



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL**  
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**MENCIÓN INGLÉS**

**RESEARCH PROJECT:**

**THE INFLUENCE OF THE MOTHER TONGUE ON THE LEARNING OF  
LEXICON FOR READING SKILL IN A 4<sup>TH</sup> GRADE (EFL) CLASS AT  
BALMARA UNIDAD EDUCATIVA BILINGUE IN GUAYAQUIL  
SCHOOL YEAR 2016-2017**

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**AUTHOR:**

**GÉNESIS MAGDALENA YANEZ VALENCIA**

**TUTOR:**

**MSC. FRANCISCO ANTONIO VALENCIA CHÁVEZ**

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GÉNESIS MAGDALENA YANEZ VALENCIA

Autor

## **Dedication**

This thesis work is dedicated to my parents, who were always my pillar around the University career, my sisters and friends who anyway have been giving me support with their words and encouragement to achieve a goal in my life.

GÉNESIS MAGDALENA YANEZ VALENCIA

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## **Abstract**

Knowing a second language is important nowadays for students according to rules by education, practice the skills is hard but for students reading skill has been difficult because mother tongue (Spanish) has an influence on the students who are learning and acquiring a second language (English). This issue is unknown by a significant number of educators. Consequently, they attribute this phenomenon as a lack of interest to the learning of the foreign language rather than as an issue that learners can suffer principally when they have to accomplish reading activities. Especially they have a connection between L1 and L2 with the lexicon and for that reason there is not a good convey of reading. As a result of this influence many learners cannot interpret readings ideas or comprehend stories objectives. That is why; it was proposed the application of reading activities that can handle with the influence of mother tongue. This experimental study adopted a Mixed-methods regarding to the collection of data and followed the next steps such as surveys, class observation, pre-test and post-test after it was determined the factor that generated the language influence the next step was the implementation of a booklet and some activities that helped learners. The project is aimed to demonstrate how using a set of activities could reduce the level of influence on them. Finally, after the application of these activities, author could notice that the proposal had a positive impact and cope with the mother tongue influence in reading skills in learners.

**Keywords:** mother tongue, influence, reading skills, second language, lexicon.

## INTRODUCTION

This study investigates an important area of English language teaching and learning. It examines the present situation of teaching reading skills of English, the problems students encounter during reading an English text and the learners' proficiency level of reading skill when they are at the Balmara Unidad Educativa Bilingue. It also examines the reading syllabus and reading materials used at the intermediate level.

The study discusses the recent developments in reading pedagogy. It also presents an evaluation of teaching the different sub-skills of reading and then through an empirical study examines whether both higher and lower order sub-skills are covered in the reading syllabus, and taught properly in the country. The empirical investigation examines whether the modern methods of reading pedagogy are used in teaching reading in Ecuador. The methods for empirical investigation in the study include students' and teachers' questionnaire survey, students and teachers' interview, classroom observation and administering reading tests. Reading components of the syllabus and the reading materials are also evaluated.

The thesis consists of 5 chapters: Chapter 1 introduces and establishes the topic focus, outlines the objectives, highlights the problems in the field of study and discusses the significance of the study. It also outlines research methodology briefly, and defines the key terminology used in the study.

Chapter 2 describes theoretical development in reading pedagogy which includes the definition of reading, purposes of reading, techniques of and approaches to teaching reading in the class. It discusses in detail the sub-skills of reading and the problems

students face while reading. It has also points out how to select an appropriate text for reading classes or for an appropriate purpose.

Chapter 3 briefly discusses the methods usually used in EFL research of this type, and the methods used in the present study. It discusses the instruments used for questioner like pools, interview, classroom observation and tests of reading skills. It also presents sampling plans for each method.

Chapter 4, this research proposes to develop a didactic guide like tool of help for the students. After that, this research finishes with the recommendations and conclusions.

# 1. THE RESEARCH PROBLEM

## 1.1. Background of the Problem

It is necessary to know the meaning of words as it is the key to understanding reading; as it know, reading is not only deliver a set of signs, vocalize words and phrases; reading is the culture and education of a country; also is the core of personal construction. Educators and parents should be concerned about the importance of students are reading. Understanding is the direct result of decoding.

The vocabulary in the English language allows it to have good oral and written expression because if you read well can write well and at the same time to understand the different issues that arise. Understanding vocabularies education is to cultivate a system of values that were respectful, caring and honest in the construction of multinational, intercultural and inclusive society members.

Students' abilities of reading English are very poor in Ecuador. A large majority of students at the undergraduate level in our country cannot access English textbooks prescribed in their syllabus for their lack of required proficiency of reading skills in English. Therefore, they depend only on Spanish books, and the resources in the libraries being in English remain unutilized. As a result, in the majorities cases, for example teachers in public schools don't use the correct methodical of teaching in the students.

*Children when begin high school cannot understand the English. Higher education in this country suffers miserably; it falls far below the international standard.* (Holmstrong, 2010)

The most acknowledged cause of failure of the students in effective reading is the lack of vocabulary. Many students inspired by friends or guided by teachers sometimes try to read a book but soon they lose the interest for reading the text. In every paragraph, or even in every sentence, or every phrase they come across some new words, which create a constant barrier for them to understand the meaning.

Sometimes, they do not understand long sentences, and they miss the links between parts of a text. As a result, they lose their patience and their interest, and they give up reading. Sometimes they may feel inspired to look up the words in the dictionaries, but checking the dictionary too many times proves boring, and at last, their enthusiasm for reading the text dies down.

There are some other problems that discourage the students to continue reading a text. Most students fail to understand the syntax, especially when the sentence structures are long. They also have problems with understanding text organization. Additionally, knowing new words and improving pronunciation will get the students to have a better lexicon.

Rodríguez (2011) comments:

*At present, reading and writing are becoming more important, starting with the insertion of new technologies and a new competitive field, however, it is also observed with amazement that every day are less the lovers of reading and writing, due to that many people view these two processes as tedious and meaningless ... In schools, the situation does not change, few children are interested in doing a spontaneous reading or writing ... " (Rodríguez, 2013, pág. 2011)*

Reading skills are processes that do not have the merit of the students, whatever their level of education. However, the potentialities that read include, they are seen as two tasks imposed by the school and cannot be avoided. There are different hypotheses and various studies of the situation mentioned above, since that accuse for diverting the attention of the young from textual processes, passing through those who exalt the power of audiovisual media and decree the virtual death of books and with it the loss of importance of practices so old to those that explain this rupture by the treatment that given it to texts in the school space.

(Universo, 2014) Mention:

*In 1912, for more than a century, in the educational establishments of the country began to teach English. But the subject entered the curriculum more formally in the fifties, during the government of Galo Plaza Lasso. Then, as now, the biggest problem was the teacher deficit. So in schools there was only one hour a week, nothing in primary. At that time, it was not taught by experts but by amateurs, who knew something of the language. The future teachers began to form in faculties like the Philosophy and Sciences of the Education, of the Central University.*

It was since the year 1993 when a real concern was evidenced for the teaching of English, with the creation of the Curricular Reform Project for the Teaching of English (CRADLE) through a bilateral agreement between the Ecuadorian and British governments. The implementation of the new English curriculum privileges the development of skills without set aside grammar and vocabulary, which are essential for oral and writing communication.

About reading, it is necessary to clarify that the development of this skill is not to read aloud, but to read in silence and progressively increase the speed of reading and the quality of reading comprehension. For this reason the new English texts have graduated readings according to the level that the student has supposedly acquired.

In the schools of the province, reading skills were developed according to the suggestions presented by the National Program of English for Ecuadorian Schools. There were a large number of teachers who used reading aloud and the translation of the text, so preventing the development of reading comprehension and turning the lesson into a simple vocabulary session.

This research was carried out in in a 4th grade (EFL) class at Balmara Unidad Educativa Bilingue of the Guayaquil city. This educational institution was created on May 10, 1987. At present the institution consists of 20 teachers; 7 of them correspond to the English area. Most students are children of employees, agricultural workers, and self-employed micro entrepreneurs. At present, the careers that it offers are those of Sciences, Informatics, Accounting and Administration, Industrial and Agricultural.

There was strong student resistance to reading texts, whether written or scanned. Many chose to memorize the reading, but fail to understand the message and become repeaters of the ideas that the text transmit. In the case of English it is more complex, because apart to be a different lexicon, the phonetic and grammatical structure becomes complicated because at bottom there are methodological failures that have not been assumed by teachers and that persist through time. One of them is the way in which you teach to read.

There were several factors by which some obsolete methods for the development of reading comprehension were maintained. The most common was to translate the text,

which does not require greater linguistic development, since it could be done with the automatic translator of a computer, which did not fit within the communicative methodology that is tried to implement with the new curriculum of English.

For the teachers it was very comfortable do not have to elaborate reading comprehension questions and also they are not familiar with the silence at the time of reading. The more noise is made in the classroom, the more teaching activity is developing. Nothing more wrong, because reading aloud reduced the possibility of improving comprehension and reading speed.

## 1.2. Statement of the problem

What technique of reading skills must be developed in the students for the teaching process of reading English?

### 1.2.1 Causes and Effects

**Table 1 Causes and Effects on the research**

Categories	
Causes	Lack of knowledge of the meaning of words. Incorrect use of contextual vocabulary. Limitations at express specific ideas with adequate terms.
Effects	Students may have difficulty increasing their vocabulary because they have a poor ability to memorize, difficulty learning strategies using words, or lack of education. This may be the result of a learning disability and / or language, or poor teaching. If the vocabulary is limited and the dictionary as the main tool to understand the foreign language is not used, there will be no option of reading comprehension. Basic vocabulary.

*Note:* This table explains about the posibles causes and effects about the problem, in this case the poor reading in the students .

*Resource:* Genesis Yanez



### **1.2.2 Formulation of the Problem**

How does the influence of the mother tongue on the learning of lexicon for reading skill in a 4<sup>th</sup> grade (EFL) class at Balmara Unidad Educativa Bilingue in Guayaquil school year 2016-2017?

### **1.3. Systematization of the problem**

How is lexicon important in reading skills?

Why do students have error in comprehension readings?

How is the mother tongue connected in learning foreign vocabulary?

How can students identify the misleading words in reading?

### **1.4. Broad Objectives**

To analyze the influence of lexicon and vocabulary in reading comprehension skills, through literature review field study and statistical analysis in order to design a booklet focused on vocabulary.

### **1.5. Specific Objectives**

To characterize the influence of vocabulary, through literature review field study and statistical analysis.

- To practice the reading comprehension using synonyms and antonyms.
- To design a booklet focused on vocabulary through the most important data collected.
- To create a didactic guide for that the teachers can teach of a practical way.
- Identify skills applied in reading skills in the process of teaching English language learning.

## **1.6. Significance or justification of the study**

For this project a vocabulary booklet for Promoting the vocabulary in reading comprehension will be create, so students will be benefit to develop their abilities and capabilities to understand. Additional, we focus in a vocabulary booklet, because it can help to the teachers When They Need to improve the confidence, verbally and written abilities and motivation, because many texts have a lot new words, so the students need to Understand and learn new information.

Then the symbols or graphics serve to remember or retain lot information that the students can infer with their prior knowledge, experiences and new knowledge. Education is not an end in itself, but a continuous process in the public interest, integrating all levels of learning. The National Education System - from initial and basic schooling through high school. Sometimes, the lack of domain of students in the English language is because many times institutions not provided to students the necessary materials and resources for development of learning English language.

One of our proposals will we start to give most classes only in English. At first it will be 50% 50% Spanish and English, so they will adapt to the system. Another idea is to make contests within the institution and provide incentives to students who best unfold in English. What we seek with this project is to help the academic growth of our students and thus contribute to the future of Ecuador, giving young trained to perform jobs in which knowledge of English language is required.

One advantage of English over other languages is that we always know a little vocabulary because even without realizing it, we use the language a daily basis and we see everywhere: billboards, commercials, radio and TV , almost all magazines in the computer, Internet, etc. Learning this other language, it makes young people are aware

that the world is not all the same, that there is an appreciation for differences and an understanding of other viewpoints different from their own.

Globalization, the Internet, television and the possibility that our children enjoy a future of more and better opportunities than we are factors that are influencing so that as parents we are more interested in giving them the ability to speak another language, especially English.

### **1.7. Scope and delimitations of the study**

The field of this investigation is of Basic general education, it been foreign language the area of learning of the students. For that, the topic is the influence of the mother tongue in the learning of lexicon for reading skill in a 4th grade (EFL) class at Balmara Unidad Educativa Bilingue. The proposal of this research is to design a vocabulary booklet.

### **1.8. Hypothetical approach**

Confusing words can dismiss the correct message or idea for Readings, so if students don't practice frequently reading, they cannot gain a good lexicon.

### **1.9. Identification of variables**

#### **Dependent Variable**

Lexicon for reading skill in a 4th grade (EFL) class at Balmara Unidad Educativa Bilingue.

#### **Independent Variable**

The influence of the mother tongue in the learning.

## 1.10. Operationalization of the variables

**Table 2 organization of variables**

VARIABLES	DEFINITION	INDICATORS	INSTRUMENTS
<p><b>Independent Variable</b></p> <p>The influence of the mother tongue in the learning.</p>	<p>Mother tongue or first language is a language that denotes not only the languages one learns from one's mother but also the speaker's dominant and home language</p>	<p>To analyze the way in which the students of fourth course have a better development in the English language from the methodology to use</p>	<p>Frequent dialogue between the teacher and the student in the English language</p>
<p><b>Dependent Variable</b></p> <p>Lexicon for reading skill in a 4th grade (EFL) class at Balmara Unidad Educativa Bilingue.</p>	<p>Lexicon: the vocabulary of a language, an individual speaker or group of speakers, or a subject computer terms that have been added to the lexicon</p>	<p>Oxford Dictionaries</p>	<p>Living Weekly reading exams</p>
	<p>Reading skills lead a person to interact and gain meaning from written language. There are several components one must master which lead to independently comprehending the intended message being relayed in the written content.</p>	<p>Reference Methods</p>	<p>Work</p>

*Note:* this chart shows the relation between dependent variable and independent variable with their definition, indicators and instruments.

*Resource:* Genesis Yanez

## **2. RESEARCH THEORETICAL FOUNDATIONS**

### **2.1. Theoretical review**

At present, it is very important to master another language; globalization has motivated people to become interested in learning English as this is considered the language of world trade. Therefore, the English language is taught from school to the end of school. However, when they finish their studies, students do not master the language, and in many cases the pronunciation plays a fundamental role, because bounded reading, vocabulary and grammar are very important.

In this case, it will focus on the research on the reading and the lexicon that is used by the students from 4<sup>th</sup> grade, this is part of the dependent variable; it would be analyzed the factors that lead to their domination, for this it will analyze this research from previous studies on this subject, which affects much of Latin America, and Ecuador is no exception.

The influence of the mother tongue as part of the learning of the L2 will also be analyzed. This fact is based on student of the language translates from English to Spanish, and in doing so literally, the sentence often loses meaning, which causes frustration in Latin speakers. For this, it is important that the student begins to interpret the language as if it were his mother tongue; what has been mentioned is the independent variable of this research that will be developed later.

In this chapter, it will analyze the independent and dependent variable of this research, which deal with the influence of the mother tongue on learning and lexicon for reading skills, will detail the different theories of the above mentioned.

Finally, the conceptual framework will be elaborated, in which the main aspects found in the theoretical foundation will be detailed.

This research investigates the influence of mother tongue on the learning of the second language in reading skills. The two distinguishing variables compared learners that were taught in their mother tongue and how that vocabulary and cognitive knowledge can affect their learning of reading skills, from 4<sup>th</sup> grade class the dependent variable was tested in 2 ways: a vocabulary, and an oral communication test, having as a result that students can connect the meaning of words that have similar pronunciation, on the other hand there are words that have same pronunciation in English and Spanish and the same meaning too. Being easier for the students to understand the purpose of some reading in a positive way.

So it compares the two kinds of groups of words, working with different material and different techniques with a target of students from 7 to 8 years old. This research is working with this group of children because this age is the perfect one when students acquire the enough understanding and adsorb all the sufficient information for using in their school days, even because in this stage they work hard with reading strategies while learning the second language (L2).

There was applying reading skills with students for 4<sup>th</sup> class, and a booklet of words have been using as a basic vocabulary, there are words in English that are written similar to words in Spanish but with a different meaning, and because of that similarity are usually translated poorly, remembering that during this age students use translation as a normal way of learning English, so they can confuse the principal idea of some readings, furthermore there are another group of words that look alike in the two

languages, but they pronounce differently. Others look more or less the same, but there are different letters. Fortunately, there is an order in how it is changed, so it is going to be easy for students to understand reading purposes.

One of the objectives of this research is to analyze the influence of lexicon and vocabulary in reading comprehension skills, through literature review field study and statistical analysis in order to design a booklet focused on vocabulary, which is going to be developed during the whole study

## **2.2. Theoretical framework**

### **Montessori Method**

This theory holds that the child needs stimuli and freedom to learn. The teacher has to let the student express his / her preferences, and something even more important. Let him / her make mistakes and try again. Montessori insisted that the role of the dominant teacher had to be changed and let the learner have a more active and dynamic role in the learning process.

For the first time, a pedagogical technique included in its formula the idea that learning should bring happiness and encourages children's own creativity and natural ability. The most important thing is to motivate children to learn with pleasure and to allow them to satisfy their curiosity and to experience the pleasure of discovering their own ideas instead of receiving the knowledge from others. Montessori considered that geniuses could not be created; but rather, give each individual the opportunity to fulfill their potentialities to be an independent, safe and balanced human being.

Some of the ideas that Maria Montessori put into practice are summarized here:

**Table 3 Montessori Method**

First level	The brain reaches 80% of its adult size. The plasticity of children shows that the education of potentialities must be exploited beginning early.
Allow	The child to find the solution of problems. Try do not bring new knowledge from outside. Allow them to be the ones who build on their concrete experiences.
Learn style	Each child marks their own pace or speed to learn and those times must be respected.

Note: Between the ages of 6 and 12, the child is creating her intelligence, and more importantly, a conscience. This is why we emphasize modeling the behavior that we, as teachers, would like to see in the classroom.

*Resource: Genesis Yanez*



**Table 4 Comparisons of the Montessori Method against the Traditional One**

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**MONTESSORI METHOD**

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Emphasis on cognitive structures and social development

The teacher plays an unobstructed role in classroom activity

The environment encourages internal self-discipline

Children are motivated to teach, collaborate and help each other

Individualized and group teaching is adapted to each style of learning according to the student

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**TRADITIONAL METHOD**

---

Emphasis on: memorized knowledge and social development.

The teacher plays a dominant and active role in the classroom activity

The teacher acts with a main force of external discipline.

Group teaching is according to the style of teaching for adults.

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*Note:* So much of traditional education seems focused on what we, as a society believes. Montessori education, on the other hand, encourages the development of the *whole child*.

*Resource:* Genesis Yanez

In her book (Montessori M. , *The Absorbent Mind*, 1949) *The Absorbent Mind*, Maria Montessori writes, “The child is endowed with unknown powers which can guide us to a radiant future. If what we really want is a new world, then education must take as its aim the development of these hidden possibilities.” What she expected was that children use tools and elements around themselves for acquiring their knowledge without any obstruction during the process. By this stage the child is saying, “Help me do for myself.” Knowledge should not be introduced into children's heads. On the

contrary, through existing information knowledge must be perceived by them as a result of their reasoning.

## **THE INFLUENCE OF THE MOTHER TONGUE ON THE LEARNING.**

### *How First Language Affects Second Language: Transfer or Interference*

The term transfer in language learning is defined by (Odlin, 1989) as “the influence resulting from similarities and differences between the target language and any other language that has been previously acquired”.

Transfer is a psychological term that is used to describe a situation where one learned event influences the learning of a subsequent learning event. The influence in this case has two facets; commonly known as interference or negative transfer and positive transfer. Positive transfer or facilitation entails transfer of skill or part of the native language which facilitates the learning of the target language.

On the other hand, negative command of transfer or interference is transfer of a skill which impedes the learning or has negative influence on the command of a skill in the target language. This study endeavors to find out whether use of mother tongue in the context under study influences (interferes or transfers) acquisition of skills in English and thus performance of English.

According to (Wardhaugh, 2006) transfer is a tool used to account for or explain the errors which actually occur. He further argues that transfer is the basis for predicting which patterns in second language (L2) will be learnt more readily and which will prove more troublesome. The assumptions held under this point of view are: the chance of second language learning problems occurring will increase proportionally to the linguistic differences between first language (L1) and L2- linguistic differences give rise to negative transfer or interference; the second assumption is that the chance of L2

learning problems occurring decreases proportionally to the absence of linguistic differences between L1 and L2- absence of linguistic differences give rise to positive transfer or facilitation.

Thus, this is important to this study because the researcher endeavored to find out whether the difference in mother tongue influences the performance in English.

(Corder, 1981) Observes that when people are learning a second language, they already have a first language (L1). He also realized that the rules they have learned and understood in first language are used in second language (L2).

As a result, people form habits of using the rules of first language in the second language and therefore make errors. These findings are important to this study because the researcher needs to figure out the influence of mother tongue (first language) on acquisition of English (second language) skills and thus performance of English. Researches that have been done in the area of native language show there is interference of native language on the target language.

Various scholars have addressed the issue of interference: (Schumann, 2003) consider interference as the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language. (Stubbs, 2006) defines interference as errors in the learner 's use of the foreign language that can be traced back to the mother tongue. (Wardhaugh, 2006) Refers to interference "as transfer which he says is 'the influence that the learner's L1 exerts over the acquisition of an L2". He argues that transfer is governed by learners' perceptions about what is transferable in L2 learning.

In learning a target language, learners construct their own interim rules with the use of their L1 knowledge, but only when they believe it will help them in the learning

task or when they have become sufficiently proficient in the L2 for transfer to be possible. (Ellis, 2001)

This study sought to find out the influence of mother tongue (L1) on acquisition of English (L2) thus performance. Perception of teachers and students on the influence of mother tongue on English were sought in terms of whether they thought mother tongue influenced the performance of English.

Errors are deviations from correct usage because a learner does not know the relevant language rule yet. Furthermore, a distinction between mistake and error is made. Reveal a criterion that helps us to do so: it is the self-correct ability criterion. A mistake can be self-corrected, but an error cannot (Ellis, 2001).

This is important for this study since it investigated the influence of mother tongue on written English. Thus, it essentially endeavored to find out whether the transfers or errors emanating from using mother tongue influenced the performance of English. It was noted that teachers identified direct translation as an error that went unnoticed by the learners.

(Robinson, 1994) notes that there is an influence between the first and second languages because acquiring one 's first language gives one a certain "routine" or experience, strategies and metacognitive skills, which can be generalized to subsequent languages, but there are also language-specific constraints in perception and comprehension.

Thus, this study strived to find out the extent to which mother tongue influence the performance of English. The study wanted to find out the extent in terms of perceptions from teachers and students, to which the first language affects the second language.

### *Mother Tongue Use Advocacy*

United Nations Educational, Scientific and Cultural Organization (1968) maintain that literacy acquisition and second language proficiency depend on well-developed first language proficiency; that is, proficiency in mother tongues. However, United Nations Educational, Scientific and Cultural Organization (1968) cautions that a mother tongue needs necessarily not be the language which a child's parents use or need it be the first language a child speaks.

Mother tongue is the language, which a person acquires in early years and which becomes his or her natural instrument of thought and communication. (UNESCO, 1953) However, mother tongue in most cases will be the language spoken by the parents because the parents are normally the first people to be in contact with the child and hence their language.

In addition, the question of whether proficiency in mother tongue leads to proficiency in acquisition of the second language is not well explained, in that, United Nations Educational, Scientific and Cultural Organization (1953) does not take into consideration the use of the second language as the medium of instruction and how the previous and current use of the mother tongue affect later performance in English.

Essentially, the above argument shows that use of mother tongue is favorable for learners especially at the elementary level. It implies that when English is used at elementary level, it becomes a challenge in terms of making sense out of the abstract ideas.

### *Language Use in Diverse Contexts*

According to (Asher, 2006), it is important to check how students use language both written and spoken to make sense of their own lives and what they learn in school. This can therefore insinuate that teachers need to check out the kind of language student's use in school. United Nations Educational, Scientific and Cultural Organization (2006) argue that the best medium to teach a child is through their mother tongue.

“A misconception lays in the belief that many bilingual students appear to experience restricted educational success, with bilingualism the attribute of liability” (Schumann, 2003).

This statement provides the substance of the study to what extent does bilingual students who use mother tongue in an educational context that emphasizes the use English as the language of instruction perform well in English? Is use of mother tongue a liability or an asset? The answer to this question provides us with the opportunity to evaluate the influence of mother tongue on performance of English; whether positive or negative; transfer or interference.

Therefore, this puts us in a situation that raises the query as to what is the influence of use of mother tongue or first language on academic performance. (Stubbs, 2006) Claims that reading problems in second language emanate from inadequate knowledge in second language since the reader may lack adequate proficiency to pick cues that will enable him to make correct predictions or guesses.

“It is equally argued that individuals proficient in first language will also be proficient in second language” (*Stubbs, 2006*).

This argument tends to simplify the proficiency in mother tongue and assume that this proficiency will automatically lead to proficiency in the second language. The argument does not consider the effort made by individuals in acquiring the second language through reading, writing, listening and speaking.

It does not consider orthographic and phonological processing which require sets of knowledge and strategies. In as much as the researcher has tried to show a correlation between proficiency between first and second language, there is a gap that is left in terms of how direct translation from mother tongue to second language influences communication.

“Use of mother tongue can affect both reading and writing and thus performance of English since the more the students’ dialect departs from the Standard English, the great the students show problems in learning in printed words both in reading and writing” (*Asher, 2006*).

It is therefore important for teachers to know as much as they can from the students ‘dialect for them to optimally teach them. Mother tongue interference retards the progress for reading, speaking and writing since patterns of mother tongue do not correspond with those of English. This study endeavored to find out whether indeed use of mother tongue in the context under study influenced the performance of English in terms of the pronunciation and when students are writing in English.

### *Direct Translation as a Product of First Language*

Investigated the phenomenon and questions the term transfer. He suggests that mother tongue influence as a neutral and broader term to refer to what has most commonly been called transfer. Corder says that since most studies of error were made on the basis of the performance of learners in English in formal situations where it appears that errors related to mother tongue are more frequent, it was natural that an explanation of the phenomenon was of considerable concern to a linguist (Ellis, 2001).

Shows that when a second language learner is under pressure, “the learner will borrow or substitute words from the mother tongue”. He further says that borrowing occurs because communication is the learner's primary goal, rather than obedience to grammar rules. Borrowers retrieve words and structures from mother tongue to help their developing sense of the second language (Ellis, 2001).

In both cases, however, being understood is the primary goal. According the author there are two independent systems of second language performance: “the acquired system' and 'the learned system'. The 'acquired system' or 'acquisition' is the product of a subconscious process very similar to the process children undergo when they acquire their first language.

### *Contextual Use of Language*

Most supporters of mother tongue-based learning agree that a child's home language can effectively be used as a language of instruction in the early years of their schooling as a bridge to learning a foreign language however it becomes an impediment in learning English and thus performance of English in secondary school (Asher, 2006).



This study explores the use of mother tongue and code switching in an effort to establish the extent to which use of mother tongue influences the performance of English. A system where instruction is carried out in a language child do not speak (or if they do, they speak a language that is broken and incoherent) is referred to “as submersion, as it is comparable to forcibly holding a child under water” (Odlin, 1989).

On the other hand, immersion has to do with using of the revered language, probably mother tongue to teach, for instance, code switching as a medium of instruction in a context that predominantly use English as a language of instruction. Hence this study strives to find out the prevalence of code switching in the context under study.

According to (Asher, 2006), it is checking how students use language both written and spoken in school and at home is important. He emphasizes that teachers and parents ought to help learners to use a language that will help them to understand concepts in the process of learning. Mother tongue is not use as a medium of instruction and therefore if frequently used it will be counterproductive.

Therefore, when mother tongue is used, it will in a sense influences the acquisition of skills in English thus the performance of English. He further suggests that a research be done on the influence of mother tongue on performance of English.

#### *Perception of Stakeholders towards Mother Tongue and Performance of English*

A study conducted by (Opitz, 2011) on the influence of instructional language choice on secondary school students on performance in English, it found out that speaking skills using language of instruction have an impact on classroom participation and thus performance of English. Those students who can orally express themselves in

English enjoy participation in classroom activities such as discussions and storytelling while those who cannot prefer to keep quiet.

This state of affairs is an advantage to few learners who grasp the academic content at the expense of many who are linguistically disadvantaged. This translates in difference in performance of English in favor of learners with capabilities in speaking in English.

The language of our evening teach-ins, and the language of our immediate and wider community, and the language of our work in the fields were one. The language of my education was no longer the language of my culture.

*Similar word in Spanish and English*

This is a positive influence in the learning of the students, and is a methodology that Balmara should promote in the students of 4<sup>th</sup> grade.

There are many words in English that come from Spanish and other words in Spanish that come from English. There are also words in the two languages that come from another, such as Latin and French.

**Table 5 Words with similar writing and different pronunciation**

<b>Spanish</b>	<b>English</b>	<b>Spanish</b>	<b>English</b>
Actor	Actor	Habitual	Habitual
Admirable	Admirable	Hobby	Hobby
Agenda	Agenda	Hospital	Hospital
Alcohol	Alcohol	Hotel	Hotel
Altar	Altar	Idea	Idea
Animal	Animal	Ideal	Ideal
Area	Area	Imperial	Imperial
Artificial	Artificial	Informal	Informal
Auto	Auto	Informative	Informative
Balance	Balance	Inseparable	Inseparable

Bar	Bar	Inspector	Inspector
Base	Base	Interminable	Interminable
Bridge	Bridge	Invisible	Invisible
Brutal	Brutal	Irregular	Irregular
Cable	Cable	Judicial	Judicial
Café	Café	Legal	Legal
Canal	Canal	Liberal	Liberal
Cáncer	Cancer	Literal	Literal
Capital	Capital	Local	Local
Carbon	Carbon	Menú	Menu
Central	Central	Metal	Metal
Cerebral	Cerebral	Miserable	Miserable
Chocolate	Chocolate	Mortal	Mortal
Circular	Circular	Motel	Motel
Civil	Civil	Motor	Motor
Club	Club	Múltiple	Multiple
Collar	Collar	Municipal	Municipal
Colonial	Colonial	Musical	Musical
Coma	Coma	Natural	Natural
Combustión	Combustion	Noble	Noble
Conclusión	Conclusion	Normal	Normal
Conductor	Conductor	Nostalgia	Nostalgia
Confusión	Confusion	Ópera	Ópera
Considerable	Considerable	Oral	Oral
Control	Control	Oriental	Oriental
Cordial	Cordial	Original	Original
Criminal	Criminal	Panorama	Panorama
Crisis	Crisis	Particular	Particular
Cultural	Cultural	Pastor	Pastor
Debate	Debate	Peculiar	Peculiar
Decision	Decision	Perfume	Perfume
Diagonal	Diagonal	Personal	Personal
Dimension	Dimension	Plural	Plural
Director	Director	Popular	Popular
Doctor	Doctor	Principal	Principal
Drama	Drama	Probable	Probable
Elemental	Elemental	Región	Region
Enigma	Enigma	Regional	Regional
Experimental	Experimental	Regular	Regular

Explosión	Explosion	Religion	Religion
Expulsion	Expulsion	Reunión	Reunion
Extensión	Extension	Revision	Revision
Exterior	Exterior	Social	Social
Final	Final	Solar	Solar
Flexible	Flexible	Televisión	Television
Formal	Formal	Terrible	Terrible
Frontal	Frontal	Terror	Terror
Fundamental	Fundamental	Total	Total
General	General	Transcendental	Transcendental
Génesis	Genesis	Triple	Triple
Global	Global	Tropical	Tropical
Ritual	Ritual	Unión	Unión
Rural	Rural	Universal	Universal
Secular	Secular	Usual	Usual
Sentimental	Sentimental	Verbal	Verbal
Serial	Serial	Versión	Version
Sexual	Sexual	Vertical	Vertical
Similar	Similar	Violín	Violin
Simple	Simple	Visible	Visible
Singular	Singular	Visual	Visual
Vital	Vital	Vulgar	Vulgar
		Vulnerable	Vulnerable

*Note:* Some look alike in the two languages, but they pronounce differently. Others look more or less the same, but there are different letters. Fortunately, there is an order in how it is changed.

*Resource:* Genesis Yanez

### ***Near Perfect Cognates***

Here the near perfect cognates are divided into separate lists based on their behaviour:

The following near perfect cognates follow the rule for nouns ending ‘tion’ in English can be converted to Spanish by replacing with a ‘ción’

**Table 6 Words with similar writing and different pronunciation ending in “tion”**

<b>Spanish</b>	<b>English</b>	<b>Spanish</b>	<b>English</b>
Abstracción	Abstraction	Colaboración	Collaboration
Acción	Action	Colección	Collection
Acusación	Accusation	Combinación	Combination
Adaptación	Adaptation	Compensación	Compensation
Admiración	Admiration	Composición	Composition
Aplicación	Application	Concentración	Concentration
Apreciación	Appreciation	Concepción	Conception
Asociación	Association	Condición	Condition
Aspiración	Aspiration	Conservación	Conservation
Atención	Attention	Consideración	Consideration
Atracción	Attraction	Constitución	Constitution
Autorización	Authorization	Construcción	Construction
Celebración	Celebration	Exposición	Exposition
Circulación	Circulation	Ficción	Fiction
Civilización	Civilization	Formación	Formation
Clasificación	Classification	Nación	Nation
		Simplificación	Simplification

*Note:* Some look alike in the two languages, but they pronounce differently. Others look more or less the same, but there are different letters. Fortunately, there is an order in how it is changed.

*Resource:* Genesis Yanez

The following near perfect cognates follow the rule for English nouns ending ‘ary’ can be converted to Spanish by replacing with a ‘ario’.

**Table 7 Words with similar writing and different pronunciation ending ‘ary’**

<b>Spanish</b>	<b>English</b>	<b>Spanish</b>	<b>English</b>
Adversario	Adversary	Estuario	Estuary
Aniversario	Anniversary	Primario	Primary
Arbitrario	Arbitrary	Rosario	Rosary
Comentario	Commentary	Salario	Salary
Complementario	Complementary	Secretario	Secretary
Contrario	Contrary	Solitario	Solitary
Diario	Diary	Vocabulario	Vocabulary
Glossario	Glossary	Temporario	Temporary

*Note:* Some look alike in the two languages, but they pronounce differently.

*Resource:* Genesis Yanez

The following near perfect cognates follow the rule for English adjectives ending ‘ic’ can be converted to Spanish by replacing with an ‘ico’.

**Table 8 Words with similar writing and different pronunciation ending “ic”**

<b>Spanish</b>	<b>English</b>	<b>Spanish</b>	<b>English</b>
Académico	Academic	Erótico	Erotic
Alcohólico	Alcoholic	Exótico	Exotic
Artístico	Artistic	Fantástico	Fantastic
Auténtico	Authentic	Genérico	Generic
Automático	Automatic	Genético	Genetic
Básico	Basic	Geométrico	Geometric
Característico	Characteristic	Heroico	Heroic
Clásico	Classic	Irónico	Ironic
Cómico	Comic	Mágico	Magic
Democrático	Democratic	Médico	Medic
Dinámico	Dynamic	Mosaico	Mosaic
Diplomático	Diplomatic	Orgánico	Organic
Doméstico	Domestic	Pánico	Panic
Dramático	Dramatic	Plástico	Plastic
Económico	Economic	Poético	Poetic
Electrónico	Electronic	Público	Public
Romántico	Romantic	Sistemático	Systematic
		Trágico	Tragic

*Note:* Some look alike in the two languages, but they pronounce differently. Others look more or less the same, but there are different letters. Fortunately, there is an order in how it is changed.

*Resource:* Genesis Yanez

The following near perfect cognates follow the rule for English adjectives ending ‘ous’ can be converted to Spanish by replacing with a ‘oso’.

**Table 9 Words with similar writing and different pronunciation ending “ous”**

<b>Spanish</b>	<b>English</b>	<b>Spanish</b>	<b>English</b>
Curioso	Curious	Numeroso	Numerous
Delicioso	Delicious	Precioso	Precious
Glorioso	Glorious	Religioso	Religious
Misterioso	Mysterious	Tedioso	Tedious

*Note:* Some look alike in the two languages, but they pronounce differently.

*Resource:* Genesis Yanez

The following near perfect cognates follow the rule for nouns ending ‘ct’ in English can be converted to Spanish by replacing with a ‘cto’.

**Table 10 Words with similar writing and different pronunciation ending “ct”**

<b>Spanish</b>	<b>English</b>	<b>Spanish</b>	<b>English</b>
Abstracto	Abstract	Correcto	Correct
Acto	Act	Exacto	Exact
Artefacto	Artefact	Excepto	Except
Compacto	Compact	Insecto	Insect
Conflicto	Conflict	Perfecto	Perfect
Contacto	Contact	Producto	Product

*Note:* Some look alike in the two languages, but they pronounce differently. Others look more or less the same, but there are different letters. Fortunately, there is an order in how it is changed.

*Resource:* Genesis Yanez

Those words are the most popular and useful word that are very similar in Spanish and English. For that reason, it is very important to mention that the influence of Spanish as a mother tongue facilitates the learning of the English language. Creating a didactic guide will help the students of 4th grade class at Balmara Unidad Educativa Bilingue.

However, there are some words that have similar writing in Spanish and English, but they have different meaning. For example:

**Table 11 Words with similar writing and different meaning**

<b>English</b>	<b>Meaning</b>	<b>Spanish</b>
Advice	Consejo	Aviso
Argument	Discusión	Argumento
Artifact	Tcnología	Artefacto
Carpet	Alfombra	Carpeta
Commercial	Anuncio	Comercial
Contestant	Concursante	Contestario
Deception	Engaño	Decepción
Desperado	Bandido	Desesperado
Exit	Salida	Éxito
Ingenuity	Ingenio	Ingenuidad
Letter	Carta	Letra

Notorious	Mala fama	Notorio
Remove	Quitar	Remover
Resume	Continuar	Resumir
Retreat	Retirarse	Retratar
Soap	Jabon	Sopa
Sensible	Razonable	Sensible
Sympathetic	Compasivo	Simpático

*Note:* Some look alike in the two languages, but they pronounce differently. Others look more or less the same, but there are different letters. Fortunately, there is an order in how it is changed.

*Resource:* Genesis Yanez

To contrast there are a group of words that express a different meaning, but they have a similar spelling as Spanish words. Those examples have been working with students from 4<sup>th</sup> grade with the purpose that they can convey the message of some reading in a correct way.

**Table 12 Misleading Words**

<b>Actual:</b> does not mean “actual”, instead “real”.
<b>Advice:</b> does not mean “aviso”, instead “consejo”.
<b>Argument:</b> is “discusión” does not mean “argumento”.
<b>Artifact:</b> does not mean “artefacto”, instead “defecto” (tecnología).
<b>Carpet:</b> does not mean “carpeta”, instead “alfombra”.
<b>Character:</b> does not mean carácter en Psicología, instead en Informática (cada unidad de un mapa de caracteres).
<b>Commercial:</b> does not mean “comercial”, instead “anuncio” (como sustantivo).
<b>Contestant:</b> does not mean “contestatorio”, instead “concurante, oponente”.
<b>Deception:</b> does not mean “decepción”, instead “engaño”.
<b>Desperado:</b> does not mean “desesperado”, instead “bandido”.
<b>Exit:</b> does not mean “éxito”, instead “salida”.
<b>Ingenuity:</b> does not mean “ingenuidad”, instead “ingenio, inventiva, maña”.
<b>Letter:</b> does not mean “letra”, instead “carta”.
<b>Masonry:</b> is “albañilería”, does not mean “masonería”.
<b>Notorious:</b> is “de mala fama”, does not mean “notorio” o “célebre”.



<b>Physician:</b> does not mean “físico”, instead “médico”.
<b>Pretend:</b> is “fingir”, does not mean “pretender”.
<b>Remove:</b> does not mean “remover”, instead “quitar”.
<b>Resume:</b> does not mean “resumir”, instead “continuar”.
<b>Lily:</b> does not mean “lila”, instead “lirio” y “azucena”.
<b>Retreat:</b> does not mean “retratar”, instead “retirarse” o “retroceder”.
<b>Soap:</b> does not mean “sopa”, instead “jabón”.
<b>Sensible:</b> does not mean “sensible”, instead “razonable, sensato”.
<b>Sympathetic:</b> does not mean “simpático”, instead “compasivo”.

*Note:* Words that have similar writing but different pronunciation and can have a wrong meaning in readings

*Resource:* Genesis Yanez

### **Lexicon for Reading Skills**

The problems students face when reading in high school sulfur varies depending upon the group. Many studies during the past years 34,000 children and found that approximately 20% have significant reading disabilities. During annual standardized assessments to quantify the progress of American school children in various content areas, the United States Department of Education revealed that America’s school children read significantly below the expected proficient level.

If either of these skills are lacking, comprehension diminishes. There is strong evidence to support explicit vocabulary instruction as a means to increase reading comprehension, which is needed in all content area classes. Additionally, research indicates that students need multiple exposures to words at least 21 times, before they are able to understand what they mean. (Denton, 2008)

Many Ecuadorian English language instructors seem to be frustrated by the fact that students from schools do not read in Spanish very often and do not feel any commitment to read in English either. Ecuadorian textbooks for teaching English have

very little literature and the topics are sometimes far removed from the experiences of teenagers. As a result, there is not much motivation to read in English and principally in 4<sup>th</sup> grade.

Reading in the target language, is one of the best ways to learn and to begin to like students consider that short stories seem to be the most suitable choice of material to develop our students reading stories often contain a rich variety of language, they also constitute authentic and fun material, as well as include universal values and a real model of language use.

Reading material is attractive because the students are able to start right at the very beginning and the students are usually eager to find out how the conflict in the story is resolved. The length of most short stories is ideal to manage in our 45-minute classes and fit very well with large groups.

The present research project can provide useful information for other teachers at Balmara Unidad Educativa for the 4<sup>th</sup> grade that are interested in designing a vocabulary booklet including according to type of reading tests for this stories in their classes and can lead to gaining all the benefits mentioned before. Teaching English using short stories using Schema and writing new words.

This research work is of relevance for English language teaching in Balmara Unidad Educativa Bilingue. The present study aims to provide some guidance on how to use according to type of reading tests for these stories as a resource for enhancing reading comprehension skills in the institution in a feasible way.

## **READING SKILLS HELP THE COMPREHENSION OF THE LANGUAGE**

Reading comprehension is one of the pillars of the act of reading. When a person reads a text he engages in a complex array of cognitive processes. For that is very important the reading skills in students of 4<sup>th</sup> grade. It is simultaneously using his awareness and understanding of phonemes (individual sound “pieces” in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension. It cannot occur independent of the other two elements of the process. At the same time, it is the most difficult and most important of the three.

Without comprehension, reading is nothing more than tracking symbols on a page with your eyes and sounding them out. Imagine being handed a story written in Egyptian hieroglyphics with no understanding of their meaning. You may appreciate the words aesthetically and even be able to draw some small bits of meaning from the page, but you are not truly reading the story. The words on the page have no meaning. They are simply symbols. People read for many reasons but understanding is always a part of their purpose. Reading comprehension is important because without it reading doesn't provide the reader with any information.

As you can see, reading comprehension is incredibly complex and multifaceted. Because of this, readers do not develop the ability to comprehend texts quickly, easily or independently. Reading comprehension strategies must be taught over an extended period of time by parents and teachers who have knowledge and experience using them. It might seem that once a child learns to read in the elementary grades he is able to tackle any future text that comes his way. This is not true. Reading comprehension strategies must be refined, practiced and reinforced continually throughout life. Even in

the middle grades and high school, parents and teachers need to continue to help their children develop reading comprehension strategies. As their reading materials become more diverse and challenging, children need to learn new tools for comprehending these texts.

Content area materials such as textbooks and newspaper, magazine and journal articles pose different reading comprehension challenges for young people and thus require different comprehension strategies. The development of reading comprehension is a lifelong process that changes based on the depth and breadth of texts the person is reading.

Another factor having great influence on success in reading comprehension is vocabulary knowledge.

“Virtually all second language reading researchers agree that vocabulary development is a critical component of reading comprehension”. (Grabe, 2009)

The more proficient the reader, the faster access to the vocabulary item and its recall he will have. The way in which the reader perceives vocabulary items in a text may, however, differ significantly. It happens with students of 4<sup>th</sup> grade class at Balmara Unidad Educativa.

He may process them either automatically or with control. *Automatic processing comprises the automatic detection and recognition of visual information contained in the passage. What is vital, this processing disregards other kinds of information provided by the text.* (Asher, 2006)

In automatic processing, visual recognition of words constituting the text occurs automatically, without any attention and control on the side of the reader, and thus, a parallel sequence of associative connections can occur simultaneously without

interference. Since this process does not require any attention of the reader, the associative connections must be stored in long-term memory to be easily activated. Instinctive activation of automatic processing can, thus, occur only after extended practice.

The aids for text comprehension can be presented not only in textual form, but also in visual or auditory form, or in their combination. Additional visual information can aid text comprehension, because it is generally an analogous representation of the information contained in the text. Thus, the connection between the visual information and the mental model can be directly established, which can bolster the process of text comprehension.

There is, however, a difference between learning from the text and learning from pictures, as the information is provided in different ways. In the text, knowledge is presented in symbolic structures of a language and is processed sentence by sentence, that is, sequentially. Information conveyed by pictures, on the other hand, is presented in “visuospatial structure” (Grabe, 2009) thus analogy can be made directly, based on common structural properties of visual representations. To put it bluntly, text comprehension entails the construction of propositional representations without which the construction of a mental model would not be possible.

The comprehension of an image operates only on the establishing of the direct connection between the picture and the corresponding mental model. Being less complicated, and thus a faster process, the comprehension of images seems to greatly aid the comprehension of the corresponding text.

### *Psychological Foundation*

Vocabulary knowledge is important for reading, but also implies how that word fits into the world. Consequently, researchers and practitioners alike seek to identify, clarify, and understand what it means for students to know what a word means. The sheer complexity of vocabulary acquisition, as evidenced by reviewing critical components such as receptive vocabulary versus productive vocabulary, oral vocabulary versus print vocabulary.

Considering language engagement, (Cummins, 2008), studied the language interaction between teachers and students during typical preschool emergent literacy activities such as alphabet recognition, letter-word association, and vocabulary games. They found a substantial variance in time spent on emergent literacy activities (from four to 90 minutes; from half-day to full day sessions; and from two to five days per week).

Their research shows that there are defined differences in vocal develop, from language-centered environments, where children were immersed in oral language, reading, and writing experiences to environments where children engaged in predominantly non-literacy learning activities.

An interesting related finding was that students experience very different learning opportunities even when they are classmates in the same learning environment. This suggests the importance of considering background knowledge and experience on learning outcomes.

Vocabulary teaching is one of the most important components of any language class. The main reason is the fact that it is a medium, which carries meaning; learning to understand and express the meaning is what counts in learning languages.

### *Didactic Foundation*

The didactic foundation or communicative approach is an umbrella term to describe the methodology which teaches students how to communicate efficiently. It also lays emphasis on student's responsibility for their own learning. It involves cooperation within group, self-activity, and dictionary work.

The first concern of communicative approach is language acquisition rather than conscious learning. According to Krashen, acquisition is a natural process, similar to the way children develop ability in their first language. It is subconscious process when students are not aware of the fact they are acquiring language but are using the language for communication.

Other didactic methods are perhaps, it is useful to think in terms of methods to the extent that some of them will be better suited than others to particular learning styles, or particular cultural and educational traditions.

Pronunciation is an essential dimension in the oral communicative process. Pronunciation should be didactically treated since the very beginning of the teaching-learning process of English, which responds to the didactic principle that language is primarily oral. Students need good pronunciation habits to comprehend what is spoken to them and to express oral messages.

English teachers sometimes neglect pronunciation in Elementary, Junior High and Senior High Educations, as they tend to place stress on lexis and grammar and consider pronunciation a subsidiary matter. Therefore, when students arrive at Higher Education they still cope with pronunciation problems. Besides, oral production of Spanish-speaking students is influenced by their already formed pronunciation habits. Inter-lingual pronunciation errors arise as an instance of inter-language –the type of

language produced by second- and foreign-language learners who are in the process of learning the target language. In other words, the students transfer Spanish pronunciation habits into the English pronunciation habits that they are developing.

This negative transfer interferes with the students' pronunciation of the foreign language. The result is a non-native accent that may severely hinder understanding and production of spoken language. The genesis of a non-native accent in EFL is also found in several factors that include neurological plasticity, cognitive development, psychosocial states, language learning attitudes and motivation.

Training as performed today renders limited results, and non-native accent proves to be an enduring phenomenon in students of English as a foreign language. This proposal provides teachers of English with a pedagogical tool to improve their students' pronunciation habits in the foreign language.

The accomplishment of this objective represents a modest breakthrough in the field of Didactics of Foreign Language Teaching, as teachers will be provided with an innovative approach that contains both a theoretical study and a practical application on this theme. As proven by research, this pedagogical tool contributes to the amelioration of Spanish habits interference and contributes to gradually attain a native-like accent by successive approximations.

### ***Methods for Reading Skill***

*“Vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. He also states that the lexicon of a language is its vocabulary, which includes words and expressions.”* (Grabe, 2009)

Reading vocabulary includes all the words an individual can employ in writing. Speaking vocabulary this refers to all the words an individual can use in speech.



Academic comprehension improves when students know the meaning of words. Words are the building blocks of communication.

Vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured: how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases states that there are different types of Reading vocabulary. (Grabe, 2009)

This refers to all the words an individual can recognize when reading a text. Listening vocabulary, it refers to all the words an individual can recognize when listening to speech. When students have a higher academic vocabulary development, they can tolerate a small proportion of unknown words in a text without disruption of comprehension and can even infer the meaning of those words from rich contexts.

When they have a great vocabulary, the latter can improve all areas of communication, namely speaking, listening, reading and writing. Current models of reading in the English for Academic Purposes ESL class room consider vocabulary knowledge an important source of variation in reading comprehension, because it affects higher level language processes such as grammatical processing, construction of schemata and text models.

English language learners who experience slow vocabulary development are less able to comprehend text at grade level. Such students are likely to perform poorly when assessed in various areas and are at risk of being diagnosed as learning disabled. I am cognizant of the fact that vocabulary acquisition, semantic development and growth of word knowledge are currently being studied in several interesting ways, hence the research that is presented here is to complement and augment these studies by

introducing effective vocabulary teaching strategies in the English for academic purposes classroom that will expedite the vocabulary development.

### *Instruction in Reading Comprehension Strategies*

As suggested in the previous section, all of the U.S. reviews highlight the importance of teaching comprehension strategies to promote positive outcomes in students' RC performance. It is also now widely accepted that RC instruction depends on a supportive learning environment in classrooms as well as the explicit teaching of specific comprehension strategies.

The literature has described an overwhelming number of RC strategies. Good readers will consciously and unconsciously use a range of comprehension strategies when reading a text while poor readers have a very small repertoire of comprehension strategies. Pressley has reviewed think-aloud studies that investigate strategies used by skilled readers and they identify more than a hundred different comprehension strategies. They conclude that strategic readers use a finite set of cognitive and metacognitive processes that will facilitate comprehension.

Approaching RC instruction from the cognitive view of reading assumes that the reader actively constructs meaning through the integration of existing and new knowledge while using strategies flexibly to foster, monitor, regulate, and maintain comprehension.

Numerous empirical studies have investigated the impact on RC development in students as they learn specific RC strategies which have been taught either singly or concurrently as a group. Consequently, some researchers have attempted to review these studies in order to develop recommendations for evidence-based practices in teaching and learning.

(Person, 2008) conducted a review and synthesis of emerging concepts of reading comprehension based on research accumulated over 20 years and identified five strategies that may be part of a comprehension curriculum.

He proposes that students should be taught to determine important information and differentiate it from unimportant information within the text that they are reading, summarize information effectively, draw inferences even while literal comprehension skills are being consolidated, generate questions especially if question-generating skills are taught in a structured training program, as well as to monitor their comprehension and employ repair strategies when comprehension breaks down.

(Person, 2008) Also highlight the changing role of the teacher from being “a director and manager of practice” to “a mediator who helps students construct understandings”. Hence, effective instructional actions will include planning of lesson objectives and activities that act as a blueprint from which teachers can make flexible adjustments according to students’ emerging understanding, selecting appropriate academic work to attain lesson objectives, providing information explicitly through methods like teacher modelling to help students understand the selected academic work, and restructuring student understandings by obtaining feedback about their progress and gradually decreasing assistance to facilitate student independence.

Although (Person, 2008) feel that effective comprehension strategies vary from one research review to another, they note that frequently mentioned strategies include setting purposes for reading, predicting, activating prior knowledge, monitoring, visualizing, drawing inferences, self-questioning and summarizing.

They have also identified some strategies that are more effective for particular text types, such as making sense of story structure for narrative texts and searching and

skimming for informational texts. Once again, they recommend the model of instruction that (Person, 2008) describes where there is a gradual release of responsibility from the teacher to the student.

### *Guided Reading*

After reviewing recommendations over the past 50 years from influential writers on how to teach reading, (Opitz, 2011) concludes that a successful Guided Reading lesson depends on specific elements such as the use of a three-part lesson plan structure that incorporates the use of specific teaching strategies at each phase (before, during and after reading) according to a main overall lesson objective, lessons are aimed to help children become independent readers while teachers facilitate and assess individual children when necessary, and recognizing that comprehension is at the heart of reading so teachers continuously engage children in discussions about the texts they read. (Opitz, 2011) Has also reviewed the research base for Guided Reading by describing how the approach can be used to accomplish eight main components of effective reading instruction.

The teacher works with a small group of students of 4<sup>th</sup> grade while the rest of the class are working independently. Materials used during Guided Reading include basal readers, trade books, big books, and magazines. The “before” reading block lasts about five minutes and can include building prior knowledge, making predictions, introducing new vocabulary, setting a purpose for reading, and explicit teaching of a comprehension strategy.

The “during” reading block lasts about 15-20 minutes and possible activities include shared reading, or other grouping variations such as partner reading, echo reading, and choral reading. The teacher listens and facilitates when necessary or

assesses reading progress using formats such as running records. In the final “after” reading block that lasts about 5-10 minutes, there is usually a closure activity linked to the story and aligned to the comprehension strategy introduced in the “before” reading block.

In order to facilitate comprehension in Guided Reading sessions, teachers may either specifically demonstrate and teach Reading skill strategies or prompt readers to think and use these strategies. Research has suggested that asking certain types of questions can help students learn to read better (Robinson, 1994) and teacher questioning has been found to be pertinent in Guided Reading sessions in order to scaffold discussions and facilitate Reading Comprehension development in students. However, (Cummins, 2008) case study of a teacher working with six students during three Guided Reading sessions suggests that when asking questions, teachers need to be aware that they provide sufficient wait time and pose questions in a conversational manner so as to prompt and develop student thinking and comprehension.

In addition to the lack of experimental studies investigating the efficacy of the Guided Reading approach, there are also many misconceptions about the approach perhaps due to the lack of specific structure and flexibility of activities within Guided Reading sessions.

Hence, researchers like (Odlin, 1989; Opitz, 2011) have identified these potential misunderstandings and they attempted to provide clarifications within six areas including the teacher’s role within the gradual release of responsibility model, setting of an appropriate instructional reading level, understanding that text leveling and matching students to texts are subjective and unpredictable, the need for a balanced instruction where both word recognition and text comprehension instruction occur

simultaneously, the need to teach children to integrate print and story skills, and the use of assessment to gain insight into children's reading processes.

### *Reciprocal Teaching*

An approach to teaching RC strategies in classrooms is Reciprocal Teaching. This approach is a form of multiple strategy instruction that enables students to coordinate the use of several RC strategies as used by good readers within a learning paradigm where the students can eventually use the strategies independently similar to the gradual release of responsibility from teacher to student process.

In contrast to other vaguely described instructional methods for teaching Reading Comprehension strategies, the Reciprocal Teaching approach is more structured and four specific strategies – generating questions, summarizing, clarifying and predicting, have been carefully selected to be taught because they can be engaged in by novice readers while allowing students to actively foster and monitor own comprehension simultaneously (Schumann, 2003).

Reciprocal Teaching has been developed to occur in the context of a dialogue between the teacher and students while doing actual reading and the goal is clearly established as obtaining meaning from the text. Its underlying theoretical foundation is derived from (Opitz, 2011) developmental theory.

In (Ellis, 2001) and (Asher, 2006) first study, 6 seventh grade students (age 12-13 years) who have received the Reciprocal Teaching intervention are compared to closely matched students who are either in an alternative intervention group or one of two control groups. After only about 20 days of intensive daily Reciprocal Teaching sessions in student pairs, all of the students in this group improve dramatically in their Reading Comprehension skills, while five of them also rise in their class rankings of

comprehension scores. There is also some overall evidence that the students can generalize and transfer the strategies to new tasks.

(Ellis, 2001) and (Asher, 2006) second study replicates the Reciprocal Teaching group in their first study with four actual teachers trained in the approach and the instruction occurs in naturally occurring groups within school settings with their preexisting groups of four to seven students. The results from the second study are very similar to those found in the first study while the teachers express enthusiasm about using Reciprocal Teaching once they have mastered it and noted the positive effects on their students.

Reciprocal Teaching has subsequently evolved to include a period of explicit teaching of the individual cognitive strategies to introduce students to the strategies and accompanying vocabulary prior to the original Reciprocal Teaching procedure. In Rosenshein and (Odlin, 1989) review of 19 experimental studies on Reciprocal Teaching (9 studies using the original Reciprocal Teaching procedure and 10 using the evolved structure), the results show that more studies that used the second approach of including a period of explicit strategy instruction have obtained significant positive results in improving Reading Comprehension scores.

Using stringent inclusion criteria to determine the efficacy of Reciprocal Teaching interventions, (Ellis, 2001) (Asher, 2006)& (Odlin, 1989) have systematically reviewed experimental studies conducted on children in 4<sup>th</sup> grades. They conclude that the approach can increase RC performance for all students in a classroom and also for poor comprehenders. The systematic review also strongly suggests that children can benefit and generalize what they learnt as strategies during the Reciprocal Teaching sessions.

### **2.3. Legal framework**

Artículo 346 numeral 9. Garantizar el sistema de educación intercultural bilingüe, en el cual se utilizará como lengua principal de educación la de la nacionalidad respectiva y el castellano como idioma de relación intercultural, bajo la rectoría de las políticas públicas del Estado y con total respeto a los derechos de las comunidades, pueblos y nacionalidades. (Ecuador A. N., 2008)

Mother tongue is a relevant tool during the process of learning even more for students from 4<sup>th</sup> grade where vocabulary is the principal acquired skill. So for that the research is connecting words that have similar pronunciation and similar writing in the reading skills, but it includes the words that can confuse students because of their writing, those words are going to be reinforce for a better understanding of readings.

Artículo 82 numeral C. Garantizar el fortalecimiento institucional y el desarrollo del sistema de educación intercultural bilingüe. (Ecuador A. N., 2011)

Artículo 87 numeral C. Proponer estrategias de evaluación y seguimiento permanente del cumplimiento de las políticas públicas del SEIB. (Ecuador A. N., 2011)

Those two laws talk about how important is to acquire the knowledge for students in every single school, for that one of the purpose of the research is to design a booklet focused on vocabulary through the most important data collected including the two kinds of words already mentioned. This is going to help students comprehend and improve their reading skill and to have an extent lexicon which they are going to use it for conveying the correct message of the readings.



## 2.4. Conceptual framework

In order to clarify some terms used in this study, authors provide a wide list of concept which are treated in this research.

**Communicative activities:** These activities use real life situations to trigger communication. They encourage and require a learner to speak with and listen to other learners. Communicative activities have real purposes such as finding and exchanging information, breaking down barriers, talking about oneself, and learning about culture.

**Competitiveness:** possession of a strong desire to be more successful than others.

**English as a Foreign Language (EFL):** English as taught to people whose main language is not English and who live in a country where English is not the official or main language.

**Foreign Language (FL):** any language used in a country other than one's own; a language that is studied mostly for cultural insight. In this study foreign or second language is used with the same meaning.

**Globalization:** The worldwide movement toward economic, financial, trade, and communications integration.

Globalization implies the opening of local and nationalistic perspectives to a broader outlook of an interconnected and interdependent world with free transfer of capital, goods, and services across national frontiers. However, it does not include unhindered movement of labor and, as suggested by some economists, may hurt smaller or fragile economies if applied indiscriminately.

**Hypothesis:** A supposition or explanation (theory) that is provisionally accepted in order to interpret certain events or phenomena, and to provide guidance for further

investigation. A hypothesis may be proven correct or wrong, and must be capable of refutation. If it remains unrefuted by facts, it is said to be verified or corroborated.

**Method:** a particular way of doing something.

**Mother tongue:** Mother tongue is defined as the first language that a person learns and the language used in that person's home country.

**Reading Comprehension:** It is at the heart of what it means to really read by thinking and understanding and getting at the meaning behind a text. Comprehension instruction begins before children can even conventionally read. As children are read to during read-aloud, they are asked to think about characters, make predictions about what will come next, question and wonder what's happening, and consider what lesson they can learn from the book.

**Resources:** a useful or valuable possession or quality of a country, organization, or person.

**Skills:** An ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills).

**Teacher-centred approach:** Teachers are the main authority figure in this model. Students are viewed as “empty vessels” whose primary role is to passively receive information (via lectures and direct instruction) with an end goal of testing and assessment. It is the primary role of teachers to pass knowledge and information onto their students. In this model, teaching and assessment are viewed as two separate entities. Student learning is measured through objectively scored tests and assessments

**Theories:** a formal statement of the rules on which a subject of study is based or of ideas that are suggested to explain a fact or event or, more generally.

### 3. RESEARCH METHODOLOGY

#### 3.1. Type of research description

Based on the main goal of the investigation, this study is:

**Applied:** Researcher tested the efficacy and utility of the use of techniques and methods that control the influence of the mother tongue in Reading skills. Considering the interfere of L1 (Spanish) as a problem in the learning lexicon for reading skills, author proposed the application of a booklet of the list of words as an immediate solution to decrease the misleading message of readings level in a 4<sup>th</sup> grade (EFL) class at Balmara Unidad Educativa Bilingue.

Based on objectives and variables of the research, this study is:

**Descriptive:** It provided descriptions such as perceptions, attitudes, and linguistic understanding which occurred in the group of learners selected.

**Correlational:** It required to establish a relation between the dependent variable *influence of the mother tongue* and independent variable *learning of lexicon for reading skills*.

**Exploratory:** It studied the impact of the influence of the mother tongue in learning lexicon for reading skills.

**Explanatory:** It clarified and explained why and how the application of a booklet with misleading words and similar words in L1 can reduce the influence of Spanish language while using reading skills and has a good convey of the main idea.

Based on the inquiry mode, this study is:

**Quantitative:** The data collected of the research was provided by the use of a survey, pre and post-test with the finality to analyze outcomes in an objective.

**Qualitative:** a class observation was applied to determine the possible causes of the influence in the learners.

### **3.2. Methods, techniques and research instruments**

The methodology adopted in this study is a Mixed-method due to collect both quantitative and qualitative data through the different techniques that both methods usually employ to acquire the necessary information to conduct the research. This approach was selected in this investigation to guarantee the reliability of the singularity founded in the students and so can measure the outcomes in a viable way.

Based on the methodology adopted in this research the techniques executed were the following:

**Observation:** investigator observed the class of the English teacher responsible for the group of students (4<sup>th</sup> class) who were going to be part of this study to determine if the possible influence of the mother tongue in learning lexicon was related with the teacher and her methodology.

**Survey:** researchers surveyed students and teachers to determine the influence of the mother tongue in learning lexicon in learners and to decide the activity which was going to be applied during the investigation.

**Pre-test:** researcher tested a reading test to analyze the reading skills of students to establish the most suitable activities regarding with their levels of English language.

**Post-test:** investigator applied a reading test with the same information of the pre-test to determine if activities in learners had the positive impact to allow them to read without the influence of mother tongue L1.

### **Class Observation**

An observation during an hour class was applied to 4<sup>th</sup> class following educational patterns; the objective of this was to determine the methodology applied by the teacher observed and if that methodology was related with the influence that the mother tongue has in the target. The observation was divided into some section to have a clear idea about the class methodology; the first section was focused on the context and the goal of the teacher's lesson plan. The second section was the techniques and methods the teacher applied to engage the class, the next part was related to the preparation and instruction that show if teacher dominates the topic in class and the classroom environment with the students, and the last part included the student assessment that is how the work of students is assessed by teachers. The sections had in total 20 aspects to examine. The following categories: always, some, and none were considered to evaluate the 20 aspects of the observation that was applied in 4<sup>th</sup> class. (See appendix A)

### **Pre-test and Post-test**

The pre and post test administered to determine the level of the lexicon proficiency of students. However, the pre-test was applied at the beginning of the research and its objective was to determine the level of the lexicon proficiency of students and the post-test was applied at the end of the investigation and the purpose was to deduce if the activity decreased the influence of mother tongue and consequently, if the lexicon proficiency of students have had some change in reference with the outcomes obtained in the pre-test. The standards evaluated on these reading tests were: comprehension, Interpretation, Analytical and vocabulary. Tests were divided into 2 sections. The first section (pre-test) consisted that students were tested by reading some stories with a lexicon of their level of English which had

some words showed in *table 4* and *table 11*, then pupils communicated what was the message of the stories. The second section (post-test) included a task completion: this technique was used to test the understanding of the students into sentences by completing them using vocabulary words from their target using the words from the booklet that was the principal material of the research. (See appendixes B and C)

### **Survey**

Author elaborated a survey, which was addressed to teachers. The survey contain 5 items and three alternatives (yes – neutral - not) as the reference of each survey. The objective of the survey was to appreciate possible solution (Reading Skills Activity) of the issue (Influence of the Mother Tongue) found in 4<sup>th</sup> class. (See appendix D)

### **3.3. Research population and sample**

This project was conducted at Balmara Unidad Educativa Bilingue since the researcher during the internships as English teacher could perceive the phenomenon mentioned in that group of students. For this reason, the researcher asked for the permission to the principal of that institution mentioned above, MSc. Maria Dolores Villamar, to conduct the investigation with that group of learners.

The study population was fifteen students of 4<sup>th</sup> EFL class divided among five boys and ten girls whose age was between 8 and 9 years old. This group of students was selected due to the authors had the opportunity to work previously with them. Moreover, the author could observe that most of the students connected their mother tongue (Spanish) while doing reading exercises and got confused in lexicon. Thus, author selected that group since they showed as potential victims of mother tongue influence in learning lexicon.

### 3.4. Sources, resources and timeline

Different resources were required to conduct this research. The first resource was the human resource constituted by the author of this investigation. The second resource and also as important as the previous one was the technological resource which included laptops, copies of the activities applied with the students, and different web pages consulted in the searching of the most suitable vocabulary activities to the students. Finally, the book which provided numerous activities was the *Cornerstone 3* that is the book that students used in class, and the last resource was the flashcards and booklet which were using to reinforce the new vocabulary with the class.

**Table 13 Resources**

Type of resource	Resource
Human	1 researcher
Technological	Laptop Photocopier
Book and Realia Material	Cornerstone 3 Flashcards Booklet

Note: this table just includes human, technological, book and realia material resources.  
Resource: Genesis Yanez

**Table 14 Timeline**

Dates	Activity performed	Items used
June 16 <sup>th</sup> , 2017	Class observation	Class observation checklist
June 22 <sup>nd</sup> , 2017	Pre-test to students	Pre-test
July 21 <sup>st</sup> , 2017	Survey to teachers	Survey
August 3 <sup>rd</sup> , 2017	Using of realia (flashcards)	Worksheets
August 11 <sup>th</sup> – September 8 <sup>th</sup> , 2017	Application of the booklet	Worksheets
September 21 <sup>st</sup> , 2017	Post-test to students	Post-test

Note: this table details the activities and instruments applied during the time that lasted this  
Resource: Genesis Yanez



### 3.5. Processing, presentation and analysis of results

#### CLASS OBSERVATION CHECKLIST

<b>School: Balmara Unidad Educativa Bilingüe</b>		
<b>Grade:</b> 4 <sup>th</sup> (EFL) class		<b>Period/time:</b> 40 min.
<b>Subject:</b> Language Arts	<b>Topic:</b> reading comprehension	<b>Date:</b> June 16 <sup>th</sup> , 2016
<b>Teacher:</b> Miss. Fabiola Escobar		<b>Observer:</b> Génesis Yánez V.

**Legends:**      1 = ALWAYS                      2 = SOME                      3 = NONE

	1	2	3
<b>CONTEXT/GOAL SETTING</b>			
Objectives are communicated clearly at the start of the lesson.		X	
Materials are ready.		X	
There is a structure of the lesson		X	
Instructional materials are appropriate for the lesson.		X	
The lesson is reviewed at the end.			X
<b>METHODS/TECHNIQUES</b>			
The lesson is linked to previous teaching or learning.		X	
The ideas and experiences of the students are shared.			X
A variety of activity and questioning techniques are used.			X
Instructions and explanations are clear and specific.		X	
The teacher involves all the students, listens to them and responds appropriately.		X	
The teacher integrates the use of technology to perform the lesson.			X
Instructional materials used capture the interest of the students.			X
<b>CLASSROOM ENVIRONMENT</b>			
Students are praised regularly for their effort and achievement.			X
Teacher dominates the subject content covered in the lesson.			
Knowledge is relevant and interesting for learners.			
Prompt action is taken to address poor behavior.			X
All students are treated fairly.	X		
<b>STUDENT ASSESSMENT</b>			
Understanding of learners is assessed throughout the lesson by the use of questions.			X
Mistakes and misconceptions are recognized and used constructively to facilitate learning.			X
Reading performance of learners is assessed in terms of vocabulary and comprehension.			X

The principal objective of the class observation was to determine if the methodology applied by the teacher was one of the resources that may generate the influence of the mother tongue (Spanish) in learning lexicon in students. However, author took into consideration some aspects that are part of educational field. In this way, the analysis of this class observation was divided into four sections. It is important to mention that the only purpose of this class observation was to determine if the methodology was one of the causes that would cause influence of L1 in learners.

### **SECTION I: CONTEXT/GOAL SETTING**

The teacher started the class saying that the lesson was about Reading Comprehension, but she did not tell them the objectives or something else to the class. Then, the teacher asked students to open the book to check some reading exercises. The teacher continued with the class and read an example of short story and requested students to read theirs in the book. The rest of the class was to accomplish this exercise requested by the teacher. At the end of the class, there was not a review of the topic since students had not finished the previous exercise yet. Based on these assumptions, author realized that the teacher communicates the objectives, but the class is not structured. The teacher does not present a timing to each activity and the possible consequence is that students spend enough time in just one exercise.

### **SECTION II: METHODS / TECHNIQUES**

In this part of the class observation, researcher could appreciate some aspects. First of all the class started without a warm up. It is known that a warm up embraces some previous teaching and learning. However, the class began without it. Second, the class was traditional method. The teacher just limited to give an example without worry about if students understood or not. As a result of that, students just stayed in their seats

and remained silence. Third, the teacher could not catch the attention of the students. Instead of this, students just observed their books and avoided looking to the teacher. Finally, in this class, the teacher did not use any electronic device even the classroom had a projector, speakers and the reading had its CD.

### **SECTION III: CLASSROOM ENVIRONMENT**

Author mentioned previously that students just heard the same example that the teacher was reading and nothing else, but it could be due to students did not want to make an effort to read their reading in the book, teacher could not realize that students needed more than listening to the teacher reading the exercise to understand the topic adequately.

### **SECTION IV: STUDENT ASSESSMENT**

The teacher did not realize if the students understood the reading since she never did a feedback of the lesson. Mistakes were not presented in these group due to students did not make the effort to read the exercises from their books. And the vocabulary performance of students was impossible to evaluate since students did not read the story.

## READING TEST/ TELLING STORY

### Pre-test

**Table 15 Results of Pre-test**

	STUDENTS	C1	C2	C3	C4	C5	TOTAL	QS
1	CARRASCO NATHALIA	2	3	1	2	3	11	AVERAGE
2	CEDEÑO JOSE DANIEL	2	2	2	2	2	10	NEEDS WORK
3	CICARILLI EMA	1	1	3	1	2	8	NEEDS WORK
4	FEIJOO IVONNE	1	2	1	2	3	9	NEEDS WORK
5	GONZALEZ GALILEA	3	2	2	2	1	10	NEEDS WORK
6	GONZALES MELANIE	2	2	2	3	2	11	AVERAGE
7	HERNANDEZ ARIANNA	1	1	1	3	1	7	NEEDS WORK
8	MADRIGAL JOHN PAUL	2	2	1	1	2	8	NEEDS WORK
9	MANCHENO ANAHI	2	1	2	2	2	9	NEEDS WORK
10	MOREIRA ALANIS	2	2	3	1	2	10	NEEDS WORK
11	MUJICA ARIANA	1	2	2	3	2	10	NEEDS WORK
12	VALLAZA FRANCO	3	3	4	4	3	17	GOOD
13	VERA ALLAN	3	3	2	3	1	12	AVERAGE
14	VARGAS ALEJANDRA	2	2	1	2	2	9	NEEDS WORK
15	VEINTIMILLA JUAN SEBASTIAN	1	2	1	2	2	8	NEEDS WORK
	AVERAGE BY SKILLS	1.87	2.00	1.87	2.2	2	9.93	

*Note:* C1=PHONEMIC AWARENESS, C2=CONCEPTS OF PRINT, C3=WORD RECOGNITION, C4=FLUENCY, C5=COMPREHENSION, QS=QUALITATIVE SCALE.

*Resource:* Genesis Yanez

The pre-test evaluated the reading and vocabulary proficiency of 15 students from a 4<sup>th</sup> (EFL) class at Balmara Unidad Educativa Bilingue. The test was out of 25 points and each criterion evaluated was out of 5 points. In order to obtain the qualitative scale of learners the following parameters were considered: if students got a grade from 21 to 25, their level would be excellent; if students got a grade from 16 to 20, their level would be good; if they got a grade from 11 to 15, their level would be average; if they got a grade from 6 to 10, their level would be needs work; and if they got a grade from 0 to 5, their level would be poor.

The results of the pre-test just confirmed the idea that author had at the beginning of this study. These results point out that the majority of learners do not possess an average level of reading proficiency. Consequently, this level of reading proficiency limits seriously the reading and vocabulary production of pupils since they

cannot convey the message or ideas from readings in their books exercise with their peers or teacher due to the lack of knowledge such as vocabulary pattern that is necessary to the production of the new language.

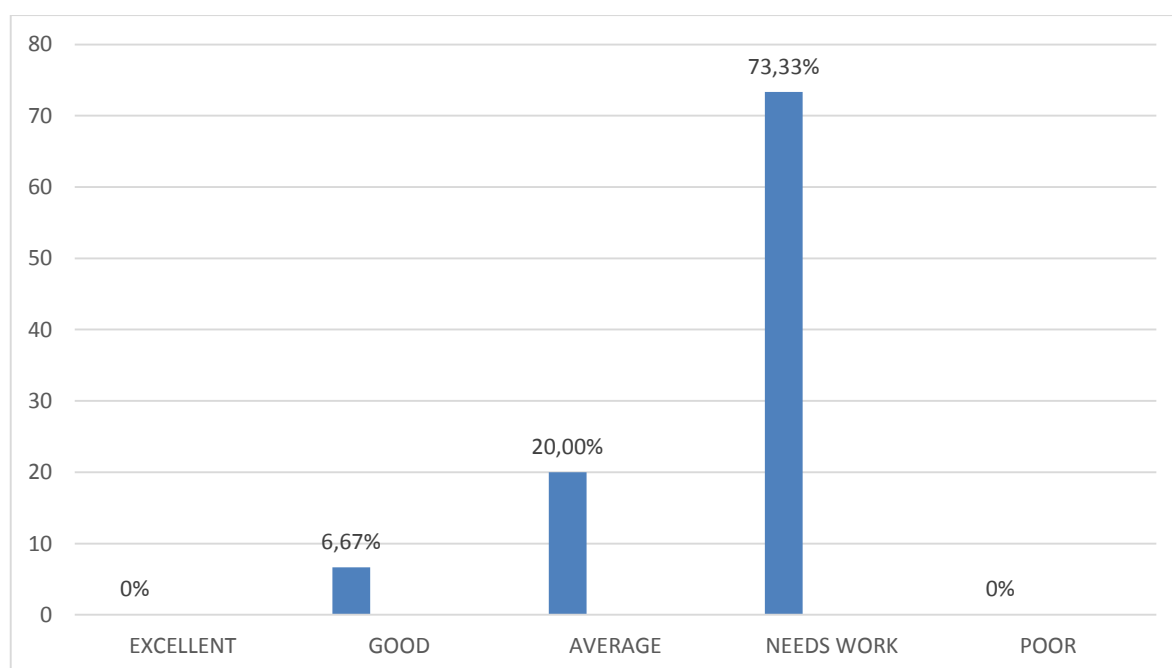
Based on the results of the pre-test, author presents a table with its respective graphic to indicate in detail the rate with its qualitative scale and the average per skills that the whole sample got.

**Table 16 Qualitative Scale of Pre-test**

QUALITATIVE SCALE	FRECUENCY	PERCENTAGE
EXCELLENT	0	0%
GOOD	1	6,67%
AVERAGE	3	20,00%
NEEDS WORK	11	73,33%
POOR	0	0%
<b>TOTAL</b>	<b>15</b>	<b>100%</b>

Note: the parameters of the qualitative scale are the following; Excellent (21-25), Good (16-20), Average (11-15), Needs Work (6-10), Poor (0-5).

Resource: Genesis Yanez



**Figure 1 Qualitative Scale results of Pre-test**

This graphic indicates the level of Reading proficiency of English that students possess in a 4<sup>th</sup> (EFL) class. With these results, students evidence that they need to practice more vocabulary skill in order to overcome or reduce the influence of mother tongue (Spanish) triggered by the lack of skills that they presented. That is why author suggested the application of activities (booklet) that allow students to be immersed in the new language lexicon and as a result they can comprehend readings with the vocabulary for their target since they improve their level of reading proficiency avoiding the interfere of L2 in the lexicon.

### Post-test

**Table 17 Results of Post-test**

	STUDENTS	C1	C2	C3	C4	C5	TOTAL	QS
1	CARRASCO NATHALIA	4	4	3	3	4	18	GOOD
2	CEDEÑO JOSE DANIEL	3	3	4	4	3	17	GOOD
3	CICARILLI EMA	3	3	4	3	3	16	GOOD
4	FEIJOO IVONNE	3	3	3	3	4	16	GOOD
5	GONZALEZ GALILEA	4	3	4	3	3	17	GOOD
6	GONZALES MELANIE	3	3	4	3	3	16	GOOD
7	HERNANDEZ ARIANNA	3	3	3	3	3	15	AVERAGE
8	MADRIGAL JOHN PAUL	3	3	4	4	3	17	GOOD
9	MANCHENO ANAHI	2	3	3	3	3	14	AVERAGE
10	MOREIRA ALANIS	2	3	3	3	3	14	AVERAGE
11	MUJICA ARIANA	3	3	3	4	3	16	GOOD
12	VALLAZA FRANCO	4	4	4	4	3	19	GOOD
13	VERA ALLAN	3	3	3	4	3	16	GOOD
14	VARGAS ALEJANDRA	4	3	3	3	2	15	AVERAGE
15	VEINTIMILLA JUAN SEBASTIAN	2	2	3	3	3	13	AVERAGE
	<b>AVERAGE BY SKILLS</b>							
		3,07	3,07	3,40	3,33	3,07	<b>16,07</b>	

*Note:* C1=PHONEMIC AWARENESS, C2=CONCEPTS OF PRINT, C3=WORD RECOGNITION, C4=FLUENCY, C5=COMPREHENSION, QS=QUALITATIVE SCALE.

Resource: Genesis Yanez

Similar to the pre-test, 15 students were assessed to determine if the application of the reading activities (booklet and task completion) have contributed to reduce the level of the influence of mother tongue (Spanish) in learners. The post-test included some exercises such as task completion and use of booklet. The criteria evaluated was

the same: phonemic awareness, concepts of print, word recognition, fluency, comprehension.

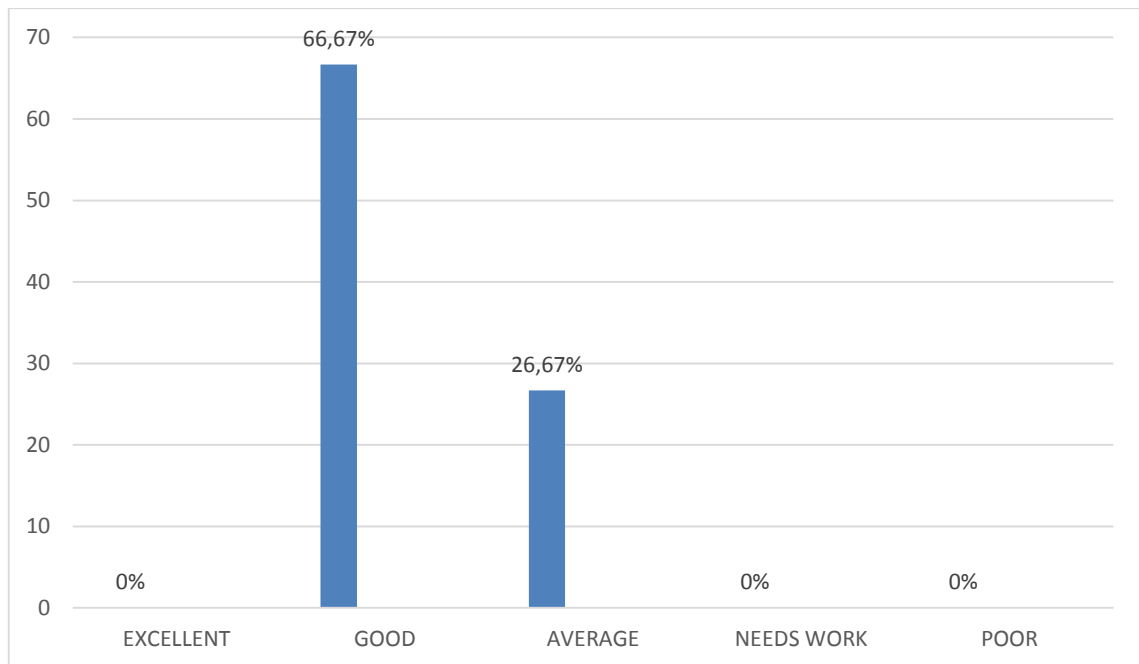
Once applied the vocabulary in reading activities, the post-test was taken. The results demonstrated that there is a considerable increase in the final grade of this group of students. In contrast with the pre-test, the majority of learners do not fit in a low level in reading instead they fit in a GOOD and AVERAGE level according with the qualitative scale exposed.

**Table 18 Qualitative Scale of Post-test**

QUALITATIVE SCALE	FREQUENCY	PERCENTAGE
<b>EXCELLENT</b>	0	0%
<b>GOOD</b>	10	8%
<b>AVERAGE</b>	4	25%
<b>NEEDS WORK</b>	0	58%
<b>POOR</b>	0	8%
<b>TOTAL</b>	15	100%

*Note:* the parameters of the qualitative scale are the following; Excellent (21-25), Good (16-20), Average (11-15), Needs Work (6-10), Poor (0-5).

*Resource:* Genesis Yanez



**Figure 2** *Qualitative Scale results of Post-test*

This chart indicates that more than the half of students have increased their level of reading and vocabulary proficiency. The remarkable on these result is that there is a high development of vocabulary and reading proficiency in learners, instead is the lack of interfere of mother tongue (L1) at the moment of read stories using the correct vocabulary for their target. Even some of them presented a little problem the majority increased their reading comprehension based on the working of vocabulary using the similar words and the mislead words in class.

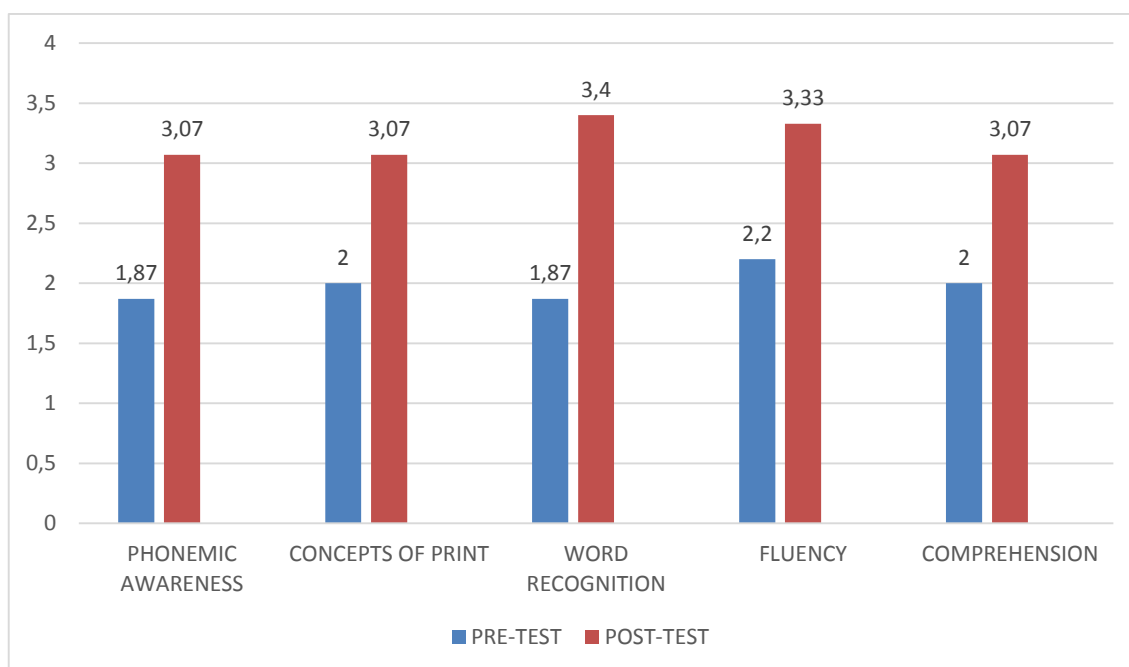
To conclude the interpretation of the result of pre and post-test, author includes a comparative chart of average related to the reading and vocabulary proficiency skills evaluated in both tests.



**Table 19 Comparative Oral Proficiency skill of Pre-test and Post-test**

<b>READING PROFICIENCY SKILL</b>	<b>PRE-TEST</b>	<b>POST-TEST</b>
<b>PHONEMIC AWARENESS</b>	1.87	3,07
<b>CONCEPTS OF PRINT</b>	2.00	3,07
<b>WORD RECOGNITION</b>	1.87	3,40
<b>FLUENCY</b>	2.20	3,33
<b>COMPREHENSION</b>	2.00	3,07
<b>TOTAL</b>	1.988	3.188

*Note: this table exhibits the comparison of oral proficiency skill of pre and post-test*  
*Resource: Genesis Yanez*



**Figure 3 Comparative reading and vocabulary Proficiency skills results of Pre and Post-test**

This graphic shows a comparison of the result between the pre and post-test. It could distinguish that there is an increase of almost two points in each reading and vocabulary proficiency skills. Among this group of students, author could conclude that the highest skill is the word recognition with an average of 1.87 and 3.40 in each test; the lowest skill is the phonemic awareness with an average of 1.87 and 3.07 respectively, and the following skills maintain their average from 2.00 in the pre-test to 3.33 in the post-test. Whit this little but considerable improvement of the language proficiency of students

from a 4<sup>th</sup> (EFL) class, researcher assumes that booklet and completion activities collaborate with the decrease of the influence of the mother tongue (Spanish)

## SURVEYS

### TEACHER SURVEY

*Table 20 Frequency of Teacher Survey*

N°	QUESTIONS	YES	NEUTRAL	NOT	TOTAL
1	Does students have an influence of their mother tongue that interfere with the learning of the new vocabulary?	4	1	1	6
2	Could activities like using flashcards stimulate the learning of vocabulary in students?	4	2	0	6
3	Could all techniques such as repetition can dismiss the wrong definition of words that have similar spelling in English and Spanish but different definition?	1	1	3	6
4	Should the role of teachers be secondary to create independent learners who are in a constant searching of learning?	5	1	0	6
5	Teachers must be updated on the methods, techniques, and approaches that are required for the government order to improve reading skills in learners.	6	0	0	6

*Note:* ASPEPCTS FROM TEACHERS SURVEY YES, NEUTRAL, NOT

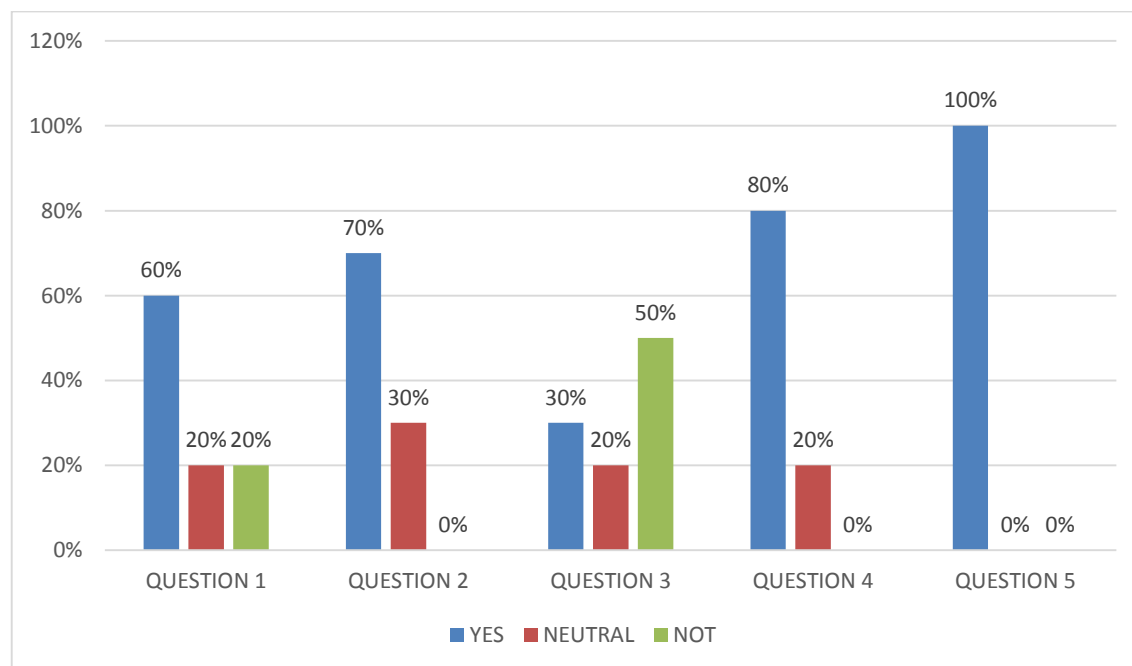
*Resource:* Genesis Yanez

**Table 21 Percentage of Teacher Survey**

N°	QUESTIONS	YES	NEUTRAL	NOT	TOTAL
1	Does students have an influence of their mother tongue that interfere with the learning of the new vocabulary?	60%	20%	20%	100%
2	Could activities like using flashcards stimulate the learning of vocabulary in students?	70%	30%	0%	100%
3	Could all techniques such as repetition can dismiss the wrong definition of words that have similar spelling in English and Spanish but different definition?	30%	20%	50%	100%
4	Should the role of teachers be secondary to create independent learners who are in a constant searching of learning?	80%	20%	0%	100%
5	Teachers must be updated on the methods, techniques, and approaches that are required for the government order to improve reading skills in learners.	100%	0%	0%	100%

*Note:* ASPEPCTS FROM TEACHERS SURVEY YES, NEUTRAL, NOT

*Resource:* Genesis Yanez



**Figure 4 Results of Teacher Survey**

The following graphic exhibits the results of the five questions applied on the survey that was directed to the six teachers who work as English teachers in the school where the investigation was conducted. The objective of the survey was to determine if teachers agree with the idea of applying reading strategies in which the purpose is to raise the level of oral proficiency and decrease the level of anxiety in learners.

### **QUESTION 1**

The results indicate that most of teachers agree that mother tongue has a strong influence in students learning which could promote the enough dismiss of knowledge when they work in reading activities. New vocabulary words meaning is misunderstand so the main idea or the principal message of the reading cannot be convey in a good way.

### **QUESTION 2**

The findings demonstrate that the 70% of teachers are sure with the idea of the increase vocabulary knowledge using flashcard such as good technique. This result indicates that teacher think that using realia like flashcards can help learners to have a better understanding of new words, on the other hand teachers were neutral (30%) they thought that flashcards were not the appropriate method to teach new vocabulary to that target.

### **QUESTION 3**

The 50% of teachers disagree that repetition technique could be a good method for teaching vocabulary; learning new lexicon should be oriented to different activities. One of the characteristics of using booklet and task completion activities are that they get familiar by using new words in content (task completion) and can work with a list of words more specific. In this way, teachers agree that can be a development of lexicon in learners.

#### **QUESTION 4**

The 80% of teachers approve that their role should be secondary. They concord that the principal role always should be to the students since they can construct their own knowledge and consequently, they will have the desire to find the learning in other sources like internet or books.

#### **QUESTION 5**

The 100% of teachers accept that they must be updated on the several requirements that the government demands, the majority of them know what it is the method that the Ministry of Education proposed to enhance the level of English in students, however because of some external reason they cannot be informed with the new methodology, methods and techniques that the government requires.

### **3.6. Preliminary conclusions**

During the process of collecting the outcome and information about the problem that some students faced while they are acquiring new knowledge in their class, the result confirmed that most of them connect their mother tongue (Spanish) at the moment they are learning. In other words students have an influence of L1 while learning English, this was reflected in reading skills when learners had errors in communicate the main idea or try to understand the stories. Because of that the researcher noticed that the problem was focused on the lexicon, so the creation of a booklet and some activities such as task completion and telling stories where adequate to the students from a 4<sup>th</sup> (EFL) class at Balmara Unidad Educativa Bilingue at the present scholar year 2017 – 2018.

In the pre-test the low level of students was showed by the activity that they took, even was not a bad result for being a class where English is a strong subject vocabulary and reading skills were really weak. So from that author was working with some activities and a booklet of specific words that are connecting with the mother tongue of the learners.

In the survey that was taken by 6 teachers there were questions that are related with methodology and techniques that teachers use in class, also the class observation that was done to the 4<sup>th</sup> class teacher gave the conclusion that the environment and the methodology applied there were not the appropriate for the students.

After time there was taken the post-test to the same target to confirm if there was development in their reading and lexicon skills. The outcome proved that students have improved their skills, putting their mother tongue in a second level. Even the activities helped a lot to the learners to have a clear and better meaning of the words from the booklet (vocabulary according to their level).

## **4. PROPOSED PROJECT PLAN**

### **4.1. Title**

Decreasing influence of mother tongue (L1) in the learning of lexicon by using a booklet and activities applying in reading skills.

### **4.2. Justification**

The present proposal was determined based on the conclusions and results obtained during the development of this research project. Additionally, it was considered the influence of mother tongue in learning lexicon that students present in reading skills.

Considering the influence that students have in learning lexicon in a second language could be related to the poor level of language proficiency of students and that can be connected with the methodology and techniques that the teacher is using, it is good to remember that in this level learners have the enough capacity to acquire knowledge according to Maria Montessori theory , author propose a truly reading approach in which different activities can be applied that will help students not only to reduce the influence of mother tongue in learning vocabulary skills but also to improve the level of English of each of them.

Taking into consideration the resource applied, researcher could notice that there is a favorable reception to the application of these reading and vocabulary activities since students agree that an approach in which lessons are oriented to enhance the reading production where vocabulary content is presented in tasks completion or telling stories. In other words, this process can reduce influence of mother tongue in learners.

Thus, author believes that the reading and vocabulary activities can influence in a positive manner to reduce the mother tongue (Spanish) interfere consequently, expand the knowledge in reference with the lexicon in learners of 4<sup>th</sup> class at Balmara Unidad Educativa Bilingue.

### **4.3. Objectives (Broad and specific)**

#### **4.3.1 Broad**

- To determine the helpfulness of the application of reading and vocabulary activities to manage with the influence of the mother tongue (L1).

#### **4.3.2 Specific**

- To prepare a booklet of words to be applied in order to promote the development of lexicon in students.
- To implement activities such as tasks completion and telling stories in order to raise reading comprehension among learners.
- To develop teachers to apply Montessori Method in order to increase the level of lexicon and reading proficiency to reduce the influence of mother tongue.

### **4.4. Content framework of the proposed project plan**

The application of lexicon and reading activities is practical due to it was elaborated with factual data of a specific educational community. That is why; it will obtain positive results in benefits for learners at the moment of being applied.

Actually, author could say that the frequent use of these kinds of activities let students expand their lexicon. In other words, they are going to possess more vocabulary, structures or expressions since this continual immersion to the new language allow them to learn the second language naturally without interfere of mother



tongue (Spanish) that will encourage students to read better with a development comprehension. The reliability of this previous assumption can be proved with the outcomes that this study got where the obtained results were positive.

Others studies support the feasibility of this proposal owing and its applied similar strategies to decrease the level of influence that produces to read or use a second language in reading and vocabulary activities. Author of these studies coincide with the idea of employing a methodology that is oriented specifically to the active participation of students in order to face the influence of mother tongue.

According to Ellis (1999) “transfer is the process of using knowledge of the first language in learning a second language, it is negative transfer.” For the purpose of this research transfer will be considered the same as interference. Interference may be viewed as the transference of elements of one language to another (Berthold cited in Ormrod, 1990). That is why the elements and materials using in the investigation helped to decrease part of the influence of mother tongue in students and learners at the moment of doing reading exercises in class.

The results of Tsiplakides & Keramida (2009) demonstrates that the use of short-term projects among classmates increase the willingness to participate in reading tasks in learners. Author assumed that conception due to they obtained positive results after the application. Benefits like “students are more personally involved that let them increase their motivation” (p.41) support that through the implementation of these kinds of activities students can decrease the level of mother tongue’s influence in them.

Barnett explains that pre-reading activities should introduce pupils to a text, it may include for example discussing author, brainstorming, considering titles, skimming and scanning. Reading stage helps pupils develop reading strategies and improve their

control of the foreign language. The teacher should provide concrete exercises such as guessing word meanings, word formation clues, predicting text context or reading for specific piece of information. Post-reading should check pupils' comprehension and lead them to a deeper analysis of the text (1988:158). Moreover, none of these strategies requires the use of mother tongue since not every word must be understood. Using this steps teachers can help students to not have an influence of mother tongue in lexicon, so they can comprehend better the reading.

That is why, it is really important the implementation of activities to motivate students to have a variety of their lexicon and their reading comprehension and thus, they can feel security of their language competencies and can avoid the influence of mother tongue in reading exercises when they have to employ their abilities to perform the foreign language.

#### **4.5. The proposed project plan**

The proposal that included some activities such as telling stories, tasks completion, use of a booklet and others were implemented in a 4th (EFL) class from June to September at Balmará Unidad Educativa Bilingüe during the school year 2017 – 2018. Author just exhibits the some of the activities that were applied during the process of the investigation. As a result, activities were selected that are duly detailed with their respective description, preparation, and procedure that will allow having a clear understanding and may serve as a pedagogical resource for future studies.

## ACTIVITY 1: TELLING STORIES

**Description:** one student reads a story based on a book. The listeners must arrange the story with images to match the chronology of the story. After listen to the students, listeners will ask some questions, and the reader will expose his or her point of view from the story.

**Materials:** book (stories)

### Preparation

- Choose a story that has a clear narrative structure. And the correct lexicon for their level.

### Procedure

- Tell the students the goal of the task, eg. to read the story clearly so that the listener can reconstruct it. Encourage the listener to ask comprehension questions.
- Divide the students in groups for working the comprehension activity
- When everybody has done the activity, invite one group to the front to re-tell the story
- Pre-teach any vocabulary or phrases that might be difficult for the students.

## WHY DOES THE OCEAN HAVE WAVES?

The ocean is never still. Whether observing from the beach or a boat, we expect to see waves on the horizon. Waves are created by energy passing through water, causing it to move in a circular motion. However, water does not actually travel in waves. Waves transmit energy, not water, across the ocean and if not obstructed by anything, they have the potential to travel across an entire ocean basin.

Waves are most commonly caused by wind. Wind-driven waves, or surface waves, are created by the friction between wind and surface water. As wind blows across the surface of the ocean or a lake, the continual disturbance creates a wave crest. These types of waves are found globally across the open ocean and along the coast.

More potentially hazardous waves can be caused by severe weather, like a hurricane. The strong winds and pressure from this type of severe storm causes storm surge, a series of long waves that are created far from shore in deeper water and intensify as they move closer to land. Other hazardous waves can be caused by underwater disturbances that displace large amounts of water quickly such as earthquakes, landslides, or volcanic eruptions. These very long waves are called tsunamis. Storm surge and tsunamis are not the types of waves you imagine crashing down on the shore. These waves roll upon the shore like a massive sea level rise and can reach far distances inland.

**Resource:** <http://www.k5learning.com/sites/all/files/worksheets/reading-comprehension/4th-grade-4-reading-waves.pdf>

## **ACTIVITY 2: TASK COMPLETION**

**Description:** students are given a task to complete, in groups and using the vocabulary list from the charts, they are going to complete sentences with the words in content. After they finish the activity they can share their answers with the other groups. The students must comprehend and analyze their individual bits of information in order to fill the statement.

**Materials:** each student receives a master sheet.

### **Preparation**

- Using the vocabulary from the research
- Choose the best words and fill in the sentences.
- The missing information that students complete with the vocabulary.

### **Procedure**

- Tell the students the goal of the task is to understand the meaning of the words.
- Pre-teach any vocabulary
- Divide the students in groups or pairs.
- Give a time limit.

## TASK COMPLETION

Complete the following statements using **NO MORE THAN THREE WORDS**.

(put your choice into the gaps - use small letters and don't put any spaces after your last word)

1. Australia was originally founded as a

2. The major consideration in colonizing Australia was Britain's .

3. It was thought that  could be gained in that part of the world due to the access provided via Australia.

4. Lord Sydney took every factor into account when he gave official permission for the  of Australia.

5. Botany Bay was abandoned by the settlers due to the lack of cover and .

**Resource:** <http://www.ieltsbuddy.com/ielts-sentence-completion.html>

### ACTIVITY 3: USING OF BOOKLET

**Description:** students describe different images that are associated with new vocabulary.

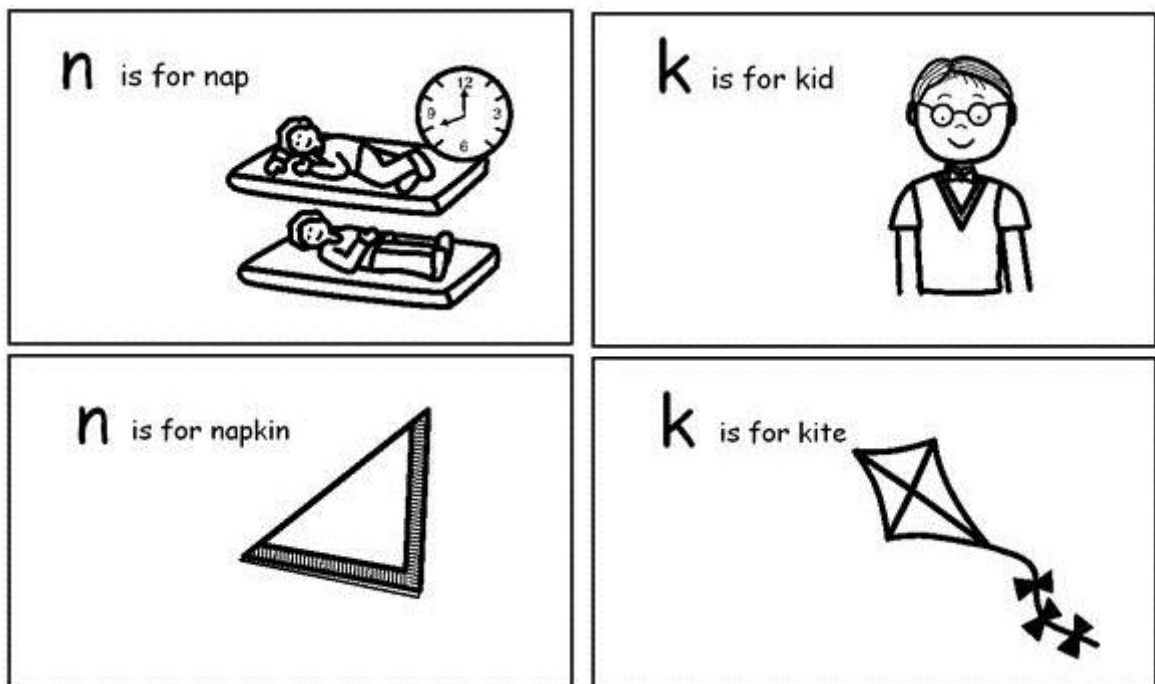
**Materials Needed:** Booklet

#### Preparation

- Make one booklet with the new vocabulary for the research.
- Use pictures to connect the meaning of the words.

#### Procedure

- Ask the class to work as a group using pictures from a booklet
- Tell them that they are going to recognize the words by connecting the picture and their meaning.



## ACTIVITY 4: READING COMPREHENSION

**Description:** students comprehend and analyze readings using new vocabulary.

**Materials Needed:** worksheets


### Preparation

- Give students a piece of worksheet of reading comprehension

### Procedure

- Ask the class to work by reading the story and analyze the questions of the worksheet.
- Tell them that they are going to analyze and comprehend the story and answer the questions from the reading.
- Give them limit time.

**Plant Life Cycles**  
Cross-Curricular Focus: Life Science



Every living thing goes through **changes**. Living things grow through different stages. Then they reach the end of their life cycles and die. There are many kinds of plants. Each kind has its own **life cycle**.

Many plants start their life cycles as a seed. The seed needs certain things or it will not grow into a plant. Sometimes seeds wait in the ground until they can get the things they need. They wait for warmth from the sun. They wait for water. When they have what they need, they start to grow. A tiny little sprout will push out of each seed. The sprouts stretch up until they poke through the dirt and into the air.

The plants continue to grow when they get sunshine and water. The stems grow taller and leaves unfold. More leaves and stems grow on the main stems. The adult plants grow flowers. The flowers of many plants make fruit. The fruit has seeds inside it so more new plants can grow.

New plants look like their parent plants. Seeds from a parent plant will grow into the same kind of plant as the parent. When a seed begins to grow, it is the beginning of another plant life cycle.

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

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

- 1) What is the process of living, growing, changing, and dying called?  
\_\_\_\_\_
- 2) How do many plants begin?  
\_\_\_\_\_
- 3) What two things does a seed need to have with it in the ground to be able to grow?  
\_\_\_\_\_
- 4) Where can you usually find seeds in a adult plant?  
\_\_\_\_\_
- 5) What kind of plant will a seed grow into?  
\_\_\_\_\_

**Source:** <http://www.k5learning.com/sites/all/files/worksheets/reading-comprehension/4th-grade-4-reading-waves.pdf>



## ACTIVITY 5: MAIN IDEA

**Description:** students are given a task to read, individually and using a worksheet they are going to read a story where they have to find the main idea of it.

**Materials:** each student receives a worksheet with the reading

### Preparation

- Using the vocabulary from the research
- Choose an appropriate reading for the target.

### Procedure

- Tell the students the goal of the task is to find the main idea of reading.
- Work individually.
- Read the story and comprehend
- Use the booklet with the vocabulary
- Give a time limit.

## MAIN IDEA

### Find The Main Idea

The **main idea** is the most important idea in a paragraph. Sometimes, the main idea is the first sentence. Sometimes the main idea is in the middle or at the end. Read the paragraphs carefully. Circle the main idea.

Kittens need special care. You have to feed kittens twice a day. They have a lot of energy. You need to play with them often. Kittens will chew on almost anything they find. You have to watch them closely.



What is the main idea?

1. Kittens will chew on almost anything.
2. Kittens need special care.

The puppy began to eat, but then he stopped. He yawned and stretched. He chased his tail. He rolled over and barked. He licked his paw. Finally, he went back to his dish and finished eating.



What is the main idea?

1. The puppy likes to eat.
2. The puppy takes a long time to eat.

Resource: <https://www.education.com/worksheet/article/reading-comprehension-main-idea/>

## **ACTIVITY 6: DRAW THE WORD**

**Description:** students are given a task to analyze the new word from the vocabulary list. They can work in group or individually. They use their knowledge and the previous vocabulary tables for this exercise.

**Materials:** each student receives a worksheet, colors, pencil, and eraser.

### **Preparation**

- Using the vocabulary from the research
- Choose the material like pencil and colors.
- Check the new vocabulary

### **Procedure**





- Tell the students the goal of the task is to understand the meaning of new words.
- Work individually or in group.
- Read and analyze each word
- Use the vocabulary from the charts
- Give a time limit.

## DRAW THE WORD

Name \_\_\_\_\_

# Read and Draw

Directions: Read the story. Draw pictures to show what you read.

 snow	 mittens	 snowman	 balls
---	--	--	--

Two kids play in the snow.  
It is cold.  
They have hats.  
They have mittens.

The kids make a snowman.  
He is white.  
The man has a hat.  
The hat is black.

The kids make balls with the snow.  
The balls go fast.  
The balls hit the kids.  
It is fun!

# Read and Draw

name \_\_\_\_\_

Read the words.  
Draw pictures to illustrate the words.

rat	fan	bag
cap	man	cat
van	mat	bat

Resource: <https://www.pinterest.com/pin/297730225345465180/>

<https://www.pinterest.com/pin/338895940688162193/?lp=true>

#### 4.6. Validation of the proposed project plan

### DECREASE INFLUENCE OF MOTHER TONGUE (L1) IN THE LEARNING OF LEXICON BY USING A BOOKLET AND ACTIVITIES APPLYING IN READING SKILLS

#### SUPERVISOR INFORMATION

**Name:** Msc. Dennise Chapin

**Profession:** Magister en Educación EFL

**Occupation:** Rectora de Balmará Unidad Educativa Bilingüe

**Address:** Cdla. Kennedy Norte mz. 12 villa. 23

**Phone number:** 0989541471

**Rating scale**

Alternatives	Very Important	Important	Not that Important	Not Important
Introduction	X			
Objectives		X		
Sequence		X		
Application	X			
Presentation	X			
Profundity of Study		X		
Language	X			
Comprehension	X			
Material	X			
Creativity		X		
Impact	X			

Comments:

---

  
Msc. Dennise Chapin  
Balmará  
Unidad Educativa Bilingüe

**DECREASE INFLUENCE OF MOTHER TONGUE (L1) IN THE  
LEARNING OF LEXICON BY USING A BOOKLET AND ACTIVITIES  
APPLYING IN READING SKILLS**

**SUPERVISOR INFORMATION**

**Name: Msc. Maria Dolores Villamar**

**Profession: Magister en Educación EFL**

**Occupation: English coordinador at Balmara Unidad Educativa Bilingüe**

**Address: Cda. Kennedy Norte mz. 12 villa. 23**

**Phone number: 0989541471**

**Rating scale**

Alternatives	Very Important	Important	Not that Important	Not Important
<b>Introduction</b>	<b>X</b>			
<b>Objectives</b>		<b>X</b>		
<b>Sequence</b>	<b>X</b>			
<b>Application</b>	<b>X</b>			
<b>Presentation</b>	<b>X</b>			
<b>Profundity of Study</b>		<b>X</b>		
<b>Language</b>	<b>X</b>			
<b>Comprehension</b>	<b>X</b>			
<b>Material</b>		<b>X</b>		
<b>Creativity</b>	<b>X</b>			
<b>Impact</b>	<b>X</b>			

Comments:

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Msc. Maria Dolores Villamar



*Balmara*  
Unidad Educativa Bilingüe

#### **4.7. Impact/benefits of the proposed project plan**

The implementation of reading and vocabulary activities within the classroom could benefit in many manners to the characters that compose the educational field. The following proposal could be advantageous to teachers, students, and even parents since all of them are the principal actors who intervene in the wonderful world of education. That is why the main objective of this proposal is to benefit not only teachers and students but also parents who in most of the cases acquire a secondary role in the educational field.

The students probably will be the characters who receive more benefits rather than teachers and parents. First, they may gain confidence reading in foreign language also separate native language from the learning language since these kinds of activities provide a flexibility that allows students to make mistakes that can be corrected individually. Second, they may reach a wide variety of vocabulary from their level. It will be possible due to the constant use of lexicon of the foreign language since according to the workload of the foreign language in this country (Ecuador), students receive 15 hours during the week. In others words, they can practice the foreign language every day since they have 3 hours of English per day. Finally, with the content already learned, they can employ it in other settings since reading and lexicon activities can be adapted to real-life situations. It means that students will associate these exercises practiced in class with situations that occur out of the class.

The teachers who have a significant role within the educational field will receive the following benefits. First, they will get a more participative class due to the role of the teacher is secondary and students are the constructors of their knowledge (Maria Montessori Method). In others words, the role of the teacher is presented as a facilitator or guide in order to students can discern their own learning. Second, they will not fall

using the lexicon activities that can be adapted to the needs of their pupils creating thus, a favorable environment to work with their students. Finally, in the searching of these kinds of activities, teachers indirectly will acquire more knowledge since as it was mentioned before that it exists a significant number of activities that can be taken from online resources which seem to be the principal resource of investigation nowadays.

Finally, parents could receive some benefits of this proposal. They will show interest to the foreign language and consequently, they will have the desire of learning other language as their children. In one occasion a parent came to ask if it was possible to receive English classes because that parent would like to be able to understand what one of his children sang. This experience occurred when the author worked with children of eight years old and in order to they can enjoy the lesson the author presented songs as a strategy to catch their attention. However, it is grateful to know that trough the implementation of these activities will be possible to arouse the interest of other people in this case, the attention of parents. Author can guarantee that all of them can be possible if the activities proposed are applied adequately.



## CONCLUSIONS

It is a reality that the influence of mother tongue is related to the majority of learners in that age and as a consequence of this, learners show a negative attitude to the target language that impedes them to acquire the new language. In addition, the influence is a subjective feeling that could be associated more with internal problems of the individual rather than external factors. Nevertheless, in this group of students was found that the methodology applied was the factor that produces experiencing that subjective feeling in learners since that methodology (Grammar Translation Method). That is why author proposed the application of activities that promote the practice of the new language meaningfully.

Author could determine that when began to apply these kinds of activities, students did not want to be part of the activities due to these activities demand the intervention of them and they were not accustomed to have a main role within the classroom. In others words, there was a total indifference to the foreign language in both, teacher and students. For that, when students are asked to be part of the activity, they did not make the major effort to accomplish the activity.

For that reason, the teacher gave the class in Spanish. Therefore, it is difficult to share something if the person does not possess it. That is why the results of the pre-test demonstrated that the learners passed a poor level of language proficiency.

Despite of these observations, the study continued its course and the activities were applied during some weeks during the present year (2017).

Considering the low level of lexicon that students had, author searched for activities that included basic vocabulary in an attempt for increasing unless a little the

level of English in them since if they could not produce the language how author could appreciate if the proposal could cope with the mother tongue influence.

Once finished the set of activities prepared to be applied to this group of learners and the post-test was taken, it could say that the proposal is feasible not only to lower the influence of mother tongue but also to increase the level of language proficiency in learners.

## **RECOMMENDATIONS**

Based on observations, results of the survey, and the other instruments that let author to collect data that supported this research project, the possible recommendations are going to be exclusively addressed to the teachers. Author does not have the intention of judging the work of teachers since researcher know that is not an easy task as many people think, but it is precise to remind that teachers are called to be the principal motivators of their pupils. They are in the obligation of promoting the desire of learning in their students. Teachers must exhaust their efforts in the searching of strategies to catch the attention of their pupils in order to have competent learners that can face the difficulties that the real life usually presents.

For that it is imperative that teachers are updated of the requirements that are demanded by the government since many of the parameters that government establishes in the teaching of the foreign language is that students will be taught under the Communicative Language Approach that will allow students to perceive the language learning as a dynamic and flexible process. Also, author recommends the use of realia.

Finally, researcher recommend putting more attention on this issue since for the majority of teachers the mother tongue (Spanish) influence is a distractor and stops the acquiring of knowledge most of the cases they assume that the unwillingness that students present is due to the fact that they do not have the desire of learning the new language when it could be possible that students are experiencing the influence of mother tongue.

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# **ANNEXES**

## APPENDIX A

### Class Observation Checklist

<b>School: Balmara Unidad Educativa Bilingüe</b>		
<b>Grade:</b> 4 <sup>th</sup> (EFL) class		<b>Period/time:</b> 40 min.
<b>Subject:</b> Language Arts	<b>Topic:</b> reading comprehension	<b>Date:</b> June 16 <sup>th</sup> , 2016
<b>Teacher:</b> Miss. Fabiola Escobar		<b>Observer:</b> Génesis Yánez V.

**Legends:**      1 = ALWAYS                      2 = SOME                      3 = NONE

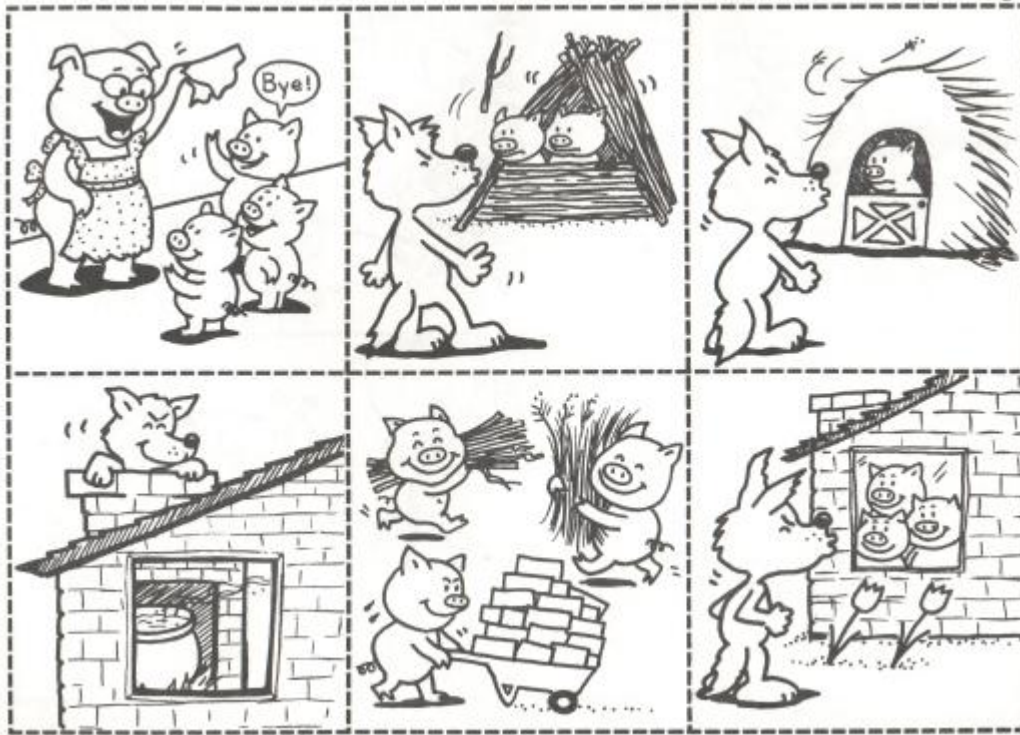
	1	2	3
<b>CONTEXT/GOAL SETTING</b>			
Objectives are communicated clearly at the start of the lesson.			
Materials are ready.			
There is a structure of the lesson			
Instructional materials are appropriate for the lesson.			
The lesson is reviewed at the end.			
<b>METHODS/TECHNIQUES</b>			
The lesson is linked to previous teaching or learning.			
The ideas and experiences of the students are shared.			
A variety of activity and questioning techniques are used.			
Instructions and explanations are clear and specific.			
The teacher involves all the students, listens to them and responds appropriately.			
The teacher integrates the use of technology to perform the lesson.			
Instructional materials used capture the interest of the students.			
<b>CLASSROOM ENVIRONMENT</b>			
Students are praised regularly for their effort and achievement.			
Teacher dominates the subject content covered in the lesson.			
Knowledge is relevant and interesting for learners.			
Prompt action is taken to address poor behavior.			
All students are treated fairly.			
<b>STUDENT ASSESSMENT</b>			
Understanding of learners is assessed throughout the lesson by the use of questions.			
Mistakes and misconceptions are recognized and used constructively to facilitate learning.			
Reading performance of learners is assessed in terms of vocabulary and comprehension.			

## APPENDIX B

### PRE-TEST

<b>Title</b>	Mashed Potato Pizza
<b>Introduction</b>	<p>My grandpa always tells me that people who laugh at their own mistakes will get everyone else to laugh along with them. Yesterday, I learned that he is right.</p>
<b>Beginning of the Story</b>	<p>“Stay in line,” Mrs. Martin said. I knew right away that my friend Naomi wouldn’t be able to cut. I looked at Naomi and frowned. Soon, the line began to move faster, and I followed along hoping that there would still be pizza.</p>
<b>Middle Events</b>	<p>When I reached the counter, I looked at the choices. I could only see chicken and mashed potatoes, macaroni and cheese, and fish. I could hear the rumbling of my very disappointed stomach.</p> <p>Then, out of the corner of my eye, I saw one last piece of pepperoni pizza. I got so excited.</p> <p>“Pepperoni pizza,” I said politely. Mrs. Martin handed me the pizza. I took the paper plate so quickly that the pizza slid off the plate. I tried to save it, but the pizza landed in the pan of hot, buttery mashed potatoes.</p>
<b>End of the Story</b>	<p>I could feel my face turning redder and redder. All I could hear was laughter from the kids in line.</p> <p>As I looked at the upside-down pizza, I heard Mrs. Martin’s voice. “Maria, would you like a side of mashed potatoes with your pizza?”</p>
<b>Conclusion</b>	<p>I looked up and saw Naomi. She was laughing too. With a nervous smile, I said, “Of course.”</p> <p>Mrs. Martin smiled and scooped the mashed potato pizza on my plate. I looked around at my friends, and we all laughed again.</p> <p>I never really believed my grandpa until I saw my friends laughing with me. The laughing made me feel good instead of just clumsy.</p>



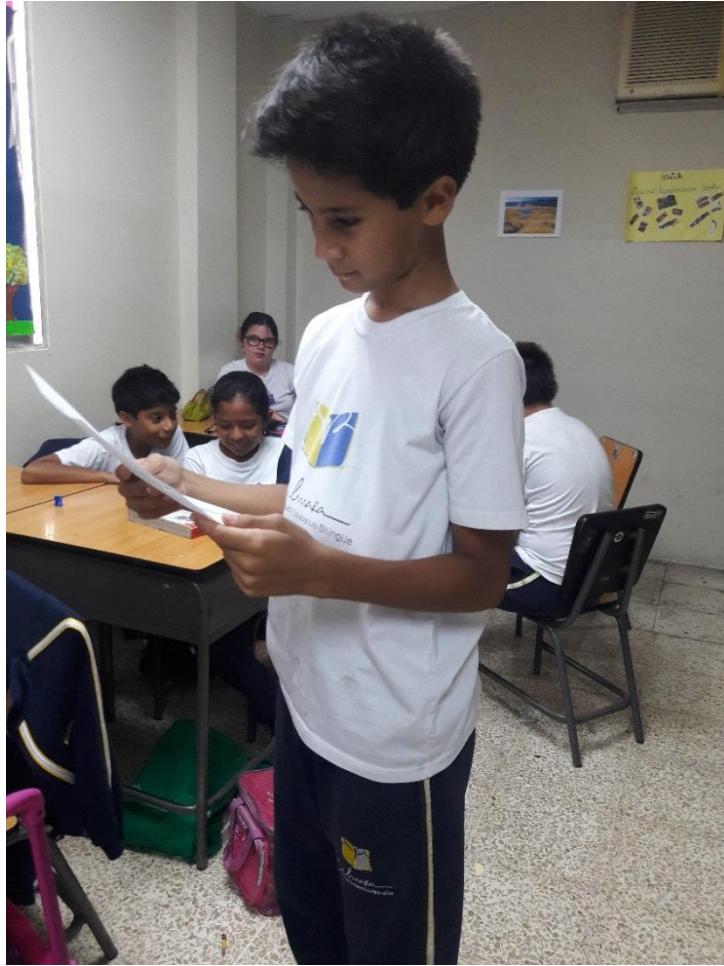


RUBRIC (post and pre test)

	(1 point) <i>Interest/Awareness</i>	(2 point) <i>Participation</i>	(3 points) <i>Recognition</i>	(4 points) <i>Demonstration</i>	(5 points) <i>Purposeful Engagement</i>
<b>Phonemic Awareness</b>	Shows some interest or enjoyment in rhyme play activities	Participates during rhyme play by repeating words of similar sound patterns	Attempts to create word similarities, such as rhyme or initial sound patterns	Identifies similarities and differences of sounds within words; Identifies some letters	Creates new words within word families; associates consonant letters and sounds
<b>Concepts of Print</b>	Shows beginning interest or attention to book reading	Attends to story reading and graphics with minimal prompts	Recognizes left to right sequence of text within page format	Follows the left- right; top-bottom flow of text and page to page progression of stories	Reads words in text while following a left-right; page to page flow
<b>Word Recognition</b>	Shows beginning interest or attends to graphics or pictures	Identifies named pictures or graphics	Recognizes familiar signs, names, or text words with graphic support	Identifies some text words without graphic support	Identifies an increasing # of high frequency sight words
<b>Fluency</b>	Shows beginning awareness of repetitive lines in story reading	Participates with a repetitive line during story reading	Predicts or repeats repeated lines within a story	Attempts to read/reread text within a repeated story.	Reads text for a purpose: Reads familiar stories with varied text patterns
<b>Comprehension</b>	Shows indications of spoken word and object recognition within own experiences	Associates spoken word to graphics within a story page read	Associates connected speech with supporting graphics during story reading	Fills in open ended sentences and omitted words during repeated stories	Engages in "retell" activities and responds to questions that represent comprehension

Total Score	POOR 0 - 5	NEEDS WORK 6 - 10	AVFRAGE 11- 15	GOOD 15 - 20	EXCELLENT 21 - 25
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Resource: Genesis Yanez



*Photo 1.* Pre-test telling stories



*Photo 2.* Pre-test reading tails

## APPENDIX C

### POST-TEST

#### What do you do in the town?

• Watch. Complete the sentences with these words. (My Town, Phrases 1, ERU)

bookstore   cake shop   hospital   bakery   flower shop  
bus stop   drug store   bank   coffee shop

1. I buy bread at the .....*bakery*.....
2. I keep my money in the .....
3. I buy books at the .....
4. I catch a bus at the .....
5. I buy cake at the .....
6. Daddy drinks coffee at the .....
7. I buy medicine at the .....
8. I buy flowers at the .....
9. I go to the ..... when I'm sick.

#### Weather during the Little Ice Age

Documentation of past weather conditions is limited: our main sources of knowledge of conditions in the distant past are **18** ..... and **19** ..... . We can deduce that the Little Ice Age was a time of **20** ..... , rather than of consistent freezing. Within it there were some periods of very cold winters, others of **21** ..... and heavy rain, and yet others that saw **22** ..... with no rain at all.

<b>A</b> climatic shifts	<b>B</b> ice cores	<b>C</b> tree rings
<b>D</b> glaciers	<b>E</b> interactions	<b>F</b> weather observations
<b>G</b> heat waves	<b>H</b> storms	<b>I</b> written accounts

Resource: Genesis Yanez





**Photo 3.** Post-test completion task



**Photo 4.** Post-test completion task

## APPENDIX D

### UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

#### SURVEY FORMAT

Dear teacher:

This survey is a part of an investigation conducted to obtain the bachelor's degree in English Language Teaching. I appreciate that you respond with honesty and responsibility.

Thanks in advance for your cooperation.

Each answer should be marked with a cross (X) in the box that you consider the most appropriate, taking into account the following chart:

TEACHER'S SURVEY	QUESTIONS	YES	NEUTRAL	NOT	TOTAL
1	Does students have an influence of their mother tongue that interfere with the learning of the new vocabulary?				
2	Could activities like using flashcards stimulate the learning of vocabulary in students?				
3	Could all techniques such as repetition can dismiss the wrong definition of words that have similar spelling in English and Spanish but different definition?				
4	Should the role of teachers be secondary to create independent learners who are in a constant searching of learning?				
5	Teachers must be updated on the methods, techniques, and approaches that are required for the government order to improve reading skills in learners.				

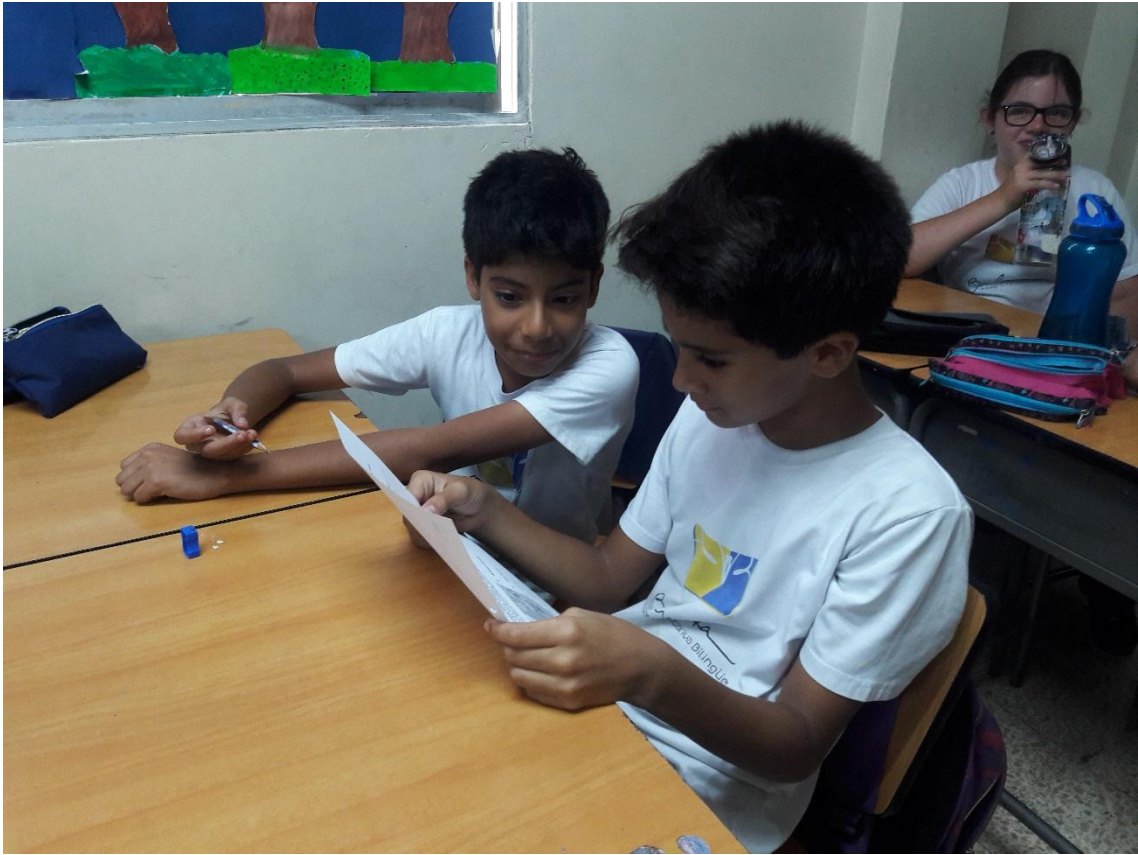


*Photo 5.* Practicing reading activities

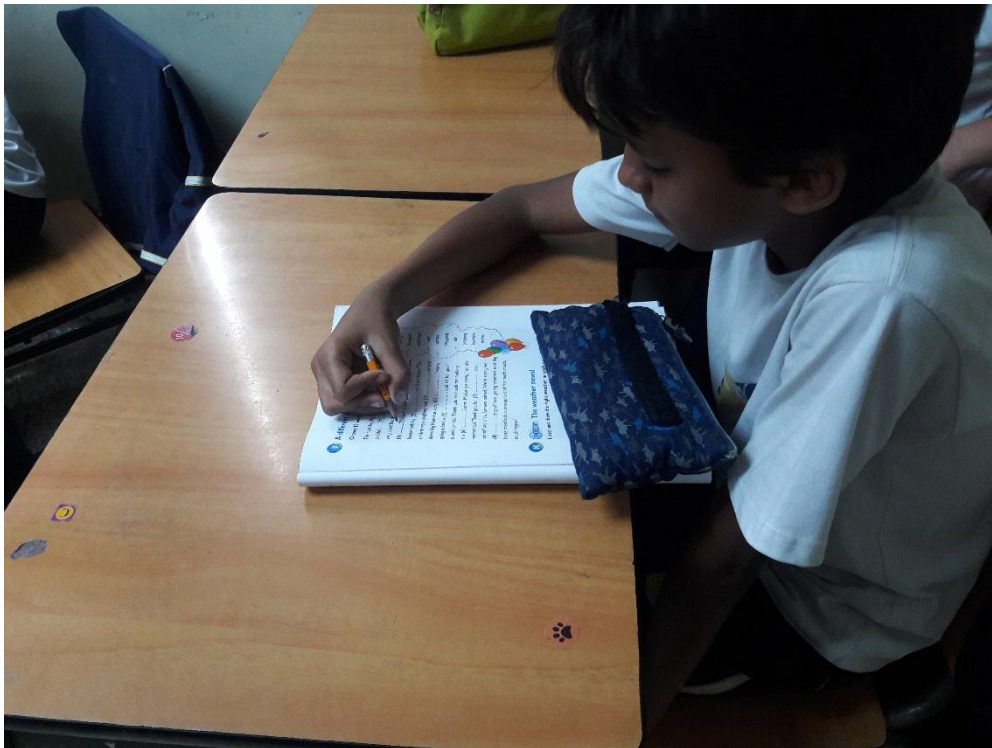


*Photo 5.* Practicing task completion





**Photo 6.** Practicing reading comprehension



**Photo 7.** Practicing finding the main idea.

## REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

### FICHA DE REGISTRO DE TESIS

**TÍTULO Y SUBTÍTULO:**

THE INFLUENCE OF THE MOTHER TONGUE ON THE LEARNING OF LEXICON FOR READING SKILL IN A 4<sup>TH</sup> GRADE (EFL) CLASS AT BALMARA UNIDAD EDUCATIVA BILINGUE IN GUAYAQUIL SCHOOL YEAR 2016-2017

**AUTOR/ES:**

GENESIS MAGDALENA YANEZ  
VALENCIA

**TUTOR:**

MSC. FRANCISCO ANTONIO VALENCIA CHÁVEZ

**REVISORES:**

PhD. Margarita León García

MTEFL. Janeth Mora Zapater

**INSTITUCIÓN:**

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**CARRERA:** Ciencias de la Educación mención Ingles

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**TÍTULO OBTENIDO:** LICENCIADOS EN LENGUA INGLESA MENCION EN ENSEÑANZA Y ADMINISTRACION DE SISTEMAS EDUCATIVOS EN TEFL

**ÁREAS TEMÁTICAS:** HUMANIDADES

**PALABRAS CLAVE:**

Mother tongue, influence, reading skills, second language, lexicon.

**RESUMEN:**

The learning of a new Language is considered by many individuals as a hurdle task to achieve even more when the learning is just related to the ability of speaking the new language. That is why; it was proposed the application of activities that can cope with the interference of the mother tongue with the learning of lexicon. Thus, the objective of this study was to determine if these kinds of activities could reduce the level of interference. This experimental study adopted a Mixed-methods regarding to the collection of data and followed the next steps: first, a questionnaire was applied to determine the interference levels of students; after this, a pre-test was given, the next step was the implementation of



the activities as a solution to reduce the interference of the mother tongue. Finally, after the application of these activities, a post-test was applied to infer if the proposal had a positive impact and cope with the interference of mother tongue in learners.		
No. DE REGISTRO (en base de datos):	No. DE CLASIFICACIÓN:	
DIRECCIÓN URL (tesis en la web):		
ADJUNTO PDF:	<input checked="" type="checkbox"/> SI	<input type="checkbox"/> NO
CONTACTO CON AUTOR/ES	Teléfono: 042-651675	E-mail: <a href="mailto:genesis_15a@hotmail.com">genesis_15a@hotmail.com</a>
CONTACTO EN LA INSTITUCIÓN:	Nombre: Msc. Maria Villamar	
	Teléfono: 042-281348	
	E-mail: <a href="mailto:cingles@balmara.net">cingles@balmara.net</a>	

## Urkund Analysis Result

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**Submitted By:** fvalenciac@ulvr.edu.ec  
**Significance:** 1 %

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<http://montessoritraining.blogspot.com/2007/08/stages-of-montessori-curriculum.html>

### Instances where selected sources appear:

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