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Kichwa Interference in the English learning process in ninth year basic education at Delia Ibarra de Velasco Educative Unit school year 2020 - 2021

Research dissertation before obtaining the master's degree in Applied Linguistics to Teaching English as a Foreign Language.

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2021

TUTOR'S ENDORSEMENT

In my capacity as a Supervisor of the Research dissertation titled Kichwa Interference in the English learning process at Delia de Velasco Educative Unit school year 2020 – 2021investigated by Lcda. Muente Núñez Margarita Patricia, for obtaining the master's degree in Applied Linguistics to Teaching English as a Foreign Language.

I CERTIFY THAT:

This research dissertation has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned Revision Committee and its presentation and public defense.
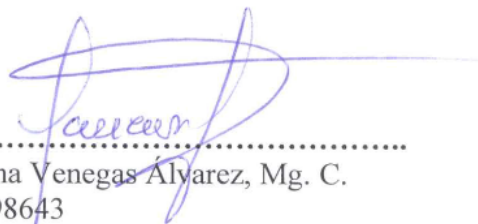
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COMMITTEE APPROVAL

This research dissertation: Kichwa Interference in the English learning process at Delia de Velasco Educative Unit School Year 2020 – 2021, has been revised, approved and authorized for printing and binding, before obtaining a Master's degree in Applied Linguistics to Teaching English as a Foreign Language; This meets the substantive and formal requirements to hand in for the presentation and defense.

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DEDICATION

This work reflects the result of the support, guidance and strength of wonderful beings, Almighty God who gave life to the most important beings in my life; my parents: Wilfridoand Patricia and my granny Luz, who have inspired me to reach every goal, with sacrifice and effort.

I also dedicate this research to Amy and Daniel because they are the best gift from God, and to my husband: Bolívar, who has given me confidence during the development of this dream.

Thanks for your love!

Magui

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Thank you God, for giving me the strengths to keep going and never give up and for the bunch of blessings you have given with an endless love. To my teacher Mgs. Sonia Castro who has gave me her support and knowledge and definitely, to Technical University of Cotopaxi for allowing many people can accomplish their goals in there.

Margarita Patricia Muente Núñez

AUTHORSHIP

I, Muente Núñez Margarita Patricia declare to be the author of the concepts, procedures, and findings in this research dissertation.

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I, Gina Silvana Venegas Álvarez, Mg. C., declare that this research dissertation: Kichwa Interference in the English learning process at Delia Ibarra de Velasco Educative Unit school year 2020 – 2021, has the corrections and comments suggested by the members of the committee in the scientific session.

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TECHNICAL UNIVERSITY OF COTOPAXI
GRADUATE DEPARTMENT

MASTER'S DEGREE IN APPLIED LINGUISTICS TO
TEACHING ENGLISH AS A FOREIGN LANGUAGE

Title: **KICHWA INTERFERENCE IN THE ENGLISH LEARNING PROCESS AT DELIA DE VELASCO EDUCATIVE UNIT SCHOOL YEAR 2020 – 2021**

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ABSTRACT

Morphology is one of major components of Linguistics that studies how words are formed, the rules for combining them, their inflections and their relationship to other words in the same language. It studies the structure of words and parts of words such as root words, stems, prefixes and suffixes; due to, the research's aim is to identify the most relevant morphological interferences between Kichwa as a mother tongue and English as a foreign language; in Ninth Year of Basic Education at Delia Ibarra de Velasco Educative Unit school year 2020-2021 (Pujilí- Ecuador). The design was qualitative, in order to distinguish the fundamental aspects which are focus on people's points of view, previous knowledge about the literature of this study, in the other hand, the co-relational method was used because it analyzed the relation between the morphological similarities and differences between Kichwa and English in order to know what linguistics difficulties face in the English learning process. The results of the survey applied to 50 Kichwa speakers, divided into the experimental and control group, demonstrated that Kichwa interference in the students´ English writing since they tend to adopt the structure of their native language can correlate with some English morphological structures it was also evident that they can be strengths during the English learning process. The investigator designed worksheets with exercises aimed to use the morphological similarities. Consequently, the researcher proposes to use the handbook to teach English to a Kichwa speaker since there is no academic material related to the main aim of this research which is the morphological contrast between both languages.

KEYWORD: Kichwa Interference; English Learning Process; Kichwa Speaker; Morphology; Handbook; Linguistics Difficulties.

UNIVERSIDAD TÉCNICA DE COTOPAXI
DIRECCIÓN DE POSGRADO

MAESTRÍA EN LINGUÍSTICA APLICADA A LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Título: Interferencia del Idioma Kichwa en el Proceso de Aprendizaje del Idioma Inglés en la Unidad Educativa Delia Ibarra de Velasco año escolar 2020-2021

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RESUMEN

La morfología es uno de los componentes principales de la lingüística que estudia cómo se forman las palabras, las reglas para combinarlas, sus inflexiones y su relación con otras palabras en el mismo idioma. Estudia la estructura de palabras y partes de palabras como raíces, raíces, prefijos y sufijos; debido a que el objetivo de la investigación es identificar las interferencias morfológicas más relevantes entre el Kichwa como lengua materna y el Inglés como lengua extranjera; en Noveno Año de Educación Básica en la Unidad Educativa Delia Ibarra de Velasco año escolar 2020-2021 (Pujilí- Ecuador). El diseño fué cualitativo, con el fin de distinguir los aspectos fundamentales que se enfocan en los puntos de vista de las personas, conocimientos previos sobre la literatura de este estudio, por otro lado, se utilizó el método co-relacional porque analizaba la relación entre los aspectos morfológicos similitudes y diferencias entre el Kichwa y el Inglés para conocer qué dificultades lingüísticas afrontan en el proceso de aprendizaje del Inglés. Los resultados de la encuesta aplicada a 50 Kichwa-hablantes divididos en el grupo experimental y de control, demostraron que la interferencia del Kichwa en la escritura en inglés de los estudiantes, ya que tienden a adoptar la estructura de su lengua materna, puede correlacionarse con algunas estructuras morfológicas del Inglés, también fue evidente que pueden ser fortalezas durante el proceso de aprendizaje del Inglés. El investigador diseñó hojas de trabajo con ejercicios destinados a utilizar las similitudes morfológicas. En consecuencia, el investigador propone utilizar el manual para enseñar Inglés a un Kichwa hablante ya que no existe material académico relacionado con el objetivo principal de esta investigación que es el contraste morfológico entre ambos idiomas.

KEYWORD: Idioma Kichwa; Interferencia; Proceso de Aprendizaje; Morfología; Manual; Dificultades Lingüísticas.

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INTRODUCTION

Background: To a Kichwa Speaker, learning English as a foreign language could be uninspiring; despite this, the way this language can be taught; makes a significance difference when producing it. The research report about Kichwa interference in the English learning process is an **Educational Proposal related to the English language learning** in accordance with **Applied Linguistics** sub-line of research. During the development of the research in the contents include a number of worksheets with examples using the morphological contrast between Kichwa and English as a Foreign Language with exercises which are clear and concise, using the similarities and taken them as a strengths during the writing English learning process, hence enhancing and approaching it with the help of some methods that have been suggested, namely: Learning Strategy, Cooperative Learning and Multiple Intelligences, will be a plus in teaching English to Kichwa speakers learners.

Kichwa has an estimated 1,000,000 speakers; even it is not the most spoken language in the entire world but it doesn't mean it is not important, people who used to speak it are indigenous their speak their native mother tongue and English as well, while present local tourism to many tourists from all over the world visit Ecuador.

It became standard to use the word Quichua in Ecuador and word Quechua in Peru, regardless of other language differences. As with most word usage, it has become a matter of culture rather than grammar. In the matter of fact this is the reason why Kichwa is one of the most languages use in Ecuador and consider as the Ecuadorian mother tongue.

The most widely spoken dialects are Chimborazo and Imbabura Highland Kichwa, with 1,000,000 to 2,000,000 speakers. Cañar Highland Quechua has 100,000–200,000 speakers; the other dialects have from 10,000 to 20,000 speakers each. Kichwa belongs to the Northern Quechua group of Quechua II, according to linguist Alfredo Torero. In Cotopaxi, there is a population of

458.581 of habitants which the %15 of the population is Kichwa speaker, around 68.787,15 are speaking Kichwa as their mother tongue and it is the co-official language besides Spanish in Ecuador.

As the **problem statement**, that is why young Kichwa speakers because of culture and linguistics aspects have been afraid of acquiring a second language? And English has been introducing as a foreign school subject supported by MINEDUC in which they usually obtain low scores according to the previous analysis.

In fact, as Kichwa has real impact in the indigenous Ecuadorian communities and society, it is extremely important to know and make the analysis in order to face Kichwa and English to have a the information detailed to introduce a new process in the acquisition of a foreign language.

To **formulate** the **problem** is mandatory to ask the following question: Why does being a Kichwa speaker interfere with the English learning process? Following the g**eneral objective:** To identify the most relevant morphological interferences between Kichwa as a mother tongue and English as a foreign language.

To reach it was proposed three **Specific objectives,** which are the following:

- To set the theoretical basis and previous works about how Kichwa as a mother tongue in young speakers interfere during the English learning process.
- To analyze what morphological linguistics similarities and differences face in the English learning process for a young Kichwa speaker.
- To certify that this proposal design aims to enhance the morphological linguistic features between English and Kichwa languages.

There is a system of tasks concerning the specific objectives describes in the following table:

Table1. System of tasks in relation to the specific objectives

Specific Objectives	System of Tasks
Objective 1: To set the theoretical basis and previous works about how Kichwa as a mother tongue in young speakers interfere during the English learning process.	• Review the literature about Kichwa teaching learning approaches used in the English learning process as the epistemic foundation. • Systematize the variables that explain the problem under study to structure a theoretical framework. • Collect information about Kichwa through its history and the probable impact of the investigation.
Objective2: To analyze what morphological linguistics similarities and differences face in the English learning process for a young Kichwa speaker.	• Apply a survey to EFL- teachers to know if the proposal is needed as a tool during the EFL teaching process. • Diagnose the Kichwa speakers' perception applying a survey as a pre-test to determine the weakness and strengths during the EFL learning process. • Obtain values to understand the influence of Kichwa as a mother tongue in the English learning process from a morphological linguistic study. • Consider data statistically to determine the relationship between English learning process and Kichwa Interference as variables. • Analyze among the morphological linguistics similarities and differences from young Kichwa speakers and English as a foreign language pursuit. • Make a hand book to EFL-teachers from a morphological linguistic contrast between English and Kichwa.
Objective 3: To certify that this proposal design aims to enhance the morphological linguistic features between English and Kichwa languages.	• Evaluate the results of the handbook application with the Experts' and Users' valuations. • Make general conclusions of this research.

Elaborated by: Muente, M. (2020)

The problem has gone through three stages detailing in the following chart.

Table2. Stages of this research

Stage	Description
Teaching model: Traditional Model	"The former focus on definitions and derivations, whereas the later emphasize on concept building" (Kamal, Arif, 2003, p.13).This model is based on repetition and recording inside minds, literal words, having no chance to students critical thinking this has been the method used before the new approaches innovation, in which student is allowed to learn, in other words, look for new ways students can express with freedom his needs in a warm climate of teaching, in which comprehension, acceptance and respect are the unique way. Learning process, by the way, is to experience the students' learn ability. During this model of teaching, human being is exposure by the reflection of himself, just in a mechanic way of thinking just a behavior testing; meanwhile, motivation is being stimulated through repetitive activities under a condition.
Active	Curricular remodel about the skills development (Aguerrondo, I, UNESCO, 2009). "Far from being a natural phenomenon, the school and school's systems are social institutions that developed at a certain point in history to respond to specific needs. School systems are, since their creation, the social device for the distribution of socially valid knowledge". These procedures were

		established as part of the emergence of modernity with the function of transmitting a secular worldview in the population congruent with the development of a society increasingly established in the rational principles of science.
Critic		Moreira, M. A. (2005). "In these times of drastic and dizzying change, learning must be not only meaningful but also subversively significant". (p. 45). The theory is that subversive meaningful learning is a necessary strategy for survival in contemporary society. However, the term critical meaningful learning may be more appropriate for the type of subversion I am referring to. Sure, I feel indebted to Weingartner and Postman for being able to support me in their ideas and approaches, but as they say, we are all perceivers. Thus, what appears in this article is my perception of some of his ideas and approaches but from my perspective of how meaningful learning could be critical.

Elaborated by: Muente, M. (2020)

After the description of the problem's background, it is necessary to give the **justification** for the development of this research. The first language is very important in the education of a child particularly in the early stages of life. The normal development of a child is related to the continuous use of the language of the immediate environment, the mother tongue, the language of his family and people used to from birth. L1 is the language acquired at first experience of life, the language of dreams, thinking and the language used for easy and convenient expression of feelings and emotions (Ogbonna 2007).

Since, ancient times the limited Quechua alphabet has a really reflection in the learning in a child's memory, heritance play a main role in this process because of culture, education facts and the Ecuadorian teaching learning style; Government and its influence or discrimination to that Quechua Speaker population.

For this reason this final research report was perceived the reality with efficiency, identifying its cause and effect young Kichwa speakers have been going through. The target aim is to make young Kichwa speakers capable of identify the main differences between Kichwa as a mother tongue and English as a foreign language because of the aspects and tasks based on the specific objectives described before. The first language is very important in the education of a child particularly in the early stages of life. The normal development of a child is related to the continuous use of the language of the immediate environment, the mother tongue, the language of his family and people used to from birth. L1 is the language acquired at first experience of life, the language of dreams, thinking and the language used for easy and convenient expression of feelings and emotions (Ogbonna 2007).

At primary level when the child starts schooling, the introduction of the formal language of education is like taking the child away from his/her root and inhibiting the child's spirit of innovation (Olagoke 1979). Quechua and its interference in the acquisition of a second language, has been really remarkable from many years, and how its influence infer in the teaching learning process so, it is important to know about the origin, mother tongue acquisition and how it will infer in the acquisition of a new language, and how it will affect the teacher learning process for a Quechua speaker.

The research of the project was feasible because it had bibliographic information taken from various research works in Ecuador and other countries as well as scientific journals, books among others, field research, since the diagnosis and its application in the place under investigation were carried out due because the problem statement describes the need that children have to improve the development of Literacy in the teaching-learning process, through a proposal

focused on a specific objective, it was approved by the highest authority of the block for the execution of the annexed investigation that it was attached in the present. This research had an applied form since a methodological alternative was used that helped in the development of literacy in the teaching-learning process.

This research began with the perceptual level because it allowed exploring and describing everything that is defined about the development of Literacy in the teaching-learning process, it was also apprehensive since it allowed to compare and analyze the results obtained in this research, it was also comprehensive because it revealed everything that was found in his research, this helped to discover why the need to carry out this investigative work was born and allowed to raise new issues that are related to these problems that are continuously immersed in what to do educational and to be able to finalize with the integrative paradigm that will allow us to change certain contributions that were of great help in obtaining positive results in the same way to check if our contribution was the correct one in the correct use of the methodological proposal that was used and took advantage of as an appreciation of the work performed; Literacy deficiency affects the teaching-learning process in Kichwa speakers.

To achieve the main aspects and the deep analysis this research report was applied the **co-relational** method because analyze the relation between variables, that is establishing the similarities and differences between the knowledge from a young Kichwa speaker to English as a foreign language pursuit it will be able to analyze what linguistics difficulties face in the English learning process for a young Kichwa speaker as a consequence about the modality or research focusing, the design is **qualitative** because of the aspects and tasks based on the specific objectives described before, in order to distinguish the fundamental aspects which are focus on people's points of view, previous knowledge about the literature of this research so the meaning is unique and innovative that is the reason why it is going to study how Kichwa as a mother tongue in young speakers interfere during the English learning process. It is delimitated in Delia Ibarra de Velasco Educational unit during this current school year, the methods will be used to achieve the entire target aims proposed, about the instruments

and techniques, an online survey and the observation by the hand of the empirical aspect acquiring as a personal way, these techniques will be supporting the final research report, furthermore it is expected this research project will be validated by other professional taking into account the variables like the dependent, which is the reaction and consequences and the results of the objectives raised previously that is the lack of understanding in a young Kichwa speaker in the teaching learning process, it is worth mentioning by the other side the independent variable which is nothing more than the actions and causes of the effect referred above the interference of Kichwa mother tongue in the English as a foreign language in the teaching - learning process.

Giving as a result the proposal about morphological linguistic features directed to young Kichwa speakers and the procedures of research are:

- To observe the problem and diagnose the causes from which the problem arises; to analyze the variables and to understand the theories of research already carried out on the two variables.
- To provide the necessary instruments to obtain results
- To prop ose an alternative solution that contributes to the development of Literacy in the teaching-learning process to young Kichwa speakers.

Independent Variable: Kichwa interference; it is mandatory to start by specifying two phases: the acquisition and the domain. In the first phase, it presents the different conceptual levels that the child develops, in its early stages, in its attempt to understand written language. It refers to the role of gestures, doodling, drawing and play, as the first constructions with symbolic particulars. The child's conceptualization about the writing system fall back on the hypotheses of name, quantity, variety and syllabic, which demonstrate the construction of knowledge that is specified in the learning acquisition awareness. In the second phase of mastery, a series of processes (perceptual, lexical, syntactic, semantic) and strategies (meta-cognitive, inferential, etc.) are shown that organize the level of literacy or command of the writing system. The process as such part of the first years of people's education, or basic education,

for this reason it is considered one of the most important and primordial stages within the school process, parents and teachers act since greater emphasis must be placed in the process of teaching and learning. In the same way, the **Dependent variable**: English learning, "It is the educational interventions carried out by the teacher: proposal of teaching activities to students, their scope and development ... to provide learning that forms the didactic act itself." Benítez, G. M. (2007).The teaching-learning process is in the classrooms where both the teacher and the student are the educational actors, generating an environment of trust in the classroom capable of interacting in educational learning, where the student is the creator of their own knowledge. **(See appendix 6)**

CHAPTER I: THEORETHICAL FRAMEWORK

1.1 Research Background

Having reviewed some digital documents, the same ones that are uploaded in the repositories corresponding to their institutions, the following investigations have been found which agree with this research topic:

According to, Camacho S. and Guachi A (2018), from Ambato Technical University designed Positive and negative word order interferences from Kichwa into English writing applied at Unidad Educativa "Casahuala", Canton Quisapincha, Sector Illagua Chico, Tungurahua Province, which the purpose of this research project is to analyze the positive and negative word order interferences from Kichwa language to English writings in Kichwa students when learning English as a foreign language. In order to determine how the variables are interrelated, an exhaustive research was carried out through the reading of academic articles, books, and journals related to the study of positive and negative word order interferences from the mother language to the foreign language, as well as the writing skills. With the aim of gathering information, two tests were carried out during the English Language Teaching process to fifty Kichwa students with the objective of measuring positive and negative word order interferences from Kichwa language to English. Once compiled the obtained results were analyzed carefully and systematically tabulated with which the percentage of positive and negative interference was determined. Also two English teachers with enough experience in the institution were interviewed about the topic of study, who contributed with significant information about the phenomenon of positive and negative interference that exists from Kichwa to English, as well as to an expert writer of the Kichwa language. Based on the results obtained from the applied tests and the interviews, conclusions and recommendations were established. Within the conclusions, it was found that there is positive Kichwa word order interference while negative word order

interference was not considerable. Consequently, within the recommendations once states the necessity of the creation of a handbook with activities to prevent negative Kichwa word order interference as well to take advantage of positive interference. Therefore, the proposal of this present research work contains activities designed exclusively for Kichwa speakers to structure sentences correctly in the English language.

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

1. Observation and assessment of the phenomenon

2. Assumptions that researcher manage from the observation

3. Testing and demonstration of the assumptions

4. Analysis based on the assumption's testing

5. Offering of new observations and assessments in order to clarify and modify the given assumptions and ideas.

Likewise,Lema J. (2020) points out that The influence of the L1 (Spanish) on the L2 (English) language learning in a rural school which the purpose of this research project is to analyze how the L1 (Spanish) affects the L2 (English) language learning in ninth graders of "Aurelia Becerra de Quiñonez" rural school in Rioverde, Esmeraldas Province, Ecuador, a qualitative-quantitative investigation of a descriptive type was carried out using the analytic-synthetic and hermeneutic methods with the techniques of interview, observation and a test, which were applied to a sample of eight students, three Spanish teachers, and three English teachers from the referred school. The results revealed that all

of the students had serious structural, lexical and pronunciation problems in English. In relation to the writing ability, they presented insufficiencies due to the fact that most of them were not able to write the paragraph requested, they even failed in Spanish, which revealed their lack of knowledge in both languages. In addition, some of the words that they wrote in Spanish were misspelled. One of the main factors for those problems was the lack of vocabulary, because they confused words that were similar in both languages, another problem was the structural borrowing from one language to another, showing lack of knowledge of the different classes of words, which was also present in Spanish. The subject-verb relationship was another problem, as they were not able to recognize when a subject was singular or plural and the correct use of positive and negative verbs. The investigation really showed the influence of the L1 (Spanish) on the L2 (English) language learning mainly because of linguistic interference that made students make frequent mistakes, concluding that:

Indigenous people play a leading role. Lately, the collective rights of indigenous nationalities have been incorporated into the new Political Constitution of the Republic. In Article 1, subsection three it is stated: "The State respects and encourages the development of all the languages of Ecuadorians. The Castellano is the official language. The Kichwa, the Shuar and the other ancestral languages are of official use for the indigenous people in the terms established by the Law." In the case of a plurilingual community, it is important to differentiate between the mother tongue, the official language and the lingua franca, with Spanish being the mother tongue for most of Ecuadorians, but the lingua Franca for the indigenous people.

There was a language that was spoken in the XIX century. This language was not a variation of the Spanish language, although in an investigation done by J. M. Pallares in 1877, it was mentioned that 21% of the vocabulary collected included words from Spanish and Kichwa (García, 2016)"An indigenous language that survived the conquest due to contact between indigenous and Afro-descendant populations"

According to Moeller, A., & Catalano, T. (2015) a language is considered foreign when it is learned in a community context where that language is not spoken. It is a language that is not native for the person who is trying to learn it. Unlike the first language, in which the person must reach a full proficiency, foreign language students may not be able to reach that level. Everything will depend on the time expended practicing the language. Even so, people who learn the language as adults tend not to reach full proficiency like the person who starts learning as a child.

In addition, Salazar N. (2017) with the research investigation in Morph-syntactic Interferences of the Kichwa Language in English writing in the fifth and sixth year students attending the Casahuala School in Quisapincha parish - Ambato during the 2016-2017 academic period points out that, this research was descriptive because it refers, and evidences the interferences also, it was the first time the school underwent this type of exploration. Furthermore, it is qualitative and quantitative since it is based on the collection of information and it is based on the results of a survey. The results of the survey demonstrated that there is direct Kichwa interference in the students´ English writing since they tend to adopt the structure of their native language (SOV). It was also evident that the students are relating elements and particles of Kichwa and generalizing them when writing in English. The research concludes with a compilation of exercises aimed at lessening the interferences found. Attached is also an academic paper describing a summary of the results, conclusions and recommendations, concluding with the following:

Analyze interferences according to linguistic criteria. In this research, he defines error or interference as a production not acceptable by the standard. Likewise, it distinguishes between mistake and error. The mistake is defined as the inappropriate use of linguistic knowledge and occurs with an inappropriate use and the error is defined as a deficiency in competence and that the rule has not been acquired. This study starts from the premise that learners have an internalized learning program, which determines in what order the grammar is acquired, for which the speakers use transfer between languages as a learning strategy.

Reference is made to addition errors, omission errors, false selection errors, morphological automatic transposition, and automatic transposition of grammatical relations, semantic automatic transposition, and false generalization of rules.

1.2 Epistemological foundation

It is based on theories based on theoretical foundations that demonstrate and support what has been investigated and has been verified through scientific knowledge.

Fumerton R. (2009) Points out that "Epistemological questions involve the concepts of knowledge, evidence, reasons for believing, justification, probability, what one ought to believe, and any other concepts, that can only be understood through one or more of the above". (p. 1).

1.2.1   Language learning

Language learning is an active process that begins at birth and continues throughout life. Students learn language as they use it to communicate their thoughts, feelings, and experiences, establish relationships with family members and friends, Language learning is an active process that begins at birth and continues throughout life. Students learn language as they use it to communicate their thoughts, feelings, and experiences, establish relationships with family members and friends, and strive to make sense and order of their world and strive to make sense and order of their world.

Learning is a complex process of discovery, collaboration, and inquiry facilitated by language. Composed of interrelated and rule-governed symbol systems, language is a social and uniquely human means of representing, exploring, and communicating meaning. As well as being a defining feature of culture, language is an unmistakable mark of personal identity, and is essential for forming interpersonal relationships, understanding social situations, extending experience, reflecting on thought and action, and contributing to a democratic society. Language is the primary basis of all communication and the primary instrument of thought.

According to Tarone, E., &Swierzbin, B. (2009), language learning is the production of the language when learners are trying to communicate using a foreign language. By observing how learners produce the language, teachers can improve their pedagogy to better promote language learning. There are three dimensions in the language learning process: accuracy, complexity and fluency. Accuracy is when the learning process targets language norms. Complexity is when it reaches a range of vocabulary and grammar structure, and fluency is when the language is produced rapidly with few pauses. These three dimensions affect each other. If the focus is on accuracy, this can reduce fluency or complexity, while if the focus is on complexity, then accuracy or fluency can be reduced.

And finally, the purpose is to help students to reach a high level in all three dimensions. The process of learning a new language is complex. It is not only a matter of intelligence and aptitude, but also attitude and motivation. According to Espinar, R., & Ortega, J. (2015), Motivation is an essential factor that teachers need to consider when they are teaching a new language. If a student is well motivated, the process of learning can be more effective and the content will be more easily internalized. Motivational aspects can be the necessity of communicating to others in their language and the attitude toward the community of the other speaker. Learning a new language is not only the process of listening and speaking, it is also understanding the cultural background to know why they are saying something and also to understand the context of each conversation.If a teacher can engage students with the social aspect of the language, the learning/teaching process is easier.

1.2.2   Foreign language

According to Moeller, A., & Catalano, T. (2015) a language is considered foreign when it is learned in a community context where that language is not spoken. It is a language that is not native for the person who is trying to learn it. Unlike the first language, in which the person must reach a full proficiency, foreign language students may not be able to reach that level. Everything will depend on the time expended practicing the language. Even so, people who learn

the language as adults tend not to reach full proficiency like the person who starts learning as a child.

A study of another language allows the individual to experience cross-cultural environments as they interact in real life situations with other humans' interdisciplinary perspective in which the learner gains linguistic and social knowledge. The study of a foreign language can open a world of job opportunities. In the social aspect, it helps to get an outsider's perspective about your own culture. Learning a foreign language can also help somebody meet more interesting people around the world. A foreign language can also facilitate and make traveling more interesting and fun. In general, to study a new language can help in personal development and educational development because a person who learns a new language can become a better learner by applying the strategies used in the study of a new language into his/her mother tongue. (Brooks-Lewis, K. 2009)

Foreign language learning and teaching have expanded the scientific and theoretical knowledge based on how students learn the new language and how teachers apply methods and strategies in classrooms. Traditionally, a foreign language was taught by repetition of the information that teachers provide in class (behaviorist theories). The language learning success was measured by the quality and quantity of language and the student feedback. Methods of teaching English were presented like the audio-lingual approach where the instructor (teacher) has the role of an authority figure, the expert of the subject, etc. Students were relegated to imitate patterns to a point of automatic response.

People need to understand the importance of learning a foreign language and how the language can help them in their social, educational and professional life. The reasons for learning a language can be different for everyone; however, the important aspect is that a personfinds relevant motives to reach a high level of proficiency. Another factor to take into consideration is the different educational settings that currently exist, so the learner needs to investigate the best way to learn and choose which one adapts more to his/her style of learning. (Brooks-Lewis, K. 2009)

1.2.3 English Learning

All students can be successful learners. Responsibility for language learning is shared by students, parents, teachers, and the community. Students require ongoing opportunities to use language in its many forms. Opportunities to learn language occur first at home and are extended as children move into the larger community. Schools provide environments where students continue to develop language knowledge, skills, and strategies to achieve personal, social, and academic goals. Language development is the responsibility of all teachers. Subject area teachers teach the specialized language and forms of each subject.

Language enables students to play an active role in various communities of learners within and beyond the classroom. As students speak, write, and represent, they also listen to, read, and view the ideas and experiences of others. Critical and creative thinking and learning through language occur when students reflect, speculate, create, analyze, and synthesize. In addition, language enables students to develop metacognition; that is, it enables them to reflect upon and control their own thinking and learning processes. Language helps students develop an awareness of the skills and strategies they need to complete learning tasks successfully and to communicate about them as learners.

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

As a conclusion, it is mandatory to say that English has been, is and will be considered as the universal language around the world, thus through it businesses and educational development has a real impact, even in daily life, where English is in use everywhere; furthermore, within the teaching and learning process of a new language, nothing could be possible that is why all skills must be covered like productive skills, speaking and writing, and receptive skills, reading and writing, to establish what teaching strategies, approaches and methods are needed to accomplish the specific learning objectives. The present study focus on English learning and the influence of Kichwa has in it.

1.2.4   Interlanguage

Selinker, L. (1972), states that interlanguage is a linguistic system that a student of a second or foreign language has to pass through in the process of learning a new language. The interlanguage system is characterized to be a unique system for each learner. It measures the mother tongue's system and the language the learner wants to learn. Interlanguage is autonomous because it has its own rules depending on the individual. It is systemic because it has its coherent rules and, also changeable because those rules are not constant in any linguistic phenomenon. Interlanguage is in constant evolution because it consists of approximation stages in the target language.

According to McLaughlin (1987), as cited by Lema, J (2020) "Interlanguage is defined as "the interim grammars constructed by the second-language learners on their way to the target language". (p.60). Language is a process in which the learners pass through stages, which are created by each individual and is a characteristic of each one. Sometimes the mother tongue of the learner creates interference in the pronunciation of a word in the target language. Dickerson L. (1975) pointed out that the mother tongue is one of the factors that contribute to the variety of sounds that a learner produces instead of the target sound. In this case, the speaker is not speaking either English or Spanish; he is speaking a hybrid language that contains linguistic elements from both languages.

This intermediate language is known as interlanguage, most of the time this variation of the language (interlanguage) frustrates the teacher because it does

not have a preset pattern. The interlanguage of each student also depends on the surrounding where he is developing. For instance, in Esmeraldas, the way of speaking and in general the use of the language can be considered as a non-standard use of the language. In an educational environment, English teachers have to deal with this variation of their first language because it affects the learning of a new language. The role of the teacher is to find the best way to accelerate the interlanguage process to reach linguistic competence in the target language.

1.2.5 Linguistic interference

S.H. Ramírez, J.F. & Ríos, J.F. (2011) as cited by Salazar, N. (2017) points out, refers to the basic concept taken from Santos (1992) who defines interference as a phenomenon produced by using in a target language a morphological, syntactic, lexical and phonetic trait characteristic of their native language.

Likewise, Salazar, N. (2017) interference is defined as a neologism or creation of new words when a language lacks its own terms, exclusively when talking about terms related to technology and culture. The loan of a term can also be produced by structural tracing, foreignness (Domínguez, 2001).

Within the linguistic interferences we can find the interference can be of two kinds: Internal interference, which includevariations in structure and morphology within the linguistic system of a language, and external interference, which is responsible for the study of the application of the most popular structures in other languages (Thjemer, 1980).

Additionally, it can be expressed that the interferences are deviations with respect to the rules of either of the two languages that come into contact, and that they suppose, the dominance of one over the other, an influence that comes to alter the natural being of the languages that coexist (Weinreich, 1974).

The research presented below studies interferences, in order to have a better vision, we will begin by covering clear concepts that will help to understand and analyze this issue.

The use of more than two languages or languages day by day, transforms him into a bilingual individual, with the influence of languages, especially of a language the strongest on the weakest, which produces processes of transfer of language one and the other Language 2, in both directions (Ansó, 2017).

Among the linguistic interferences is the Morphology interference, one of the major levels of the linguistic structure.
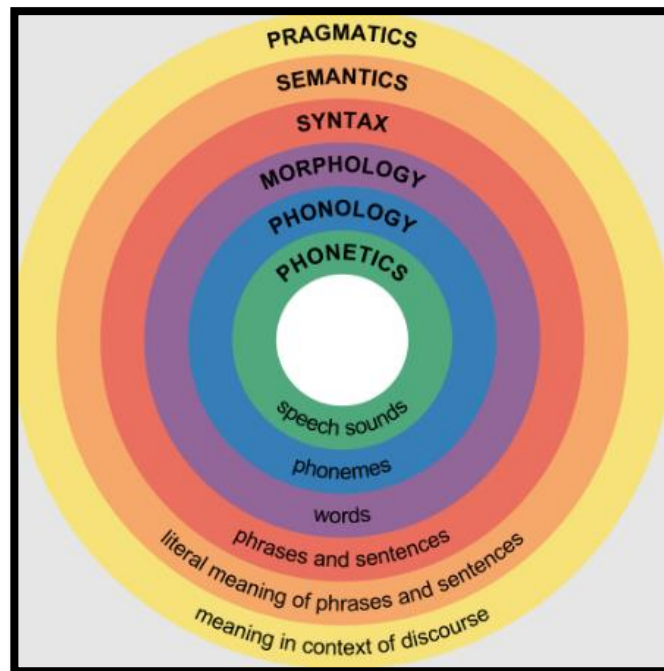
Picture 1: Major levels of linguistic structure
Elaborated by: Muente, M. (2020)

Lema, J. (2020) states that "According to Dulay, H., Burt, M. &Krashen, S. (1982) interference is the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language. The language learners L1 affect the learning of the L2, meaning that the learners tend to use aspects of the first language like grammar, vocabulary, accent, spelling and others. According to Manrique, C. (2013) the most common errors are mispronunciation and grammatical errors between the mother tongue and the target language.

This term is often discussed in English as an Additional Language (EAL), but it can also be used in any other situation when a person wants to study a new language different from his mother tongue. Most of the time, these transfers are

discussed as a source of errors (negative transfer), although sometimes it results in the correct language production from the learner (positive transfer). When there is a greater difference that exists between the L1 and the L2, the negative effect of the interference is lessened.

The interference of the Spanish into the English language is evident in the area where the investigation was applied. Students take the structural, pronunciation and lexical aspect of Spanish into the production of English. They also commit the same errors in their first language producing an incorrect use of the language. The influence of the language that was spoken in this area in the XIX century is evident, the drop of the "s" and the "r" sounds affect to the spoken production. This can also be caused by the inadequate exposure of the students to the language and also the lack of efficient mediators, first in their mother tongue and also in the foreign language."

1.2.6 Factors of interference

The obstruction is due to various factors, as it is due to various internal factors, it is possible to indicate the age, the state of perfection of the established language, and the own perceptions about the differences of the two languages in contact. These can be of an external nature such as the learning context or the educational requirement that must be faced. At this point, it should be mentioned that the learner has not yet acquired grammatical knowledge, so it is necessary to speak of an imperfect or incomplete learning (Meisel 2006; Ros 2017). This is characterized by the simplification, the avoidance or elimination of the morphology of the object language and the reduction of lexicon and structures.

1.2.7 Interference phenomena

In the Abraham Dictionary (1981) the obstructions in the language are manifested at all levels and in all the degrees of the languages in contact they produce extensions of meaning and use such as the loan of a sign, borrowed translations or tracings. According to this description, reference is made to the following linguistic phenomena:

Linguistic tracing is responsible for a literal translation of components of an original language and the adaptation of this to the same recipient language system. It is also called neutralized foreignness

Loans are words taken from one language to the other without translating it, the masses are admitted and in use in the language. The loan is used for lack of knowledge of the term in the language in which it is communicating. Sign of the speaker's inability to express him (Dias, 2008). In addition to these, bilingualism and code change are included as two more phenomena in linguistics.

Bilingualism There are several concepts which have been established around this term, as well as several authors have made reference to it and agree that this term is the product of the use of languages that can be two or more, it is also known as multilingualism.

According to Haugen (1953), bilingualism is a process in which whoever communicates using a certain language can produce meaningful sentences in another. This process is born from the insufficiency of terms when communicating in another language due to the linguistic process. The use of two or more languages on a daily basis, that is, bilingual use, involves the interference of an L1 on an L2, which produces transfer processes in both directions between them (Ansó, 2017).

Code switching which is a negative interference. This should be a license for anyone who has the ability to master more than one language. The mixing of codes that the true bilingual speaker performs when communicating with another bilingual speaker is a phenomenon that requires creativity since when communicating, the use of the language is not restricted, but rather tends to unite them for reasons of affection, expression and even criticism (Días, 2008).

1.2.8   Interferences Types

People who are exposed in a bilingual environment experience these transfers since the linguistic units are stored in their brain. Similar and native language-like traits will be easy to learn, while dissimilar traits will be difficult (Gil, 2010).

Interference is a term used in psycholinguistics when referring to the "errors" caused by L1 in learning SL. The more possibility of contact exists between the languages in use, the more possibility of interference. According to Ansó and Gil (2010) they agree and argue that interference is divided into interference or positive transfers and interference or negative transfers.

1.2.9   Interference or negative transfer

Interference is also called transfer and is considered negative when it causes an error, that is, prior learning or previously acquired knowledge hinders or interferes with what is to be learned. Negative interference is spoken of when it hinders acquisition due to contrasts between the languages in use causing misunderstanding (Arias, 2017).

Reviewing another source, the dictionary of the Virtual Center of Cervantes was found, in which it is considered that the transfer phenomenon is elementary in the processes in which an L2 is in acquisition. In this process, if what the person who is learning transfers to L2 does not match, it causes an error, for example, if a speaker answers positively to a negative question, when he means no. -Don't you want coffee? -Yes. In addition, when the transfer is negative or generates an error, it is easier to detect, correct, comment, etc. even by the same person who is being part of this learning.

You are in the presence of interference or negative transfer when the structures in the languages are different, this delays learning. Interferences are the most difficult and the ones that most need to be learned and transformed because the difference between languages is less noticeable according to (Días, 2017)

1.2.10   Kichwa interference

Before to start from so many points of view, it is necessary to mention that interference is the act of process of interfere: Middle English *enterferen*, from Anglo-French *(s')entreferir* to strike one another, from *entre-* inter- + *ferir* to strike, from Latin *ferire*; which in learning application is the disturbing effect of new learning on the performance of previously learned behavior with which it is inconsistent. So, Kichwa plays an important role into a young

Kichwa speaker because this common language used in some of indigenous population as the target language in use considering all the implications that having this knowledge about this folkloric language during the acquisition of a foreign language. There is linguistics features that will be consider during the development of this research.

Alabere R. (2011), States that "The first language is very important in the education of a child particularly in the earlystages of life. The normal development of a child is related to the continuous use of thelanguage of the immediate environment, the mother tongue, the language of his familyand people used to from birth. Likewise, mentioned that L1 is the language acquired at first experience of life, thelanguage of dreams, thinking and the language used for easy and convenient expressionof feelings and emotions according to (Ogbonna, 2007).

1.2.11   Mother Tongue

The Kichwas are considered to be the most populous Amerindian ethnic group in the beautiful country of Ecuador. These peace loving people live in communities located in the valleys, as well as in the páramo regions, between the upper forest line and the permanent snow line, of the majestic Andes Mountains. They live in tight-knit family-oriented communities and still speak their native tongue Kichwa, which is also the language used for instruction at their local schools.

The Kichwas are readily recognized by their traditional dress of brightly colored clothes, ponchos and felt hats. Some of the communities have continued with the manufacture of traditional crafts and cloth weaving, which are sold to supplement the income of the community. Although the Kichwas tend to remain in their close-knit communities, they are interested in the world beyond their boundaries. Some elements of Western style dress have started to become evident among the Kichwas, but it is still generally their desire to maintain their traditional manner of dress and way of life.

Ecuador's official language is Spanish, but Kichwa, an Inca language, is spoken by the Indian population. Besides Spanish, ten native languages are spoken in Ecuador. English is the most spoken foreign language amongst tourist providers and professionals.

According to, Alabere, R. (2011) every language has its own distinct sounds segments different from another language. Sono two languages have the same sounds all through.

1.2.12 Language Transfer

Communication has been a basic need for society, thanks to this need; various forms of expression have gradually been developed, as well as essential skills such as listening, speaking, reading and writing, which have contributed to its good performance.

Interferences in communication, whether oral or written, occur mostly when students or learners need to communicate and for this they use oral or written language, therefore, this research seeks to find the most relevant morph-syntactic interferences when communicating through writing. For this, it is intended to give clear definitions based on authors in order to improve compression.

Weinreich and Ansó (2017), define interferences as deviations from the norm or as the result produced by a bilingual person when using more than one language in their daily interactions.

According to ELE dictionaries, (key terms) the word "interference" is used when it is meant to refer to "errors made on L2, supposedly caused by contact with L1."

Likewise, Mackley and Fernández (2000), say in their document that interferences will arise when units and especially combinations of grammatical categories, parts of speech, and functional morphemes from another are introduced in the speech of a bilingual speaker.

Interferences are "errors" produced by an L2 learner since he, when using the L2, will refer to his L1 and will look for common or similar ways in his language to communicate.

The effects of these disorders will be evident when the same lexical elements and phonological, morphological and syntactic structures of L1 are used in L2 Benítez (2014).

1.2.13   Interference or positive or facilitating transfer

The affinity between various structures, lexical units, socio-cultural and sociolinguistic aspects, etc. of the native language and the foreign language facilitate the learning of this one so that it is acquired more easily. Positive transfer is found when L1 and L2 share certain similarities of the structural, lexical and morphological type, which contribute to the acquisition of the new language in an easier way. The approach with the new language favors its acquisition (Gil, 2010).

According to the Dictionary of the Cervantes Virtual Center, the concept of positive transfer is expressed as the successful result of using elements typical of one language in a different one and thus improving communication. The person who is learning a new language relates the new information obtained with the information that he has previously learned. In production, the learner uses linguistic forms or social formulas which he previously acquired in his native language and uses them to communicate in L2, since he has the belief that they are valid.

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1.2.14 Zero interference or transfer

This is a variant of the negative transfer. This is shown when the structures in the mother tongue are non-existent. Students begin to use what is known from their L1 and to use it as a substitute for new learning, and new habits must be formed that must be formed for elements that do not exist in the language (Dias, 2008)

1.2.15 Linguistics

According to Andrade (2016), linguistics is a science that has to do with the scientific study of language; it is the foundation of contemporary culture and of the current scientific world due to its contribution to various sciences such as psychology, anthropology, history, literary research.

Linguistics is the science that studies language for human communication with its codes and symbol systems, using their different languages, their points and modes of articulation in common and their evolution. The oral language preceded the written language, this, revolutionized and was linked to culture.

So too linguistics is defined as the systematic study of the nature, structure, and variation of language. There are also sub-fields that are related to particular aspects focused mainly on training rather than significance (Quinto, 2017).

Among the sub-fields that focus on language we have:

Phonetics: Review of physical properties of speech (production and perception).

Phonology: Review of sounds as abstract elements in the speaker's mind that distinguish meaning (phonemes).

Morphology: Studies the internal structures of word and forms a core part of linguistics.

1.2.16   L2 Second Language

The L2 or second language that each of the communities uses, the one that differs from the mother tongue or L1. Specifically, in Ecuador, the ancestral community has been forced to learn an L2 or Spanish language because it is the language that prevails in the country. For Kichwa speakers, learning an L2 has been very demanding due to communication effects (Chango, 2016).

1.2.17   Frequent errors

This research reveals the most common interferences which occur in the learners of a target language, in addition to making an exhaustive analysis of the phonetics as well as the negative transference as a consequence of the interference of the mother tongue due to the overload. Generalization or ignorance of the rules of the target language, error is considered here as an inevitable element of the learning process of a second language.

The error in the learners of an L2 can occur when:

- Additions are made in their productions, that is, they add morphemes or redundant words.
- By omitting morphemes or important words in context.
- Due to the absence of rational order.
- By malformation of words or writing. That is, use of an item in the wrong way- false choice-false placement (Acuña, 2010).
- The investigative work of Ansó (2017) distinguishes resources of simplification, omission, replication, reduction over generalization or substitution, among others, while Fergusson (1992) cited by the same author distinguishes three types: simplification of the inventory, reduction of the semantic expression, function linguistics and elimination of alternative structures.
- Structural errors
- Lexical errors
- Pronunciation errors

Production errors. - Within these we find the substitution defined as the use of forms of Language 1 in Language 2, the tracing considered as the rendering of sentences or foreign expressions, the creation of new words.

Under-production errors. - They reveal the inhibition or avoidance of difficult or frustrating structures.

Overproduction errors. - It is the repeated or repetitive use of an equal structure.

Misunderstanding or pragmatic errors. - They provoke a different understanding than the native speakers of an object language would infer or give when producing a sentence.

Overcorrection errors. - They result from an exaggerated reaction to something that seems to come from language 1 (obsession with grammar correctness).

Some errors can also arise due to **intralinguistic** problems such as:

Errors due to simplification. - It is presented for the reduction of the L2 gift.

Generalization errors. - It is presented by means of extensions of the L2 norms to inappropriate contexts.

Errors by induction. - When a linguistic element is derived from the way of presentation to the learners and in what way they practiced it.

1.3 Foundation of the state of art

This research work shows and specifies various publications related to the research topic concerning the different theoretical aspects of this section. Main referents are shown, which are displayed in detail in relation to the specific application that is carried out in the investigation and that have penetrated until today in the Kichwa interference in the English learning process. In the research work entitled "The Influence of the native Kichwa language in the inter-learning of the English language" in 2010, carried out by León Gavilánez Giovanna Del Rocío of the Technical University of Ambato, in its conclusions it states:

When conducting this research and according to what the results present, the Kichwa native language greatly influences the learning of the English language

due to several factors such as the passive mental operation of processing thoughts and knowledge in the native language, and in turn, in the production of the foreign language, by translating phrases, expressions and even complete constructions in the Kichwa language.

According to this research, the learning of a foreign language is important, but as important as this is the native language since the students manage to construct sentences according to their knowledge in the mother tongue.

Likewise, the investigative work by Jasone Cenoz carried out in 2013, with the title "The influence of bilingualism on third language acquisition: Focus on multilingualism" from the University of Basque. The methodology and results of the study of the influence of bilingualism on the acquisition of L3 have been analyzed in a discussion within the multilingual field with the aim of demonstrating how new language learners use their previous linguistic knowledge in their multilingual practice when acquiring the L3, this work shows us the following conclusions:

The acquisition and use of a language of the linguistic repertoire occurs in relation to the social context to which the speaker is immersed. The process of acquiring an L3 often takes place in educational establishments. The acquisition of an L3 from a bilingual can be part of a bilingual or multilingual educational program in which the teachings of foreign languages must be acquired based on methods with a multilingual approach. The linguistic competence of an L3 or the change or mixture of one code for another is measured according to the level of mastery of L1 and L2.

Students must be the field of research and teaching, for this reason, metacognitive awareness must be created, which is fundamental in learning a new language in order that what is learned in one language can be reinforced in the new ones. This research focuses on the learner and provides different views by promoting multilingualism instead of monolinguals, taking into account the social environment in which the speaker operates.

In the investigative work of Alessandra D 'Aquino Hilt- Rosa Ribas in the year, entitled "Morphological interferences between Italian and Spanish L2" of the

Institute of Romanistik of the University of Frankfort del Meno (Germany), in which he analyzes interferences according to linguistic criteria . In this investigation, he defines error or interference as a production not acceptable by the standard. It also distinguishes between mistake and error. The mistake is defined as the inappropriate use of linguistic knowledge and occurs with an inappropriate use and the error is defined as a deficiency in competence and that the rule has not been acquired. This study starts from the premise that learners have an internalized learning program, which determines in what order the grammar is acquired, for which the speakers use the transfer between languages as a learning strategy.

In this research, reference is made to addition errors, omission errors, false selection errors, morphological automatic transposition, and automatic transposition of grammatical relations, semantic automatic transposition, and false generalization of rules. In the research entitled "Linguistic interference in the simultaneous learning of several foreign languages" carried out by Buitrago, S.H. Ramírez, J. F & Ríos (2010), from the University of Caldas, Manizales - Colombia shows their conclusions that: This study shows that the phonetic, morphological and semantic similarities between several languages cause linguistic interference during their simultaneous learning. This occurs because the learners make analogies and associations between L1 and L2.

Interferences are presented at a more complex level between L1 and L2, since they have structural equivalences and that they comply with the rules of languages. Therefore, the interference cannot be considered as an error because the interfering terms fulfill morphological, semantic and pragmatic a suitable function despite different codes. The study proves the theory that the interference is presented by the influence of a vehicular language and not by the deeper knowledge of any of them.

The scriptural processes are clearly due to learning and not to acquisition. These vary according to the training conditions both in the mother tongue and in foreign languages. Thus, in L1 the learning of writing and reading occurs after

language acquisition, while in foreign languages, which is learned simultaneously, the learning of all language skills is simultaneous.

This research focuses on the fact that the language acquisition process requires permanent contact with the target language. Exposure to a language requires constant communicative interaction, that is, immersion in the language and this is not acquired in a classroom. The work of the teacher as such is always focused on a teaching-learning process since it is based on a structural process, so that linguistic structures will always be compared consciously or unconsciously.

In the research "Writing and its importance in the construction of knowledge" carried out by María Electa Torres Perdomo (2002) of the Universidad de los Andes de Trujillo-Venezuela, in the conclusions, it states:

In the activities carried out, it was evidenced that students are capable of producing their own texts and adding information that would make each writing understandable, such as the use of spelling rules, punctuation marks, coherence that allows organizing ideas in an elegant way understandable.

This conclusion is taken from Professor García de Morán (1998) who says that students cannot read or write because teachers do not know how to do it and they do not do it because the programs were structured in terms of behavior and content and not in terms process, for this reason the two repeat mechanically, they do not understand, they do not interpret, they do not value, they do not believe and they do not judge.

In this competence it is necessary to include the transversal axes: language, development of thought, work and values, in order to try to learn in an integral way and not in isolated plots. In this research, he emphasizes that reading and writing are a complex binomial that can be carried out with a series of activities that are born from the initiative and creativity of the teacher; emphasizing constructivist methodologies that help to obtain a more meaningful learning that enrich knowledge of students.

1.4 Chapter I Conclusions

- Review the literature about Kichwa teaching learning approaches used in the English learning process as the epistemic foundation, there is positive word order interference from Kichwa language to English writing when using adjectives since in both languages adjectives are placed before nouns.

- Systematize the variables that explain the problem under study to structure a theoretical framework, there is no considerable negative word order interference from Kichwa language when writing simple present sentences in English which word order is totally different.

- Collect information about Kichwa through its history and the probable impact of the investigation. Linguistics features matters and teachers who work with Kichwa students do not have knowledge about the difference in both languages in their word order when writing sentences in present simple.

CHAPTER II: PROPOSAL

2.1 Proposal Topic

Handbook to EFL-English teachers facing morphological linguistics features between Kichwa and English.

2.2 Proposal Objectives

General Objective:

To design a handbook to EFL- teachers in order to analyze the morphological linguistics similarities and differences between Kichwa and English.

Specific Objectives:

- To identify morphological interferences among the linguistics similarities and differences; in order to know what linguistics difficulties face a Kichwa speaker during the learning process of English as a foreign language.
- To give some methods as a guide for academic style enhancement.
- To encourage EFL-Teachers to use this proposal and the morphological considerations might be taken with a Kichwa speaker learner during an EFL class offering some cognitive tasks.

2.3 Justification

The following proposal become known from the difficulties which cause English as a foreign language in Kichwa speakers who belong to Delia Ibarra Educative Unit whose Kichwa linguistics difficulties interferes in the English learning process that is why during the development of the proposal will be some contrast from Kichwa linguistic features and English, specially focusing in Morphology. The main apprehension of this study is to analyze how the linguistics similarities interfere in a Kichwa speaker from a general view, in order EFL-teachers can understand the similarities and differences affects during the English as a foreign language. When was applied the survey to two EFL-teachers**(see appendix6**)

who are working in the institution for some many years teaching them have face different difficulties, they commented that teach English to a Kichwa speaker is not an easy job because they do not know how to teach them but understanding their interferences. In the other hand they think that Kichwa interfere in the English learning process. A pre and post test was applied to 50 Kichwa speakers students had 40 minutes to complete the multiple choice test as a survey that contains 10 questions with 2 open questions which helped a lot the arguments they wrote in the reason, the other 8 questions were close question with one correct answer and two distracters. When the time was over they instantaneously sent a picture with their answers because the most of them do not have internet accessibility **(see appendix 1**), according to the results in the pre test determine that the most of them do not like English, also it proved that positive Kichwa word order when using the adjectives help to develop writing in a high degree. By the other hand, the negative word order affects English word order as well in the process of simple present tense in English; as a result it is important to create a handbook showing the similarities and differences between Kichwa and English morphological linguistic features.

This handbook will help EFL-teachers to take advantage of the morphological linguistics' similarities and differences, in the developing of some meaningful activities which contains a rubric to enable teachers differentiate and recognize the similarities as strengths and differences as weakness in order to choose the correct method and approach to use with during the teaching learning process.

Consequently, from the previous results it was mandatory the creation of a handbook for teachers which will be helpful for them cause of the activities reinforce **(see appendices 2, 4)** and take advantage of the similarities between both languages, Kichwa and English. This proposal will aid to reach the objectives and to give a rational score it is also suggested a rubric (**seeappendices2, 4**) which is request by the Educative unit and Education's Ministry. Furthermore, there are not enough previous and implicit studies about similarities and differences between Kichwa and English as a foreign language, thus, the following proposal will help all teachers who are working with Kichwa speakers specially teachers from Delia Ibarra Educative Unit and other

institutions around the country as well, even students will have a real differentiation of how to use the morphological linguistic similarities as a strengths to understand and relate them in order to take advantage and have a nice atmosphere during the EFL-Learning process. (**See appendix 3**)

2.4 Proposal Development

The following proposal is based on the morphological linguistics aspect looking for these similarities and differences between Kichwa and English as a foreign language in order to take the similarities as strengths and the differences as a weakness, as a result will have a complete morphological vision taken from the contrast of English and Kichwa morphological linguistics analysis.

2.4.1   Proposal Components

This proposal is supported by the theoretical and practical components.

Handbook: It is basically a book which contains activities with their explanation and guidelines on how to use the activities. Furthermore, the present work illustrated in the following handbook will help EFL-teachers who are working or maybe will work with Kichwa speakers, how to use the activities to accomplish the final outcomes.

In the **theoretical component**, is taking into account a briefly explanation about one of the major levels of linguistic structure such as:

- *Morphology*

At the moment of explaining some of the major levels of linguistics structure, give as a result a better understanding about these linguistics features and their interferences, additionally three **methods** will be suggested to work with it is the Community and support some meaningful activities using it, in the other hand, three strategies will be recommended as well, these are:

- Learning strategy training
- Cooperative Learning
- Multiple intelligences

In order to encourage and fulfill some EFL-Teachers' doubts during the English learning process in general, applying the approach and methods mentioned will help EFL-Teachers by understanding them, can plan with the enough knowledge. This proposal was planned by the necessity of being actualized and going through some difficulties in a successful way, the main aim of this proposal is EFL-teachers know about the different interferences a Kichwa speaker may have at the English learning process in order to give some ideas, after the theoretical analysis there is a brief explanations about the methods mentioned before, in addition an example of activity applying the methodology from: the Learning Strategy Training, Cooperative Learning and Multiple Intelligences from an affective perception.

During the developing of the **Practical Components**, there are 10worksheets activities, each topic will be structure in the following sequence taking just some activities; EFL-Teachers might apply in their classes.

Goal: It refers what an EFL-Teacher want to achieve at the end of a class.

Skill with performance criteria: Understand exploratory and informal conversations from the analysis of the communicative purpose and the formulation of opinions and comments related to the topic.

In each section there are both **affective** and **cognitive** activities.

The *affective* activities aim to create a positive and supportive group atmosphere in a non-explicit way; the *cognitive* activities seek to make certain demands of the Kichwa speaker learners group more explicit.

Level: CEFR standard (Common European Framework of Reference for Languages). The six reference English levels are widely accepted as the global standard for grading an individual's language proficiency.

Table3: English language levels description

ENGLISH BASIC USER (A1,A2)	ENGLISH INDEPENDENT USER (B1, B2)	PROFICIENT ENGLISH USER (C1, C2)
A1 (Beginner) Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/her and others and can ask and answer questions about personal details such as where he/she lives, people he/she	B1 (Intermediate English) Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.	C1 (Advanced English) Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/her fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured,

knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.		detailed text on complex subjects, showing a controlled use of organizational patterns, connectors and cohesive devices.
A2 (Elementary English) Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local	B2 (Upper-Intermediate English) Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear,	C2 (Proficiency English) Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself

geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.	detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

Elaborated by: Muente, M. (2021)

Assessment: Rubric **(see appendices2,4)**

Time:It is according to how long is going to take the application of the activity.

Materials: Some different materials needed it to apply the activity.

Preparation: Some special facts, suggestions and directions in order to reach the specific goal.

Procedures: The particular of accomplish the activity in process.

Remarks: The comment, observation implies giving special attention.

Variation: The activity will have a topic; the same that may be vary according to the EFL-Teachers point of view and necessity.

2.4.2 Proposal Explanation

The following proposal contributes to solve or try to do it, the inadequacies identified during the application of the pre-test in a survey directed to EFL-Teachers who have taught, are teaching or will teach Kichwa speakers. Teaching a Kichwa speaker is based in identify what linguistics elements interfere during the English learning process. That is the reason why a briefly explanation is going to show why this linguistic branch is necessary for?

Morphology is the study of the internal structure of words, word order and forms a core part of linguistic study today. The goal is to discover the morphological rules common between English as a foreign language and Kichwa as a mother tongue.

To reach the outcomes, it may take into account in order to work with Kichwa speakers a good sense of atmosphere should be necessary to motivate, the responsible of this action will be the EFL-teacher to make a fun and interesting class, however, it is mandatory to never quit in discipline and establish a set of rules at the beginning of an English learning process.

On the other hand, generate an appropriate environment to awaken in students the pleasure of reading by maintaining a communicative situation in the reading of a text or book through questions to investigate previous knowledge, allowing them to predict the text, maintaining the appropriate *intonation*, giving emphasis in the parts that are important, using gestures, body language, showing the graphs to the students, answering the questions that students have asked, asking prediction questions and verifying predictions during the reading will later help to comment and interpret feelings during the reading.

A suggestion to an EFL-Teacher, first of all, should learn the names of your students as soon as possible, with that, students will establish a compliment and

a good sense of learning with you, another activity that is suggested is to role the attendance because a really significant value during the teaching learning process, to follow with the proposal it is suggested the implementation of the following methods and approaches in order to develop a good teaching- learning process.

For doing this the current communicative approaches are needed, because nowadays they are necessary to establish a communication, a communicative teaching-learning style, such as:***Learning Strategy Training, Cooperative learning, and Multiple Intelligences***, according to Diane Larsen-Freeman and Marti Anderson in the second edition book called Techniques and Principles in language Teaching, these are three methodological innovations because their main concern is the language learner. Because of their different focus, they complement, rather than challenge, language teaching methods, they reflect interesting and enduring methodological practices, and thus are presented here.

- **Learning Strategy Training**

D. Larsen-Freeman and M. Anderson (2016, p. 80) points out that Noam Chomsky argued "language acquisition actively responsive to stimuli in the environment learners were seen to be much more actively responsible for their own learning, use their own thinking processes, or cognition, to discover the rules of the language they are acquiring". This concept is prior to train students in the use of learning strategies in order to improve their learning effectiveness.

This method has a special impact at a secondary school at Japan. There were 32 students in the class at intermediate-level target language proficiency. Prior to the lesson, the teacher has read the students' learning journals. One of the problems was that their reading assignments are lengthy and a lot of new vocabulary, the teacher has decided to teach the strategy of *advanced organization*. It consists in modeling, the teacher uses the think-aloud technique and explained the strategy. First, read the title, and then try to figure out what the passage is about, look at the subheadings and pictures, if there is any. Ask yourselves what do you know about it? Next, read the first part, do not read every single word, make a quick skim, just picking out the main ideas, content

or meaning-bearing words. The students practice the new learning strategy. For many students, strategies have to be learned. The best way to do this is with hands on experience.

The students evaluate their own success in learning the strategy. They modify the strategy to meet their own learning needs. They share their innovations with their classmates. Students need to become independent, self-regulated learners. Self-assessment contributes to learner autonomy. An important part of learning a strategy is being able to transfer it and use it in a different situation.

An added benefit of learning strategy training is that it can help learners to continue to learn after they have completed their formal study of the target language. The teacher helps students learn how to learn more effectively.

- **Cooperative Learning**

D. Larsen-Freeman and M. Anderson (2016, p. 238) Sometimes called collaborative learning, essentially involves students learning from each other in groups. The way of students and teachers work together is what makes cooperative learning distinctive and important. In Cooperative learning teachers teach students collaborative or social skills so they can work together more effectively. Indeed, Cooperation is not only a way of learning, but also a theme to be communicated about and studied (Jacobs 1998).

This method was applied in the 24 students of fifth grade ESL students in Alexandria, Virginia, USA. The vocabulary lesson will be done in cooperative groups. Each student is to help the other students learn the new vocabulary words. Students are encouraged to think in terms of positive interdependence, which means that the students are not thinking competitively and in terms of the group.

In cooperative learning, students often stay together in the same groups for a period of time so they can learn how to work better together. The teacher usually assigns students to the groups so that the groups are mixed-males and females, different ethnic groups, different proficiency levels, etc. This allows students to learn from each other and also gives them practice in how to get along with people different from themselves.

The teacher gives the students the criteria for judging how well they have performed the task they have been given. There are consequences for the group and the whole class. The efforts of an individual help not only the individual to be rewarded, but also others in the class. The students are to work on the social skill of encouraging others. Social skills such as acknowledging another's contribution asking others to contribute, and keeping the conversation calm need to be explicitly taught. Language acquisition is facilitated by students' interacting in the target language.

Students take the test individually. Although students work together, each student is individually accountable. Students compare and combine scores. The students put their group's scores on each of their papers. Responsibility and accountability for each other's learning is shared. Each group member should be encouraged to feel responsible for participating and for learning. Leadership is distributed. Teachers not only teach language; they teach cooperation as well. Of course, since social skills involve the use of language, cooperative learning teaches language for both academic and social purposes.

Cooperative learning groups can easily work on tasks from a task-based approach to language instruction. The same holds for the last methodological innovation which is considered is the Multiple Intelligences. Teachers who adopt this approach expand beyond language, learning strategy, and social skills training, to address other qualities of language learners.

- **Multiple Intelligences**

Teachers have always known that their students have different strengths. In the language teaching field, some of the differences among students have been attributed to students' having different learning or cognitive styles, according to D. Larsen-Freeman (2016, p. 239)

D. Larsen-Freeman and M. Anderson (2016, p. 240) remarks that Howard Gardner (2006) on multiple intelligences has been influential in language teaching circles. Teachers who recognize the multiple intelligences of their students acknowledge that students bring with them specific and unique strengths, which are often not taken into account in classroom situations.

Gardner has theorized that individuals have at least eight distinct intelligences that can be developed over a lifetime. They are:

1.   **Logical/Mathematical**: The ability to use numbers effectively, to see abstract patterns, and to reason well.

2.   **Visual/Spatial:** The ability to orient oneself in the environment, to create mental images, and sensitivity to shape, size, color.

3.   **Body/Kinesthetic**: The ability to use one's body to express oneself and to solve problems.

4.   **Musical/Rhythmic**: The ability to recognize tonal patterns and sensitivity to rhythm, pitch, melody.

5.   **Interpersonal**: The ability to understand another person's moods, feelings, motivations, and intentions.

6.   **Intrapersonal**: The ability to understand oneself and to practice self-discipline.

7.   **Verbal/Linguistic:** The ability to use language effectively and creatively.

8.   **Naturalist:** The ability to relate to nature and to classify what is observed.

While everyone might possess these eight intelligences, they are not equally developed in any one individual. Some teachers feel that they need to create activities, not only to facilitate language acquisition among diverse students, but also help them realize their full potential with all of the intelligences. Christison (2005) and Armstrong (1994) gave examples of activities that fit each type of intelligence:

1.   **Logical/Mathematical**: puzzles and games, logical, sequential presentations, classifications and categorizations.

2.   **Visual/Spatial:** charts and grids, videos, drawing.

3.   **Body/Kinesthetic**: hands-on activities, field trips, pantomime.

4.   **Musical/Rhythmic**: Singing, playing music, jazz chants.

5.   **Interpersonal**: pairwork, project work, group problem solving.

6.   **Intrapersonal**: self-evaluation, journal keeping, options for homework.

7.   **Verbal/Linguistic:** note-taking, storytelling, debates.

8.   **Naturalist:** collecting objects from the natural world; learning their names and about them.

In conclusion, there were considered the methodological innovations that have revolved around language learners. Does it make sense to diversify you instructional practices in order to accommodate your students' learning styles, multiple intelligences or working with cooperative activities?

In the other hand, it has been detailed how will be structure the activities suggested; additionally, the scheme of the ten activities which are in the handbook in order to step by step accomplish the goal that will be developed in the best way.

This proposal answer some of the doubts and difficulties, identified in the previous diagnostic tests applied to EFL- Teachers and Kichwa speakers students where they affirm that the linguistic features, differences between English and Kichwa languages has a real impact during the learning process; as a result of these, this proposal main goal is to identify similarities and difficulties between the both languages mentioned before, also suggesting some methods that their objective is to develop the communicative competence in a fun way of learning, because the best way to learn is motivation during the teaching-learning process.

The design and implementation of the activities which are in the handbook to EFL-Teachers who worked, are working or will work with a Kichwa speaker will allow to know and identify the linguistic similarities and differences between both languages will help to understand and make a better language classroom development, making of the procedure effective and interactive, even it is known that some training classes from while and a while it is mandatory like as an EFL-Teacher needed, as well as the lack of fun and modern strategies give as a result the misunderstanding of English content in a Kichwa speaker. Furthermore, the final research "Kichwa Interference in the English learning process at Delia Ibarra de Velasco Educative Unit scholar year 2020-2021" is really important to EFL-Teachers.

2.4.3   Premises for its implementation

To implement the premises, the following chart has been designed as a schedule of work.

Table4: Schedule of activities

1.Target objective of Implementation	2. Application of the activities suggested to EFL-Teachers via online classesusing zoom platform.	3. Evaluation of results and / or impacts of the proposal	4. Time	5. Responsible
To check the effectiveness of the proposal in practice.	Activities suggested applying the communicative methods highlighting the linguistics considerations that might be taken during the teaching-learning process.	Testing, as an implementation during a class, knowing the similarities and differences between Kichwa and English linguistics features, through activities	March to June 2021.	EFL_Teachers Kichwa speakers students

		applying the methods suggested.		
	Training class to EFL_Teachers.		2 zoom meetings.	EFL_Teachers
	Planning the activities to implement them.		As long as it takes (internet issues)	EFL_Teachers Kichwa speakers students
	Application of the activities.		March to June	EFL_Teachers Kichwa speakers students

Elaborated by: Muente, M. (2021)

FROM A MORPHOLOGICAL CONTRAST:

ENGLISH *vs.* KICHWA

Source: Google
Picture 2:Kichwa indigenous cover page
Arrangements by: Muente, M. (2021)

Empowered teacher, makes a significant difference, when empowers students to reach their own targets!

Margarita Muente

INTRODUCTION

This handbook tackles of factors in classroom where I do believe it is important, and that is the "atmosphere", where learning is facilitated, because if teacher knows the strength and weakness of a group of students, talking specifically of Kichwa speakers, the goal of the teaching and learning process will be the reached. Maley A. 2002 points out "a positive group atmosphere can have a beneficial effect on the morale, motivation, and self-image of its member, and thus significantly affect their learning, by developing in them a positive attitude to the language being learned, to the learning process, and to themselves as learners" according to this utterance an explicit awareness can be crucial at the moment of teaching. The following handbook comes out as an alternative to analyze some linguistics differences and its interferences between Kichwa and English, and at the same time to take advantage of the linguistic similarities between Kichwa and English language learning interferences in Kichwa speakers, focus on those students at Delia Ibarra Educative Unit located at La Merced, a parish belonged to Pujilí city, a city where the most of the population is Kichwa speaker. Furthermore, it is worth to say that motivation was in common with the acknowledgment during the teaching-learning process, where the student is the center supported on the Community Language Learning, Learning Strategy Training, Cooperative Learning and Multiple Intelligences where all the activities are supported on which will be meaningful since Kichwa speakers will have a better comprehension of Kichwa and English develop accuracy, clarity and flexibility when learning English.

HOW TO USE THIS HANDBOOK

The present handbook explains teachers how and why to use the worksheets below to take advantage of the similarities Kichwa interference with English as well to prevent negative interference. Teachers will be free to decide if they make students to complete the activities individually, in pairs or groups as well as there is a suggested time to use each activity. However, according to students' proficiency the time will be taken into consideration. On each worksheet the instruction is given to train students to read and follow instructions as well to teachers. For each activity there is an explicit explanation where teachers can admire student's individual performance in English when learning, at the end of the English training teachers will be able to realize how linguistics similarities interference increase as well as how linguistics differences interference decrease or even disappear. Since the present material is designed for all levels, it contains activities with a lot of examples to motivate and keep students interest during the learning process.

How the handbook is organized?

At the beginning, there is a concept of a linguistics branch such as: Morphology; after this conceptualization will be an explanation about the similarity and difference between Kichwa and English. In addition, some worksheets applying the following methods: Community Language Learning, Learning Strategy Training, Cooperative Learning and Multiple Intelligences will be applying meaningful activities considering the good atmosphere that must exist in a class, some of the cognitive activities seek to make certain demands of the group learning process more explicit to the learner focusing on Kichwa speakers.

However, it is important to define goals, demand explicit treatment, a teacher must know where is going and what is requiring to achieve, the activities aims to raise learner awareness of what learning in a Kichwa speaker involves, and to give them a sense of direction by encouraging them to define their goals, these suggested activities which will increase the students' awareness of what they have in common and help to bridge personal and cultural differences, directing with the use of the methods and approaches to encourage students to interact

with different group members dealing it to encourage Kichwa speakers to exchange personal information, having a language focus the effect of the group dynamic.

Who is this handbook for?

This handbook was written mainly in response to feedback from a survey applied to English teachers who are working at Delia Ibarra de Velasco Educative Unit, reflecting the concern of teaching English to a Kichwa speaker because of the linguistics interferences during the teaching-learning process, during the elaboration of this handbook, some linguistics concepts aims and examples are using and the most require little in the way of additional materials or preparation time. The use of activities will be up to the individual teacher to select the activity that better consider appropriate for the particular group at a particular point in time, considering all factors that a Kichwa speaker might face during the teaching-learning process.

The topics treated in this handbook are all different and practical, explaining how linguistics facts interfere during the acquisition of a language, specifically English as a foreign language, using this handbook necessitates an integrated and balanced approach proposed in this handbook.

The considerations that will be taken are that every group, every Kichwa speaker is different, and the technique and approach in use must be different according to the previous diagnostic development of the teaching-learning process.

In order to select the activities and integrate those into the teaching-learning process must be considered:

- Your personality and teaching style
- Characteristic of the class focusing on Kichwa speaker
- Length of the lesson and term.
- Curriculum guidelines

LINGUISTICS FEATURES

Salazar N. (2017) points out that "Santos (1992) who defines the interference as a phenomenon produced which uses Morph-syntactic, lexical and phonetics from his mother tongue".

The**goal** is to discover the similarities or differences to all languages, specifically between English and Kichwa languages, for doing this;the focus of this proposal will be on Morphology.

Source: google

MORPHOLOGY

Morphology is one of major components of grammar that studies how words are formed, the rules for combining them, their inflections and their relationship to other words in the same language. It studies the structure of words and parts of words such as root words, stems, prefixes and suffixes.

Words in a language consist of one element or elements of meaning which are called *morphemes*.

Morpheme is the smallest unit of meaning or grammatical function. A single word may be composed of one or more morphemes. Morphemes are important for phonics in both reading and spelling, as well as in vocabulary and comprehension. It is very useful to have a strong awareness of prefixes, suffixes and base words (stems).

Table5: English Morphemes division

Morphemes Division	
Free Morphemes (Basic word forms)	Bound Morphemes (Prefixes and suffixes)
These are morphemes which can be used as a word on their own. They generally consist of separate English word forms such as: **1. Lexical Morpheme (Lexical Content words)** **The word which carries the message.** Nouns= **girl** Verbs= **play** **Adjectives= happy** Adverbs= **kindly** Since a new lexical morphemes are added to the language these are called: Open class words. **2. Functional Morphemes (Grammatical words)** **Function words** **These are Close class words because we cannot add new lexical morphemes to a language.** Pronouns= **I, you, He, she, it, we, you, they, me.** Determiners= **The, A, An**	These are morphemes which cannot occur on their own as an independent word. Bound morphemes always appear in order, first derivational then inflectional. 1. **Derivational:** It derives a new word by being attached to root morphemes or stems. It changes the category and/or the type of meaning of the word, so it is said to create a new word. Prefixes= pre, de, in, re, un Suffixes= ion, ly, able, er, ist, ness They are attached to other forms which are described as **stems**-basic word forms. Example: Un + happy + er (unhappier) Prefix stem suffix Bound free bound 2. **Inflectional:** It gives grammatical information such as number (plural), tense, possession and so on. They are only found in suffixes in English, it does not change the meaning and the

Conjunctions = **but, while, because**

Prepositions= in, of

Auxiliary= **can, could**

Connector= **and, or**

Intensifier= **very, too.**

grammatical category of words.

Suffixes:

Verbs:

Third person/ singular present= s

Progressive=ing,

Past Tense= ed

Past Participle=en

Nouns:

Plural=s

Possesive='s

Adjective:

Comparative=er

Superlative=est

Allomorph one of a closely related set of morphs.

Cat + plural (s)

Bus + plural (es)

Baby + plural (ies)

Sheep + plural (θ)

Man + plural (change of vowel)

Noun + allomorph

Zero – morph because the plural form of sheep is actually (Sheep + 0= sheep (θ)

(man + plural) there is a change in the word æ→e as the morph that produces called *irregular plural.*

Elaborated by: Muente, M. (2021)

Picture 3: Categories of Morphemes
Arragements: Muente, M. (2021)

Guachi A. (2018) points out that "Noam Chomsky's Transformational Generative Grammar explains human's innate ability acquiring a language; consequently this innate ability will be called Universal Grammar (Barman, 2012)". The linguistics code acquired of the mother tongue which is known and used by a native speaker interferes when an individual gets in contact with a new language.

Morphology interferences are all form errors that appear when foreign language is used in written form. This process of interference takes place when the linguistic and cultural habits of a mother tongue differ from a foreign language; a certain grammatical structure of mother tongue is used by an individual in the learning process of a foreign language.

KICHWA MORPHOLOGY

Kichwa language is an agglutinative language (words which are formed by a root) in other words; this language for its productivity needs suffixes in a particular way.

Tabla6: Kichwa Morphemes division

KichwaMorphemes Division	
Free Morphemes (Basic word forms)	**Bound Morphemes** (Suffixes)
These are morphemes which can be used as a word on their own. **1. Lexical Morpheme (Lexical Content words)** The word which carries the message. **Nouns**= Kipi= suitcase Kari= man Tayta= father **To be verb** KANA = be	These are morphemes which cannot occur on their own as an independent word. Bound morphemes always appear in order, first derivational then inflectional. 1. **Derivational:** It derives a new word by being attached to root morphemes or stems. It changes the category and/or the type of meaning of the word, so it is said to create a new word. **Suffixes**=wasi, ruwana, shiwi, chakana Example: wasi + ku (little house) root suffix

I am= Ñukakan*i*

You are= Kanka*ni*

He/She is= Pay kan

We are=Ñukanchikkan*chik*

You are= Kankunakan*kichik*

They are= Paykunakan*kuna*

Verbs=

Asina= laught

Atina= sell

Challana= collect

Adjectives=

Llashak= heavy

Llampu= soft

Kutu= short

Adverbs of Manner=

Kushilla= happily

Mana alli= bad

Allimanta= slowly

Adverbs of place

Uku= in

Chimpa= in front of

Hañak= above

bound

2. **Inflectional:** It gives grammatical information such as number (plural), tense, possession and so on.

Compound Words

WARMI= female

Warmiwakra= cow

KARI= male

Kari wakra= bull

WASI

Wasi= house

Wasiku= little house

Wasikuna= houses

RUWANA

Ruwana= poncho

Ruwanaku= short poncho

Ruwanakuna= ponchos

SHIWI

Shiwi= ring

Shiwiku= little ring

Shiwikuna= rings

CHAKANA

Chakana= stair

Chakanaku= little stair

Chakanakuna= stairs

PI= place

Wasikanlla**pi**= out of the house

Adverbs of time=

Kunanilatak= right now

Kayna= yesterday

Kaya= tomorrow

2. Functional Morphemes (Grammatical words)

Function words

Pronouns=

I=ñuka	my= ñukapa
You= kan	your= kanpa
He/She= pay	his/her= paypa
We=ñukanchik	
You= kankuna	our=ñukanchipa
They= paykuna	your= kankunapa
	their= paykunapa

Articles:

Defined = KA= **The**

Undefined= SHUK = **A, AN**

Conjunctions:
borrowed from spanish.
Shinallata= **y= and   o=**

Wasiuku**pi**= inside the house

Questions:

TAK

Maymanta**tak**kan= Where are you from?

Ima**tak**mikushka= What have you eaten?

CHU

Kankaallkutacharinki**chu**= Doyou have a dog?

Tullpatacharinki**chu**= Do you have a stove?

Verbs:

NA= Present Simple

Miku**na**= eat

Llulla**na**= lie

Turkari**na**= change

VERB= Puñuna= sleep			
Personal pronoun	**Omit** (to the verb)	Add	Simple present
Ñuka	Puñun **a**	i	Puñun**i**
Kan		ki	Puñun**ki**
Pay		-	Puñun
Ñukanchik		chik	Puñun**chik**
Kankuna		kich ik	
Paykuna		ik	Puñun**ki**

or

		kun a	chik Puñun**k** **una**

Prepositions

Uku= in

Pura= between

warmipura

KUN= **present Progressive**

Miku**kun**= eating

Puklla**kun**= playing

VERB= Pukllana= play			
Personal pronoun	**Omit** (to the verb)	Add	Present Progressive
Ñuka Kan Pay Ñukanchik Kankuna Paykuna	Puklla~~na~~	kun	Pukllaku n**i** Pukllaku n**ki** Pukllaku n Pukllaku n**chik** Pukllaku n**kichik** Pukllaku n**kuna**

RKA= Past tense

Miku**rka**= ate

Puklla**rka**= played

VERB= hatuna= sell			
Personal pronoun	**Omit** (to the verb)	Add	Past Tense
Ñuka Kan Pay Ñukanchik Kankuna Paykuna	hatuna	Rkani Rkanki Rka Rkanchik Rkakichik Rkakuna	haturkani haturkanki haturka haturkachik haturkankichik haturkakuna

Future

Sha, ki, ka, shun, kichik, ka = **will**

VERB= puñuna= sleep				
Personal pronoun	**Omit** (to the verb)	Add	Future	
Ñuka Kan	Puñuna	sha ki	Puñusha puñunki	

Pay	Puñun**a**	ka	puñun*ka*
Ñukanchik	Puñun**a**	shunchik	puñu*shun*chik
Kankuna	Puñu**n****a**	kichik	puñun*kichik*
Paykuna	Puñun**a**	ka	puñun*ka*
	Puñun**a**		
	Puñun**a**		

Nouns:

PURA = swarmipura= among women.

KUNA= nouns in plural

Chakana**kuna**= stairs

Ruwana**kuna**= ponchos

Shiwi**kuna**= rings

PA= Possesive

María**pa**= María's

Ibarra**pa** = Ibarra's

Adjective:

ALLI=Comparative

Ashtawan**alli**= better

Mana **alli**= worse

Elaborated by: Muente M. (2021)

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Suggested Methods

Empowered teachers, may have successful students!

Cooperative Learning

Students learn from each other in groups.
Students think "positive interdependence"
Groups are mixed in gender and race.
Individuals help each other.
Teacher teach students social skills.
Students communicate in L2 to achieve language acquisition.

Learning Strategy Training

- Techniques or devices which a learner may use to acquire knowledge
- **Goal**: To improve their learning effectiveness.
- Set a positive tone from the beginnning.
- Establish "turn and talk" time
- Incorporate visual elements
- Break learning into chunks
- Get moving.

Multiple Intelligences

- **Role of teacher**: Counselors.
- **Role of learner**: Are likely to become more engaged in learning as they use learning modes that match their intelligence strengths.
- Student's regular reflection on their learning broadens their definitions of effective and acceptable teaching and learning practices.
- Student's increased engagement and success in learning stimulates teachers to raise their expectations, initiating a powerful expectation-response cycle that can lead to greater achivement levels for all.

Picture 4: Methods
Elaborated by: Muente M. (2021)

To establish the discipline and good atmosphere to work it is necessary that the instructions and commands be clear.

Learning Strategy Training

Affective Activity Nº2

Students learn from each other in groupsand think "positive interdependence"

Affective Activity №3

The main aim of this questionnaire is to know the personal intelligent of each learner, letting know teacher how to reach the objective of his class.

The Connell Multiple Intelligences Questionnaire

Put a check ✔ next to each sentence that describes you.

Area 1	_____ I like to listen to songs on the radio or a CD.
	_____ I like to watch music videos on TV.
	_____ I like to go to music concerts and hear live music.
	_____ I can easily remember tunes, raps, or melodies.
	_____ I take music lessons, singing lessons, or play a musical instrument.
	_____ I can learn new songs easily.
	_____ I like to sing.
Area 2	_____ I like art classes.
	_____ I like to draw, paint, and make things with clay.
	_____ I enjoy putting puzzles together.
	_____ I like to build things using blocks, Legos, and models.
	_____ It is fun to play video games.
	_____ I can create a picture in my mind to help me think things through.
	_____ I notice the different styles of things, such as clothes, cars, and hairstyles.
Area 3	_____ I like to read books, magazines, and comic books.
	_____ I have a good vocabulary and like to learn new words.
	_____ I enjoy writing e-mails to my friends.
	_____ I like to write.
	_____ It is fun to play word games such as Scrabble and Mad Libs, do crossword puzzles, and acrostics.
	_____ I think it would be fun to keep a journal of my thoughts and ideas.
	_____ I like to talk to my friends on the telephone.
Area 4	_____ I like to play with animals and take care of them.
	_____ I like going to zoos, parks, or aquariums.
	_____ I like being outside.
	_____ I like to hike, walk, or run outdoors.
	_____ I like to observe nature's changes, such as thunderstorms, rain, snow, sunshine.
	_____ I help to recycle and take care of our environment.
	_____ I pay close attention to things in my environment such as trees, rocks, flowers, birds, bugs, and squirrels.

Area 5	_____	I like to do science experiments and go to science museums.
	_____	I find arithmetic and math problems interesting.
	_____	It is fun to solve mysteries.
	_____	Numbers are really interesting to me.
	_____	I like games like chess or computer games where you have to think a lot.
	_____	I like TV shows like *ZOOM*, *National Geographic*, and *Nova* that talk about science and math.
	_____	I can do math problems in my head and make good estimates.

Area 6	_____	I like to dance.
	_____	I like to play sports such as baseball, soccer, hockey, or football.
	_____	I like to build models or do beading, sewing, macramé, or carpentry.
	_____	I enjoy acting in plays or skits or playing charades.
	_____	I like to move when I am thinking about things.
	_____	I like activities such as the martial arts, tennis, running, jogging, biking, skateboarding, or gymnastics.
	_____	I can sometimes "feel" the right answer.

Area 7	_____	I like to be with my friends often.
	_____	I like to help those who need help.
	_____	I like to read books or see movies about people and their lives.
	_____	I can usually tell how other people are feeling.
	_____	It is fun for me to organize activities at home and at school.
	_____	I would rather spend time with others than spend time alone.
	_____	I like to talk in class discussions.

Area 8	_____	I like doing things by myself.
	_____	I would rather work by myself than with other students.
	_____	I like to spend time thinking or writing about things that matter to me.
	_____	I like to play computer games.
	_____	I usually know what my feelings are.
	_____	I like to write my thoughts and feelings in a diary or journal.
	_____	I know what things I am good at, and what things I am not so good at.

Scoring: Count up the number of responses you had each area. The areas that you check show how you are smart in the different areas.

_____ = Area 1 (Music Smart)   _____ = Area 5 (Math Smart)

_____ = Area 2 (Picture Smart)   _____ = Area 6 (Body Smart)

_____ = Area 3 (Word Smart)   _____ = Area 7 (People Smart)

_____ = Area 4 (Nature Smart)   _____ = Area 8 (Self Smart)

Results: A score of 5 or more indicates a very strong area; a score of 3-4 indicates a moderate area; and a score of less than 3 indicates a developing area.

YOU ARE SMART AT: .

RUBRIC Cognitive Activities

Components of writing	Indicator	Level	Score	Total
Content	• Present the information well chosen details across the paragraph. • Present the information with details in parts of the paragraph. • Present the information with some details. • Present no clear information.	**Excellent** **Good** **Fair** **Poor**	5 4 3 2	
Vocabulary	• Good in vocabulary choice. • Error in vocabulary choice are few and do not interfere with understanding • Error in vocabulary choice are and sometimes they interfere with understanding • Many error in vocabulary choice that severally interfere with understanding	**Excellent** **Good** **Fair** **Poor**	5 4 3 2	
Grammar	• Good in grammar. • Error in grammar choice are few and do not interfere with understanding • Errors in grammar choice are and sometimes they interfere with understanding. • Many error in grammar choice	**Excellent** **Good** **Fair** **Poor**	5 4 3 2	
Spelling & Punctuation	• All sentences use correct spelling, capital and punctuation. • Sentences have a few errors in spelling, capital and punctuation. • Sentences have fair number error of spelling, capital and punctuation. • Sentences have no control over spelling, capital and punctuation.	**Excellent** **Good** **Fair** **Poor**	5 4 3 2	
			Final	

Source: researchgate.net/figure/Scoring-Rubric-of-writing-test_tbl1_332376226

Worksheet №1

Topic: Adjective order	Level: A1 Beginner	Time: 30 min.	Materials: Printable Webpage
Goal: To reinforce English word order when using adjectives with nouns.		**Indications:** Choose the correct variant. Name: Class:	

Example: adjective + noun	Kuyaylla warmi	
	Pretty woman	

Read, choose and write the adjective which best describes the picture on the lines below.

big / clean / new / old / long / small
cute / dirty / short / fat

Topic: Undefined article: **an-a**	Level: A1 Beginner	Time: 30 min.	Materials: Printables Webpages
Goal: To reinforce English undefined article when using nouns.		**Indications:** Choose the correct variant. **Name:**	**Class:**

Example: Undefined article + noun	Shukmisi	
	Acat	Cat=misi

ℯ **Fill in the blanks with the undefined article: A, AN**
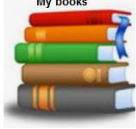
Source:
https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Articles/Articles_a_and_an_kc1154830qp

Topic:	Level:	Time:	Materials:
Personal pronouns	A2 Post - Elementary	30 min.	Printables webpages

Goal: To reinforce English pronouns when usingthemin a sentence.	Indications: Choose the correct variant.
	Name: Class:

Example: Personal pronoun+ to be verb + noun	Ñukakani Messi.	
	I am Messi.	

☺ **Read, choose and write the right word or personal pronoun to finish sentences.**

MY FRIENDS	My mother	My books
I	YOU	Ali and I

_____ My books _____ are in my bag.

_____ is 35.

_____ are at my birthday party.

_____ are my best friend.

_____ am seven years old.

_____ are at the football match.

Source:
https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Articles/Articles_a_and_an_kc1154830qp

Topic: Simple Present Aux: Do/Does Neg.: Don't, doesn't	Level: A2 Post - Elementary	Time: 30 min.	Materials: Printables Webpages
Goal: To reinforce English simple present and the use of the auxiliary Do/ Does.		Indications: Choose the correct variant. Name: Class:	

Example: Aux (Do/Does)+personal pronoun + verb + complement + question mark (?)	Kankaallkutacharinki**chu** += Ari -= Mana	
	Do you have a dog? += Yes, I do. -= No, I do not.	allku = dog

@ **Complete the questions with DO, DOES, DON'T, DOESN'T. Then choose the right form to complete the answers.**
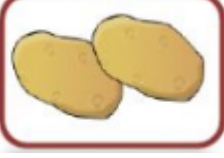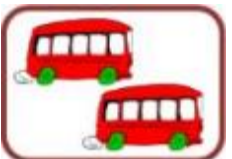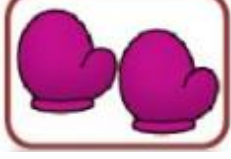
Does your brother play the trumpet? No, he _doesn't_ ˅	_Do_ you like cycling? Yes, we _do_ ˅
Does Susan know the answer? Yes, she _doesn't_ ˅	_____ your parents like pizza? Yes, they _____ ˅
_____ your grandma read a lot of books? Yes, she _____ ˅	_____ they have eggs for breakfast? No, they _____ ˅
_____ your uncle sing in the shower? Yes, he _____ ˅	_____ you understand the exercise? No, I _____ ˅

Source:https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Do_or_does/Do_or_does$_hj17509hm

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Worksheet №5

Topic: Regular and Irregular Plurals.	Level: A1 Beginner A2 Post - Elementary	Time: 30 min.	Materials: Printables webpages
Goal: To reinforce English plural forms with nouns.		**Indications:** Choose the correct variant. Name: Class:	
Example: Noun + es ves s (special case)	 Ruwana= poncho	 Ruwana**kuna**= poncho**es**	

℮ **Analyze and choose the correct plural rules.**

Leaves Loafs Leavs	Bosses Boxes Boss	Man Mens Men
Mice Mouse Mouses	Potatoes Potatos Potatoss	Key Keis Keys
Bus Buses Busses	Peach Peaches peachies	gloves glovies gloveses

Source:https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/The_plural_of_nouns/Regular_and_Irregular_Plurals_pj1342536ig

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Topic: Word formation Suffixes Verb / Noun	Level: A2 Post - Elementary	Time: 30 min.	Materials: Printables webpage
Goal: To reinforce English word formation using suffixes in nouns and verbs..		Indications: Choose the correct variant. Name: Class:	

Example: root + suffix	Wasi= house	Wasiku= little house	Wasikuna = houses
	Singer		

© **Occupations formed with suffixes. Let's make new words. Use:**

er	or	ian	ist.

	verb or noun?	new word
sing	VERB	SINGER
compose		
politics		
science		
novel		
dance		
art		
invent		
teach		
music		

Topic: Word building Suffixes Adverb, Noun, Verb	Level: B1 Intermediate	Time: 30 min.	Materials: Printables webpages
Goal: To reinforce English suffixes in the word formation		**Indications:** Choose the correct variant. Name: Class:	

Example: root + <mark>suffix</mark>	Kushilla= happily
	hope**less** **hope**

Ⓔ **Form words adding prefixes and / or suffixes.**

➢ enthusiasm is not enough for achieving one's goals. (**enthusiastic**)

➢ Sugar is harmed to your teeth as it causes decay. (**harm**)

➢ Youth are active and .... (**energy**)

➢ Capital .... is abolished in all European countries (**punish**)

➢ The .... is trying to find a solution to .... (**govern, employ**)

➢ This man is doing something .... Should we call the police? (**legal**)

➢ Because of a .... Sarah doesn't talk to me now (**understand**)

➢ Who is the .... of this amazing house? (**own**)

➢ The black mamba is the most .... snake in the world. (**poison**)

➢ It was so .... of my neighbours to have an after midnight party. (**thought**)

Source:
https://es.liveworksheets.com/zj436567xq

Topic: Word building Prefixes	Level: B1 Intermediate	Time: 30 min.	Materials: Printables Webpages
Goal: To reinforce English prefixes in the word formation		**Indications:** Choose the correct variant. Name: Class:	

Example: Prefix + adj. / noun / verb	Imanalla= hello Rikurishun = bye	Illegal

❤ **Add the following prefixes to form opposites**.

| in | un | dis | im | il | ir | dis | un | il | in | ir | il |
| im | un | in | im | ir | dis | il | ir | in | un | dis | im |

il literate	ir relevant	im polite	il legal	in direct
advantage	logical	loyal	numerable	
correct	moral	active	honest	modest
regular	safe	real	perfect	responsible
believable	lucky	legible	appear	rational

Source:

https://es.liveworksheets.com/zj436567xq

Topic:	Level:	Time:	Materials:
Word building Compound nouns	B1 Intermediate	30 min.	Printables webpages

Goal: To analyze word building by using compound words.	Indications: Choose the correct variant. Name: Class:

Example: noun + noun= noun	Warmi + wakra= Cow
	Lady + bug= Ladybug

@ **What compound nouns can you make out of these boxes?**

1	2	3	4	5	6	7	8
soft	**rain**	**bath**	**cheek**	**pony**	**finger**	**eye**	**cat**
walk	tail	prints	ware	brows	bones	coat	robe

1.	**Soft** brows	5.	**Pony** tail
2.	**Rain** coat	6.	
3.		7.	
4.		8.	

Source:
https://es.liveworksheets.com/yo1782210ky

Topic: Word building Compound adjectives	**Level**: B1 Intermediate	**Time**: 30 min.	**Materials**: Printables webpages
Goal: To analyze word building by using compound words.		**Indications:** Choose the correct variant. Name: Class:	

Example: adjective + adjective + noun	Yurakwawaallku= white baby dog	
	Kind hearted family man	

@ **What compound nouns can you make out of these boxes?**

Dark	**Three**	**Kind**	**Middle**	**left**
Aged	Handed	Haired	Wheeled	hearted

---

1. In his youth, Jack dreamed of saving the world, but now he's just a wealthy *kind hearted* family man.

2. _____ people do not burn easily in the sun, but they should still use sunscreen.

3. Susan bought a really trendy _____ baby carriage.

4. All my friends like my grandfather because he is warm and _____ person.

5. While surfing the net, I came across an online store that sells products for _____ people.

Source:
https://es.liveworksheets.com/yo1782210ky

2.5. Conclusions

- The similarities between structures, lexical units, socio-cultural and sociolinguistics factors from a Kichwa Language and English as a Foreign Language facilitates the learning process is a positive Linguistics interference.

- The differences between structures, lexical units, socio-cultural and sociolinguistics factors from a Kichwa Language and English as a Foreign Language difficult the learning process is a negative Linguistics interference.

- The handbook is developed in order to take advantages of the knowledge about linguistics similarities and differences between Kichwa and English, to make easier the learning process during the acquisition of English as a Foreign Language.

CHAPTER III: APPLICATION AND / OR VALIDATION OF THE PROPOSAL

3.1 Expert's Evaluation

The proposal was developed and detailed and chapter two and it has passed though a validation process. Three experts were considered from different academic fields, such as: Linguistic, Investigation and Grammar Form. They gave their time, professionalism and expertise to analyze and evaluate the handbook made. Through their knowledge and experience can identify if the activities, learning outcomes and the effective and cognitive activities in the proposal are according to the pedagogical requirements, thanks to their immeasurable experience teaching English. The assessment follows a rating scale with three issues; excellent, good and fair, which estimates twelve predetermined points. Also are include four open questions related to the criteria such as temporality, content, selectivity, impact and a space for general comments and recommendations. (**See appendix 5**) The following paragraphs describe the profiles and inference of the professionals.

As the first expert is Mg. Rodrigo Vicente Tovar Viera, who is an English teacher at Technical University of Cotopaxi, I.D. number 0502414089. He achieved a Master's Degree in Applied Linguistics in Bilingual Teaching (Spanish-English). The expert is also a PhD (c) in Applied Linguistics to Teaching English in Szeged, Hungria. He has been working at the Technical University of Cotopaxi for 16 years. He has published articles related to analysis of abstracts written by Ecuadorian and American authors. He is the expert chosen to validate the proposal from the Linguistic field. He evaluated the proposal as excellent in 10 out 12 parameters, considering the learning material reflects a linear, analytical, reflective, and critical methodological process in applied linguistics. It states the problem and makes use of appropriate methods to turn theory into practical exercises to English language education from a morphological perspective. The expert evaluated the handbook content and rated

it as accurate, in terms of content and structure. He recognized that the proposal attempts to close one of the many research gaps in field of English language education in the Ecuadorian educational systems, particularly at the primary level. He suggests that for the final written version, check and revises the lexical and grammatical choices to improve the learning material proposed.

As the second skilled professional is PHD. Galo Alejandro Palacios Terán, who is an Associate Professor at Universidad Central del Ecuador, I.D. 1707768204. His professional background includes a PHD in Educational Research. He is an expert from the Investigative field. After evaluating the handbook, the expert ranked as excellent 10 out of 12 parameters, validating the proposal for its implementation by the following, the proposal relates to a previous research process, it treats an analyzed problem, the methodology shown is appropriate to fulfill the objectives posed at the beginning. He considered that the content is feasible for teachers, learners and researches, besides consists in an innovative material to understand contrastive between Kichwa and English language. He highlights that the proposal is valid and significant because there is not much research related to EFL learning by Kichwa speakers, considering the importance of English language all over the world and specifically in Ecuador there are communities that only speak Kichwa, this proposal becomes a superb tool to plan and apply in class. He considered that the impact of this research could be local and regional as well. In addition, the expert entirely suggests, considering this proposal for future publication. That would be a magnificent contribution for Technical University of Cotopaxi and Cotopaxi province, mainly in Kichwa speakers' communities.

As the third proficient expert is Mg. Patricia Marcela Chacón Porras, an English teacher in the Language Center at Technical University of Cotopaxi, I.D. number 0502211196. She achieved a Master's degree in Applied Linguistics in Bilingual Teaching (Spanish-English). She evaluated the proposal as excellent in 12 out of 12 parameters, considering that the proposal shows a good methodological structure, easy to understand and use. The useful activities that include this proposal contribute to develop an appropriate English learning process in Kichwa speakers. The expert rated the proposal by content that the

handbook is clear and relevant since it uses terminology according to the proposal which is based on morphological aspects and how Kichwa interferes in the English language learning. She considered that this proposal is significant, because it contributes to a real analysis of how morphological aspects in both languages, Kichwa as an ancestral language and English as a foreign language; can be compared and used in order to identify the strengths and weaknesses that Kichwa speaker have while learning a new language. Finally, she argued that the analysis of words or components that form morphemes such as affixes is necessary by taking into account the role that Morphology has into the teaching-learning process of a new language. The goal of discovering the similarities or differences as well as the Morph-syntactic, lexical and phonetic interferences between English and Kichwa are useful and necessary. Therefore, an appropriate implementation of this handbook will allow not only Kichwa speakers, but also English Teachers improving significantly the English teaching-learning process.

3.2 User's Evaluation

The Handbook to EFL-English teachers facing morphological linguistics features using the similarities and differences between Kichwa and English is an inventive design, the results of this proposal have showed the importance to know in a brief and clear way the differences and similarities in the linguistic branch like is morphology in EFL-teachers and Kichwa speakers, because for so many years this type of morphological linguistic analysis has been taking away from the teacher's panoramic by now it is mandatory to say that an empowered teacher has a very supportive and hardworking learners.

The proposal was applied to Ninth Year of EGBS at "Delia Ibarra de Velasco Educative Unit" they are young Kichwa speakers around 14's, learners who are independent in all senses because of their culture and hardworking way of living, consequently, in validating this handbook which is such an interesting and detail material, were asked some questions in order collect information about their interests and cognitive content, in which the only reason was to take advantages of the morphological similarities and differences between both languages,

English as a foreign language and Kichwa as a mother tongue from a morphological study.

The answers taken from the survey, were very enriching because the material was clear and well order, the design of this proposal was rated by students as excellent, they support these utterances saying that some of them already know, how it is structure in a morphological way their mother tongue (Kichwa) and with this reflection they now can contrast the information between English and Kichwa and take advantages of the similarities, because they were the most common between both languages, which make it easier understand and give answers to the questions stated. (**See appendix 6**)

Likewise, Diana Olivia AlmachiOña, I.D. 0502528383 and Miriam Nathaly Castillo Tigselema, I.D. 0503210668 as EFL-teachers at Delia Ibarra de Velasco, they rated this proposal as excellent to 12 out 12 parameters, expressing the utility of the proposal for his future surrounded by English as a school subject and for teachers as an academic tool to understand the similarities and take them as strengths and differences as a weakness that can be overcome when making their best creating a good teaching-learning atmosphere, they manifested that the content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community because the material and illustrations, are a good idea for a teacher because it helps in the teaching-learning process, considering the impact as local.(**See appendices 5,6**)

In the final analysis, Jefferson Isaac Saransig Almagor, I.D. 1715141311, he is a Native Kichwa Speaker and Bachelor, who is working as an English Teacher at Instituto Tecnológico Superior Sucre-Language Department. He evaluated the handbook as excellent with 11 out of 12 parameters. He manifested that the proposal shows a deep research of morphological features of Kichwa language and therefore the difficulties Kichwa speakers may face when attempting to learn English. Therefore, the activities proposed will ease the acquisition of English language. The content will be useful for future research since there are other aspects of Kichwa language that could be analyzed such as: intonation,

syntax, semantics, and so on. Morphology is just one field of linguistics, so the results and proposal of this study can be a reference for other researchers. Even, Kichwa is not a language that has been thoroughly researched; this proposal will be of great use in the field of linguistics and second language acquisition. The handbook facilitates the acquisition of English by Kichwa speakers. As a final thought, the native Kichwa speaker user manifested, that before implementing the activities proposed, it is important to provide comprehensible input to students, in order they can have enough information in their minds to produce the language. Remarks, that language is just one component of the culture. Maybe adapting vocabulary from the activities to students' contexts and cultural backgrounds can be more beneficial. **(See appendix 6)**

3.3 Impact or results evaluation

The researcher, in order to determine the validity and impact of this proposal , present the handbook to the users and socialize its objective, theory background about the morphological contrast between Kichwa and English, the three suggested methods namely, and the 10worksheets with an example using this contrastive morphological relations between both languages, it was applied a pre-testing order to have the starting point to the Ninth Year of Basic Education, through a survey applied for them as users.(**See appendix 1)** The experts that have anticipated that the handbook might have a local impact due to users' level use to make the worksheets. Most of the users agreed with the experts and concluded that the impact might be local because they think the proposal is helping them to understand due to a relation in the contrast of morphological aspects between Kichwa as a mother tongue and English as a Foreign Language. One of the experts even considers this proposal's impact as regional, owing to the fact that the handbook is easy to share and understand. (**See appendices 5,6)**They consider that using the contrast between both languages from a morphological view, may have a pretty clear idea due to the morphological relationship and take them as strengths during the teaching-learning process, when the a Kichwa speaker is include in. For this reason, the proposal and

methods proposed in the handbook can be applied using the worksheets as a tool for a better English learning process.

3.4 Proposal Results

The researcher applied a pre-test and post-test to the participants, the intervention last for eight weeks and the post-test evaluation for eight weeks as well, students were applied a survey with an open question in which the goal of it was to know if they even like English and their reasons why they do or do not; and 4 multiple choice questions, at before the application of the pre-test and post-test all the participants were instructed with the worksheets designed in the proposal focusing the methods suggested, it is compulsory to state that each group was inducted with the proposal and the results were those expected.

Table7: Rubric used to determine the results of the Pre-Test and Post-Test

Rating Interpretation	Question 1 Organization	Question 2 Vocabulary	Question 3 Spelling	Question 4 Grammar	Question 5 Punctuation
Excellent 5					
Good 4					
Fair 3					
Poor 2-0					

Elaborated by: Muente Margarita (2021)

At the beginning of the process of the application of the proposal was the Pre-Test to the group of participants; there were twenty six participants in the group, the analysis was supported by the answer showed in the survey applied, the scores point out on the following table shows the number of correct responses they have chose, the results obtained be evidence for the beginning of dealing each group.

Table8: Pre-test Table Control / Experimental Group

Participants Kichwa Speaker (K.S)	Control Group Score /5	Experimental Group Score /5
K. S. 1	4	4
K. S. 2	2	3
K. S. 3	2	3
K. S. 4	3	2
K. S. 5	4	5
K. S. 6	3	3
K. S. 7	4	2
K. S. 8	2	3
K. S. 9	4	3
K. S. 10	5	3
K. S. 11	5	2
K. S. 12	3	2
K. S. 13	2	3
K. S. 14	2	4
K. S. 15	1	3
K. S. 16	4	4
K. S. 17	4	4
K. S. 18	3	1
K. S. 19	4	2
K. S. 20	1	3
K. S. 21	2	3
K. S. 22	1	4
K. S. 23	2	4
K. S. 24	2	4
K. S. 25	4	3

K. S. 26	3	2
	X= 2.9230	**X= 3.03846**

The results obtained showed that at the beginning of the application both groups have a different mark, the control group X= 2.9230 while the experimental group marked X= 3.03846; a slightly difference it was in favor to the experimental group.
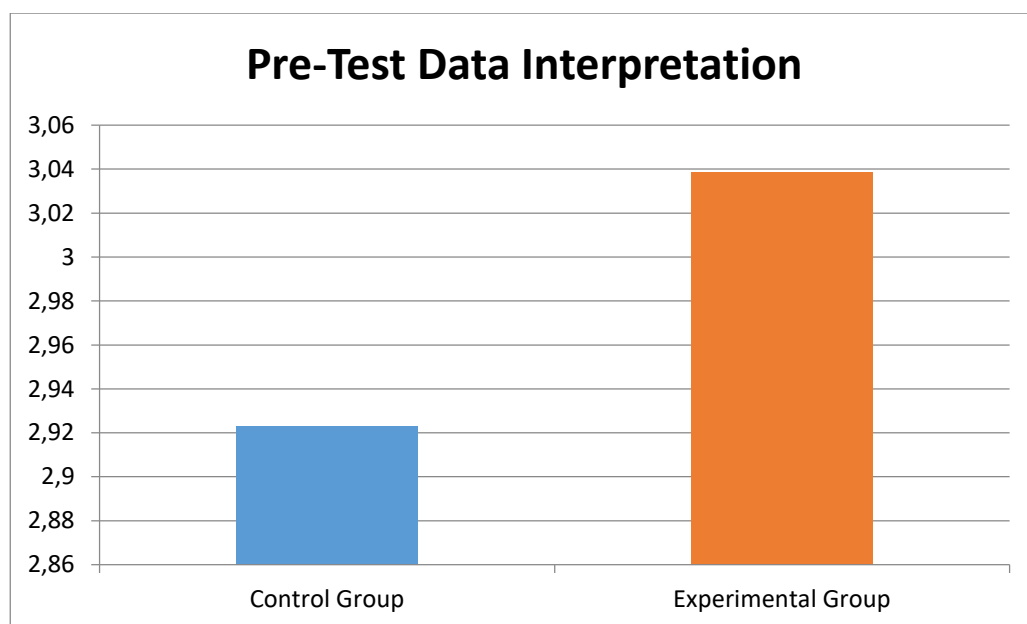
Picture 5: Pre-Test Data Interpretation

As well as in the Pre-Test, during the application of the proposal a Post-test was used with the control and experimental group were tested applying the same rubric, the number of participants were the same like in the Pre-Test, the next table shows the percentage of correct answers that they provided.

Table9: Post-test Table Control / Experimental Group

Participants Kichwa Speaker (K.S)	Control Group Score /5	Experimental Group Score /5
K. S. 1	5	5
K. S. 2	3	4
K. S. 3	3	4
K. S. 4	4	3
K. S. 5	5	5
K. S. 6	4	4
K. S. 7	5	3
K. S. 8	3	4
K. S. 9	5	4
K. S. 10	5	4
K. S. 11	5	3
K. S. 12	4	3
K. S. 13	3	4
K. S. 14	3	5
K. S. 15	2	4
K. S. 16	4	5
K. S. 17	4	4
K. S. 18	4	2
K. S. 19	4	3
K. S. 20	3	4
K. S. 21	3	4
K. S. 22	2	4
K. S. 23	3	5
K. S. 24	3	4
K. S. 25	4	4

K. S. 26	4	3
	X= 3.73076	**X= 3.88461**

The results obtained showed that after the application both groups have a different mark, the control group X= 3.73076 while the experimental group marked X= 3.88461; a slightly difference it was in favor to the experimental group.

As showed in the previous chart, the results obtained in the Post-test applied to the control and experimental group shows that the control group average rate was X= 3.73 while the experimental group was X= 3.88. The difference was 0.15 decimals in favor to the experimental group, for the post-test a survey was applied and a rubric that assesses the writing's components, in this Post-Test the experimental group was instructed in the use of the Morphological contrast between Kichwa and English.
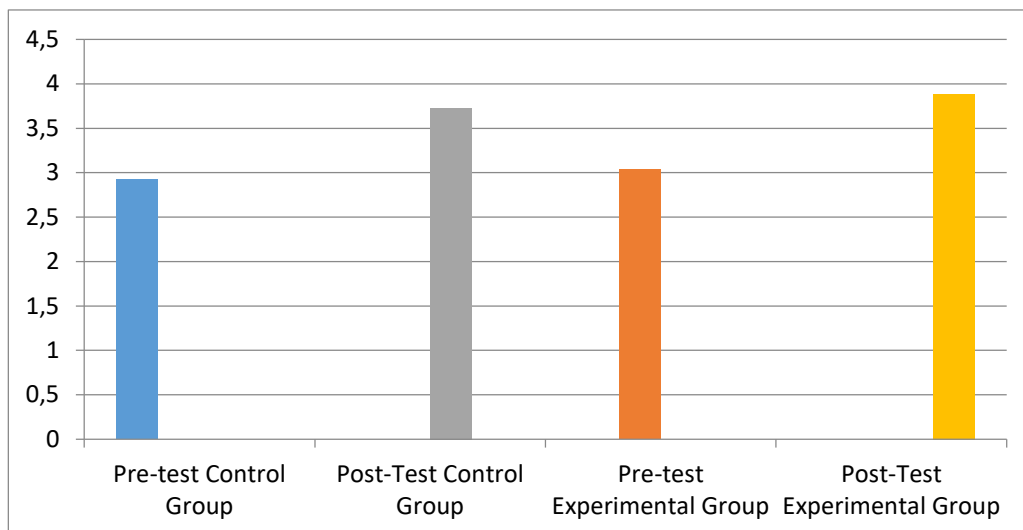
Picture 7: Pre-Test and Post-Test Results
Elaborated by: Muente Margarita (2021)
Source: Control and Experimental Group Data

The bar graph above shows a summary of the results obtained after the application of the Pre-Test and Post-Test evaluation where the experimental group marked a higher score compared to the control group, consequently the experimental group improved their comprehension skills with the use of the worksheets which were designed on the base of the morphological contrast between Kichwa and English, with this result, it is compulsory to get to the conclusion that the proposal "A handbook to EFL- teachers in order to analyze the morphological linguistics similarities and differences between Kichwa and English in Kichwa speakers of Ninth Year of Basic Education at Delia Ibarra de Velasco Educative Unit" was useful and very productive for students improvement of writing and comprehension of English as a foreign language

3.5 Chapter III Conclusions

- The proposal is valid and significant according to the experts in field and users.
- Kichwa speakers practice and reinforce the previous indeed knowledge due to EFL-Teachers applied to them, the activities and methods suggested.

- Kichwa speakers felt comfortable and relaxed during the EFL teaching-learning process thank to the methods applied and colorful and didactic worksheets implemented.

General Conclusions

- Morphological interferences contrast can improve by employing an adequate combination of a comfortable atmosphere of teaching and learning and the correct methods chosen.

- Taking advantage of linguistic similarities between languages, in this case, Kichwa and English might help to enrich a language and take them as strengths.

- The handbook is a proposal that encourages teachers to be creative and use correct didactic material, making the Morphological contrast between Kichwa as a mother tongue and English as a Foreign Language.

General Recommendations

- Using and applying this proposal is recommended to confirm the experts' validation and their outcomes. It is suggested to apply the same Morphological contrast between Kichwa and English chart in order to use the positive interferences by using the worksheets, with the methods suggested.

- EFL- Teachers and Teachers in general can use and adapt this researching and proposal by their own real educational situations, taking the examples provided in each worksheet as a reference to a starting point for co- related to their necessity.

- It is suggested to research and make an analysis of the methods suggested and adapted to the real academic situation and students' level by using the handbook as a didactic material.

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APPENDICES

Appendix 1

TECHNICAL UNIVERSITY OF COTOPAXI

DIRECCIÓN DE POSGRADO

MASTERS DEGREE IN APPLIED LINGUISTICS TO TEACHING ENGLISH AS A FOREING LANGUAGE

Student's name:

Date:

Class:

Pre test

The following activity will assess your writing and comprehension in general in English as a Foreign Language; the results will help the researcher to determine if morphological linguistic aspects interfere in a Kichwa speaker during the teaching-learning process.

Instructions

This test will be developed by answering an open question and 5 multiple choice questions in 30 minutes. Follow your teacher's directions, and answer them responsibly.

Task	Instruction	Time	Evaluation criteria
Task 1	Read and answer the first open question.	10 min.	Rubric
Task 2	Answer the questions	20 min.	

Elaborated by: Muente Margarita (2021)

1. **Read and answer the following question**

a) Do you like English? Yes / No. Why?

   _____

2. **Match with the correct answer.**

 My name is_____. I am _____ .

a) Riding a bike, Luis

b) Luis, Surfing the web

c) Luis, Riding a bike

3. **Choose and write the correct daily routine under the correct picture.**

Watching tv	Surfing the web	Going to the park	Reading a book	Listening to music

4. **Put the letters in order. Form the correct verb**

S I L E T N I G	G I N H C W A T	S R U F N I G

5. **Look and form the correct sentence.**

 Mary / the / playing / flute. / is

_____

Is / guitar / ?/ Mary / the / playing / . /

Appendix 2

Pre-Test and Post-Test Rubric

Rating Interpretation	Question 1 Organization	Question 2 Vocabulary	Question 3 Spelling	Question 4 Grammar	Question 5 Punctuation
Excellent 5					
Good 4					
Fair 3					
Poor 2-0					

Appendix 3

TECHNICAL UNIVERSITY OF COTOPAXI

DIRECCIÓN DE POSGRADO

MASTERS DEGREE IN APPLIED LINGUISTICS TO TEACHING ENGLISH AS A FOREING LANGUAGE

Student's name:

Date:

Class:

Post test

The following activity will assess your writing and comprehension in general in English as a Foreign Language; the results will help the researcher to determine if morphological linguistic aspects interfere in a Kichwa speaker during the teaching-learning process.

Instructions

This test will be developed by 5 multiple choice questions in 45 minutes. Follow your teacher's directions, and answer them responsibly.

Task	Instruction	Time	Evaluation criteria
Task 1	Word order and word formation.	30 min	Rubric Number of questions answered.
Task 2	Using the contrast between English and Kichwa from the morphological view.		
Task 3	Answer the questions		

Elaborated by: Muente Margarita (2021)

WORD ORDER ACTIVITY

1. Read, choose and write the adjective which best describes the picture on the lines below.

Example: adjective + noun	Kuyayllawarmi Pretty woman	

big / clean / new / old / long / small
cute / dirty / short / fat

T-shirt

T-shirt

hair

house

car

2. Fill in the blanks with the undefined article: A, AN

Example: Undefined article + noun	Shukmisi A CAT	 Cat=misi

book

ant

cat

hut

guinea pig

3. Read, choose and write the right word or personal pronoun to finish sentences.

Example: Personal pronoun+ to be verb + noun	Ñukakani Messi.	
	I am Messi.	
yo		
ella		
él		

4. Analyze and choose the correct plural rules.

Example: Noun + es ves s (special case)	Ruwana= poncho	Ruwana**kuna**= ponchoes
a	b	c
Leaves Loafs Leavs	Bosses Boxes Boss	Man Mens Men

5. Occupations formed with suffixes. Let's make new words. Use:

Example: root + <mark>suffix</mark>	**Wasi**= house	**Wasi**<mark>ku</mark>= little house	**Wasi**<mark>kuna</mark>= houses
	Sing<mark>er</mark>		

er	**or**	**ian**	**ist.**

	verb or noun?	new word
sing	VERB	SINGER
compose		
politics		
science		

Thank you for your support!

Appendix 4

Rubric used to evaluate worksheets from the Proposal

Components of writing	Indicator	Level	Score	Total
Content	• Present the information well chosen details across the paragraph. • Present the information with details in parts of the paragraph. • Present the information with some details. • Present no clear information.	**Excellent** **Good** **Fair** **Poor**	5 4 3 2	
Vocabulary	• Good in vocabulary choice. • Error in vocabulary choice are few and do not interfere with understanding • Error in vocabulary choice are and sometimes they interfere with understanding • Many error in vocabulary choice that severally interfere with understanding	**Excellent** **Good** **Fair** **Poor**	5 4 3 2	
Grammar	• Good in grammar. • Error in grammar choice are few and do not interfere with understanding • Errors in grammar choice are and sometimes they interfere with understanding. • Many error in grammar choice	**Excellent** **Good** **Fair** **Poor**	5 4 3 2	
Spelling & Punctuation	• All sentences use correct spelling, capital and punctuation. • Sentences have a few errors in spelling, capital and punctuation. • Sentences have fair number error of spelling, capital and punctuation. • Sentences have no control over spelling, capital and punctuation.	**Excellent** **Good** **Fair** **Poor**	5 4 3 2	
			Final	

Source: researchgate.net/figure/Scoring-Rubric-of-writing
Elaborated by: Muente Margarita (2021)

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Appendix 5

TECHNICAL UNIVERSITY OF COTOPAXI GRADUATE DEPARTMENT

Master's degree in Applied Linguistics to Teaching English as a foreign Language

EXPERT VALIDATION FROM A GRAMMATICAL VIEW

1. **Research proposal data:**

Author: Margarita Patricia Muente Núñez

Topic: Handbook to EFL-English teachers facing morphological linguistics features using the similarities and differences between Kichwa and English.

Objective:

- To identify morphological interferences among the linguistics similarities and differences; in order to know what linguistics difficulties, face a Kichwa speaker during the learning process of English as a foreign language.

- To encourage EFL-Teachers to use this proposal and the morphological considerations might be taken with a Kichwa speaker learner during an EFL class.

2. **Evaluator's information**

Evaluator's name:	Patricia Marcela Chacón Porras
ID number:	0502211196
Academic degree:	Magíster en Lingüística Aplicada a la EnseñanzaBilingüeEspañol – Inglés
Senescyt registration number	1027-15-86062861
Current job:	Universidad Técnica de Cotopaxi
Phone number:	0999844686
e-mail:	patricia.chacon@utc.edu.ec

Evaluation

Place an X on the square.

Criteria	Excellent	Good	Fa 5r
a) The teaching material constitutes a valid, current and relevant contribution related to the field.	X		
b) The teaching material is the result of an advanced research process; its content is the product of a complete conceptual development and critical contrast with other related researches.	X		
c) It is properly structured and argued (statement of the problem, methodology and results) in relation to the topic.	X		
d) The originality of the contributions and reflections of the author give added value to the proposal.	X		
e) The references are relevant and up-to-date.	X		
f) The research topic is appropriate.	X		
g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
h) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	X		
i) The dissertation embraces a clear and precise introduction on the objectives and issues along dissertation.	X		
j) The length of the dissertation is appropriate depending on the complexity of the topic, the objectives and the readers.	X		
k) The dissertation provides contributions regarding methodological proposals, approach, and conceptualization.	X		
l) The objectives in the introduction are met, so that there is harmony between objectives and results.	X		

Comment on the following statements, please.

1. TEMPORALITY: Is the proposal the result of an advanced research process, which means that it shows a methodological structure (problem, methodology and application)?
This current proposal shows a good methodological structure, easy to understand and use. The useful activities that include this proposal contribute to develop an appropriate English learning process in Kichwa speakers.

2. CONTENT: The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?

The content of the handbook is clear and relevant since it uses terminology according to the proposal which is based on morphological aspects and how Kichwa interferes in the English language learning.

3. SELECTIVITY: Can this proposal be considered a valid and significant contribution related to the field?

Definitively, this proposal contributes to a real analysis of how morphological aspects in both languages, Kichwa as an ancestral language and English as a foreign language; can be compared and used in order to identify the strengths and weaknesses that Kichwa speakers have while learning a new language.

4. **Impact. What is the impact of this research? (Place an X on the square)**

Local	X
Regional	
Nacional	
Internacional	

5. **General comments and recommendations for the Author.**

The analysis of words or components that form morphemes such as affixes is necessary by taking into account the role that Morphology has into the teaching-learning process of a new language. The goal of discovering the similarities or differences as well as the Morph- syntactic, lexical and phonetic interferences between English and Kichwa are useful and necessary. Therefore, an appropriate implementation of this handbook will allow not only Kichwa speakers, but also English teachers improving significantly the English teaching- learning process**.**

Mg. Patricia Marcela Chacón Porras
DOCENTE CENTRO DE IDIOMAS
Evaluator's signature I.D. 0502211196

TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

Master's degree in Applied Linguistics to Teaching English as a Foreign

Language

EXPERT VALIDATION FROM A LINGUISTIC VIEW

1. **Research proposal data:**

Author: Margarita Patricia Muente Núñez

Topic: Handbook to EFL-English teachers facing morphological linguistics features using the similarities and differences between Kichwa and English.

Objective:

- To identify morphological interferences among the linguistics similarities and differences; in order to know what linguistics difficulties, face a Kichwa speaker during the learning process of English as a foreign language.

- To encourage EFL-Teachers to use this proposal and the morphological considerations might be taken with a Kichwa speaker learner during an EFL class.

2. **Evaluator's information**

Evaluator's name:	Rodrigo Tovar Viera
ID number:	0502414089
Academic degree:	Magister in Applied Linguistics
Senescyt registration number	1027-16-86077579
Current job:	Universidad Técnica de Cotopaxi
Phone number:	0998161682
e-mail:	rodrigo.tovar@utc.edu.ec

Evaluation

Place an X on the square.

Criteria	Excellent	Good	Fair
a)The teaching material constitutes a valid, current, and relevant contribution related to the field.	X		
b) The teaching material is the result of an advanced research process; its content is the product of a complete		X	

conceptual development and critical contrast with other related research studies.			
c) It is properly structured and argued (statement of the problem, methodology and results) in relation to the topic.	X		
d)The originality of the contributions and reflections of the author give added value to the proposal.	X		
e) The references are relevant and up-to-date.	X		
f) The research topic is appropriate**.**	X		
g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
h) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.		X	
i) The dissertation embraces a clear and precise introduction on the objectives and issues a long dissertation.	X		
j) The length of the dissertation is appropriate depending on the complexity of the topic, the objectives, and the readers.	X		
k)The dissertation provides contributions regarding methodological proposals, approach, and Conceptualization.	X		
l) The objectives in the introduction are met, so that there is harmony between objectives and results.	X		

Comment on the following statements, please.

1. TEMPORALITY: Is the proposal the result of an advanced research process, which means that it shows a methodological structure (problem, methodology and application)?
The learning material reflects a linear, analytical, reflective, and critical methodological process in applied linguistics. It states the problem and makes use of appropriate methods to turn theory into practical exercises to English language education from a morphological perspective.
2. CONTENT: The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?

The learning material proposed is accurate, in terms of content and structure; nonetheless, It is suggested to apply it first, to get positive feedback concerning its feasibility and detect possible short comings.

3. SELECTIVITY: Can this proposal be considered a valid and significant contribution related to the field?

The learning material attempts to close one of the many research gaps in field of English language education in the Ecuadorian educational systems, particularly at the primary level.

4. **Impact**. What is the impact of this research? (Place an X on the square)

Local	x
Regional	
Nacional	
Internacional	

5. **General comments and recommendations for the Author.**

For the final written version, check and revise the lexical and grammatical choices to improve the learning material proposed.

Evaluator's signature

I.D.: 0502414089

TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATEDEPARTMENT

Master's degree in Applied Linguistics for Teaching English as a Foreign

Language

EXPERT VALIDATION FROM THE INVESTIGATIVE VIEW

1. Research proposal data:

Author: Margarita Patricia Muente Núñez

Topic: Handbook to EFL-English teachers facing morphological linguistics features using the similarities and differences between Kichwa and English.

Objective:

● To identify morphological interferences among the linguistics similarities and differences; in order to know what linguistics difficulties, a Kichwa speaker faces during the learning process of English as a foreign language.

● To encourage EFL-Teachers to use this proposal and the morphological considerations might be taken with a Kichwa speaker learner during an EFL class.

2. Evaluator's information

Evaluator's name:	GALO ALEJANDRO PALACIOS TERÁN
ID number:	1707768204
Academic degree:	PHD EDUCATIONAL RESEARCH
Senescyt registration number	7241128390
Current job:	ASSOCIATE PROFESSOR – UNIVERSIDAD CENTRAL DEL ECUADOR
Phone number:	0999477195
e-mail:	gapalacios@uce.edu.ec

Evaluation
Place an X on the square.

Criteria	Excellent	Good	Terrible
a) The teaching material constitutes a valid, current, and relevant contribution related to the field.	**X**		

b) The teaching material is the result of an advanced research process; its content is the product of a complete conceptual development and critical contrast with other related research.	X		
c) It is properly structured and argued (statement of the problem, methodology and results) in relation to the topic.		X	
d) The originality of the contributions and reflections of the author give added value to the proposal.	X		
e) The references are relevant and up to date.	X		
f) The research topic is appropriate**.**	X		
g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
h) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	X		
i) The dissertation embraces a clear and precise introduction on the objectives and issues along dissertation.	**X**		
j) The length of the dissertation is appropriate depending on the complexity of the topic, the objectives, and the readers.	**X**		
k) The dissertation provides contributions regarding methodological proposals, approach, and conceptualization.	**X**		
l) The objectives in the introduction are met, so that there is harmony between objectives and results.		**X**	

Comment on the following statements, please

1. TEMPORALITY: Is the proposal the result of an advanced research process, which means that it shows a methodological structure (problem, methodology and application)?
It is obvious that the proposal relates to a previous research process, it treats an analyzed problem, the methodology shown is appropriate to fulfill the objective posed at the beginning.
2. CONTENT: The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?
I consider that the content is feasible for teachers, learners, and researchers, besides consists in an innovative material o understand contrastive between Kichwa and English language.
3. SELECTIVITY: Can this proposal be considered a valid and significant contribution related to the field?
As mentioned before, there is not much research related to EFL learning by Kichwa speakers, considering the importance of English language all over the world and specifically in Ecuador there are communities that only speak Kichwa, this proposal becomes a superb tool to plan and apply in class.

4. **Impact**. What is the impact of this research? (Place an X on the square)

Local	x
Regional	x
Nacional	
International	

5. **General comments and recommendations for the Author.**

Considering the kind of professional that Margarita is, I entirely suggest, considering her proposal for future publication. That would be a magnificent contribution for UTC and Cotopaxi province, mainly in Kichwa speakers' communities.

GALO ALEJANDRO PALACIOS TERAN
Firmado digitalmente por GALO ALEJANDRO PALACIOS TERAN
Fecha: 2021.07.22 18:17:25 -05'00'

Evaluator'ssignature
Galo Palacios T. Ph.D.
I.D. 1707768204

Appendix6

Master's degree in Applied Linguistics for Teaching English as a Foreign

Language

USERS' VALIDATION-EFL-TEACHERS

1. Research proposal data:

Author: Margarita Patricia Muente Núñez

Topic: Handbook to EFL-English teachers facing morphological linguistics
features using the similarities and differences between Kichwa and English.

Objetive:

- To identify morphological interferences among the linguistics similarities
  and differences; in order to know what linguistics difficulties face a Kichwa
  speaker during the learning process of English as a foreign language.

- To encourage EFL-Teachers to use this proposal and the morphological
  considerations might be taken with a Kichwa speaker learner during an EFL
  class.

2. Evaluator's information

Evaluators' names:	Diana Olivia Almachi Oñate	Miriam Nataly Castillo Tigselema
ID number:	0502528383	0503210668
Academic degree:	Lic. Ciencias de la Educación Especialidad Inglés.	Lic. Ciencias de la Educación Especialidad Inglés.
Current job:	Unidad Educativa "Delia Ibarra de Velasco"	Unidad Educativa "Delia Ibarra de Velasco"
Phone number:	0998921721	0998374983
e-mail:	diana_almachi@hotmail.com	nataly20c@yahoo.es

Evaluation

Place an X on the square.

Criterio	Excelente	Aceptable	Deficiente
a) The teaching material constitutes a valid, current and relevant contribution related to the field.	X		
b) The teaching material is the result of an advanced research process; its content is the product of a complete conceptual development and critical contrast with other related researches.	X		
c) The originality of the contributions and reflections of the author give added value to the proposal.	X		
d) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
e) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	**X**		
f) The objectives in the proposal are met, so that there is harmony between objectives and results.	**X**		
g) The proposal is substantial with well-structured reflections and ideas.	**X**		

Por favor emita un comentario

1. **The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?**

The material and illustrations are a good idea for a teacher because it helps in the learning processes.

2. **Impact**. What is the impact of this proposal? (Place an X on the square)

Local	X
Regional	
Nacional	
Internacional	

3. **General comments and recommendations for the Author.**

Evaluator's signature Evaluator's signature

I.D. 0502528383**I.D.**0503210668

GRADUATE DEPARTMENT

Master's degree in Applied Linguistics for

Teaching English as a Foreign Language

USERS' VALIDATION

1. Research proposal data:

Author: Margarita Patricia Muente Núñez

Topic: Handbook to EFL-English teachers facing morphological linguistics features using the similarities and differences between Kichwa and English.

Objective:

- To identify morphological interferences among the linguistics similarities and differences; in order to know what linguistics difficulties face a Kichwa speaker during the learning process of English as a foreign language. / **Identificar interferencias morfológicas entre las similitudes y diferencias lingüísticas; con el fin de conocer las dificultades lingüísticas a las que se enfrenta un hablante de Quichua durante el proceso de aprendizaje del Inglés como lengua extranjera.**

- To encourage EFL-Teachers to use this proposal and the morphological considerations might be taken with a Kichwa speaker learner during an EFL class.

2. Evaluator's information

Class:	Ninth "A", "B"
School Year:	2020-2021
School:	Unidad Educativa "Delia Ibarra de Velasco"

Evaluation

Place an X on the square.

Criteria	Excellent	Acceptable	Deficient	Total
a) The teaching material constitutes a valid, current and relevant contribution related to the field. **El material didáctico constituye un aporte válido, actual y relevante.**	52	0	0	52
b) The teaching material is the result of an advanced research process; its content is the product of a complete conceptual development and critical contrast with other related researches. **El material didáctico y su contenido es el resultado de un proceso de investigación avanzado y desarrollo conceptual y de un contraste crítico.**	51	1	0	52
c) The originality of the contributions and reflections of the author give added value to the proposal. **Las hojas de trabajo son reflejo de originalidad por parte del autor.**	50	2	0	52
d) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.) **La propuesta tiene las cualidades esperadas para el nivel de formación (lenguaje apropiado, vocabulario, ortografía, etc.)**	50	2	0	52

e) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance. **Las ilustraciones gráficas que se encuentran en la disertación (todo tipo de imágenes y tablas) son relevantes, aclaran y aportan significado.**	50	2	0	52
f) The objectives in the proposal are met, so that there is harmony between objectives and results. **Se cumplen los objetivos de la propuesta, de manera que exista armonía entre objetivos y resultados.**	52	0	0	52
g) The proposal is substantial with well-structured reflections and ideas. **La propuesta es sustancial con reflexiones e ideas bien estructuradas**	52	0	0	52

Elaborated by: Muente M. (2021)
Source: Users' Evaluations

TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATEDEPARTMENT

Master's degree in Applied Linguistics for Teaching English as a Foreign

Language

**EFL- TEACHER - KICHWA NATIVE SPEAKER VALIDATION FROM
A MORPHOLOGICAL VIEW**

1. Research proposal data:

Author: Margarita Patricia Muente Núñez

Topic: Handbook to EFL-English teachers facing morphological linguistics features using the similarities and differences between Kichwa and English.

Objective:

● To identify morphological interferences among the linguistics similarities and differences; in order to know what linguistics difficulties face a Kichwa speaker during the learning process of English as a foreign language.

● To encourage EFL-Teachers to use this proposal and the morphological considerations might be taken with a Kichwa speaker learner during an EFL class.

2. Evaluator's information

Evaluator's name:	JEFFERSON ISAAC SARANSIGALMAGOR
ID number:	1715141311
Academic degree:	BACHELOR
Senescyt registration number	1010-2019-2049233
Current job:	English Teacher at Instituto Superior Tecnológico Sucre. Languages Department
Phone number:	0993725125
e-mail:	jsaransig@tecnologicosucre.edu.ec

Evaluation

Place a X on the square.

Criteria	Excellent	Good	Terrible

a) The teaching material constitutes a valid, current, and relevant contribution related to the field.	x		
b) The teaching material is the result of an advanced research process; its content is the product of a complete conceptual development and critical contrast with other related research.	x		
c) It is properly structured and argued (statement of the problem, methodology and results) in relation to the topic.	x		
d) The originality of the contributions and reflections of the author give added value to the proposal.	x		
e) The references are relevant and up to date.	x		
f) The research topic is appropriate**.**	x		
g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	x		
h) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.		**x**	
i) The dissertation embraces a clear and precise introduction on the objectives and issues along dissertation.	**x**		
j) The length of the dissertation is appropriate depending on the complexity of the topic, the objectives, and the readers.	**x**		
k) The dissertation provides contributions	x		
l) The objectives in the introduction are met, so that there is harmony between objectives and results.	x		

Comment on the following statements, please.

1. TEMPORALITY: Is the proposal the result of an advanced research process, which means that its how a methodological structure (problem, methodology and application)?
The proposal shows a deep research of morphological features of Kichwa language and therefore the difficulties Kichwa speakers may face when attempting to learn English. Therefore, the activities proposed will ease the acquisition of English language.

2. CONTENT: The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?
The content will be useful for future research since there are other aspects of Kichwa language that could be analyzed such as: intonation, syntax, semantics, and so on. Morphology is just one field of linguistics, so the results and proposal of this study can be a reference for other researchers.
3. SELECTIVITY: Can this proposal be considered a valid and significant contribution related to the field?
As Kichwa is not a language that has been thoroughly researched, this proposal will be of great use in the field of linguistics and second language acquisition. The proposed activities will facilitate the acquisition of English by Kichwa speakers.

4. **Impact**. What is the impact of this proposal? (Place an X on the square)

Local	X
Regional	
Nacional	
Internacional	

5. **General comments and recommendations for the Author.**

Before implementing the activities proposed, it is important to provide comprehensible input to students so that they can have enough information in their minds to produce the language. Also, language is just one component of the culture. Maybe adapting vocabulary from the activities to students' contexts and cultural backgrounds can be more beneficial.

6. **Evaluator's signature**

Firmado electrónicamente por:
JEFFERSON ISAAC
SARANSIG ALMAGOR

I.D. 1715141311

Appendix7