



**UTMACH**

**FACULTAD DE CIENCIAS SOCIALES**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**Use of the mother tongue in the linguistic transfer (grammar) within the  
English teaching - learning process.**

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LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

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INTERVENCIÓN**

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**MACHALA  
2022**

# Tesis

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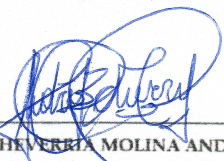
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## **Dedication**

To my children Alejandra, Sebastián and Danna for being the engine that leads me to be better every day and move forward.



## **Acknowledgement**

To God for giving me the strength to move forward to my parents for having given me life and the capability to enjoy this stage of my life, to my children Alejandra, Sebastián and Danna for being my main engine.

## **Resumen**

La presente investigación tiene como finalidad de describir el efecto de las transferencias lingüísticas dentro del proceso de enseñanza y aprendizaje de una lengua extranjera como es el inglés, siendo el español la lengua materna de los estudiantes de 5to Año de educación general básica paralelo A de la escuela Dr. Jaime Roldós Aguilera. El objetivo general de la investigación es elaborar un sistema de clase basado en el enfoque metodológico AICLE (Aprendizaje integrado de contenidos y lenguas extranjeras), ya que al aplicar esta metodología los estudiantes están inmersos más tiempo dentro del lenguaje target. Se utilizó el tipo de paradigma cualitativo y un enfoque de investigación-acción participativa, así mismo como la utilización de diferentes técnicas e instrumentos como son: la entrevista estructurada, observación participante, los cuales permitieron detectar las falencias dentro del proceso educativo en las clases de inglés bajo una perspectiva científica, una vez detectadas las falencias, se procederá a llevar a la acción el sistema de clase dentro del aula para así poder establecer y obtener resultados de la propuesta aplicada.

**Palabras clave:** Transferencia lingüística, sistema de clases, inglés, proceso de enseñanza y aprendizaje, lengua materna.

## **Abstract**

The purpose of the present research is to describe the effect of linguistic transfers within the teaching and learning process of a foreign language such as English, with Spanish as the mother tongue of students in the 5th year of basic general education class A at Dr. Jaime Roldós Aguilera school. The general objective of this project is to develop a class system based on the methodological approach CLIL (Content and Language Integrated Learning), since by applying this methodology students are immersed longer within the target language. The type of qualitative paradigm and a participatory action research approach were used, as well as the use of different techniques and instruments such as: structured interview, participant observation, which allowed to detect the shortcomings within the educational process in the English classes under a scientific perspective, once such shortcomings are detected, the class system will be taken into action within the classroom in order to establish and obtain results of the applied proposal.

**Key words:** linguistic transfer, class system, English, teaching and learning process, mother tongue.

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## **Introduction**

English is a universal language, therefore, there has always been a need to learn it as a second language since it is a tool that serves for the development of people within society as well as fields such as economy, studies and work. Learning a foreign language requires innovative methodologies and strategies in the educational process. Such tools have improved over the years due to focused scientific studies, where new strategies have emerged to be applied within the teaching and learning English process.

The methodological approach CLIL (Content and Language Integrated Learning) "refers to situations in which the subjects or part of the subjects are taught through a foreign language with a double objective, the learning of contents and the simultaneous learning of a foreign language" (Marsh, 1994 as cited in Ruiz de Zarobe, 2006). Thus, through this methodology, a holistic and interdisciplinary teaching is imparted. Therefore, the language learning acquisition is significant.

In Latin America, most of the countries have Spanish as their mother tongue. However, according to Galindo et al. (2014) there are many grammatical flaws when applying the correct use or of these in their mother tongue then in the acquisition of a foreign language (L2) becomes complex from the mother tongue (L1), in the linguistic transfer to the target language. That is, within the teaching and learning a foreign language process (TEFL), if there is no prior knowledge of the grammar structures in the mother tongue, the second language acquisition becomes more complicated.

In this regard, Vygotsky (1989), proposes that the acquisition and improvement of the child's mother tongue will be closely related to the learning of another language, since it is in L1 where the lexical, morphological, semantic and syntactic bases needed for the understanding and

use of L2 are obtained. Thus, the mother tongue becomes an opportunity for the TEFL process and at the same time, it has the similarities that students need to find in order to facilitate their L2 learning. (p. 9)

The phenomenon of linguistic transfer to study a foreign language can be observed in our environment. In Ecuador, many concerns arise when teaching English in the classroom, because the level of skill development required in the curriculum is not met, and a general proficiency level is found to be extremely low EF (2021). Despite the strong consistency of the following objectives, proposed in the National Curriculum (2016), it is observed that the impediments to achieving them have not yet been thoroughly analyzed:

To develop students' understanding of the world, other cultures and their own cultural background, and their ability to communicate their views through the foreign language.

To develop the personal, social and intellectual skills needed to reach their potential and participate productively in an increasingly globalized world that operates in other languages.

To create a love for language learning from an early age, through interesting and positive learning experiences, in order to encourage students to continue learning.

To achieve the promotion profile proposed in the national curriculum for General Basic Education (EGB) and Unified General Baccalaureate (BGU).

The aforementioned objectives are still far from the current educational reality, especially in the learning of English in Ecuador, since students in the first place do not properly handle the linguistic skills of their own language, that is to say, Spanish. Since in the second language acquisition process, the correct grammatical use of the mother tongue is essential in order to make the linguistic transfer of a second language less difficult. Therefore, the study of grammar is the only way to encompass the logic with which the new language is governed.



During the pedagogical practices with the students in fifth grade class “A” at Dr. Jaime Roldos Aguilera school, both positive and negative linguistic transfers were observed, a product of the reciprocal influence of the mother tongue (Spanish) on the foreign language acquisition (English), the interferences are essentially observed at the level of the handling of grammatical structures and the following observations are made:

- Students do not accept instructions other than in their native language.
- Students do not possess the necessary knowledge of grammatical structures.
- Students do not understand or respond to simple instructions and questions asked by the teacher in English.
- Students use the same grammatical structures of Spanish in the transfer of L2.

Considering the above mentioned observations in the classroom, the following scientific problem arises: How to develop a class system based on the use of integrated learning of contents and foreign languages (CLIL) in the linguistic transfer (grammar) in the English language acquisition (L2) in the students of the fifth grade, class "A", at Dr. Jaime Roldos Aguilera school?

Consequently, the TEFL process is specified as an object of study.

The possible causes of the problem raised are the following:

- Students do not understand what the teacher says in English.
- Students who participate in a class activity, do not make the correct use of grammar rules.
- What students say in class does not make grammatical sense.

- A poor grammar background with regard to the level of study in which the students are.

The general objective of this research is to develop a class system based on the use of integrated learning of contents and foreign languages (CLIL) for the development of linguistic transfer (grammar) in English language acquisition (L2) of the students of the fifth grade class "A" at Dr. Jaime Roldos Aguilera school.

Therefore, the field of research is delimited on the theme: Contents and language integrated learning (CLIL)

For the present research, the following specific objectives are considered:

1. To base from a theoretical point of view the use of integrated learning of contents and foreign languages (CLIL) for the development of linguistic transfer (grammar) in the English language acquisition process (L2).

2. To determine the main difficulties that students of the fifth grade class "A" at Dr. Jaime Roldos Aguilera school have in the linguistic transfer (grammar) in the process of foreign language acquisition.

3. To establish the cases in which the linguistic transfer of L1 benefits and/or harms within the teaching and learning process in the students of the fifth grade class "A" at Dr. Jaime Roldos Aguilera school.

Educational research is developed subject to a qualitative methodological paradigm, under a participatory action research design, linguistic transfer was considered as the main unit of analysis. For the study of the unit of analysis, the categories positive transfers and negative transfers, described in the theoretical framework chapter.

The population is the 35 students of the fifth grade class "A" at Dr. Jaime Roldos Aguilera school.

The information collection techniques used are participant observation . The instruments used were the observation and the structured interview.

The relevance of the research focuses on the use of integrated learning of contents and foreign languages (CLIL) in the development of linguistic transfer (grammar) within the English teaching and learning process (L2). The research aims to establish how positive transfers and negative transfers can be used appropriately for learning to be effective, develop skills and make a proper use of grammar when writing and speaking in the language studied.

The practical contribution of the research consists of the improvement of the use of the mother tongue in the foreign language acquisition through teaching strategies so that the acquisition of a foreign language is more significant and the linguistic transfers both negative and positive are used in an appropriate way within the teaching and learning process.

It should be noted that the research hereby is planned so that the introduction provides an overview of the research problem, followed by the first chapter where the historical, conceptual, and contextual background of the problem are written in order to better understand its historical development over time through a vision that dates from the macro to the micro concepts. Subsequently, chapter two details the methodological structure of the research, meanwhile, the pedagogical proposal is included in chapter three along with the results obtained. Finally, the conclusions, recommendations and bibliographic support are included, as well as the annexes, with evidence of the research work.

## **Chapter 1: Theoretical framework**

### **1.1 Historical background of content and foreign language integrated learning in the English language teaching-learning process.**

The TEFL process in the XXI century faces great changes that include the situation of English in the world and the methodology and didactics required to teach it. Since the number of native speakers of this language is lower than those who use it as a universal means of communication, the didactics of the language should reflect such changes. This is how an innovative methodological approach emerges which integrates the specific curriculum content and learning a foreign language.

The foreign language known as English, appears in the period when the British writer William Shakespeare published his work, its use began to spread. In the present day, over 500 million people use this language as their mother tongue and some countries have English as their second mother tongue. It should be mentioned that, at the beginning of the twentieth century, English took a very important role in the whole world and is now considered as the lingua franca.

At first, foreign language teachers used the classical method, so that the main emphasis was on grammar, syntax, and memorization of vocabulary. Students in the seventeenth and eighteenth centuries were taught to translate written texts.

In the second half of the nineteenth century, the classical method of the aforementioned was used, language, which gave way to the grammar translation method, where teachers use it to teach speakers of other languages. With this teaching method, educators were focused on the English grammar, as well as the way to translate it into a second language and vice versa.

It should be mentioned that the direct method was developed by Maximilian Berlitz in the nineteenth century, it symbolized the starting point and improvement in the grammar translation

method. This approach encourages continuous links among the most common objects in the student's mother tongue. Educators and students speak English in class with the help of new material demonstrated through actions or pictures.

For the authors Cañarte, Quevedo and García (2013), the inclusion of foreign language teaching has required a greater effort where efforts have been made towards the progress of oral expression, however, it is still subordinate to the reading skill. In addition, the required time is not fulfilled neither in the classroom nor out of it.

The modern era is considered the most significant stage in the educational-linguistic field due to evolutionary changes that occurred due to the increase in literary production from the British Isles and the contribution made by other foreign languages so that the Anglo-Saxon language is being used at a high scale in international exchange. The changes in English at this stage are to be seen at all levels of education in the face-to-face mode.

In the 80s, traditionalism dominated, and teaching was characterized by its structural-behaviorist approach, in which the objective of the teacher was to teach students linguistic structures, and orthographic rules through mechanical repetitions, therefore, students found it difficult to learn the language.

The origin of this new concern for the new ways of teaching languages through the use of technological resources and mass media is found in the reuse of an ancient language such as Sanskrit, an event that reveals a language which is surprising for its antiquity and richness of forms and precision, and its visible kinship with European languages. All this arouses the interest of many linguists, who are dedicated to their study and among which the German Franz Bopp and the Danish Ramus Rask stand out, as fundamental pillars of comparative grammar and who later counted, among others, on the Grimm brothers as followers of his work.

Contents and Languages Integrated Learning is the teaching term to describe what is commonly known as linguistic immersion. The term CLIL was created in 1994 by David Marsh to describe the current of applied linguistics that ensures in the learning of a foreign language greater success is achieved through common subjects.

This method is based on applying the language you want to learn in classes of common subjects, not only in the learning of that language from the linguistic point of view. That is, CLIL advocates that if we want to learn English it is through the study of common subjects in English, not through a subject only of English which is treated in an isolated way and creates forced and invented situations.

The language in this system is the center of the learning process and is learned through its use in untested situations, in real situations, which tomorrow the student can repeat in his life. It is the active application of language in the study in order to get used to speaking this other language and be prepared in the future to face everyday situations. The Integrated Learning of Contents and Foreign Languages is a cognitive challenge for students, who in this way develop their basic interpersonal communication skills and their competence in academic cognitive language.

CLIL teaching is student-centered and is a very flexible type of teaching. Learning is interactive and autonomous and is focused on processes and tasks, not just theoretical knowledge. The greatest source of linguistic contribution comes from textual and auditory materials and therefore the most practiced skills are reading and listening comprehension. The language is seen from a more lexical than grammatical point of view and the most important thing is that the student acquires fluency in the language.

In Unir magazine, Barrantes (2020) points out that progress has been made in the implementation of the CLIL methodology in educational centers. It must be borne in mind that this approach has been integrated into schools for a relatively short time, so not all educational professionals or all families are aware of its relevance.

### **1.2 Theoretical foundation of content and foreign language integrated learning in the English teaching-learning process.**

Teaching and learning processes need innovation even more when a second language such as English is being acquired, "CLIL integrated learning of content and foreign languages is an innovative methodological approach that goes beyond the teaching of the English language as a second language" (Eurydice, 2006 as cited in Alaniz, B. R., Frontera, 2019). However, it is necessary to actively understand certain concepts, principles, and meanings for their effective implementation within the teaching-learning process.

In addition, it should be noted that AICLE (Aprendizaje Integrado de contenidos y lenguas extranjeras) in Spanish, is also known by its acronym in English as CLIL (Content Language Integrated Learning) therefore, either of the two names can be accepted equally.

According to David Marsh (2012), CLIL is a dual educational approach through which an additional language is used for the learning and teaching of content, and which aims to promote mastery of both the language and the content at predefined levels. That is, this methodology not only covers the learning of a foreign language, but it is based on including other subjects of the curriculum in the language you want to learn. "Initially CLIL has been described as a two-pronged approach methodology" according to Fruhauf, Coyle and Christ 1996; Nikula and Marsh 1997; Marsh and Langé 1999; Marsh, Marsland and Stenberg 2001, (as

cited in David Marsh 2012) therefore CLIL involves an integrated teaching-learning process that encompasses the contents of two, three or more subjects.

On the other hand, "in the last decade the dual approach that aims to achieve educational results through the simultaneous teaching of content and language has been influenced by multidisciplinary educational research" (Mehisto 2012, as cited in David Marsh, 2012). This means that the AICLE methodological approach is related to the globalized knowledge that exists today, therefore, the goal should not only be to learn a second language but to integrate the other knowledge of the academic curriculum in the language to be learned in this case within the teaching-learning process of English to make this methodology effective.

### **1.2.1 Characteristics of the TEFL process**

Currently, amidst the teaching-learning process, students are the ones who exercise the leading role within the educational process. On the other hand, Ordorica (2010, as cited in Beltran, 2017) ensures that the role of the student is the most important change that has been achieved within the teaching of the English language, students are an active component since they are responsible for achieving their goals within the development of the acquisition of a foreign language, it is them who must motivate themselves, develop self-discipline and self-educate.

The second component, of great relevance too, is the teacher whose role within the educational process is to guide and improve the acquisition of knowledge of the foreign language within the classroom according to Juan and García (2012, as cited in Beltran, 2017), in the process of teaching a foreign language students will make use of the English language as long as the teacher considers the following aspects:



- Planning the procedures that require the use of the target language, according to the level of the students and considering that, in general, they understand more than they can produce.

- Express oneself in the clearest and simplest way possible. Visually reinforce explanations and corrections through gestures, drawings, objects, the use of the whiteboard, etc.

- Accustom students to use idioms in English. Teaching and promoting the use of generic terms improves their ability to communicate.

- Familiarize students with the most common expressions used in the classroom and their frequent and consistent use. Promote students' ability to infer meaning by logical means such as context and associations.

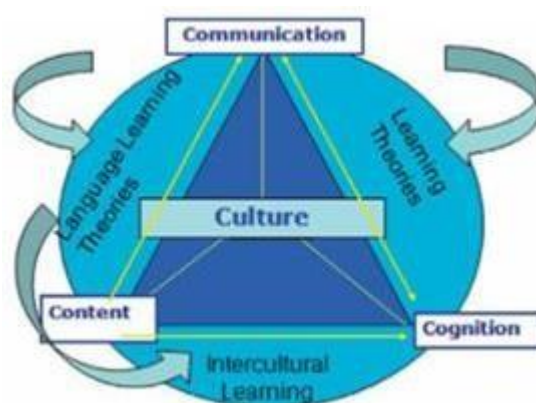
However, there must be an adequate degree of responsibility and respect between both components in order to achieve the correct development of the objectives required in the TEFL process so that meaningful learning is achieved through the methodological approach applied.

### **1.2.2 Content and language integrated learning.**

According to Frigols (2011), CLIL only has advantages, as it accelerates the learning content and language in an entertaining way. In this sense, it is understood that the TEFL process requires an immediate implementation of this methodology, since it allows the knowledge of the language to merge with the knowledge of the content, this way the language is acquired in a natural and innovative way.

CLIL consists of a widely used planning instrument within the TEFL process, which is the 4 C's framework developed by Professor Do Coyle (1990, as cited in Estrella Abigail Simba Dueñas, 2018). The framework of the 4C's are: Content, Communication, Cognition and Culture. Likewise, Do Coyle (2015) Expresses that the 4C's are a method for English teachers

like those of the other subjects to assimilate that the CLIL is not only a methodology but is a more assented conception therefore it is much deeper and multiple of learning because it carries cognitive impositions and intercultural scope.



*Taken from: 4Cs conceptual framework. Strengthening integrated learning: Towards a new era for pluriliteracies and intercultural learning, de Do Coyle 2015 (do.coyle@abdn.ac.uk) 8(2), 84-103, doi:10.5294/lacil.2015.8.2.2*

In this image (figure 2) you can see how the CLIL methodological approach is integrated with different theories such as: language learning theories and learning theories in addition to intercultural learning, which involves the framework of the 4Cs that is defined below: Content: knowledge, skills and specific understanding of the subject; Communication: the use of the foreign language to learn and communicate the content of the subject; Cognition: thinking skills, the formation of concepts (abstract and concrete), comprehension and language; Culture: the connection between the learning of both content and language with the cultures of the student and the foreign language. The Clil methodological approach is a methodology that provides a complete range of strategies for the teaching of English, since by involving intercultural and

social learning it immerses the educational process in a bilingual environment, as well as providing the necessary skills to create a functional and communicative English.

### **1.2.3 Linguistic transfer from L1 to L2.**

In the process of learning a foreign language (L2) where the mother tongue (L1) is used as the main means of communication there will be linguistic phenomena, linguistic transfer is one, this phenomenon occurs when the grammatical rules have similarities, then it seems that it will be easy to learn but once within the educational process you can see how the L1 intervenes in the L2. ( Quinteros, 2021) Linguistic transfer according to Odlin 1989 (as cited in Salazar, Leonor, 2006) "states that the transfer of linguistic skills refers to the influence that results from the similarities and differences that may exist between the target language and any other language acquired (perhaps imperfectly) previously" (p.59).

A valuable tool for teaching a second language (L2) is to make appropriate use of the mother tongue (L1) (Quintero 2021). By mother tongue or L1, it is understood as the first language that a human being learns in childhood and that normally becomes his/her natural instrument of thought and communication. In the same sense, native language is also used and, less frequently, native language (CVC, 2020, p1 as cited in Quintero 2021 p. 11). According to the definitions of the Dictionary of key terms CVC, 2020 p.11 (as cited in Quinteros, 2021) L2 is "the language that constitutes the object of learning, either in a formal context of learning or in a natural one". It usually refers to any language other than L1 (a third, fourth... and not just second)"

Linguistic transfer is the distribution of forms and meanings from the native language and culture to the foreign language and culture. Lado, (1957, as cited in Garcia, 2021) therefore, students assume that the grammatical rules of their mother tongue are similar to the forms of the

foreign language and often use them incorrectly in an irrelevant context. Knowledge of grammatical structures is essential for people to express their ideas and thoughts with syntactic autonomy, however if there is no well-established grammatical knowledge in the mother tongue it will not be easy to acquire a second language.

On the other hand Huang (2017, quoted in Garcia, 2021) states that "The way in which students organize ideas in their mother tongue influences transferability to the second language" linguistic transfers are a present and persistent phenomenon within the educational processes of a foreign language, then it should be used as a resource within the English learning, as there are two types of transfer: Positive transfer (facilitates the learning of a language) and negative transfer (hinders learning).

### **Positive transfer**

Odlin (1989, as cited in Carrillo, 2018) indicates that similarities between two languages can produce positive transference in different ways: in vocabulary they can decrease the time to develop a good reading comprehension; in vowel systems they can facilitate the identification of vowel sounds; and in syntactic structures they can facilitate the learning of grammar, reducing the difficulty with articles, word order and relative clauses.

### **Negative transfer**

According to Odlin (1989 as cited in Carrillo, 2018), negative transfer is observed in divergences of the norms of the target language, making it relatively easy to identify; however, while it tends to be related to production errors, there are other ways in which the performance of a learner may differ from the performance of a native speaker: insufficient production, overproduction, production errors and misinterpretation.

## **1.3 Contextual characterization of the EFL teaching-learning process**

Since English became a compulsory subject of the curriculum in 1992, there are several aspects that have changed in the teaching process until today. For example, nowadays the use of technology predominates with the presence of applications and social networks that involve the student in friendship networks; all this contributes to creating learning environments that strengthen students' skills.

Learning Spanish as a foreign language is later than that of other languages, as we have already mentioned. In addition, the classroom is the only place where teaching practices are developed. Therefore, the responsibility of the teacher, in charge of designing the objectives, contents, methods and evaluation appropriate in the teaching-learning process becomes undoubted. In the same sense, the foreign language teacher must take into account the other agents of the educational process and the context of learning.

The foreign language allows students to equip themselves with more communicative skills and it creates opportunities to understand other ways of life. Their intellectual development imposes on students a double vision of life materialized, sometimes, in the speech of two or three languages, with all the advantages that this implies today. But the success of teaching a foreign language, apart from the teacher and the students, is conditioned by other factors that must always be taken into account.

Teaching and learning English has taken a big turn in the Ecuadorian education system in the last two decades and several measures have been implemented. In this sense, international and standardized exams have become the means that accredit the sufficiency of this foreign language of students and teachers of different educational levels.

The aforementioned Communicative Language Teaching approach has been used globally because it includes a number of principles about the nature of language and language teaching and learning, with special emphasis on the authenticity of the target language.

Extensive reading helps students acquire vocabulary and grammar and it also makes students better readers, extensive listening can also have a positive result in a student's language learning, because this usually refers to listening outside the classroom; that is, at home, on the bus, or on portable audio play devices as they travel from one place to another. On the other hand, intense listening is mentioned as live listening, this is a popular way to ensure genuine communication, for example, in cases where the teacher and visitors chat in class with the learners.

### **1.3.1 Contextual characterization of the EFL teaching process in the Basic Education**

#### **Level in Ecuador.**

The Foreign Language area contributes to the acquisition of the different key competences that make up the exit criteria of students at the end of basic education and, it directly, participates in the achievement of multilingual competence, which implies, at this stage, the use of at least one language, in addition to the mother tongue, appropriately for learning and communication. Multilingualism integrates not only the communicative dimension, also linked to the competence in linguistic communication, but also the historical and intercultural aspects that lead students to know, understand and respect the linguistic and cultural diversity present in their environment.

In line with this approach, the area of Foreign Language in the stage of Primary Education has as a main objective the acquisition of basic communicative competence in the

foreign language, as well as the development and enrichment of the intercultural awareness of students.

The new generations are exposed to English from a very young age due to the use of technology, so they tend to feel very comfortable when it is their turn to learn. However, as in any study, it is important to maintain motivation so that it does not become tedious. Games are an excellent strategy to keep students attentive. Simulations, role plays, debates, research games, puzzles and even word games can be used to develop grammar and vocabulary.

Undeniably, there are school subjects such as history or chemistry that, despite being very interesting, their range of action in everyday life is limited, because not every day students can use their knowledge about the French Revolution or covalent links. But in the case of English, it is very different: the influence of the language in Latin America has always been very strong; we can see it every day in the world of entertainment in everyday expressions and in other more professional aspects, such as in the programming language.

The typical case in English classes in primary school: some students understand the language very well, but they have a challenging time speaking, or it leads them to feel anxiety to participate in dynamic activities where they have to expose themselves to do it in front of others. During elementary school students go through a personality development process, which means they feel more susceptible to criticism or opinions from others. Therefore, it is necessary to break down the hierarchical barriers between student and teacher, in the same way between students who know more and those who know less.

Students losing fear or shame when speaking or participating in group dynamics in English is essential. To achieve this, it is advisable to create integration environments where peer mentoring and activities that motivate mutual support are present.

### **1.3.2 Diagnosis of the current status of linguistic transfers in students in the fifth year of basic education class "A" at Dr. Jaime Roldós Aguilera.**

The results obtained from the implementation of the techniques and instruments planned in connection with linguistic transfers in the EFL teaching - learning process is presented below. The instruments used for the reliability of the data information are participant observation and structured interview that were applied to the head teacher of the educational institution in mention.

#### **Analysis of the results.**

The first instrument applied in the research was the participant observation guide, in order to work on the observations, a meeting was held with the English teacher of the institution where she explained the topics that students are reviewing during that school period, which allowed to identify the presence in the classroom of the phenomenon of linguistic transfers where the following was observed:

#### **Positive transfers**

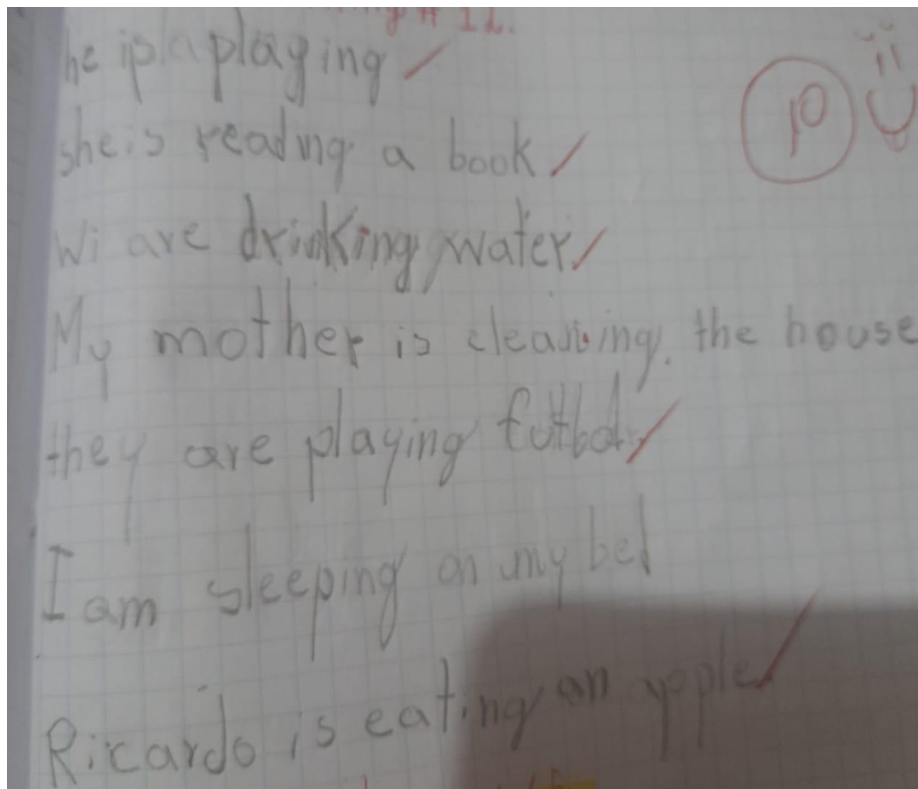
It was observed that students recognize the items and their use. In addition, they can carry out the ordering of words within a sentence and use the relative clauses in the grammar of their mother tongue, this is an advantage for the acquisition of a second language.

#### **Negative transfers**

Situations of negative transference were detected during the observation in the classroom, such as: the incorrect interpretation of some sentences, insufficient production when structuring sentences, and production error in the semantic aspect. When said shortcomings occur, the acquisition of a second language is complicated by the phenomena.



Next, a sample of the class work of a student, in which it was possible to observe the presence of negative linguistic transfer that affected the writing of the word football by using the word in Spanish *fútbol*; At most, the benefits of positive linguistic transfer are perceived by applying the grammatical structure of the present progressive tense that, same as in Spanish, it is constructed with a subject followed by the verb *ser* or *estar* as an auxiliary (am, is, are) and then the main verb with the declension *ando-endo* which is the equivalent of the *ing* ending in English. For this reason, the student transferred the same order of the sentences in her native language to the exercises in L2, which are correctly done. Finally, it is observed that the student uses articles preceding nouns considering the referent of L1 that always puts them before nouns in singular.



**In addition, a structured interview was conducted with the English teacher where the following questions were asked:**

Do you think linguistic transfers can be used for or against the teaching-learning process?

"Linguistic transfers are always used in favor, because in English teaching, above all it is necessary to use these transfers so that a better learning in students can be articulated from the mother tongue."

What do you think about teaching English through other content?

"Of course, that's very good, years ago when I started my career as an English teacher some private schools already applied the teaching of other content such as natural sciences, language and literature or social studies were taught in English, and that is very favorable because the target language is being used most of the time and the more you are immersed in an environment where English is spoken you will be much better will be the learner's English language acquisition."

Do you think students use articles correctly?

"Well, we have to remember in the years of initial 1, initial 2, first, second, third, and fourth grades, the teaching of the use of articles must be paramount and there must have been a very good teaching on this subject, so that already in elementary basic or in 5th year the correct use of the articles can be specified and it is possible to develop even more when they are advancing in their school years. But we must also remember that academically it is only one hour of English per course, so if this adequate teaching of the articles is applied correctly from the first years of school, students will be able to finish their studies according to the required English level. "

<b>Problem:</b>					
How to develop the linguistic transfer in the acquisition of the English Language (L2) in the students of the fifth year of basic education, class "A" at Dr. Jaime Roldós Aguilera school?					
<b>Unit of analysis</b>	<b>Categories</b>	<b>Subcategories</b>	<b>Techniques</b>	<b>Instruments</b>	<b>Items</b>
	Positive transfers	Using Items  Word ordering  Use of relative clauses	<b>Participant observation</b>	Observation guide	Description of the observed phenomena  Analysis and interpretation of the observed phenomena

Linguistic transfers	Negative transfers	<p>Misinterpretation</p> <p>Insufficient production</p> <p>Overproduction</p> <p>Production errors</p>	<b>Interview</b>	Structured interview	<p>Do you think linguistic transfers can be used for or against the teaching-learning process?</p> <p>What do you think about teaching English through other content?</p> <p>Do you think students use articles correctly?</p>
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## **Chapter 2: Methodological Design**

The second chapter hereto defines the different methodological aspects applied, with the aim of developing a systematized and logical search for the presence of relevant information, which are: the paradigm and type of research; design, methods at the theoretical level as well as at the empirical level and population. In addition, an analysis of the respective categories is made by applying the instruments and techniques necessary to develop the research.

### **2.1 Research paradigm**

This research is developed from a qualitative perspective. The decision taken in relation to this methodological perspective is based on the fact that as teachers, the authors of the present study are part of the educational social sphere, which allows a closer approach to the object of study. According to Capocasale (2015, as cited in Iño, Weimar. 2018) the process of institutionalization of educational research begins with Kurt Lewin (1946) in the mid-twentieth century. Lawrence Stenhouse raised the need for teachers to be able to do educational research, this was conceived not as an end in itself but as a means, in three senses: 1) strengthen the criterion of the teacher thus perfecting by self-management his/her own practice; 2) enrich the curriculum, because knowledge is like a spiral that returns; and 3) generate a critical teaching community.

### **2.2 Type of Research and Design**

This thesis project will be based on a non-experimental design. For this, the main idea has been taken from the Agudelo, Aignerren and Ruiz (2010), who argue that this type of research is characterized by not manipulating the exposed variables, that is, during the research carried out, the independent variables cannot be changed, the only thing to be done is observing the

phenomena or problems chosen and analyze how they occur in a natural context. However, non-experimental research is also characterized as a systematic and empirical process within the variables presented.

Regarding the type of research, Participatory Action Research (PAR) will be used, which is characterized by promoting a change in society, where it is responsible for welcoming a certain group and improving their living conditions. Zapata and Rondán (2016), posit that PAR is also known as a strategic method that seeks to implement justice, development and the capacities of others. In general terms, PAR is a transformative process for the researcher; since, it provides a direct intervention.

On the other hand, Berrocal and Expósito (2011) argue that this type of research has four fundamental phases: diagnosis, planning, observation and reflection.

### **First phase: Diagnosis**

The first phase of participatory action research will be characterized by formulating the research problem, collecting data, and then being able to carry out a field study, which shall guide researchers with the results and conclusions.

### **Second phase: Planning**

When the necessary data for the research has been obtained, an action plan will be carried out for a certain time, for that, the objectives to be achieved must be increased.

### **Third: Observation**

The observation, also known as action phase, starts from the premises of the data collected by the various research instruments, which will allow scholars to establish relationships, interpret and extract the meanings of the problem.

#### **Fourth: Reflection**

Once the first three phases are completed, a reflection or evaluation may follow up. That will allow researchers to answer the questions asked in the planning; in other words, it can be concluded whether the action plan executed during the investigation met its objectives.

### **2.3 Population**

The population is made up of 31 students, 15 male and 16 female students of the fifth year of basic education class "A" at Dr. Jaime Roldós Aguilera school in the city of Machala-El Oro.

### **2.4 Research Methods**

Research methods are necessary for the development of scientific knowledge, they are techniques that help to carry out a more systemic work. As cited in (Gallardo et. al 2017, scientific research is the instrument humans must know, explain, interpret and transform reality. Its development from the different disciplines is essential for the search for solutions to the main problems faced in its social activity for the generation of new knowledge.

#### **Theoretical Methods**

#### **Synthetic Analytical**

As cited in (Rodríguez et. al. 2017, Véliz et. al. 2014) it is expressed that the analytical-synthetic method was used to decompose the whole into the parts, know the roots and based on this analysis, perform the synthesis to reconstruct and explain. To reconstruct and explain, the elaboration of knowledge is implied, which is a call that, although its most common purpose consists in the search for information, sometimes it is used for the elaboration of knowledge.

### **Logical History**

According to Rodriguez Jimenez, et. al. (2017), the historical aspect refers to the study of the object in its real trajectory through its history, with its social, economic and political conditioning in the different periods. Logic interprets history and infers conclusions. The combination of the historical with the logical elements is not a repetition of history in all its details. Instead, it reproduces only its essence. This method was applied to gather information about English language teaching, linguistic transfers and different methodologies throughout history, and how they have evolved over time.

### **Empirical Method**

#### **Participant Observation**

According to Rodriguez, et al, (1996) as cited in Rekalde, et. al, (2014) focusing on the principles of action research, a commitment to participant observation in the different learning contexts built throughout the research has been made. Other tools have also been used such as: official documents, interviews, focus groups. Participant observation is an interactive method of collecting information that requires the involvement of the observer in the observed events, since



it allows to obtain perceptions of the reality studied, which could hardly be achieved without getting involved in an effective way.

The participant observation is applied in this research during the pedagogical practices carried out in the educational institution, which are recorded through field diaries noting everything observed about the object of study and the phenomenon involved within. According to Bonilla et. al. (1997) as cited in Martínez R (2007). Martínez R (2007). "The field diary must allow the researcher to permanently monitor the observation process. It can be especially useful for the researcher to take note of aspects considered relevant to organize, analyze and interpret the information collected". Also, the field notes in the present research were used to record the events that occurred during the participant observation.

### **Interview**

According to Diaz Bravo et al (2013) The interview is a particularly useful technique in qualitative research to collect data; it is defined as a conversation that proposes a specific purpose other than the simple fact of conversation. It is a technical instrument that takes the form of a colloquial dialogue.

Interviews are one of the most valid techniques today, since the information is obtained from a leisurely dialogue with the source targeted to investigate. Interviews bring veracity to an investigation when obtaining concrete and specific data.

### **Chapter 3: Proposal for intervention**

This chapter describes the development of a class system based on the use of the CLIL methodological approach for the development of positive linguistic transfers in the EFL

teaching-learning process, a class system with CLIL approach will be developed and then a class will be applied on the students of 5th "A" at Dr. Jaime Roldós Aguilera school with contents of Natural Science.

### **3.1 Theoretical foundation of the class system based on the use of the CLIL methodological approach.**

According to Ortega (2012) as cited in Alfonso (2014) "Class planning is the activity carried out by the teacher aimed at designing the development of the teaching-learning process, based on the analysis carried out in the class system of the block, unit or theme of a content program" It should be noted that in this research a class system based on the CLIL methodology is applied, which is implemented through the immersion of other contents of the curriculum that are taught in the language aimed to learn, such as English.

It seeks to innovate within the EFL teaching - learning process, so as not to continue with the use of traditional methods, that is why within the developed class system, the methodology used is CLIL. As already mentioned, Marsh et. al. (2000) and Porras D. (2013), the purpose of the new language policies is to promote multilingual education that consists of evaluating and developing the linguistic repertoires of speakers from an early age and throughout life, as well as an education for multilingualism, which is the way to maintain linguistic diversity.

#### **3.1.1. Psychological foundation of the class system using the CLIL methodology for the development of linguistic transfers from L1 to L2**

Do Coyle et al; (2010) claim that the CLIL approach is based on functionalist and cognitive-linguistic theories, it aims to develop communicative skills. Just like the elements of

communication. As for its psychological foundations, they are found in cognitivism and constructivism; this facilitates the learning of the course content using L2 as the language of instruction, which means the actual use of the language.

Content determines the language learned, so grammar and vocabulary serve the content. This approach requires efforts in areas such as; (Basic Interpersonal Communication Skills), Basic Interpersonal Communication Skills and (Academic Language Cognitive Skills) to ensure understanding of content and interactions in the classroom.

### **3.1.2 Pedagogical foundation of the class system using the CLIL methodology for the development of linguistic transfers from L1 to L2.**

Macanas (2014), talks about the pedagogical foundation of CLIL and points out that it aims to promote corporate learning through the direct intervention of the teacher and student. This idea arose as a means of participation and communication where events in real time can be commented on by using the target language. However, CLIL pedagogical foundations seek to understand the educational approach and reinforce linguistic diversity.

In addition, it is seen as a tool for transforming foreign language teaching media. In other words, the pedagogical foundation of CLIL seeks innovation in the teaching process and overcomes traditional methods of teaching foreign languages, characterized by grammatical and functional objectives.

### **3.1.3 Didactic foundation of the class system using the CLIL methodology for the development of linguistic transfers from L1 to L2.**

Custodio M. (2018) shares that the didactic foundation is a set of planning units formulated around objectives, contents, activities, resources and evaluation criteria that guide the teaching and learning process throughout the course. But as the above-mentioned authors point out, programming implies the development of a procedural process that, by default, is incomplete and permanent planning will be required based on the results and impact of the trainees. Planning units are based on:

- Objectives: what is intended to be achieved through the teaching process, not only in theoretical and communicative terms, but also through the areas and components required by the CLIL approach defined in chapter 2.
- Contents: Refer to topics that will be taught in each unit, through which the established objectives and skills must be achieved.
- Procedure: These are the instructional sequences and methodological components of how it will be taught.
- Time and evaluation: refer to when and for how long the teaching process should be applied, it also includes what will be done to determine the achievement of the objectives.

The basic unit of programming is often referred to as a teaching unit; On the other hand, this term makes similarity to classroom programming to emphasize the practical and dynamic nature of programming as a tool that manages the cyclical process of reflection, planning, development and evaluation in a collaborative classroom.

### **3.2 Development of a class system based on the use of CLIL methodology.**

The general objective of the class system based on the use of the CLIL methodology is:

Allow students learning English as L2, communicate and express knowledge, emotions, feelings, appreciating and valuing their own environment; enrich their ability to socialize with other people, thus offering the possibility of understanding and interpreting the reality in which they are immersed.

Next, the proposal of the Class System developed with the CLIL methodology which has been conceptually defined in chapter 2 is shown, the contents to be integrated into this class system are with Natural Science and English. The cognitive skills to develop are: The five senses and their relationship with the immediate environment. Making use of the positive transfers diagnosed in the observation; as is the effective use of the articles that students have in L1 this will help them so that the acquisition of the target language is less complex since the previous knowledge of the students is used.

#### Contents of the subject of English and Natural Science

<b>CONTENTS</b>		<b>CONTENTS</b>
	Natural sciences	<b>LINGUISTICS Y</b> <b>COMMUNICATIVE</b> English
<b>COGNITIVE SKILLS</b>	<b>Unit 1:</b> My body and the beings around me.  <b>Topics:</b>	School School activities Body parts The five senses

	1. Body parts 2. The five senses and their relationship with the immediate environment 3. Nutrition and healthy habits 4. Living beings 5. Non-living beings 6. Plants and their parts	Numbers 1-5 Toys Colors This, that
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According to the content between the subjects of natural science and English, the unit will be developed:

Unidad 1: This is me			
<b>CONTENT</b>			
<b>COGNITION</b>		<b>CULTURE</b>	
<b>Subject of the subject</b>	<b>Cognitive theme Results</b>	<b>Cultural theme Attitudes</b>	<b>Functional theme results</b>
Body parts Boy girl	List the parts of the body.	Use body parts to express your feelings through cultural and	Identify body parts and names.

	Identify body parts or face. Differentiate between boy or girl.	artistic activities: music, painting, body language. Value your body and respect that of others.	Recognize some differences between boys and girls.
<b>COMMUNICATION</b>			
Language theme	Cognitive language skills	Cultural attitudes of the language	Language functional outcomes
Demonstratives: <i>This</i> and <i>That</i> Body parts	Recognize the difference between <i>This</i> and <i>That</i> . Use <i>this</i> and <i>that</i> demonstratives in oral production	Describe body parts orally. Identify differences between group members. Listen to the students' information valuing their contribution to the group.	Distinguish body parts using <i>this</i> and <i>that</i> demonstratives.
<b>TASKS</b>			
Behavioral outcomes			
1.- My body is art You and me a) Draw the body with different materials explaining the parts to a partner.			

2. An artistic face puppet

a) Design and manufacture a face with recycled material taking into account the parts of the face and create a show with the companions using the puppets.

3. I present myself. Oral production

a) Make a boy's doll and a girl's doll identifying the parts of the body and comparing them.

Next, a class based on CLIL to be developed with 5th A students:

<b>Unit 1:</b> This is me	
<b>Grade:</b> 5to A	<b>Time:</b> 60 minutes
Objectives	
<p>MAIN OBJECTIVE: At the end of the lesson, students will identify the various parts of the body by watching a video and using prediction, understanding and detail techniques.</p> <p>a video and using the techniques of prediction, understanding and detail.</p> <p>SUBSIDIARY OBJECTIVE: Students will also be able to...</p> <p>learn/review essential vocabulary related to body parts.</p> <p>Practice writing using this and that.</p>	
<b>CRITERIA FOR ASSESSMENT</b>	
<p>(What kind of assessment will be used in class? (Teacher, peer, self?) What are you assessing, how?</p> <p>Follow-up of the final task and comments about it. Design performance: The teacher will evaluate students' use of the target content and their use of supportive language.</p>	
<b>PEDAGOGICAL OBJECTIVES</b>	



Content	Cognition
<p>(New knowledge, skills and comprehension)</p> <p>List the parts of the body.</p> <p>Identify the parts of the body located on the body or face.</p> <p>Recognize the differences between <i>This</i> and <i>That</i>.</p> <p>Use <i>this</i> and <i>that</i> demonstratives in oral production.</p>	<p>(High order thinking skills, problem solving, challenges and reflection)</p> <p>Understand information related to body parts and differences between boys and girls.</p> <p>Identify and locate body parts.</p> <p>Value the parts of your body.</p>
Culture	Communication
<p>(Awareness of self and the other, identity Citizenship and understanding multicultural)</p> <p>Listen to information from other students valuing their contribution to the group.</p> <p>Use body parts to express feelings through artistic activities: music, painting, body language.</p> <p>Value your body to value that of others.</p> <p>Builds with his peers the information related to the parts of the body</p>	<p>(What and how)</p> <p>Use the tongue as a communicative tool to describe body parts.</p> <p>Identify differences between group members.</p> <p>Participate orally in class to explain the differences between boys and girls.</p>

Language of learning (Key vocabulary - Required content)		
Language		How to show students this language
Body	Face	<p>All words will be modeled, repeated, and highlighted on the board.</p> <p>All words will be pasted in the classroom using cards</p> <p>Students will be shown a large poster with body parts.</p> <ul style="list-style-type: none"> <li>• Students will listen to songs about body parts.</li> </ul>
Head	Eyes	
Shoulders	Nose	
Knees	Mouth	
Back	Ears	
Arms	Boys	
Legs	Girls	
Fingers		
Hands		
Feet		
Shut		
Penis		
Vagina		
Hair		
Language linguistics (Functional language, e.g., language while students participate in the lesson - thinking skills)		
Language		How to teach students this language
<input type="checkbox"/> This is me.		Students will be invited to observe and remember functional phrases found on class
<input type="checkbox"/> This is my .... (nose)		



	Next, Ss will identify the parts of the body and in groups of boys and girls will organize the puzzle.		
<b>Pre-teaching Lexis</b> To unlock potentially hard-to-hear words	The educator will stick each puzzle on the blackboard and try to elicit each part of the body.  (The words you know)	Teacher/Student	5 minutes
<b>Observing the essentials</b> Develop higher-order thinking skills. To present the text.	The teacher will show the following video: <a href="https://www.youtube.com/watch?v=SUt8q0EKbms">https://www.youtube.com/watch?v=SUt8q0EKbms</a> and students will try to imitate and repeat the words.	Teacher/Student	5 minutes
<b>Listen in detail</b>	The teacher will choose a girl and a	Teacher/Student	15 minutes

<p>Students can activate schema and predict.</p> <p>Students can practice listening to detailed information. Students can build on knowledge</p>	<p>boy, and those students will point at parts of their bodies.</p> <p>Draw the different parts of the body and others will say the Specific name.</p> <p>The teacher will then show the</p> <p>Next Video and Ss will practice the song <a href="https://www.youtube.com/watch?v=QkHQ0CYwjaI">https://www.youtube.com/watch?v=QkHQ0CYwjaI</a></p> <p>Finally, in pairs, they will touch a part of the body and the partner</p> <p>You will need to say your name.</p>	<p>Teacher/Student</p> <p>Student/</p>	
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Language Input and Support (Language for Learning)	The teacher will highlight the useful functional language on the board by mimicking them. (This is me; this is me...)	Teacher/student	5 minutes
<b>Post listening speaking practice</b> Students can practice the language and learning in a controlled context. Students can evaluate and collaborate with other groups.	In pairs, students will begin to create body parts with varied materials such as clay mass, colors, waxes, markers paper, etc.	Student/ Student	10 minutes
<b>Discussion task</b> For students to write homework and use and practice writing.	Students will read to others The design of language learning by using body parts.	Student/ Student Teacher/student	15 minutes

	<p>Finally, the Teacher will provide feedback on content and language.</p>		
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#### **Chapter 4: RESULTS OF THE APPLICATION OF THE CLASS SYSTEM USING THE CLIL METHODOLOGY**

This chapter presents the results of the application of a class system based on the CLIL methodology and how this influenced the improvement of linguistic transfer from L1 to L2.

##### **4.1 Implementation of the proposal**

The application of the proposal was made based on the initial diagnosis developed within the educational process through participant observation, for this a topic was chosen to develop the lesson plan, with the CLIL methodology that is the teaching of a foreign language that uses other contents. In this case, the subject of natural science was taken in which the subject parts of the body were chosen for verification.

The objectives of the lesson plan developed are the following: Main objective: At the end of the lesson, students will identify the different parts of the body by watching a video and using techniques of prediction, understanding and detail, the subsidiary objective: Students will also be

able to learn/review the essential vocabulary related to body parts. Practice writing using *this* and *that*.

At the beginning of the class, it started with a song of the greetings in English, which greatly motivated the students, then an eliciting activity was made about the parts of the body that they already knew. In their mother tongue they knew some terms, but in the English language they did not know any, they then proceeded to paste flashcards on the blackboard with the parts of the human body and a poster where the whole human body was with its respective parts, after that, each of the English words of the human body was repeated pointing on the poster placed on the blackboard. A video about the parts of the human body was then played. Next, the use of demonstrative pronouns in English, which are *that* and *this*, was explained. The students used as an example the parts of the human body to be able to apply the demonstratives for example: *this is a leg, this is an eye, this is an arm or that is a head, that is a mouth*, etc. In this part it was used to make use of the good knowledge they have about the articles and thus take advantage of the positive transfers in linguistics. At the end of the academic session, an evaluation was applied where the students had to speak using the demonstratives *this* and *that* in combination with the vocabulary topic, indicating which part of the body was indicated.

#### **4.2 Results of the application**

The applied class had favorable results, because most of the students met the objectives raised with the class theme. A satisfactory level of understanding of the vocabulary topic was observed, which together with the use of demonstrative pronouns provided the conditions to construct short sentences that had a significant contextual background for the students. In addition, the teaching of other content allowed the student to be more immersed within the topics



reviewed, leading to an interdisciplinary integration, where it was determined that learning was given according to what was planned in the planning.

## **Conclusions**

It is undeniable to recognize the fact that the student's previous knowledge constitutes a potential strength in the teaching and learning process, especially of a second language such as English. These knowledge bases must be imparted trying to form a solid scaffolding that allows projecting towards later topics that could have more difficulty. Therefore, the discernment of positive linguistic transfers can lead to a balanced development of skills and competencies within their academic training. It is relevant to recognize that the student learning a second language has in his/her possession theoretical-practical knowledge, such as the ability to elaborate grammatical structures of his/her own mother tongue that are transferred to the practical communicative field when they are articulated with the words learned in L2, which facilitates the acquisition of a second language. In addition, the methodologies to be used within the teaching and learning process need to be designed and implemented considering the needs of learners.

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