mental blocks. Music, games and active participation is required.
- Total Physical Response.- Learners respond to simple commands. It is based upon how children learn their mother tongue.
- Communicative Language Teaching.- Learners are involved in real communications. They practice asking and answering to questions to communicate real meaning.
- The silent way. - Teacher is required to keep silent as much as possible while students are encouraged to speak as much as possible.

The methods forehead mentioned have been used over the years when teaching a foreign language. However, none of them focus on the importance of avoiding language transfer. According to Saydee (2015) teachers' believes of effective teaching and learning methodologies limit teachers to be open to new ideas. Furthermore, it was showed that most teachers applied all the methods they were exposed as students.

Consequently, Kichwa students are exposed to the same methods their teachers were exposed as students. In this case most English teachers are teachers whose mother tongue is Spanish. Considering that English language and Spanish language follow the same word order, Spanish speakers do not face difficulties structuring sentences in English. Thus, these teachers do not realize that Kichwa students have problems because of their mother tongue different word order.

When there is inappropriate methodology in the classroom, this kind of factor generates some problems like the ones below mentioned.

- **Lack of concentration.** - It is one of the most serious problems for both teachers and students in the language classroom. To avoid this issue, it is important that teachers consider students' background to apply activities and techniques to prevent anxiety and low self-confidence in students.

Anxiety and low-self-confidence are considered as predominant factors that generates students' lack of concentration.

- **Not motivated students.**- As it was forehead mentioned motivation is an important factor when learning a foreign language. When teachers apply the same activities and are not creative to stimulate students' learning, this king of classroom management generates students' demotivation. Consequently, demotivated students are not open to get and produce the new language.
- **Poor English writings.** If the methods and material used are not engaging in a language classroom students will not be able to write correctly. First, inappropriate activities used in the class to practice writing must be avoided. Teachers must be creative to present and teach students how to first organize their ideas to later put them into words, organize simple sentences and then structure paragraphs.

#### 2.4.2 Conceptual Basis - Dependent Variable.

##### **Communication**

Communication comes from the Latin word "communis" which means common or sharing understanding. It is a basic human right that enables humans to communicate sharing their ideas, emotions, feelings, experiences, news and information. This process enables humans to exchange information through the use of a common system of symbols, signs and behavior. Language is the most common medium of communication.

Communication was defined by Buck (1984) who was cited by Buck& VanLear (2002) "whenever the behavior of one individual (the sender) influences the behavior of other (the receiver)... behavior can be defined as a communicative to the extent that it reduces uncertainty in the behavior of other" (p.543). Thus, communication is influenced by both authors' behavior, the sender and the receiver and this behavior allows them to interact with each other freely.

Communication is also defined as transfer of information which can be conveyed through verbal and non-verbal communication.

- Verbal communication.- The exchange and communication of information which involves words, spoken and written is called verbal communication. Verbal communication includes oral and written communication. Verbal communication is everywhere in a text message, books, newspapers, the morning news on television, radio, calls and when there is face to face people spoken interaction.
- Non-verbal communication.- It is defined as communication without words. Non-verbal communication includes facial expressions, voice, eye contact, gestures, postures and personal space. It includes the conscious and unconscious of sending and receiving the message. Most of all daily communication is non-verbal.

In the classroom teachers' communication skills are necessary and important to manage the class perfectly.

### **Language teaching and learning**

Language is a human faculty that allows them to communicate with each other sharing feelings, emotions, knowledge, beliefs, and opinions. It is a set of conventional spoken and written symbols that enable humans to communicate within their social group and culture. Language represents human intelligence.

According to Noam Chomsky (1996) "When we study human language, we are approaching what some might call "the human essence" (p.88), the distinctive qualities of mind that are, so far as we know, unique to man", thus the ability to produce and use language is what make us humans. Consequently, this ability refers to the understanding and use of spoken and written language.

Language is formed of thousands of signs that are combinations of form and meaning. Bloom and Lahey (1978) distribute language into three separated components: form, content and use.

## Language components

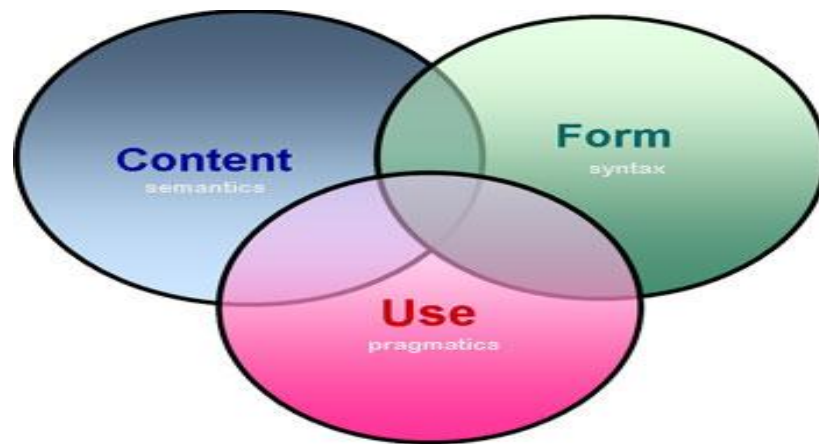


Figure N° 03: Language components

Source: Speech TX

Language form refers to the shape and structure of the language, how the language is arranged according to its grammar. It includes morphology, syntax and phonology. While language content refers to the meaning of the language. It includes Semantics. Finally, language use which refers to why people communicate, how they accomplish their personal and social needs using language. In includes pragmatics

In the classroom teachers should try to balance language form, meaning and use to make students understand how English language is organized, teach them meaning and how to use the language according the context. In this case, it is necessary to teach Kichwa students English language form to make them aware how English grammar is similar and different from Kichwa language.

### **Teaching and learning process.**

Teaching process is defined as a dynamic process in which one person shares information with others. Sequeira (2012) defined teaching process as “a set of events, outside the learners which are designed to support internal process of learning” (p.3). Those teaching set of events must be planned beforehand to accomplish the intended goals considering how students will be evaluated. In the other hand, the learning is defined as the process of assimilation of information which requires meaningful teaching. Sequeira (2012) also defined learning as “a change: the change brought about by developing a new skill” (p.1). Thus, learning means a conscious process to acquire new skills or a new language.

Within the teaching and learning process of a new language, all skills must be covered like productive skills, speaking and writing, and receptive skills, reading and writing, to establish what teaching strategies are needed to accomplish the specific learning objectives. The present study focus on English writing skills which belongs to productive skills.

### **English productive skills.**

Productive skills are recognized as active skills since language users produce spoken and written language forms to transmit information. The productive skills are speaking and writing and to produce them it is necessary to apply the language that a person has acquired in order to produce a message through speech and written forms that others can understand.

According to Golkova & Hubackova (2014) “Productive skills would not exist without the support of receptive skills” (p.478), thus students must be first exposed to passive knowledge such as listening and reading. Students need to understand and comprehend passive knowledge to activate the application of grammar, vocabulary, heard and repeated sounds of the foreign language. Then, it is necessary to continue with the practical application of productive skills, speaking and writing.

### **Writing skills**

Writing is a productive skill as a medium of human communication where its components such as vocabulary, grammar and semantics represents language which is used according to the context and its physical environment and purposes where its instances must be interactive and semi-interactive. According to Cole & Feng (2015) writing is an important skill in English language acquisition since when students write in English, it reinforces the language grammatical structure and vocabulary.

Writing is a skill that requires from students considerable effort and practice to master this skill in a foreign language. Solano (2014) claims “Without doubt, writing is considered a challenging task even in one’s mother tongue” (p.41). Thus, writing requires great practice because writing is a form of communication where students have to organize their knowledge and beliefs into convincing arguments.

Kichwa students are required to write en English as part of their learning process. Considering that writing is a challenging productive skills, Kichwa students must be given a lot of practice and feedback at school. Moreover, they will be required to practice their writing skills at home providing them meaningful activities.

### **Writing sub-skills**

According to Kantor (2012) learning to write is an outstanding success because it requires various cognitive resources as the writer produces ideas and organizes them to convey meaning. Writing skills requires students to have a considerable knowledge of the foreign language spelling, vocabulary, grammar and organization

- Vocabulary.- In order to communicate humans use spoken and written words every day. However, sometimes we are not able to communicate successfully because of the lack of appropriate vocabulary which is used

according to the situation. The same happens when learning a foreign language. Consequently, vocabulary must be considered as a tool to teach writing which must be an essential part of the classroom.

English language learners who have slow vocabulary improvement are less able to read and comprehend texts and achieve poorly on productive skills assessments (Snow, 2005). This shows Kichwa students need to learn and practice English vocabulary to have a big range of words to be able to produce and transmit their feelings and emotions through English writings.

- Grammar.-Forehead mentioned grammar is an essential factor when learning a foreign language. Students must master a good command of grammar knowledge of the foreign language in order to organize their ideas and feelings into good sentences. The lack of good grammar when writing in English will create misunderstandings in the readers.

Grammar instruction when teaching a foreign language plays an important role helping students to speak and write successfully. According to Robinson and Feng (2016, 2) “in the past when grammar skills were taught in isolation, it had no effect on students writing” (p.13) thus, direct grammar instruction improves students’ quality in writing skills because the role of teachers is to make students realize their errors and give them additional feedback.

- Punctuation.- Proper punctuation is required in writing skills. The University of Melbourne mentioned that Punctuation helps sentence structure in written communication since the use of commas, dashes, colons and semi-colons indicate the reader where to pause, put emphasis, and realize the relationship of the elements of the text.
- Spelling.- Correct communication requires clear meaning which is conveyed through accurate spelling. Most of the time there are significant problems in writing because of incorrect spelling which can cause misunderstandings. It is essential to identify what word students have problems with to help them to practice and master those words (Childs, 1998). In this case, it is important to mention that spelling must be

practiced carefully with Kichwa students since in Kichwa language vowels E and O does not exist.

### Process

In human communication since humans were able to communicate writing has been part of our lives. Writing is a complex combination of skills that contains a series of stages to follow in creating a piece of writing. The writing process addresses students to develop words, structure sentences and combine them into paragraphs. Within the writing process there are five phases of pre-writing, writing, post-writing and publishing.

	Stages		Sub-skills
Pre-writing	<ul style="list-style-type: none"> <li>- Choose a topic</li> <li>- Brainstorming</li> <li>- Planning</li> </ul>	<ul style="list-style-type: none"> <li>- Generate ideas</li> <li>- Plan what is going to be written</li> </ul>	<ul style="list-style-type: none"> <li>- Creative generalization and comparison of ideas.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>- Drafting</li> </ul>	<ul style="list-style-type: none"> <li>- Use the plan and ideas to write the first draft.</li> </ul>	<ul style="list-style-type: none"> <li>- Selection and rejection of ideas.</li> <li>- Structure of the argument</li> <li>- Plan and organize paragraphs.</li> </ul>
Post-writing	<ul style="list-style-type: none"> <li>- Editing</li> <li>- Giving feedback</li> <li>- Proofreading</li> <li>- Re-drafting</li> </ul>	<ul style="list-style-type: none"> <li>- Check and correct the organization of the ideas.</li> <li>- Comment and suggest changes if necessary.</li> <li>- Check and correct grammar mistakes.</li> <li>- Write the second or final draft</li> </ul>	<ul style="list-style-type: none"> <li>- Check</li> <li>- Reorder</li> <li>- Comment</li> <li>- Focus on the language.</li> <li>- Restructure</li> </ul>
Publishing	<ul style="list-style-type: none"> <li>- Publication</li> </ul>	<ul style="list-style-type: none"> <li>- Present the written to the readers.</li> </ul>	<ul style="list-style-type: none"> <li>- Present the final work to the readers.</li> <li>- Assess</li> </ul>

Table N°1.- Writing processes

Elaborated by: Guachi (2018)



All these written processes are necessary to teach students how important is to plan and follow all the processes to write successfully. Kichwa students should be trained to follow all the written process to write sentence in English correctly.

### **Writing purposes**

It is important that students should know and understand their writing purposes such as inform, narrate, describe and persuade, thus, students are required to define, redefine and clarify their writing goals. Graham (2012) claims “writing for different purposes often means writing for different audiences” (p.21). Consequently each writing genre should be emphasized by teachers clarifying its purposes. Therefore, it is essential that students have opportunities to practice writing for a range of different audiences.

Within the writing purpose we have:

- Narrative.- The word narrative is related to the word story, stories are important in our day –to –day life, this kind of writing makes the reader feels part of the story. Narrative writing is a piece of writing which narrates a fiction or non- fiction story characterized by a main character or characters in a setting who encounter difficult situations and problems and at the end something unexpected happens. Most of the time there is a message for the reader. It includes novels, story books, fairytales, fables, legends and plays.
- Descriptive.- It colorfully describes a person, place or thing that allows the reader to imagine and capture the way person felt about the situation, heard, and saw the things or places. Writing a descriptive paragraph involves paying attention to the details to convey the reader how something looks, feels, tastes, sounds and smells.  
Descriptive writing includes, essays, memories, biographies, nature and travel writing.

- Expository.- It is one of the most popular writing styles that can take a variety of forms. Expository writing is used to inform, explain and describe concepts to the reader. It tells how to do or make something in a chronological order, instructs by giving information, clarify and define a concept and report on an experience by giving details. Expository writing includes newspaper reports, documentaries, magazine articles, research reports and summaries.
- Persuasive.- It is a written form of an oral debate that is used to convince or persuade readers to believe in the writer's idea or opinion is correct and to do an action. Persuasive writing requires careful word choice, development of logical arguments and cohesive summary. Persuasive writing includes persuasive essays, critics, reviews, reaction papers, speeches and blogs.

## **2.5 Hypothesis**

Positive and negative word order interferences from Kichwa affects students' English writings.

## **2.6 Signaling hypothesis variables**

Independent variable	Positive and negative Word order interferences
Dependent variable	English writings

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Approach**

The current research will be based on qualitative- quantitative method due to the fact that many of data collected will develop and assess some established theories and hypothesis. The characteristic of this research is flexible because it will start from some formulated questions to be answered. It will be based in a systematic process which is related with two methods of research such as inductive and deductive method. The first one which is closely related with qualitative research is developed when the research starts from particular to the generalization; while deductive method is starts from general to particular.

Both qualitative and quantitative approaches are based on five stages:

1. Observation and assessment of the phenomenon
2. Assumptions that researcher manage from the observation
3. Testing and demonstration of the assumptions
4. Analysis based on the assumption's testing
5. Offering of new observations and assessments in order to clarify and modify the given assumptions and ideas.

#### **3.2 Basic Research Modality**

##### **3.2.1 Socio Educational Model**

This research will be developed as Social Educational Model, due to the fact that word order interference in writing skills are part of Kichwa students when they write sentences in English.

This research will provide an important research paradigm to investigate in order to know how different word order in both languages affect students writings. It also provides relevant information which will help to consider new methodology and material that motivate students to learn English as their third language effectively and at the same time to motivate teachers to be better professionals and human beings who consider students background and needs.

### **3.2.2 Biographical Documentary Research**

It will be based on information analysis about positive and negative word order interference from Kichwa language into English writings, which will be found in different sites, libraries, virtual information as well as some research papers, and studies that focus on this topic.

## **3.3 LEVEL OF RESEARCH**

### **3.3.1 Descriptive**

This current research is descriptive because the information is collected to determine, describe and identify the positive and negative word order interference from Kichwa language into English writings. It will be identified the positive and negative interferences of different word order from Kichwa to English writings and how it can change the learning outcomes in English writings.

### **3.3.2 Exploratory**

This level of research helps the researcher to become familiar with the research topic and questions which allows to have a better understanding of the problem. Exploratory research is directed for a problem which has not been studied more clearly, thus, this establishes priorities, and recognizes the variables of the study.

### **3.4 Population and Samples**

#### **3.4.1 Population**

The population in the current research at Unidad Educativa “Casahuala ” during October 2016- July 2017,were two groups of students , 30 students from the first group and 40 students from the second group , in total 70 English language learners. It is important to highlight that those students were learning how to write sentences in English. Consequently, that is the total population of the present study.

### 3.5 OPERALIZATION OF VARIABLES.

#### 3.5.1 OPERATIONALIZATION OF THE INDEPENDENT VARIABLE: Positive and negative word order interferences

Independent Variable	Dimensions	Indicators	Item	Technique	Instrument
Positive and negative word order interferences is defined as language transfer from the mother language to the foreign language in the learning process where according to both languages typologies transfer is classified as positive and negative which combined with inappropriate methodology generates inaccurate sentences in the foreign language when the transfer is negative.	Language transfer	Positive transfer	1 I have a happy pig/pig happy 2 I have a sadcat/cat sad 3 I have an old dog/dog old 4 I have an ugly fish/fish ugly	Questionnaire 1	Structured test containing word order exercises
	Inappropriate methodology	Negative transfer  Inaccurate sentences in the target language.	1.Juice/ like / I 2.I/ hot-dogs / have 3.soda/ I / want 4.like/ I / sandwiches	Questionnaire 2	

Table N° 2.- Operationalization of the independent variable  
Elaborated by: Guachi (2018)

### 3.5.2 OPERATIONALIZATION OF THE DEPENDENT VARIABLE: Writing skills

Dependent Variable	Dimensions	Indicators	Item	Tech	Instrument
Writing is a productive skill in foreign language learning where the appropriate use and knowledge of its sub-skills such as grammar, vocabulary, organization, spelling, and punctuation are necessary to convey meaning with clarity and ease to the audience.	Components	Vocabulary Grammar Organization Spelling Punctuation	<ol style="list-style-type: none"> <li>1. Allkuka piñami kan</li> <li>2. Misica yanami kan</li> <li>3. Huasica yuracmi kan</li> <li>4. Kuchica yanami kan</li> </ol>	Questionnaire 3	Structured test containing word order exercises

Table N° 3.- Operationalization of the dependent variable  
Elaborated by: Guachi (2018)

### **3.6 Methods of Data collection.**

The data collection plan is based on the objectives and the hypothesis to conduct research according to the chosen approach considering the following elements which were crucial in the process.

- **Definition of subjects: people or subjects to be investigated.**

In the present research project, the people to be investigated will be two groups of Kichwa students in Unidad Educativa Casahuala.

- **Selection of the techniques to be employed in the data collection process.**

In order to collect the required data for the present study, the questionnaire technique was applied with three structured tests as instruments containing word order exercises which were applied to both groups. Each test contains exercises related to the objectives and both variables concerning the research problem.

- **Validity and reliability of instruments to collect data.**

Each test was validated by English teachers with enough teaching experience with Kichwa students.

- **Data collection plan.**

Each test will be applied after finishing the contents related to the use of adjectives and present simple sentences.

### **3.7. Process of the analysis plan.**

After collecting the data applying the forehead technique and instruments, that information will be tabulated, analyzed and interpreted based on the results gathered. This data will be illustrated by graphs which will demonstrate the information obtained. Then, the hypothesis that was before established will be verified through the use of the use of the Paired Sample T- test using SPSS package. After that, based upon all the information obtained and the proposed objectives, the investigator now will be able to draw conclusions about the results to later recommend some possible solutions for the present problem of study.



## CHAPTER IV ANALYSIS AND INTERPRETATION

### 4.1 Analysis of results.

#### Word order - Use of adjectives

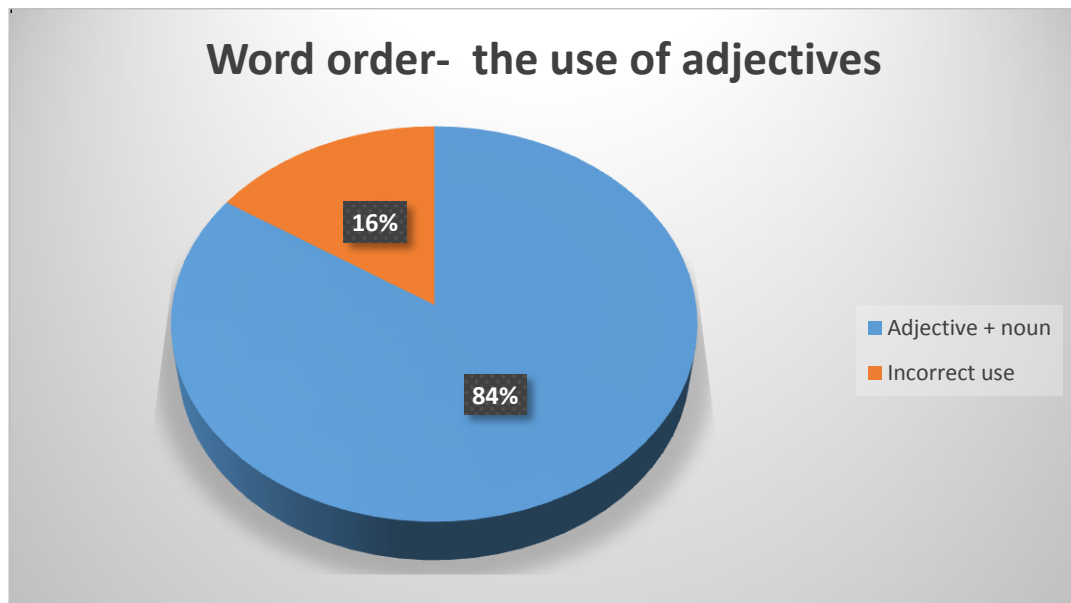
**Table N° 4.- Use of adjectives**

Question 1. I have a happy pig.

Word order	Frequency	Percentage
Adjective + noun	59	84
Incorrect use	11	16
TOTAL	70	100

Source: Students' test

Elaborated by: Guachi (2018)



Graphic N° 1: Use of adjectives

Elaborated by: Guachi (2018)

### 4.2 Data interpretation.

Analysis and interpretation. Referring to word order when using adjectives it can be noticed that there is positive interference from Kichwa language to English

language. Kichwa word order when using adjectives is similar to English word order. Consequently 84% of students use adjectives appropriately while 16 % use adjectives incorrectly when they write in English. As Karim (2013) mentioned “the structural similitudes between the mother language and the foreign language determine the ease learning a foreign language”(p.118), thus Kichwa students transfer their mother tongue word order when they use adjectives and their learning progress results are positive.

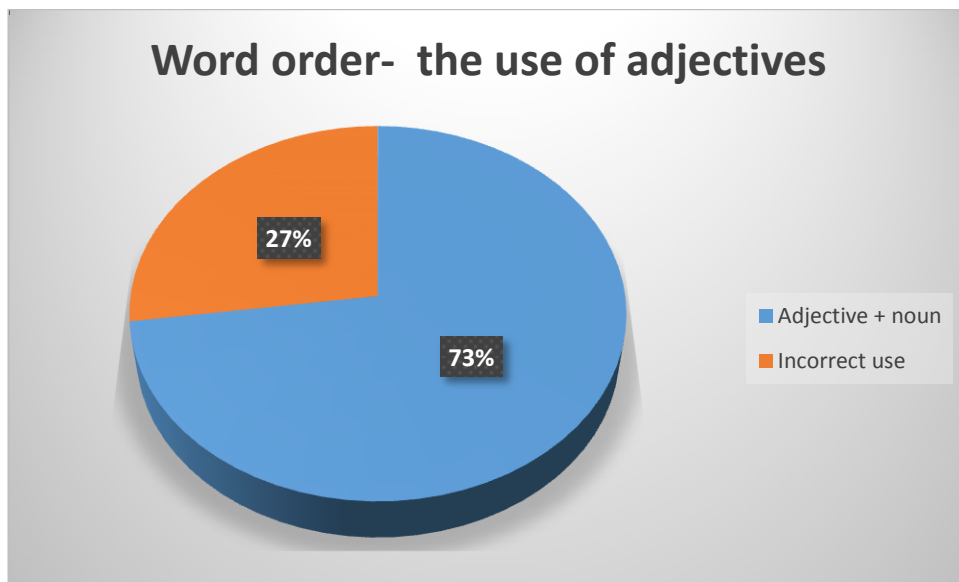
Conclusion. There is positive word order interference from Kichwa language to English writings when students use adjectives.

**Table N° 5.- Use of adjectives**

Question 2: I have a sad cat.

Word order	Frequency	Percentage
Adjective + noun	51	73
Incorrect use	19	27
TOTAL	70	100

Source: Students' test  
Elaborated by: Guachi (2018)



Graphic N° 2: Use of adjectives  
Elaborated by: Guachi (2018)

Analysis and interpretation .As it can be showed again 73 % of students use the adjectives correctly while just 27 % use them incorrectly that demonstrate that Kichwa language positive interference helps students to use adjectives in English sentences properly. As Ucheoma (2011) mentioned “the nature of the structure of the first language is one of the several factors that affect foreign language learning” (p.3). Consequently, since both languages share the same word order when using adjectives, the effect is positive.

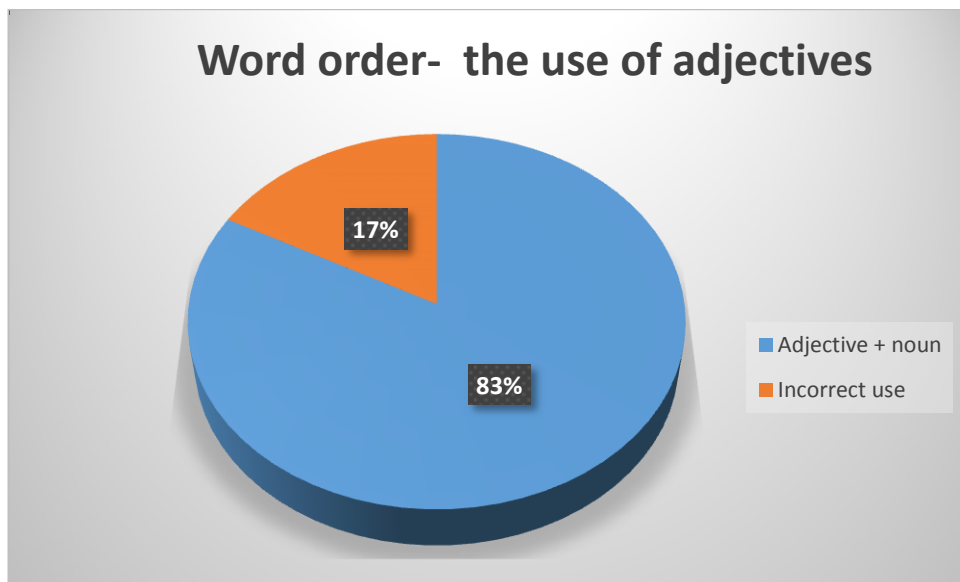
Conclusion: There is positive word order interference from Kichwa language to English writings when students use adjectives.

**Table N° 6.- Use of adjectives**

Question 3: I have an old dog.

Word order	Frequency	Percentage
Adjective + noun	58	83
Incorrect use	12	17
TOTAL	70	100

Source: Students' test  
Elaborated by: Ana Guachi



Graphic N° 3: Use adjectives  
Elaborated by: Guachi (2018)

Analysis and interpretation. Once more it is possible to determinate that exists Kichwa language positive interference since 83 % of students use the adjectives appropriately while 17 % use them incorrectly when they write sentences in English.

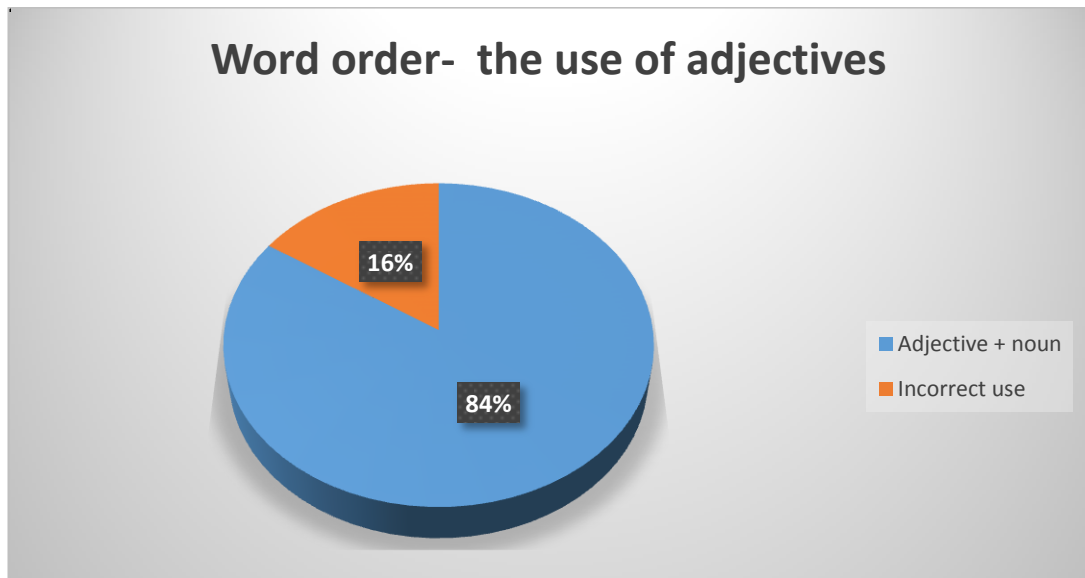
Conclusion: There is positive word order interference from Kichwa language to English writings when students use adjectives.

**Table N° 7.- Use of adjectives**

Question 4: I have a fat cow.

Word order	Frequency	Percentage
Adjective + noun	59	84
Incorrect use	11	16
TOTAL	70	100

Source: Students' test  
Elaborated by: Ana Guachi



Graphic N° 4: Use of adjectives  
Elaborated by: Guachi (2018)

Analysis and interpretation. It is possible to show again that exists Kichwa language positive interference and the results are similar to exercise number two where 84 % of students use the adjectives appropriately while 16 % use them incorrectly when they write sentences in English.

Conclusion: There is positive word order interference from Kichwa language to English writings when students use adjectives.

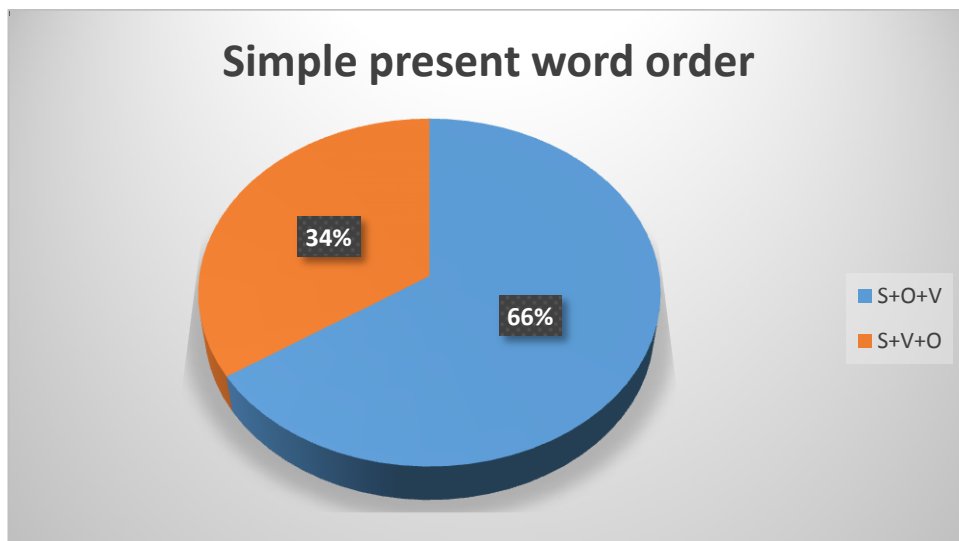
## Word order- Simple present

Table N° 8.- Simple present word order

Question 5. I like juice.

Word order	Frequency	Percentage
S+O+V	46	66
S+V+O	24	34
TOTAL	70	100

Source: Students' test  
Elaborated by: Ana Guachi



Graphic N° 5: Simple present word order  
Elaborated by: Guachi (2018)

Analysis and interpretation. Related to sentence word order it is possible to analyze that there is no considerable negative Kichwa interference. 66 % of students use their mother tongue word order SOV while 34 % of students use English word order SVO correctly. As Lekova (2010) pointed out “language interference from the approach of psycholinguistics, it is a negative transfer from the mother language habits and skills to the foreign language when both languages are different in their word order” (p.320). Thus, it is important to consider the necessity to take actions in order to prevent negative word order in those 66% of students.

Conclusion: There is no considerable negative word order interference from Kichwa language to English writings when students write simple present sentences.

**Table N° 9.- Simple present word order**

Question 6. I have hot-dogs.

Word order	Frequency	Percentage
S+O+V	44	63
S+V+O	26	37
TOTAL	70	100

Source: Students' test  
Elaborated by: Guachi (2018)



Graphic N° 6: Simple present word order  
Elaborated by: Guachi (2018)

Analysis and interpretation. Once again it is visible to determinate that there is slight Kichwa word order interference when writing simple present sentences in English. 37 % of students use English word order correctly while 63 of students apply their mother tongue word order. Consequently, it is necessary to consider that something must be done to help those 63% of students who have problems when they write in English.

Conclusion: There is slight negative word order interference from Kichwa language to English writings when students write simple present sentences.

**Table N° 10.- Simple present word order**

Question 7. I want soda.

Word order	Frequency	Percentage
S+O+V	47	61
S+V+O	27	39
TOTAL	70	100

Source: Students' test  
Elaborated by: Guachi (2018)



Graphic N° 6: Simple present word order  
Elaborated by: Guachi (2018)

Analysis and interpretation. Once more it is showed that there is considerably Kichwa word order interference when writing simple present sentences in English. 39 % of students use English word order correctly while 61 % of students apply their mother tongue word order. Though, it is essential to create a manual with some guided activities to avoid Kichwa word order interference.

Conclusion: There is slight negative word order interference from Kichwa language to English writings when students write simple present sentences.



**Table N° 11.- Simple present word order**

Question 8. I like sandwiches.

Word order	Frequency	Percentage
S+O+V	42	60
S+V+O	28	40
TOTAL	70	100

Source: Students' test  
Elaborated by: Guachi (2018)



Graphic N° 8: Simple present word order  
Elaborated by: Guachi (2018)

Analysis and interpretation. Yet again it is visible to determine that there is Kichwa word order interference when writing simple present sentences in English. 40 % of students use English word order correctly while 60 of students apply their mother tongue word order. It is significant to take into consideration this phenomenon that students apply their mother language word order, thus, these students must be exposed to activities which make them to practice English word order to prevent Kichwa word order interference as well.

Conclusion: There is negative word order interference from Kichwa language to English writings when students write simple present sentences.

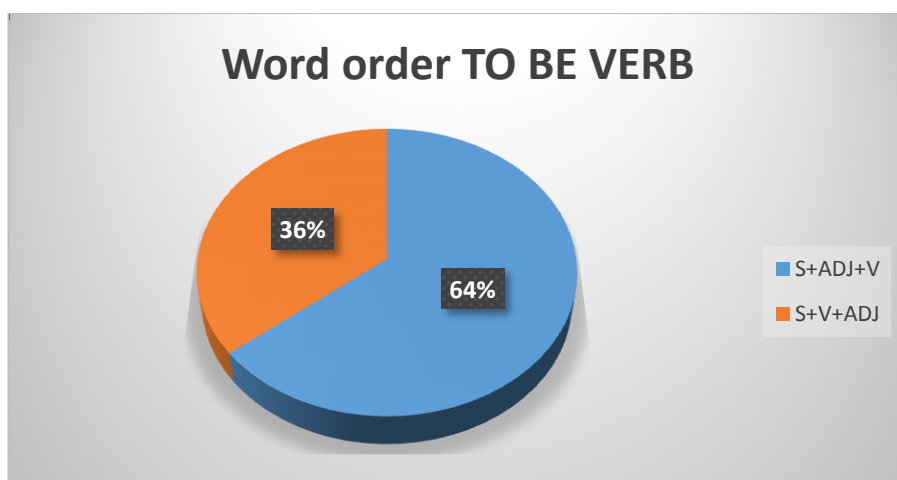
## Word order – To be verb

Table N° 12.- To be verb word order

Question 9. Allcuca piñami kan / The dog is ugly.

Word order	Frequency	Percentage
S+ADJ+V	45	64
S+V+ADJ	25	36
TOTAL	70	100

Source: Students' test  
Elaborated by: Guachi (2018)



Graphic N° 9: To be verb word order  
Elaborated by: Guachi (2018)

Analysis and interpretation. In this case when using to be verb it was possible to determinate that there is Kichwa word order interference when writing simple present sentences in English. 36 % of students use English word order correctly while 64 % of students apply their mother tongue word order. As Liontas (2017) mentioned “when the influence native leads to errors in the acquisition or use of the target language, we say that negative transfer or interference occurs” (p.1).It means negative transfer is when students write sentences in the target language applying their mother language word order. Thus, there is the necessity of the creation of a manual with exercises to make these students to practice English word order correctly to avoid Kichwa interference.

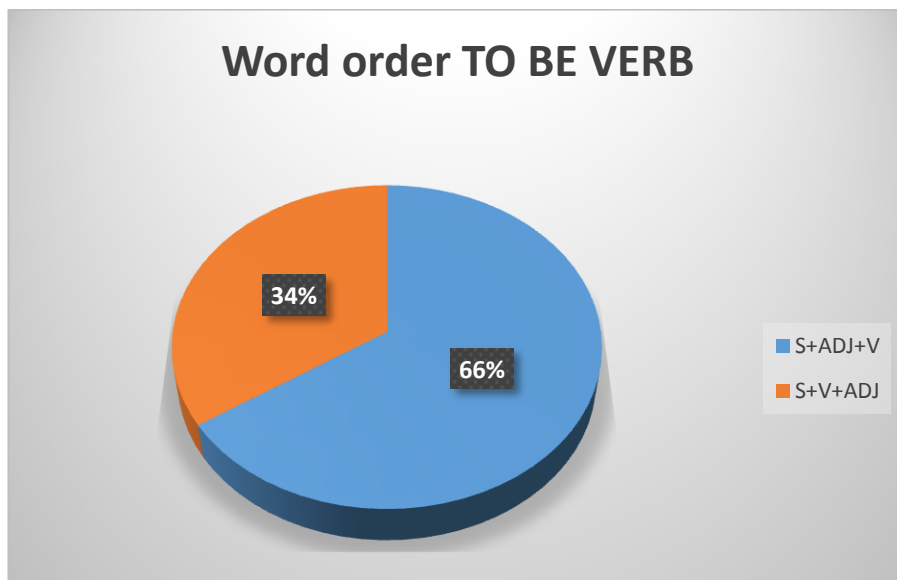
Conclusion: There is negative word order interference from Kichwa language to English writings when students write simple present sentences.

**Table N° 13.- To be verb word order**

Question 10. Misika yanami kan /The cat is black.

Word order	Frequency	Percentage
S+ADJ+V	46	66
S+V+ADJ	24	34
TOTAL	70	100

Source: Students' test  
Elaborated by: Guachi (2018)



Graphic N° 10: To be verb word order  
Elaborated by: Guachi (2018)

Analysis and interpretation. Once again when using to be verb it was possible to determinate that there is significant Kichwa word order interference when writing simple present sentences in English. 34 % of students use English word order correctly while 66 of students apply their mother tongue word order. Considering that 66 % of students use their mother language word order, there must be created a manual with activities to help students to practice correct English word order.

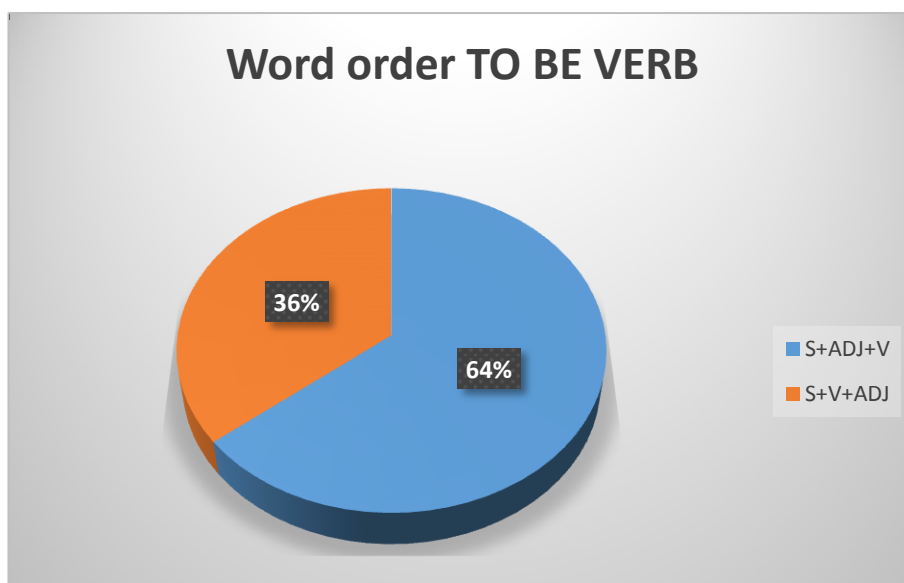
Conclusion: There is negative word order interference from Kichwa language to English writings when students write simple present sentences.

**Table N° 14.- To be verb word order**

Question 11. Huasica yuracmi kan /The house is white.

Word order	Frequency	Percentage
S+ADJ+V	45	64
S+V+ADJ	25	36
TOTAL	70	100

Source: Students' test  
Elaborated by: Guachi (2018)



Graphic N° 11: To be verb word order  
Elaborated by: Guachi (2018)

Analysis and interpretation. Once again when using to be verb it was possible to determinate that there is Kichwa word order interference when writing simple present sentences in English. 36% of students use English word order correctly while 64 of students apply their mother tongue word order. These results show that it is necessary the creation of a manual to help students to use English word order correctly.

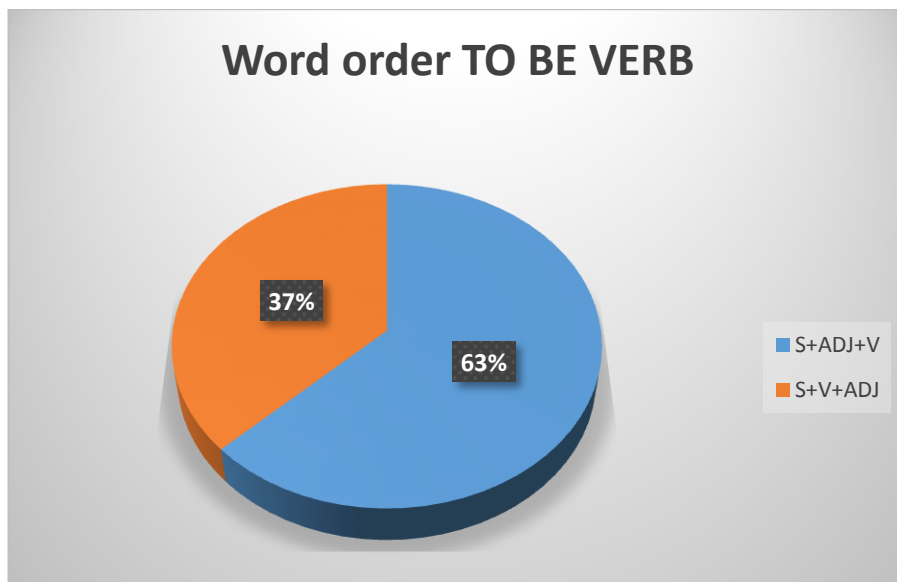
Conclusion: There is considerable negative word order interference from Kichwa language to English writings when students write simple present sentences

**Table N° 15.- To be verb word order**

Question 12. Cuchica yanami kan / The pigs are black.

Word order	Frequency	Percentage
S+ADJ+V	44	63
S+V+ADJ	26	37
TOTAL	70	100

Source: Students' test  
Elaborated by: Guachi (2018)



Graphic N° 12: To be verb word order  
Elaborated by: Guachi (2018)

Analysis and interpretation. Once more when using to be verb it was possible to determinate that there is significant Kichwa word order interference when writing simple present sentences in English. Just 37% of students use English word order correctly while 63 of students apply their mother tongue word order. These results show that it is necessary the creation of a manual to help students to use English word order correctly.

Conclusion: There is negative word order interference from Kichwa language to English writings when students write simple present sentences.

### 4.3 Hypothesis verification.

#### Hypothesis Statement.

Positive and negative word order interferences from Kichwa affect students' English writing.

After the analysis and interpretation of the results was done, it was required to validate the hypothesis. First, it was necessary to identify and categorize the test answer options as 1= all sentences correct word order, 0,75= 3 sentences correct word order of 4, 0,5= 2 sentences correct word order of 4, 0,25= 1 sentence correct word order of 4 and 0= incorrect word order. This categorization process is applied to the two tests related to positive and negative word order, and for the answers for each of the questions in the students' test writing. Following this, it was essential to get the average per student of all the 12 questions from the three tests. Finally, a verification of the hypothesis was done through the non-parametric statistical test of Paired Sample T- test.

#### a. Logical Model.

- Ho: Kichwa Positive and negative word order interferences DO NOT affect English writing.
- H1: Kichwa Positive and negative word order interferences DO affect English writing.

#### b. Mathematical Model.

H0: median 1= median 2

H1: median 1≠ median 2

### Statistical Model

This is used to compare the means of two variables for a single group. The procedure computes the differences between values of the two variables for each case and tests whether the average differs from zero.

$$t = \frac{M_{post} - M_{pre}}{\sqrt{\left[ \left( S_{post}^2 + S_{pre}^2 \right) - \left( 2r_{pp} \cdot S_{post} \cdot S_{pre} \right) \right] / (N - 1)}}$$

If  $p \leq 0,05$ , the alternative hypothesis is accepted

If  $p \geq 0,05$ , the null hypothesis is accepted

For the verification of the hypothesis, the SPSS statistical program was used. Both, the answers from tests 1 AND 3 applied were averaged. Two variables were identified, positive Kichwa word order (when using adjectives) and the students' English writings. Then, Paired Sample T- test was run in the SPSS program and the following results were obtained.

### Paired Sample T- test

#### Test 1 and Test 3

	Paired differences					t	gl	.Sig (bilateral)
	Half	Standard deviation	Standard error mean	95% confidence interval difference				
				Inferior	Superior			
Part 1 T1- T3	,20357	,54721	,6540	,07309	,33405	3,112	69	,003

Table N° 17.- Paired Sample T- test Test 1 and Test 3

Elaborated by: Ana Guachi

With a 95% confidence level, the Sig. value is 0,003, therefore the null hypothesis is rejected, and the alternative hypothesis is accepted, which states that “Kichwa word order Positive interference DOES affect English writing”.

The same process was done to verified Kichwa negative word in English writings. The answers from test 2 AND 3 applied were averaged where it was obtained the following results.

Paired Sample T- test

Test 2 and Test 3

	Paired differences					t	gl	.Sig (bilateral)
	Half	Standard deviation	Standard error mean	95% confidence interval difference				
				Inferior	Superior			
Part 1 T2- T3	- ,02500	,66778	,07981	- ,18423	-,13423	- ,313	69	,755

Table N° 18.- Paired Sample T- test Test 2 and Test 3

Elaborated by: Ana Guachi

With a 95% confidence level, the Sig. value is, 755 therefore the alternative hypothesis is rejected and the null hypothesis is accepted, which states that “Kichwa word order negative interference DOES NOT affect English writings”.

Consequently, Kichwa positive word order affects English wrting.



## **Interview**

In order to collect more information to have a deep understanding of positive and negative word order interference from Kichwa language to English writings, it was necessary to interview both teachers who work teaching English at Unidad Educativa Casahuala.

The questions were the following:

1. Do you have some knowledge about the differences from Kichwa Language word order to English language word order when writing simple present sentences?

Teacher Paulina Salazar said that at first when she started working with Kichwa students she did not have any knowledge about both languages differences in their word order.

At the same time teacher Angelica Vaca also commented that she had no knowledge about how different both languages are in their word order when writing sentences when she started working with Kichwa students. With the necessity to make her understand in the class, after a long time, she investigated some Kichwa words and surprisingly she discovered how both languages are different.

2. Do you think that teachers' lack of knowledge of Kichwa language might create problems in English language teaching process?

Teacher Paulina Salazar mentioned that teachers who teach Kichwa students should have some knowledge of Kichwa. She commented that when she started working she identified that some students used the verb at the end of the sentences when they wrote sentences in English and at the same time when she heard students talking in Spanish the same thing happened. Consequently, she decided

to investigate and realized that Kichwa language follows a different word order from English language. However, it was too late to take actions to solve that problem.

Teacher Angelica Vaca also pointed out how important is to have some Kichwa knowledge to look for some alternatives to help those students in the language learning.

3. Have you identified that students apply their mother language word order when writing simple present sentences in English?

Paulina Salazar mentioned that she has identified that some students apply S+O+V Kichwa word order when they write in English. Furthermore, she said that there is some morphosyntactic Kichwa interference as well.

Teacher Angelica Vaca said that some Kichwa students write some sentences where they use the verb at the end of the sentences.

4. Do you consider that the use of inadequate strategies and activities causes low writing English production?

Paulina Salazar mentioned that because of the lack of Knowledge of Kichwa different word order from English, she has used the material provided by book she had to follow to teach English. While Angelica Vaca said that she used the material provided by the book and some other material from the internet but none of them were used with the aim to avoid Kichwa interference.

5. How do you teach English grammar and vocabulary to Kichwa students?

Teacher Angelica Vaca mentioned that it is important to know some Kichwa vocabulary to teach English vocabulary and grammar. She said that students assimilate better when she says first the word in Kichwa and then in English.

Teacher Paulina Salazar just follows the books' instructions to teach English grammar and vocabulary.

6. Do you agree that it is necessary the creation of a handbook to provide teachers activities to teach Kichwa students?

Paulina Salazar agreed about the necessity of the creation of a handbook to provide teachers activities to teach English focusing on the prevention of Kichwa negative interference. Angelica Vaca said that the handbook will be a powerful tool because it will help teachers to address students better.

On the other hand it was necessary to interview Dr. Mg. Raul Yungan Yungan, teacher at Tecnica de Ambato university, who has written some articles about Kichwa language as well as a book about Kichwa grammar. He was asked about the importance that English teachers must have some knowledge of Kichwa to teach Kichwa students English to avoid kichwa negative interference, he mentioned the following:

He said that when he was learning Spanish language as a second language, he used to apply kichwa word order when he spoke in Spanish. Thus, the same phenomenon might happen when Kichwa students learn English. He also pointed out that teachers must have some Kichwa knowledge and a handbook to adrees Kichwa students better. The hand book must also have some information about Kichwa phonology and the most predominant grammar rules sinse Kichwa language is an agglutinative language and the omission or addition to words change the context of the sentences. Thus, teachers must be provided of this information to have a clear understanding of how to explain students about the languages differences as well as activities to reinforce the learning process. Finally, he said that Kichwa language is an ancient language of our country that must be respected.

## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Conclusions**

The present research on the analysis of positive and negative word order interference has produced valid results, which leads to the following conclusions.

1. From the results obtained in the present research it can be concluded that there is positive word order interference from Kichwa language to English writing when using adjectives since in both languages adjectives are placed before nouns.
2. Surprisingly it was found that there is no considerable negative word order interference from Kichwa language SOV when writing simple present sentences in English which word order is totally different SVO.
3. It was found that teachers who work with Kichwa students do not have knowledge about the difference in both languages in their word order when writing sentences in present simple.
4. Teachers confirmed that the material that they use to teach English to Kichwa students is explicitly the book.
5. Teachers claim that there is the necessity of a creation of a handbook as a supporting tool to teach English to Kichwa students.

## **5.2 Recommendations**

1.- It is important to apply activities to take advantage of Kichwa word order interference when using adjectives to foster English writings when using adjectives.

2.- Unless, Kichwa negative word order interference to English language was no significant, it is necessary to take actions in order to help those students who apply Kichwa word order when writing in English.

2.- It is also necessary that teachers can count with a guide to put emphasis when teaching how to structure simple present sentences in English in order to prevent interference since a small percent of students write sentences in English applying their Kichwa mother tongue word order.

3.- Teachers must have some have knowledge about the difference in both languages in their word order when writing sentences in present simple to address students better.

4.-The creation of a manual which contains activities to foster positive word order interference and prevent negative simple present word order interference is necessary to make English language learning more significant.

## **CHAPTER VI**

### **THE PROPOSAL**

**TOPIC:** Handbook to prevent negative Kichwa word order and to benefit from Kichwa positive word order interference in English writing.

#### **6.1 Informative Data**

**Name of the institution:** Unidad Educativa Casahuala.

**Beneficiaries:** English teachers and Kichwa students of Unidad Educativa Casahuala

**Estimated time for the execution.** One school year.

**Beginning:** October 2016.

**End :** July 2017

**Person in charge:** Ana Lucia Guachi Constante.

**Cost:** 150 dollars.

#### **6.2 Background of the Proposal**

The present proposal emerges from a concern detected in Kichwa students who attended classes in Unidad Educativa Casahuala whose Kichwa mother language word order interferes in English learning especially in writing. The main concern of this study is that Kichwa students do not write sentences in English correctly when using simple present tense since their mother language word order is different from English word order. However, when using adjectives both languages shares the same word order, thus, it is also important to determinate how Kichwa positive word order interference ease the learning process when using adjectives in English writings.

When interviewing English teachers who have worked in the institution for a long time, they commented that a certain percentage of students face difficulties when

writing in English when using present simple tense in English. According to the teachers, students apply SOV Kichwa word order in English writings. However, they did not mention how the positive word order interference ease the learning process when using adjectives.

In order to measure how positive and negative word order interferes in English writings, three tests were applied where it was proved that both interferences affect English writings. Luckily, it was proved that positive Kichwa word order when using adjectives eases English writings in a high degree. Surprisingly, negative word order affects English writings in a low degree when using simple present tense in English. Consequently, from the recommendations one stated the creation of a handbook.

The handbook will help English teachers to take advantage of Kichwa adjective word order positive interference when teaching adjectives in English. Even negative word order interference is not considerable, the present handbook also contains activities to help that small percentage of students to prevent negative word order when using simple present tense in English. All the activities are designed to teach in a meaningful way which contains a rubric to enable teachers check students' progress when preventing negative interference as well as reinforcing adjective use in English.

### **6.3 Justification**

After applying the most important stage which is the test to identify the positive and negative word order interference from Kichwa language to English writings in students of Unidad Educativa Casahuala, the results have showed that there is positive word order interference while there was no considerable negative word order interference.

Consequently, from the results it was obviously stated that it is necessary the creation of a handbook for teachers which will help them to use activities to reinforce and take advantage of positive word order interference. As well as, teachers will use some sort of activities to help those small percentage of students to prevent and avoid students' Kichwa language negative word order interference when writing in English.

The present proposal will help to meet the objectives which are required by the institution and Minister of Education. Furthermore, there are not enough studies done about Kichwa language positive and negative word order interference in English writings, thus, the following study will help all teachers who work with Kichwa speakers in the present institution and in the country as well.

## **6.4 Objectives**

### **6.4.1 General objective**

To create a handbook to reinforce English writings based on exercises to foster Kichwa positive word order when using adjectives and to prevent negative word order interference when using present simple.

### **6.4.2 Specific objectives**

- Emphasize the use of adjectives and present simple word order when writing in English.
- Socialize the handbook and its activities with English teachers who are part of the institution.
- Encourage teachers who work with Kichwa students to use this alternative proposal to foster positive Kichwa word order interference and prevent negative word order interference as well.



## 6.5. Feasibility analysis

The present proposal is feasible to develop due to the following factors:

**Operational:** The authorities from Unidad Educativa Casahula allowed the researcher to collect the required data needed to support the creation of the proposal.

**Administrative:** The present proposal will be used at Unidad Educativa Casahula under the consent of the authorities.

**Technical:** from the technical point, the present proposal will be used by English teachers who have experience working with Kichwa students who will apply the activities in a meaningful way.

**Economical:** All the cost was covered by the author of the proposal.

## 6.6 Proposal Fundamentals

**Handbook:** A handbook is basically a book which contains activities with their respective instructions or guidelines on how to use each activity. Thus, the present handbook will illustrate English teachers how to use the activities to accomplish the final outcomes.

### **Word order interference**

To be able to use and understand a language an individual must master the rules that governs the language. Consequently, in order to use the foreign language to communicate it is needed to have master the language rules such as its word order.

According Lekova (2010) language interference is one of the current problems that students encounter when learning a foreign language which the

communication between the two language systems is the reason of the interference when both languages are different in their typology.

Furthermore, language interference from the approach of psycholinguistics, it is a negative transfer from the mother language habits and skills and from the linguistic approach, interference is an interaction or an exchange in linguistic structures and structural elements which appear in spoken and written language Lekova (2010). In fact, both languages systems exist in the individual's mind and are independent of one another. Thus, when an individual master both languages, mother language and foreign language, there is no interference. However, when the foreign language is not mastered, the mother language dominates and influences the second language creating interference.

#### **Different word order structure.**

Ucheoma (2011) stated “when learning a second language several factors affect the learning and proficiency like the nature and the structure of the first language” (p.3). Thus, the degree of differences and similarities between both languages are significant in learning a second language. Consequently, individuals have a tendency to apply the forms and meanings and the distribution of forms and meanings of their mother tongue and culture to the foreign language.

According to Liontas (2017) “when the influence of the native language leads to errors in the acquisition or use of the target language this is called negative transfer or interference occurs” (p.1). That demonstrate how important is to consider negative transfer from the mother language to the foreign language to take actions in order to prevent them. However, Liontas also concluded that “when the influence of the native language leads to immediate or fast acquisition of the target language, we speak of positive transfer or facilitation” (pag.1). Therefore, language transfer can also help to ease language learning when both languages share the same word order rules.

**Language transfer.**

When learning a second language it is common that students made some word order mistakes because of their native language interference. According to Karim (2013) “language transfer is a major process in L2 acquisition” (p.118). Considering that native language habits influences on L2 learning, within the constrictive analysis theory, the structural differences and similarities between the native language and foreign language are important facts to determinate the ease or difficulty learning a foreign language.

Language transfer may be a conscious and unconscious process. Unconscious process occurs when learners do not realize the differences between the internal rules of the languages, native and foreign languages, or when learners are not trained enough to differentiate those dissimilarities (Bull, 1995). Thus, leraners apply what they know of their mother tongue. Meanwhile, conscious process happens as an effort to ease acquisition of the new language through comparison of the mother tongue or in the case of the existence of a third language.

**Positive Transfer.**

Positive language transfer is considered when both languages share some grammar characteristics. Brogan (2015) commented that” positive language transfer occurs when structures between languages are mutually transferrable and that kind of transfer helps positively to ease the language acquisition of the foreign language” (pag, 48). Hence, positive transfer is also defined as facilitation which must be identified to take advantage in the learning process.

Considering that Kichwa language word order when using adjectives is similar to English word order, it is necessary to highlight the positive transfer that may occur when Kichwa students use adjectives in English. This kind of interference will help Kichwa students to learn English better when using adjectives, thus, there must be paid more attention to this phenomenon to ease language learning.

### **Negative Transfer.**

Negative transfer is defined as the influence of the native language which leads to errors in the acquisition of the foreign language. Yu (2013) pointed out that “negative transfer has been more paid attention than positive transfer since traditional linguistics claimed that L1 only have negative influence on foreign language acquisition” (p,45). This shows the fact that when a person starts learning a foreign language L1 knowledge leads to make some errors since most of the time their mother language and the target language are different.

Liontas (2017) said “negative transfer is generally held to be responsible for a host of learner errors in morph syntactic (inflection and word order) ” (pag,1). Thus, negative transfer affects negatively when students write sentences in the target language since students tend to apply their mother language word order.

Bearing in mind that Kichwa word order is totally different from English word order when writing simple present sentences, it is vital to pay attention when students write in English. Kichwa language word order follows the S+O+V patten while English word order follows S+V+O pattern. Thus, it could be that Kichwa students will apply S+O+V patten when writing in English. This phenomenon must be studied to take actions to prevent this kind of interference in the learning process.

### **Writing skills**

Writing is a skill that requires from students considerable effort and practice to master this skill in a foreign language. Solano (2014) claims “Without doubt, writing is considered a challenging task even in one’s mother tongue” (p.41). Thus, writing requires great practice because writing is a form of communication where students have to organize their knowledge and beliefs into convincing arguments.

### **Process**

Writing is a complex combination of skills that contains a series of stages to follow in creating a piece of writing. The writing process addresses students to

develop words, structure sentences and combine them into paragraphs. According to Murray (1992,) within the writing process there are five phases of pre-writing, writing, post-writing and publishing.

Pre-Writing.- It involves choosing a topic, brainstorming and planning

Writing.- It involves drafting.

Post-writing.- It involves editing, giving feedback, proofreading and redrafting.

Publishing.- the final step of publishing.

### **Writing purposes**

It is important that students should know and understand their writing purposes such as inform, narrate, describe and persuade, thus, students are required to define, redefine and clarify their writing goals. Graham (2012) claims “writing for different purposes often means writing for different audiences”(p.21).Consequently each writing genre should be emphasized by teachers clarifying its purposes. Therefore, it is essential that students have opportunities to practice writing for a range of different audiences.

- Narrative.- It is a piece of writing which narrates a fiction or non- fiction story. Most of the time there is a message for the reader. It includes novels, story books, fairytales, fables, legends and plays.
- Descriptive.- Writing a descriptive paragraph involves paying attention to the details to convey the reader how something looks, feels, tastes, sounds and smells.  
Descriptive writing includes, essays, memories, biographies, nature and travel writing.
- Expository.- It is used to inform, explain and describe concepts to the reader. It tells how to do or make something in a chronological order by giving details. Expository writing includes newspaper reports, documentaries, magazine articles, research reports and summaries.
- Persuasive.-. Persuasive writing requires careful word choice, development of logical arguments and cohesive summary. Persuasive

writing includes persuasive essays, critics, reviews, reaction papers, speeches and blogs.

## **6.7 Methodology**

The present didactic alternative focus on methodology which will help students to develop independence when writing in English since it is important that language learners encounter language learning tasks such as writing where they can apply a number of different strategies to complete the tasks to reinforce learning (Lee, 2010). The methods considered to meet the objectives are Presentation-Practice and Production (PPP) and Grammar translation method.

Presentation-Practice and Production method has become very popular in the classroom around the world by many teachers teaching English as a foreign and second language. Every PPP lesson has a language goal which students have to achieve at the end of it. During the presentation phase teacher controls the teaching/learning process where teacher presents and models the target language structure and the material used contains structures in the unit. In the practice phase teacher checks students' correct understanding of the language structures presented in the first phase and the activities are aimed to achieve accuracy. Finally, during the production phase students are able to complete activities such as problem solving and information gap to increase fluency in the linguistic use of the language (Criado, 2013).

Thus, Presentation-Practice and Production method will be very useful to help Kichwa students to have a better understand of how English language is structure as well as they will receive constant guidance by teachers to later be able to complete some activities where they will be able to produce target language.

Grammar Translation method is a useful device in the learning process of ESL learners and its aim is to facilitate the comprehension of the differences and

similarities of the native language and foreign language to make students understand the language system better. In Grammar translation classes students learn grammatical rules and they translate each language into the other, the basic unit of the teaching is the sentence as well students are exposed to fill in the blank exercises where students will be able to apply the grammar rules correctly (Mart, 2013).

The use of translation will be meaningful since Kichwa students will have a better comprehension of how different Kichwa and English in their grammar structures when using present simple. Thus, students develop accuracy, clarity and flexibility when writing in English.

# TEACHING ENGLISH TO KICHWA STUDENTS HANDBOOK



Source: [https://es.123rf.com/photo\\_51545752\\_personaje-de-per%C3%BA-vestido-con-la-tradicional-forma-ilustraci%C3%B3n-vectorial-los-ni%C3%B1os-de-la-colecci%C3%B3n-del-mundo-.html?fromid=dCjCMkUreGldWhJTVpSbEUybDR5UT09](https://es.123rf.com/photo_51545752_personaje-de-per%C3%BA-vestido-con-la-tradicional-forma-ilustraci%C3%B3n-vectorial-los-ni%C3%B1os-de-la-colecci%C3%B3n-del-mundo-.html?fromid=dCjCMkUreGldWhJTVpSbEUybDR5UT09)



## INTRODUCTION

The present handbook comes out as an alternative to prevent negative Kichwa word order interference and at the same time to take advantage of positive word order interference in English writings in students of fifth grade at Unidad Educativa Casahula located in Quisapincha in Ambato city.

It is a short handbook which presents some activities to benefit from positive Kichwa positive word order interference and to prevent negative word order interface when writing in English. The content of the following proposal is summarized in the table below which contains the topics about the exercises.

**Table N° 18.- Proposal topics.**

Worksheet #	Type of exercise	Topic
1	Unscramble	Adjective word order
2	Multiple choice	Adjective word order
3	Unscramble	Present simple word order
4	Unscramble	Present simple word order
5	Multiple choice	Present simple word order
6	Translation	Present simple word order TO BE VERB
7	Translation	Present simple word order TO BE VERB
8	Unscramble	Present simple word order TO BE VERB

Source: Students' test  
Elaborated by: Guachi (2018)

## **Objectives**

### **General objective**

To provide activities to take advantage of Kichwa positive word order when using adjectives and to prevent negative word order interference when using present simple tense.

- Create meaningful activities to support English writings.
- Explain how to apply each activity in the class.
- Use rubrics for each activity to assess English writings.

### **Methodology**

The present didactic alternative focus on methodology which will help in this case Kichwa students to develop independence when writing in English. Considering that writing skills is one of the difficult ones when learning a foreign language, it is important that language learners encounter meaning task activities. Thus, those activities will be designed to language learning tasks such as writing where they can apply a number of different strategies to complete the tasks to reinforce learning (Lee, 2010).The methods considered to meet the objectives are Presentation-Practice and Production (PPP) and Grammar translation method.

Presentation-Practice and Production method has become very popular in the classroom around the world by many teachers teaching English as a foreign and second language. Every PPP lesson has a language goal which students have to achieve at the end of it. During the presentation phase teacher controls the teaching/learning process where teacher presents and models the target language structure and the material used contains structures in the unit. In the practice phase teacher checks students' correct understanding of the language structures presented in the first phase and the activities are aimed to achieve accuracy. Finally, during the production phase students are able to complete activities such as problem solving and information gap to increase fluency in the linguistic use of the language (Criado, 2013).

Thus, Presentation-Practice and Production method will be very useful to help Kichwa students to have a better understand of how English language is structure as well as they will receive constant guidance by teachers to later be able to complete some activities where they will be able to produce target language.

Grammar Translation method is a useful device in the learning process of ESL learners and its aim is to facilitate the comprehension of the differences and similarities of the native language and foreign language to make students understand the language system better. In Grammar translation classes students learn grammatical rules and they translate each language into the other, the basic unit of the teaching is the sentence as well students are exposed to fill in the blank exercises where students will be able to apply the grammar rules correctly (Mart, 2013).

The use of translation will be meaningful since Kichwa students will have a better comprehension of how different Kichwa and English in their grammar structures when using present simple. Thus, students develop accuracy, clarity and flexibility when writing in English.

### **Structure of the handbook**

The present handbook explains teachers how and why to use the worksheets below to take advantage of the positive Kichwa interference as well to prevent negative word order interference.

Teachers will be free to decide if they make students to complete the activities individually, in pairs or groups as well as there is a suggested time to use each activity. However, according to students' proficiency the time will be taken into consideration.

On each worksheet the instruction is given to train students to read and follow instructions.

For each activity there is rubric where teachers can measure student's individual performance in English writings when using adjectives and simple present tense. At the end of the English training teachers will be able to realize how positive interference increase as well as how negative interference decrease or disappear. Since the present material is designed for children, it contains activities with a lot of colorful pictures to motivate and keep students' interest during the learning process.

## **Worksheet 1 – Adjective Word order**

### **Objective**

To reinforce English word order when using adjectives with nouns.

### **Content**

Adjective word order

Adjectives and animals vocabulary

### **Activities**

After introducing animals and adjectives vocabulary, model some exercises about how to use adjectives + nouns in English.

Give students a worksheet and ask them to read the instruction.

Make sure students understand the instruction and model the example on the board and ask one students to practice question number 1 on the board.

Ask students to look at the pictures and choose an adjective from the box to describe each animal.

### **Resources**

Photocopies

Markers

Pencil colors

Board

### **Suggested time**

30 minutes





**UNIDAD EDUCATIVA CASAHUALA**  
**ADJECTIVE WORD ORDER**  
**STUDENT RUBRIC**

**RUBRIC TO CHECK CORRECT ADJECTIVE WOR ORDER**

**NAME:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**SCORE:** \_\_\_\_\_ / 10

<b>VERY GOOD</b>	<b>SCORE</b> 10	<b>NO ERRORS</b>	
<b>GOOD</b>	<b>SCORE</b> 8	<b>You made 1 error</b>	
<b>NEEDS IMPROVEMENT</b>	<b>SCORE</b> 6	<b>You made 1-3 errors</b>	
<b>UNSATISFACTORY</b>	<b>SCORE</b> 0	<b>You have to repeat all</b>	

Adapted by: Guachi (2018)  
 Source: <https://mticenter.com/mtopn/happy-face/>

ADJECTIVE WORD ORDER

1. Read and write sentences using the adjectives from the box.

Fat	old	black	happy	sad	small
-----	-----	-------	-------	-----	-------

Example



a fat pig

Pig



An \_\_\_\_\_

dog



a \_\_\_\_\_

cat



a \_\_\_\_\_

chicken



a \_\_\_\_\_

bird

Adapted by: Guachi (2018)

Source: <https://www.sketchport.com/drawing/5123871304843264/red-bird>



## **Worksheet 2 – Adjective Word order**

### **Objective**

To reinforce English word order when using adjectives with nouns.

### **Content**

Adjective word order

Animals and colors vocabulary

### **Activities**

After introducing animals and colors adjectives vocabulary, model and provide some exercises about how to use adjectives + nouns in English.

Give students a worksheet and ask them to read the instruction.

Make sure students understand the instruction and clarify what the word underline means. Then model the example on the board and present another example on the board to ask one student to underline the correct alternative.

Ask students to look at and the pictures and read carefully the two options in each exercise.

Ask students to underline the correct alternative.

### **Resources**

Photocopies

Markers

Pencil colors

Board

### **Suggested Time**

30 minutes



**UNIDAD EDUCATIVA CASAHUALA**

**ADJECTIVE WORD ORDER**






**STUDENT RUBRIC**

**RUBRIC TO CHECK CORRECT ADJECTIVE WOR ORDER**

**NAME:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**SCORE:** \_\_\_\_\_ /10

SATISFACTORY	Student mastered adjective word order and underline all the correct alternatives	SCORE 10 
VERY GOOD	Student used adjective word order but underlined 1 incorrect alternative	SCORE 8 
GOOD	Student used adjective word order but underlined 2 incorrect alternatives	SCORE 6 
NEEDS IMPROVEMENT	Student used adjective word order but underlined 3 incorrect alternatives	SCORE 4 
UNSATISFACTORY	Student did wrong all	SCORE 0 

Adapted by: Guachi (2018)

Source: [https://pngtree.com/freepng/happy-stars\\_3080243.html](https://pngtree.com/freepng/happy-stars_3080243.html)

## ADJECTIVE WORD ORDER 2

1. Read the following sentences and underline the correct alternative.



**Example**

A. I have a **white cat**

B. I have a **cat white**



A. I have a **snake green**

B. I have a **green snake**



A. I have an **ant red**

B. I have a **red ant**



A. I have a **black monkey**

B. I have **monkey black**



A. I have a **fish blue**

B. I have a **blue fish**



A. I have a **brown turtle**

B. I have a **turtle brown**

Adapted by: Guachi (2018)

Source: <https://www.vectorstock.com/royalty-free-vector/cute-white-cat-cartoon-sitting-vector-1299600>

## **Worksheet 3 – Present Simple Word Order**

### **Objective**

To reinforce English word order when writing present simple sentences.

### **Content**

Present Simple word order

Fruit vocabulary and action verbs have, like and want

### **Activities**

Review fruit vocabulary and action verbs have, like and want

After introducing present simple sentences, put emphasis in English word order S+V+O and provide examples.

Give students a worksheet and ask them to read the instruction.

Make sure students understand the instruction and model the example on the board and ask one student to practice question number 1 on the board.

Ask students to identify each component and write over each one S, V or O.

After identifying each component, ask students to look at the pictures, unscramble the words to make sentences focus on S+V+O

### **Resources**

Photocopies

Markers

Pencil colors

Board

### **Suggested Time**

15 minutes

**UNIDAD EDUCATIVA CASAHUALA**

**PRESENT SIMPLE WORD ORDER**

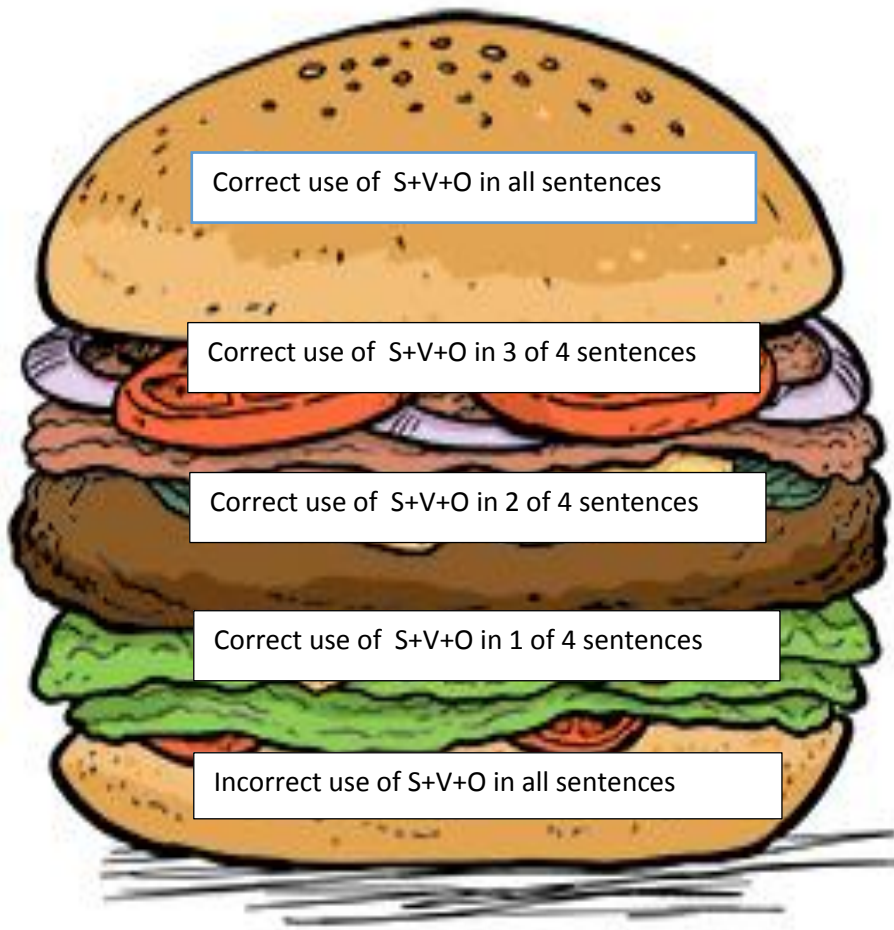
**STUDENT RUBRIC**

**RUBRIC TO CHECK CORRECT PRESENT SIMPLE WORD ORDER**

**NAME:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**SCORE:** \_\_\_\_\_ / 10



Adapted by: Guachi (2018)

Source: <https://www.shutterstock.com/es/image-vector/cartoon-hamburger-154188884>

# SIMPLE PRESENT WORD ORDER 1

## 1. Order the words to make sentences



Example: bananas / have / We

We have bananas

like / They / apples

1 \_\_\_\_\_



Ana / oranges / want

2 \_\_\_\_\_



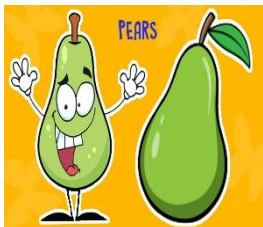
a mango / I / want

3 \_\_\_\_\_



likes / watermelon / Pablo

4 \_\_\_\_\_



They / pears / have

5 \_\_\_\_\_

Adapted by: Guachi (2018)

Source: <https://www.clipartof.com/portfolio/visekart/illustration/happy-red-apple-characters-on-a-tree-1197011.html>

## **Worksheet 4 – Present Simple Word Order**

### **Objective**

To reinforce English word order when writing present simple sentences.

### **Content**

Present Simple word order

Food vocabulary and eat and drink verbs.

### **Activities**

Review food vocabulary and action verbs eat and drink.

After introducing present simple sentences, put emphasis in English word order S+V+O and provide examples.

Explain students what S, V and O means.

Give students a worksheet and ask them to read the instruction.

Make sure students understand the instruction and model the example on the board and ask one student to practice question number 1 on the board.

Ask students to identify S, V or O and write each word in the correct order.

### **Resources**

Photocopies

Markers

Pencil colors

Board

### **Time**

30 minutes


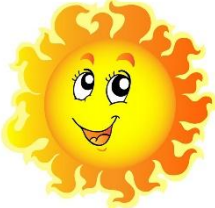



**UNIDAD EDUCATIVA CASAHUALA  
PRESENT SIMPLE WORD ORDER  
STUDENT RUBRIC**

**RUBRIC TO CHECK CORRECT PRESENT SIMPLE WORD ORDER**

**NAME:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**SCORE:** \_\_\_\_\_ / 10

Student is able to organize all sentences in the correct English word order S+V+O	Score <b>10</b>	
Student organizes 3 of 4 sentences in the correct English word order S+V+O with some mistakes.	Score <b>8</b>	
Student organizes 2 of 4 sentences in the correct English word order S+V+O.	Score <b>6</b>	
Student organizes 1 of 4 sentences in the correct English word order S+V+O.	Score <b>4</b>	
Student is not able to organize the sentences in the correct English word order S+V+O. none of them were correct	Score <b>0</b>	

Adapted by: Guachi (2018)

Source: [https://www.wpclipart.com/weather/sun/sun\\_face/sun\\_sad.png.html](https://www.wpclipart.com/weather/sun/sun_face/sun_sad.png.html)

# Simple present word order

1. Read and write sentences using the words from the box.

I / a sandwich / eat

1 S V O

\_\_\_\_\_ drinks / Pedro milk  
/



2 S V O

\_\_\_\_\_ Maria hamburger / eats  
/



3 S V O

\_\_\_\_\_ Manuel / coffee / drinks



4 S V O

\_\_\_\_\_ cake / Martina / eats



5 S V O

\_\_\_\_\_ Source: Google imagines





## **Worksheet 5 – Present Simple Word Order**

### **Objective**

To reinforce English word order when writing present simple sentences.

### **Content**

Present Simple word order

Classroom objects and colors vocabulary.

### **Activities**

Review classroom objects and colors vocabulary and action verb have.

After introducing present simple sentences, put emphasis in English word order S+V+O and provide examples.

Give students a worksheet and ask them to read the instruction.

Explain students what the verb underline means and underline something on the board.

Make sure students understand the instruction and model the example on the board and ask one student to practice question number 1 on the board.

Ask students they have to read the three options in each question and underline the correct sentences focus on S+V+O.

### **Resources**

Photocopies

Markers

Pencil colors

Board

### **Suggested Time**

20 minutes

**UNIDAD EDUCATIVA CASAHUALA**

**PRESENT SIMPLE WORD ORDER**






**STUDENT RUBRIC**

**RUBRIC TO CHECK CORRECT PRESENT SIMPLE WOR ORDER**

**NAME:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**SCORE:** \_\_\_\_\_ / 10

SATISFACTORY	Student mastered present simple word order and underline all the correct alternatives	SCORE 10 
VERY GOOD	Student used present simple word order but underlined 1 incorrect alternative	SCORE 8 
GOOD	Student used present simple word order but underlined 2 incorrect alternatives	SCORE 6 
NEEDS IMPROVEMENT	Student used present simple word order but underlined 3 incorrect alternatives	SCORE 4 
UNSATISFACTORY	Student did wrong all.	SCORE 0 

Adapted by: Guachi (2018)

Source: [https://es.123rf.com/photo\\_8598200\\_in-love-emoticon.html](https://es.123rf.com/photo_8598200_in-love-emoticon.html)

## *Present simple word order*

### **1. Read and underline the correct sentence**

- A. I a yellow pencil have
- B. I have a yellow pencil
- C. I have a pencil yellow



- A. She has a chair red
- B. She a red chair has
- C. She has a red chair



- A. They a brown desk have
- B. They have a desk brown
- C. They have a brown desk



- A. We have a pen pink
- B. We have a pink pen
- C. We a pink pen have



- A. Manuela has a blue book
- B. Manuela a blue book has
- C. Manuela has a book blue



Adapted by: Guachi (2018)

Source: <https://www.dreamstime.com/stock-illustration-blue-book-thumbs-up-cartoon-illustration-image53667883>

## **Worksheet 6 – Present Simple Word Order**

### **Objective**

To reinforce English word order when writing present simple sentences.

### **Content**

Present Simple word order

### **Activities**

Review classroom objects and colors vocabulary and action verb have.

Give students a worksheet and ask them to read the instruction and make sure students understand the instruction.

Explain students that they have to read those Kichwa sentences and translate them into English language. Model the example on the board and ask one student to practice question number 1 on the board.

Ask students they have to focus on English word order when they translate those sentences.

### **Resources**

Photocopies

Markers

Pencil colors

Board

### **Suggested Time**

30 minutes

**UNIDAD EDUCATIVA CASAHUALA**

**PRESENT SIMPLE WORD ORDER**

**STUDENT RUBRIC**

**RUBRIC TO CHECK CORRECT PRESENT SIMPLE WOR ORDER**

**NAME:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**SCORE:** \_\_\_\_\_ / 10

Satisfactory: Student masters present simple  
Word order S+V+O when translating sentences  
From Kichwa to English. (All sentences) 10 points

Very good: Student mastered present simple  
Word order S+V+O when translating sentences  
from Kichwa to English. (3 of 4) 7,5 points

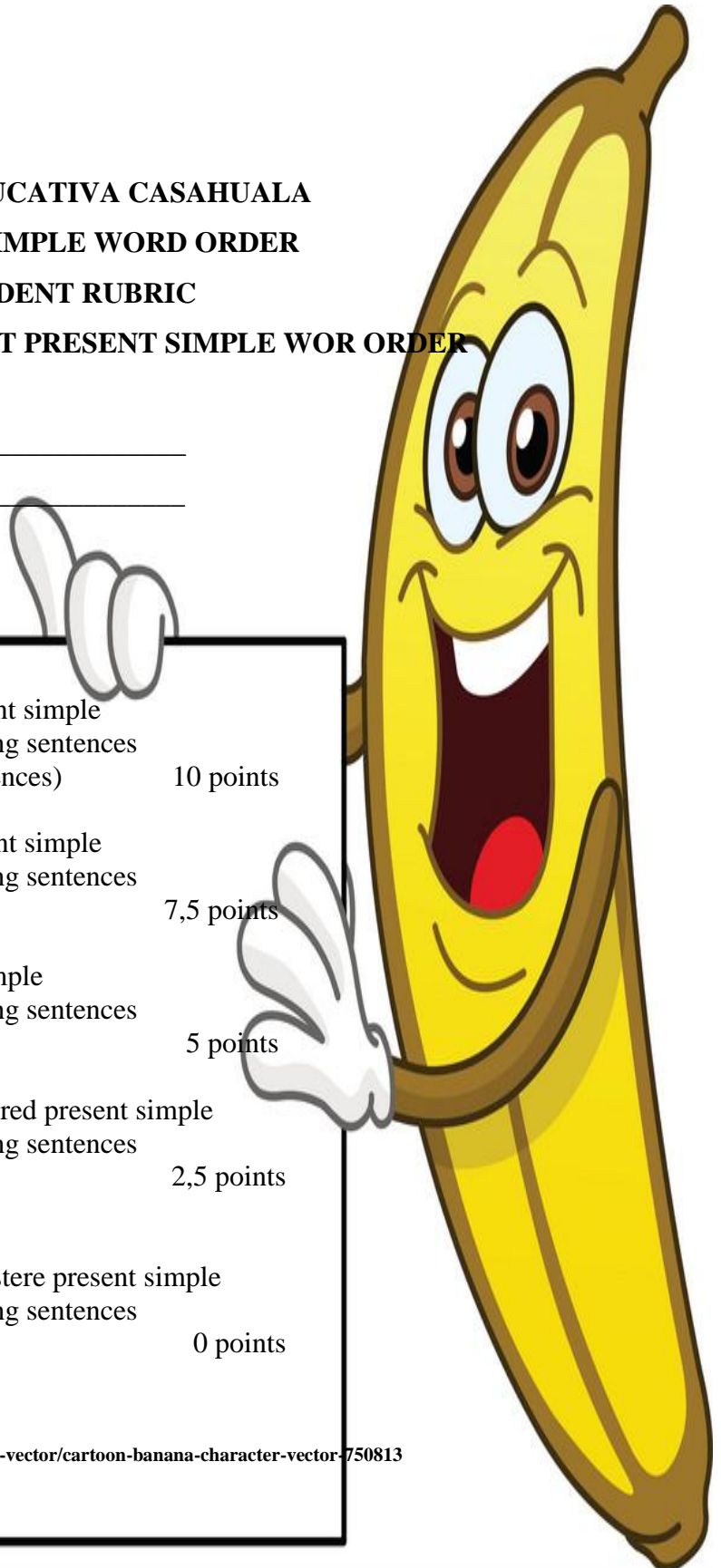
Good: Student mastered present simple  
Word order S+V+O when translating sentences  
from Kichwa to English. (2 of 4) 5 points

Needs improvement: Student mastered present simple  
Word order S+V+O when translating sentences  
from Kichwa to English. (1 of 4) 2,5 points

Unsatisfactory: Student do not mastere present simple  
Word order S+V+O when translating sentences  
from Kichwa to English. (0 of 4) 0 points

Adapted by: Guachi (2018)

Source: <https://www.vectorstock.com/royalty-free-vector/cartoon-banana-character-vector-750813>



---

*Simple Present word order*

---

**1 Read and translate the following sentences into English.**

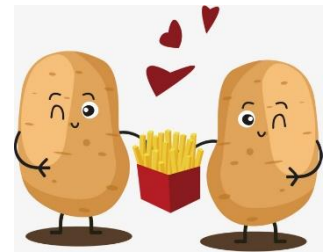
**A Pedro mashika tantatami mikun**

S	V	O



**B Juan mashika papakunatami mikun**

S	V	O



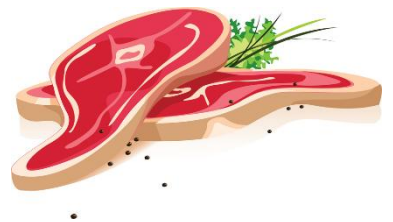
**C Maria mashika tawrikunatami mikun**

S	V	O



**C Segundo mashika aychatami mikun**

S	V	O



Adapted by: Guachi (2018)

Source:[https://es.pngtree.com/freepng/cartoon-potato\\_3382610.html](https://es.pngtree.com/freepng/cartoon-potato_3382610.html)

## **Worksheet 7 – Present Simple Word Order**

### **Objective**

To reinforce English word order when writing present simple sentences using to be verb.

### **Content**

Present Simple word order when using to be verb.

### **Activities**

Review animals and colors vocabulary and to be verb.

Explain how to use to be verb providing examples.

Give students a worksheet and ask them to read the instruction and make sure students understand the instruction.

Explain students that they have to translate the Kichwa sentences into English taking on mind English word order,

Ask students they have to focus on English word order.

### **Resources**

Photocopies

Markers

Pencil colors

Board

### **Suggested Time**

30 minutes

UNIDAD EDUCATIVA CASAHUALA

PRESENT SIMPLE WORD ORDER

STUDENT RUBRIC

RUBRIC TO CHECK CORRECT PRESENT SIMPLE WOR ORDER

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

SCORE: \_\_\_\_\_ / 10

**Satisfactory: Student masters present simple  
Word order S+V+O when translating sentences  
From Kichwa to English. (All sentences)**

**10 points**

**Very good: Student mastered present simple  
Word order S+V+O when translating sentences  
from Kichwa to English. (3 of 4)**

**7,5 points**

**Good: Student mastered present simple  
Word order S+V+O when translating sentences  
from Kichwa to English. (2 of 4)**

**5 points**

**Needs improvement: Student mastered present simple  
Word order S+V+O when translating sentences  
from Kichwa to English. (1 of 4)**

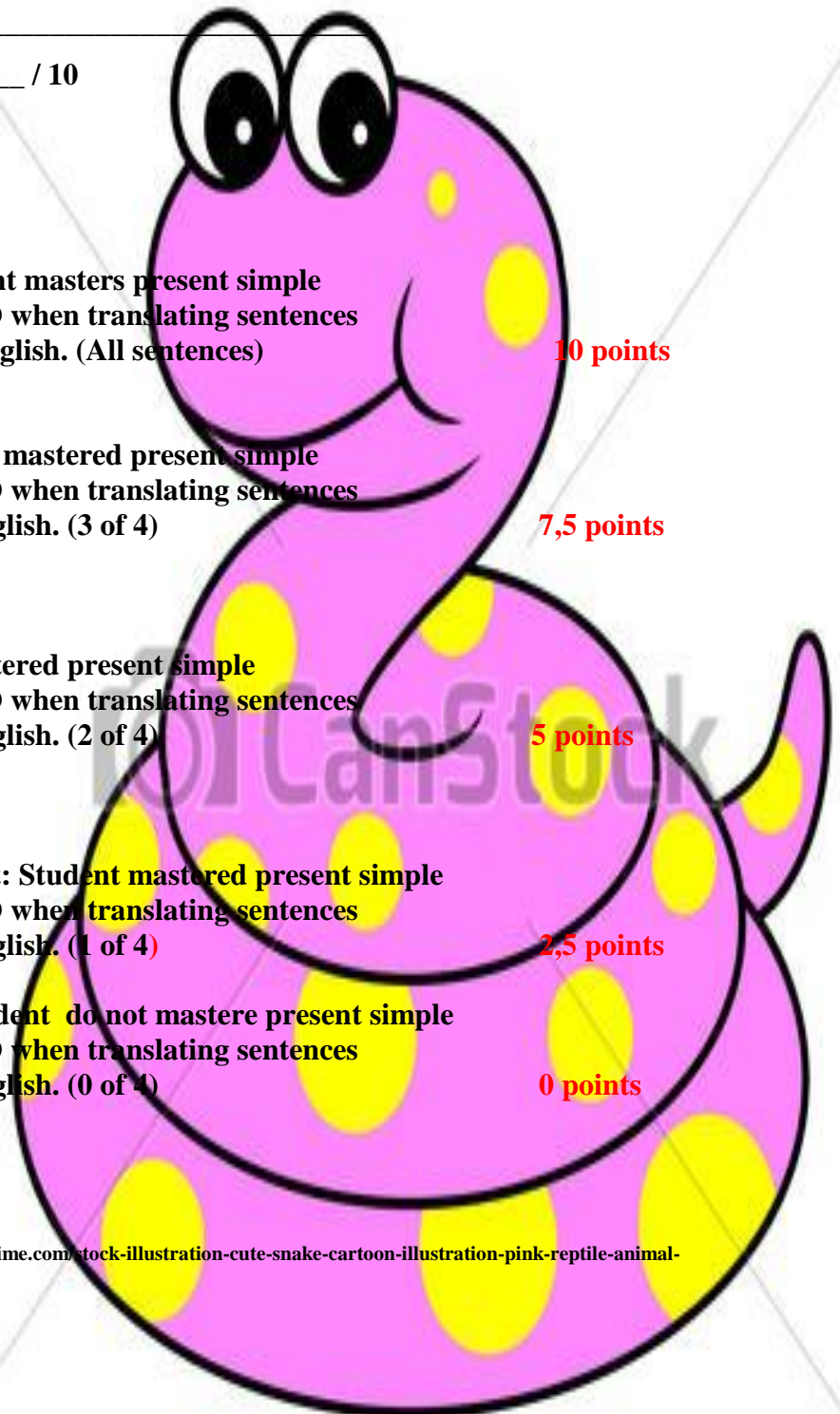
**2,5 points**

**Unsatisfactory: Student do not mastere present simple  
Word order S+V+O when translating sentences  
from Kichwa to English. (0 of 4)**

**0 points**

Adapted by: Guachi (2018)

Source: <https://www.dreamstime.com/stock-illustration-cute-snake-cartoon-illustration-pink-reptile-animal-image42842356>





**Word order to be verb**

**1.** Read and translate the following sentences into English language.



Allkuka

Hatunmi kan

1 \_\_\_\_\_



Misika

Yanami kan

1 \_\_\_\_\_



Kuyka

Killummi kan

3 \_\_\_\_\_



Atallpaka

Pukami kan

4 \_\_\_\_\_

Adapted by: Guachi (2018)

Source: <http://www.clker.com/clipart-little-red-hen.html>

## **Worksheet 8– Present Simple Word Order**

### **Objective**

To reinforce English word order when writing present simple sentences using to be verb.

### **Content**

Present Simple word order when using to be verb.

Fruit and colors vocabulary and to be verb.

### **Activities**

Review fruit and colors vocabulary and to be verb.

Explain how to use to be verb providing examples.

Give students a worksheet and ask them to read the instruction and make sure students understand the instruction.

Explain what the verb fix means.

Explain students that they have to read and rewrite the sentences correcting the mistakes.

Ask students to pay attention to colors. Yellow means

Ask students they have to focus on English word order.

### **Resources**

Photocopies

Markers

Pencil colors

Board

### **Suggested Time**

30 minutes






**UNIDAD EDUCATIVA CASAHUALA  
PRESENT SIMPLE WORD ORDER  
STUDENT RUBRIC**

**RUBRIC TO CHECK CORRECT PRESENT SIMPLE WOR ORDER**

**NAME:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**SCORE:** \_\_\_\_\_ / 10

<p><b>Student is able to organize all sentences in the correct English word order S+V+O</b></p>	<p style="text-align: center;"><b>Score</b></p> <p style="text-align: center;"><b>10</b></p>	
<p><b>Student organizes 3 of 4 sentences in the correct English word order S+V+O with some mistakes.</b></p>	<p style="text-align: center;"><b>Score</b></p> <p style="text-align: center;"><b>8</b></p>	
<p><b>Student organizes 2 of 4 sentences in the correct English word order S+V+O.</b></p>	<p style="text-align: center;"><b>Score</b></p> <p style="text-align: center;"><b>6</b></p>	
<p><b>Student organizes 1 of 4 sentences in the correct English word order S+V+O.</b></p>	<p style="text-align: center;"><b>Score</b></p> <p style="text-align: center;"><b>4</b></p>	
<p><b>Student is not able to organize the sentences in the correct English word order S+V+O. None of them were correct</b></p>	<p style="text-align: center;"><b>Score</b></p> <p style="text-align: center;"><b>0</b></p>	

Adapted by: Guachi (2018)

Source: <https://www.shutterstock.com/image-vector/sad-bee-101721598>

# WORD ORDER – TO BE VERB

1. Read and fix the mistake.

Pay attention to the colors.

**S** + **V** + **ADJ**



The apple red is

1 \_\_\_\_\_



Yellow The banana is

2 \_\_\_\_\_



purple are Grapes

3 \_\_\_\_\_



is The pear green

4 \_\_\_\_\_

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# **ANNEXES**

# Unidad Educativa “Casahuala”

## Test 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_

### Exercise 1. USE OF ADJECTIVES

A. Complete the sentences using the words below.

fat	happy
old	ugly
sad	

dog	fish
pig	cat
cow	

1.- I have a \_\_\_\_\_



2.- I have a \_\_\_\_\_



3.- I have an \_\_\_\_\_



4.- I have an \_\_\_\_\_



Created by: Guachi (2018)

Resource: <https://www.teepublic.com/baseball-tee/1290654-bad-guy-scarface-ugly-fish-funny-cartoon>

# Unidad Educativa “Casahuala”

## Test 2

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

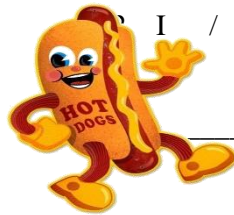
### Exercise 2. WORD ORDER.

A .- Order the following words to make sentences.



1. juice / like / I

\_\_\_\_\_



I / hot-dogs / have

\_\_\_\_\_



3. soda / I / want

\_\_\_\_\_



4. like / I / sandwiches

\_\_\_\_\_

Created by: Guachi (2018)

Resource: <https://www.shutterstock.com/es/image-vector/orange-juice-cartoon-character-thumbs-114982561>

# Unidad Educativa “Casahuala”

## Test 3

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

### Exercise 3. WORD ORDER.

A Translate the following sentences into English.



1. Allcuca piñami kan

\_\_\_\_\_



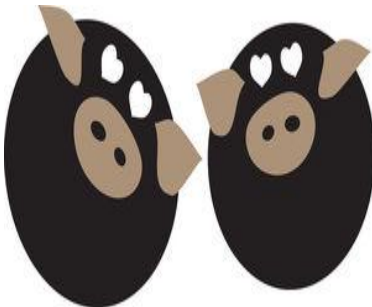
2. Misica yanami kan

\_\_\_\_\_



3 Huasica yuracmi kan

\_\_\_\_\_



4 Cuchicunaca yanami kan

\_\_\_\_\_

© Can Stock Photo

Created by: Guachi (2018)

Resource: <https://openclipart.org/detail/214643/black-cat-blackandwhite>

UNIVERSIDAD TECNICA DE AMBATO  
POSITIVE AND NEGATIVE WORD ORDER INTERFERENCES FROM  
KICHWA LANGUAGE TO ENGLISH WRITINGS  
INTERVIEW ADDRESSED TO ENGLISH TEACHERS AT UNIDAD  
EDUCATIVA CASAHUALA.

1. Do you have some knowledge about the differences from Kichwa Language word order to English language word order when writing simple present sentences?
2. Do you think that teachers' lack of knowledge of Kichwa language might create problems in English language teaching process?
3. Have you identified that students apply their mother language word order when writing simple present sentences in English?
4. Do you consider that the use of inadequate strategies and activities causes low writing English production?
5. How do you teach English grammar and vocabulary to Kichwa students?
6. Do you agree that it is necessary the creation of a handbook to provide teachers activities to teach Kichwa students?