



# **UNIVERSIDAD NACIONAL DE CHIMBORAZO**

## **FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS**

### **CARRERA DE IDIOMAS**

Work presented as part of requirement for obtaining Degree of “Licenciado en Ciencias de la Educación; profesor de Idiomas; Inglés”

#### **THESIS TITLE:**

ANALYSIS OF LINGUISTIC INTERFERENCE OF SPANISH LANGUAGE IN THE COMPOSITION AND DEVELOPMENT OF GRAMMATICAL SENTENCES IN ENGLISH ENCOUNTERED IN THE STUDENTS OF SEGUNDO DE BACHILLERATO “A” AT UNIDAD EDUCATIVA RIOBAMBA, IN THE RIOBAMBA CANTON, CHIMBORAZO PROVINCE, DURING THE ACADEMIC PERIOD FEBRUARY – JUNE 2016

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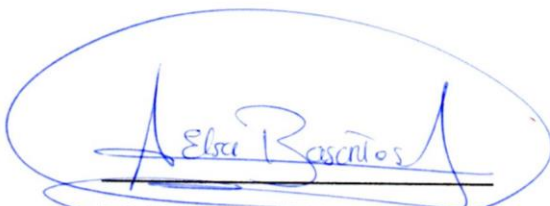
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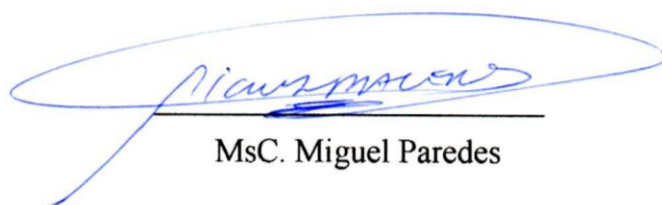
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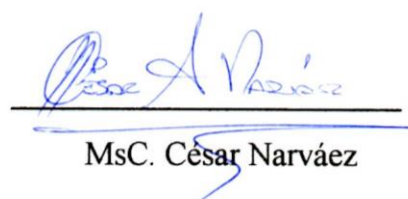
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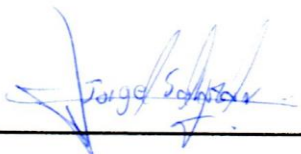
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*First of all, I thank to God for his protection because he blesses me every day with health and life that is essential for achieving my personal and professional goals.*

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*Jorge Anibal Salazar Quilligana*

## **DEDICATION**

*This research work is dedicated to God because he allows me to achieve one of my personal dreams in my life to be an English teacher.*

*To my mother with love and wisdom, helps me in my sad moments and shares my achievements.*

*To my dear sisters Monica and Fernanda, who give me their comprehension and support, have guided me for overcoming several obstacles in my life.*

*Jorge Anibal Salazar Quilligana*

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## **RESUMEN**

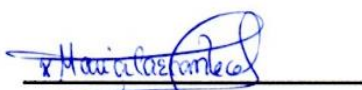
El presente trabajo de investigación se enfoca en la interferencia lingüística del Español en el desarrollo de la segunda lengua en este caso el Inglés en el Segundo de bachillerato “A” de la Unidad Educativa Riobamba, en el cantón Riobamba, provincia de Chimborazo. El objetivo general de esta investigación es analizar a través de la observación la interferencia lingüística del Español en la composición y desarrollo de las oraciones gramaticales en Inglés encontradas en los estudiantes. Por lo que se aplicó una ficha de observación durante el periodo académico Febrero-Junio 2016, la cual contenía una amplia observación de los errores gramaticales y principales áreas donde se cometían los mismos. Además de recolección de evidencias por medio de fotografías, las participaciones y trabajos de los estudiantes para facilitar el desarrollo e interpretación de los resultados.

Esta investigación se la realizó de una manera exploratoria porque ayudó a aclarar e identificar los errores gramaticales cometidos durante la interferencia lingüística. También se aplicó métodos tales como inductivo, documental y de campo para complementar el trabajo.

## SUMMARY

This research focuses on Spanish language interference in the development of the second language in this case English in the Second Bachillerato "A" of the Educative Unit Riobamba, in the Riobamba county, Chimborazo province. The overall objective of this research is to analyze through observation Spanish linguistic interference in the composition and development of grammatical sentences in English found in students. An observation sheet was applied during February-June 2016 academic year, which contained a wide observation of grammatical errors and main areas where they were committed. In addition to gathering evidence through photographs of the shares and student works to facilitate the development and interpretation of results.

This research was made in an exploratory manner that helped clarify and identify grammatical errors made during the linguistic interference. Methods such as inductive, documentary and field were also applied to complement the work.



Mgs. Myriam Trujillo B.

**DELEGADA DEL CENTRO DE IDIOMAS**



## INTRODUCTION

Nowadays English is considered one of the most important languages around the world. It allows commerce, business and relationship among countries. Therefore, it is imposed as subject in schools, high schools and universities. Furthermore, it provides many opportunities of employment and improves quality of life.

During the process of learning a foreign language such as English, Spanish learners manifest a lot of problems for developing and mastering it. One of these problems is linguistic interference. People tend to use habits of their native language for developing a second one. There are three levels of linguistic interference such as phonological, lexical and grammatical interference.

This research work was analyzed by observation the linguistic interference of Spanish in the composition and development of grammatical sentences in English encountered in the students of Segundo de Bachillerato “A” at Unidad Educativa Riobamba.

This research work is composed of these five chapters:

First chapter explains how the research problem was formulated and the problem statement at macro-level, meso-level and micro-level. Furthermore, this chapter demonstrates how objectives were elaborated and the justification for doing this research work.

Second chapter describes the previous studies about linguistic interference which has contributed to development of this research work. Furthermore, theories and concepts by some authors were taken for development of theoretical framework. Also, objectives were operationalized and basic terms were defined.

Third chapter explains how methodological framework was designed, the type and level of research, the population and sample of students at Unidad Educativa Riobamba. Furthermore, techniques like unstructured observation, and instruments like observation guide were applied.

Four chapter analyzes and describes the observation guides in individual and general way for identifying the grammatical linguistic interferences during the process of learning foreign language like English.

Fifth chapter describes conclusions and recommendations which were developed of results of observations guides.

## CHAPTER I

### 1. REFERENTIAL FRAMEWORK

#### 1.1. The research problem

Analysis of linguistic interference of Spanish language in the composition and development of grammatical sentences in English encountered in the students of Segundo de Bachillerato “A” at Unidad Educativa Riobamba, in the Riobamba canton, Chimborazo province, during the academic period February – June 2016

#### 1.2. Problem Statement

Unidad Educativa Riobamba is one of most popular institutions in Riobamba canton. It was created in 1941 by José María Román y Mayor Luis Benigno Gallegos. In 1943 the Ecuadorian president Alberto Arroyo del Rio inaugurated this institution as Colegio Nacional de Señoritas “Riobamba”. It was the first female institution in Chimborazo province.

Nowadays this institution offers Educacion General Básica (from 2<sup>nd</sup> to 10<sup>th</sup> EGB), Bachillerato General Unificado (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>th</sup> BGU), Bachillerato internacional (1<sup>st</sup> Pre BI, 2<sup>nd</sup> and 3<sup>th</sup> BI) and Instituto Tecnológico Superior (Rehabilitación Física, Servicios Asistenciales de Salud, Regencia en Farmacia, Informática and Multimedia)

Furthermore, Unidad Educativa Riobamba’s curriculum was designed according to Ministerio de Educación. Therefore, the curriculum of Educación General Básica (EGB) has subjects like: Language Arts, Mathematics, Natural and Social Environment, Natural Science, Social Studies, Aesthetic Education, Physical Education, Foreign Language and Clubs. Instead the curriculum of Bachillerato General Unificado (BGU) has subjects like: Chemistry, Biology, History, Foreign Language, Management and Entrepreneurship, Mathematics, Physical Education and Art.

In the foreign language or English language subject, Unidad Educativa Riobamba has prepared teachers according to students’ needs and national curriculum. Recently

English subject has an important impact in International Baccalaureate. B2 English level must be pass at the end.

Many researchers consider that linguistic interference is a common phenomenon in speaker's native language around the world. The researchers realized between first languages such as Spanish, French, Swedish German, Arabic, Thailand and second language like English, there are interferences at phonological, lexical and grammatical level. Therefore, the researchers study these language's issues through Applied Linguistic, which tries to explain the factors, causes, results and effects of linguistic interference. Furthermore, many studies concurred that linguistic interference occurs during childhood when children are in process of second language acquisition, even though recently studies argued that linguistic interference can appear in adult age also.

Even though at Unidad Educativa Riobamba a great development in English subject than other institutions, majority of students demonstrate some problems in English learning. One of these problems is the linguistic interference because the students tend to use the patterns of their first language in the development of second one. It is evident through writing and speaking that grammatical interference are presented in areas such as nouns, adjectives verb tense, pronouns, possessive and negation by English teacher's own observation and experiences, and those who teach English subject in this institution concur the linguistic interference in most of students are presented in the same areas. Many factors could provoke linguistic interference such as: influence of students' bilingualism background, disloyalty of target language, transference of mother language structures and limited vocabulary in English.

Inside Segundo de Bachillerato "A" at Unidad Educativa Riobamba classroom, majority of students manifest grammatical interferences. Even though the English teacher has tried to reduce these kinds of interferences through correction strategies, the students have continued make them, due factors such as high influence of Spanish in the second language's structures, limited vocabulary and structures in target language, and wrong use of vocabulary (cognates words) have contribute to maintain and develop language interference.

### **1.3.Problem formulation**

There are some levels in the linguistic interference. This research was focused at grammatical level. Therefore, the question was formulated in this way:

How do the linguistic interference of Spanish influences affect the composition and development of grammatical sentences in English encountered in the students of Segundo de Bachillerato “A” at Unidad Educativa Riobamba, in the Riobamba canton, Chimborazo province, during the academic period February – June 2016?

### **1.4.Questions guidelines**

- Does linguistic interference of Spanish influence in the composition and development of grammatical sentences in English?
- What are the grammatical linguistic interferences in the students?
- What does linguistic interference refer to?
- Why do students demonstrate linguistic interferences?

### **1.5. Objectives**

#### **1.5.1. General objective**

- To analyze by observation, the linguistic interference of Spanish in the composition and development of grammatical sentences in English encountered in the students of Segundo de Bachillerato “A” at Unidad Educativa Riobamba, in the Riobamba canton, Chimborazo province, during the academic period February – June 2016

#### **1.5.2. Specific objectives**

- To identify the grammatical linguistic interferences in the students
- To explain what linguistic interference refers to.
- To indicate the factors of linguistic interference in the students



## **1.6.JUSTIFICATION**

This research focused on analysis of the linguistic interference of Spanish in the composition and development of grammatical sentences in English encountered in the students of Segundo de Bachillerato “A” at Unidad Educativa Riobamba, in the Riobamba canton, Chimborazo province, during the academic period February – June 2016.

This research work contributed to expand and identify which are grammatical interferences and why they are manifested during the process of learning a foreign language. Therefore, other researchers might create strategies to reduce or solve these interferences based on this research. To English teachers at Unidad Educativa Riobamba were benefit to make decisions about how to reduce the incidence of grammatical interferences in the in the future and it helped me to recognize and solve the linguistic interferences in the future as English teacher.

Moreover, this research work is qualitative because it explored the linguistic interferences in the classroom. Therefore, instruments like observation guide and photographs for analyzing and concluding with this work were used.

This research was carried out because of linguistic inferences of first language in the second one. Patterns and combinations of parts of speech of first language (Spanish) to build the foreign language (English). It was provoked an English learning barrier, as low self-motivation for developing English grammatical structures.

This research was developed in a quimestral period with the collaboration of the English teacher and authorities of Unidad Educativa Riobamba.

This research was feasible because of economic resources, updated information, population and access at Unidad Educativa Riobamba, therefore the field of study was complete and it leaded a satisfactory research.

## CHAPTER II

### 2.1. BACKGROUND OF INVESTIGATION REGARDING THE PROBLEM

The main aspect for the realization of this research work, it was to analyze the linguistic interference of Spanish in the composition and development of grammatical sentences in English. For that reason a search was carried out at library's files of Facultad de Ciencias de la Educación, Humanas y Tecnologías, Universidad Nacional de Chimborazo. As a result, there were not found any similar research to this current topic. Thus, it made another search on the internet for supporting and developing this work.

During the research on internet it was found previous studies focused on the linguistic interference, one of the research project was conducted by Raquel Mayordomo Fernández (2013) with the title: "La interferencia linguística entre el Español y el Inglés desde una perspectiva práctica." This research work mentioned the following aspects: there is an influence of first language in the acquisition of the second one. In the oral interferences, Spanish language influences in learners' pronunciation therefore there is a major domination in phonetic-phonological level. Instead in written interferences there is an influence of Spanish at lexical semantic level. Even morphological syntactic level is affect as well. Furthermore, the linguistic interferences are considered a resource for English teachers in the development of linguistic and pragmatic competences. Finally, a learner can be autonomous in his or her second language acquisition if he or she is exposed to intelligible input or his or her affective filter is low. As a result, the acquisition of a second language it will be unavoidable.

The other was conducted by Putri Martanti (2011) with the title: "An analysis of grammatical interference in articles of *Berani* Newspaper" This thesis describes how people who learn a foreign language make mistakes in the process of language acquisition. Furthermore, the grammatical interference as phenomenon and the areas where it occurs such as word order, pronoun, subject-verb, conjunction, tense, so on. Finally, the problems which a bilingual person faces in second language communication. The results were two types of grammatical interferences: morphological and syntactical errors. At morphological level errors were in the subject verb agreement, singular-plural agreement, passive voice, and adjectives. At syntactical level the errors were redundancy, preposition, misplaced word and parallel structure.

## **2.2 THEORETICAL FRAMEWORK**

### **2.2.1. LINGUISTIC INTERFERENCE**

#### **2.2.1.1. WHAT IS LINGUISTIC INTERFERENCE?**

Dam. P (2010) states “Richard, Platt & Platt (1992) defines interlanguage, or learner language, is the type of language produced by second-language learners who are in the process of learning a language. In this process, learners’ errors are caused by such phenomena as borrowing patterns from the mother tongue, extending patterns from the target language, and expressing meanings using the vocabulary and syntax which are already known.

Instead, Lekova. B (2010) tells “Interlanguage interference occurs when learners make mistakes under the influence of the already acquired language knowledge and established habits in the foreign language”

The same author argues “From a linguistic point of view, interference is an interaction or a change in linguistic structures and structural elements. It appears to be a deviation from linguistic norms in the spoken and written language.”

Michael Swan (2008) wrote, “Kohn (1986:22) said as a learning process, language transfer supports the learner’s selection and remodeling of input structures as learner progresses in the development of his interlanguage knowledge. As a production process, transfer is involved in the learner’s retrieval of this knowledge and in his efforts to bridge linguistically those gaps in his knowledge which cannot be side-stepped by avoidance.”

These authors concur that linguistic interference is called as interlanguage or language transfer as well. They define linguistic interference from different points of view such as type of language which involves learner’s errors and borrowing patterns, mistakes and usage of habits in the foreign language, change in linguistic structures and structural elements.

Therefore, linguistic interference can be defined as type of language that involves transference of patterns and habits of learners’ first language or mother tongue in the

development and construction of second one. This interference is treated as mistakes or errors because they are accepted inside of norms, rules and structures of second language.

Lekova (2010) manifests that linguistic interference appears in subordinate bilinguals because the second language is not mastered to the degree the first language is. Here, mother tongue dominates and influences the second language leading to interference.

This author tells that people who are subordinate bilinguals tend to use their first language in the second one because they do not have a wide mattering of foreign language. As a result, there is a great dominance of patterns and rules of first language.

Martín Dwinastiti (2013) argues that “the effect of linguistic interference can be on any aspect of language: grammar, vocabulary, accent, spelling and so on. Language interference is considered as one of error sources (negative transfer).”

This author states that linguistic interference can affect any area of foreign language such as grammar vocabulary accent, spelling. In these cases, it becomes a negative transfer when learners try to learn a second language.

#### **2.2.1.2. CHARACTERISTICS OF LINGUISTIC INTERFERENCE**

Ade, Arnis , Iffah, Lia , & Samsul , (2012) wrote that M. Saville-Troike (2006) said the linguistic interferece or interlanguage has the following characteristics:

**a) Systematic:** At any particular point or stage of development, the interlanguage is governed by rules which constitute the learner’s internal grammar. These rules are discoverable by analyzing the language that is used by the learner at that time – what he or she can produce and interpret correctly as well as errors that are made.

**b) Dynamic:** The systems of rules which learners have in their minds changes frequently, or are in a state of flux, resulting in a succession of inter grammars. Selinker views this change not as a steady progression along continuum, but discontinuous progression.

c) **Variable:** Although the interlanguage is systematic, differences in context result in indifferent patterns of language use.

d) **Reduced system, both in form and function:** The characteristic of reduced form refers to the less complex grammatical structures that typically occur in an interlanguage compared to the target language (e.g. omission of inflections, such as the past tense suffix in English). The characteristic of reduced function refers to the smaller range of communicative needs typically served by an IL (especially if the learner is still in contact with members of the L1 speech community).

According to these authors among the characteristic linguistic interference is a system that differs according to learner's language and contact with the second one.

### 2.2.1.3. TYPES OF LINGUISTIC INTERFERENCE

When a student learns a second language, he or she finds some aspects that are easy to assimilate while there are others that are difficult to develop in the target language. This is because some second language features are similar to mother language therefore they are easy to understand. Instead others features are there different therefore they will be difficult.

According to Marlén Díaz Castillo (2013) there are different types of linguistic interference such as negative interference, positive interference and zero interference.

**1.- Negative interference:** They are the most difficult and at the same time the most necessary to understand and the most difficult to change. For instance, the case of the pronunciation of English sounds / r / and / l / for Spanish speakers is different to pronounce them, even though in both languages they are spelled in the same way.

Therefore, the negative interference is difficult to distinguish because it is found inside similar patterns or sounds in both language systems.

**2.- Positive interference:** It occurs when structures are similar to each other therefore they facilitate second language learning. The structures already exist in the mother tongue and with some adjustments they can be transferred to the foreign language, such

as certain sounds such as / s /; /f/. The teacher can rely on this transfer to expand the volume of linguistic elements with relative ease. For example, words like radio, television

**3.- Zero interference:** It occurs when the target structures do not exist in the mother tongue. Therefore, new habits are formed of elements that do not exist in the mother tongue. For example: the articulation of new sounds. In fact, this is a variant of negative interference, because students tend to substitute something new in a language for another in the mother tongue.

Inside this interference we can find:

**3.1.- Phonetic-phonological interference:** According to Mayordomo Fernandez, (2013) Spanish and English have distinct phonetic systems, so learners tend to adapt vowels and consonants from first language to second one.

**Example:**

- ❖ Some animals are special. (Spanish)
- ❖ /,səm 'æniməls ,ɑ:r es 'pesiəl/ (phonetic interference)
- ❖ /,sʌm 'æniməls ,ɑ:r ɪs 'peʃəl/ (English)

**3.2- Lexical semantic interference:** The same author argues that it occurs when a bilingual speaker tries to establish a communicative act, he or she uses words and well structures from their mother language to build and develop the second language. Therefore, he or she follows the rules of word formation of the L1.

**Example:**

- ❖ Él tiene quince años. (Spanish)
- ❖ He has fifteen years old. (lexical semantic interference)
- ❖ He is fifteen years old. (English)

**3.3- Morphological-syntactic interference:** According to Mackey (1976), the interference at this level occurs when it is introduced combinations of grammatical

categories, parts speech, and functional morphemes another language to develop speech of a bilingual speaker.

**Example:**

- ❖ Do you know where is the post office? (morphological syntactic interference)
- ❖ Do you know where the post office is? (English)

These authors presented that linguistic interference can be negative, positive or zero. There is a major influence of negative interference than others because structures and habits in L1 and L2 languages are mostly different than similar. Learners also can show others interferences at phonetic, Lexical semantic and morphological-syntactic interference

#### **2.2.1.4. FACTORS OF LINGUISTIC INTERFERENCE**

Dwinastiti. M (2013) wrote “according to Weinrich (1970) there are many factors that contribute interference such as:”

**a.- Speaker bilingualism background:** Bilingualism is the major factor of interference as the speaker is influenced by both of the source and the target language.

For example, a student who is highly influenced by Spanish (mother language) than English (target language) he or she develops the information question in the following way: Spanish: ¿Dónde tú estudiaste? English: ¿Where you studied?

**b.- Disloyalty to target language:** Disloyalty to target language will cause negative attitude. This will lead to disobedience to target language structure and further force the bilinguals to put uncontrolled structure of his first language elements to output in practicing words utterances both oral and written. Students whose language background of target language is limited tend to put words in sentences or oral in structure and sense of first language.

For instance, a learner uses his mother tongue to build an English sentence: Spanish interference: I have fifteen years. Correct sentence: I am fifteen years old.

**c.- Limited vocabulary of target language mastered by a learner:** Vocabularies of certain language mostly are about words of surroundings connected to life. Thus, a learner who is willing to master another language will meet new words differ from his native words. In order to be able to speak as natives of target language, vocabularies take a big role. The more vocabularies someone has, the better he masters target language. Foreign language learner will try to put deliberately his native word to state some points when he cannot find the best words of target language.

The same author argues that another kind of factors of linguistic interference according to Lott (1983) are the over extension of analogy and transfer of structure.

**d.- The over extension of analogy:** A learner has been wrong in using a vocabulary caused by the similarity of the element between first language and second language. For example the use of cognate words (the same form of word in two languages with different functions or meanings.)

**e.- Transfer of structure:** There are two types of transfer according to Dulay et.al (1982: 101), positive transfer and negative transfer. Negative transfer refers to those instances of transfer, which result in error because old habitual behavior is different from the new behavior being learned. On the contrary, positive transfer is the correct utterance, because both the first language and second language have the same structure, while the negative transfer from the native language is called interference.

#### **2.2.1.5. GRAMMATICAL INTERFERENCES**

“Grammatical interference is defined as the first language influencing the second in terms of word order, use of pronouns and determinants, tense and mood.” (Chengappa, Abhishek, Avanthi, & Deepa, 2009)

“This interference occurs when bilinguals identify morpheme or grammatical of first language and then use it in the second language included in using of second language step by step in grammatical of second language, word order, pronouns, conjunctions, subject- verb agreement, tense, singular-plural agreement, etc.” (Martanti, 2011)



These authors state that grammatical interference manifests word order, tense, singular-plural agreement, so on. There is an influence of first language grammar on the second one.

Dam (2010) argues the grammatical interferences from Spanish to English are in the following areas:

## 1. Articles

**Definite articles:** In Spanish the definite article (el, la) is used with possessive pronouns:

### Example:

- ❖ Voy a leer mi libro y el tuyo también. (Spanish)
- ❖ I will read my book and the yours also. (Linguistic interference)
- ❖ I will read my book and yours also. (English)

**Indefinite articles:** In Spanish the indefinite article (un, uno, una) is not used before nouns describing profession, occupation or social status.

### Example:

- ❖ Nuestro tío es médico. (Spanish)
- ❖ Our uncle is doctor. (Linguistic interference)
- ❖ Our uncle is a doctor. (English)

**Distinction between indefinite article and number one:** No distinction is made between the indefinite article (un, uno, una) and the number one (uno) in Spanish

### Example:

- ❖ Juan está buscando una casa para sus padres. (Spanish)
- ❖ Juan is looking for one house for his parents. (Linguistic interference)
- ❖ Juan is looking for a house for his parents. (English)

**Plural form of Spanish indefinite article :** The plural form (unos, unas) of the Spanish indefinite article (uno, una) means “some”

**Example:**

- ❖ ¿Puede recomendar unos buenos libros? (Spanish)
- ❖ Can you recommend ones good books? (Linguistic interference)
- ❖ Can you recommend some good books? (English)

**2. Gender**

Grammatical gender is assigned to nouns in Spanish, in which the moon (la luna) is feminine:

- ❖ ¡Qué luna más brillante! ¡Mírala! (Spanish)
- ❖ What bright moon! Look at her! (Linguistic interference)
- ❖ What bright moon! Look at it! (English)

**3. Number**

**3.1.- Plural nouns:** In Spanish, the plural marker applies not only to nouns, but also to articles, adjectives, and possessive adjectives.

**Example:**

- ❖ Queremos a sus nuevos amigos (Spanish)
- ❖ We love hers news friends. (Linguistic interference)
- ❖ We love her new friends. (English)

**3.2.- Irregular plural nouns:** There exist no irregular plural nouns in Spanish.

**Example:**

- ❖ Los otros chicos estan perdidos. (Spanish)
- ❖ The other childs got lost. (Linguistic interference)

- ❖ The other children got lost. (English)

#### **4. Personal pronouns**

**4.1.- Subject pronouns:** They are frequently dropped in Spanish.

**Example:**

- ❖ Alberto no es de México. Es de Cuba. (Spanish)
- ❖ Alberto is not from Mexico. Is from Cuba. (Linguistic interference)
- ❖ Alberto is not from Mexico. He's from Cuba. (English).

#### **5. Relative pronouns**

No distinction is made between personal and non-personal relative pronouns in Spanish.

**Example:**

- ❖ El profesor que habló Español salio de nuestra escuela. (Spanish)
- ❖ The teacher which spoke Spanish left our school . (Linguistic interference)
- ❖ The teacher who spoke Spanish left our school. (English)

#### **6. Adjectives**

An adjective in Spanish can act as a noun after the definite article.

**Example:**

- ❖ El encontró dos camisas de diferentes colores y compró la azul. (Spanish)
- ❖ He found two shirts of different colors and bought the blue. (Linguistic interference)
- ❖ He found two shirts of different colors and bought the blue one. (English) .

## 7. Prepositions

In Spanish, the personal preposition “a” is used after a transitive verb whose direct object is human

### Example:

- ❖ ¿Quién asesinó a Abraham Lincoln? (Spanish)
- ❖ Who assassinated to Abraham Lincoln? (Linguistic interference)
- ❖ Who assassinated Abraham Lincoln? (English)

Moreover prepositions cannot occur at the end of a sentence in Spanish.

### Example:

- ❖ ¿Para qué vinieron? (Spanish)
- ❖ For what did they come? (Linguistic interference)
- ❖ What did they come for? (English)

“To Madrid” is the English rendition of “a Madrid”: Los turistas finalmente llegaron a Madrid.

- ❖ The tourists finally arrived to Madrid.
- ❖ The tourists finally arrived Madrid.

## 8. Possessives

In Spanish, the definite article “el” --not the possessive adjective “su”-- is used in this context.

### Example:

- ❖ Lisa se lava el pelo dos veces por semana. (Spanish)
- ❖ Lisa washes the hair twice a week. (Linguistic interference)
- ❖ Lisa washes her hair twice a week. (English)

The Spanish “of-phrase” is used instead of the English “possessive case”

**Example:**

- ❖ ¡Muéstrenos la casa de Mary, por favor! (Spanish)
- ❖ Please show us the house of Mary.( Linguistic interference)
- ❖ Please show us Mary’s house. (English)

**9. Question formation**

In Spanish, word order is not fixed for questions, and there are no counterparts for the question words “do,” “does,” and “did.”

**Example:**

- ❖ ¿Ha visto Mary la película? (Spanish)
- ❖ Has seen Mary the movie? (Linguistic interference)
- ❖ Has Mary seen the movie? (English)

**10. Negation**

There are no Spanish equivalents for “do not,” “does not,” and “did not” which express a verb in the negative. In Spanish, the negative particle “no” is put in front of the verb phrase, regardless of tenses or persons:.

**Examples:**

- ❖ Roberto no encontró su libro (Spanish)
- ❖ Roberto not found his book. (Linguistic interference)
- ❖ Roberto did not find his book. (English)

**11. Passive voice**

“Spanish speaks itself here” is the English rendition of “Se habla español aquí,” a syntactical construction used in preference to a passive sentence without the agent

phrase. An agent phrase is a prepositional phrase beginning with “by” in English and “por” in Spanish, as in “Spanish is spoken here by the people” and “Español es hablado aquí por la gente.” According to Nobel (1982), “passive sentences which lack the agent are not used often in Spanish”. Nobel also noted that a special construction called the “se-passive” is used instead, and that this construction has no counterpart in English.

**Example:**

- ❖ Se habla Español aquí. (Spanish)
- ❖ Spanish speaks itself here. (Linguistic interference)
- ❖ Spanish is spoken here. (English)

**12. Word order**

Word order is much freer in Spanish than it is in English. According to Coe (1987), “The freer word order allows words that are emphasized to be placed last”. The three interlanguage sentences listed above reflect this particular feature of Spanish, causing errors in English

**Examples:**

- ❖ Arrived very late the teacher this morning. (Linguistic interference)
- ❖ This morning arrived very late the teacher. (Linguistic interference)
- ❖ The teacher arrived this morning very late. (Linguistic interference)
- ❖ The teacher arrived very late this morning. (English)

These are common examples about how linguistic interference occurs in learner at grammatical level. Monitoring and correcting the interference errors are part of teacher’s role. If the teacher organize a feedback , students might improve succesul their English production in written and oral way.

**2.2.1.6. TYPES OF GRAMMATICAL INTERFERENCE**

Martanti P, (2011) asserts that “Weinreich (1953) distinguishes three types of grammatical interference namely:”

**1.- Transfer of morphemes from the source language to the recipient language:** This interference occurs in morphology. It occurs because the transfer of morphemes from the mother language in the second one usage.

**2.- Interference relates to grammatical relations in particular word order:** This interference is related to syntax, namely word order. Interference of this type is interference that much occurs in a bilingual.

For example the sentence “the girl beautiful” means “la chica bonita”. Here occurs misplaced of the word and it must be fixed by changing the position becomes “the beautiful girl”

**3.- Interference relates to functions or meanings of grammatical forms:** This interference is related to functions or grammatical meaning of language that occurs when a speaker identifies the morpheme or grammatical of first language and then use it in the second one.

For example the sentence “Two men are walking in the street” the function of the preposition “in” belongs to Spanish language but in English the function of that preposition is wrong. The correct sentence is “Two men are walking on the street.”

#### **2.2.1.7. LINGUISTIC INTERFERENCE IN EDUCATIVE ENVIRONMENT**

Many researchers assert that linguistic interference is manifested mostly in bilingual education because learner's or students have a low familiarization with the foreign language. Here foreign language is treated as subject that has a few hours per week. As a result, learners show a lot of troubles for mastering it.

Julio López Urdaneta (2011) wrote “When learning a second language, most of the time students use their first language to try to communicate in the second one, which makes students follow the same grammatical patterns in both languages. The importance of the influence of the first language (mother tongue) in learning a second language (foreign language) has been a very important issue for a long time”

According to this author, it is usually found learners who use their first language patterns to develop the second one. Therefore, this becomes a serious problem in learning when they make a real contact with second language and its own patterns and rules.

“In most cases, textbooks and teachers’ explanations are in the students’ mother tongue, a bilingual dictionary is consulted in the early stages, and even in the classroom using the most direct language-teaching methods, the learner will still, of necessity conduct any internal dialogue or rationalization in their native tongue. It is not possible to learn a foreign language without relying to some extent on your mother tongue, and the impulse to look for similarities and to draw conclusions based on them is as strong here as in any other learning context.” (Nicolls, 2002)

This author argues that students do not know how to develop the second language, so they begin to use familiarization with second language by using bilingual dictionaries or having a direct relationship with language teaching methods. As a result, they create an internalization of first language for development of second one that becomes a serious issue in the second language learning.

“The typical interference errors are in the following areas: articles, gender, number, personal pronouns, adjectives, prepositions, possessives, question formation, negation, verb tenses and passive voice.” (Dam, 2010)

For example, most of students commit errors like the children play basketball, there a wrong use of number because they add “s” to pluralize the noun. As this example there are several interference errors in other grammatical areas even phonological and lexical semantic ways.

#### **2.2.1.8. HOW TO DEAL WITH LINGUISTIC INTERFERENCE IN CLASS**

According to Arrufat Mingorance (2010) second language teachers should identify the phenomenon of linguistic interference for preventing errors that learners could commit in the future. They should take in mind about languages and cultures in order to deal transfer and teaching in a more effective way. Error can become an opportunity for teacher to create clues and methodologies when linguistic interference appears in the



class. In this way, they might know how to act and what to do. Finally, teachers should know about similarities and differences in mother and foreign language as general knowledge to reduce linguistic interference.

This author recommends some tasks to face linguistic interference in class such as:

**a.- Usage of flash cards or power point slides:** They help to avoid negative transference in class. When students see the pictures with the names in the target language, they distinguish the meanings in a natural way without use any pattern in the mother language. Finally, teacher can ask to their students to write or to tell a sentence for consolidating the knowledge. This task is useful for distinguish between false and true cognates.

**b.- Usage of mind maps:** The teacher could draw in the board a conceptual map related to the uses of the Spanish word “hacer”. Then, he or she draws another one, this time related to “make” and “do” uses. The students should compare both conceptual maps. After that, the students, with the help of the teacher, will add examples to each of the braches. By doing so, the students will narrow their Spanish conceptual map of the word “hacer” and will acquire a narrower one in which they can differentiate between “make” and “do”. This task is useful when students do not have clear distinctions between English and Spanish words.

**c.- Usage of possessive determiners tasks:** Teacher could use this task when students do not have a clear distinction of possessives determiners. The teacher should take some object from some student and say:

“This is his/her pencil case “

“This is (name of the student)’s pencil case”.

Then, she should do the same varying the pronouns in form and number. After that, the teacher may ask one student about some other student’s object. Finally, the students should do the same but this time in a written exercise.

These tasks help and support to learners who are in process of learning a second language because they make clear distinctions between two languages without mixing them.

### **2.2.1.9. WAYS TO PREVENT LINGUISTIC INTERFERENCE**

According to Wang (2009) there are some suggestions for teachers and students. these are the following:

#### **2.2.1.9.1. SUGGESTIONS FOR TEACHERS**

**a.- Intrinsic motivation and the interest of the students:** teachers must do anything to let students keep motivation in learning a second language. Once the teacher have the attention of the students, he can teach carefully and accurately the second language. In this way, students will fill more confident with the foreign language.

**b.- Understanding cross-linguistic differences between mother and foreign language:** When transfer errors appear, learners are confused with differences of structure and forms of both languages. So they tend to make similar relations in both languages. In this case the teacher can make a cross-linguistic difference to avoid linguistic interference when he or she indicates and explains the differences of first and second language.

**c.- Paying equal attention to cross-linguistic similarities and differences:** Teacher should focus in similarities and differences in first and second language in a balanced way. In this way teacher can reduce the gaps between typologies of both languages. Furthermore, he or she can strengthen self-confidence and motivation in students.

**d.- Avoiding negative transfer:** teacher can apply some strategies for taking out linguistic interference in learners. These are:

- Expressing first and second language in different systems
- Explaining where comes from each language (language families)
- Avoiding translation in vocabulary, grammar and teaching.

If a teacher applied those suggestions, he or she might reduce the interference in his or her students and improves the second language use among them. Furthermore, he or she might know how to face the interference with different level of students.

### **2.2.1.9.2. SUGGESTIONS FOR LEARNERS**

If the learners want to avoid linguistic transfer, they should realize about the importance of learning a second language. The most important suggestion for them are the following:

**a.- Thinking in English:** Learners should avoid any contact or relation of native language with the foreign one. They can study both languages in separate systems. As a result, they might express foreign language as independently system with its own rules and norms.

**b.- Reading, writing, listening and speaking in the foreign language extensively:** When learners begin to develop the four skills in the second language, they get a deep knowledge about the culture of that language. In this way is more easily that learner can realize their own negative transfer errors and reduce them significantly.

In this way, the learner will get a lot of benefits when they learn a second language. Those suggestions will support them to avoid the linguistic interference.

### **2.2.2.GRAMMATICAL SENTENCES**

#### **2.2.2.1. DEFINITION OF GRAMMAR**

According to Martanti (2011) the understanding of language involves the study of grammar because it allows to learners express their ideas and thoughts. Without a clear understanding of grammar people cannot communicate each other and written and spoken language become useless.

The same author argues that V. Fromkin and Robert Rodman (2003) said that every human being knows its language and grammar. So grammar exists in the middle of speakers. Even though there are differences among speaker's knowledge, they share knowledge in common parts of grammar that express to communicate through language.

Oxford dictionaries (2016) define grammar as “the whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics.”

Brainy quote (2016) defines the word grammar as “The science which treats of the principles of language; the study of forms of speech, and their relations to one another; the art concerned with the right use and application of the rules of a language, in speaking or writing.”

Martanti defines “grammar” as: a system of language is general because it includes all units of linguistic, such as syntax, morphology, semantics, and phonology, but as structural rules of language, grammar only includes syntax and possibly morphology and excludes vocabulary as semantic system and phonology.”

These authors conclude that grammar is a complete system which studies structures, rules and applications of language usage in writing and speaking way.

#### **2.2.2.1.1. KINDS OF GRAMMAR**

According to Martanti there are two main kinds of grammar in linguistic study:

**1.- Descriptive Grammar:** it contains actual speech forms recorded from native speakers of a particular language and presented by meaningful writing symbols. It does not tell how learner should speak; it describes the learner’s basic linguistic knowledge. Furthermore, it explains how it is possible for someone to speak and understand, and it tells what learners know about sounds, words phrase and sentences of learner’s language.

#### **Example**

Adjectives modify nouns (red table),

To pluralize a noun, it adds s- (cat, cats)

It writes a preposition at the end of some sentence with preposition (what are you looking for?)

**2.- Prescriptive Grammar:** British Council (2016) argues that it is a set of rules about language based on how someone should or should not use language. Therefore, it establishes what is right or wrong in language.

**Example:**

There must have an arrangement between subject and verb (He is smart student not he are smart students)

It must capitalize the first letter of sentences. (The computer is expensive. Its price is five hundred dollars)

It must use subject pronouns after verb be (It was I who bought this house not it was me who bought this house)

**2.2.2.2. DEFINITION OF SENTENCE**

Most researchers claim that sentence is the unit of language that has a fix arrangement of structure and follows punctuation rules. A sentence can contain a subject, verb and object traditionally or at least it one of these parts.

“A sentence is the largest independent unit of grammar: it begins with a capital letter and ends with a period, question mark, or exclamation point. The sentence is traditionally defined as a word or group of words that expresses a complete idea and that includes a subject and a verb. The four basic sentence structures are the simple sentence, the compound sentence, the complex sentence, and the compound-complex sentence. “ (Nordquist, About education , 2015)

Andersen S, (2014) defines the word sentence as “a complete set of words that convey meaning. A sentence can communicate a statement, command, exclamation, and question. A sentence is composed of one or more clauses. A clause contains a subject and verb.”

“A sentence is a word, clause, or phrase or a group of clauses or phrases forming a syntactic unit which expresses an assertion, a question, a command, a wish, an exclamation, or the performance of an action, that in writing usually begins with a capital letter and concludes with appropriate end punctuation, and that in speaking is distinguished by characteristic patterns of stress, pitch, and pauses (Merriam Webster dictionaries, 2016)

According to Cambridge Dictionaries online, (2016) a sentence is “a group of words, usually containing a verb, that expresses a thought in the form of a statement, question, instruction, or exclamation and starts with a capital letter when written.”

These authors present different points of view about the sentences. However, they concur that a sentence conveys meaning and expresses thoughts and ideas. Sentences communicate a statement, question, exclamation or instruction. Moreover, they follow punctuation and grammatical rules to be created.

In learning process is common to find grammatical errors when students build a sentence in the second language because they are not closer related with it. Most of time the first language allows a free arrangement of sentences structures but it is not the same as the second one which is governed by its own rules and arrangements.

#### **2.2.2.2.1. SENTENCE STRUCTURE**

According to O' Brien (2016) there are four sentences structures like simple, complex and compound and compound-complex.

**1.- Simple sentences:** They are made by one independent clause. They contain a subject verb and complement for expressing a complete idea.

#### **Example:**

- ❖ Peter walks to school.
- ❖ I am an English teacher.

**2.- Complex sentences:** They combine an independent and dependent clause inside one sentence. Therefore, they show and explain more details or facts about the sentence

**Examples:**

- ❖ Mary stopped to believe in Santa Claus when she grew up.
- ❖ Her grandmother died when Kelly was sixteen years old.

**3.- Compound sentences:** These sentences join two simple sentences with a comma or coordinating conjunctions like: and, but, yet, so.

**Examples:**

- ❖ I want to go at school, but I am too sick.
- ❖ Everyone is busy, so I go to restaurant alone.

**4.- Compound-complex sentences:** they are made from two independent clauses and one or more dependent clauses.

**Examples:**

- ❖ Marco had a difficult childhood because her mother died when he was eight years old.
- ❖ I sat in my chair, which was near to the board, and I studied for my test.

**2.2.2.1.2. TYPES OF SENTENCES**

According to Smith,W (2015) there are four fundamental sentence type like: declarative, imperative, exclamatory and interrogative sentences.

**1.- Declarative Sentences:** They make a statement to relay information or ideas. They are punctuated with a simple period.

**Examples:**

- ❖ The concert begins in two hours.
- ❖ July 4th is Independence Day.
- ❖ Hawaii is a tropical climate.

**2.- Imperative Sentences:** They issue commands or requests or they can express a desire or wish. They are punctuated with a simple period or they can be exclamations requiring an exclamation mark. It all depends on the strength of emotion you want to express. Exclamatory sentences can consist of a single verb or they can be more lengthy and complex.

**Examples:**

- ❖ Halt!
- ❖ Watch for oncoming traffic.
- ❖ Drop what you're doing and come celebrate with us!

**3.- Exclamatory Sentences:** They express strong emotion. It doesn't really matter what the emotion is, an exclamatory sentence is the type of sentence needed to express it. Exclamatory sentences always end in an exclamation mark, so it's pretty easy to spot them. Use exclamatory sentences to portray emotion but take care to use them sparingly. Otherwise, your writing will lack sincerity.

**Examples:**

- ❖ The river is rising!
- ❖ I can't wait for the party!
- ❖ I don't know what I'll do if I don't pass this test!

**4.- Interrogative Sentences:** They are also easy to spot. That's because they always ask a question and end in a question mark.

**Examples:**

- ❖ Is it snowing?



- ❖ Have you had breakfast?
- ❖ Do you want Coke or Pepsi?

### **2.2.2.3. PARTS OF SPEECH**

Every language has thousands of lexical items. Each lexical item belongs to a small number of classes and word of each class behaves grammatically in much the same way. Linguistics called these classes: word classes, lexical categories or parts of speech. (University of Sussex, 2016)

The same web site says from Ancient Greek many grammarians identified the parts of speech were eight in their language. Roman grammarians took as reference these eight parts for recognized them in Latin as well. Over centuries, European grammarians coincided that in English and other languages there were eight fundamental parts of speech. Finally, in the early twenty centuries, English grammarians stablished eight parts of speech. These were noun, pronoun, adjective, verb, adverb, preposition, conjunction and interjection. These eight parts of speech became universally accepted in English and other languages and as a point of reference for teaching grammar in schools.

Many dictionaries define the word “part of speech” as:

“A class of words sharing important syntactic or semantic features; a group of words in a language that may occur in similar positions or fulfil similar functions in a sentence. The chief parts of speech in English are noun, pronoun, adjective, determiner, adverb, verb, preposition, conjunction, and interjection.” (Dictionary.com, 2016)

“A category to which a word is assigned in accordance with its syntactic function. In English, the main parts of speech are noun, pronoun, adjective, determiner, verb, adverb, preposition, conjunction, and interjection.” (Oxford Dictionaries, 2016)

“A traditional class of words distinguished according to the kind of idea denoted and the function performed in a sentence” (Merriam Webster dictionaries, 2016)

In these definitions, the dictionaries concur that a part of speech is a word which expresses an important function inside the sentence. These parts of speech are noun, pronoun, adjective, determined, verb, adverb, preposition, conjunction and interjection.

University of Hull (2015) & Partofspeech.org (2016) present eight parts of speech. These are the following:

**1.- Noun:** It refers to words which are used to name or label people, animals or things. It is one of common parts that most of students taught in elementary school.

**Examples:**

❖ House, man, dog,

**1.1.-Types of nouns:** There are different types of nouns such as:

**1.1.1.- Proper noun:** It refers to name of a person, place, concept or thing. It always starts with a capital letter.

**Examples:**

❖ Peter, United States, University of Hull, Friday

**1.1.1.2.- Common noun:** It is a generic name of people, things and animals. It is opposite to proper noun.

**Examples:**

❖ Woman, spider, magazine, ball

**1.1.1.3.- Abstract noun:** It is a noun which someone cannot perceive through his or her five senses.

**Examples:**

- ❖ Sadness, bravery, pride, anger

**1.1.1.4.- Concrete noun:** It is a noun which someone can perceive through his or her five senses.

**Examples:**

- ❖ Ice cream, tree, lemon, sand

**1.1.1.5.- Count noun:** It is a noun that can be countable therefore they have singular and plural form.

**Examples:**

- ❖ Cat (singular) cats (plural); factory (singular) factories (plural)

**1.1.1.6.- Non-count noun:** it is opposite to count nouns. It needs to have a “counter” to quantify it.

**Examples:**

- ❖ Rice, flour, garter

**1.1.1.7.- Collective noun:** It involves a group of people, animals or things.

**Examples:**

- ❖ Class, faculty, team, group, committee

**2.- Pronoun:** It is a part of speech which replaces to name of people, animal or thing.

**Examples:**

- ❖ I, you, he she, it, ours, mine, theirs

**3.- Adjective:** it used to describe a noun or a pronoun. It can specify the quality, size, and number.

**Examples:**

- ❖ Huge, two, beautiful, wide, sad, tall

**3.1.- Types of adjective:** There are different types of adjective. They are:

**3.1.1.-Comparative adjective:** it is used to make a comparison between two people or things.

**Examples:**

- ❖ You are smaller than me.
- ❖ A car is cheaper than an airplane.

**3.1.2.- Superlative adjective:** It is used to compare more than two people or things

**Examples:**

- ❖ My father is the tallest person in my family
- ❖ I am the eldest of five brothers.

**3.1.3.- Possessive adjective:** It shows possession. Who “owns” what or which is always followed by a noun or nouns. They are my, your, his, her, its, our, their.

**Examples:**

- ❖ This is **my** laptop.
- ❖ That is **our** car.

**3.1.4.- Demonstrative adjective:** This adjective demonstrates relative possession of someone or something. They are this, that, these and those.

**Examples:**

- ❖ This book is too expensive.
- ❖ Those chairs are broken.

**4.- Verb:** It is the most important part of speech because without it cannot exist a sentence. It expresses a physical or mental action or state.

**Examples:**

- ❖ I **play** baseball every weekend
- ❖ He **studies** a lot for his exam.

**5.-Adverb:** It is a word that is used to describe an adjective, a verb and another verb.

**Examples:**

- ❖ Yesterday, quickly, later, always

**5.1.- Types of adverbs:** They are the following:

**5.1.1.- Adverb of manner:** It refers to how the action is done or how something happens.

**Examples:**

- ❖ She danced **gracefully**.
- ❖ The postman runs **quickly** when he sees the dog.

**5.1.2.- Adverb of time:** It reports when something happens or when something is done.

**Examples:**

- ❖ I went to cinema **yesterday**.
- ❖ I will see you **later**.

**5.1.3.- Adverb of place:** It states where something happens or where something is done.

**Examples:**

- ❖ Please bring me my book **here**.
- ❖ My mother's house is **nearby**.

**6.-Preposition:** It is a part of speech which refers to specify location or location in time.

They are above, on, in, under, near, before, after, since, in front of, at

**Examples:**

- ❖ I saw my cellphone **under** my bed.
- ❖ I **found** you at high school.

**7.-Conjunction:** It joins words, phrases or clauses together. They are and, yet, for, or, so, but.

**Examples:**

- ❖ The wind was cold although it was May.
- ❖ I was late because I missed the bus.

**8.-Interjection:** It refers to words that express emotions. They are usually followed by an exclamation point.

**Examples:**

- ❖ Hurray! I won!
- ❖ Ouch! That must have hurt.

### 2.3. OBJECTIVE OPERATIONALIZATION

SPECIFIC OBJECTIVE	ACTIVITIES	RESOURCES
1.- To observe the grammatical linguistic interferences in the students	<ul style="list-style-type: none"> <li>• Observe students in their daily activities during English classes</li> <li>• Apply the observation guide and take pictures for gathering information</li> </ul>	<ul style="list-style-type: none"> <li>• Observation guide</li> <li>• Students</li> <li>• Camera</li> <li>• Photos</li> </ul>
2.-To explain what linguistic interference refers to	<ul style="list-style-type: none"> <li>• Obtain prior information about the topic.</li> <li>• Research information for developing and supporting linguistic interference.</li> </ul>	<ul style="list-style-type: none"> <li>• Books</li> <li>• Research projects</li> <li>• Websites</li> <li>• Online resources</li> </ul>
3.-To indicate the factors of linguistic interference in the students	<ul style="list-style-type: none"> <li>• Search information about the factors.</li> <li>• Observation and taking notes to identify the factors which provoke linguistic interference.</li> </ul>	<ul style="list-style-type: none"> <li>• Books</li> <li>• Internet</li> <li>• Camera</li> <li>• Students</li> </ul>

## 2.4. DEFINITION OF BASIC TERMS

**Bilingualism:** It is a fluctuating system in children and adults whereby use of and proficiency in two languages may change depending on the opportunities to use the languages and exposure to other users of the languages. It is a dynamic and fluid process across a number of domains, including experience, tasks, topics, and time.

**First language:** One's native language; the language learned by children and passed from one generation to the next.

**Foreign language:** Any language used in a country other than one's own; a language that is studied mostly for cultural insight: Examples Spanish has been present longer than English, but since the majority of the population is native speakers of English, Spanish is often termed a foreign language.

**Grammar:** The branch of linguistics that deals with syntax and morphology, sometimes also phonology and semantics. The abstract system of rules in terms of which a person's mastery of his native language can be explained.

**Grammatical interference:** The first language influencing the second in terms of word order, use of pronouns and determinants, tense and mood.

**Language transfer:** Also, known as L1 interference, linguistic interference, and cross meaning, refers to speakers or writers applying knowledge from their native language to a second language.

**Language:** The words, their pronunciation, and the methods of combining them used and understood by a community. A systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings.

**Parts of speech:** Classification of words according to their relations to each other and to the things they represent. Different parts of speech name actions, name the performers of actions, describe the performers or actions, and so on. The common parts



of speech are adjectives, adverbs, articles, conjunctions, interjections, nouns, prepositions, pronouns, and verbs.

**Sentence structure:** It is the arrangement of words, phrases, and clauses in a sentence. The grammatical meaning of a sentence is dependent on this structural organization, which is also called syntax or syntactic structure.

**Sentence:** A group of words that expresses a statement, question, command, or wish. Sentences usually contain a subject and verb. In written English, the first word of a sentence is capitalized and the sentence ends with a period, question mark, or exclamation point.

## CHAPTER III

### 3. METHODOLOGICAL FRAMEWORK

This research applied a methodological framework because it supported the linguistic interference, factors of linguistic interference and the most common grammatical interference errors that occur in the students. Furthermore, it provided real information through the usage of appropriate techniques and instruments for collection and interpretation of data.

#### 3.1. SCIENTIFIC METHOD

This research applied the inductive method because it began with gathering data for developing conclusions and theory. Therefore, it went from particular to general

The work was done in the following way:

-Observation and registration of grammatical interferences in the composition and development of grammatical sentence encountered in the students of Segundo de Bachillerato “A” at Unidad Educativa Riobamba through photographs, and observation sheets.

**-Organization for gathering information:** It was applied observation guides in specific and general way in English classes. It was observed five students per hour. Moreover, it was collected information from book exercises, task in class, participation and assignment. All this process was done twice to each student after that, it organized the observation guides from student number one to thirty.

**-Analysis of the grammatical interferences:** After the organization of information, it analyzed the grammatical interferences according to areas and their frequency in each student.

**-Interpretation of gathering information:** The information was interpreted according to frequency of grammatical interference. For providing the examples in the

interpretation was fundamental to add photographs and taking notes during the observation.

**-Establishment of conclusions and recommendations:** After the interpretation of results in specific and general way, it established conclusions and recommendations

### **3.2. RESEARCH DESIGN**

This research was designed in the following way:

**Inductive reasoning:** It supported this research from specific observations to get wide generalizations and theories. Furthermore, it allowed having a more open-ended and exploratory research.

**Documentary research:** It allowed getting sources from reliable documents such as academic researches, books and electronic pages, to analyze and develop this research.

**Field research:** It provided a direct observation, collection of qualitative data, participation and object of study analysis.

### **3.3. TYPE OF RESEARCH**

This research was explanatory because it explained why the problem occurs and where it might go in the future. Furthermore, it used the relationship of the variables to clarify the matter of this research. Finally, it supported to generalize the results from the population sample.

### **3.4. LEVEL OF RESEARCH**

According to level of research, this research was exploratory.

### **3.5. POPULATION AND SAMPLE**

#### **3.5.1. POPULATION**

This research was conducted to 30 students of Segundo de Bachillertao “A” at Unidad Educativa Riobamba and his English teacher, in Riobamba cantón, Chimborazo province included the English teacher. Therefore, it analyzed through observation sheets, video recordings and photographs of linguistic interference of Spanish in the composition and development of grammatical sentences in English inside the classroom.

#### **3.5.2. SAMPLE**

The population is small therefore it was not important to apply the formula to get the sample.

### **3.6. TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA**

**Techniques:** This research selected an unstructured observation for collecting qualitative data.

**Observation guide:** It included goals and indicators for analyzing and identifying the object of study.

**Photographs and notes:** It took pictures of written grammatical interferences of students when they complete tasks or develop sentences. Instead, the notes were used when students commit grammatical interferences in oral way.

## **CHAPTER IV**

### **4. ANALYSIS AND DESCRIPTION OF OBSERVATION GUIDE**

This research was conducted at Unidad Educativa Riobamba during academic period February-June 2016. The objective was to analyze by observation the linguistic interference of Spanish in the composition and development of grammatical sentences in English encountered in the students of Segundo de Bachillerato “A”.

For developing this research two variables were used to gather information. They were the “linguistic interference” and “grammatical sentences”. They were searched through reliable documents such as academic researches, books and electronic pages. These sources supported the development of this thesis. For contrasting the information with the theory, it was applied the observation guide.

The observation guide was applied from April 11<sup>th</sup>, 2016 until May 30<sup>th</sup>, 2016. This was applied to students through observation during English classes. This observation involved information from students’ books, students’ participations and written tasks.

After filling the observations guide to each student, it was organized and interpreted carefully. In this way, the techniques and instrument for collecting data helped to understand and analyze the research problem.

#### **4.1. ANALYSIS AND INTERPRETATION OF THE GRAMMATICAL LINGUISTIC INTERFERENCES IN THE STUDENTS IN THE DEVELOPMENT AND COMPOSITION OF GRAMMATICAL SENTENCES**

#### **4.2. ANALYSIS AND DESCRIPTION OF OBSERVATION GUIDE No 1**

One observation guide was used to find the grammatical linguistic interferences in the student in the composition and development of grammatical sentences. This included eight grammatical areas with eleven items. The observation was performed using ten students per week during months April and May 2016.

**Student 1- Observed in Abril 11th and May 11th, 2016:** During English classes this student always demonstrated grammatical interferences in areas like: indefinite articles, adjectives, negation and word order. He did not use the indefinite article when he described occupations and social status. Also, he used “no” and “not” instead an auxiliary verb in negatives sentences. For example, when he composed a sentence in present perfect he wrote: *I not have traveled to Paris never*. Furthermore, he tended to use a free word arrangement in English because he applied the rules of Spanish unconsciously. Instead, he sometimes demonstrated grammatical interferences in areas like: number, prepositions and questions because he added “s” at the end of adjectives and possessive adjectives. For instance: *They are intelligents students*. In questions, he sometimes forgot to write auxiliary verbs at the beginning. Finally, he did not demonstrate grammatical interferences in areas like: definite article and pronouns because he wrote the subject at the beginning of the sentence and he did not use the definite article “the” with possessive pronouns.

**Student 2- Observed in Abril 11<sup>th</sup> and May 11<sup>th</sup>, 2016:** This student always manifested grammatical interferences in areas like: questions and word order because she omitted auxiliary verbs in the sentence in present perfect. For instance: *You ever seen Jennifer López face to face?* Moreover, she used her habits in Spanish for developing English sentences. As a result, she used a free word order arrangement. Instead she sometimes manifested grammatical interferences in areas like: definite article, number, pronouns, adjectives, prepositions and negation. She changed to plural adjectives and possessives adjectives. She also added “s” to irregular pronouns for example: *The childs have played basketball three times* but she realized of this error after. Moreover, she sometimes wrote at the end of the sentences personal pronouns instead object pronouns. For instance: *I have played guitar with she*. Also, she sometimes wrote questions without auxiliary verbs. Finally, she did not manifest grammatical interferences in definite article “the” definite articles and he did not write a sentence without personal pronoun at the beginning.

**Student 3- Observed in Abril 11<sup>th</sup> and May 11<sup>th</sup>, 2016:** This student always had grammatical interferences in areas like: number, adjectives and word order. She added “s” in irregular pronouns. For example: *The womans are cooking several delicious meals*. Also, she tended to omit auxiliary verb in questions for instance: *She studied*

*very hard for the exam?* In the other hand, she sometimes had grammatical interferences in areas like negation. Lastly, she did not have grammatical interferences in definite articles, indefinite articles, irregular plural forms, subject and object pronouns, and prepositions.

**Student 4- Observed in Abril 11<sup>th</sup> and May 11<sup>th</sup>, 2016:** During those days, she always demonstrated grammatical interferences in areas like: number, questions and free word order because she tended to use “s” in irregular plural forms. For instance: *The three mens are waiting in the airport.* Moreover, she wrote questions without auxiliary verbs like Spanish and she composed sentences with a free word order against rules of English. For example, she wrote: *he clearly speaks English always.* Instead she sometimes demonstrated grammatical interferences in areas such as: definite article, subject and object pronoun and preposition because she forgot the rules of English quickly. Finally, she did not demonstrate grammatical interferences when she used indefinite articles, adjectives and possessive adjectives.

**Student 5- Observed in April 20<sup>th</sup> and May 11<sup>th</sup>, 2016:** She always committed grammatical interferences in areas like: prepositions and word order because she tended to development sentences with wrong use of preposition. For instance: *I like to walk in the streets.* She used free word order in English in sentences. For example, she wrote: *She travel go to Guayaquil.* Instead she sometimes committed grammatical interferences in areas like subject and object pronouns and negation because she did not how to write some structures in English. Lastly, she did not commit grammatical interferences in areas like: definite articles, indefinite articles, plural forms of irregular pronouns, adjectives and possessive pronouns.

**Student 6- Observed in April 11<sup>th</sup> and May 20<sup>th</sup>, 2016:** She always made grammatical interferences in areas like: prepositions, questions and word order because she use preposition in incorrect way. For example, she wrote: *Of everybody and is addicted for you ask.* Moreover, she wrote questions without auxiliary verbs like Spanish: *what you plan to do in the future?* And she used free word orders in English sentences: *I do you play soccer.* In the other hand, she sometimes made grammatical interferences in areas such as: number, subject pronouns and negation because she used in some sentences subject pronouns and in others not or she usually wrote negative

sentences without auxiliary verbs. Also, she added “s” some irregular nouns. Lastly, she did not make grammatical interferences in definite and indefinite articles, adjectives and possessive adjectives and object pronouns.

**Student 7- Observed in April 11<sup>th</sup> and May 20<sup>th</sup>, 2016:** During English classes, she always demonstrated grammatical interferences in areas like: subject pronouns, questions and word order because she wrote sentences without subject pronouns as Spanish: *Have played tennis twice*. Moreover, she composed negative sentences without auxiliary verbs even she changed the order of the words in the sentences. Instead she sometimes demonstrated grammatical interferences in areas like: indefinite articles, irregular plural forms, adjectives and questions because she wrote occupations and social status without a or an: *She is doctor*. Also, she used in irregular plural forms “s”:  
*I do my homeworks every day* or she used adjectives after nouns. For example: *I would like to buy a car beautiful*. In addition, she always tended to use negative sentences without auxiliary verbs. In the other hand, she sometimes demonstrated grammatical interferences with the use of indefinite articles for describing occupations or social status, the use of object pronouns instead subject pronouns and adjectives after nouns. Finally, she did not demonstrate grammatical interferences in definite articles, possessive articles and prepositions.

**Student 8- Observed in April 11<sup>th</sup> and May 20<sup>th</sup>, 2016:** This student always made grammatical interferences in areas such as: prepositions and word order because she used: *Your bike is in the street*. She also changed the order of words. For example, she wrote: *Daniel mysteriously had dinner*. In the other hand, she sometimes made grammatical interferences when she used definite articles, indefinite articles, plural forms of irregular nouns, auxiliary verbs in questions and negative sentences and adjectives. Finally, she did not manifest grammatical interferences in areas like: irregular plural forms, omission of subject pronouns, and the use of object pronouns,

**Student 9- Observed in April 11<sup>th</sup> and May 20<sup>th</sup>, 2016:** She always manifested grammatical interferences in areas like: number and word order because she tended to omit indefinite articles for describing occupation or social status: *My sister would like become artist*. Moreover, she used a free word order in English sentences: *Carolina suspiciously buy a home*. Instead she sometimes manifested grammatical interferences



in areas like: plural forms of nouns, adjectives and possessive adjectives, subject pronouns instead object pronouns, and negation. Lastly, she did not manifest grammatical interferences with the use of definite article, irregular plural forms, adjectives and prepositions.

**Student 10- Observed in April 11<sup>th</sup> and May 20<sup>th</sup>, 2016:** This student always made grammatical interferences in area like number because she used plural forms in articles, adjectives and possessive adjectives. For instance: *She saw some wonderfuls flowers in the park.* Instead, she sometimes made grammatical interferences in areas like: plural forms of irregular nouns, axially verb in questions, negation and word order because she sometimes did not know how to write some structures in English. Lastly, she did not make grammatical interferences with the use of definite and indefinite articles, subject and object pronouns, adjectives, and prepositions.

**Student 11- Observed in April 25<sup>th</sup> and May 11<sup>th</sup>, 2016:** She always manifested grammatical interferences in areas such as: questions and word order because she omitted auxiliary verbs in all questions: *What you do next year?* Also, she used free word order in the sentences as Spanish: *Interests me win the match.* In the other hand, she sometimes manifested grammatical interferences in the use of definite articles and indefinite articles, in the omission of subject pronouns, in the use of subject pronouns instead object pronouns, in the use of prepositions, and in the use of “no” or “not” instead auxiliary verbs in negative sentences. However, she did not manifest grammatical interferences in areas like: number, irregular forms of plural nouns, adjectives and possessive adjectives.

**Student 12- Observed in April 25<sup>th</sup> and May 11<sup>th</sup>, 2016:** During the English classes, she always had grammatical interferences in areas such as: prepositions and word order because she used prepositions in a wrong way: *I suffered of a hormone deficiency.* She also changed the order of the words in the English sentences. Instead, she sometimes had grammatical interferences with the omission of subject pronouns, the use of subject pronouns instead object pronouns, and the use of questions without auxiliary verbs. Lastly, she did not have grammatical interferences in areas like: definite articles and indefinite articles, number, adjectives, possessive adjectives and negation.

**Student 13- Observed in April 25<sup>th</sup> and May 11<sup>th</sup>, 2016:** She always demonstrated grammatical interferences in areas like: definite articles, pronouns, questions and word order because she tended to write definite articles in the possessive pronouns: *The Maria's sister is studying right now*. Also, she used subject pronouns at the end of the sentences: *He likes her*. She omitted the auxiliary verbs in questions: *You traveled to Quito last week?* Finally, she used word order from Spanish in the development of sentences in English. In the other hand, she sometimes demonstrated grammatical interferences in areas like: indefinite articles, irregular plural forms of nouns, subject pronouns instead object pronouns, adjectives, prepositions and negation. However, she did not demonstrate grammatical interferences in the use of articles, adjectives and possessive adjectives as plural forms of nouns.

**Student 14- Observed in April 25<sup>th</sup> and May 11<sup>th</sup>, 2016:** This student always had grammatical interferences in areas such as: questions and word order because she tended to write questions without auxiliary verbs: *she has traveled to Colombia?* Or she used a free word order in English questions. Instead, she sometimes had grammatical interferences in the use of definite articles, plural forms irregular nouns with “s”, adjectives and possessive adjectives, omission of subject pronouns, the use of subject pronouns instead of object pronouns position, and negation. However, she did not have grammatical interferences in areas like: irregular plural forms of nouns and prepositions.

**Student 15- Observed in April 25<sup>th</sup> and May 11<sup>th</sup>, 2016:** He always manifested grammatical interferences in areas like: pronouns and word order because she tended to omit subject pronouns in all sentences he wrote: *Play soccer every Saturday*. Or he used free word order in English sentences: *Yesterday was I in the park*. In the other hand, she sometimes manifested grammatical interferences in the use of definite and indefinite articles, the use of plural forms in the articles, adjectives and possessive adjectives, the use of subject pronouns instead objet pronouns at the end of sentences, and the omission of auxiliary verbs in questions. However, she did not manifest grammatical interferences in areas like: plural forms of irregular verbs, adjectives, prepositions and negation.

**Student 16- Observed in April 27<sup>th</sup> and May 11<sup>th</sup>, 2016:** This student always had grammatical interferences when she used free word order in the composition of English

sentences. In the other hand, she sometime had grammatical interferences when she wrote definite articles with possessive pronouns, plural forms of irregular pronouns, plural forms in articles, adjectives and possessive adjectives, preposition and negation. Also, she usually omitted the subject in the sentences or she used adjectives after nouns. However, she did not have grammatical interferences when she used indefinite articles for describing social status or occupations or subject pronouns instead object pronouns.

**Student 17- Observed in April 27<sup>th</sup> and May 11<sup>th</sup>, 2016:** She always demonstrated grammatical interferences n areas like: questions and word order because she tended to write questions without auxiliary verbs according to Spanish rules: *David wrote a letter for her mother?* Moreover, she used free word arrangement of word in English sentences because she assumed that structures in English are free as Spanish. Instead she sometimes demonstrated grammatical interferences in the use of definite articles, adjectives and possessive adjectives, irregular plural forms of nouns, omission of subject pronouns, prepositions and negation. However, she did not demonstrate grammatical interferences when she wrote definite articles for describing occupations and social status.

**Student 18- Observed in April 27<sup>th</sup> and May 11<sup>th</sup>, 2016:** This student always manifested grammatical interferences when she wrote sentences with a free word order in English. For example: *Play sometimes she basketball.* In the other hand, she sometimes used definite articles with possessive pronouns or she omitted indefinite articles for describing occupations and social status and subject pronouns in the sentences. Moreover, she omitted auxiliary verbs in questions. Lastly, she did not manifest grammatical interferences in the use of plural forms, irregular nouns, adjectives, possessive adjectives, object pronouns functions, prepositions and auxiliary verbs in negative sentences.

**Student 19- Observed in April 27<sup>th</sup> and May 11<sup>th</sup>, 2016:** During English classes, he always had grammatical interferences when he used definite articles with possessive pronouns. *The Jocelyn's mom is very nice,* or she used prepositions in wrong way: *I play soccer in house.* Furthermore, he tended to use a free word order in English sentences: *In the park every week I play basketball.* Instead, he sometimes had grammatical interferences when she used indefinite articles for describing occupations

and social status or when she used plural forms in adjectives, articles and possessive adjectives. Also, he usually wrote negative sentences without auxiliary verbs. However, he did not have grammatical interferences when she used irregular plural forms of nouns, subject and object pronouns, adjectives and questions.

**Student 20- Observed in April 27<sup>th</sup> and May 11<sup>th</sup>, 2016:** She always manifested grammatical interferences in areas like: definite articles, prepositions, questions, and word order because she tended to use definite articles with possessive pronouns: *The aunt of Mary is a doctor*. She wrote prepositions in a wrong way: *I study from my parents*. Moreover, she omitted auxiliary verbs in questions: *Where you come from?* Or she used free word order arrangement in English sentences: *Quickly study I for the test*. In the other hand, she sometimes manifested grammatical interferences when she used indefinite articles, adjectives and possessive adjectives, subject pronouns and negation. Finally, she did not manifest grammatical interferences in areas like: irregular plural forms of nouns and object pronouns functions.

**Student 21- Observed in May 2<sup>nd</sup> and May 11<sup>th</sup>, 2016:** He always had grammatical interferences in areas like: number, pronouns and word order because he tended to use plural forms in irregular nouns. *The childs speak English*. Also, he did not write subject pronouns in the sentences: *Have two brothers and one sister*. Finally, he used word order in Spanish for developing sentences in English: *Quickly found he the pen*. Instead, he sometimes had grammatical interferences when he used definite articles with possessive pronouns. Moreover, he pluralized articles, adjectives and possessive adjectives or he used prepositions in wrong way. However, he did not have grammatical interferences in the use of definite articles for describing occupations and social status, object pronouns function, adjectives, questions and negation.

**Student 22- Observed in May 2<sup>nd</sup> and May 11<sup>th</sup>, 2016:** This student always demonstrated grammatical interferences when he wrote questions without auxiliary verbs: *You have read this book?* Or he tended to use free word order in English sentences: *Sometimes play my friend and I basketball in the park*. In the other hand, he sometimes demonstrated grammatical interferences when he tended to pluralize articles, adjectives and possessive adjectives or he used “s” in irregular plural forms. Furthermore, he usually omitted subject pronouns or he wrote subject pronouns at the

end of the sentences instead object pronouns. Also, he sometime wrote negative sentences with “no” or “not” instead auxiliary verbs. However, he did not demonstrate grammatical interferences with possessive pronouns, indefinite articles, adjectives and prepositions.

**Student 23- Observed in May 2<sup>nd</sup> and May 11<sup>th</sup>, 2016:** During English classes this student always manifested grammatical interferences in areas like: subject pronouns because she tended to omit subject pronouns: *Play cards with her*. In the other hand, she sometimes manifested grammatical interferences when she used indefinite articles for describing occupations and social status, auxiliary verbs in questions and negative sentences. In these cases, she omitted the indefinite article or auxiliary verb. Moreover, she used free word order in English sentences. However, she did not manifest grammatical interferences when she used definite articles, irregular plural forms on nouns, object pronoun adjective and prepositions.

**Student 24- Observed in May 2<sup>nd</sup> and May 11<sup>th</sup>, 2016:** She always had grammatical interferences in areas such as: definite articles, irregular forms of nouns, prepositions, negation and word order because she used definite article “the” with possessive pronouns: *The Peter’s father is my teacher*. She pluralized with “s” the irregular plural forms: *The cheeses are in the refrigerator*. Also, she used prepositions similar to Spanish: *I want to write a book on you*. Finally, she omitted auxiliary verbs in negative sentences. *Where you are?* Or she tended to write sentences with free word order: *Suddenly, goes she to play basketball*. Instead, she sometimes demonstrated grammatical interferences when she omitted indefinite articles for describing occupations or social status or she wrote questions without auxiliary verbs. However, she did not have grammatical interferences in areas like: number, subject pronouns, object pronouns and adjectives.

**Student 25- Observed in May 2<sup>nd</sup> and May 18<sup>th</sup>, 2016:** This student always manifested grammatical interferences when she wrote plural forms in irregular plural nouns: *I did my homework yesterday*. She also wrote prepositions in a wrong way: *I ride my bike in the streets of my city*. Finally, she omitted auxiliary verbs in questions and negative sentences: *What you are doing? I not found my pencil*. Or she changed the order of words in English: *Yesterday played I piano*. In the other hand, she sometime

manifested grammatical interferences when she used definite articles with possessive pronouns, indefinite articles, subject pronouns, object pronouns and adjectives. However, she did not manifest grammatical interferences in the use of irregular plural forms.

**Student 26- Observed in May 2<sup>nd</sup> and May 18<sup>th</sup>, 2016:** She always demonstrated grammatical interferences when she used subject pronouns instead object pronouns at the end of the sentences: *My sister works with he*. In the other hand, she sometimes demonstrated grammatical interferences when she used indefinite articles for describing occupations and social status or when she pluralized the irregular plural nouns with “s”. Furthermore, she usually tended to omit subject pronouns, auxiliary verbs in questions. Finally, she sometimes wrote prepositions and adjectives according to Spanish rules. However, she did not demonstrate grammatical interferences when she used definite articles with possessive pronouns, free word order in the sentences and negation.

**Student 27- Observed in May 4<sup>th</sup> and May 18<sup>th</sup>, 2016:** During English classes this student had grammatical interferences in areas like: number, questions, and negation because she used plural forms in articles, adjectives and possessive adjectives: *I saw some childs yesterday*. She also wrote questions and negative sentences without auxiliary verbs: *What you are going to do next week?* Or she used “no” in negative sentences instead auxiliary verbs: *You not dance with him today*. In the other hand, she sometimes had grammatical interferences in subject pronouns, adjectives, prepositions, and word order because she omitted subject pronoun in sentences or she used adjectives after nouns. Moreover, she used prepositions in a wrong way and she usually used free word order in some sentences. Nonetheless, she did not have grammatical interferences in the use of definite articles, indefinite articles and object pronouns.

**Student 28- Observed in May 4<sup>th</sup> and May 18<sup>th</sup>, 2016:** This student manifested grammatical interferences in areas such as: subject pronouns, object pronouns, adjectives and word order because she omitted subject pronouns in the sentences: *Study for the test*. She used subject pronouns instead object pronouns: *I like to practice skate boarding with she*. Furthermore, she used adjectives after nouns. *Those pencils blue are mine*. Or she changed the order of the words in the sentences. In the other hand, she sometimes manifested grammatical interferences when she used prepositions in a wrong

way and “no” in negative sentences instead auxiliary verbs. Finally, she usually omitted auxiliary verbs in questions. However, she did not manifest grammatical interferences when she used definite and indefinite articles, possessive adjectives and irregular plural forms of nouns.

**Student 29- Observed in May 4<sup>th</sup> and May 18<sup>th</sup>, 2016:** He always demonstrated grammatical interferences in areas like: subject pronouns, prepositions, and word order because she tended to omitted subject pronouns in the sentences: *Like to eat pizza*. Or she used prepositions in a wrong way: *I searched some information in internet*. In the other hand, she sometimes demonstrated grammatical interferences when she used definite article with possessive pronouns, object pronouns, adjectives, questions and negation. Lastly, she did not demonstrate grammatical interferences when she used indefinite, possessive adjectives and irregular plural forms of nouns.

**Student 30- Observed in May 4<sup>th</sup> and May 30<sup>th</sup>, 2016:** During English classes, he always had grammatical interferences in areas like: irregular plural forms of nouns, object pronouns, negation and word order because she tended to use “s” in irregular plural forms: *I saw some beautiful womans in the park*. Also, she used subject pronouns instead object pronouns: *I play video games with he*. Finally, he used “not” in negative sentences: *I not buy a car yet*. Or he used a free word order arrangement. Instead, he sometimes had grammatical interferences when she omitted indefinite articles for describing occupations and social status, plural forms in articles, adjectives and possessive articles, subject pronouns in sentences and questions without auxiliary verbs. Moreover, he used usually adjectives after nouns, prepositions in a wrong way. Nonetheless, he did not have grammatical interferences when he used definite article “the” with possessive pronouns

### 4.3. GENERAL OBSERVATIO

#### OBSERVATION GUIDE APPLIED TO THE STUDENTS OF SEGUNDO DE BACHILLERATO “A” AT UNIDAD EDUCATIVA RIOBAMBA

Items	Articles			Number			Pronouns			Adjectives			Prepositions			Questions			Negation			Word Order											
	Use of definite article (the) with possessive pronouns	Omission of indefinite articles (a or an) for describing occupations or social status	Use of plural forms in articles, adjectives and possessive adjectives	Use of “s” instead of irregular plural forms	Omission of subject pronouns in sentences	Use of subject pronouns instead of object pronouns	Use of adjectives after nouns	Use of prepositions in a wrong way	Omission of auxiliary verbs in questions	Use of “no” or “not” in negative sentences before the main verb without usage of auxiliary verbs	Use of free word order in English sentences																						
Frequency	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N			
Students																																	
<b>1</b>	0	0	1	1	0	0	0	1	0	0	1	0	0	0	1	0	0	1	1	0	0	0	0	1	1	0	0	1	0	0	1	0	0
<b>2</b>	0	1	0	0	0	1	0	1	0	1	0	0	0	0	1	0	1	0	0	1	0	0	1	0	1	0	0	0	1	0	1	0	0
<b>3</b>	0	0	1	0	0	1	0	0	1	1	0	0	0	0	1	0	0	1	1	0	0	0	0	1	1	0	0	0	1	0	1	0	0
<b>4</b>	0	1	0	0	0	1	0	0	1	1	0	0	0	1	0	0	1	0	0	0	1	0	1	0	1	0	0	0	1	0	1	0	0
<b>5</b>	0	0	1	0	0	1	0	0	1	0	0	1	0	1	0	0	0	1	0	0	1	1	0	0	0	1	0	0	1	0	0	1	0



Frequency	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N							
6	0	0	1	0	0	1	0	0	1	0	1	0	0	1	0	0	0	1	0	0	1	1	0	0	1	0	0	0	1	0	0	1	0	0						
7	0	0	1	0	1	0	0	0	1	0	1	0	1	0	0	0	1	0	0	1	0	0	0	1	0	1	0	0	1	0	0	1	0	0						
8	0	1	0	0	1	0	0	1	0	0	0	1	0	0	1	0	0	1	0	1	0	0	1	0	0	1	0	0	1	0	1	0	1	0	0					
9	0	0	1	1	0	0	0	1	0	0	0	1	0	1	0	0	1	0	0	0	1	0	0	1	0	1	0	0	1	0	0	1	0	0	1	0				
10	0	0	1	0	0	1	1	0	0	0	1	0	0	0	1	0	0	1	0	1	0	0	0	1	0	1	0	0	1	0	0	1	0	0	1	0				
11	0	1	0	0	1	0	0	0	1	0	0	1	0	1	0	0	1	0	0	0	1	1	0	0	1	0	0	0	1	0	1	0	1	0	1	0	0			
12	0	1	0	0	0	1	0	0	1	0	0	1	0	1	0	0	1	0	0	0	1	1	0	0	0	1	0	0	0	0	1	1	0	1	1	0	0			
13	1	0	0	0	1	0	0	0	1	0	1	0	1	0	0	0	1	0	0	1	0	0	1	0	1	0	0	0	1	0	1	0	1	0	1	0	0			
14	0	1	0	0	1	0	0	1	0	0	0	1	0	1	0	0	1	0	0	0	1	0	1	0	1	0	0	0	1	0	1	0	1	0	1	0	0			
15	0	1	0	0	1	0	0	1	0	0	0	1	1	0	0	0	1	0	0	0	1	0	0	1	0	1	0	0	0	0	1	1	0	1	1	0	0			
16	0	1	0	0	0	1	0	1	0	1	0	0	0	1	0	0	0	1	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	1	0	1	0	0		
17	0	0	1	0	0	1	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	1	0	0	0	1	0	1	0	1	0	1	0	0			
18	0	1	0	0	1	0	0	0	1	0	0	1	0	1	0	0	1	0	0	0	1	0	0	1	0	1	0	0	0	1	1	0	1	1	0	1	0	0		
19	1	0	0	0	1	0	0	1	0	0	0	1	0	0	1	0	0	1	0	0	1	1	0	0	0	1	0	1	0	1	0	1	0	1	0	1	0	0		
20	1	0	0	0	0	1	0	1	0	0	0	1	0	1	0	0	0	1	0	1	0	1	0	0	1	0	0	0	1	0	1	0	1	0	1	0	1	0	0	
21	0	1	0	0	0	1	0	1	0	1	0	0	1	0	0	0	1	0	0	1	0	0	1	0	1	0	0	1	0	1	0	1	0	1	0	1	0	1	0	0

<b>22</b>	0	0	1	0	0	1	0	1	0	0	1	0	0	1	0	0	1	0	0	0	1	0	0	1	1	0	0	0	1	0	1	0	0
<b>Frequency</b>	<b>A</b>	<b>S</b>	<b>N</b>	<b>A</b>	<b>S</b>	<b>N</b>	<b>A</b>	<b>S</b>	<b>N</b>	<b>A</b>	<b>S</b>	<b>N</b>	<b>A</b>	<b>S</b>	<b>N</b>	<b>A</b>	<b>S</b>	<b>N</b>	<b>A</b>	<b>S</b>	<b>N</b>	<b>A</b>	<b>S</b>	<b>N</b>	<b>A</b>	<b>S</b>	<b>N</b>	<b>A</b>	<b>S</b>	<b>N</b>	<b>A</b>	<b>S</b>	<b>N</b>
<b>23</b>	0	0	1	0	1	0	0	1	0	0	0	1	1	0	0	0	1	0	0	1	0	0	1	0	1	0	0	1	0	0	1	0	0
<b>24</b>	1	0	0	0	1	0	0	0	1	1	0	0	0	0	1	0	0	1	0	0	1	1	0	0	0	1	0	1	0	0	0	1	0
<b>25</b>	0	1	0	0	1	0	1	0	0	0	0	1	0	1	0	0	1	0	0	1	0	1	0	0	1	0	0	0	1	0	1	0	0
<b>26</b>	0	0	1	0	1	0	0	1	0	0	1	0	0	1	0	1	0	0	0	1	0	0	1	0	0	1	0	0	0	1	0	1	0
<b>27</b>	0	0	1	0	0	1	1	0	0	1	0	0	0	1	0	0	0	1	0	1	0	0	1	0	1	0	0	1	0	0	0	1	0
<b>28</b>	0	0	1	0	0	1	0	0	1	0	0	1	1	0	0	1	0	0	1	0	0	0	1	0	0	1	0	0	1	0	1	0	0
<b>29</b>	0	1	0	0	0	1	0	0	1	0	0	1	1	0	0	0	1	0	0	1	0	1	0	0	0	1	0	0	1	0	1	0	0
<b>30</b>	0	0	1	0	1	0	0	1	0	1	0	0	0	1	0	1	0	0	0	1	0	0	0	1	0	1	0	1	0	0	1	0	0
<b>TOTAL</b>	<b>4</b>	<b>12</b>	<b>14</b>	<b>1</b>	<b>14</b>	<b>15</b>	<b>3</b>	<b>15</b>	<b>12</b>	<b>8</b>	<b>8</b>	<b>14</b>	<b>7</b>	<b>16</b>	<b>7</b>	<b>3</b>	<b>14</b>	<b>3</b>	<b>3</b>	<b>13</b>	<b>14</b>	<b>9</b>	<b>11</b>	<b>10</b>	<b>13</b>	<b>15</b>	<b>2</b>	<b>5</b>	<b>21</b>	<b>4</b>	<b>22</b>	<b>8</b>	<b>0</b>

**Source:** Observation guide to students of Segundo de Bachillearto “A” at Unidad Educativa “Riobamba”

**By:** Jorge Salazar

**A=** Always **S=** Sometimes **N=** Never

### **4.3.1. ANALYSIS OF THE GENERAL OBSERVATION**

The general observation guide was applied to thirty students of Segundo de Bachillerato “A” at Unidad Educativa Riobamba. The final results were obtained:

#### **Articles**

##### **Use of definite article “the” with possessive pronouns**

Most of students did not have grammatical interferences in the use of article “the” with possessive pronouns because they applied this article in English in the sentences appropriately.

Only few students demonstrated grammatical interferences with “the” because they made relationships between this article with possessive pronouns. Therefore, they used grammatical patterns of Spanish in English sentences.

##### **Omission of indefinite article “a” or “an” for describing occupations or social status.**

The majority of students did not manifest grammatical interferences with “a” or “an” because they used grammatical rules for using them inside sentences.

Only one student had always grammatical interference in the indefinite articles “a” and “an” for describing occupations or social status because she omitted them in the development of English sentences.

#### **Number**

##### **Use of plural forms in articles, adjectives and possessive adjectives**

Most of students sometimes manifested grammatical interferences in the plural forms because they tended to pluralize articles, adjectives or possessives adjectives in the English. They usually added “s” after them.

In the other hand, some students never committed this grammatical interference in the same areas because they made clear distinction between English and Spanish when they write sentences.

### **Use “s” instead irregular plural forms**

Majority of students added “s” at irregular nouns because they thought they could follow the rules of Spanish to pluralize them. In this way, they made a grammatical interference.

Fourteen students did not add “s” in irregular plural forms because they knew about regular and irregular plural. So, they said it cannot be possible add “s” in some nouns because they recognize them as irregular.

### **Pronouns**

#### **Omission of subject pronouns in sentences**

Most of students sometimes omitted of subject pronoun in the English sentences. They usually tended write sentences like Spanish because they tried to express their ideas from Spanish to English without the usage of personal pronouns.

Some students did not have this grammatical interference because they did forget to use personal pronouns in English sentences. Therefore, they made clear distinctions between two languages.

#### **Use of subject pronouns instead object pronouns**

The majority of students sometimes demonstrated grammatical interference when they wrote subject pronouns at the end of sentences because they did have clear ideas about the usage of object pronouns and their position. Therefore, they assumed that the subject pronouns might be applied in any place as Spanish.

Few students realized about this grammatical interference, so they always wrote object pronouns at the end of English sentences.

## **Adjectives**

### **Use of adjective after nouns**

The majority of students sometimes wrote adjectives after nouns because they tended to follow the position of adjective in Spanish to develop English sentences.

Some students never used adjectives after nouns because they made a clear distinction between the position of adjective in Spanish and English. Therefore, they wrote adjectives before nouns in English sentences.

## **Prepositions**

### **Use of prepositions in a wrong way**

Most of students manifested grammatical interferences with the use of prepositions because they tended to translate or associate them with Spanish. As a result, they used them inappropriately.

Some students used prepositions according to grammatical rules of English because they knew them. Therefore, they did not commit this grammatical interference.

## **Questions**

### **Omission of auxiliary verbs in questions**

The majority of students manifested grammatical interference in this area because they wrote questions without auxiliary verbs avoiding grammar rules of English. They did this interference unconsciously.

Only four students use auxiliary for developing questions because they applied the grammatical rules in an adequate way. Moreover, they distinguished between Spanish and English questions patterns.

## **Negation**

**Use of “no” or “not” in negative sentences before the main verb without usage of auxiliary verbs.**

Most of students sometimes did not use auxiliary verbs in negative sentences. Instead they usually used “no” or “not” before the verb to change sentences to negative. Therefore, they assumed that some rules in English are like Spanish.

Only few students wrote negative sentences with auxiliary verbs. So they did not manifest this grammatical interference.

## **Word order**

**Usage of free word order in English sentences**

Most of students manifested grammatical interferences when they use free arrangement of sentences. They tended to use a free position of some words in sentences because they did have clear patterns for English sentences construction.

Some students sometimes committed this grammatical interference but they realized about construction of some basic patterns like questions and affirmative sentences.

## **CHAPTER V**

### **5. CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1. CONCLUSIONS**

- The linguistic interference was presented in them consciously and unconsciously when they wrote sentences, they filled their English book and they took English tests. Therefore, the observation allowed contrasting and comparing the theory with the objective.
- The majority of students manifested grammatical interferences in areas like number, pronouns, adjectives, prepositions, questions, negation and word order. In these areas students tended to transfer first language patterns for the composition and development of grammatical sentences in the second one.
- This interference is treated as mistakes or errors in the second language system
- The main factors of linguistic interference in the students were bilingualism background, limited vocabulary of target language, and transference of structures.

## **5.2. RECOMMENDATIONS**

- It should be applied to other grades even level of students. Thus, it will collect an important data about the reality of the linguistic interference for searching the best solutions to overcome grammatical interferences.
- The teacher should change his methodology or create activities which involve the reinforcement of these areas.
- If the linguistic interference is the transference habits of mother tongue to second one, it should be studied and treated as real problem for learning the second language in our country because there is not a previous research or real data about it.
- The teacher might keep motivation in learning the foreign language. In this way, the students might improve their confidence with the second language.



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**CARRERA DE IDIOMAS**

**7. ATTACHMENTS**

**7.1. OBSERVATION GUIDES**

**OBSERVATION GUIDE APPLIED TO THE STUDENTS OF SEGUNDO DE BACHILLERATO “A” AT UNIDAD EDUCATIVA RIOBAMBA**

**Objective:** To observe the grammatical linguistic interferences in the students

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

**Student N:** \_\_\_\_\_

Items		Frequency	
		YES	NO
<b>Articles</b>	Use of definite article (the) with possessive pronouns		
	Omission of indefinite articles (a or an) for describing occupations or social status		
<b>Number</b>	Use of plural forms in articles, adjectives and possessives adjectives		
	Use of “s” instead of irregular plural forms		
<b>Pronouns</b>	Omission of subject pronouns in sentences		
	Use of subject pronouns instead object pronouns		
<b>adjectives</b>	Use of adjectives after nouns		
<b>Prepositions</b>	Use of preposition in a wrong way		
<b>Questions</b>	Omission of auxiliary verbs in questions		
<b>Negation</b>	Use of “no” in negative sentences before the main verb without the usage of auxiliary verbs		
<b>Word order</b>	Use of free word order in English sentences		



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**GENERAL OBSERVATION GUIDE APPLIED TO THE STUDENTS OF SEGUNDO DE BACHILLERATO “A” AT UNIDAD EDUCATIVA**  
**RIOBAMBA**

**Objective:** To observe the grammatical linguistic interference in the students

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

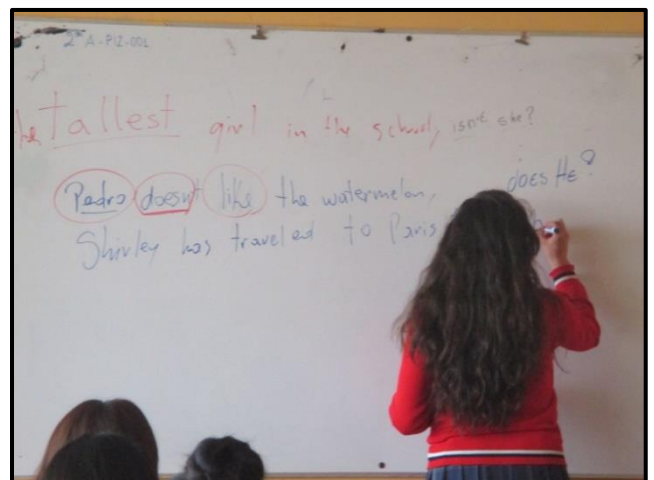
Items	Articles			Number			Pronouns			Adjectives			Prepositions			Questions			Negation			Word Order					
	Use of definite article (the) with possessive pronouns	Omission of indefinite articles (a or an) for describing occupations or social status	Use of plural forms in articles, adjectives and possessive adjectives	Use of “s” instead of irregular plural forms	Omission of subject pronouns in sentences	Use of subject pronouns instead of object pronouns	Use of adjectives after nouns	Use of prepositions in a wrong way	Omission of auxiliary verbs in questions	Use of “no” or “not” in negative sentences before the main verb without usage of auxiliary verbs	Use of free word order in English sentences																
Frequency	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N
Students																											
1																											
2																											







## 7.2. PHOTOGRAPHS





1. My father
2. My mother
3. My grandmother

what / in the future / plan / you / to / do ?

What you plan do to do in the future.

1. Keep playing and traveling around the world.
2. Keep playing and helping sick children through UNICEF.
3. Become a soccer coach.

1. Her father will be angry if she I'll go to this party. (go)
2. If he Mother so hard, he will ruin his health. (work)
3. He learned English quicker if he goes to England. (learn)
4. Will her ticket still be valid if she miss the plane? (miss)
5. I will phone you if I not forget. (not / forget)
6. My parent not helped me if I am in financial troubles. (not / help)
7. I will allow you to take my car if you drive slowly. (drive)
8. She will come if she not was busy. (not / be)
9. If we work in groups, we will finish it quicker. (work)
10. You solve this problem if you read his paper. (solve)

Using the adjectives. Then, write a sentence with them. (1 pt. each one)

	Sentence
	Jaime drives her car fastly by the way.
TC	The car block lets go quickly.
	The history is mysteriously.
TC	

(Simple Past or Past Perfect). (1 pt. each one)

Using the adjectives. Then, write a sentence with them. (1 pt. each one)

	Sentence
	Jaime drives her car fastly by the way.
	Hilda was mysteriously
	The children too noisily in the school

(Simple Past or Past Perfect). (1 pt. each one)

only in the morning.

and because he (sleep / not) ...

1. Her father will be angry if she goes to this party. (go)
2. If he worked so hard, he will ruin his health. (work)
3. He learned English quicker if he goes to England. (learn)
4. Will her ticket still be valid if she \_\_\_\_\_ the plane? (miss)
5. I will phone you if I forget. (not / forget)
6. My parent not helped me if I am in financial troubles. (not / help)
7. I will allow you to take my car if you drives slowly. (drive)
8. She will come if she not been busy. (not / be)
9. If we worked in groups, we will finish it quicker. (work)
10. You solved this problem if you read his paper. (solve)

Using the adjectives. Then, write a sentence with them. (1 pt. each one)

	Sentence
	Jaime drives her car fastly by the way.
	George Quickly run to his house
	Then, Mysteriously look
	I song Noisily in Karaoke.
	Shh... Talk slowly!!!

(Simple Past or Past Perfect). (1 pt. each one)

only in the morning.