

UNIVERSIDAD TÉCNICA DE AMBATO



CENTRO DE POSGRADOS

PROGRAMA DE MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA COHORTE 2021

Tema: INTERLANGUAGE (IL) USE TO DEVELOP MORPHOLOGICAL
AWARENESS IN ADULT EFL LEARNERS

Trabajo de Titulación, previo a la obtención del Título de Cuarto Nivel de Magíster
en Enseñanza de Inglés como Lengua Extranjera

Modalidad del Trabajo de Titulación: Proyecto de Titulación con Componentes de
Investigación Aplicada y de Desarrollo

Autora: Licenciada Daniela Mercedes Quintero Mairongo

Directora: Doctora Elsa Mayorie Chimbo Cáceres Magíster

Ambato –Ecuador

2023

A la Unidad Académica de Titulación del Centro de Posgrados

El Tribunal receptor del Trabajo de Titulación, presidido por el Ingeniero Héctor Fernando Gómez Alvarado. PhD, e integrado por las señoras: Licenciada Lorena Fernanda Parra Gavilánez Magíster y Licenciada Wilma Suárez Mosquera Magíster., designados por la Unidad Académica de Titulación del Centro de Posgrados de la Universidad Técnica de Ambato, para receptor el Trabajo de Titulación con el tema: *INTERLANGUAGE (IL) USE TO DEVELOP MORPHOLOGICAL AWARENESS IN ADULT EFL LEARNERS* elaborado y presentado por la señorita Licenciada Daniela Mercedes Quintero Mairongo para optar por el Título de cuarto nivel de Magíster en Enseñanza de Inglés como Lengua Extranjera; una vez escuchada la defensa oral del Trabajo de Titulación, el Tribunal aprueba y remite el trabajo para uso y custodia en las bibliotecas de la UTA.

Ing. Héctor Fernando Gómez Alvarado PhD.
Presidente y Miembro del Tribunal

Lcda. Lorena Fernanda Parra Gavilánez MSc.
Miembro del Tribunal

Lcda. Wilma Suárez Mosquera MSc.
Miembro del Tribunal

AUTORÍA DEL TRABAJO DE TITULACIÓN

La responsabilidad de las opiniones, comentarios y críticas emitidas en el Trabajo de Titulación presentado con el tema: *Interlanguage (IL) Use to Develop Morphological Awareness in Adult EFL Learners*, le corresponde exclusivamente a: Licenciada Daniela Mercedes Quintero Mairongo, Autora bajo la Dirección de Doctora Elsa Mayorie Chimbo Cáceres Magíster, y el patrimonio intelectual a la Universidad Técnica de Ambato.

Licenciada Daniela Mercedes Quintero Mairongo
c.c.: 0925324477
AUTORA

Doctora Elsa Mayorie Chimbo Cáceres Magíster
c.c.: 1802696458
DIRECTORA

DERECHOS DE AUTOR

Autorizo a la Universidad Técnica de Ambato, para que el Trabajo de Titulación, sirva como un documento disponible para su lectura, consulta y procesos de investigación, según las normas de la Institución.

Cedo los Derechos de mi trabajo, con fines de difusión pública, además apruebo la reproducción de este, dentro de las regulaciones de la Universidad.

Licenciada Daniela Mercedes Quintero Mairongo
c.c.: 0925324477

INDICE GENERAL DE CONTENIDOS

PORTADA	i
A LA UNIDAD ACADÉMICA DE TITULACIÓN DEL CENTRO DE POSGRADOS	ii
AUTORÍA DEL TRABAJO DE TITULACIÓN.....	iii
DERECHOS DE AUTOR.....	iv
INDICE DE TABLAS	viii
AGRADECIMIENTO	ix
DEDICATORIA.....	x
EXECUTIVE SUMMARY	xi
CHAPTER ONE.....	1
RESEARCH PROBLEM.....	1
1.1. Introduction	1
1.2. Justification.....	4
1.3. Objectives	6
1.3.1. General objective	6
1.3.2. Specific objectives	6
CHAPTER TWO	8
RESEARCH BACKGROUND	8
2.1. The Interlanguage (IL) theory	13
2.1.1. Interlanguage characteristics.....	15
2.1.2. Venn diagram: strategy to study IL.....	18
2.1.3. The concept of andragogy	20
2.2. Morphological awareness.....	24
CHAPTER THREE	27
METHODOLOGY	27
3.1. Location.....	27
3.2. Tools and techniques.....	27
3.3. Research approach	28
3.4. Hypothesis verification – hypothesis approach.....	30
3.5. Population and sample:	30
3.6. Data collection	32
3.7. Data processing and statistical analysis	37

3.8 Response variables or results achieved	38
CHAPTER FOUR	40
RESULTS AND DISCUSSION.....	40
4.1. Analysis and discussion of the results.....	40
4.2. Analysis and interpretation of results.....	41
4.2.1. Intervention’s results	41
Analysis and interpretation.....	41
4.2.2. Pre-test and post-test analysis of results.....	46
Pre-test results	46
Analysis and interpretation.....	46
Post-test results	48
Analysis and interpretation.....	48
4.2.3. Comparative results pre-test and post-test.....	49
Analysis and interpretation.....	49
4.3. Verification of the hypothesis.....	50
4.4. Hypothesis statement	50
4.4.1. Wilcoxon signed ranks test.....	51
Analysis and interpretation.....	51
4.4.2. Test statistics.....	52
Analysis and interpretation.....	52
4.5. Discussion of results	52
CHAPTER FIVE	55
CONCLUSIONS AND RECOMMENDATIONS	55
5.1. Conclusions	55
5.2. Recommendations.....	57
CHAPTER SIX.....	59
PROPOSAL.....	59
6.1. Information data.....	59
6.2. Description.....	59
6.3. Proposal development	62
References	63
Annexes.....	68
Annex 1: METreading-section test – Pre&Post Test.....	68

Annex 2: Lesson plans	74
Lesson plan 1	74
Lesson plan 2	78
Lesson plan 3	82
Lesson plan 4	86
Lesson plan 5	90
Lesson plan 6	94
Annex 3: Lesson plan framework template.....	98

INDICE DE TABLAS

Table 1. Population	31
Table 2. Students' ages	31
Table 3. Intervention's results over 10 points	41
Table 4. Pre-test scores.....	46
Table 5. Post-test scores.....	48
Table 6. Comparative results pre-test and post-test	49
Table 7. Wilcoxon signed ranks test	51
Table 8. Test statistics	52

AGRADECIMIENTO

First of all, I want to thank the head of the English department and students from Universidad Ecotec who allowed me to carry out my project and facilitated the development of my research study. To my professors in the program, who taught and shared their knowledge. Especially, I want to thank my thesis tutor Dra. MayorieChimbo for her patience, guidance, and time during the development of this research study. My eternal admiration for you.

Daniela

DEDICATORIA

This thesis work is dedicated to me because I have been the person who never gave up and always found a reason to continue despite the adversities. I am truly thankful to God for having given me the strength and perseverance to overcome difficult situations throughout this study. God has given me the energy and power that has become my source of inspiration, wisdom, and knowledge. Finally, to my best friends who has been nicely my supporter until my research was fully finished.

Daniela

UNIVERSIDAD TÉCNICA DE AMBATO
CENTRO DE POSGRADOS
MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA
COHORTE 2021

TEMA:

*INTERLANGUAGE (IL) USE TO DEVELOP MORPHOLOGICAL AWARENESS IN
ADULT EFL LEARNERS*

MODALIDAD DEL TRABAJO DE TITULACIÓN: *Proyecto de Titulación con
Componentes de Investigación Aplicada y de Desarrollo*

AUTORA: *Lcda. Daniela Mercedes Quintero Mairongo*

DIRECTORA: *Dra. Mg. Elsa Mayorie Chimbo Cáceres*

FECHA: *diecisiete de febrero de 2023*

EXECUTIVE SUMMARY

This research project aims to investigate how the use of Interlanguage (IL) can help adult learners in the development of morphological awareness (MA) in English. Learning a foreign language is a challenging process that for most people, especially adults, can turn into an unattainable goal to achieve. Some aspects such as features of the target language and sometimes learners' first language can be linked to the problem that causes learners to learn a foreign language. Researchers have done some analysis on the factors- influencing the second language acquisition (SLA), and among the most relevant factors we have vocabulary, grammar, mother tongue, self efficacy and motivation. Therefore, to acquire vocabulary, the knowledge of English morphology is an essential component, and IL serves as a means to understand morphological patterns. Likewise, as adult teaching should be focused on theories, methods, and techniques that support the characteristics of an adult, andragogy principles are used as a base to design plans in this study. The application of a pre-experimental design in the model of quantitative research helped obtain the results of this study. The MET test-reading section served as an instrument to test students' knowledge before (pre-test) and after (post-test) the interventions. During the six

interventions, IL techniques were used as well as the Communicative Language Teaching (CLT) method that boosts students' use of the target language (TL). The results obtained demonstrated that after using IL as a strategy to develop morphological awareness, students improved significantly their understanding of written texts. Sukying (2020), stated that learners require receptive vocabulary knowledge of 8,000-9,000 to comprehend a variety of written texts, so the more they develop their morphological awareness the better they will understand texts in English. Students started with a mean of 8.88 on their pre-test and later the mean increased to 16.56 in their post-test which indicates important progress in the students' learning process.

KEYWORDS: *COMMUNICATIVE LANGUAGE TEACHING (CLT), INTERLANGUAGE (IL), MICHIGAN ENGLISH TEST (MET), MORPHOLOGICAL AWARENESS (MA), MOTHER TONGUE (MT), SECOND LANGUAGE ACQUISITION (SLA), TARGET LANGUAGE (TL).*

CHAPTER ONE

RESEARCH PROBLEM

1.1 Introduction

Learning a foreign language is a challenging process that for most people, especially adults, can turn into an unattainable goal to achieve. Even advanced language learners can rarely achieve full mastery of a foreign language. Some aspects such as features of the target language and sometimes learners' first language can be linked to the problem that causes learners to learn a foreign language. First language (L1) influence in the process of learning a foreign language (FL) has been the reason for some research during the past years, and it has resulted in the prevalence of Error Analysis (EA) over Contrastive Analysis (CA). However, both CA and EA did not present enough evidence to describe L2 errors. According to Al-khresheh (2017), many scholars questioned CA working in applied linguistics. The main criticism was that the occurrence of errors in SLA was not only caused by interlingual interference from L1. Likewise, some researchers have also criticized EA for its poor statistical inference, its lack of predictive power, and the subjectivity of its interpretation of errors. In this sense, the transition language or the linguistic system between the mother tongue and target language that foreign language learners produce to communicate is called Interlanguage (IL). Thus, this study is proposed with the topic: Interlanguage (IL) use to develop morphological awareness in adult EFL learners.

Strategies and methodology theories about second language acquisition (SLA) serve as a guide when it comes to teaching. Teachers must be aware of what and how a person learns from the beginning of his/her life. In other words, knowing how learners acquire L1 gives teachers insights into how to use techniques and

strategies at the moment of teaching. SLA is also important to understand why FL learners sometimes associate L1 linguistic patterns with L2; so, they use IL. Selinker (1972), stated that IL is the observable linguistic system that results from a learner's attempted production of a target language norm. Learners' errors in the acquisition process of a foreign language are reviewed and discussed with the role of IL. These learners' performances are devices they use to test their hypotheses about a foreign language. To explain how IL works Tarone (2018) mentioned that the IL system is fundamentally autonomous and patterned and the most fundamental claim of its hypothesis is that the language produced by adult learners in their attempt to produce meaningful communication in a foreign language is systematic at every level: phonology, morphology, syntax, semantics, and pragmatics. It is not a random hodgepodge collection of unsystematic errors but, clearly, neither is it a native language (NL) or target language (TL). Another important claim is that the processes of IL acquisition and use are typically unconscious and not open to introspective analysis by the learner. Therefore, adult learners' learning process can be effectively boosted by the use of IL in teaching English as a foreign language (TEFL). Nevertheless, although IL has been an object of study in some parts of the world, there is little evidence of its analysis and use in Ecuador.

Likewise, some research has been done on the role of morphological awareness to help learners in the acquisition of a foreign language. Morphological awareness reflects a learner's ability to identify and manipulate the intramural structure of morphemes, the smallest meaningful parts in a language (Carlisle, 2020). In this sense, IL can serve as a means to understand some morphological patterns as it is created by students when they compare L1 to the TL. To enhance morphological awareness during the IL process it is necessary to give students the opportunity to

discuss and assess their understanding of concepts. In this way the use of the Venn Diagram as a technique to predict students' IL is essential because students can find the relations between L1 and TL and analyze if the language they are creating (IL) is appropriate.

All things considered, my study traces the development of morphological awareness through IL use in adult learners at university. These learners' IL is being considered to sustain the idea that errors are part of the learning process in SLA and provide an interesting perspective on the range of morphemes used by learners. It also mitigates some of the negative views of errors and gives an interesting perspective on how andragogy in SLA is used to help adult learners in their learning process.

This study is structured in the following way:

- **Chapter one:** This section includes the introduction of the different aspects that are part of the study, the justification that explains the importance of the study, and the general and specific objectives.
- **Chapter two:** This section consists of the state of the art about the two main topics of this study, Interlanguage and morphological awareness, and the research background that support the textual information.
- **Chapter three:** This section presents the methodology applied in the study, type of instruments used, research method, hypotheses, population and sample, data collection, data processing and statistical analysis, and response variables or results achieved.
- **Chapter four:** This section presents the results and discussion of the instruments and techniques applied in the study.

- **Chapter five:** This section includes the conclusions and recommendations after having carried out the research and the presentation of the results.
- **Chapter six:** In this section the proposal is structured and presented as a solution to the identified problem.

Besides, there were some limitations during this research study. First, as students had classes at night, some of them were absent in a couple of classes because of the rain and climatic conditions. This fact contributed to the lack of understanding at the moment of doing some activities, and it required extra time to explain the activities again. Second, even though these students were in the basic level A2, there were some students who already knew some topics and finished the activities very quick. Therefore, a couple of extra activities had to be planned for these students.

1.2 Justification

Some research has been done on EA and CA, however, these are general investigations into the English language error patterns. Minimal research attention has been paid to how IL can help adult learners develop morphological awareness when acquiring a foreign language. Therefore, there is a need to streamline and study learners' IL to identify specific error patterns for more effective teaching and learning. This study aims to ascertain the IL theory as a means to better understand and identify strategies to teach EFL and prevent students' errors in the target language. In this sense, it is justified for the following reasons.

Firstly, in Ecuador, according to reports presented by the English department of a private university in Guayaquil, last semester in 2020, 30% of EFL students flunk basic levels (A1- A2) for a second time. These students disagreed on the techniques and strategies used by a native English speaker teacher. Not only did they

feel sad but also frustrated by their results. After checking students' tests, it was found that 4 out of 10 students repeated the same grammar error. Likewise, the results demonstrated that these errors have some similarities to the structures in Spanish.

Therefore, it can be said that these errors are the result of the systems created by learners' L1 interference in their attempt to learn a foreign language, which according to Selinker (1972), is called Interlanguage (IL). With the understanding of IL use, researchers can better isolate variables and develop plans to anticipate and correct errors in the target language. Likewise, the head of the English department can have a wider view of the qualifications a teacher should have to teach basic levels A1 - A2 at university.

Moreover, this study has contributed to the existing literature based on the analysis of errors that have been made by researchers to promote the acquisition of a foreign language. This study will help to evaluate the IL of students and its application in the language they are learning. The analysis of the IL of students will also expose the common cause(s) of errors that are made by students, which may be intralingual or interlingual in nature. This knowledge will help foreign language teachers to know the areas they should emphasize in morphology as well as the best teaching method and strategies to adopt in order to help students overcome their difficulties.

Furthermore, this study is original as it presents good results that are helpful for both teachers and adult students. While many universities in Ecuador have banned the use of L1 in TEFL, some methods of andragogy should be taken into consideration to enhance adults' learning process. It is to say, that adults are self-motivated and tend to assume responsibility for their role in the learning process (El-

Amin, 2020). Therefore, adult students' experiences in L1 can help them learn L2.

On the other hand, university teachers can use these findings as a useful guide for the creation of plans, material, strategies, and techniques that boost students learning process.

1.3 Objectives

The importance of morphological awareness in the learning of any language has to be emphasized. The morphology of a language must be thoroughly mastered before learners can use it with some degree of accuracy and confidence.

1.3.1 General objective

- To determine the influence of Interlanguage (IL) use to develop morphological awareness in adult EFL learners.

1.3.2 Specific objectives

- To investigate the use of IL in early stages of language learning.
- To determine the students' level of morphology before and after the treatment.
- To evaluate the effectiveness of IL in the development of morphological awareness.

In order to achieve the general objective, it was necessary, first, to do some research on how some teachers had used IL in their teaching practice and how students had created their IL during their learning process. Second, the quantitative analysis of the morphological development in the IL of university students was accomplished through the application of 6 interventions. Each intervention worked with the implementation of an IL technique which in this case was a Venn Diagram. In this way, students had the opportunity to create their IL by comparing Spanish and English, and teachers have the chance to predict and use students' IL to enhance

morphological awareness and guide them in their learning process. The implementation of IL techniques through the use of a Ven Diagram worked with topics regarding grammar and vocabulary based on real-life contexts. Finally, the MET- reading section from Michigan contributed to obtaining the grades before and after the interventions and differentiating the best results. The MET test was used to gather data based on the understanding of texts that cover a variety of global, local, and inferential reading skills. The test lasted 1 hour and students had to complete 4 parts. Moreover, students' motivation and participation contributed to collecting opinions and ideas about the implementation of IL techniques.

CHAPTER TWO

RESEARCH BACKGROUND

The acquisition process of a foreign language or second language has shifted the interest of some researchers around the world. Throughout different studies researchers have tried to find out methods that may enable learners to communicate and master the target language (TL). Some researchers have done an analysis on the factors- influencing the second language acquisition (SLA), and among the most relevant factors we have vocabulary, grammar, mother tongue, self-efficacy and motivation (Adwani & Shrivastava, 2017). In other cases it is mentioned that a student who starts to learn a second language has already gotten some mechanism for mastering his/her native language, which gives him or her the ability for communication, cognition, preservation, and transfer of experience (A'zamjonovna & Murotovna, 2023). In this sense, the fact that learner's mother tongue can affect their SLA is prevalent when learners produce a language that is different to their mother tongue and the TL, which in other words is called Interlanguage (IL). This linguistic system that learners use when learning a foreign or second language has been the subject of study to analyze errors and assess students' progress in their learning process. Studies in Mexico (Betancourt & Alvarado, 2020), Indonesia (Morganna & Budiman, 2022), and Italy (Nigrelli, 2019) have evidenced the use of IL in different areas around the world. However, pages such as Scopus, Eric, and Google Scholar have no evidence of studies done about IL use in Ecuador.

IL has been widely associated with different approaches to SLA, giving as a result the need to improve the effectiveness of foreign language teaching. The IL

implementation on SLA has been of great interest to some researchers around the world. In 2021, a descriptive qualitative study was carried out about 'IL of Error Analysis on Students Writing in Covid-19 Pandemic Era'. It used a purposive sampling technique and the samples were taken from 5 junior high students' writing tasks in which they had to write a descriptive text. In this study the researcher could use the framework of IL and error analysis in the process of data analysis, and the results indicated that the IL of the students is influenced by 78% of language transfer, 10.5% of transfer of training and 10.5% of overgeneralization. Using students' IL in this study helped the researcher conclude that teachers should teach and focus on correct use of verbs and also emphasize on grammatical meaning. It is evident, indeed, that the study of IL regularities and variations make teachers more broad-minded about errors (Perwana, 2021).

Likewise, in 2022, a qualitative study was conducted to find out how English educators in Indonesia felt about preparing higher-quality English teaching. 10 Indonesian English educators agreed on doing IL analysis and being part of this study. They wanted to provide competency based teaching and receive teaching reflection. They all had good opinions regarding doing IL analysis from a behavioral standpoint while giving assessments and exercises. They concluded that IL can help interpret students' current competence, develop learning materials and media, plan teaching strategies, and prepare meaningful and contextual additional teachings (Morganna & Budiman, 2022).

Another study done in 2020, aimed to investigate the internal factors that exist in the IL of EFL learners. Through a qualitative research, they analyzed the written productions of college students who were taking a content class as part of their training as English-Spanish translators. A content exam was used as an

instrument to collect the data, and the syntactic errors were analyzed following the Error Analysis Approach. Errors were classified as overgeneralization, ignorance of rule restriction, incomplete application of rule, false concept hypothesized, interference, mistake and, concept comprehension issue. Researchers concluded that the production of errors is part of the natural process of language development in the IL system of these learners, and the types of errors they made depend on their situational background (Betancourt & Alvarado, 2020).

On the other hand, two learners who were at the end of a course in L2 Italian were part of a study titled ‘Contrastive Analysis of the Interlanguages of Unaccompanied Foreign Minors Learning L2 Italian’. This study was not just a descriptive analysis of the L2 Italian varieties of the learners in question, but also intended to verify whether, and to what extent, any divergences in their varieties are to be attributed to a given parameter of IL. In the conclusion the researcher stated that from the characteristics of the learners’ IL and from the strategies implemented by them, it was possible to place them within the basic acquisition phase. That means, IL is prevalent in early stages of any language learning (Nigrelli, 2019).

SLA, additionally, follows certain principles that stem from various characteristics of human language processing. When it comes to teaching, educators must be aware of what and how a person learns at different stages of his/her life. In other words, knowing how adult learners learn gives teachers insights into the use of techniques and strategies at the moment of teaching. A primary principle of adult learning theory is that when designing instruction one should capitalize on the learner’s experience (Mews, 2020); therefore, in SLA for adults, andragogy plays an important role because it is the art and science of helping adults learn (Loeng, 2018). Adult learners' performance can have their origins in the language that they

have already acquired, which has been part of their experiences. The early-learned language system that adults possess can influence the creation of subsequent language systems. Thus, by exploring the IL theory, adult learners may find it easier to learn a new language if they find relationships with their L1.

Besides, not only the relation between adult FL learners' learning process and IL is important to develop this study research, but also the development of morphological awareness. Raising morphological awareness in FL learners can predict the decoding of morphologically complex words, which in turn gives learners more possibilities to understand a new language and improve their motivation. Thus, and in light of this phenomenon some studies have emphasized the importance of morphological awareness to reading achievement. Morphological awareness is predicted to be a particularly important skill for university students due to the complexity of texts encountered in their coursework (Farris et al., 2021). Reading comprehension is correlated with aspects of derivational morphology and the strongest correlation was observed with distributional aspect (Amirjalili & Jabbari, 2018). Morphological awareness makes unique contributions to university students' reading achievement and is an additional difficulty for students with a self-reported history of reading difficulties (Metsala et al., 2019). The focus of the studies on morphological awareness emphasizes the analysis of learners' performance and the techniques they use to acquire new vocabulary and grammar. This focus on the learner goes along with Selinker's (1972) views of IL, which considers the development of the learners' structure system at each level of its progress.

University students belong to the particular group of learners that have already gotten a linguistic repertoire and use their linguistic resources when learning additional languages. For instance, a study that investigated the impact of

morphological instruction on awareness in relational, syntactic and distributional aspects of derivational morphology, and in turn its effects on reading comprehension among intermediate EFL learners, was conducted to 129 lower– higher intermediate students. It demonstrated that even though it benefited the higher level to a greater degree in reading comprehension, the lower level had better improvements concerning aspects of derivational morphology. Therefore, this study evidences that the morphological instruction is more effective for lower levels of proficiency at sub-lexical, but concerning higher levels of proficiency, it is more beneficial at supra-lexical level (Amirjalili & Jabbari, 2018).

Likewise, a study carried out to compare the Effects of L1 morphological type on L2 morphological awareness took samples from native English speakers and two L2 groups from typologically different L1. The morphological awareness was evaluated via a series of tasks, including morphological relatedness, affix-choice word and nonword tasks, derivation, and a suffix-ordering task. As a result significant effect of L1 morphological type on L2 morphological awareness was presented in the reports. After considering L2 proficiency, one group significantly outperformed the other group in the derivation, morphological relatedness, and suffix-ordering tasks. More importantly, one group significantly outperformed the native English group in the morphological relatedness task. The implications of the results are seen on the theories in SLA. It means, these results highlighted the influential effect of L1 experience on the acquisition of L2 morphological knowledge. Therefore, to develop morphological awareness about a foreign language, some characteristics of the L1 morphology can be considered (Wu & Juffs, 2021).

The relations between morphological awareness and reading comprehension in beginner readers to young adolescents was studied by taking samples from three groups of students. They completed judgment and production tasks to measure awareness of compounding, inflections and derivations. The results in this study suggested that morphological awareness and vocabulary can predict reading comprehension to a similar extent across the ability range. These results also clarify the fundamental role of morphological awareness in reading comprehension across all levels of readers (James et al., 2020).

2.1 The Interlanguage (IL) theory

Interlanguage (IL) is the result of a linguistic system that emerges from students' native language and the target language. IL is a term applied to linguistics that was first introduced by Larry Selinker in 1969. Later in 1972, Selinker reworded IL and defined it as “a separate linguistic system based on the observable output which results from a learner's attempted production of a target language (TL) norm” (Mahmood & Ali, 2018, p.96). IL can be understood as a kind of hybrid language developed during the second language learning process as a consequence of the referential linguistic elements taken from both the mother tongue and a foreign language. This phenomenon occurs naturally as an attempt to communicate in a second language and is highly demanding in terms of the necessary psychic resources learners need for its execution.

Considering that the languages of reference for this investigation are: a) Spanish as the mother tongue (MT) or L1; and b) English as the target language (TL) or L2, learners would generate a language that technically does not fit perfectly into Spanish or English. However, this language that is not completely aligned with any language is called IL and helps students communicate their ideas when they are

learning a new language. Mahmood and Ali (2018) quoted Yule who refers to IL as “An interim system of L2 learners, which has some features of the L1 and L2 plus some that are independent of the L1 and L2” (p.96). In this sense, IL could occur in several possibilities; for example, in pronunciation when learners try to pronounce the word rhythm [riTHəm] correctly, they will eventually pronounce it incorrectly with any of its possible variables to say: rithm, ritəm, rhytm, among other. That is to say, because of the references learners have in their mother tongue, they tend to apply the rules in L1 in the language they are learning.

Likewise, IL can be observed through the use of false cognates or false friends, in which learners associate terms according to graphic or semantic characteristics without knowing or taking into consideration the differences between L1 and L2. For example, learners could base on an apparent homography or homophony with respect to Spanish when they use the word embarrassed (embarrassed) instead of pregnant (pregnant) to refer to a pregnant woman. Tarone (2018) paraphrases the technical term of IL by saying that “Interlanguage is viewed as a separate linguistic system, clearly different from both the learner’s native language (NL) and the TL being learned, but linked to both NL and TL by interlingual identifications in the perception of the learner” (p.3). In 2019, Cervatiuc stated that “linguistic interlanguage can be further categorized into: phonological, orthographical, morphological, syntactic, and lexical” (p.8).

Because the focus of this study is on how the use of IL can develop morphological awareness, it is pertinent to analyze the morphological category in linguistic IL. Thus, it refers to errors in the use of morphemes. That is, for instance, when learners find it difficult to use inflectional morphemes as in the case of the omission of the morpheme “s” when using third person singular in present simple

tense (e.g. “She play video games every night.”) or the omission of the morpheme “ed” when using simple past tense (e.g. “They travel to the coast last weekend.”). Understanding IL as a complex and multifaceted concept goes along with analyzing its features and components. IL improves the effectiveness in designing classroom learning experiences that empower students’ proficiency in all the aspects of communication.

2.1.1 Interlanguage characteristics

The conception of interlanguage is made up of fundamental features such as fossilization, systematicity, dynamics, and permeability.

A. Fossilization

Fossilization is one of the characteristics that has received great interest in the development of IL. Selinker (1972) refers to fossilization as the point at which many learners stop in the *interlanguage continuum*, giving rise to a plateau from which progress is no longer made. This phenomenon is observed in some individuals who despite living in the context where the TL is used as a means for social communication, they do not develop it any further. Learners in the IL mode tend to keep some of the native language rules and uses them in the target language producing errors that can be attributed to misconceptions or insufficient knowledge of the TL (Gibriel, 2020). This happens because FL learners stop somewhere in the middle of their language learning process, and it makes them fail to reach full target language competence. That means that fossilization can occur at different stages of the language learning process which prevents FL learners reach the end of their IL continuum successfully.

On the other hand, the recurrence of this phenomenon, even after having considered it suppressed, gives rise to the phenomenon of partial or total regression

to an earlier phase of IL. This can be observed in speakers with tolerable degrees of communication and tend to occur especially when the speaker uses his/her IL in particular psychological scenarios such as situations of anxiety, under the influence of emotional outbursts, and states of relaxation or intellectual carelessness. In addition, according to Selinker the fossilization happened because the adults who use second languages related to the general cognitive processes or generally was referred latent psychological structure rather than a universal grammar that referred to as latent language structure (Qurrata'ain& Widodo, 2019). Fossilization can be influenced by age, stage of development, little acculturation, lack of motivation, and, in particular, the feedback received during learning (Wang & Fan, 2020).

There are two psychological bases that support IL: cognitive psychology and psycholinguistics. From this perspective, it can be said that foreign language learners accumulate, reorganize and create meaning from a language. In this way, IL can be formed based on three models: 1) Learners draw on their mother tongue and tend to apply the L1 rules to the learning of L2 or target language. 2) Learners often use the patterns they learn in L2 by analogy and do not pay attention to language discrepancies of culture, thinking morality, or background between the two languages. 3) Learners express themselves with the words and grammar they have learned, so they communicate their ideas using their own resources to make up for their lacking of grammar, words, and expressions (Wang & Fan, 2020).

B. Systematicity

IL is systematic. This characteristic refers to the coherence that the speaker's IL has with the internal rules that arise when learning the TL progressively. These rules are built based on strategies that FL learners find useful in a specific time for learning a TL and may be different from the L1 and TL. Although the rules are not

essentially the same as the rules of the TL, IL, however, has a specific set of rules (Al-khresheh, 2017). In other words, systematicity can be defined as a linguistic system that has its own grammar in which the sentences, grammatical rules, structures, and other aspects of the language are considered appropriate from the speaker's point of view. Second-language learners, just like native speakers, use their known rules system to conduct communication, which is the concept of interlanguage comes from, and when it comes to its function, interlanguage can be used as a tool for interpersonal communication (Yang & Xu, 2019).

A clarifying element of systematicity is related to the errors that are part of the learning process. These errors can be classified as a) performance errors and b) competence errors. Performance errors tend to be random, which is why the systematic essence cannot be easily appreciated. On the other hand, competence errors usually result from the lack of knowledge of the second language, which is why they tend to be fixed. This allows a simple observation of the systematicity in the set of rules built by the learner. Therefore, competence errors evidence the presence of an internal system (in-built system) or rules that, despite being incorrect in the TL, they are assumed as correct because of the usefulness they have provided to the FL learners in their learning process.

C. Dynamic

Compared with other forms of language growth, interlanguage is typically changing relatively fast in development terms as learners receive more input and revise their hypotheses about L2 (Wang & Fan, 2020). It has been proven that the performance of individuals who learn a second language is not invariable. That is to say, the fact that a person has fully acquired a structure —be it morphological, syntactic, phonological, lexical-semantic, or discursive— in a specific moment does

not mean, however, that the subject is capable of using said structure in the same way, in all occasions, and in all contexts. It is clear that in continuous exposure to new forms and contexts in which a second language is perceived, there is a tendency to increase the difficulty of the process and the quality in which the language is performed. Therefore, in this dynamic system, new hypotheses about the TL system are held to improve the temporal system gradually (Perwana, 2021).

D. Permeability

Permeability is a particular property of non-native grammar. The FL learner's IL system is permeable, this means that rules that were made up by learners at any stage are not fixed, but open to amendment (Wang & Fan, 2020). In the IL system, learners are exposed to some influences that make them change their grammar from time to time by deleting and adding rules. This reconstruction of the complete system keeps changing until the TL system is fully changed.

In brief, IL studies are focused on developing a theory of language acquisition. Its importance relies on the new trends that are used in pedagogy nowadays as a response to learners' needs in basic levels. By studying IL some description or explanation of learners' language can be used to filter texts and material selection, instructional planning, and responsive teaching. Moreover, IL can contribute to teachers' professional development because not only can they expand awareness of a foreign language, but also of L1. IL can definitely help to understand adult L2 learners' errors and enhance the teaching and learning process.

2.1.2 Venn diagram: strategy to study IL

In the IL study, we should not only analyze learners' language learning shortages and problems but also focus on learners' interesting features possibly appearing in communication process or some successful periods in communication

(Wang & Fan, 2020). In this sense, the importance of using a technique that gives students and teachers the opportunity to analyze IL comes as a key starting point in the search for problematic areas during the learning process. Although there can be many methods and techniques to assess and discuss the relation students perceive among concepts, using Venn diagrams can objectively show the relationship, similarities, and differences between two languages. Venn diagrams, first developed by the English logician John Venn (1834-1923), have become common tools in propositional logic and related branches of mathematics such as Boolean algebra (Gunstone & White, 1986, p.151). Venn diagrams can be a powerful and useful teaching technique for which EFL learners can analyze their IL and teachers can promote useful introspection and show learners how they have conceptualized relations between L1 and TL.

Regarding FL teaching and learning, in order to make English grammar and lexis instruction more effective, teachers can help EFL students reduce mistakes in the TL by using a Venn diagram to specify the differences between Spanish (L1) and English (TL). In addition, the pedagogical and psychological factors that are connected to teaching would bring about a greater understanding of grammatical errors for students if they use Venn Diagrams. A task that includes a Venn diagram takes short time to complete and generally students at any level and age can understand its use. Venn diagrams can be powerful stimuli to discussion and may result in easily remembered image-based summary statements (Gunstone & White, 1986, p.157).

Using Venn Diagrams can also evidence one of the cognitive processes that contribute to IL, which is language transfer. L1 interference or language transfer refers to language patterns that are transferred from L1 to TL when speaking or

writing. Language transfer can be positive or negative. Positive language transfer is when L1 and TL share linguistic forms. For instance, the English syntax of the sentence “He works every day” is similar to the Spanish sentence “Éltrabajacada día.” On the other hand, negative language transfer happens when items and structures are not the same in L1 and TL. For instance, in Spanish adjectives go after the noun “sanduche grande” while in English adjectives go before the noun “big sandwich”, so a Spanish native speaker learning English may utter a sentence such as “She ate a sandwich big yesterday.” which would be a negative transfer. Therefore, in a Venn Diagram the positive transfer can be placed in the overlapping part of the circle to indicate the similarities of both languages, and the negative transfer can be put in each side of the circles to indicate the aspects in which both languages are different. In this way, it would be clear to recognize that only negative transfer causes interlanguage, because positive transfer results in native-like L2 forms (Cervatiuc, 2019).

Likewise, Venn Diagrams reinforce the ability of learners to group similar things together. Regularization is one feature of IL as it shows how FL learners tend to create rules to predict how different forms in two languages will behave. However, learners sometimes make mistakes as they overgeneralize a rule without taking into consideration possible exceptions. A typical example is the use of the past tense in English, where FL learners tend to overgeneralize the regular verb ending -ed with irregular past tense verb forms (e.g., goed) (Cervatiuc, 2019). Therefore, by grouping similarities and differences in a Venn diagram learners can differentiate L1 to TL and avoid overgeneralizations.

2.1.3 The concept of andragogy

Adult teaching should be focused on theories, methods, and techniques that support the characteristics of an adult. In 2020, El-Amin stated that “Knowles' theory of andragogy sought to highlight the distinctiveness of adult learning. Knowles contended that adults are self-motivated and tend to assume responsibility for their role in the learning process” (p.55). More specifically, because adults have a bunch of experiences and have already adopted some behaviors, compared to children and teens, they have special needs and requirements as learners. That is why it is crucial for teachers to put into consideration some characteristics in order to succeed in the teaching-learning process with adults. In this way, Malcolm Knowles pioneered the field of adult learning as he identified the following characteristics of adult learners: 1) adults are internally motivated and self-directed; 2) adults need to draw upon their own life experiences and knowledge; 3) adults are goal-oriented; 4) adults are relevancy-oriented; 5) adults are practical (El-Amin, 2020).

First of all, adults are internally motivated and self-directed. Adults acquire a new status, in their own eyes and in the eyes of others, and they are responsible for their own decisions, and for their own lives (Purwati et al., 2022). Therefore, since adults are more mature and tend to be intrinsically motivated and oriented, teachers should act as facilitators rather than didactic. It means that designing the content of courses by involving students' expectations works perfectly with adults because they can measure their goals in courses. In the case of university students, teachers could find strategies to actively involve and guide participants in the learning process. By working on tasks and projects students at this age can learn new topics, including grammar, and use them according to their interests. Likewise, conducting a need analysis at the beginning of the course can help analyze adult learners' needs because this activity would assist them to meet their learning needs.

The next characteristic that describes adults is that they draw upon their own life experiences and knowledge (Purwati et al., 2022). School, work, and family life have given adults enough experience to support their knowledge. Adults tend to compare and contrast previous and new information, and a bad experience may be a reason to impede their learning. Therefore, adults' backgrounds influence their learning. In this case, teachers should help adults connect their experiences with new theories and concepts by exploring adults' experiences as this information plays a vital role in assisting adult learners to achieve their objectives. Teachers, additionally, should select appropriate learning materials based on real-life situations to support and optimize their learning (Lewis & Bryan, 2021).

In addition, adults are goal-oriented. In other words, adults' learning orientation will drive their engagement in learning (Loeng, 2018). Therefore, university students enroll in a course because they want to reach an objective, which means that adult students know what goal they want to achieve. Therefore, it is important for teachers to organize classes and define specific elements by explaining the reasons and the importance of learning specific topics. The goals presented before learning will be essential in enhancing students' learning awareness. The implementation of learning activities, such as conducting interviews and problem-solving tasks, can drive adults' engagement in learning (Purwati et al., 2022).

Adults are relevancy-oriented as they must see a reason for learning something. In other words, for adults learning has to be applicable to their internal and external motivations. For instance, the quality of life and job satisfaction is more effective on adults than external factors such as having better jobs and higher salary (Purwati et al., 2022). In this sense, to enhance adults' learning process teachers should find a connection between the new concepts or theories and students'

responsibilities by establishing a supportive learning environment where learners can participate actively. Teachers can also encourage learners to respect each other's opinions by discussing relevant topics linked to real situations.

Adults, additionally, focus on the aspects of a lesson that are most useful to them in their work, which means they are practical (Loeng, 2018). If participants find concepts and new learning relevant to their jobs or their interest, they will automatically pay more attention to that topic. Adults' impetus to immediately use something they are learning and a fervent desire to quickly apply those concepts toward career advancement and other personal goals typically characterize adult practicality. Additionally, adults lack younger learners' docility, so they need to have reasons that explain why the path toward their desired learning goals might be longer and more arduous than expected. Teachers, in this case, can help learners become aware of their need to know a specific topic so that they can facilitate their learning process.

In brief, to understand adult learners' learning process it is necessary to focus on their strengths and experiences. As it was explained in the adult learning principles, adults are self-directed and draw upon their experiences, so the IL theoretical assumptions match these characteristics perfectly. Currently, university teachers have understood the importance of using andragogy to instruct adult learners at different levels. This is to mention that the teaching and learning process must go according to the learners' age, and the use of techniques and strategies should fulfill both the demands of the curriculum and student needs. In the context of higher education students are seen as adults who take more responsibility for their learning and bring with them the experience that teachers should consider as an advantage or a starting point to teach a foreign language. The connection that teachers and

students can create based on the learning principles and teaching methods can provide a learning environment that inspires and engages students in their learning process.

2.2 Morphological awareness

Morphological awareness is the ability to recognize and manipulate morphemes, the smallest meaningful units in language, and it includes the ability to reflect about inflection, derivation and compounding (Metsala et al., 2019). Developing morphological awareness is a process in which specific instruction on the morphological structure is emphasized. Literacy skills in educational contexts are strongly related to morphological awareness. For that reason, some positive effects on vocabulary size were reported by (Leonet et al., 2019) who added that students' motivation to investigate words is expanded and linked to the positive effects of morphological awareness. Vocabulary knowledge is a critical component of language acquisition. Some studies have stated that second or foreign language learners require receptive vocabulary knowledge of 8,000-9,000 word families to comprehend a variety of written English texts and knowledge of 6,000-7,000 word families for spoken discourses (Sukyng, 2020). However, at the end of the school instruction, some students have not reached that objective and when they begin their university studies they are more likely to face difficulties with a foreign language. Thus, encouraging students to be independent learners has become a must in the teaching process. That is why morphological awareness plays an important role in language learning. Strategies to analyze unfamiliar words can benefit students to infer unknown words made up of familiar morphemes. Morphological awareness and vocabulary growth are positively associated with the understanding of a language, specially when developing the reading skill. The indirect effect of morphological

awareness on reading comprehension is significant, both through the mediation of lexical inferencing ability and vocabulary knowledge (Jabbari, 2018).

Carlisle (2020) suggested the importance of morphological awareness because “morphological decomposition and problem-solving provide one way to understand and learn the large number of derived words used in the books they read” (p. 175). Morphological awareness involves different aspects and levels of insight into words making it possible for students to recognize meanings despite the complexity of words. The prevalent belief is that knowledge about morphology helps to decompose unfamiliar words into familiar meaningful units – prefixes, roots, and suffixes – so it can be easy for students to derive the meanings of the words by combining the units. For example, the prefix un- means the opposite of the original word, so when encountering the word unhappy for the first time, students would have an excellent chance of getting the right meaning, sad, by using their morphological knowledge.

Having learners as active participants in their learning process contributes to language comprehension and learning. Therefore, finding similar patterns in the morphology of L1 and L2 improves learners’ ability to decode and attach relevant meanings to new words. Al-khresheh (2017), stated that “During the process of L2 learning, the learner prepares the hypotheses about the rules of his/her TL. These rules can be viewed as mental grammars which create the IL system.” (p.124). In other words, when morphological awareness is developed to learn a new language, learners can use their own tools or their IL to enhance their learning process.

Morphology is divided into three different types and each has a different developmental trajectory. Compounding is the first type of morphology, which according to James et al.(2020) involves combining two or more root morphemes to

create a new word. For example, policeman and salesman both contain two morphemes – police/sales and man – and the combination of the two morphemes is the meaning of each compound word. The second type is inflections which provide information about the number and tense of the words without changing the word class of the base. For example, number = dog - dogs and tense= play -played, in both examples the word class remains (dog - play). The third type is derivations which can change the word class of the base; for example: from verb to noun: ‘write’ - ‘writer’, and it can also change the meaning: ‘certain’ - ‘uncertain’. Awareness of three different types of morphology can be measured, with extant evidence suggesting slightly different developmental trajectories for each (James et al., 2020).

CHAPTER THREE

METHODOLOGY

The methodology adopted to achieve the objectives of this research study is discussed in this chapter.

3.1. Location

This study is limited to university students who are studying English at basic levels of Ecotec University. This university is a private higher education institution located in the metropolis of Guayaquil (population range of 1,000,000-5,000,000 inhabitants), Guayas. Universidad Ecotec is a coeducational Ecuadorian higher education institution that is officially recognized by the Consejo de Aseguramiento de la Calidad de la Educación Superior del Ecuador (Council for Quality Assurance of Higher Education of Ecuador). It offers courses and programs leading to officially recognized higher education degrees in several areas of study. In addition, this university belongs to a middle-upper social class. However, students from the countryside and public high schools have the opportunity to get a scholarship to enter the university.

3.2. Tools and techniques

To collect data for this research first, I got the permits to conduct this study; second, I used two instruments: pre / post-test and a tally sheet; and finally, I used standard procedures to avoid introducing bias into my study. In this process, the Michigan English Test (MET examination) reading section was used to test students' knowledge before and after the interventions. Michigan Tests are developed by experts from the University of Michigan and Cambridge Assessment English and

have been used since 2008. They are designed for young learners, teens, and adults at all levels of English proficiency. Therefore, it has been proved that the MET examination has validity and reliability. In terms of validity, the scores in this test are obtained by using item response theory to ensure that they are comparable across the different test forms. As stated by Brown (2005) when referring to proficiency tests, “tests must provide scores that form a wide distribution so that interpretations of the differences among students will be as fair as possible.” (p.8). The validity is also controlled by focusing on the time-related balances in the group when administering the tests and the motivation used in the group of study. In terms of reliability, the MET test is accepted by organizations in countries around the world; and, because it is a multilevel English test, it can be used for scholarships and career progression in different countries. For instance, in Ecuador, the MET examination certificate is accepted by universities to prove students’ English level; and in Canada, students can submit MET scores to apply for admission to Canadian colleges and universities. The reading section of the MET examination consists of 30 multiple-choice questions, considering 30 as the maximum score. This section assesses students’ understanding and comprehension of texts and written messages. The language used in this section is based on real-life situations. Test takers have to select the correct answer for each question. This testing instrument is constructed in such a manner that the testees can choose only one correct answer for each test item. In this study, the two scores participants got in this test were compared to indicate whether there was a change in the participants’ knowledge. Nevertheless, the grades of the interventions were presented over 10 marks. After the tests and the interventions, I created a tally sheet to consolidate the results (Morgan, 2019).

3.3. Research approach

For the development of this study a quantitative method was used as a research approach. By using the quantitative method it is possible to do both test theories and explain the impact of the variables on the outcomes throughout data. According to Yue & Xu (2019), quantitative research is based on the data collected through a research study, and it rests on the principle that no research method is valid without reliable data. It makes the quality of the data critical and essential for a research process. This method provided an in-depth analysis of the theories about IL and their relationship with adult FL learners' morphological awareness.

Among all the research designs that can be used in quantitative research, the pre-experimental design has been chosen as the most appropriate to be applied in this study. The pre-experimental design is done to determine the researchers' intervention on one group of people, and it does not have a comparison group (Rogers & Revesz, 2019). Some researchers have used the pre-experimental design to test theories and treatments, and check whether it has the possibility to provoke or cause a change or not. In this sense, Tabuena (2021), used a pre-experimental design to examine and identify the classroom assessment techniques (CATs) that might provide and help teachers through assessment and evaluation processes. The results of that study revealed that there was a significant difference between the pre and post-evaluations after interventions. Likewise, a pre-experimental design was applied to finding out the improvement of the students' critical comprehension and creative comprehension. With a number of 20 students, it was proved that students' post-test score was higher than the pre-test score. Demonstrating in this way that Note-Taking Technique improved students' reading skill which focused on critics and creativity (Nurmila, 2020).

Certainly, the pre-experimental design was useful because I could establish the cause and effect between my independent (Interlanguage) and dependent variable (Morphological awareness). Throughout the process of this pre-experimental research, I could work with the whole population in the application of tests before and after the treatment to measure students' morphological awareness.

3.4. Hypothesis verification – hypothesis approach

Since the purpose of this study is to establish the impact of IL on morphological awareness, the Michigan English Test (MET) was considered to be appropriate to measure English proficiency for secondary school students and adults. Therefore, the hypothesis proposed were:

Null hypothesis

- Using Interlanguage (IL) does not facilitate students' morphological awareness.

Alternative hypothesis

- Using Interlanguage (IL) facilitates students' morphological awareness.

Variable identification

- Interlanguage (Independent variable)
- Morphological awareness (Dependent variable)

3.5. Population and sample:

As shown in Table 1, 16 students were selected to represent the population of the pre-experimental group. These students were selected through a non-probabilistic method (non-random) because the English department of the university assigned students only in basic levels A1 or A2. Students' ages ranged between 24 and 34 years old. There were 12 male students that represent 75% of the population and 4 female students that represent 25% of the population. These students were studying

at Ecotec University, and they were enrolled in level 2 which corresponded to A2 level according to the Common European Framework of Reference for Languages (CEFR).

Table 1

Population

Population	# of students	Percentage
Male	12	75%
Female	4	25%
Total	16	100%

Note: Information taken from students of level 2 at “ Ecotec University”, by Quintero (2023).

There are 6 older students from this population that seemed to have problems with English. They belonged to the 37.5% of the population that are between 27 and 34 years old (see Table 2). These students did not have English as a mandatory subject in high-school and some of them belong to low-class families who live in the countryside. However, they had to pass 12 levels of English at university which represents the 15% of the credits for their major. These students had flunked the basic level 2 twice, and they just had one last opportunity (third try) to pass and continue with the other levels, otherwise, they would not be able to graduate. .

Table 2

Students ages

Age range	# of students	Percentage
24 - 26 year sold	10	62.50%
27 - 34 years old	6	37.50%
Total	16	100%

Note: Information taken from students of level 2 at “Ecotec University”, by Quintero (2023).

3.6 Data collection

The data for this research was generated from the application of a pre-experimental design which required the use of a test as an instrument of research. The objective of using a test in this study was to get some quantitative data before and after the experiment. In this sense, the Michigan English Test (MET) was chosen to ensure the validity and reliability of this experiment. According to the Michigan Language Assessment webpage, “the Michigan English Test (MET) is a multilevel English proficiency exam for secondary school students and adults. Its certification is used for high-stakes decision-making in educational and professional settings. The MET is offered as a digital 4-skill exam or a shortened, digital- or paper 2-skill version” (para.1). In this test the reading and grammar sections are together, and there are 50 questions. However, as this study aims to assess students’ morphological awareness after the implementation of techniques based on IL, only the reading section served as a means to assess students' knowledge on this topic.

The test was conducted at Ecotec university by the teacher under examination conditions. Every contact with the group of students lasted for an hour. To ensure the integrity and the good distribution and data collection of this study, three important steps were considered.

First, this experiment started the second week of January 2023 with a pre-test (MET - reading section). The teacher introduced herself and explained the objectives of this project to the students. On the first day, students had a short interview with the teacher to complete the chart about their general information. Name, age, and number of tries were the answers required by the teacher. After that, students received the instructions for the pre-test and took the test. Students also received information on how the classes were organized because of the project. The scores of

the pre-test were downloaded in an Excel sheet named Pre-Test Scores, and the same was organized by columns: name, age, date, and score.

Second, six interventions were applied in face-to-face classes for six days over 2 weeks. These classes lasted 1 hour. All the plans in these interventions followed the Communicative Language Teaching (CLT) method that boosts students' interaction and real use of the TL. Likewise, the use of the Venn Diagram was proposed as a technique to study IL. The interventions were developed as follows.

In the first intervention, the topic was 'People and Places', and the main objective was to talk about nationalities using the verb to be in the context of interactions. In this class, the teacher activated schemata with a video and then asked students to compare the TL (nationalities), to their L1 (Spanish). Students completed the first activity using a Venn Diagram in which they wrote the similarities and differences between the construction of nationality words in Spanish and English. This activity was for students to generate their IL (a language that technically does not fit perfectly into Spanish or English) and the teacher explained the differences and similarities between the two languages in this topic using Spanish if it was necessary. The teacher also explained the form and pronunciation of the TL. Once students realized the main features of the TL, they practiced with a letter soup and a chart to categorize nationalities according to the suffix added. Finally, students put into practice what they were learning with a controlled activity in which they had to answer questions and compare ideas with a partner. Then they had a freer practice in which they asked and answered questions about a partner in the class. While students were working on the activities the teacher monitored the class to confirm that students were using the TL properly, so that Fossilization (an IL characteristic) could be prevented.

In the second intervention, the topic was 'Vacations', and the main objective was to talk about vacations using items in plural and phrases with the future will. . At the beginning of this class, students watched a video about plurals and then the teacher continued with questions about the video and students comparing plurals in English and Spanish. This activity was for students to generate their IL, and with the teacher's help they found the differences and similarities between the two languages. The teacher used Spanish when it was necessary. A Venn Diagram was used to write down the most important features in both languages regarding the topic. Then students completed a chart about the rules for plurals and compare answers in pairs. The teacher also explained the form and pronunciation of the TL. Once students got the rules of plural, they started to practice with sentences about the items they needed for their next vacations on the beach. Finally, students put into practice what they were learning with a freer activity in which they asked a partner questions about the things they needed for vacations and wrote sentences about it. It is important to mention that the teacher always monitored the class to prevent fossilization.

In the third intervention, the topic was 'Daily life', and the main objective was to talk about daily life using the present simple tense in the affirmative form. Then students had to compare the personal pronouns in Spanish and English and complete a chart. The objective of that activity was to recognize the third-person singular. Once students differentiated the pronouns in both languages, the teacher continued with a chart in which there were sentences with all the pronouns/subjects, and then students had to read and complete the present simple rules. The teacher emphasizes the rules for the third person singular and asked students to do the next activity in which they had to add -s / -ies / -es to the verbs. After that, students had to apply the rules to identify mistakes in a paragraph. While the teacher was monitoring

the class, she suggested students double-check the rules in the previous activity to recognize the mistakes. Finally, students put into practice what they were learning with a freer activity in which they had to write a paragraph about their best friend. The last step of this activity was to swap papers and grade their partner's paragraph.

In the fourth intervention, the topic was 'Routines', and the main objective was to talk about interests using the simple present tense in affirmative and negative forms. To start, students identified the words that were used to make negative sentences in present simple and the teacher used that information to compare English with Spanish. Students wrote down similarities and differences between both languages by using a Venn diagram. The objective of that activity was to recognize the use of the auxiliary verb do/does in negative don't / doesn't. Once students established similarities and differences, they shared ideas in class and the teacher explained the rules on the board. Then students completed the activity of the rules in the handout and continued with the practice. After that, students had to apply the rules to recognize if some sentences were correct or incorrect. While students were doing the activities, the teacher monitored the class and suggested students double-check the rules in the previous activity to do the activity. Finally, students put into practice what they were learning with a freer activity in which they had to look at the pictures and write sentences about some people using affirmative and negative sentences in present simple.

In the fifth intervention, the topic was 'Hobbies', and the main objective was to give and ask for information about hobbies using questions in the simple present tense. At the beginning, students answered the questions 'What does Tony like?' and 'What does Mindy like?' while watching a video. The teacher wrote the questions and the answers on the board and underlined the auxiliary verb do/does and the

subjects. Students had to do task 1 in the handout in which they had questions in Spanish and English. The colors green, blue, red, and pink differentiated each part of the questions: blue = subject, red = verb, green = auxiliary verb, and pink= question word. By using colors students had to differentiate the similarities and differences between questions in English and Spanish, and then they had to write their ideas in a Venn Diagram. Once students recognized the similarities and differences between both languages, they shared ideas in class and the teacher explained the rules on the board. Then students completed the activity of the rules in the handout and continued with the practice. After that, students had to apply the rules to put words in order to make sentences. While students were doing the activities, the teacher monitored the class and suggested students double-check the rules in the previous activity. Finally, students did a freer activity in which they had to write questions for answers.

In the sixth intervention, the topic was 'My Home', and the main objective was to express the existence or presence of someone or something using there is/ there are. At the beginning, students watched a video about apartments. Then the teacher asked for information about the video and wrote marker sentences on the board underlining the structure 'there is' and 'there are'. Students had to do task 1 in the handout in which they had to compare sentences that express existence in Spanish and English. The colors green, blue, and pink differentiated each part of the sentences: blue = there is (singular), pink = there are (plural), and green = number. By using colors students had to differentiate the similarities and differences between sentences in English and Spanish, and then they had to write their ideas in a Venn Diagram. Once students identified similarities and differences between both languages, they shared ideas in class and the teacher explained the rules on the board. Then students completed the next activity about the rules in the handout and

continued with the practice. In the first practice, students had to relate a picture with the sentences. In the second practice, students had to write sentences about a picture using there is or there are. Finally, students did a freer activity in which they had to write a paragraph about what they had in their bedrooms. The last step of this activity was to swap papers and grade their partner's paragraph. In all the interventions the basis of the IL theory was used. The lesson plans and activities showed how throughout the use of a Venn Diagram students could compare structures in Spanish (L1) and English (TL) and took that as a platform to develop their IL.

Finally, to guarantee the validity of this study, the post-test was administered using the same Reading section of the MET examination. The tests were checked personally and the results were saved on a personal device. The scores were downloaded in an Excel sheet named Post-Test Scores. The excel sheet followed the same organization as the pre-test organized by columns: name, age, date, and score. Both documents were protected with a password.

3.7 Data processing and statistical analysis

As the current research followed a pre-experimental design, the data was collected from one group of students. These data were analyzed through the use of two instruments: pre / post-test and tally sheet. In the analysis, there was a test before and after applying the program to determine the actual performance of the group. The results collected by the participants in these tests were analyzed through the Wilcoxon signed range comparison test, so that it was possible to indicate whether there was a change in the participants' knowledge. The statistical test was presented on a table that verified the hypothesis proposed in this study. The statistical analysis was calculated based on the non-parametric Wilcoxon test and the implementation of the IMB SPSS Statistic program.

3.8 Response variables or results achieved

The data analysis of this study addresses the following research questions: To what extent do students develop morphological awareness when the teacher uses IL? And What is the impact of the use of IL techniques on the student's morphological awareness? Therefore, to answer those questions a descriptive analysis was conducted, and throughout this analysis, I was able to indicate general tendencies in the data.

The use of IL techniques as a strategy to develop morphological awareness was measured throughout the implementation of six interventions. Students started the interventions with an A1+ /A2- level of English, which demonstrated their difficulty to understand the language. Since this group of students had already acquired proficiency in their L1, their IL was evident in their performances. Therefore, the morphological awareness of English at the beginning of the study was not clearly seen or in some cases very basic, which was proved in the pre-test before the interventions. During the interventions, the teacher used an IL technique (Venn diagram) in the first activity of the handout. That activity suggested students use their knowledge about L1 to compare with TL and then develop morphological awareness. Even though it started with a contrastive analysis (CA) of both languages, students later could work on the systematicity of IL by creating and correcting rules in the TL. According to Al-khresheh (2017), "IL follows a particular system of rules which makes it systematic. Although the rules are not essentially the same as the rules of the TL, IL however, has a specific set of rules." (p.128). Then the dynamic characteristic of IL let students change and move gradually from L1 to advanced L2

forms when they were exposed to the actual rules of the TL in the handouts activity 2 and 3 provided in each intervention. Compared with some other forms of language growth, students' IL is typically changing rather fast in development terms as FL learners receive more input and revise their hypotheses about TL (Wang & Fan, 2020). The aforementioned characteristics lead to the IL permeability, which indicates that FL learners' language is not fixed but open to amendments at any stage of development on the continuum (Cervatiuc, 2019). That is to say that students' IL was moving from one characteristic to another to reach the objective that was developing the morphological awareness. As morphological awareness promotes the students' ability to recognize relationships between different morphological forms of a word, and produce new derivations of words, students could get some practice about what they were learning at the end of each intervention. The controlled, free, and freer - practice proposed in the handouts showed students' progress in their morphological awareness. Students' practices were graded, and they evidenced the application of the rules taught in each intervention when IL was used as a mainstream.

Moreover, it was necessary the application of a pre-test and post-test to get a valid measurement of the students' morphological awareness. As it was mentioned previously, the test used in this study was the MET test reading section, and it was taken before and after the interventions. Since morphological awareness is essential for the successful understanding of a language, the reading section could portray students' competence on morphological awareness. By the activation of previous linguistic knowledge using IL, the morphological awareness in English was facilitated in this study. The results of the tests were analyzed and compared to give recommendations and present conclusions for this study.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Analysis and discussion of the results

The results obtained throughout the process of this pre-experimental study are presented in this section. First of all, it is crucial to recall that the main objective of this study is to provide a quantitative analysis of the morphological development in the IL of university students who are learning English as a foreign language. To reach that objective, the data was collected through the application of a pre-test and a post-test taken from the MET test- reading section. Additionally, there were six interventions that followed the Communicative Language Teaching (CLT) method and use IL as a technique to boost students' interaction and real use of the TL. These interventions included lesson plans and handouts to evidence students' participation in this study. There were 16 students from Universidad Ecotec participating in this research and a researcher who took the role of a teacher to carry out the plans and get the results of this study.

Likewise, for a better interpretation and visualization of the data, tables are used to describe the results obtained. The purpose of the Michigan English Test (MET) is to evaluate general English proficiency in educational, social, and workplace contexts. The MET is aimed at levels A2 to C1 of the Common European Framework of Reference (CEFR). MET Reading section score represents a test taker's English Proficiency in this skill, and the grammar part is included in this section too. However, as it was mentioned in the previous chapter, only the reading section served as a means to assess students' morphological awareness after the implementation of techniques based on IL. There were 30 questions in this section

and the 16 students that were participating in this study were graded over 30 in the pre-test and post-test. Likewise, all the interventions were graded over 10 to demonstrate students' progress in the process of developing their morphological awareness with the use of IL techniques.

4.2 Analysis and interpretation of results

4.2.1 Intervention's results

Table 3

Intervention's results over 10 points

Intervention's theme	Mean	Expected grade
1. People and Places	9.3	10
2. Vacations	9.6	10
3. Daily Life	8.9	10
4. Routines	7.3	10
5. Hobbies	8.8	10
6. My Home	9.6	10

Note: Mean of the six interventions graded over 10 using IL techniques, by Quintero (2023).

Analysis and interpretation

Table 3 represents the mean students got in the activities proposed in the lesson plans of each intervention. The first activity in the handouts of the lesson plans was a Venn diagram in which students had the opportunity to compare Spanish to the English. This comparison helped students identify similarities and differences between the two languages. In this process to get the correct form of the TL, students used some linguistic elements taken from both L1 and TL, which in other words is called IL. Students' IL depends on the knowledge and experience students had with L1 and TL, so the activities in the lesson plans gave students the chance to integrate previous knowledge to the current one.

In the first intervention students had to recognize how to form nationality words. In the open-class feedback students mentioned that in Spanish the majority of the nationalities are formed by adding the suffix ‘-ano’ to the country as in the case of ‘peruano’ or ‘colombiano’, others said that some nationalities are formed by adding -eño as in the case of ‘brasileño’ or ‘panameño’, and others mentioned that just a few are formed by adding -es as in the case of ‘inglés’ or ‘holandes’. That analysis about how the nationalities are formed in Spanish made students realize that in English there are also rules to form nationality words. Students associated the most common rule with the suffix ‘-ian’ and the other rules with the suffixes ‘-ish’ and ‘-ese’. There were 12 students who related the suffix ‘-nos’ with ‘-ian’ as in the case of ‘ecuatoriano’ and ‘ecuadorian’ and that helped them to get the right answer in the other activities. Something new for students was the group of irregular nationalities, and for that the teacher had to tell them that in English they would always find an irregular group so they have to memorize them by hard. Eventually, students could talk about nationalities using the suffixes properly. The mean in this first intervention was 9.3.

In the second intervention students had to identify how to form plurals. They wrote examples of plurals in Spanish and English, and then they concluded that in both languages the suffix ‘-s’ or ‘-es’ symbolizes the plural in a noun. It was easy for them to understand the rules for plurals; however, it took some time for them to understand the rule to add ‘-ies’ because not only did they have to see the last letter -y to change it for -i, but also they had to see if the previous letter was a consonant or a vowel. Likewise, they had to relate the ending -f of a noun with the suffix ‘-ves’ to form the plural. Since plurals in Spanish and English share some similarities in the rules, it was not difficult for students to do the next activities but some of them make

mistakes when adding ‘-ies’ and ‘-ves’. It was also necessary to recall that the group of irregular nouns has to be memorized. The mean in this class was 9.6.

The third intervention was a grammar topic, present simple in affirmative. As students find this tense a bit difficult to learn, the first activity was to recognize the pronouns in Spanish and English. Surprisingly, some students did not remember the pronouns and their classification in Spanish. They said they knew the pronouns but they did not remember which one belong to the first, second, or third person singular and plural. Once students identified the pronouns in both languages, the teacher highlighted the third person singular and used other nouns to replace the pronoun. In this activity, some students got confused at the moment of recognizing if ‘Carlos’ and ‘Carlos and Mary’ were third person singular and plural. It was very useful to teach this topic after having taught plurals because students relate the rules of the verbs for the third person singular to the plurals. In the activity that students had to find the mistakes in a paragraph, they focus their attention on the pronoun and the verb. While doing this activity, one student said ‘let’s see first the verbs in this paragraph’, another said ‘No, let’s see the noun first, and then we will know if the verb is correct’. Eventually, 13 students found the mistakes in less than 5 minutes and then they compared answers. In the last activity, students had to write a short paragraph about their best friend and then their partner had to grade it following a rubric. This last activity was very exciting because students were motivated to get the maximum grade, so when they finish the activity some of them said ‘let me check the verbs for the last time’. It could be seen that peer-evaluation is a way to motivate students in their learning process. The mean in this class was 8.9.

In the fourth intervention, the grammar topic was present simple in negative. By using a Venn Diagram students compared negative sentences in Spanish and

English and the most notable similarity is that in both languages we use an extra word to make negative sentences, in Spanish - *no* and in English *don't / doesn't*. On the other hand, one important difference was that the word we use to make negative sentences in English changes depending on the subject. Another difference was that when *doesn't* is used the *-s/-ies/-es* to in the verb disappears. Students worked alone on creating the rules for the negatives and then they corrected the mistakes in some sentences which were part of the next activity. When applying the rules students found it difficult to find the mistakes in the sentences, so it was necessary to emphasize the rules for the third person singular. Finally, in the last activity, it took more time for students to create sentences in present simple affirmative and negative because some of them were translating from Spanish into English. Students had to verify the subject-verb agreement in the sentences, and sometimes they asked the teacher to confirm their ideas. The mean in this class was 7.3.

The topic in the fifth intervention was present simple interrogative. In this class, students had to compare questions in Spanish and English and one singular thing was the colors that represented each word in the questions. Students found a relationship between the colors in the questions and said that in both languages they have the subject before the verb but in English they have an extra word, which is the auxiliary verb *do/does*, that changes depending on the subject. Another similarity that they mentioned is that the *Wh-words* come at the beginning of the questions in both languages. However, they added that the short answers in Spanish and English differ because in Spanish they just say 'si' or 'no' but in English they have to say 'yes /no, + subject + do/does - don't /doesn't'. The teacher had to explain that language depends on the context , formal or informal, and sometimes they can also answer 'yes' or 'no' in English when it is used in informal contexts . It was not difficult for

students to complete the rules, it took just 3 minutes. They put in order the words to form questions very quickly. Nevertheless, they found it challenging to create questions for the answers. In the end one student said that it was not difficult to make questions in present simple but they had to pay close attention to the subject and the auxiliary verb. The mean in this class was 8.8.

In the sixth intervention the topic was on the use of there is and there are. Students first established similarities and differences between structures in Spanish and English. They mentioned that there was not a similarity between these structure in Spanish and English. That is to say, in Spanish they only use one word 'hay' to express existence in singular and plural. However, in English they have 'there is' two words for singular and 'there are' two words for plural'. The inflections of the verb 'to be' in present mark the difference between Spanish and English in this structure. Once students understood these structures are completely different to Spanish, they associated 'is' for singular and 'are' for plural as they had learned these conjugations previously. Students used these structures to describe their bedrooms and furniture at home. They finished the practice very quick because the pictures they had in the handout helped them identify the right answer. In the last activity that they had to describe their bedrooms, they took 2 more minutes to write the sentences. They felt challenged because their partners had to grade their paragraphs. The mean in this intervention was 9.6.

4.2.2 Pre-test and post-test analysis of results

Pre-test results

Table 4

Pre-test scores

MET - Reading Section Score	Number of students							
	Part 1 - Percentage over 5	Part 2 - Percentage over 5	Part 3 - Percentage over 10	Part 4 - Percentage over 10	Part 1 - Percentage over 5	Part 2 - Percentage over 5	Part 3 - Percentage over 10	Part 4 - Percentage over 10
0	4	25.00%	2	12.50%	0	0.00%	0	0.00%
1	6	37.50%	6	37.50%	0	0.00%	0	0.00%
2	5	31.25%	7	43.75%	1	6.25%	6	37.50%
3	1	6.25%	1	6.25%	9	56.25%	6	37.50%
4	0	0.00%	0	0.00%	5	31.25%	4	25.00%
5	0	0.00%	0	0.00%	1	6.25%	0	0.00%
Total number of students	16	100.00%	16	100.00%	16	100.00%	16	100.00%
Mean per each part	1.19		1.44		3.38		2.88	
Mean of the reading section	8.88							

Note: Pre-test scores, by Quintero (2023).

Analysis and interpretation

Table 4 shows the pre-test scores obtained by students in the MET Reading Section. This section has 4 parts: part 1 and part 2 are over 5, and part 3 and part 4 are over 10. The following data was collected before the interventions, and it reflects the number of students who got the different grades in each part with their percentages. Likewise, it includes the mean per part and in the reading section.

The part 1 of this section featured one reading passage followed by five questions in which 4 students got 0 that represents the 25% of the population; 6 students got 1 that represents the 37.5% of the population; 5 students got 2 that represents the 31.25% of the population; and, 1 student got 3 that represents the 6,25% of the population. The mean in part 1 is 1.19 over 5. Part 2 featured another

informational reading passage followed by five questions. In this part 2 students got 0 that represents the 12.5% of the population; 6 students got 1 that represents the 37.5% of the population; 7 students got 2 that represents the 43.75% of the population; and, 1 student got 3 that represents the 6.25% of the population. The mean in part 2 is 1.44 over 5. Part 3 and 4 contain two sets of three thematically related passages based on texts found in real life. In these sections students had to infer and interpret readings to choose a correct answer for each question. In part 3 any student got 0 or 1 in their score; 1 student got 2 that represents the 6.25% of the population; 9 students got 3 that represents the 56.25% of the population; and, 5 students got 4 that represents the 31.25% of the population. The average score in part 3 is 3.38 over 10. In part 4 any student got 0 or 1 in their score; 6 students got 2 that represents the 37.5% of the population; 6 students got 3 that represents the 37.5% of the population; and, 4 students got 4 that represents the 25% of the population. The mean in part 4 is 2.88 over 10.

The MET-reading section covers a variety of global, local, and inferential reading skills. Therefore, students had the opportunity to show their proficiency level through the understanding of written messages. In this case, the results obtained in the pre-test concluded that this group of 16 students got a mean of 8.88 over 30 in this section before the interventions.

Post-test results

Table 5

Post-test scores

MET - Reading Section Score	Number of students post-test							
	Part 1	Percentage	Part 2	Percentage	Part 3	Percentage	Part 4	Percentage
0	0	0.00%	0	0.00%	0	0.00%	0	0.00%
1	0	0.00%	0	0.00%	0	0.00%	0	0.00%
2	3	18.75%	6	37.50%	0	0.00%	0	0.00%
3	3	18.75%	7	43.75%	1	6.25%	0	0.00%
4	10	62.50%	3	18.75%	4	25.00%	1	6.25%
5	0	0.00%	0	0.00%	8	50.00%	9	56.25%
6	0	0.00%	0	0.00%	1	6.25%	5	31.25%
7	0	0.00%	0	0.00%	2	12.50%	1	6.25%
Total number of students	16	100.00%	16	100.00%	16	100.00%	16	100.00%
Mean per each part	3.44		2.81		4.94		5.38	
Mean in the reading section	16.56							

Note: Post-test scores, by Quintero (2023).

Analysis and interpretation

Table 5 shows the post-test scores obtained after the interventions made by 16 students. As it was explained before, the interventions applied IL techniques to develop students' morphological awareness. The data presented in the table 5 was collected and analyzed considering the scores obtained in each part of the MET-reading section. The number of students and the percentage that they represent were also considered to present the results. In the first part, any student got 0 or 1; 3 students got 2 that represents the 18.75% of the population; 3 students got 3 that represents the 18.75% of the population; and, 10 students got 4 that represents the 62.5% of the population. The mean in part 1 is 3.44 over 5. In part 2, any student got 0 or 1; 6 students got 2 that represents the 37.5% of the population; 7 students got 3

that represents the 43.75% of the population; and, 3 students got 4 that represents the 18.75% of the population. The mean in part 2 is 2.81 over 5. In part 3 any student got 0, 1 or 2 in their scores; 1 student got 3 that represents the 6.25% of the population; 4 students got 4 that represents the 25% of the population; 8 students got 5 that represents the 50% of the population; 1 students got 6 that represents the 6.25% of the population; and, 2 students got 7 that represents the 12.5% of the population. The mean part 3 is 4.94 over 10. In part 4 any student got 0,1, 2 or 3 in their score; 1 students got 4 that represents the 6.25% of the population; 9 students got 5 that represents the 56.25% of the population; 5 students got 6 that represents the 31.25% of the population; and, 1 students got 7 that represents the 6.25% of the population. The mean in part 4 is 5.38 over 10. The results obtained in the post-test concluded that after the interventions this group of 16 students got a mean of 16.56 over 30 in the MET test reading section.

4.2.3 Comparative results pre-test and post-test

Table 6

Comparative results pre-test and post-test

	Pre-test	Post-test	Difference
Part 1	1.19	3.44	2.25
Part 2	1.44	2.81	1.37
Part 3	3.38	4.94	1.56
Part 4	2.88	5.38	2.50
Average grade	8.88	16.56	7.69

Note: Pre-test and post-test students' mean, by Quintero (2023).

Analysis and interpretation

Table 6 describes a comparative analysis of the results in the pre-test and post-test. The table shows the differences and the enhancement of the students after having received the interventions. According to the results, the initial average score

of part 1 is 1.19 in the pre-test, this value increases in the post-test to 3.44, with a positive difference of 2.25 points. Moreover, part 2 demonstrates an average of 1.44 at the beginning, which increases to 2.81 in the post-test, with a difference of 1.37 points. Likewise, part 3 had an average score of 3.38 in the pre-test, later this score increases to 4.94, with a positive difference of 1.56 points. Finally, part 4 starts with an initial average of 2.88 in the pre-test, this increases in the post-test to 5.38 with a representative difference of 2.5 points. Indeed, evidence suggests that using IL techniques helps EFL learners better understand written texts in English. At the same time it can be inferred that students' confidence increases when they understand that their experience with their mother tongue can be used as a basis to learn a new language and the differences between Spanish (L1) and English (TL) can serve as a guide to stop generalizing and learn new rules.

4.3 Verification of the hypothesis

In this study, the collected results were analyzed by the Wilcoxon signed range comparison test and the implementation of the IMB SPSS Statistic program.

4.4. Hypothesis statement

Null hypothesis (H0)

- Using Interlanguage (IL) does not facilitate students' morphological awareness.

Alternative hypothesis (H1)

- Using Interlanguage (IL) facilitates students' morphological awareness.

4.4.1. Wilcoxon signed ranks test

Table 7

Wilcoxon signed ranks test

	<i>N</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>
<i>Pre-test- Post-test</i>	<i>Negative ranks</i>	0^a	,00
	<i>Positive ranks</i>	16^b	8,5
	<i>Ties</i>	0^c	
	<i>Total</i>	16	
<hr/>			
<i>a.Post-test<Pre-test</i>			
<hr/>			
<i>b.Post-test>Pre-test</i>			
<hr/>			
<i>c.Post-test=Pre-test</i>			
<hr/>			

Note: Wilcoxon signed ranks test values, by Quintero (2023).

Analysis and interpretation

Table 7 shows the analysis of the ranks to test the hypothesis. It proves the data previously presented, which is made by comparing the total scores over 30 points in both the pre-test and the post-test. Besides, a negative range (a) of 0 is evident, which represents the number of students who lowered their scores in the post-test. On the other hand, the positive range (b) is illustrated with a value of 16 which represents the number of students who improved their scores in the post-test. Likewise, there is no tie (c). Therefore, this Wilcoxon Signed-Ranks test indicates that the positive rank (mean rank 8,5) was rated more favorably than the negative rank (mean rank ,00). The total of these ranks demonstrates two values 0,00 and 136,0 respectively. This test answers the question if the difference is significantly different from zero, and thus if the observed difference in mean ranks (,00 vs. 8,5) is found in the general population.

4.4.2 Test statistics

Table 8

Test statistics

<i>Test statistics^a</i>	<i>Post-test – Pre-test</i>
<i>Z</i>	<i>-3,51^b</i>
<i>Asymp. Sig (2-tailed)</i>	<i>,000</i>
<i>a. Wilcoxon Signed Ranks Test.</i>	
<i>b. Based on negative ranks.</i>	

Note: Test statistics with Asymptomatic Significance, by Quintero (2023).

Analysis and interpretation

Table 8 shows the verification of the hypothesis with the table of the statistical test. This result is calculated based on the non-parametric Wilcoxon test. A before and after measurement of the students' morphological awareness was taken on a scale of 30. The results seem to indicate that the after measurements show an increase of morphological awareness (mean rank of 8,5 vs. mean rank of ,00). The Wilcoxon signed rank test shows that the observed difference between both measurements is significant. Thus, as 0,000 is lower than the standard value (0,05), the null hypothesis can be rejected, and it might be assumed that the novel use of IL as a teaching strategy caused a significant increase in students' morphological awareness.

4.5. Discussion of results

This study analyzed the influence of the use of IL to develop morphological awareness in adult FL learners in basic level A2. Likewise, it also identified whether there was a significant difference between the pre-test and post-test after the interventions. To achieve the aforementioned objectives it was necessary to use the

SPSS program to determine if the independent variable (IL) was effective to obtain important results. A sample of 16 students was taken to use a novel strategy that implies the use of IL to measure students' progress in their morphological awareness. Hence, the results obtained in this study are described below.

First of all, the study demonstrated a correlation between IL and the development of morphological awareness. In line with the hypothesis that using Interlanguage (IL) facilitates students' morphological awareness, it can be said that students improved significantly their understanding of written texts after using IL as a mediator to achieve the target language. The results suggest that by using IL's characteristics teachers can construct a framework to develop morphological awareness. In this study, this process of SLA gave students good results in the interventions, as shown in table 3. Likewise, the results agreed with Morganna & Budiman (2022), who did an IL analysis to provide competency based teaching and receive teaching reflection. These researchers concluded that IL could help interpret students' current competence, develop learning materials and media, and prepare meaningful and contextual additional teachings.

On the other hand, since IL strategies were used with a group of adult students in basic level A2, the results fit with the conclusion gotten by Nigrelli (2019), who stated that IL is prevalent in early stages of any language learning. Additionally, this study provides some insights into the relationship between the production of errors and the students' learning process. Betancourt & Alvarado (2020), stated that the production of errors is part of the natural process of language development in the IL system of learners, and the types of errors they made depend on their situational background, in other words, errors depend on learners' experiences. Therefore, the improvements students present in the learning process of

a target language can be the results of the negotiation they made between L1 and TL, failures and successes. In this sense, IL enhances students' understanding of the target language because it helps students recognize that despite L1 and TL have some differences, they also share some similarities.

Furthermore, the results in this study should be taken into account when considering how to plan teaching strategies and develop learning materials. However, the generalizability of the results is limited by the age of the learners as it was a study focused on adults rather than teenagers or children. In this study, the IL theory was strongly supported by andragogy and the way adult learners learn a new language. Therefore, further research is needed to establish if IL strategies can help learners at different ages to develop morphological awareness and other aspects of the language, so that learners can improve their understanding of the TL. Finally, IL study in countries like Ecuador could contribute to the design of meaningful material for students at basic levels and the implementation of new teaching strategies in class.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

As it was discussed previously, IL is a system that contains rules that change depending on the learners' knowledge of the new language (Betancourt & Alvarado, 2020). Throughout this research study, adult EFL students from Universidad Ecotec used their IL to develop morphological awareness, and this supports the conclusions and recommendations that are described below.

First, this study investigated the use of IL in early stages of language learning by applying six interventions. IL, indeed, is a unique and dynamic linguistic system and it will be of some help, especially in the early stages, so it is comprehensible in many cases (Wang & Fan, 2020). The activities proposed in the interventions reflected the use of IL techniques like Venn Diagrams. This helped students compare L1 and TL to establish rules about morphological inflections and derivations. The evidence of students' progress by the use of IL is seen in the interventions' results (see table 3). As students were in basic levels of language learning, they tended to use their IL to communicate their ideas. It means that when learners lack of resources to communicate their ideas, they may resort to native language structure to keep a conversation going (Gibriel, 2020). Therefore, the strategic use of IL to move students from one activity to other was an instrumental and essential tool to boost IL progress. Additionally, IL use was also valuable as it has demonstrated to be one of the English teachers' formative assessment strategies (Morganna & Budiman, 2022). Hence, the interventions served as a formative assessment for the researcher who works in this university.

Second, by a quantitative analysis of the scores gotten in the pre-test and post-test, the researcher could determine the students' level of morphology before and after the treatment. In this research, students started with a mean of 8.88 on their pre-test and later the mean increased to 16.56 in their post-test which indicates important progress in the students' learning process. It indicates that the influence of IL when understanding the texts corresponds to students' knowledge about morphology. Sukying (2020), suggests that learners require receptive vocabulary knowledge of 8,000-9,000 to comprehend a variety of written texts, so the more they develop their morphological awareness the better they will understand texts in English. The contributions of morphological awareness to reading comprehension are seen in students' ability to recognize and manipulate morphemes to better understand the TL.

Finally, as students use some references from their L1 to create their IL, the knowledge about morphology in L1 contributes significantly in the development of morphological awareness in English. The morphological awareness was evaluated via a series of tasks, including affix-choice word, derivation, and a suffix-ordering task. As results the effects of IL use were seen in the scores students got in the interventions and in the post-test. Like in the study conducted by Wu & Juff (2021) the results highlighted the influential effect of L1 experience on the acquisition of L2 morphological knowledge. Therefore, to develop morphological awareness about a foreign language, some characteristics of the L1 morphology can be considered.

All in all, throughout this study it is possible to infer that FL learners at basic levels of university get close to the TL when the rules in the TL are clear, and for that IL can help in the learning process. The lack of morphological awareness affects students' IL progress that is why some students fossilize wrong rules that make them

misunderstand or misinterpret information. For that, IL plays an important role in foreign language teaching and learning, and its use and analysis can help teachers create and design suitable teaching plans that go according to language learning principles and students' different language levels.

5.2 Recommendations

IL should be considered as the bridge between the native language and the target language (Kosimov, 2022). Students' native language will always affect the learning process of a foreign language. In Ecuador learning English has been affected by the lack of language environment outside the classroom. It is to say, students can use the TL only when they are inside the classroom, which represents only 60 or 90 minutes of practice a day. Hence, using IL in early stages of language teaching and learning is vital for both students and teachers that is why the following recommendations can help to achieve goals.

- Since the majority of English teachers in Ecuador are non-native speakers, they should be abreast of current teaching strategies and techniques by reading books or journals regarding new trends in education. Teachers should master information about new teaching methods and strategies like IL that can efficiently help introduce the content of the target language in early stages of language learning.
- Morganna & Budiman (2022), stated that "IL analysis is critical because the results serve as the foundation for developing more effective, contextual, and meaningful teachings." (p.39). So, teachers can use IL to assist students and design additional material based on their needs.
- To measure students' development of morphological awareness, teachers can use tasks such as including morphological relatedness, affix-choice word and

non word tasks, derivation, and a suffix-ordering task. Likewise, reading comprehension activities can be used in a final test.

- Teachers may use Venn Diagrams as an IL technique so that students can identify differences and similarities between L1 and TL. In that way the rules about morphology can be clearer.
- IL is a process which is approaching the target language step by step (Wang & Fan, 2020). Therefore, activities should move gradually from easy to challenging. In this case, to measure students' morphological awareness, teachers can start with activities such as choose the correct answer (multiple-choice exercises) or add the correct word to complete a text (stories), and then move to more challenging activities such as writing sentences or paragraphs using the morphological pattern taught in class.
- Students' competence increase when they use the TL. So, group work or pair work can make students' IL grow, and at the same time teachers can monitor the class to give feedback and avoid fossilization.

CHAPTER SIX

PROPOSAL

6.1 Information data

a. Topic: Lesson plan framework template to use Interlanguage (IL) as a strategy to develop morphological awareness in adult EFL learners.

b. Name of the Institution: Universidad Ecotec

c. Beneficiaries: Adult students in Basic levels A1-A2

d. Location: Guayas – Ecuador

e. Estimated execution time: 3 weeks

f. Person in charge: Lcda. Daniela Quintero

General objective:

- To design lesson plans that focus on the use of IL to develop morphological awareness in adult EFL learners

Specific objectives:

- To implement strategies to develop IL, such as the use of Venn Diagrams, in classroom activities.
- To develop a format for a lesson plan that supports IL as a teaching method.
- To promote the application of student centered classroom activities such as group work or pair work activities.

6.2 Description

Some background proposals describe how studies in Mexico (Betancourt & Alvarado, 2020), Indonesia (Morganna& Budiman, 2022), and Italy (Nigrelli, 2019) have used IL in different areas to determine areas of attention in students' production and the types of errors they make. However, pages such as Scopus, Eric, and Google Scholar have no evidence of studies done about IL use in Ecuador. Therefore, the

proposal for the creation of a lesson plan framework template that uses Interlanguage (IL) as a strategy to develop morphological awareness in adult EFL learners arose from the need of helping foreign language teachers find out the best teaching method and strategies to help adult students overcome their difficulties in their learning process. The use of IL in the lesson plans promoted the development of morphological awareness in FL learners who could predict the decoding of morphologically complex words. Indeed, morphological awareness makes unique contributions to university students' reading achievement and is an additional tool for students with a self-reported history of reading difficulties (Metsala et al., 2019).

This lesson plan template was structured based on the stages of the PPP (Presentation – Practice - Production) Teaching framework. The presentation stage is used for setting up a situation or topic. The practice stage is developed by eliciting or modeling some language that fits the situation. And the last stage is production, in which students practice the new language in a controlled way, and then they are encouraged to use the new language. Likewise, this proposal was designed for students in basic levels A1 and A2 at Ecotec University. Thus, the lesson plan framework template is described below.

- The general information of the lesson plan was completed according to the information taken from the institution.
- The lesson length proposed is over 60 minutes, and it gave emphasis to the most important IL characteristics during the development of each activity.
- The teaching method follows the stages: lead-in, presentation, practice, and production.
- The activities proposed in the lead-in stage presented the theme of the class. This was through a video, sample sentences or open questions that activated

students' schemata and gave them some insight on what the class will be about.

- The activities in the presentation stage exposed students to the meaning, pronunciation, and form of the target language. This stage was crucial because IL strategies were applied. The teacher had to start this stage with questions about the previous stage and wrote marker sentences on the board. Then the teacher highlighted the target language in the marker sentences and asked students to compare it with their L1. That process was done by the use of a Venn diagram so that students could identify similarities and differences between L1 and L2 by themselves. With that activity the dynamic and permeable characteristics of IL were exposed. Then the systematic characteristic of IL was seen when the teacher explained the form or rules of the target language. The use of L1 was convenient to establish similarities and differences between L1 and L2. The teacher had to make emphasis on the aspects that differentiate the morphology in both languages. After that, it was necessary to practice pronunciation of the TL.
- In the practice stage, students had to put into practice the rules learnt. During this stage students shared ideas in pairs and in groups. By using the CLT method, students practiced the TL orally and in a written way in short sentences.
- Finally, in the production stage, students had the opportunity to use the TL in real contexts that promote CLT. In this last stage the teachers' role is vital to consider the most important IL characteristic which is fossilization. Teachers should monitor the class and pay attention to students' production so that they can give immediate feedback and prevent errors in the use of the TL.

This lesson plan framework template supports research done by Kosimov (2022); Morganna & Budiman(2022); Wang & Fan (2020); and Wu &Juff (2021) who proposed that IL study help teachers formulate suitable teaching plans and teaching materials according to language learning principles and students' different language levels (see annex 3).

6.3 Proposal development

The creation of a lesson plan framework template to use Interlanguage (IL) as a strategy to develop morphological awareness had three phases: organization, implementation or application, and evaluation.

The organization phase needed the selection of the group of students and the material assigned for this level. A placement test was used for the selection of students. The head of the department in the institution helped in this process for the selection of students. Likewise, the book was required to choose the topics for the lesson plan. The topics chosen were focused on the teaching of grammar and vocabulary.

The implementation or application phase required the use of the lesson plan framework template. Therefore, the teachers followed the instructions described in the template (see annex 3). When completing the template the teacher created a handout with the activities that students were supposed to do in class. The activities matched the descriptions in each stage. Then the teacher used the lesson plan to teach her class.

In the evaluation phase the teacher had to evaluate the applicability of the template. The results of the evaluation in this phase were gotten by grading the students' activities in class. The grades obtained in the handouts determined whether the strategies proposed got the expected results or not.

References

- Adwani, P., & Shrivastava, S. (2017). Analysis of Factors Affecting Second Language Acquisition. *International Journal of Social Sciences and Management*, 4(3), 158-164. DOI: 10.3126/ijssm.v4i3.17247
- Al-khresheh, M. H. (2017). A Review Study of Interlanguage Theory. *International Journal of Applied Linguistics & English Literature*, 4, 123-131.
0.7575/aiac.ijalel.v.4n.3p.123
- Amirjalili, F., & Jabbari, A. A. (2018, September 20). The impact of morphological instruction on morphological awareness and reading comprehension of EFL learners. *TEACHER EDUCATION & DEVELOPMENT | RESEARCH ARTICLE*, 5, 1-30.
<https://doi.org/10.1080/2331186X.2018.1523975>
- A'zamjonovna, Y. S., & Murotovna, K. M. (2023). Second Language Acquisition. *Miasto Przyszłości*, 31(ISSN-L: 2544-980X), 5-8.
- Betancourt, R. C., & Alvarado, E. (2020). The Interlanguage in Learners of English as a Foreign Language: An Error Analysis Approach. *MEXTESOL Journal*, 44, 1-8.
https://www.mextesol.net/journal/index.php?page=journal&id_article=17156
- Brown, J. D. (2005). *Testing in language programs*. NY: McGraw-Hill.
- Carlisle, J. (2020). Awareness of the structure and meaning of morphologically complex words: Impact on reading. *Reading and Writing*, 12, 169-190.
DOI:10.1023/A:1008131926604.
https://www.researchgate.net/publication/226292574_Awareness_of_the_structure_and_meaning_of_morphologically_complex_words_Impact_on_reading_Reading_and_Writing_An_Interdisciplinary_Journal_12_169-190

- Cervatiuc, A. (2019). Analyzing and Understanding Interlanguage. *The TESOL Encyclopedia of English Language Teaching*, 1-12.
doi:10.1002/9781118784235.eelt0638
- El-Amin, A. (2020). Andragogy: A Theory in Practice in Higher Education. *Journal of Research in Higher Education*, 53-69.
- Farris, E. A., Cristan Il, T., Bernstein, S. E., & Odegard, T. N. (2021, June 19). Morphological awareness and vocabulary predict reading resilience in adults. *The International Dyslexia Association*, 347-371. <https://doi.org/10.1007/s11881-021-00236-y>
- Gibriel, M. (2020, Fall). Crosslinguistic Influence on EFL Students' Writing: A Contrastive Analysis Study of Interlanguage Errors. *The Journal of Asia TEFL*, 17(e-ISSN 2466-1511 ©), 1077-1084. <http://dx.doi.org/10.18823/asiatefl.2020.17.3.24.1077>
- Gunstone, R. F., & White, R. T. (1986). Learning. Assessing Understanding by Means of Venn Diagrams, 2, 151-158. oO36-8326/ 86/02015 1-08\$04.00
- James, E., Currie, N. K., Tong, S. X., & Cain, K. (2020). The relations between morphological awareness and reading comprehension in beginner readers to young adolescents. *Journal of Research in Reading*, (ISSN 0141-0423), 1-21.
DOI:10.1111/1467-9817.12316
- Kosimov, A. (2022). INTERLANGUAGE EFFECT IN SLA AND FOSSILIZATION OF LEARNING, ITS TEACHING IMPLICATIONS. *Journal of Advanced Research and Stability*, (2181-2608), 50 - 52. <http://www.sciencebox.uz/>.
- Leonet, O., Cenoz, J., & Gorter, D. (2019, 11 11). Developing morphological awareness across languages: translanguaging pedagogies in third language acquisition. *Language Awareness*. <https://doi.org/10.1080/09658416.2019.1688338>

- Lewis, N., & Bryan, V. (2021). Andragogy and teaching techniques to enhance adult learners' experience. *Andragogy and teaching techniques to enhance adult learners' experience*, 11(ISSN 1925-4040 E-ISSN 1925-4059), 31-40.
<https://doi.org/10.5430/jnep.v11n11p31>
- Lieb, S. (2010). *Principles of Adult Learning*. Honolulu Community College, 1-5.
- Loeng, S. (2018, July 9). Various ways of understanding the concept of andragogy. *Loeng, Cogent Education*, 5, 1-15. <https://doi.org/10.1080/2331186X.2018.1496643>
- Mahmood, A. H., & Ali, I. M. (2018, September 16). Approaching the Language of the Second Language Learner: Interlanguage and the Models Before. *English Language Teaching*, 11(ISSN 1916-4742), 95-108. [10.5539/elt.v11n10p95](https://doi.org/10.5539/elt.v11n10p95)
- Metsala, J. L., Parrila, R., Conrad, N. J., & Deacon, S. H. (2019). Morphological awareness and reading achievement in university students. *Applied Psycholinguistics*, 1-21.
[doi:10.1017/S0142716418000826](https://doi.org/10.1017/S0142716418000826)
- Mews, J. (2020, winter). Leading through Andragogy. *Campus Viewpoint*, 95, 65-68.
[9350a226ba18edec4d841713c3db0a4c](https://doi.org/10.1017/S0142716418000826)
- Michigan English Test (MET) — Michigan Language Assessment. (2020). Michigan Language Assessment. Retrieved January 29, 2023, from <https://michiganassessment.org/michigan-tests/met-new/>
- Morganna, R., & Budiman, A. (2022). Interlanguage Analysis as a Formative Assessment: English Educators' Attitude. *English Education, Linguistics, and Literature Journal*, 1(e-ISSN 2809-5545), 37-46.
<https://jurnal.unpurwokerto.ac.id/index.php/educalitra/article/view/47>
- Nigrelli, C. (2019). Contrastive Analysis of the Interlanguages of Unaccompanied Foreign Minors Learning L2 Italian. *Humanities and Education*, 15-19.
<https://doi.org/10.17758/EARES9.P1219001>

- Nurmila. (2020, January 5). Improving the Students' Reading Skill through Note-Taking Technique: A Pre-Experimental Research. *JOURNAL LA EDUSCI*, 1(01 (025-032)), 25-32.
- Perwana, W. S. (2021). Interlanguage of Error Analysis on Students Writing in Covid-19 Pandemic Era. *Proceeding of International Conference on Language Pedagogy*, 1(ISSN: 2809-4808), 240-246. <https://doi.org/10.24036/icolp.v1i1.46>
- Purwati, D., Mardhiah, A., Nurhasanah, E., & Ramli, R. (2022, February). The Six Characteristics of Andragogy and Future Research Directions in EFL: A Literature Review. *Elsya : Journal of English Language Studies*, 4(ISSN (Online) 2684-9224, ISSN (Print): 2684-7620), 86-95.
<http://journal.unilak.ac.id/index.php/elsya/article/view/7473>
- Qurrata'ain, & Widodo, P. (2019). A Review of the Interlanguage on Performance and Competence Representation: Universal Grammar. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 4(p-ISSN: 2527-6492), 1-8.
www.ijeltal.org e-ISSN: 2527-8746
- Rogers, J., & Revesz, A. R. (2019). Experimental and quasi-experimental designs. *The Routledge Handbook of Research Methods in Applied Linguistics*, 133-143.
Retrieved 2022, from <https://www.researchgate.net/publication/334250281>
- Sukyng, A. (2020). Word Knowledge through Morphological Awareness in EFL Learners. *TESOL International Journal*, 15(ISSN 2094-3938), 74-85.
- Tabuena, A. C. (2021, February). A Pre-Experimental Research on the Implementation of Selected Classroom Assessment Techniques for Music, Arts, Physical Education, and Health. *INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH*, 2, 99-107.
<http://dx.doi.org/10.11594/ijmaber.02.02.03>

- Tarone, E. (2018). Interlanguage. *The Encyclopedia of Applied Linguistics*, 1-7. John Wiley & Sons, Ltd. 10.1002/9781405198431.wbeal0561.pub2
- Wang, X., & Fan, L. (2020). An Analysis of Interlanguage Features and English Learning. *Journal of Higher Education Research*, 1(1), 31-37. English teaching and Research Office. <http://front-sci.com/journal/article?doi=10.32629/jher.v1i1.126>
- Wu, Z., & Juffs, A. (2021). Effects of L1 morphological type on L2 morphological awareness. *School of English and International Studies*, 1-26. doi.org/10.1177/0267658321996417
- Yang, Q., & Xu, Y. (2019, March). English Teaching Reform in Local Undergraduate Colleges Based on Interlanguage Fossilization. *Theory and Practice in Language Studies*, 9(ISSN 1799-2591), 313-318. <http://dx.doi.org/10.17507/tpls.0903.09>
- Yue, C., & Xu, X. (2019). Review of Quantitative Methods Used in Chinese Educational Research. *SAGE Journals*, 2, 515 - 543. DOI: 10.1177/2096531119886692

ANNEXES

Annex 1: METreading-section test – Pre&Post Test

READING

This passage is about world's fairs.

Elevators, telephones, televisions—crowds marveled at these scientific wonders when they were introduced. These inventions may now be used by millions of people on a daily basis, but once they were found exclusively at world's fairs.

Early world's fairs in the 1800s captivated audiences, exposing them to the latest ideas within distinctive and impressive structures. Significant examples are London's Great Exhibition of 1851, housed within a "Crystal Palace," a massive temporary glass building supported by a cast iron frame, and Chicago's World's Columbian Exposition of 1893 with its over two-hundred buildings and structures erected specifically for the fair in neoclassical architectural style, including fountains reminiscent of those in Rome. These fairs served as educational forums, gathering people from around the globe to share new developments and witness progress.

In the 1900s, with New York's 1939–1940 fair themed "Building the World of Tomorrow," world's fairs took on a new role—that of addressing global issues. While technological advances remained an important feature of those events, audiences began to see world's fairs as a means to support cross-cultural dialogue and the exchange of possible solutions to social and political conflict. In harmony with this purpose, the highly successful Expo 67, held in Montreal, Canada, featured the United Nations—an international organization whose stated mission is to achieve world peace—alongside the dozens of countries participating in the exhibition.

Today, many people communicate their opinions over the Internet, and this virtual world has largely reduced the need to meet as a group within one physical space. It has not, however, diminished the visceral desire to see the future with our own eyes and touch it with our hands, nor has it suppressed that social compulsion to exhibit our achievements. Thus, at Expo 2010 in Shanghai, China, people gathered once again to witness the unveiling of awe-inspiring machines. Perhaps one day they will become familiar to all of us.

71. According to the passage, what happened at early world's fairs?
 - A. Popular products were sold.
 - B. Entertaining shows were performed.
 - C. Scientific theories were tested.
 - D. Technological advances were displayed.
72. Why does the author mention London's 1851 and Chicago's 1893 fairs in paragraph 2?
 - A. to illustrate the visual appeal of old fairs
 - B. to explain how world fair locations were chosen
 - C. to suggest that fairs attracted wealthy audiences
 - D. to show where some fair items were invented
73. In the second sentence of paragraph 2, what does the phrase **reminiscent of** mean?
 - A. similar to
 - B. visible in
 - C. relevant to
 - D. distant from
74. What is the purpose of paragraph 3?
 - A. to discuss the influence of technology on society
 - B. to describe a world issue in the 1900s
 - C. to contrast the popularity of different fairs
 - D. to introduce an additional aim of fairs
75. According to the passage, how was Expo 2010 similar to previous world's fairs?
 - A. It made political issues evident.
 - B. It introduced new inventions.
 - C. It focused on entertainment.
 - D. It started a new social movement.

READING

This passage is about Jupiter's Great Red Spot.

The Great Red Spot is a massive storm that has been active on Jupiter for centuries. About 20,000 kilometers in length and 12,000 kilometers wide, the Great Red Spot has captured the attention of scientists and amateur astronomers alike. Its name is derived from the distinct red color associated with the area, although it appears much paler in places, with colors ranging from dark red and pinkish tones to almost white. Similar to hurricanes on Earth, the storm's strong winds blow in a circular motion. However, unlike hurricanes, which form around low-pressure areas, the Great Red Spot has a high-pressure system. Due to its location in Jupiter's southern hemisphere, its winds blow in a counter-clockwise direction and can reach up to 644 kilometers per hour—almost twice as strong as the top hurricane winds recorded on Earth.

The Great Red Spot remains a source of mystery and fascination. No one knows for sure what causes the storm's reddish color. One theory suggests the strong winds kick up material buried deeper in the atmosphere, and exposure to sunlight causes that material to take on the characteristic red tones. Reasons behind the storm's lengthy duration are also unclear. Some scientists think the Great Red Spot is constantly fed by smaller storms, allowing it to continue endlessly, while others believe it may be fueled by small drops of water or ammonia from below.

Scientists have noted that the Great Red Spot's shape has evolved over time. Once long and thin like a sausage, it is now more of an oval shape, and scientists believe it may become circular within a few decades. The storm also appears to be slowly shrinking. As a result, researchers concede the possibility that someday the Great Red Spot could disappear entirely. However, the likelihood seems remote as it is still the largest and most powerful storm on the planet—two to three times the size of the Earth.

76. What is the passage mainly about?
- A. Jupiter's weather patterns
 - B. characteristics of Jupiter's largest storm
 - C. changes in Jupiter's atmosphere
 - D. various types of storms on Jupiter
77. In the first paragraph, why does the author mention hurricanes?
- A. to illustrate the difficulty of predicting weather
 - B. to compare storms on Jupiter and Earth
 - C. to explain what causes strong winds
 - D. to show the importance of studying weather systems
78. What is the main idea of the second paragraph?
- A. Jupiter's smaller storms need further scientific study.
 - B. The Great Red Spot was ignored by scientists until recently.
 - C. Storms on Jupiter are very different from storms on Earth.
 - D. Many questions remain about Jupiter's largest storm.
79. In the fourth sentence of paragraph 3, which word is closest in meaning to **concede**?
- A. wonder
 - B. prove
 - C. admit
 - D. announce
80. What is the author's opinion about the future of the Great Red Spot?
- A. It will probably remain active.
 - B. Its color will become lighter.
 - C. Its shape will remain unchanged.
 - D. It will most likely get bigger.

A

Grandville Music Center

Guitar Lessons

Study rock, blues, or classical guitar.


Our teachers are experts who make learning fun while challenging you to develop and grow as a musician.

Your teacher will design a lesson plan with you based on your goals and interests. Beginner, intermediate, and advanced level instruction is available.

Recitals are held in the spring and are a great opportunity for students to play in front of an audience. Participation is optional but is highly recommended.

We will schedule your introductory lesson with a teacher who matches your interests and needs!


Visit the Center today to sign up!




B

Did you know?

Research studies have shown that music has a positive effect on children's academic performance. One study found that high school students who played musical instruments scored higher on a test than their peers who did not participate in band.



Other researchers have noted that young children who studied music have an easier time understanding some mathematical ideas. In one study, second grade students who were given four months of piano lessons did better on a fractions test than the students who did not study piano. This could be because their musical instruction taught them the relationship between eighth, quarter, half, and whole notes, and they were able to transfer that understanding to the use of fractions in other situations.



Studies such as these surely prove that musical education should be provided in all schools, despite the cost of hiring teachers and buying instruments.

C



Music's Effects

Psychologists have known for a long time that music affects people's feelings. James Kellaris, a psychology professor, has studied ways that music affects shopping. He says that playing the right kind of music can have positive effects for a business.

Kellaris has identified several effects that might help businesses decide what kind of background music to play as their customers shop. Kellaris found that fast music makes a crowded store feel more crowded, and slow music makes an empty store feel lonely. Also, music with a faster tempo makes the time that customers are in the store seem shorter. This might help store owners because the more time customers are in a store, the more likely they are to buy something. A related effect happens when background music is played to customers "on hold" on telephone lines. If people hear fast music, they think their wait time is shorter than if they listen to slower music.

Kellaris also investigated what styles of music customers prefer while they are shopping or on hold, and he found there are differences between men and women. Women had the highest positive reactions to jazz, followed by classical, while men most preferred classical, followed by jazz. Rock music was least preferred by both groups. Many store owners say they pay close attention to their customers and choose their music accordingly.



READING

Refer to page 20 when answering the questions below.

The following questions refer to section A.

81. What can be inferred about the guitar teachers?
- A. They can play other instruments.
 - B. They have taught before.
 - C. They prefer to teach beginners.
 - D. They use the same lesson plans.
82. What should someone do who wants to take guitar lessons?
- A. make an appointment with a teacher
 - B. prepare a lesson plan
 - C. go to the Grandville Music Center
 - D. send in a registration form

The following questions refer to section B.

83. Why did piano students do well on a fractions test?
- A. They listened to music while they studied.
 - B. The test used fractions in musical situations.
 - C. They had studied the concept of fractions in music.
 - D. They were also enrolled in a special math class.
84. How does the author feel about musical education?
- A. It is too expensive for schools.
 - B. It is an area that should be researched further.
 - C. It is most important for young children.
 - D. It should be offered in all schools.

The following questions refer to section C.

85. What is the main idea of the passage?
- A. Most customers like to listen to music while shopping.
 - B. Businesses can use music to influence their customers.
 - C. Men and women prefer different types of music.
 - D. Music has a positive effect on salespeople.

86. According to the passage, what is the purpose of using background music?

- A. to entertain customers
- B. to make stores feel more inviting
- C. to make customers stay longer
- D. to make customers feel less lonely

87. According to the passage, what should store owners consider when deciding which type of music to play?

- A. the type of products sold
- B. the number of phone calls received
- C. the gender of the customers
- D. the size of the store

88. According to the passage, how do people feel when they hear slow music on the telephone?

- A. They are more likely to buy something.
- B. They think time is passing slowly.
- C. They feel lonely.
- D. They think time is passing quickly.

89. What kind of music would be best to play in an uncrowded women's clothing store?

- A. classical music
- B. rock music
- C. fast music
- D. slow music

The following question refers to two or more sections.

90. How could taking guitar lessons benefit children?
- A. It could make them feel better.
 - B. It could help them make friends.
 - C. It could teach them which kind of music is most popular.
 - D. It could help them get better grades.

A **Centerville Cooks Present:
Turmeric Time**

Instructor: Noor Ali

Date and Time: Thursday, May 8 from 6–10 p.m.

Location: Centerville Community Center, Room 110

Students in this session will learn how to make a full vegetarian meal consisting of several dishes made with turmeric, the yellow spice that's a key ingredient in many South Asian dishes. In addition, the many health benefits of this common spice will be introduced. Call our office at 555-7890 for more details or to register.



B **Turmeric's Terrific Health Benefits**

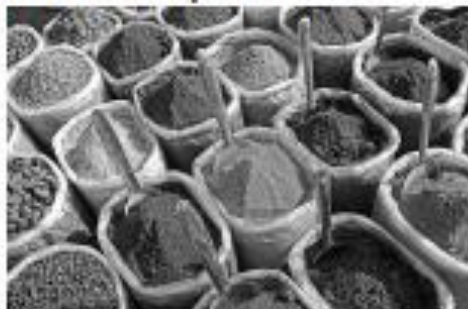
by Michael Jones

Turmeric is a bright yellow spice with a slightly bitter taste used to make both food and medicine. It adds flavor or color to foods such as mustard, butter, and cheese and is used widely in Indian cooking. It's also found in many medicines and helps prevent certain diseases and health problems.

People have used this versatile spice for centuries. It's sometimes taken to decrease stomach pain, or put on cuts and burns to make skin heal faster. It can strengthen the body's immune system, which may prevent people from catching colds or getting the flu. Research has also shown that turmeric can reduce the risk of getting certain illnesses such as cancer, arthritis, and diabetes.

While not everyone enjoys the taste of turmeric by itself, it's easy to integrate into one's diet. Turmeric gives a tasty kick to soup, vegetables, meat, or rice dishes. There's no doubt that its nutritional and health benefits make this spice something people should regularly incorporate into their meals.

C **The Great Spice Trade**



Did you know some spices were once more valuable than gold? Several thousand years ago the great spice trade began in the Middle East and then spread to Asia, Northeast Africa, and Europe. Spices like cinnamon, ginger, pepper, and turmeric became popular for adding flavor to food, covering strong odors, and making medicines.

Initially, spices were transported via long land routes between Asia and the Mediterranean. Middle Eastern vendors controlled the trade, and were able to keep prices high by never revealing where their goods actually came from. They told stories of fighting off mythical creatures to gather spices in order to make them seem more valuable. These sellers essentially controlled the trade until about the 1400s.

By the end of the fifteenth century, more countries had developed advanced methods for traveling and trading via sea routes. This greatly expanded the spice trade as many different groups sought to profit from these valuable products. European rulers began sending ships to search for spices of their own, which eventually led to their discovery of the Americas. New modes of transportation and an increased number of people involved caused control over the trade to gradually shift from a small number of traders to many, from different societies across Europe, Asia, and North Africa.

During the Middle Ages, spices were still extremely expensive. Traders regularly faced problems such as robberies and shipwrecks, but their goods were so in demand—and so profitable—that the benefits almost always outweighed the risks. As people figured out how to grow spices in other parts of the world and trade routes became easier to navigate, spices became much more common. This caused prices to decrease tremendously over time. It's hard to believe how much spices used to cost when considering how inexpensive and widespread they are nowadays.

READING

Refer to page 22 when answering the questions below.

The following question refers to section A.

91. What is the main purpose of this text?
- A. to introduce the benefits of a certain spice
 - B. to explain how to cook with a certain spice
 - C. to describe a class
 - D. to give cooking advice

The following questions refer to section B.

92. What does the author mention about mustard?
- A. It can get its color from turmeric.
 - B. It has a strong flavor.
 - C. It tastes similar to turmeric.
 - D. It is a popular ingredient.
93. In paragraph 2, why does the author mention centuries?
- A. to state when research on turmeric began
 - B. to indicate how long people have worked with turmeric
 - C. to predict when the popularity of turmeric will decrease
 - D. to demonstrate that turmeric has long-lasting health benefits
94. Why does the author mention the flu?
- A. to show some risks associated with turmeric
 - B. to give an example of turmeric in a medicine
 - C. to explain a benefit of turmeric
 - D. to demonstrate how fast turmeric works
95. How does the author feel about turmeric?
- A. It is growing in worldwide popularity.
 - B. It is usually not effective.
 - C. It should be used frequently.
 - D. It is better as a medicine than a spice.

The following questions refer to section C.

96. What is the main purpose of the article?
- A. to describe the areas spices come from
 - B. to describe how the spice trade changed over time
 - C. to explain how spices were discovered
 - D. to explain why spices used to be so expensive
97. Why does the author mention gold?
- A. to introduce a surprising fact about spices
 - B. to describe the color of a certain spice
 - C. to tell what motivated the discovery of the Americas
 - D. to explain how traders accepted payment
98. In the second sentence of paragraph 3, what does **This** refer to?
- A. the discovery of the American continent
 - B. the trade in spices
 - C. improved travel conditions
 - D. increased profits from valuable goods
99. Why did power in the spice trade change so much after the 1400s?
- A. New types of ships were created.
 - B. The demand for spices in Europe changed.
 - C. People from more places started selling spices.
 - D. Different varieties of spices were discovered.

The following question refers to two or more sections.

100. What would the author of section B probably recommend?
- A. taking Noor Ali's class
 - B. studying the history of the spice trade
 - C. traveling the routes of the spice trade
 - D. becoming a vegetarian

Annex 2: Lesson plans



UNIVERSIDAD TECNOLÓGICA ECOTEC
LANGUAGE DEPARTMENT
LEVEL 02 (ING 120) -LESSON PLAN 1
MS. DANIELA QUINTERO M.

Date: January 17th, 2023	Lesson length: 60 minutes
Teacher: Daniela Quintero	Lesson level: A2 N° of students: 16
General objective: By the end of the lesson, Ss will be better able to talk about nationalities using the verb to be in the context of interactions. Specific objectives: <ul style="list-style-type: none"> - By the use of CLT, Ss will distinguish how to form nationality adjectives using the suffixes -ian , -ese, -ish in English. 	
Theme: People and Places	Language system / Skill: <ul style="list-style-type: none"> - Language–vocabulary - Writing
Grammar: Verb to be in present simple	Vocabulary: Nationalities
Materials: Worksheet, markers, pencils, board, in-focus	

STAGE AND OBJECTIVE	TIME	PROCEDURE TEACHER AND STUDENT ACTIVITY
Lead in <ul style="list-style-type: none"> • To set the context and activate Ss’ schemata 	3 min	T will show Ss a short video about countries and nationalities. https://www.youtube.com/watch?v=NJVV1LDt2hE
Presentation <ul style="list-style-type: none"> • To expose Ss to M / P / F of the Target Language 	5 min	T will elicit sentences from Ss by asking the following questions: <ul style="list-style-type: none"> - What information do people in the video give? - Can you repeat the nationalities they mentioned?
	4 min	Then, T will write marker sentences on the board and underline the nationalities. T will give Ss a handout and students will do Task 1.
	5 min	Ss will compare ideas in pairs. T will check the answers by giving an open-class feedback (OCFB) – Spanish is used to explain the similarities between the two languages. In this activity, learners would generate their Interlanguage (IL). A language that technically does not fit

	5 min	perfectly into Spanish or English. T will explain the Form of the nationality words in English by asking Ss for the suffixes added to each word. At the same time T will be writing the rules on the board emphasizing the spelling of the words.. T will move to Pronunciation and model word stress and ask Ss drill that a bit.
	5 min	
Practice (CP) <ul style="list-style-type: none"> To give Ss a chance to use the TL in a controlled way. To check form (focus on accuracy-more correction) 	5 min 3 min	T will ask Ss to do Task 2 and Task 3. Ss will compare answers, followed by OCFB.
Production LCP (Less Controlled Practice) <ul style="list-style-type: none"> To give Ss a opportunity to use the TL in a less controlled way. To check Form & Pronunciation. 	5 min 5 min	T will then ask Ss to develop task 4 in the handout in which they have to answer questions using their personal information. Ss will share answers in pairs, followed by OCFB.
FP (Freer Practice) <ul style="list-style-type: none"> To give Ss an opportunity to use the TL more freely. To check Form & Pronunciation (focus on fluency-less correction) 	10 min 5 min	T will ask Ss to answer the question in task 5. Ss will work in pairs to ask and answer the questions in Task 4. During this activity, T will monitor the class to confirm that Ss are using the TL properly, so that Fossilization (an IL characteristic) can be prevented. T will finish the class with an OCFB

Lesson plan 1 – Handout 1

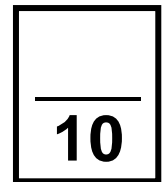
Name: _____ Date: ___/___/___

Teacher's name: Daniela Quintero

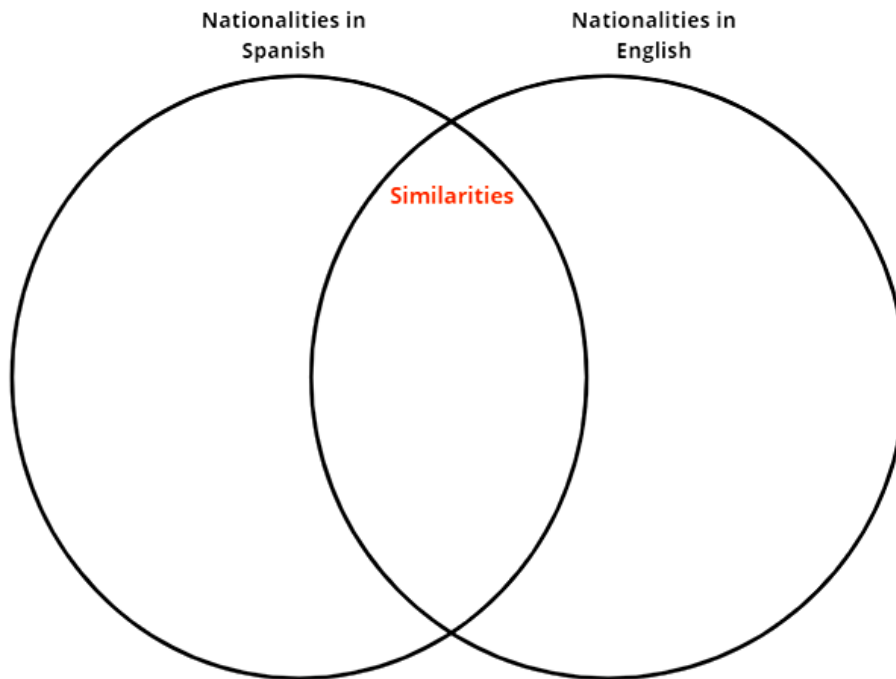
Level: A2

Topic: People and Places

Objective: To recognize how to write nationalities in English.



Task 1. Complete the following Venn diagram. (2 pts.)



Task 2. Find the nationalities corresponding to the countries. (2 pts.)

S	P	A	N	I	S	H	F	G	A
L	A	M	O	W	K	I	T	A	M
U	B	E	Q	U	J	S	L	U	P
A	B	R	I	T	I	S	H	S	P
N	L	I	A	H	S	I	I	T	O
A	I	C	U	Z	R	G	P	R	E
Y	R	A	H	I	I	O	X	A	S
O	I	N	F	O	D	L	O	L	A
L	S	N	O	R	G	A	I	I	X
K	H	E	M	E	X	I	C	A	N
E	G	T	E	B	I	N	A	N	N

- a. Australia _____
- b. Brazil _____
- c. Britain _____
- d. Ireland Irish
- e. Mexico _____
- f. Spain _____
- g. The USA _____

Task 3. Complete the chart according to the suffix added in each nationality.(2 pts.)

Brazilian	Mexican	Irish	Japanese	Italian	British
Peruvian	Egyptian	Vietnamese	Australian	American	Chinese
Emirati	Venezuelan	Nigerien			

- ian / an	- ish	- ese	Irregular (different)

Task 4. Answer the following questions. Use your personal information and write complete sentences. (2 pts.)

Example:

I am from Ecuador. I am Ecuadorian.

My mother is from Colombia. She is Colombian.

My father is from Ecuador. He is Ecuadorian.

My best friend is from Peru. She is Peruvian.

a. Where are you from? What is your nationality?

b. Where is your mother from? What is her nationality?

c. Where is your father from? What is his nationality?

d. Where is your best friend from? What is his/her nationality?

Task 5. Work in pairs. Ask your partner the questions in Task 4. Write the answers below. (2 pts.)

Example:

Mariana is from Peru. She is Peruvian.

Her mother is from Colombia. She is Colombian.

Her father is from Ecuador. He is Ecuadorian.

Her best friend is from Peru. She is Peruvian.

UNIVERSIDAD TECNOLÓGICA ECOTEC
LANGUAGE DEPARTMENT
LEVEL 02 (ING 120) -LESSON PLAN 2
MS. DANIELA QUINTERO M.

Date: January 18th, 2023	Lesson length: 60 minutes
Teacher: Daniela Quintero	Lesson level: A2 N° of students: 16
General objective: By the end of the lesson, Ss will be better able to talk about their vacations using items in plural and phrases with future will. Specific objectives: <ul style="list-style-type: none"> - By the use of CLT, Ss will identify how to form plurals using the suffixes –s, -es-, -ies, and -ves in English. 	
Theme: Vacations	Language system / Skill: <ul style="list-style-type: none"> - Language–vocabulary - Writing
Grammar: Future simple- will	Vocabulary: Places and Things
Materials: Worksheet, markers, pencils, board, in-focus	

STAGE AND OBJECTIVE	TIME	PROCEDURE TEACHER AND STUDENT ACTIVITY
Lead in <ul style="list-style-type: none"> • To set the context and activate Ss' schemata 	3 min	T will show Ss a short video about the origin of plurals. https://www.youtube.com/watch?v=gwJHuEa9Jc
Presentation <ul style="list-style-type: none"> • To expose Ss to M / P / F of the Target Language 	5 min	T will elicit sentences from Ss by asking the following questions: <ul style="list-style-type: none"> - What was the video about? - How do you form plurals in modern English?
	4 min	Then, T will write marker sentences on the board and underline the plurals. T will give Ss a handout and students will do Task 1. Ss will compare ideas in pairs.
	5 min	T will check the answers by giving an open-class feedback (OCFB) – Spanish is used to explain the similarities between the two languages. In this activity, learners would generate their Interlanguage (IL). A language that technically does not fit perfectly into Spanish or English.
	5 min	T will explain the Form of the rules for plurals in English by asking Ss for the suffixes added to each word (s /es/ies/ves/ irregular). At the same time T will be writing the rules on the board emphasizing the spelling of the words.

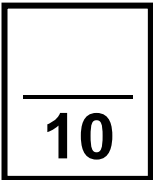
	5 min	T will move to Pronunciation and model pronunciation /Z/ , /IZ/ , /S/ and ask Ss drill that a bit.
Practice (CP) <ul style="list-style-type: none"> To give Ss a chance to use the TL in a controlled way. To check form (focus on accuracy-more correction) 	5 min 3 min	T will ask Ss to do Task 2 and Task 3. Ss will compare answers, followed by OCFB.
Production LCP (Less Controlled Practice) <ul style="list-style-type: none"> To give Ss a opportunity to use the TL in a less controlled way. To check Form & Pronunciation. 	5 min 5 min	T will then ask Ss to develop Task 4 in the handout in which they have to write the items they will need for holidays. Ss will share answers in pairs, followed by OCFB.
FP (Freer Practice) <ul style="list-style-type: none"> To give Ss an opportunity to use the TL more freely. To check Form & Pronunciation (focus on fluency-less correction) 	10 min 5 min	T will ask Ss to work in pairs and discuss about the items they will need for holidays. Then they have to do Task 5. During this activity, T will monitor the class to confirm that Ss are using the TL properly, so that Fossilization (an IL characteristic) can be prevented. T will finish the class with an OCFB

Lesson plan 2– Handout 1

Name: _____ Date: ___/___/___

Teacher's name: Daniela Quintero

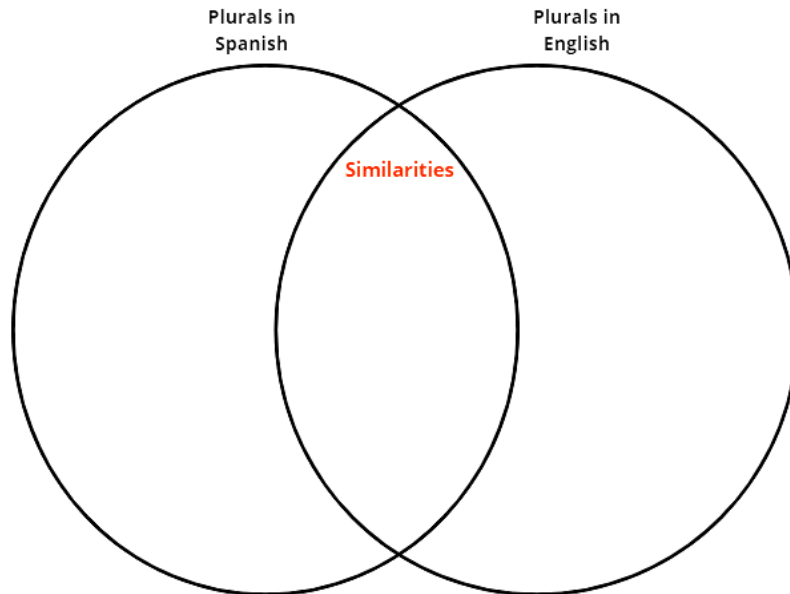
Level: A2



Topic: Vacations

Objective: To recognize how to form plurals in English.

Task 1. Complete the following Venn diagram. Write 4 examples in each circle and then write the similarities.
(2 pts)



Task 2. Complete the chart according to the suffix added in each noun. (2 pts)

dishes wolves balls umbrellas knives cities
 days potatoes radios sunglasses men lives
 boys babies fish swimsuits people
 women

- s	- es	- ies	- ves	Irregular (different)

Task 3. Circle the correct plural. (2 pts)

- a. houses housees
- b. calculators calculatores
- c. potatoes potatos
- d. knives knifes
- e. beaches beaches
- f. dictionaries dictionarys

Task 4. Imagine you and your family are planning your next vacations on the beach. Look at the pictures and make a list of 8 items you will need. (2 pts)

Use the following phrases to start your sentences:
(Singular) We will need *a/an* (item) = **We will need a beach umbrella.**
(Plural) We will need (# number) (item in plural) = **We will need five beach chairs.**



- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____

Task 5. Work in pairs. Ask your partner about the items she/he will need for her vacations. Write 5 sentences. Example: She /He will need two swimsuits. (2 pts)

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

UNIVERSIDAD TECNOLÓGICA ECOTEC
LANGUAGE DEPARTMENT
LEVEL 02 (ING 120) -LESSON PLAN 3
MS. DANIELA QUINTERO M.

Date: January 19th, 2023	Lessonlength: 60 minutes
Teacher: Daniela Quintero	Lesson level: A2 N° of students: 16
General objective: By the end of the lesson, Ss will be better able to talk about their daily life using present simple in affirmative. Specific objectives: <ul style="list-style-type: none"> - By the use of CLT, Ss will recognize how to apply the rules for the third person singular in present simple affirmative. - Ss will differentiate the inflections of the verbs in present simple affirmative. 	
Theme: Dailylife	Languagesystem / Skill: <ul style="list-style-type: none"> - Language–vocabulary - Writing
Grammar: Present simple in affirmative	Vocabulary: jobactivities - routines
Materials: Worksheet, markers, pencils, board, in-focus	

STAGE AND OBJECTIVE	TIME	PROCEDURE TEACHER AND STUDENT ACTIVITY
Lead in <ul style="list-style-type: none"> • To set the context and activate Ss' schemata 	5 min	T will show Ss a short video about present simple. https://www.youtube.com/watch?v=p8Xb4Izqi88 T will ask Ss to answer the following question after watching the video. <ul style="list-style-type: none"> - When do you use the present simple tense? - What difference in the conjugation of the verb do you see?
Presentation <ul style="list-style-type: none"> • To expose Ss to M / P / F of the Target Language 	5 min	T will elicit sentences from Ss by asking for the answers of the previous question. Then, T will write marker sentences on the board and underline the subject and the verb of each sentence.
	4 min	T will give Ss a handout and students will do Task 1 and Task 2. After that, Ss will compare ideas in pairs.
	5 min	T will check the answers by giving an open-class feedback (OCFB) – Spanish is used to explain the similarities between the two languages. In this activity, learners would generate their Interlanguage (IL). A language that technically does not fit perfectly into Spanish or English.
	5 min	T will ask Ss to do Task 3 and Task 4. After that, Ss will compare ideas in pairs.
	4 min	T will explain the Form of the present simple

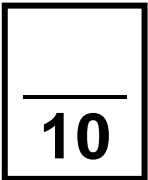
	4 min	affirmative following the rules that are presented in the handout for the third person singular. At the same time T will be writing the rules on the board emphasizing the spelling of the verbs when adding -s, -es, -ies. T will move to Pronunciation and model pronunciation of the ending -s, -es, -ies /Z/ , /IZ/ , /S/ and ask Ss drill that a bit.
Practice (CP) <ul style="list-style-type: none"> To give Ss a chance to use the TL in a controlled way. To check form (focus on accuracy-more correction) 	5 min 3 min	T will ask Ss to do Task 5. Ss will compare answers in pairs, followed by OCFB.
Production LCP (LessControlledPractice) <ul style="list-style-type: none"> To give Ss a opportunity to use the TL in a less controlled way. To check Form & Pronunciation. 	10 min 5 min 5 min	T will then ask Ss to do Task 6in which they have to write a paragraph about their best friend. During this activity, T will monitor the class to confirm that Ss are using the TL properly, so that Fossilization (an IL characteristic) can be prevented. Ss will swap papers and read their partner’s paragraph. Ss have to grade their partner’s paragraph following the criteria given in the handout. T will finish the class with an OCFB

Lesson plan 3– Handout 1

Name: _____ Date: ___/___/___

Teacher's name: Daniela Quintero

Level: A2



Topic: Daily Life

Objective: To recognize the use and form of the present simple tense affirmative.

Task 1. Complete the following charts. (1 pt.)



	First Person	Second Person	Third Person		First Person	Second Person	Third Person
Singular				Singular			
Plural				Plural			

Task 2. Classify the following nouns and noun phrases according to the person they belong to. (1 pts)

Dora My sisters Stephanie and John My mom and I A doctor I
 Clare and I A big cat Johan You The teacher beautiful girl

	First Person	Second Person	Third Person
Singular			
Plural			

Task 3. Read the following sentences and choose (X) the correct answer to complete the rules. (2 pts)

	First Person	Second Person	Third Person
Singular	I play soccer every day.	You play soccer every day.	He plays soccer every day. She plays soccer every day. It plays soccer every day.
Plural	We play soccer every day.	You play soccer every day.	They play soccer every day.

- When do you use the present simple tense?
 For actions in the past For actions in progress For routines or habits
- In the present simple tense we add verb –s / -es / -ies to ...
 First Person Singular Second Person Singular Third Person Singular

- Which noun phrase must be followed by the verb –s /-es/-ies?
 My sister My friends Mary and Peter

Task 4. Read the chart and apply the rules to the following verbs. (2 pts)

go dance get study watch wash play run read teach cry
sing fly
love need see write kiss drive stop rush pass try eat
take

Add –s Most verbs. e.g.: work - work<u>s</u>	Add – es Verbs that end in – ch, –s, –x, –sh, –z or –o e.g.: fix – fix<u>es</u> do - do<u>es</u>	Add –ies Verbs that end in consonant + y ; change the y to I and add es. e.g.: tidy - tid<u>ies</u>	Irregular verbs
			Have – has Be – am / is / are

Task 5. Read the following paragraph. Find and correct 6 mistakes. (2 pts)

It's a Great Job!

George and Ryan loves their job. They both work on the Tube. George is a train driver. He drive a train on the Circle line. The train stopes at 36 stations. George opens and closes the train doors. He watchs the people. Ryan work at the Baker Street train station. He checks people's tickets, and he answer their questions.

Task 6. Write a paragraph about your best friend. Use the following verbs. (2 pts)

live study work like watch
have

e.g.: My best friend is Jully. She lives in Guayaquil. She studies at Catolica University. She works in a bank. She likes series on Netflix. She watches TV in the evening. She has a beautiful house in the beach.

Grammar ____/0.5	Vocabulary ____/0.5	Mechanics ____/0.5	Information ____/0.5
------------------	---------------------	--------------------	----------------------

UNIVERSIDAD TECNOLÓGICA ECOTEC
LANGUAGE DEPARTMENT
LEVEL 02 (ING 120) -LESSON PLAN 4
MS. DANIELA QUINTERO M.

Date: January 20th, 2023	Lesson length: 60 minutes
Teacher: Daniela Quintero	Lesson level: A2 N° of students: 16
General objective: By the end of the lesson, Ss will be better able to talk about their interests using present simple in negative and affirmative. Specific objectives: <ul style="list-style-type: none"> - By the use of CLT, Ss will recognize the rules to make negative sentences in present simple. - Ss will differentiate the use of the auxiliary verb don't / doesn't in present simple negative. 	
Theme: Routines	Language system / Skill: <ul style="list-style-type: none"> - Language–vocabulary - Writing
Grammar: Present simple in negative	Vocabulary: job activities - routines
Materials: Worksheet, markers, pencils, board, in-focus	

STAGE AND OBJECTIVE	TIME	PROCEDURE TEACHER AND STUDENT ACTIVITY
Lead in <ul style="list-style-type: none"> • To set the context and activate Ss' schemata 	5 min	T will show Ss a short video about present simple negative. https://www.youtube.com/watch?v=Jz7BPCnqjXc T will ask Ss to answer the following question after watching the video. <ul style="list-style-type: none"> - Which words do you use to make negative sentences in present simple?
Presentation <ul style="list-style-type: none"> • To expose Ss to M / P / F of the Target Language 	5 min 4 min 5 min 5 min	T will elicit sentences from Ss by asking for the answers of the previous question. Then, T will write marker sentences on the board and underline the subject and the auxiliary verb in negative of each sentence. T will give Ss a handout and students will do Task 1. After that, Ss will compare ideas in pairs. T will check the answers by giving an open-class feedback (OCFB) – Spanish is used to explain the similarities between the two languages. In this activity, learners would generate their Interlanguage (IL). A language that technically does not fit perfectly into Spanish or English. T will ask Ss to do Task 2. After that, Ss will compare ideas in pairs.

	4 min	T will explain the Form of the present simple negative following the rules that are presented in the handout. T will highlight the use of the auxiliary verb don't /doesn't. At the same time T will be writing the rules on the board emphasizing the spelling of the verbs when using doesn't for the third person singular. T will move to Pronunciation and model pronunciation of the auxiliary verbs don't and doesn't. Ss will drill that a bit.
	4 min	
Practice (CP)	5 min	T will ask Ss to do Task 3.
<ul style="list-style-type: none"> To give Ss a chance to use the TL in a controlled way. To check form (focus on accuracy-more correction) 	5 min	Ss will compare answers in pairs, followed by OCFB.
Production	10 min	T will then ask Ss to do Task 4 in which they have to write sentences in present simple.
LCP		During this activity, T will monitor the class to confirm that Ss are using the TL properly, so that Fossilization (an IL characteristic) can be prevented.
(Less Controlled Practice)		Ss will swap papers and correct their partner's sentences.
<ul style="list-style-type: none"> To give Ss a opportunity to use the TL in a less controlled way. To check Form & Pronunciation. 	5 min	
	5 min	T will finish the class with an OCFB

Lesson plan 4– Handout 1

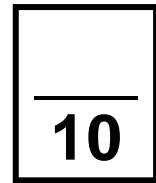
Name: _____ Date: ___/___/___

Teacher's name: Daniela Quintero

Level: A2

Topic: Interests

Objective: To recognize the structure of the present simple tense negative.



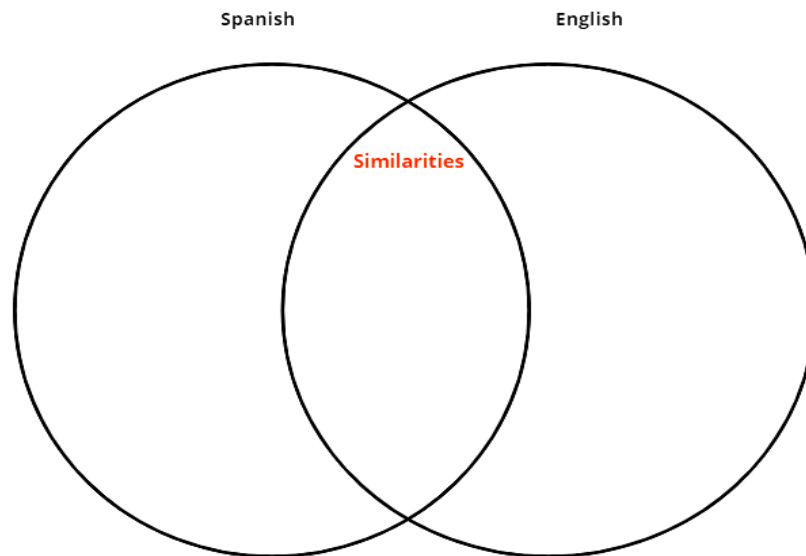
Task 1. Compare these two groups of sentences and complete the diagram. (2.5 pts)

Spanish: Nosotros **no comemos** arroz.

English: We **don't eat** rice.

Spanish: Eduard **no trabaja** en la mañana.
the morning.

English: Eduard **doesn't work** in the



Task 2. Read the following sentences and choose (X) the correct answer to complete the rules. (2.5 pts)

	First Person	Second Person	Third Person
Singular	I don't study French.	You don't study French.	He doesn't study French. She doesn't study French. It doesn't study French.
Plural	We don't study French.	You don't study French.	They don't study French.

- When do you use don't / do not?
 - () First / second Person Singular/Plural
 - () Third Person Singular
 - () Third Person Plural
- When do you use doesn't / does not?
 - () First / second Person Singular/Plural
 - () Third Person Singular
 - () Third Person Plural
- What is the pattern of the sentences?
 - () Subject + don't / doesn't + verb + complement
 - () Subject + don't / doesn't + verb -s / -ies / es + complement
 - () Subject + verb + don't / doesn't + complement

Task 3. Read the following sentences. Write C if they are correct or I if they are incorrect and write the correct version of the incorrect ones. (2.5 pts)

- Jordan don't like animals. _____

- Mary and I don't watch documentaries. _____







- My sister doesn't do any sport. _____

- Pet doesn't reads books. _____

- We doesn't eat desserts. _____

Task 4. Look at the pictures and write sentences about Barbara, Stella, Pet, and Steve. Use affirmative and negative sentences in present simple. (2.5 pts)

e.g.: Barbara and Stella like animals.

	 Like animals	 Read books	 Listen to music	 Watch movies	 Do sports	 Dance in the disco
Barbara	✓	✗	✓	✓	✓	✗
Pet	✗	✗	✗	✓	✗	✓
Stella	✓	✗	✓	✗	✗	✓
Steve	✗	✓	✓	✓	✗	✓

UNIVERSIDAD TECNOLÓGICA ECOTEC
LANGUAGE DEPARTMENT
LEVEL 02 (ING 120) -LESSON PLAN 5
MS. DANIELA QUINTERO M.

Date: January 24th, 2023	Lesson length: 60 minutes
Teacher: Daniela Quintero	Lesson level: A2 N° of students: 16
General objective: By the end of the lesson, Ss will be better able to give and ask for information about their hobbies using questions in present simple. Specific objectives:	
<ul style="list-style-type: none"> - By the use of CLT, Ss will recognize the structure of questions in present simple. - Ss will differentiate the use of the auxiliary verb do / does in questions in present simple. 	
Theme: Hobbies	Language system / Skill:
	<ul style="list-style-type: none"> - Language–vocabulary - Writing
Grammar: Questions in Present simple	Vocabulary: hobbies
Materials: Worksheet, markers, pencils, board, in-focus	

STAGE AND OBJECTIVE	TIME	PROCEDURE TEACHER AND STUDENT ACTIVITY
Lead in <ul style="list-style-type: none"> • To set the context and activate Ss' schemata 	5 min	T will show Ss a short video about people's hobbies. https://www.youtube.com/watch?v=xSGLS1ViAcE T will ask Ss to answer the following question after watching the video. <ul style="list-style-type: none"> - What does Tony like? - What does Mindy like?
Presentation <ul style="list-style-type: none"> • To expose Ss to M / P / F of the Target Language 	5 min 5 min 5 min	T will write the following questions on the board and ask Ss about their answers. <ul style="list-style-type: none"> - Does Tony like soccer? - Does Mindy like sports? - Do they like classic rock? - What do they like to do for fun? Then, T will highlight the auxiliary verbs and subjects in the questions. T will give Ss a handout and students will do Task 1. After that, Ss will compare ideas in pairs. T will check the answers by giving an open-class feedback (OCFB) – Spanish is used to explain the similarities and differences between the two languages (Spanish and English). In this activity, learners would generate their Interlanguage (IL).

	4 min 4 min 4 min	T will ask Ss to do Task 2. After that, Ss will compare ideas in pairs. T will explain the Form of the questions in present simple following the rules that are presented in the handout. T will highlight the order of the words and the use of the auxiliary verb does /do. At the same time T will be writing the rules on the board emphasizing the structure. T will move to Pronunciation and model the intonation of the yes-no and information questions.
Practice (CP) <ul style="list-style-type: none"> To give Ss a chance to use the TL in a controlled way. To check form (focus on accuracy-more correction) 	4 min 4 min	T will ask Ss to do Task 3. Ss will compare answers in pairs, followed by OCFB.
Production LCP (Less Controlled Practice) <ul style="list-style-type: none"> To give Ss a opportunity to use the TL in a less controlled way. To check Form & Pronunciation. 	10 min 5 min 5 min	T will then ask Ss to do Task 4 in which they have to write questions in present simple. During this activity, T will monitor the class to confirm that Ss are using the TL properly, so that Fossilization (an IL characteristic) can be prevented. Ss will swap papers and correct their partner's questions. T will finish the class with an OCFB

Lesson plan 5– Handout 1

Name: _____ Date: ___/___/___

Teacher’s name: Daniela Quintero

Level: A2

Topic: Hobbies

10

Objective: To recognize the structure of the questions in present simple.

Task 1. Compare these two groups of sentences and complete the diagram. (2.5 pts)

Spanish: ¿Le gusta cantar? Si
does.

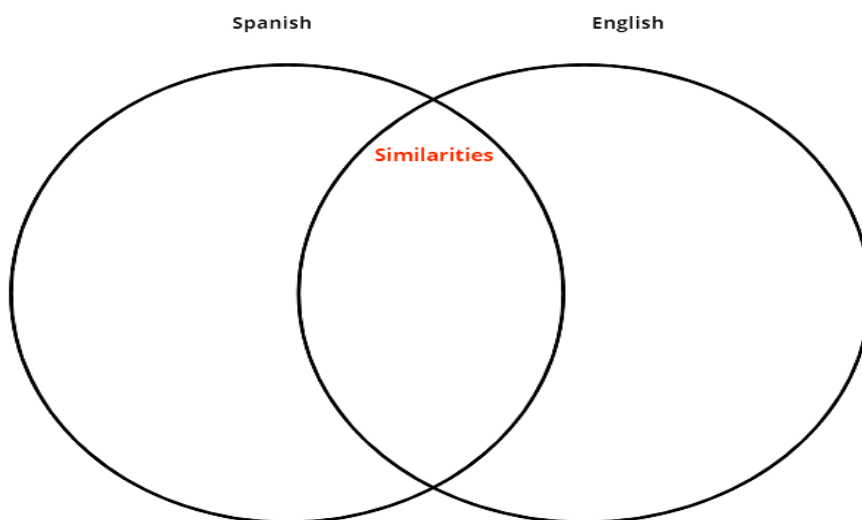
English: Does he like singing? Yes, he

Spanish: ¿Tus amigos bailan? No
they don't.

English: Do your friends dance? No,

Spanish: ¿Qué tú haces en las vacaciones?

English: What do you do on vacations?



Task 2. Read the following questions and answer the questions. (2.5 pts)

Questions	Answers
Does he/she /it like singing? Do you / we / they / I cook for friends?	Yes, he / she / it does. No, I / you / we / they don't.
What does he do? Where do they live?	He is a teacher. They live in London.

Q1. Does he like singing? Q2. Do you cook for your friends?

- When do you use **does**?
 - () First / second Person Singular/Plural
 - () Third Person Singular
 - () Third Person Plural

Q1. Does he like singing? Q2. Do you cook for your friends?

- When do you use **do**?
 - () First / second Person Singular/Plural
 - () Third Person Singular
 - () Third Person Plural

Q1. Does he like singing? Q2. Do you cook for your friends?

- What is the pattern of the questions?
 - () Do / Does + subject + complement?
 - () Do / Does + subject + verb – es –s -ies + complement?
 - () Do / Does + subject + verb + complement?
- What are the question words (QW) in English?
 - () Do / Does
 - () what / where / who / which / how / why / when
 - () I / you / he / she / it / we / you / they

Q1. What do you do on vacations? Q2. Where does he go in summer?

- What is the pattern of the question?
 - () QW + Do / Does + subject + complement?
 - () QW + Do / Does + subject + verb + complement?
 - () QW + Do / Does + subject + verb – es –s -ies + complement?

Task 3. Put the words in order to make questions.	(2.5 pts)
--	------------------

- to the beach / do / go / when / you / ?

- do / they / what / at the beach / do / ?

- with / do / you / who / sing / ?

- go / swimming / where / they / do / ?

- you / like / why / do / running / ?

Task 4. Write questions for the following answers.	(2.5 pts)
---	------------------

a. _____
No, she doesn't like cooking.

b. _____
I am a teacher.

c. _____
Yes, they do sports every day.

d. _____
My sister lives in Manta.

e. _____
Pet likes singing in the bar.

UNIVERSIDAD TECNOLÓGICA ECOTEC
LANGUAGE DEPARTMENT
LEVEL 02 (ING 120) -LESSON PLAN 6
MS. DANIELA QUINTERO M.

Date: January 25th, 2023	Lesson length: 60 minutes
Teacher: Daniela Quintero	Lesson level: A2 N° of students: 16
General objective: By the end of the lesson, Ss will be better able to express the existence or presence of someone or something using there is/ there are. Specific objectives:	
<ul style="list-style-type: none"> - By the use of CLT, Ss will recognize the structure of there is and there are. - Ss will differentiate the use of the there is and there are in present simple. 	
Theme: My home	Language system / Skill:
	<ul style="list-style-type: none"> - Language–vocabulary - Writing
Grammar: There is / isn't – There are/ aren't	Vocabulary: Parts of a house - furniture
Materials: Worksheet, markers, pencils, board, in-focus	

STAGE AND OBJECTIVE	TIME	PROCEDURE TEACHER AND STUDENT ACTIVITY
Lead in <ul style="list-style-type: none"> • To set the context and activate Ss' schemata 	5 min	T will show Ss a short video about apartments. https://www.youtube.com/watch?v=Aq8bl-6zga4
Presentation <ul style="list-style-type: none"> • To expose Ss to M / P / F of the Target Language 	5 min	T will elicit sentences from Ss by asking the following questions: <ul style="list-style-type: none"> - What information do people in the video give? - Can you tell me two sentences you remember from the video?
	5 min	Then, T will write marker sentences on the board and underline there is – there are. T will give Ss a handout and students will do Task 1. After that, Ss will compare ideas in pairs.
	5 min	T will check the answers by giving an open-class feedback (OCFB) – Spanish is used to explain the similarities and differences between the two languages (Spanish and English). In this activity, learners would generate their Interlanguage (IL).
	4 min	T will ask Ss to do Task 2. After that, Ss will compare ideas in pairs. T will explain the Form of 'there is – there are' in present simple following the rules that are

	4 min	presented in the handout. T will highlight the use of 'is' and 'are', singular and plural. At the same time T will be writing the rules on the board emphasizing the structure. T will move to Pronunciation and model the pronunciation of 'there is' vs 'there's', 'there are' vs 'there're', 'there isn't', 'there aren't', and the words that are stressed in a sentence.
	4 min	
Practice (CP) <ul style="list-style-type: none"> To give Ss a chance to use the TL in a controlled way. To check form (focus on accuracy-more correction) 	4 min 4 min	T will ask Ss to do Task 3 and Task 4. Ss will compare answers in pairs, followed by OCFB.
Production LCP (LessControlledPractice) <ul style="list-style-type: none"> To give Ss a opportunity to use the TL in a less controlled way. To check Form & Pronunciation. 	10 min 5 min 5 min	T will then ask Ss to do Task 5in which they have to write a paragraph describing their bedroom. During this activity, T will monitor the class to confirm that Ss are using the TL properly, so that Fossilization (an IL characteristic) can be prevented. Ss will swap papers and read their partner's paragraph. Ss have to grade their partner's paragraph following the criteria given in the handout. T will finish the class with an OCFB

Lesson plan 6– Handout 1

Name: _____ Date: ___/___/___

Teacher's name: Daniela Quintero

Level: A2

Topic: My home

Objective: To recognize the structure and use of there is and there are.

Task 1. Compare these two groups of sentences and complete the diagram. (2 pts.)

Spanish: **Hay un**acama.

English: **There is a / one** bed.

Spanish:**No hayuna** lámpara.

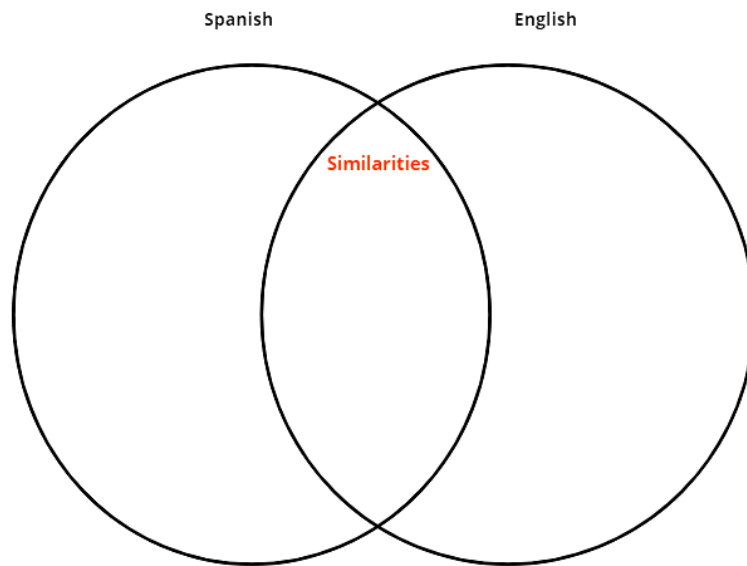
English:**There isn't / is not a / one** lamp.

Spanish:**Haydos** ventanas.

English: **There are two** windows.

Spanish:**No haydos** puertas.

English: **There aren't / are not two**doors.



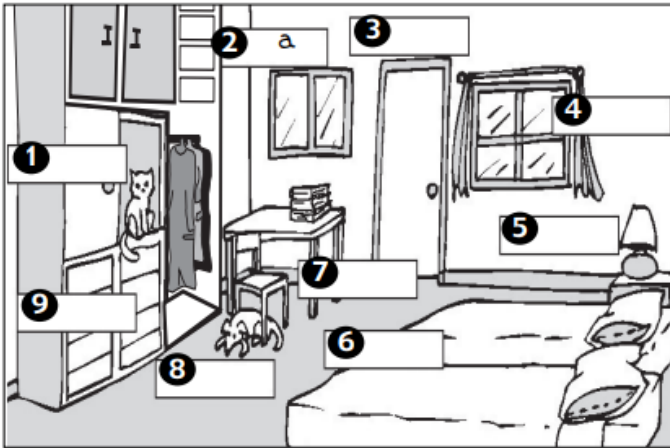
Task 2. Read the following sentences and choose the correct answer to complete the rules. (2 pts.)

Singular	Plural
There is a / one bed.	There are two windows.
There isn't / is not a / one lamp.	There aren't / are not two doors.

- When do you use **there is/isn't** or **there are/aren't**?
 - () To say that something exists or doesn't exist.
 - () To say routines and facts.
 - () To say hobbies.
- Which form is used in singular?
 - () There are / aren't
 - () There is / isn't
 - () Both
- Which form is used in plural?
 - () There are / aren't
 - () There is / isn't
 - () Both

Task 3. Write each letter in the correct space.

(2 pts.)



- a There are two windows.
- b There are some curtains.
- c There is one door in the bedroom.
- d There is a cat in the closet.
- e There is a dog in the bedroom.
- f There are two beds.
- g There is one lamp.
- h There is one table.
- i There is one closet in the bedroom.

Adapted from: Can Do 1A, Richmond Publishing, S.A., 2006, p. 13.

Task 4. Write 8 sentences describing the following picture.

(2 pts.)



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Adapted from: Can Do 1A, Richmond Publishing, S.A., 2006, p. 15.

Task 5. Write a 75-word paragraph describing your bedroom.

(2 pts.)

Grammar ____/0.5	Vocabulary ____/0.5	Mechanics ____/0.5	Information ____/0.5
------------------	---------------------	--------------------	----------------------

Annex 3: Lesson plan framework template

INSTITUTION'S NAME
DEPARTMENT
LEVEL_____ - LESSON PLAN N°_____
TEACHER'S NAME

Date:	Lesson length:
Teacher:	Lesson level: N° of students:
General objective: By the end of the lesson, Ss will be better able to	
Specific objectives: - By the use of (method), Ss will	
Theme:	Language system / Skill:
Grammar:	Vocabulary:
Materials:	

STAGE AND OBJECTIVE	TIME	PROCEDURE TEACHER AND STUDENT ACTIVITY
<u>Lead in</u> Objective: To set the context and activate Ss' schemata.	3 min	<ul style="list-style-type: none"> Use videos, sample sentences or questions to present the target language (TL).
<u>Presentation</u> Objective: To expose Ss to meaning, form and pronunciation of the Target Language (TL).	5 min	<ul style="list-style-type: none"> Use questions from the previous activity to elicit sentences. Write marker sentences on the board and underline the TL.
	4 min	<ul style="list-style-type: none"> Use a handout to ask students compare L1 and L2. For this you can use Venn diagrams or grammar tables.
	5 min	<ul style="list-style-type: none"> Use students' answers to give an open-class feedback (OCFB). If it is necessary, use Spanish to explain the similarities and differences between the two languages. <p><i>In this activity, learners would generate their Interlanguage (IL) - a language that technically does not fit perfectly into Spanish or English -; therefore, teachers should pay attention to the dynamic and permeable characteristic of IL to promote its</i></p>

	5 min	<p><i>development.</i></p> <ul style="list-style-type: none"> • Explain the Form of the TL. Write the rules on the board emphasizing the spelling of the words or structure of the sentences. Explain the morphological pattern that students need to learn in this class. • Practice Pronunciation and model word stress and ask students drill that a bit.
	5 min	
<p><u>Practice</u> Objectives:</p> <ul style="list-style-type: none"> • To give students a chance to use the TL in a controlled way. • To check form (focus on accuracy-more correction) 	5 min	<ul style="list-style-type: none"> • Use the activities in the handout to practice the TL. Activities in this stage can be: multiple choice, correct the mistakes in words or sentences, complete sentences, match words/ sentences with the rules, unscramble sentences, or choose the correct answer. • After students finish the activities it is important to give them some time to compare answers in pairs or in groups. • This stage finishes with an OCFB given by the teacher explaining the right answers.
	3 min	
<p><u>Production</u> Objectives: LCP (Less Controlled Practice)</p> <ul style="list-style-type: none"> • To give students an opportunity to use the TL in a less controlled way. • To check Form & Pronunciation. 	5 min	<ul style="list-style-type: none"> • Use the handout to practice more challenging activities. Activities in this stage could be: correct mistakes in a paragraph, answer questions, write questions, or complete sentences according to the pictures or with personal information. • After students finish the activities it is important to give them some time to compare answers in pairs or in groups. • This stage finishes with an OCFB given by the teacher explaining the right answers. <p><i>During this activity, T will monitor the class to confirm that Ss are using the TL properly, so that Fossilization (an IL characteristic)</i></p>
	5 min	

		<i>can be prevented.</i>
<p>OPTIONAL</p> <p>FP (Freer Practice)</p> <ul style="list-style-type: none"> • To give Ss an opportunity to use the TL more freely. • To check Form & Pronunciation (focus on fluency-less correction) 	<p>10 min</p> <p>5 min</p>	<ul style="list-style-type: none"> • Use the handout to practice more challenging freer activities. Activities in this stage could be: write paragraphs, write sentences, complete and perform conversations. • The activities can be developed individually or in groups. • This stage finishes with an OCFB given by the teacher explaining the right answers. <p><i>During this activity, T will monitor the class to confirm that Ss are using the TL properly, so that Fossilization (an IL characteristic) can be prevented.</i></p>