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THESIS PROJECT PROFILE

Topic: "A Descriptive Analysis of Spanish-to-English Linguistic Interference at the Morphological, Syntactic, Semantic, and Phonological Levels among Fifth-, Sixth-, and Seventh-Grade Students at Simón Rodríguez Elementary School, Urbina Parish, Carchi, during the 2025–2026 Academic Year"

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CERTIFICADO DEL TUTOR

Certifico que la estudiante Lic. Narváez Bolaños Jéssica Daniela, con el número de cédula 1727034629 ha elaborado el Trabajo de Titulación: "A Descriptive Analysis of Spanish-to-English Linguistic Interference at the Morphological, Syntactic, Semantic, and Phonological Levels among Fifth-, Sixth-, and Seventh-Grade Students at Simón Rodríguez Elementary School, Urbina Parish, Carchi, during the 2025–2026 Academic Year".



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El presente trabajo de titulación constituye un requisito previo para la obtención del título de Magíster en Pedagogía de los Idiomas Nacionales y Extranjeros con Mención en enseñanza de inglés.

Yo, Narváez Bolaños Jéssica Daniela, ciudadana ecuatoriana con cédula de identidad número 1727034629 declaro: que la investigación es absolutamente original, autentica, personal y los resultados y conclusiones a los que he llegado son de mi absoluta responsabilidad.



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ACTA DE CESIÓN DE DERECHOS DEL TDT

Yo, Jéssica Daniela Narváez Bolaños, declaro ser autor de los criterios emitidos en el trabajo de titulación: “A Descriptive Analysis of Spanish-to-English Linguistic Interference at the Morphological, Syntactic, Semantic, and Phonological Levels among Fifth-, Sixth-, and Seventh-Grade Students at Simón Rodríguez Elementary School in Urbina Parish, Carchi, during the 2025–2026 Academic Year” y eximo expresamente a la Universidad Politécnica Estatal del Carchi y a sus representantes legales de posibles reclamos o acciones legales.



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Dedication

First and foremost, I dedicate this work to my daughter, my partner, my mother, and my brother, who have been my greatest sources of inspiration throughout this research journey. They have been the fundamental pillars behind my daily efforts and sacrifices, always providing me with the encouragement and strength I needed to persevere and never give up.

I also dedicate this work to everyone who supported me and remained by my side during the moments when I needed them most.

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2.1. Research Background 11
The background of this research is organized according to international, Latin American, Ecuadorian, and local studies related to contrastive linguistics and linguistic interference in English language learning. This organization allows a clearer understanding of how previous research has addressed the influence of the mother tongue on English as a foreign language and how this phenomenon is connected to the present study. 11

At the international level, studies have shown that contrastive linguistics plays an important role in foreign language teaching because it systematically analyzes the similarities and differences between two languages to adapt instruction to learners' specific needs (James, 1980). In this sense, understanding the relationship between the first language (L1) and the target language (L2) allows teachers to anticipate common

errors, design context-based strategies, and guide students toward more effective language learning..... 11

Linguistic interference is understood as the process by which a speaker automatically transfers elements from their native language to the learning of a foreign language, affecting diverse aspects such as phonology, morphology, syntax, semantics, and lexis (Weinreich, 1953, as cited in Conference, 2021). Recognizing this concept is essential in language teaching because it helps identify the roots of frequent errors and design more focused pedagogical interventions. 11

Regarding the types of interference, the literature distinguishes at least three major categories: phonological interference, which appears when learners pronounce L2 sounds using L1 articulations; morphosyntactic interference, which occurs when grammatical structures from the mother tongue are transferred into the target language; and semantic-lexical interference, which involves the incorrect use of words or phrases due to perceived similarities between both languages (Study.com, 2022; TPLS Academy, 2021). Among Spanish-speaking learners of English, common interferences include the omission of the auxiliary "do" in questions, as in "Do you like it?", or confusion in verb tenses, as in "She go yesterday," influenced by Spanish sentence structures..... 11

Recent international studies emphasize that analyzing contrasts between linguistic structures helps predict common errors, design more relevant materials, and foster metalinguistic awareness in students (Khansir & Pakdel, 2019). In this way, contrastive linguistics not only contributes theoretically, but also has a practical academic impact on English language didactics. It provides teachers with an analytical framework for designing didactic sequences, selecting appropriate content, and assessing progress using well-defined linguistic criteria (Daulay, 2021). 12

From a more applied perspective, Behloul (2019) conducted a study on contrastive linguistics that stresses the importance of adapting this approach to English language teaching. The author concluded that the systematic contrast between both languages helps identify problematic areas and serves as a starting point for designing more accurate pedagogical strategies. Similarly, Koné (2018) argues that the contrastive approach enables teachers to anticipate possible errors and construct more conscious and effective instruction by focusing on key structural differences between languages. 12

Nunan (2021) explains that linguistic interference is one of the main obstacles for learners whose first language is morphologically and syntactically different from English. The author highlights that Spanish-speaking learners struggle particularly with auxiliary verbs, word order, and pronunciation due to the transfer of L1 patterns. In his book Language Teaching Methodology, Nunan argues that contrastive analysis helps teachers predict these difficulties and design targeted instructional interventions. He recommends integrating metalinguistic comparisons in the classroom to help learners recognize and correct their L1-based errors. His conclusion reinforces that contrastive approaches do not only reduce errors but also promote greater awareness of grammatical structures and improve communicative competence. 12

At the Latin American level, a recent study by Sánchez and Martínez (2022) analyzed L1 interference in Spanish-speaking university learners of English in Colombia. Their research, published in the Journal of Applied Linguistics and Language Research, found that phonological interference, especially vowel confusion, stress patterns, and omission of final consonants, was the most frequent type among students at A2 and B1 levels. The authors demonstrated that explicit contrastive instruction, where Spanish and English structures are compared, significantly improved students' pronunciation and comprehension. They also concluded that contrastive analysis enhances metalinguistic awareness, helping learners understand the reason behind certain errors rather than just memorizing corrections. 12

In a master's thesis conducted at the Universidad Nacional Mayor de San Marcos, Lima, Torres (2023) investigated the influence of Spanish morphosyntactic structures on English writing accuracy among intermediate EFL learners. The study found that students frequently transferred Spanish sentence patterns, leading to errors such as misplaced adjectives, omission of subjects, and literal translation of idiomatic expressions. Torres concluded that most students were unaware of these transfers because they had never received explicit instruction comparing the two language systems. The thesis recommended implementing contrastive teaching strategies to help learners identify problem areas and develop more accurate writing habits in English. 13

At the Ecuadorian level, multiple studies have examined the significance of language interference in English language teaching. Salazar's thesis (2023) at the Andean University Simón Bolívar demonstrated how the application of innovative teaching

techniques contributes to the acquisition of linguistic competences. The study emphasized that incorporating analytical methods can significantly reduce negative transfers from the mother tongue..... 13

A study conducted by Synthesis Albán and collaborators (2024) at the Central University of Ecuador identified how Spanish influences oral production in B1-level students. Their findings indicate that this transfer affects not only sound articulation, but also discourse organization and vocabulary choice, thereby hindering oral expression in the classroom. 13

Similarly, research carried out by the National University of Chimborazo (2024) documented that, among bilingual students, the interaction between Spanish and English causes vowel confusions and difficulties in listening comprehension. This finding underscores the need for explicit strategies to manage such interferences within the communicative process..... 13

At the local level, this research is connected to the educational reality of Simón Rodríguez School, located in the province of Carchi, where 5th-, 6th-, and 7th-grade students present difficulties in English learning related to the influence of Spanish as their first language. In this institutional context, observed errors include problems in plural formation, subject-verb agreement, the use of auxiliaries, word order, literal translation, pronunciation, and basic sentence construction. These difficulties show the need to study linguistic interference not only from a theoretical perspective, but also from the real classroom conditions in which students learn English. 13

Through the analysis of morphological, syntactic, semantic, and phonological errors, this research will provide teachers with contextualized information about the linguistic difficulties that may affect students' oral and written communication. At the morphological level, the findings may support the development of more accurate grammatical forms; at the syntactic level, they may help strengthen sentence construction and word order; at the semantic level, they may contribute to improving vocabulary selection and meaning comprehension; and at the phonological level, they may guide activities focused on pronunciation and sound discrimination. In this regard, Guerrero and Astudillo Quiñonez (2025) demonstrated that linguistic transfer from Spanish to English generates systematic errors in learners' written production and emphasized the importance of targeted pedagogical strategies to address these difficulties. Building on this evidence, the present research will provide a context-

specific foundation for designing a pedagogical guide with activities that respond to the interference patterns identified in the institution. Consequently, its main contribution lies in supporting teachers' instructional decisions and promoting the progressive development of students' linguistic accuracy and communicative competence in English. 14

In Carchi, local educational contexts require studies that respond to students' specific linguistic needs. Although previous research has contributed to understanding English learning and teaching strategies in broader contexts, there is still a need for localized evidence focused on Basic General Education students. Therefore, analyzing linguistic interference among 5th-, 6th-, and 7th-grade students at Simón Rodríguez School is relevant because it allows teachers to identify the specific morphological, syntactic, semantic, and phonological errors that affect students' English production and to design more appropriate pedagogical responses. 14

To conclude, although previous research has reported the influence of the mother tongue on English learning, few studies have examined how morphological, syntactic, semantic, and phonological interferences simultaneously affect Spanish-speaking learners in real classroom contexts. Moreover, there is scarce evidence in Ecuador, particularly in local school contexts such as Simón Rodríguez School in Carchi, that applies contrastive linguistics as a pedagogical strategy to address these interferences. Thus, this research aims to address this gap by analyzing how contrastive analysis can help improve English teaching and learning through the identification, interpretation, and reduction of L1-based linguistic interferences. 14

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Resumen

La presente investigación analizó las manifestaciones de la interferencia lingüística del español en el aprendizaje del inglés en los niveles morfológico, sintáctico, semántico y fonológico de estudiantes de quinto, sexto y séptimo grado de la Escuela Simón Rodríguez, provincia del Carchi, durante el año lectivo 2025–2026. El estudio abordó cómo la transferencia de estructuras genera dificultades en la producción oral y escrita. Se adoptó un enfoque mixto, con un diseño no experimental, transversal y descriptivo, bajo las modalidades bibliográfica y de campo. La población comprendió 36 estudiantes y tres docentes. Para la recolección de datos se aplicaron pruebas de producción escrita y oral, una matriz de análisis de errores y entrevistas. Los resultados cuantitativos determinaron la frecuencia de los patrones de interferencia, mientras que los cualitativos interpretaron sus causas. El análisis identificó dificultades específicas en la formación de plurales, tiempos verbales, orden de palabras, traducción literal y pronunciación. Se evidenciaron notables interferencias morfológicas, sintácticas, semánticas y fonológicas. Con base en estos hallazgos, se diseñaron lineamientos pedagógicos y una guía metodológica basada en actividades contrastivas y comunicativas adaptadas a la edad de los estudiantes para mitigar los errores encontrados.

Palabras clave: análisis de errores, inglés, interferencia lingüística, producción oral, transferencia interlingüística.

Abstract

This research analyzed the manifestations of Spanish linguistic interference in English learning at the morphological, syntactic, semantic, and phonological levels among fifth, sixth, and seventh-grade students at Simón Rodríguez School in the Carchi province during the 2025–2026 academic year. The study addressed how the transfer of structures generates difficulties in oral and written production. A mixed-method approach was adopted, utilizing a non-experimental, cross-sectional, and descriptive design through bibliographic and field modalities. The population comprised 36 students and three teachers. Data collection involved written and oral production tests, an error analysis matrix, and interviews. Quantitative results determined the frequency of interference patterns, while qualitative data interpreted their causes. The analysis identified specific difficulties in plural formation, verb tenses, word order, literal translation, and pronunciation. Notable morphological, syntactic, semantic, and phonological interferences were evidenced. Based on these findings, pedagogical guidelines and a methodological guide were designed, utilizing contrastive and communicative activities adapted to the students' age to mitigate the errors found.

Keywords: error analysis, English, linguistic interference, oral production, cross-linguistic transfer.

Introduction

English has become an important means of communication in education, technology, science, tourism, and professional development. For this reason, learning English as a foreign language is increasingly relevant for students from the early stages of their education. However, acquiring a new language involves more than memorizing vocabulary or learning isolated grammatical rules. Students must gradually understand and use a linguistic system that differs from their first language in its structure, meaning, and pronunciation.

For Spanish-speaking learners, the knowledge already acquired in their first language often serves as a reference when they begin to communicate in English. This process is known as linguistic transfer. In some cases, similarities between Spanish and English may facilitate learning; nevertheless, when students apply Spanish rules to structures that function differently in English, negative transfer or linguistic interference may occur. Such interference can be reflected in students' oral and written production and may influence their grammatical accuracy, lexical selection, sentence construction, pronunciation, and overall intelligibility.

Spanish-to-English linguistic interference may appear at different levels. At the morphological level, learners may experience difficulties with plural formation, verb inflections, articles, possessive forms, and the third-person singular ending. At the syntactic level, Spanish word order, subject omission, adjective placement, and the incorrect use of auxiliary verbs may be transferred into English. Semantic interference may be observed through literal translation, false cognates, and inappropriate vocabulary

choices. Likewise, phonological interference may arise when students replace unfamiliar English sounds with sounds from Spanish, pronounce words according to Spanish spelling patterns, add vowels to consonant clusters, or experience difficulties with word stress, rhythm, and intonation.

These difficulties should not be interpreted simply as evidence of failure in the learning process. Errors can provide valuable information about how learners are constructing their knowledge of English, and which linguistic areas require greater pedagogical attention. In this regard, contrastive analysis offers a useful perspective because it allows teachers and researchers to examine the similarities and differences between Spanish and English and to interpret recurrent learner errors more systematically. Understanding the possible influence of the first language may help educators develop more focused explanations, activities, feedback, and learning materials.

The present study is situated at Simón Rodríguez Elementary School, located in Urbina Parish, Carchi Province, Ecuador. It focuses on fifth-, sixth-, and seventh-grade students during the 2025–2026 academic year. At these educational levels, students are developing basic skills in English and are beginning to produce short oral and written messages. During this process, they may transfer grammatical structures, meanings, and pronunciation patterns from Spanish. Nevertheless, there is limited contextualized information about how the four types of linguistic interference; morphological, syntactic, semantic, and phonological are manifested simultaneously in the English production of learners within this specific educational context.

Therefore, the main purpose of this research is to analyze the manifestations of Spanish-to-English linguistic interference at the morphological, syntactic, semantic, and phonological levels in the students' oral and written production. The study will also seek to identify and categorize recurrent interference patterns, determine their frequency, and interpret their possible linguistic and pedagogical implications. It is important to clarify that not every error will automatically be attributed to the influence of Spanish, since some difficulties may also arise from developmental processes, incomplete knowledge of English, overgeneralization of target-language rules, limited exposure, or individual learning differences.

The research will follow a mixed-methods approach with a non-experimental, cross-sectional, and descriptive design, supported by bibliographic-documentary and field research. Data will be collected through diagnostic oral and written production activities, an error-analysis matrix, and semi-structured interviews with English teachers.

The quantitative component will allow the researcher to determine the frequency and distribution of the identified patterns, while the qualitative component will contribute to understanding their characteristics, possible origins, and educational implications.

Based on the most frequent interference patterns identified, the study will propose pedagogical guidelines that include contrastive, communicative, and age-appropriate activities. These guidelines will address relevant areas such as morphological awareness, sentence construction, contextual vocabulary use, false cognates, pronunciation, sound discrimination, stress, and oral practice. The proposal is intended to provide teachers with practical alternatives that respond to the specific linguistic needs of the participating students. However, the study will be limited to the design of these guidelines and will not experimentally measure their effectiveness.

This research is expected to contribute to a better understanding of the role that Spanish plays in the English learning process of elementary school students. Its findings may support teachers in identifying recurrent difficulties more accurately and in planning instruction that considers the relationship between the learners' first language and the target language. In addition, the study may provide useful local evidence for future research on linguistic interference, contrastive analysis, and English teaching in similar educational contexts.

The research is organized into four chapters:

- Chapter I presents the research problem, the guiding questions, the objectives, and the justification of the study.
- Chapter II develops the research background and the theoretical, conceptual, and legal foundations related to linguistic interference, language transfer, contrastive analysis, and the four linguistic levels examined.
- Chapter III describes the methodological approach, the study population, the techniques and instruments, the procedures, and the bioethical considerations.
- Chapter IV presents the administrative framework, including the resources and schedule required for the development of the research.

CHAPTER I
PROBLEM

1.1. Problem Statement

At Simón Rodríguez School, located in the province of Carchi, the learning of English as a foreign language among 5th-, 6th-, and 7th-grade students presents important challenges related to the influence of Spanish as their first language (L1). Since students are still developing their linguistic awareness, they often transfer structures from Spanish into English, which generates errors at the morphological, syntactic, semantic, and phonological levels. This situation affects the development of grammatical accuracy and communicative competence, making it necessary to analyze how linguistic interference influences their English learning process.

In this specific educational context, students' difficulties are not only related to limited vocabulary or pronunciation, but also to the way they organize ideas, form sentences, use grammar structures, and interpret meanings in English based on Spanish patterns. As a result, English learning may become mechanical and dependent on repetition, rather than meaningful and communicative. Therefore, understanding the types of interference that appear in students' language production is essential to propose strategies that respond to their real linguistic needs.

In the province of Carchi, local research has shown recent efforts to improve English learning through digital resources and interactive strategies. A study conducted in higher education institutions identified that interactive strategies for assessing oral expression in English help students move away from memorized presentations and actively engage in communicative-collaborative activities; however, the researchers noted that many of these strategies are not applied systematically in the classroom (Peñafiel Arcos, Cevallos Leitón, & Bastidas Parra, 2018).

Another study from the same region analyzed teachers' perceptions of their students' academic performance and found that, in Carchi schools, teachers' expectations are deeply linked not only to academic achievement but also to the formation of values. This finding demonstrates that contextual conditions such as rural settings and varying institutional resources influence how learning is organized and evaluated (Cabrera León, González Loor, Sánchez Albarracín, & Loaiza Sánchez, 2019).

In Ecuador, the teaching of English as a foreign language has been officially prioritized through national curriculum reforms. However, there is still a noticeable gap between policy objectives and what happens in classrooms. Many institutions continue to use traditional methods that do not align with the processes required to effectively develop grammatical competencies. In particular, the considerable influence of Spanish as the students' L1 often results in interference when learning English. This situation leads to persistent errors that affect not only grammar but also overall communicative competence, limiting students' academic and professional opportunities.

Learning a foreign language in Latin America faces multiple obstacles, especially in contexts where students' native language differs significantly from the target language (L2). Across the region, historical inequalities in access to quality education, the lack of updated resources, and limited teacher training, particularly in rural and marginalized areas, have hindered the development of effective bilingual competencies. Although English is widely recognized as a gateway to global communication and opportunities, the reality shows that many students still struggle to achieve fluency and accuracy, largely because educational systems emphasize memorization rather than meaningful language use.

In this context, teachers need to consider methodological strategies that effectively address these interferences. Contrastive linguistics offers a useful tool, as it allows for a systematic comparison between L1 and L2 with the aim of anticipating and correcting potential errors. As Koné (2018) states, "contrastive linguistics makes it possible to analyze the divergent elements between two linguistic systems, which is essential for planning more effective foreign language instruction" (p. 75). This approach not only aids in identifying errors but also promotes a more conscious and contextualized teaching process, where mistakes are understood as a natural part of learning rather than merely flaws to be corrected.

As Fernández (2016) points out, "errors derived from linguistic interference can be significantly reduced through a contrastive approach, as it allows instructors to anticipate points of conflict and address them explicitly in the classroom" (p. 112). Similarly, studies such as Jiménez (2020) highlight that "the lack of integration of linguistic approaches in language teaching limits the development of comprehensive communicative competence, affecting both fluency and grammatical accuracy in learners" (p. 89).

Despite this theoretical recognition, traditional methods focused on repetition and memorization still prevail, without considering students' L1 structures. This reality directly impacts the development of grammatical skills and hinders effective second-language acquisition. Therefore, incorporating contrastive linguistics into the classroom would not only strengthen grammatical competencies but also foster student reflection on language use, thereby contributing to a more effective and context-sensitive teaching and learning process that aligns with the learners' linguistic and cognitive characteristics.

Contrastive linguistics is, therefore, a powerful approach that can significantly enhance second language acquisition by helping learners understand how their L1 shapes their production in English. By identifying structural differences at morphological, syntactic, semantic, and phonological levels, educators can anticipate common errors and explicitly address them in the classroom, making the learning process more reflective and intentional (Odlin, 2022). This analytical comparison not only prevents negative language transfer but also encourages learners to develop metalinguistic awareness, allowing them to understand why they make certain mistakes and how to correct them actively. In this way, contrastive linguistics becomes a bridge between theory and teaching practice, particularly valuable in Spanish-speaking contexts where interference is pronounced.

Furthermore, incorporating contrastive strategies into the EFL classroom can improve both linguistic accuracy and communicative effectiveness. As Ellis (2021) explains, when students are guided to compare linguistic structures between their mother tongue and English, they build stronger grammatical foundations and become more capable of avoiding fossilized errors. Similarly, Larsen-Freeman and Celce-Murcia (2020) argue that meaningful comparison of language systems promotes not only error correction but also deeper understanding of English as a functional tool for communication. Therefore, integrating contrastive linguistics into English teaching in Ecuador is not merely a theoretical option but a pedagogical necessity to strengthen learners' communicative competence and reduce persistent interference.

1.2. Problem Formulation

English language learning constitutes an important component of students' academic development because it provides access to information, intercultural communication, educational resources, and future academic and professional opportunities. Nevertheless, learning English as a foreign language can be particularly complex for Spanish-speaking students because they frequently use the structures,

sounds, meanings, and grammatical patterns of their first language as a reference when producing or understanding the target language. Although this transfer may sometimes facilitate learning when both languages share similar characteristics, it may also generate negative interference when the linguistic systems differ.

At Simón Rodríguez Elementary School, fifth-, sixth-, and seventh-grade students are in an important stage of their English language development. At these educational levels, learners are expected to understand and produce basic oral and written messages, use elementary grammatical structures, pronounce familiar vocabulary, form sentences, participate in short interactions, and communicate information related to everyday situations. However, students may experience difficulties when they attempt to apply Spanish language rules and patterns directly to English.

These difficulties can be observed at different linguistic levels. At the morphological level, students may present problems with plural formation, verb inflection, subject–verb agreement, possessive forms, articles, and the third-person singular marker. For example, learners may omit the ending *-s* in sentences such as "She play soccer" or apply grammatical patterns that do not correspond to English morphology. Such errors may occur because Spanish and English organize grammatical information differently.

At the syntactic level, the influence of Spanish may be reflected in inappropriate word order, subject omission, incorrect adjective placement, the absence or misuse of auxiliary verbs, and the literal reproduction of Spanish sentence structures. Since Spanish allows greater flexibility in sentence organization and permits the omission of subject pronouns in many contexts, students may produce expressions such as "Is raining" instead of "It is raining" or form questions without the auxiliary verbs *do* and *does*. These structures may limit grammatical accuracy and affect the clarity of oral and written communication.

At the semantic level, interference may appear through literal translation, the inappropriate use of false cognates, the transfer of Spanish meanings to English words, and difficulties in selecting vocabulary according to context. Students may assume that words with similar forms in both languages have identical meanings, or they may translate expressions word by word without considering their communicative or cultural meaning. Consequently, the intended message may become inaccurate, ambiguous, or difficult to understand.

At the phonological level, Spanish may influence the way students perceive and produce English sounds. English contains vowel and consonant sounds that do not exist or do not function in the same way in Spanish. This difference may lead learners to replace unfamiliar English phonemes with similar sounds from their first language, pronounce words according to Spanish spelling patterns, add vowels before certain consonant groups, omit final consonants, or experience difficulties with word stress, rhythm, and intonation. These pronunciation patterns may reduce intelligibility and limit students' confidence when participating in oral activities.

The persistence of these difficulties may affect the development of learners' communicative competence. When linguistic interference is not systematically identified, teachers may correct isolated mistakes without recognizing their possible relationship with the transfer of Spanish structures. As a result, students may continue repeating similar errors, and some of these patterns may become established in their developing interlanguage. Therefore, it is necessary to examine students' language production to determine which types of interference occur most frequently and how they are manifested at the morphological, syntactic, semantic, and phonological levels.

The problem is also related to the need for contextualized information about English language learning in elementary education. Although linguistic interference has been widely discussed in applied linguistics and second language acquisition, the manifestations of this phenomenon may vary according to students' age, proficiency level, educational background, exposure to English, learning environment, and institutional context. Consequently, general descriptions of Spanish-to-English interference may not fully represent the specific difficulties experienced by students at Simón Rodríguez Elementary School.

A descriptive analysis of students' oral and written production can provide relevant information about the recurrent patterns that characterize their English learning process. Identifying and classifying these patterns would allow the study to distinguish between morphological, syntactic, semantic, and phonological interference and to determine the areas that require greater pedagogical attention. This analysis may also contribute to the development of pedagogical guidelines that respond to students' actual linguistic needs and support teachers in designing contrastive explanations, corrective activities, pronunciation exercises, and communicative tasks.

In this sense, the study does not seek to attribute every English error exclusively to the influence of Spanish, since some difficulties may also result from incomplete knowledge of English, developmental processes, overgeneralization of target-language rules, limited exposure to the language, or individual learning differences. Instead, the research aims to examine those recurrent errors that can reasonably be associated with the transfer of linguistic characteristics from Spanish as the students' first language to English as the target language.

Based on the difficulties identified in the English language learning process among fifth-, sixth-, and seventh-grade students at Simón Rodríguez Elementary School, the following general research question is formulated:

1.3. Problem Delimitation

Spatial: Carchi Province, Urbina Parish

Temporal: 2025-2026 academic period

Field: Socio-educational

Area: Foreign Language (English)

Line: Pedagogic, Teaching and Learning

Topic: A Descriptive Analysis of Spanish-to-English Linguistic Interference at the Morphological, Syntactic, Semantic, and Phonological Levels among Fifth-, Sixth-, and Seventh-Grade Students at Simón Rodríguez Elementary School, Urbina Parish, Carchi, during the 2025–2026 Academic Year.

Figure 1

Geographical Location of Simon Rodriguez Elementary School



Note. Adapted from "Simón Rodríguez Elementary School", by Google Maps https://www.google.com/maps

1.4. Guiding questions

Based on the difficulties identified in the English language learning process among fifth-, sixth-, and seventh-grade students at Simón Rodríguez Elementary School, the following general research question is formulated:

How does linguistic interference from Spanish as the first language manifest at the morphological, syntactic, semantic, and phonological levels in the oral and written English production of fifth-, sixth-, and seventh-grade students at Simón Rodríguez Elementary School, located in Urbina Parish, Carchi Province, during the 2025–2026 academic year?

To address the general research question, the following specific research questions are proposed:

1. What morphological interference patterns from Spanish can be identified in the students' oral and written English production?
2. What syntactic interference patterns from Spanish are present in the students' oral and written English production?
3. What semantic interference patterns from Spanish occur in the students' oral and written English production?
4. What phonological interference patterns from Spanish can be identified in the students' oral English production?
5. What pedagogical guidelines can be designed based on findings address the most frequent morphological, syntactic, semantic, and phonological interference patterns identified in the students' English production?

1.5. Research Objectives

1.5.1. General Objective

To analyze the manifestations of linguistic interference from Spanish as the students' first language to English as the target language at the morphological, syntactic, semantic, and phonological levels in the oral and written production of fifth-, sixth-, and seventh-grade students at Simón Rodríguez Elementary School, located in Urbina Parish, Tulcán Canton, Carchi Province, during the 2025–2026 academic year.

1.5.2. Specific Objectives

1. To identify the morphological interference patterns from Spanish present in the students' oral and written English production.

2. To describe the syntactic interference patterns from Spanish present in the students' oral and written English production.

3. To classify the semantic interference patterns from Spanish present in the students' oral and written English production.

4. To describe the phonological interference patterns from Spanish present in the students' oral English production.

5. To design pedagogical guidelines based on the most frequent linguistic interference patterns identified in the study.

1.6. Justification

The importance of contrastive linguistics in language teaching lies in its ability to connect linguistic systems and facilitate more effective learning. By analyzing the structural differences between the learners' first language (L1) and the target language (L2), educators can anticipate patterns of errors, design context-based strategies, and foster meaningful language acquisition (Odlin, 2022). Rather than viewing these differences as obstacles, contrastive linguistics transforms them into opportunities for pedagogical innovation, helping learners develop metalinguistic awareness and deeper comprehension of grammatical concepts (Larsen-Freeman & Celce-Murcia, 2020).

English has become a fundamental tool for global communication, access to knowledge, and academic development (Crystal, 2012). However, in Spanish-speaking contexts such as Ecuador, students often struggle to develop consistent linguistic proficiency due to the influence of L1 structures over English production, especially at the morphological, syntactic, phonological, and semantic levels (Ellis, 2021). These interferences affect both oral and written communication, limiting learners' ability to develop accuracy and fluency in English.

In the local context of Simón Rodríguez School, located in the province of Carchi, this research responds to a specific educational need observed among students of 5th, 6th, and 7th grade of Basic General Education. At these levels, students are in a key stage of English language development, where they begin to form basic sentences, use vocabulary in context, produce oral expressions, and apply grammatical structures. However, several difficulties have been observed in their English production, such as errors in plural

formation, subject-verb agreement, the use of the verb to be, auxiliaries do and does, possessive adjectives, comparative forms, word order, literal translation from Spanish, and pronunciation influenced by the mother tongue. These difficulties show the presence of linguistic interference between Spanish as L1 and English as L2, making it necessary to analyze this phenomenon within the real classroom context of the institution.

This research is relevant for Simón Rodríguez School because it provides useful information to understand the specific errors that affect students' English learning process in 5th, 6th, and 7th grade. By identifying the morphological, syntactic, semantic, and phonological interferences that appear in students' oral and written production, teachers can design more appropriate activities, reinforce the most difficult structures, and apply strategies that respond to the students' real linguistic needs. Therefore, the study is not only theoretically important, but also practical and beneficial for the institution, as it contributes to improving English teaching practices and strengthening students' communicative competence.

This research is relevant because it addresses a real and persistent problem in English language education: the negative impact of L1 transfer on the acquisition of L2 grammatical structures. By focusing on contrastive linguistics, the study proposes pedagogical strategies that can be applied in real classroom contexts to anticipate and minimize recurrent errors (Corder, 1981). Moreover, this approach enables teachers to understand not only the errors themselves but also their causes, making the teaching process more reflective, targeted, and responsive to students' linguistic needs.

Furthermore, recognizing linguistic interference as a valuable pedagogical insight rather than a mere obstacle marks an important methodological shift. When teachers analyze recurring patterns of transfer between Spanish and English, they gain a deeper understanding of how learners process and internalize linguistic structures (Lightbown & Spada, 2013). This perspective leads to the creation of context-sensitive strategies, comparative explanations, and learning activities that promote metalinguistic awareness, ultimately enhancing both accuracy and communicative competence.

From a social perspective, this research contributes to the improvement of English instruction, which is increasingly essential in a globalized world. Strengthening communicative competence in English expands students' academic and professional opportunities and supports national educational goals related to intercultural competence, mobility, and employability (UNESCO, 2021). It also bridges the gap between theoretical linguistics and practical pedagogy, offering teachers analytical tools to understand cross-

linguistic influence, design relevant materials, and evaluate progress more effectively (Larsen-Freeman & Anderson, 2016).

Finally, this study fills a knowledge gap in the local context, as most existing research on contrastive linguistics is either theoretical or based on different linguistic realities. By generating localized evidence from 5th-, 6th-, and 7th-grade students at Simón Rodríguez School, this study provides valuable insights to improve teaching practices in similar educational settings and promotes linguistically informed pedagogy that enhances both accuracy and fluency in second language acquisition. For this reason, the present study focuses on identifying, describing, and classifying the morphological, syntactic, semantic, and phonological interferences between Spanish as the L1 and English as the L2, as well as proposing pedagogical guidelines based on the most frequent errors identified among 5th-, 6th-, and 7th-grade students at Simón Rodríguez School.

CHAPTER II

THEORETICAL CONCEPTUAL FRAMEWORK

2.1. Research Background

The background of this research is organized according to international, Latin American, Ecuadorian, and local studies related to contrastive linguistics and linguistic interference in English language learning. This organization allows a clearer understanding of how previous research has addressed the influence of the mother tongue on English as a foreign language and how this phenomenon is connected to the present study.

At the international level, studies have shown that contrastive linguistics plays an important role in foreign language teaching because it systematically analyzes the similarities and differences between two languages to adapt instruction to learners' specific needs (James, 1980). In this sense, understanding the relationship between the first language (L1) and the target language (L2) allows teachers to anticipate common errors, design context-based strategies, and guide students toward more effective language learning.

Linguistic interference is understood as the process by which a speaker automatically transfers elements from their native language to the learning of a foreign language, affecting diverse aspects such as phonology, morphology, syntax, semantics, and lexis (Weinreich, 1953, as cited in Conference, 2021). Recognizing this concept is essential in language teaching because it helps identify the roots of frequent errors and design more focused pedagogical interventions.

Regarding the types of interference, the literature distinguishes at least three major categories: phonological interference, which appears when learners pronounce L2 sounds using L1 articulations; morphosyntactic interference, which occurs when grammatical structures from the mother tongue are transferred into the target language; and semantic-lexical interference, which involves the incorrect use of words or phrases due to perceived similarities between both languages (Study.com, 2022; TPLS Academy, 2021). Among Spanish-speaking learners of English, common interferences include the omission of the auxiliary "do" in questions, as in "Do you like it?", or confusion in verb tenses, as in "She go yesterday," influenced by Spanish sentence structures.

Recent international studies emphasize that analyzing contrasts between linguistic structures helps predict common errors, design more relevant materials, and foster metalinguistic awareness in students (Khansir & Pakdel, 2019). In this way, contrastive linguistics not only contributes theoretically, but also has a practical academic impact on English language didactics. It provides teachers with an analytical framework for designing didactic sequences, selecting appropriate content, and assessing progress using well-defined linguistic criteria (Daulay, 2021).

From a more applied perspective, Behloul (2019) conducted a study on contrastive linguistics that stresses the importance of adapting this approach to English language teaching. The author concluded that the systematic contrast between both languages helps identify problematic areas and serves as a starting point for designing more accurate pedagogical strategies. Similarly, Koné (2018) argues that the contrastive approach enables teachers to anticipate possible errors and construct more conscious and effective instruction by focusing on key structural differences between languages.

Nunan (2021) explains that linguistic interference is one of the main obstacles for learners whose first language is morphologically and syntactically different from English. The author highlights that Spanish-speaking learners struggle particularly with auxiliary verbs, word order, and pronunciation due to the transfer of L1 patterns. In his book Language Teaching Methodology, Nunan argues that contrastive analysis helps teachers predict these difficulties and design targeted instructional interventions. He recommends integrating metalinguistic comparisons in the classroom to help learners recognize and correct their L1-based errors. His conclusion reinforces that contrastive approaches do not only reduce errors but also promote greater awareness of grammatical structures and improve communicative competence.

At the Latin American level, a recent study by Sánchez and Martínez (2022) analyzed L1 interference in Spanish-speaking university learners of English in Colombia. Their research, published in the Journal of Applied Linguistics and Language Research, found that phonological interference, especially vowel confusion, stress patterns, and omission of final consonants, was the most frequent type among students at A2 and B1 levels. The authors demonstrated that explicit contrastive instruction, where Spanish and English structures are compared, significantly improved students' pronunciation and comprehension. They also concluded that contrastive analysis enhances metalinguistic awareness, helping learners understand the reason behind certain errors rather than just memorizing corrections.

In a master's thesis conducted at the Universidad Nacional Mayor de San Marcos, Lima, Torres (2023) investigated the influence of Spanish morphosyntactic structures on English writing accuracy among intermediate EFL learners. The study found that students frequently transferred Spanish sentence patterns, leading to errors such as misplaced adjectives, omission of subjects, and literal translation of idiomatic expressions. Torres concluded that most students were unaware of these transfers because they had never received explicit instruction comparing the two language systems. The thesis recommended implementing contrastive teaching strategies to help learners identify problem areas and develop more accurate writing habits in English.

At the Ecuadorian level, multiple studies have examined the significance of language interference in English language teaching. Salazar's thesis (2023) at the Andean University Simón Bolívar demonstrated how the application of innovative teaching techniques contributes to the acquisition of linguistic competences. The study emphasized that incorporating analytical methods can significantly reduce negative transfers from the mother tongue.

A study conducted by Synthesis Albán and collaborators (2024) at the Central University of Ecuador identified how Spanish influences oral production in B1-level students. Their findings indicate that this transfer affects not only sound articulation, but also discourse organization and vocabulary choice, thereby hindering oral expression in the classroom.

Similarly, research carried out by the National University of Chimborazo (2024) documented that, among bilingual students, the interaction between Spanish and English causes vowel confusions and difficulties in listening comprehension. This finding underscores the need for explicit strategies to manage such interferences within the communicative process.

At the local level, this research is connected to the educational reality of Simón Rodríguez School, located in the province of Carchi, where 5th-, 6th-, and 7th-grade students present difficulties in English learning related to the influence of Spanish as their first language. In this institutional context, observed errors include problems in plural formation, subject-verb agreement, the use of auxiliaries, word order, literal translation, pronunciation, and basic sentence construction. These difficulties show the need to study linguistic interference not only from a theoretical perspective, but also from the real classroom conditions in which students learn English.

Through the analysis of morphological, syntactic, semantic, and phonological errors, this research will provide teachers with contextualized information about the linguistic difficulties that may affect students' oral and written communication. At the morphological level, the findings may support the development of more accurate grammatical forms; at the syntactic level, they may help strengthen sentence construction and word order; at the semantic level, they may contribute to improving vocabulary selection and meaning comprehension; and at the phonological level, they may guide activities focused on pronunciation and sound discrimination. In this regard, Guerrero and Astudillo Quiñonez (2025) demonstrated that linguistic transfer from Spanish to English generates systematic errors in learners' written production and emphasized the importance of targeted pedagogical strategies to address these difficulties. Building on this evidence, the present research will provide a context-specific foundation for designing a pedagogical guide with activities that respond to the interference patterns identified in the institution. Consequently, its main contribution lies in supporting teachers' instructional decisions and promoting the progressive development of students' linguistic accuracy and communicative competence in English.

In Carchi, local educational contexts require studies that respond to students' specific linguistic needs. Although previous research has contributed to understanding English learning and teaching strategies in broader contexts, there is still a need for localized evidence focused on Basic General Education students. Therefore, analyzing linguistic interference among 5th-, 6th-, and 7th-grade students at Simón Rodríguez School is relevant because it allows teachers to identify the specific morphological, syntactic, semantic, and phonological errors that affect students' English production and to design more appropriate pedagogical responses.

To conclude, although previous research has reported the influence of the mother tongue on English learning, few studies have examined how morphological, syntactic, semantic, and phonological interferences simultaneously affect Spanish-speaking learners in real classroom contexts. Moreover, there is scarce evidence in Ecuador, particularly in local school contexts such as Simón Rodríguez School in Carchi, that applies contrastive linguistics as a pedagogical strategy to address these interferences. Thus, this research aims to address this gap by analyzing how contrastive analysis can help improve English teaching and learning through the identification, interpretation, and reduction of L1-based linguistic interferences.

2.2. Theoretical Support

2.2.1. L1 and Cross-Linguistic Influence

The first language (L1) plays an important role in the acquisition of a second language (L2) because learners develop their initial linguistic knowledge through their native language. This previous knowledge provides a foundation for understanding new vocabulary, grammatical structures, and pronunciation patterns. However, differences between linguistic systems may create difficulties when learners apply familiar language rules to English. According to McManus (2022), previous language knowledge and learning experiences influence second language development, demonstrating that learners do not acquire an additional language independently of their existing linguistic abilities. In the case of Spanish-speaking students, their knowledge of Spanish may facilitate the recognition of certain English structures while also contributing to difficulties when the two languages follow different grammatical or phonological patterns.

Cross-linguistic influence refers to the interaction between languages within the learning process, particularly when knowledge acquired in one language affects the comprehension or production of another. This influence may be positive when linguistic similarities facilitate learning or negative when differences lead to inappropriate language forms. Elgort et al. (2023) explain that cross-language influences are relevant to different areas of linguistic knowledge, including phonology, vocabulary, and morphosyntax. For Spanish-speaking English learners, these influences may become visible through adjective placement, incorrect verb forms, literal translations, or pronunciation patterns influenced by Spanish sounds. Therefore, examining cross-linguistic influence helps explain why students sometimes construct English expressions using structures that resemble their native language rather than following the conventions of the target language.

Understanding the relationship between L1 and cross-linguistic influence is particularly relevant to the present research at Simón Rodríguez Elementary School. Since the study focuses on Spanish-to-English linguistic interference among fifth-, sixth-, and seventh-grade students, analyzing the role of the mother tongue provides a theoretical foundation for identifying difficulties at the morphological, syntactic, semantic, and phonological levels. Jarvis and Pavlenko (2008) emphasize that cross-linguistic influence involves different dimensions of language use and may affect both comprehension and production. From this perspective, recognizing how Spanish influences students' English performance can help teachers distinguish possible transfer-

related errors from other learning difficulties. This understanding may also support the development of pedagogical activities that address the specific linguistic needs identified in the school context.

2.2.2. Interlingual and Intralingual Transfer

Interlingual and intralingual transfer are two important concepts used to explain the origin of errors during second language acquisition. Interlingual transfer occurs when learners use linguistic knowledge from their first language while producing or interpreting expressions in a second language. This influence can become problematic when the grammatical, lexical, or phonological characteristics of the two languages differ. Richards (1971) identified first-language interference as one possible explanation for learner errors while also recognizing the influence of learning strategies and developing linguistic knowledge. For Spanish-speaking students learning English, interlingual errors may appear when they follow Spanish word order, translate expressions literally, or substitute unfamiliar English sounds with sounds from their native language. These difficulties demonstrate how previously acquired language patterns may influence the development of English communication skills.

Intralingual transfer, in contrast, refers to errors that emerge from the learner's developing understanding of the target language rather than directly from the mother tongue. These errors may result from the overgeneralization of grammatical rules, incomplete understanding of language structures, or incorrect application of previously learned forms. Jat et al. (2024) examined interlingual and intralingual errors in English learners' written production and identified overgeneralization as a prominent type of intralingual error. For example, students may produce forms such as "goed" instead of "went" because they apply the regular past-tense rule to an irregular verb. Similarly, expressions such as "she doesn't likes" may reflect confusion about the grammatical relationship between auxiliary verbs and main verbs. These examples illustrate that errors in English do not always originate from Spanish interference but may also represent transitional stages in acquiring the rules of English.

The distinction between interlingual and intralingual transfer is essential for the present study because it provides a more precise framework for interpreting linguistic errors among fifth-, sixth-, and seventh-grade students at Simón Rodríguez Elementary School. Although the research focuses on Spanish-to-English interference, identifying possible intralingual errors can help avoid attributing every grammatical or pronunciation

difficulty to the students' native language. Richards (1971) explains that learner errors may reflect different underlying processes, including interference and the development of hypotheses about language rules. Consequently, distinguishing between these processes can strengthen the descriptive analysis of morphological, syntactic, semantic, and phonological patterns. This distinction may also contribute to the development of a pedagogical guide that responds to students' learning needs through activities focused on linguistic awareness, grammatical accuracy, vocabulary use, and pronunciation.

2.2.3. Error Analysis According to the Linguistic Levels

Error analysis is a fundamental approach in second language acquisition because it allows researchers to identify, classify, and interpret the linguistic difficulties that learners experience when developing their language skills. Errors are not simply incorrect forms but can also reveal how learners understand and apply the rules of the target language. Mertosono and Erniwati (2023) examined errors in English learners' written compositions and classified them into different categories, including morphosyntactic, lexical-semantic, orthographic, and mechanical errors. Their research demonstrates that examining errors systematically provides relevant information about the linguistic aspects that require further development. Therefore, error analysis contributes to understanding the learning process by identifying recurring difficulties and providing a foundation for developing appropriate teaching strategies.

Linguistic errors can be classified into morphological, syntactic, semantic, and phonological levels according to the characteristics of the language structures involved. Morphological errors occur when learners incorrectly use word forms, verb endings, plural markers, or other grammatical elements. Syntactic errors involve difficulties in sentence construction, word order, and the organization of grammatical structures. Semantic errors are associated with inappropriate vocabulary choices, confusion about word meanings, and expressions that do not accurately communicate the intended message. Phonological errors, on the other hand, involve difficulties in recognizing or producing speech sounds, including consonants, vowels, word stress, and pronunciation patterns. Lahuerta Martínez (2024) analyzed morphological, syntactic, and lexical errors in English learners' written compositions and identified differences in accuracy across proficiency levels. These findings support the importance of examining linguistic components separately to obtain a more detailed understanding of language performance.

Analyzing errors according to linguistic levels provides a comprehensive perspective on the difficulties that may influence learners' oral and written communication. Each linguistic category offers specific information about language development, allowing researchers to recognize patterns and distinguish between different types of difficulties. Morphological and syntactic errors may affect grammatical accuracy and sentence organization, while semantic errors can interfere with the clarity and interpretation of messages. Similarly, phonological errors may affect intelligibility when learners have difficulties producing or distinguishing sounds in the target language. Daquilema Chorlango and Arias Arroyo (2024) found that English learners experienced difficulties with grammatical structures, word forms, and written language conventions, emphasizing the importance of identifying and addressing specific errors. Consequently, systematic error analysis can provide valuable evidence for understanding linguistic development and supporting teaching practices that respond to learners' language needs.

2.2.4. Fundamental Theoretical Contributions of Contrastive Linguistics

Contrastive linguistics emerges as a fundamental discipline within applied linguistics, whose main theoretical contribution lies in the systematic analysis of two languages to identify their structural similarities and differences. The core assumption is that learners transfer linguistic knowledge from their first language (L1) to the target language (L2), generating either positive or negative transfer depending on the degree of correspondence between the language systems (Odlin, 2022). From this perspective, contrastive linguistics not only explains how errors occur, but also why they arise, making it a valuable tool for designing instructional strategies that respond more effectively to learners’ needs.

Another significant theoretical contribution is its emphasis on linguistic interference, defined as the influence of L1 structures on the production and comprehension of L2. Corder (1981) argues that errors derived from interference should not be seen merely as deficiencies, but as indicators of learners' cognitive processes during second language acquisition. This perspective transformed the traditional view of error by recognizing its pedagogical value as a source of diagnostic information for teachers. Similarly, Ellis (2021) explains that contrastive linguistics helps to understand how learners construct interlanguage systems that combine elements of both languages, which is essential for the gradual development of communicative competence.

Lastly, contrastive linguistics has contributed to language pedagogy by promoting metalinguistic approaches that encourage learners to reflect on how languages function. Larsen-Freeman and Celce-Murcia (2020) state that explicit comparison between linguistic structures enhances grammatical awareness and improves morphosyntactic accuracy, particularly in contexts where the L1 and L2 exhibit marked differences. This theoretical contribution not only strengthens foreign language teaching but also fosters learner autonomy by helping students develop strategies to avoid linguistic interference and achieve a more conscious and reflective command of the target language.

2.2.5. Comparison of the Morphological, Syntactic, Semantic, and Phonological Systems of Spanish and English

One of the most evident differences between Spanish and English lies in their morphological systems. Spanish is a highly inflectional language, as it expresses grammatical information through verb endings and markers of gender and number in nouns, adjectives, and pronouns. For instance, the word "comieron" conveys tense, number, and person within a single term. In contrast, English communicates this same information analytically, using auxiliary verbs such as did, will, or have, rather than inflectional changes (Larsen-Freeman & Celce-Murcia, 2020). Because of this contrast, Spanish-speaking learners often attempt to apply Spanish inflectional patterns to English, leading to errors such as "She cans sings", which reflects double marking, a phenomenon absent in English grammar.

At the syntactic and semantic levels, English adheres to a more rigid word order, predominantly subject + verb + object (SVO), while Spanish allows greater flexibility depending on the communicative purpose. In Spanish, it is possible to say "Juan compró el libro" or "El libro lo compró Juan", with minimal meaning change, but an English equivalent, such as "The book bought Juan" results in an ungrammatical and semantically incorrect sentence (Ellis, 2021). Additionally, in semantic terms, Spanish tends to express meaning directly, whereas English frequently relies on metaphorical or idiomatic expressions, such as "It's raining cats and dogs", which cannot be translated literally. According to Lightbown and Spada (2021), these semantic differences require learners to focus not only on the accuracy of words but also on conceptual meaning, which is essential for communicative competence.

At the phonological level, the contrast between the two languages is especially relevant. Spanish has a relatively simple and stable vowel system consisting of five pure

vowels (/a/, /e/, /i/, /o/, /u/), whereas English has a much broader inventory that includes short vowels, long vowels, diphthongs, and reduced sounds such as the schwa /ə/, as in about, teacher, or banana (Celce-Murcia, Brinton, & Goodwin, 2020). Spanish also lacks the fricative interdental sounds /θ/ and /ð/, which leads learners to produce "tink" instead of "think" or "dis" instead of "this". According to Odlin (2022), these phonological differences significantly affect intelligibility in oral communication and may even alter meaning, as in the pairs "sheep" vs. "ship", or "feel" vs. "fill", where minimal changes in pronunciation create entirely different semantic interpretations.

2.2.6. Pedagogical Implications of Contrastive Analysis in the Teaching of English as a Foreign Language

Contrastive analysis plays a significant role in English language teaching, as it helps understand how the mother tongue influences the acquisition of structures in the target language. Nunan (2020) explains that through the systematic comparison between Spanish and English, teachers can anticipate common learner errors and design instructional materials that address the linguistic challenges specific to Spanish-speaking students. This pedagogical perspective not only focuses on correcting errors but also emphasizes prevention by allowing teachers to anticipate areas of potential interference and thus strengthen the development of communicative competencies.

From a cognitive-linguistic perspective, García Mayo (2021) indicates that contrastive analysis enhances learners' metalinguistic awareness, allowing them to reflect on how grammatical, phonological, and semantic systems function in both languages. This approach helps learners understand why certain errors occur, such as subject omission in English or incorrect use of auxiliary "do" and develop strategies for self-correction. According to Richards and Rodgers (2022), when learners recognize the points of convergence and divergence between their L1 and the L2, they improve grammatical accuracy and fluency, and they develop more autonomous and meaningful learning processes.

In pedagogical terms, contrastive analysis contributes to diversifying instructional strategies by incorporating tools such as explicit comparison, language mapping, error analysis, and phonological awareness activities. Davies (2023) argues that this approach not only improves pronunciation and grammar but also fosters more natural and culturally relevant communicative skills. Likewise, Halliday (2020) states that contrastive analysis promotes context-sensitive pedagogy that connects language, culture, and real

communication, making the teaching process more adaptive to students' linguistic realities. Therefore, contrastive analysis goes beyond structural comparison and becomes a pedagogical instrument that enhances teaching quality, strengthens communicative competence, and supports more reflective and contextually responsive language instruction.

2.2.7. Morphological, Syntactic, Semantic, and Phonological Interferences of Spanish in the Learning of English as a Foreign Language

Morphological interference occurs when Spanish-speaking learners transfer grammatical structures from their native language to English, particularly in verb conjugation, plural formation, and gender use. Spanish is a highly inflectional language, while English relies more on analytic structures with fewer visible morphemes. Nunan (2020) notes that Spanish-speaking learners often apply Spanish morphological rules in English, such as adding *-s* to form plural forms in inappropriate cases or assigning gender to nouns "teacher–teachera", which leads to frequent errors. Similarly, García Mayo (2021) explains that learners struggle with the third person singular in English due to the absence of an equivalent inflectional pattern in Spanish, resulting in errors such as "She go" or "She goeses", which affect grammatical accuracy in communication.

At the syntactic and semantic levels, Spanish-speaking learners frequently experience interference related to word order, subject omission, and literal translation of expressions. Spanish allows more flexible syntactic structures and permits subject omission due to its pro-drop nature, whereas English requires an explicit subject even in impersonal sentences (Davies, 2023). This often results in structures like "Is raining" instead of "It is raining". Duranti (2020) explains that semantic interference appears when learners rely on literal translation or false cognates, as in "assist" (to help) versus "asistir" (to attend), or "actually" versus "actualmente". These misinterpretations limit communication effectiveness and impede the development of pragmatic and contextual language use.

In the phonological domain, interference arises because Spanish has a simpler and more stable vowel system, while English contains a wider range of vowel sounds, including long and short vowels, diphthongs, and reduced sounds like the schwa /ə/ (Celce-Murcia, Brinton, & Goodwin, 2020). Spanish-speaking learners often struggle to distinguish between minimal pairs such as ship (/ɪ/) and sheep (/iː/), affecting intelligibility. According to Spada and Lightbown (2021), phonological interference can

significantly alter meaning and hinder comprehensibility in oral communication. Furthermore, learners often replace the English interdental fricative /θ/ in think with /t/ or /s/, due to the absence of this sound in Spanish, which illustrates the influence of native phonology on second language production.

2.2.8. Incidence of Contrastive Linguistics Between Spanish and English at the Morphological, Syntactic, Semantic, and Phonological Levels

Contrastive linguistics plays a crucial role in foreign language teaching, as it analyzes how the structures of the learners' first language (L1) influence the acquisition of the second language (L2). In Spanish and English, significant differences exist at the morphological level, particularly in verb conjugation, gender agreement, and the use of morphemes. While Spanish exhibits a rich inflectional system, English relies more on analytical structures with limited morphological variation (Odlin, 2022). These differences lead to common learner errors such as omitting the third-person singular marker in English (she go instead of she goes) or misusing plural forms and adjectives. By identifying these contrastive elements, teachers can anticipate potential errors and design instructional strategies that strengthen students' morphological awareness.

At the syntactic and semantic levels, the interaction between Spanish and English often generates interference that affects sentence structure and meaning. Spanish allows for more flexible syntax, while English adheres to a stricter word order, typically subject + verb + complement. This structural contrast frequently results in errors such as Is raining instead of It is raining, where learners transfer Spanish syntactic patterns into English (Ellis, 2021). Semantically, false cognates such as actual (meaning "real" in English, not "current") and library (meaning "biblioteca," not "librería") can lead to misinterpretations. As Larsen-Freeman and Anderson (2016) explain, explicit awareness of these semantic differences promotes more meaningful and context-based language learning.

At the phonological level, the contrast between Spanish and English is particularly significant, as many pronunciation errors stem from the transfer of native phonetic patterns. Spanish has a more stable phonological system with pure vowels, whereas English contains reduced vowels, complex diphthongs, and consonant sounds that do not exist in Spanish, such as the interdental fricative /θ/ in think and the distinction between /b/ and /v/ (Celce-Murcia, Brinton, & Goodwin, 2010). These phonological contrasts directly affect learners' intelligibility and oral communication. According to Lightbown

and Spada (2013), instruction based on phonological comparison helps improve pronunciation, listening comprehension, and overall communicative confidence, ultimately strengthening learners' phonological competence.

2.2.9. Main Causes of Errors in Spanish-to-English Transfer

Recent linguistic research indicates that many errors made by Spanish-speaking learners of English arise from the interaction between processing limitations and first-language transfer. At the morphosyntactic level, when online processing demands are high (Example, complex or long-distance dependencies), learners tend to rely more heavily on L1-driven routines, which increases the omission or overuse of familiar forms such as word order or grammatical markers. Cunnings (2020) synthesizes evidence showing how bilinguals' working memory and attention allocation affect sentence parsing, leading to syntactic inconsistency and morphological inaccuracy in the L2. Likewise, recent studies on the English article system reveal that accuracy depends not only on isolated rule learning but also on the interaction of morphosyntactic and semantic-discursive factors, explaining persistent errors where the L1 grammar offers no direct equivalents (Studies in Second Language Acquisition, 2024).

From a contrastive linguistic perspective, several structural discrepancies between Spanish and English act as recurring sources of error. Morphologically, the distinct distribution of determiners and the absence of a strict definiteness-specificity system in Spanish lead to frequent misuse of the/a/an and omission in obligatory contexts (Example, generic or specific references) (Studies in Second Language Acquisition, 2024). In syntax, divergences such as Spanish tolerance for null subjects, adjective placement, and tense-aspect mapping produce direct transfers into English (subject omission, adjective–noun inversion, overuse of the present simple). Applied analyses of Ecuadorian learners confirm these tendencies. Article usage, agreement, word order, and prepositional patterns remain stable error patterns in both written and oral production (Éguez, 2021).

At the phonological and semantic levels, errors stem from differences in sound perception-production and lexical proximity. Spanish has a smaller vowel inventory and a distinct prosodic pattern; according to the Revised Speech Learning Model (SLM-r), learners tend to "equate" unfamiliar English sounds to the nearest L1 category, hindering the formation of new phonemic distinctions (for example, /ɪ/–/iː/, tense/lax vowels, or vowel reduction), which affects accent and intelligibility (Flege & Bohn, 2021). Recent studies with Spanish-speaking learners also report mismatches in vowel production and

nuclear stress placement, influencing comprehension and pragmatic intonation (Vallejos Llobet & Henríquez, 2022). Semantically, false cognates and partial meaning overlap often cause lexical misselection (actually for ‘actualmente’, assist for ‘asistir’), a transfer phenomenon that persists even among intermediate or advanced learners (Sampedro Mella, 2024).

2.2.10. The Influence of Contrastive Linguistics on Error Correction at the Morphological, Syntactic, Semantic, and Phonological Levels

Contrastive linguistics provides an essential analytical framework for identifying similarities and differences between two languages, serving as the foundation for correcting learners’ errors. At the morphological and syntactic levels, this discipline allows teachers to anticipate and systematically describe the points where second-language learning tends to fail due to native language transfer. According to Nedjar (2025), analyzing both linguistic systems helps design specific pedagogical activities that enable learners to consciously recognize divergent structures and correct them intentionally. This predictive ability is crucial for structuring more effective instruction since it not only describes errors but also prevents them through targeted instructional design.

At the semantic and phonological levels, contrastive linguistics promotes reflection on how errors are not merely surface mistakes but manifestations of an interlanguage system combining elements of L1 and L2. For instance, by comparing the phonetic inventories of Spanish and English, teachers can identify sound categories absent in Spanish and implement strategies for their acquisition (Flege & Bohn, 2021). Similarly, comparing the semantic frameworks of both languages helps address lexical transfer issues and false cognates, building a foundation for correction that extends beyond grammar to communicative competence.

The application of contrastive analysis in the classroom transforms error correction into a reflective and contextualized process. Instead of seeing mistakes as signs of incompetence, they are understood as structural clashes between languages that can serve as opportunities for conscious learning (Sampedro Mella, 2024). This perspective enables teachers to collect and compare error patterns related to L1, foster metalinguistic awareness, and design guided self-correction exercises. As a result, errors become a starting point for developing morphosyntactic precision, semantic coherence, and phonological awareness in the L2.

2.2.11. Common Errors in the Transfer from Spanish to English (Morphological, Syntactic, Semantic, and Phonological Levels)

At the morphosyntactic level, Spanish speakers frequently omit or inconsistently use the third-person singular *-s* in the present tense (for example: She walk), simplify past tense marking (Example: He go yesterday), or transfer Spanish word order flexibility to English, producing ungrammatical structures such as Is raining instead of It is raining. They also face difficulties with prepositions and articles due to differences in distribution across both languages (Example: in Monday, the life is…). Research in second language acquisition has documented these tendencies as transfer effects from the L1 and as evidence of the complexity of English inflectional morphology for Spanish-speaking learners (Gass, Behney, & Plonsky, 2020; Murakami & Alexopoulou, 2016).

At the semantic-lexical level, false cognates and meaning extensions are frequent due to formal similarities with Spanish words: for ‘actualmente’, assist for ‘asistir’, or overuse of high-frequency verbs such as make/do or say/tell. These lexical errors arise from mapping L1 conceptual categories onto English vocabulary, leading to ambiguity or imprecision. Recent studies indicate that explicit comparison between lexical networks in both languages, along with contextualized discourse practice, can reduce the frequency of false cognates and enhance semantic accuracy (Sampedro Mella, 2024; Gass et al., 2020).

At the phonological level, Spanish speakers often replace or merge tense/lax vowels (/ɪ/ vs. /iː/, /ʌ/ vs. /a/), insert or delete sounds in consonant clusters (espan, tes for test), and approximate unfamiliar English phonemes (/v/≈/b/, /ʒ/→/ʃ/, dentalization of /t d/). These differences result from divergent phonetic inventories and phonotactic constraints in Spanish and English, as well as the cognitive challenge of forming new phonetic categories in the L2. Accumulated evidence shows that perceptual training and guided articulation practice, informed by contrastive analysis, foster the creation of new phonological categories and improve intelligibility (Flege & Bohn, 2021).

2.2.12. Methodological Strategies to Correct Transfer Errors (Morphological, Syntactic, Semantic, and Phonological)

At the morphological and syntactic level, research supports combining brief explicit instruction with communicative tasks where attention to form emerges naturally during interaction (Example: dictogloss, text reconstruction, information-gap activities).

These strategies allow learners to notice and self-correct errors in agreement, tense, and word order without losing communicative focus. Corrective feedback, especially immediate prompts that elicit self-repair and well-calibrated recasts, has proven effective in improving grammatical accuracy among Spanish-speaking learners of English, particularly when aligned with clear grammatical objectives and spaced repetition (Spada & Tomita, 2010; Lyster, Saito, & Sato, 2013; Loewen, 2012).

At the semantic and lexical level, contrastive strategies targeting false cognates, collocations, and formulaic expressions, combined with retrieval practice and deep processing activities (Example: guided paraphrasing, reformulation with feedback), are highly effective. The contrastive approach, by explicitly comparing meanings, usage patterns, and lexical constraints, helps reduce semantic overgeneralization and enhances lexical precision. Additionally, systematic work with word families and high-frequency collocations contributes to greater fluency and accuracy in both oral and written production (Laufer & Girsai, 2008; Webb & Nation, 2017; Boers, 2013; Schmitt, 2017).

At the phonological level, integrating high-variability phonetic training (HVPT) with guided articulation practice and prosody instruction (rhythm, stress, and intonation) is particularly beneficial for Spanish speakers who struggle with contrasts such as /ɪ/–/iː/, /ʌ/–/ɑː/, and /v/–/b/. Contextualized minimal pair training, form-focused feedback (Example: modeling, shadowing, bandwidth feedback), and exposure to multiple auditory models (different voices and accents) facilitate new phonetic category formation and improve intelligibility. Studies show that embedding short pronunciation-focused sessions within communicative tasks leads to sustained pronunciation gains (Flege & Bohn, 2021; Saito, 2012; Derwing & Munro, 2015).

2.2.13. Effective Exercises to Correct Transfer Errors (Morphological, Syntactic, Semantic, and Phonological Levels)

One highly effective exercise for addressing morphological and syntactic errors is the use of restructured input tasks combined with awareness-raising activities. For instance, learners might receive sentences containing typical transfer errors (Example: omitted third-person singular -s, incorrect word order) and work in small groups to identify, correct, and justify alterations. This activity fosters noticing of differences between Spanish and English structures and prompts output modification, which research shows increases accuracy in L2 grammar (Loewen, 2012; Ellis, 2022).

To tackle semantic and lexical interference, contrastive lexical tasks such as “false cognate identification tasks” or collocation matching games are particularly effective. In

these exercises, learners compare Spanish-English word pairs, identify meaning shifts, propose correct usage in context, and create short dialogues employing target lexical items. Studies indicate that explicitly teaching lexical contrasts and engaging learners in deep processing via retrieval practice strengthens semantic precision and reduces overgeneralization of L1 patterns (Laufer & Girsai, 2008; Webb & Nation, 2017).

For phonological errors stemming from L1 transfer, a combination of high-variability phonetic training (HVPT) and guided articulation drills works well. Activities may include minimal-pair discrimination (Example: /ɪ/ vs. /iː/), shadowing native speaker models, and self-recording with peer feedback. An Ecuadorian study found that teachers who used repeated listening, identification of problematic phonemes, and native-speaker audio contributed to significant improvements in pronunciation intelligibility among Spanish-speaking learners (Montes Montaño, 2023).

2.2.14. Contrastive linguistics

Contrastive linguistics is a branch of applied linguistics whose main purpose is to systematically examine two languages, such as Spanish and English, to identify similarities and differences in phonetic, morphosyntactic, semantic, and pragmatic aspects. This comparison helps predict the areas where students may face difficulties, particularly due to the influence of their mother tongue (Khansir & Pakdel, 2019). Furthermore, contrastive analysis is based on the idea that the greater the divergence between the compared linguistic systems, the more complex it will be to acquire grammatical structures in the target language (Djiguimkoudre, 2020).

In the 1950s and 1960s, researchers such as Robert Lado and Zellig Harris established the principles of contrastive linguistics by applying systematic analysis between languages to anticipate learning errors and design effective teaching materials (Djiguimkoudre, 2020). The initial approach stated that differences between the native language (L1) and the target language (L2) were the main source of difficulties—this idea was known as the strong version of the contrastive analysis hypothesis (Al-Badri, 2023). Although the limitations of this theory were later acknowledged, it led to the foundation for connecting contrastive analysis to error correction and the development of metacognitive strategies in second language acquisition.

Research by Guillén Solano (2020) mentions that this approach, through detailed comparisons, not only identifies problematic areas but also promotes informed teaching strategies, such as instruction based on language transfer and structural lexical contrast

(Guillén Solano, 2020). This allows students to visualize differences between their languages and better understand the grammatical configurations of English and Spanish.

Moreover, Ferreira (2005) emphasizes that contrastive linguistics enriches language curricula by providing clear guidelines on which structures teachers should focus on, based on the most common learner errors (Ferreira, 2005). In this way, teaching materials and methods become more relevant and effective, improving the acquisition of the rules of the target language.

2.2.14.1 Comparative Analysis

Comparative analysis in contrastive linguistics involves examining elements such as phonemes, morphemes, and syntactic structures in both languages to identify areas where real learning difficulties arise. A clear example is the comparison of phonological rules, where sounds prone to assimilation like /n/ before /p/ or /b/ may vary between Spanish and English, often resulting in what is commonly perceived as a foreign accent (Cervantes, 2017).

Guillén Solano (2020) argues that a detailed analysis of phonological comparison reveals how it activates cognitive rereading mechanisms, as students consciously process phonetic differences between the languages. This exercise helps learners develop more accurate and focused phonological awareness (Guillén Solano, 2020).

In many languages, such as Spanish, the omission of the subject pronoun is allowed because verb conjugation already clearly indicates person and number. This phenomenon is described by Noam Chomsky as part of the "null subject parameter" in his Universal Grammar theory. This means that, unlike in English where the subject must be explicitly stated in declarative sentences, in Spanish it is grammatically acceptable to omit it (Chomsky, 1981).

Finally, understanding this structural difference is essential in contrastive analysis, as it explains why Spanish speakers tend to omit subjects when speaking English. This also provides a solid foundation for designing teaching strategies that promote grammatical accuracy.

2.2.14.2. Phonological level

The phonological level focuses on identifying and comparing the sound systems of two languages; in this case, Spanish and English, to understand how learners perceive, organize, and produce phonemes and allophones in the second language. This activity

does not aim to teach isolated pronunciation but to analyze the phonological structure of English from a functional and contrastive perspective (Hansen Edwards & Zampini, 2008). L2 phonology involves developing the ability to distinguish sounds that do not exist in the native language and to incorporate intonation and rhythm rules specific to the target language (Behera, 2023).

This analysis helps identify critical areas where interference is most likely, such as the distinction between aspirated and unaspirated phonemes or the perception of minimal pairs (/p/ vs. /b/). Through auditory and articulatory tasks, and the use of technological tools that provide instant feedback, students can develop phonological awareness that promotes more accurate and fluent pronunciation (Hansen Edwards & Zampini, 2008).

In teaching, phonological analysis contributes to designing informed instructional materials such as auditory discrimination exercises, minimal pair practice, and prosodic activities that support correction and enhance communicative intelligibility, especially useful in bilingual settings like basic education in Ecuador.

2.2.14.3. Spanish–English Interference in Broca's Area

The Broca's area, located in the inferior frontal lobe of the left hemisphere, plays a crucial role in syntactic planning and language production. Recent studies with Spanish-English bilinguals have shown that during L2 (English) production, there is broader and more bilateral neural activation compared to L1 (Spanish), reflecting the increased cognitive effort required to manage interference between both languages (Quiñones et al., 2024). This evidence suggests that students transferring Spanish structures into English face additional neurological challenges that may affect their fluency and grammatical accuracy.

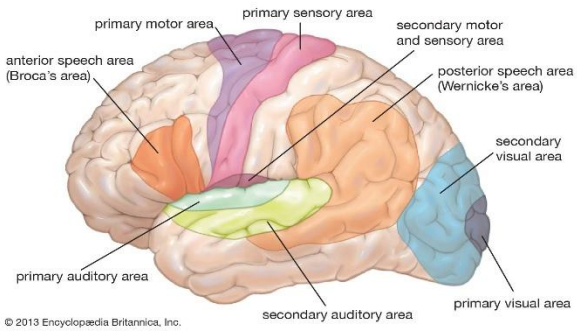
From a neurolinguistic perspective, Spanish to English interference can be understood as the simultaneous activation of neural networks that control both languages, creating overlaps or conflicts at morphological, syntactic, semantic, and phonological levels. For instance, studies with Hispanic-English bilinguals have found differences in the activation of the left prefrontal cortex and right-hemisphere regions during code-switching or language selection tasks, demonstrating how L1 transfer impacts L2 processing (Brice et al., 2023). Such interference not only poses a barrier to English acquisition but also represents a pedagogical opportunity: acknowledging it allows

teachers to design strategies that directly address these neural mechanisms and enhance metalinguistic awareness.

Understanding how both hemispheres interact with the left governing linguistic production and the right contributing prosodic, emotional, and contextual elements, provides a solid foundation for developing teaching strategies that treat interference as a learning tool. In this sense, pronunciation or structural errors arising from Spanish to English transfer should not be seen merely as failures but as indicators of shared neural activity between both linguistic systems. Leveraging this dynamic in the classroom involves guiding students through comparison, analysis, and conscious correction, promoting balanced development of fluency and accuracy in both languages (Schwieter & Festman, 2023).

Figure 2

Functional Areas of the Human Cerebral Cortex



Note. Adapted from Encyclopaedia Britannica, Inc., (2013).

Table 1

Comparative Table: Differences in the Speech Apparatus – English vs. Spanish

Aspect	English	Spanish
Vowel inventory	12 to 14 vowels (includes diphthongs and tense/lax contrasts)	5 pure vowels (a, e, i, o, u), all tense and stable
Vocal cord vibration	Frequent use of contrastive voiced and voiceless sounds	Fewer minimal pairs between voiced and voiceless sounds
Place of articulation	More variety: interdental, alveolar, retroflex, palatoalveolar	Less variety: mostly bilabial, alveolar, and velar

Aspect	English	Spanish
Aspirated plosives	Initial /p/, /t/, /k/ are aspirated (e.g., pat, top)	Plosives are not aspirated; softer articulation
Interdental sounds	Present: /θ/ and /ð/ (as in think, this)	Absent; often replaced with /t/, /d/, or /s/
Intonation and rhythm	Stress-timed language; more varied intonation patterns	Syllable-timed language; more even and regular intonation
Vowel reduction	Common in unstressed syllables (e.g., banana → [bəˈnænə])	Rare; vowels are pronounced clearly regardless of stress
Diphthongization	Very common (e.g., go, take, coin)	Limited to certain vowel combinations like tierra, huevo
Sound duration	Duration can be phonemic (e.g., bit vs. beet)	Duration is not phonemic; length does not change word meaning

Note. Adapted from Lightbown and Spada (2013).

Table 2

Comparative Table: Consonant and Vowel Phonemes – English vs. Spanish

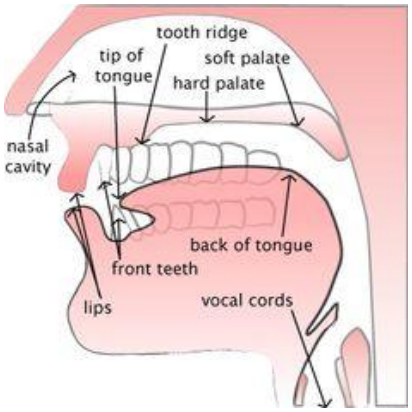
Aspect	English	Spanish
Total phonemes	Around 44 phonemes (24 consonants, 20 vowels)	Around 24 phonemes (18 consonants, 5 vowels, diphthongs optional)
Consonant inventory	24 consonants including interdental (/θ/, /ð/), retroflex, glottal sounds	18 consonants, mostly plosives, nasals, and fricatives
Vowel inventory	12–14 monophthongs, multiple diphthongs	5 monophthongs (a, e, i, o, u), few diphthongs
Vowel length	Length can be phonemic (e.g., bit vs. beat)	Vowel length is not phonemic

Aspect	English	Spanish
Nasal consonants	/m/, /n/, /ŋ/ all present	/m/, /n/, /ɲ/ (ñ in español)
Voicing contrast	Widespread (e.g., /p/ vs. /b/, /t/ vs. /d/)	Present but with fewer minimal pairs
Aspirated plosives	/p/, /t/, /k/ aspirated in initial position	No aspiration in plosives
Diphthongs	Many (e.g., /aɪ/, /eɪ/, /əʊ/, /ɔɪ/)	Limited (e.g., /je/, /we/ as in tierra, huevo)

Note. This table presents a comparison of consonant and vowel phonemes.

Figure 3

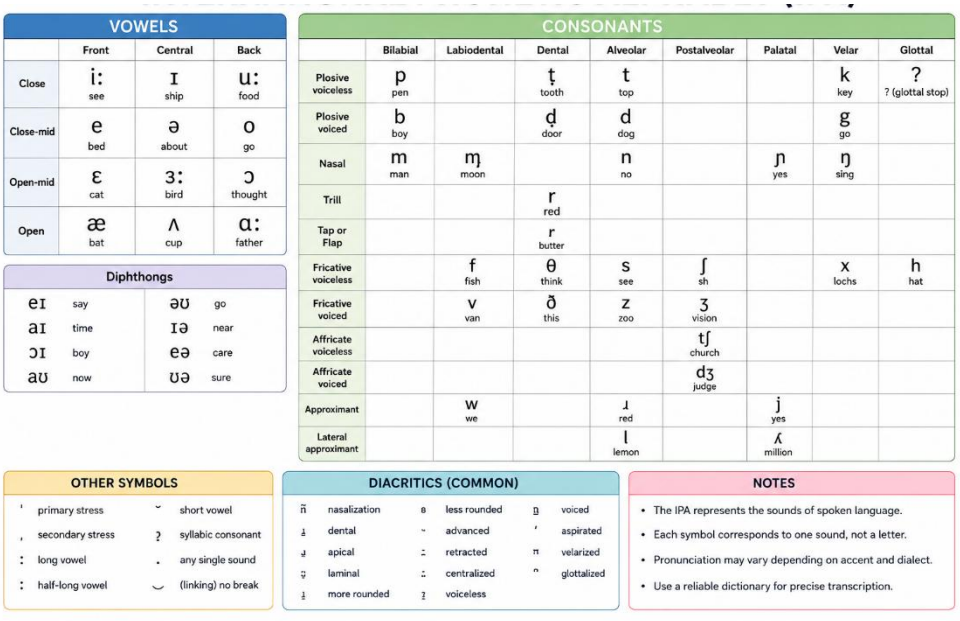
The Human Vocal Tract and Main Articulators



Note. Adapted from Pronuncian: American English Pronunciation, Seattle Learning Academy

Figure 4

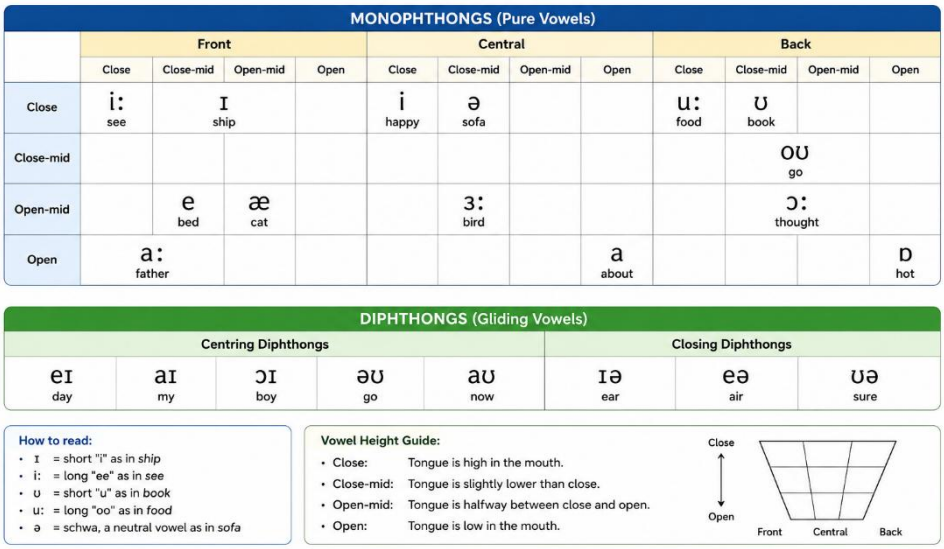
International Phonetic Alphabet (IPA): Vowels and Consonants



Note. Image generated with ChatGPT (OpenAI, 2026).

Figure 5

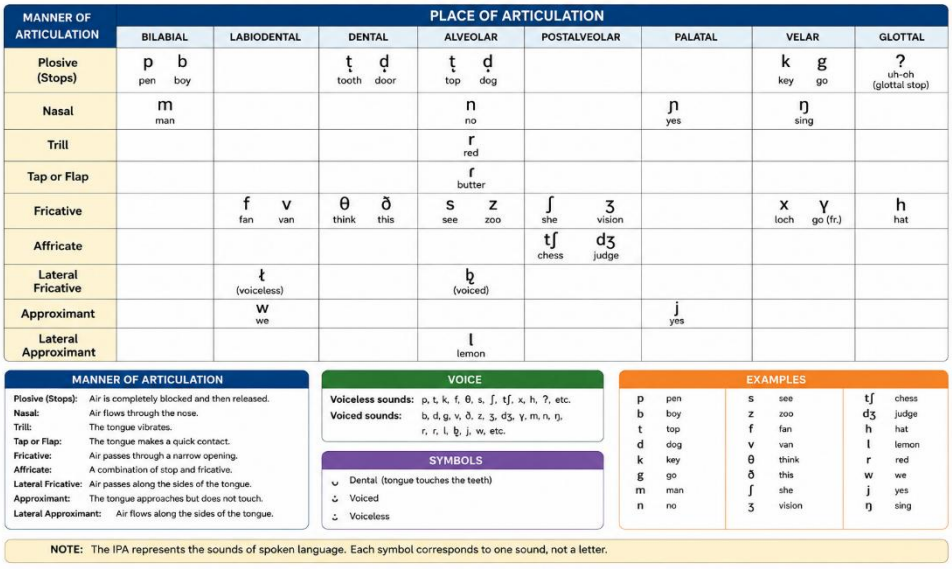
International Phonetic Alphabet (IPA): Vowels Chart



Note. Image generated with ChatGPT (OpenAI, 2026).

Figure 6

International Phonetic Alphabet (IPA): Consonants Chart



Note. Image generated with ChatGPT (OpenAI, 2026).

2.2.14.4. Syntactic level

Syntactic level examines how words are organized into sentences based on English structural principles to assess the learner's level of grammatical competence. Research shows that syntactic awareness involves not only knowing the rules but also actively monitoring the relationships between elements within a sentence during reading or writing tasks (Paris & Hamilton, 2009).

A practical approach to this analysis is the study of nominal phrase complexity, measuring features such as the length of modifiers, and the presence of embedded structures. This helps evaluate whether a student is using mature and structurally sophisticated sentences, showing progressive development in syntactic competence (Ârodén, 2010).

In the classroom, activities include sentence analysis, reordering exercises, syntactic diagrams, and contrastive comparisons. These strategies facilitate the identification of systematic errors, such as adjective order or auxiliary omission, and allow the design of linguistic interventions that promote precision and clarity in production.

Furthermore, longitudinal studies show that syntactic complexity develops in interdependent phases: first at the clause level and then at the phrase level. For example, Wang (2022) observed in learner-written journals that the use of embedded subordinate and prepositional structures increased significantly as the learner's language skills consolidated. This systemic approach highlights the importance of integrating syntactic analysis with the actual dynamics of language learning.

Another useful indicator is the Mean Length of Utterance (MLU) or syntactic units (T-units), commonly used to measure grammatical fluency. A higher MLU indicating more complex combinations of clauses and phrases suggests a higher level of syntactic competence (Casal & Lee, 2019). This type of metric, combined with qualitative analysis, allows teachers to identify a student's precise stage of linguistic development and plan targeted interventions.

2.2.14.5. Semantic level

Semantic level in applied linguistics, particularly in the context of learning English as a second language (L2), involves examining the relationships of meaning between words and sentences, considering both the lexical level and the broader context. This approach helps understand how learners organize their mental lexicon and how they

avoid errors caused by literal or forced interpretations. As Stringer (2019) explains, lexical semantics studies the relationship between words and their meanings, while sentence semantics examines how words interact within syntactic structures to produce complete meaning.

Moreover, recent studies have shown that learning English is more effective when students build structured semantic connections through techniques such as semantic network mapping or semantic judgment tasks (McNamara, 2008). These activities strengthen the links between concepts at the lexical level and foster a deeper understanding of meaning in real-life use.

In addition, semantic analysis also reveals how cultural or contextual differences can affect the interpretation of sentences, which is crucial to avoid errors. Therefore, it is essential to include classroom activities that encourage reflection on contextual interpretation, such as debates or critical comprehension exercises.

Finally, Kida and Barcroft (2017) found that students trained in building and using formal lexical networks, such as semantic maps, tend to produce more cohesive texts with greater conceptual fluency. This finding demonstrates that semantic analysis not only improves isolated word meaning but also enhances overall communicative competence by facilitating the connection between lexical units and the contexts in which they are used.

2.2.14.5. Morphological level

Morphological level examines the internal structure of words, identifying morphemes (roots, prefixes, suffixes) and their role in the formation of meaning and grammatical categories. According to Archibald and Libben (2019), this analysis includes both inflectional morphology (such as pluralization or verb conjugation) and derivational morphology (creating new words from roots and affixes).

Morphological awareness supports vocabulary growth and reading comprehension, as students can infer the meaning of unfamiliar words by breaking them down into familiar elements (Perspectives on Language and Literacy, 2017). Activities such as word decomposition, morpheme classification, and building lexical families effectively help strengthen this skill.

Additionally, recent studies on morphological analysis in writing have shown that L2 learners, when applying morphological analysis consciously in their compositions, achieve greater lexical complexity and grammatical accuracy (Mercado, 2025).

Moreover, Archibald and Libben (2019) argue that morphological acquisition in L2 is not merely an accumulative process, but a dynamic mechanism involving lexical representations, syntactic interfaces, and iterative cognitive processing. Their research highlights the importance of explicitly teaching both inflectional and derivational processes to promote a stronger mental representation of lexical structure.

Furthermore, a study conducted with graduate students in English education found that analytical morphological awareness (identifying morphemes within words) was significantly correlated with the quality of academic writing. Specifically, mastery of derivational morphemes had a stronger influence than inflectional morphology, emphasizing the need for systematic analytical activities in advanced educational contexts.

2.2.15. Linguistic transfer

Linguistic transfer is a common process in second language learning, in which students apply structures, sounds, or meanings from their native language to the new language, either consciously or unconsciously. When this transfer is not compatible with the linguistic system of the target language, it may cause errors in oral or written production. According to Odlin (1989), this phenomenon can appear at different levels of language, phonological, morphosyntactic, or semantic and is considered one of the main sources of interference in the learning of English as a foreign language. On the other hand, positive transfer can accelerate learning when both languages share similar structures.

In a systematic review study on transfer in L1 to L2 writing, it was revealed that features from the mother tongue are transferred to the second language, affecting rhetorical aspects and the formal organization of the text (Kartsevski, 2023). This shows that transfer is a complex cognitive process that involves not only linguistic form but also the organization of communication.

Likewise, Clouet (2018) emphasizes that the "perceived distance" between languages determines the intensity of linguistic transfer. When learners perceive a high degree of difference between L1 and L2, the probability of errors due to negative interference increases, which is highly relevant when teaching English to Spanish speakers.

2.2.15.1. Negative transfer

Negative transfer occurs when the learner applies patterns from their native language that are not appropriate in the second language, leading to systematic errors. For

instance, according to Troike & Andersen (2013), Spanish-speaking students often replicate syntactic structures from Spanish in English, resulting in incorrect constructions such as *"She very tall"* instead of *"She is very tall."*

From a Chomskyan perspective, although the universal principles of grammar are present in the learner, negative transfer reflects an incorrect parameter setting, which leads to inaccurate surface-level production. This parametric misconfiguration causes errors in form, even though the learner's deep grammatical competence remains intact (Hoque, 2021).

Empirical studies show that a contrastive approach, combined with contextual correction, can reverse negative transfer. It has been observed that exposing learners to target language structures and comparing L1 and L2 examples allows them to readjust internal parameters and significantly reduce the occurrence of these errors (Feng, 2017).

2.2.15.2. Interlingual Transfer

Interlingual transfer, also known as "cross-linguistic influence", is the process through which features of the first language (L1) filter into the second language (L2) as the learner develops an intermediate linguistic system, known as "interlanguage". Selinker (1972) introduced the term "interlanguage" to describe this evolving system that blends elements from both L1 and L2, along with learner-created forms that do not fully conform to either language. This interlanguage is not considered an error but rather a necessary stage in second language acquisition (Selinker, 1972).

From a generative perspective, Chomsky (1981) argued that linguistic transfer is not merely about copying external structures but stems from how the grammatical parameters of the native language are mentally set. When learners attempt to apply these parameters to a target language with different rules, interlinguistic transfer occurs, which may either facilitate or hinder acquisition depending on the degree of structural similarity.

Recent studies confirm that this transfer can be either positive or negative. According to Jarvis and Pavlenko (2008), when languages share similar structures such as subject-verb agreement or SVO word order, interlinguistic transfer supports a smoother learning process. However, when the systems differ significantly, this transfer may cause confusion in the acquisition of syntactic, morphological, or pragmatic aspects.

2.2.15.3. Intralingual transfer

Intralingual transfer refers to errors made within the same target language (L2), resulting from the incorrect application of previously learned rules. For instance, a student

who understands that *-ed* indicates the past tense may incorrectly say “buyed” instead of “bought”. This type of transfer occurs when learners are still constructing their internal system of the new language and tend to overgeneralize rules incompletely or incorrectly (Ellis, 1997).

Unlike interlinguistic transfer, intralinguistic transfer does not involve direct influence from the learner's native language. Chomsky (1965) pointed out that these types of errors are indicative of the natural development of linguistic competence, as learners attempt to create regularities and patterns in the L2, even though they have not fully consolidated them. In this sense, they are creative errors rather than regressive ones.

Recent studies, such as that by Ghazal (2021), indicate that intralinguistic transfer is common in intermediate stages of language learning and can significantly decrease with the use of authentic input, immediate feedback, and metalinguistic reflection tasks. These strategies allow learners to confront their linguistic hypotheses with correct language models and readjust their internal rule system.

2.2.15.4. Direct Transfer

Direct transfer occurs when a structure or word from the native language (L1) is carried over to the second language (L2) with little or no modification. For example, a Spanish-speaking student might say “She have a car” instead of “She has a car” due to the direct influence of the verb form used in Spanish. This type of transfer is based on superficial similarities between elements of both languages and usually appears in early stages of interlanguage development (Isurin, 2005).

From a generative perspective, Chomsky (1965) explains that the human mind operates with universal parameters, which, when incorrectly adjusted through direct transfer, must be restructured. This readjustment involves a deep redefinition of internal language structures, going beyond merely lexical or surface features.

To counteract direct transfer, contrastive activities are recommended that clearly and contextually show the differences, preventing learners from reproducing L1 patterns in their L2. Studies have shown that immediate reformulation exercises and explicit comparisons help automatically correct these errors.

2.2.15.5. **Indirect transfer**

Indirect transfer refers to a situation in which a language (L1) influences the learning of a new language (L2), generating mediated effects. For instance, a learner

whose L1 is Spanish and L2 is English may apply patterns from Spanish when learning English (L2), even if those patterns differ from Spanish (Wang, 2012).

Chomsky (1981) explains that grammatical parameters acquired earlier tend to stabilize more quickly and may later serve as a foundation for the acquisition of other languages. This type of cross-linguistic transfer reflects a dynamic configuration of overlapping parameters.

Research on multilingualism shows that indirect transfer is common in educational contexts where learners acquire several languages simultaneously. It can influence both the speed of acquisition and the stability of complex structures (Cai, 2015). The key lies in explicitly teaching each language system separately to avoid cross-contamination between them.

2.2.15.6. Lexical transfer

Lexical transfer occurs when words from the first language (L1) are used in the second language (L2), either due to perceived similarity or inappropriate usage. A common case is the use of false cognates, such as saying "actual" instead of "current," which can lead to semantic errors (Jajic Novogradec, 2021).

True cognates, on the other hand, can facilitate lexical learning. Studies based on bilingual psychological models (such as BLAM) show that similar word forms activate shared cognitive networks, accelerating vocabulary acquisition and storage (Liu & Wei, 2020).

However, learners often rely too heavily on lexical transfer, neglecting irregular forms or less transparent vocabulary, which may create gaps in lexical competence. Therefore, activities such as cognate discrimination and false friends' analysis are recommended to promote more accurate lexical choices.

2.2.16. Error correction

Error correction within a contrastive approach goes beyond simply marking a mistake and providing the correct form; it involves a detailed analysis of the structural differences between the two languages. Ferreira (2005) points out that this type of intervention helps prevent errors from becoming fossilized, acting as formative feedback that strengthens linguistic awareness.

When addressing phonological errors, such as improper assimilation or incorrect use of English phonemes, comparing them to Spanish patterns allows students to identify

the root of the mistake and apply a more effective correction. Guillén Solano (2020) emphasizes that this analysis should also extend to morphosyntax and lexis.

Finally, Kartsevski (2023) observes that a systematic focus on idiomatic errors from a contrastive perspective helps learners develop autonomy, as they learn not only the corrected form but also the reason behind the correction. This strategy promotes more conscious and long-lasting learning.

2.2.16.1. Identification

According to Noam Chomsky's generative theory, the distinction between competence, "the internal knowledge of a language's grammar", and performance, "the actual use of language with its errors and limitations", is key to understanding why mistakes occur during language learning (Corder, 1967, citing Chomsky, 1965).

In this framework, error identification begins with recognizing systematic deviations between the ideal form a native speaker would produce and the learner's actual output, which serves as direct evidence of a developing linguistic competence.

Chomsky (1957) argued that some utterances generated by deep grammar can be perfectly grammatical even if they lack meaning (*"*grammatical but semantically anomalous"), showing that errors do not always reflect a lack of grammar knowledge, but rather a mismatch between structure and usage.

In educational contexts, this perspective allows teachers to distinguish between "global errors", which prevent understanding the message, and "local errors", minor deviations that do not affect overall comprehension (Corder, 1967).

This approach enables a more systematic identification aligned with idealized internal grammar, rather than judging each utterance solely by its surface meaning or naturalness.

2.2.16.2. Analysis

Error analysis is an essential step in linguistic correction, as it involves carefully examining the mistakes made by the learner to understand their nature and origin. According to Putri (2023), this analysis has evolved toward metacognitive approaches, evaluating the strategies that students themselves apply to detect and correct their mistakes, especially in written production. This perspective allows not only for identifying errors, but also for observing how learners recognize, address, and learn from them.

Research on corrective feedback also emphasizes that not all types of correction are equally effective. In both oral and written contexts, an emotionally supportive approach, rather than a punitive one, leads to better results in English language acquisition (Botha, 1987). This method highlights the importance of identifying not only the error itself but also its impact and how it is perceived by the learner, which shapes the path toward effective intervention.

More recently, Pineda Hoyos (2018) studied the use of correction strategies in synchronous activities (via videoconferencing) and observed that analyzing "repair moves" provides a clear view of how errors are addressed in real time. This results in greater error awareness and oral improvement when explicit corrections are combined with repetition or reformulation.

2.2.16.3. Treatment

The treatment of errors involves the instructional strategies implemented after identifying and analyzing learners' mistakes. According to Botha (1987), the communicative approach has promoted reducing explicit correction, as excessive feedback may inhibit learners and does not necessarily improve L2 competence. It is emphasized that, although there are several techniques (such as reformulation, clarification, and metacognitive reflection), their application should be adapted to the learner's emotional and cognitive level.

A comparative analysis of different types of corrective feedback suggests that strategically combining explicit correction and reformulation can optimize learning. This supports the idea that the effectiveness of treatment does not depend solely on the correction itself, but rather on its proper dosage and pedagogical context (Lyster & Ranta in Pineda Hoyos, 2018).

Finally, treatment should include follow-up after correction, that is, offering opportunities for conscious reuse of the corrected content. Guided production activities, such as writing repeatedly using the corrected structure, help consolidate learning and prevent repeated mistakes by integrating feedback into the learner's linguistic development.

2.2.17. Grammatical competences

Grammatical competence involves the knowledge of the rules that govern the combination of linguistic units such as phonemes, morphemes, and syntactic structures, as well as the ability to use them appropriately in real communication contexts (Swain,

2018). This concept, which is part of the communicative competence described by Canale and Swain (1980), integrates both the formal knowledge of grammar and its functional use.

These competences are one of the essential pillars for English as a foreign language learners to construct coherent sentences, express ideas clearly, and understand both oral and written texts. Mastery of grammatical competence allows students to move from explicit rule knowledge to the automatic use of language in real-life situations.

Moreover, developing grammatical competence should not be limited to memorizing rules, but should focus on the ability to apply them in dynamic and communicative settings. Gass and Selinker (2015) state that grammar is a fundamental component of communicative competence, as it enables accuracy and correctness in language use.

2.2.17.1. Phonology

Phonological competence involves the ability to produce and understand the distinctive sounds of English, which include phonemes, allophones, and prosodic elements such as intonation and rhythm. Hansen Edwards and Zampini (2008) explain that phonology is one of the most challenging areas for Spanish-speaking learners due to the interference of Spanish phonetic patterns.

Mastery of phonemes and allophones allows students to distinguish between similar words and improve their pronunciation. For example, contrasts like those between /b/ and /v/ or between /iː/ and /ɪ/ in English are essential to avoid misunderstandings.

Regarding prosody, mastery involves the proper use of stress, pauses, and intonation; elements that convey meaning beyond individual words. According to a document from the University of North Texas (2015), explicit teaching of prosody improves both listening comprehension and oral expression, thereby strengthening overall communicative competence.

Acoustic research on the production of English stop consonants has shown that Spanish-speaking students tend to transfer their native voice onset time (VOT), resulting in less sharp sounds at the beginning of words like *pat* or *top*. Flege and Hillenbrand (1987) demonstrated that these learners produce intermediate VOT values between Spanish and English, which may differentiate their pronunciation from the target language, although it does not necessarily hinder intelligibility.

Finally, a recent study on vowel reduction and prosodic processes found that although Spanish-speaking students perceive unreduced words, they struggle to

understand reduced forms in fluent speech; forms that do not exist in their L1. This highlights the importance of developing perceptual awareness of phonetic variation in natural spoken contexts.

2.2.17.2. Phonemes

Phonemes are the minimal units that distinguish meaning in a language, such as in English, where contrasts like /i/ vs /ɪ/ can completely change a word (e.g., *beat* vs *bit*). A meta-analysis reviewing 65 studies with over 2,700 L2 learners concluded that phonetic training, especially perceptual training, is highly effective for improving phonetic competence, with a large effect of siBze (d = 0.76). This shows that deliberate and contextualized practice of unfamiliar phonemes can reduce the perceptual gap between the first and second language.

Likewise, neuroplasticity in adults allows for real improvement: a recent study found that practicing specific phonemes activates brain regions involved in listening and pronunciation, strengthening the perception of new contrasts. This confirms that phonetic instruction not only teaches learners to recognize a sound but also rewires auditory maps to achieve a more native-like pronunciation.

2.2.17.3. Allophones

Allophones are variations of the same phoneme that do not change the lexical meaning, but their correct perception and production contribute to more natural and fluent pronunciation. A study by Barriuso & Barrios (2017) revealed that adults can use phonological distribution cues to acquire these contrasts, although their performance strongly depends on the training design. This suggests that contextual discrimination exercises are key, showing that learning allophones requires structured and guided exposure.

In teaching practice, instruction should allow students to identify these variations in real words, not only in minimal pairs so that they can integrate them automatically into their natural speech. The use of technological tools, such as visual spectrograms, has been shown to significantly improve awareness of these variations, promoting less accented and more fluent speech.

2.2.17.4. Prosody

Prosody includes rhythm, intonation, and stress; components that significantly affect both the intelligibility and expressiveness of spoken language. An interdisciplinary study showed that sentence rhythm and intonation contribute more to the perception of foreign accent and comprehensibility than segmental errors, suggesting that prosody should be a priority in phonetic instruction.

Recent research, such as the study by Drouillet et al. (2024), demonstrates that targeted rhythm training significantly improves fluency and reduces disfluencies in learners of English as a second language, indicating that prosody can be transferred and improved through direct instruction.

Finally, a study on prosodic learning in adults found that auditory exposure without orthographic support or visual stress helps learners better tune into the rhythmic patterns of an unfamiliar language. This suggests that teaching should include pure oral contexts to enhance prosodic awareness.

2.2.17.5. Semantics

Semantics, as a branch of linguistics, focuses on the study of meaning in language, ranging from minimal units like words to complete sentence structures. In learning English as a foreign language, semantic mastery becomes essential, as it allows students to accurately interpret messages in context and avoid common mistakes related to literal translations or inappropriate vocabulary use. According to Lyons (1995), semantics provides the tools necessary to understand how meaning is constructed and conveyed, which is crucial for achieving effective communicative competence.

From a pedagogical perspective, semantic instruction promotes the building of meaning networks that enhance reading comprehension, writing production, and oral interaction. Students who develop this skill go beyond memorizing definitions; they learn to establish connections between terms, categories, synonyms, and antonyms, enriching their lexical repertoire. Recent studies have shown that techniques such as concept maps, authentic contexts, and linguistic corpora significantly improve semantic development in second-language learners (Richards, 2021).

Moreover, semantics is closely tied to intercultural competence, as many words and expressions rely on the sociocultural environment in which they are used. Chomsky (1986) emphasized that semantic knowledge is not limited to linguistic content but involves a complex interaction between the speaker's cognitive system and their interpretation of the world. Therefore, effective English teaching must include explicit

semantic elements that help students understand not only the literal meaning of expressions but also their cultural and connotative nuances.

2.2.17.6. Lexical semantics

Lexical semantics analyzes how learners of English as a second language (L2) acquire and organize the meanings of words within their mental lexicon. Jackendoff (2022) suggests that words are not simply acquired as complete units; instead, their meanings are formed through the combination of basic mental features such as objects, events, or properties. This approach facilitates the understanding of polysemy and complex semantic relationships.

Empirical studies on semantic training show that activities such as classifying words by categories or associating them with images (semantic mapping) activate measurable cognitive processes (e.g., N400 in EEG recordings), demonstrating that intentional training improves both organization and retention of the L2 lexicon (García Gámez & Macizo, 2022).

Moreover, learners who develop meta-semantic awareness, that is, who reflect word meanings, relationships, and usage, tend to improve their lexical production as well as their reading comprehension. This indicates that lexical semantics in L2 not only expands vocabulary but also strengthens meaning networks that enhance communicative fluency.

2.2.17.7. Sentence semantics

Sentence of semantics focuses on the meaning that arises from combining words within a sentence, considering the interaction between syntax and semantics. A widely accepted approach shows that elements such as arguments, thematic roles, and conditional operators create complex structures that learners must learn to map correctly (Kaplan & Sadock, 2020).

Research on sentence meaning acquisition indicates that students' progress from literal interpretations to more nuanced understandings based on syntactic combinations. For example, the comprehension of relative clauses or passive constructions depends on the learner's ability to recognize hierarchical and non-linear relationships between sentence constituents (Dekydtspotter et al., 1999).

To teach this dimension, it is recommended to implement activities focused on analyzing sentence meaning, such as identifying thematic roles, transforming active to

passive and affirmative to interrogative sentences, and evaluating the semantic content of statements in real-life contexts. This way, learners internalize not only the form but also the function and meaning within discourse.

2.2.17.8. Syntax

Syntax is the branch of linguistics that deals with how words are combined to form grammatically correct sentences. In the context of learning English as a foreign language, syntactic competence is essential due to structural differences between English and Spanish. While English follows a fixed Subject + Verb + Object (SVO) word order, Spanish allows more flexible variations depending on discourse emphasis or communicative context. This discrepancy often causes difficulties for Spanish-speaking learners, who tend to transfer syntactic patterns from their native language into English, affecting grammatical accuracy and coherence (Ellis, 2006).

Mastering English syntax involves not only understanding the correct order of sentence elements but also applying structures such as auxiliaries, subject-verb agreement, and rules for forming questions and negations. Research in second language acquisition suggests that explicit instruction of syntactic structures, combined with production and analysis exercises, significantly enhances students' written and spoken performance (VanPatten & Williams, 2015).

In this regard, teachers should design activities focused on the contextualized practice of syntactic structures, with special attention to recurring errors. Communicative tasks, error analysis, and sentence construction are recommended strategies to reinforce this grammatical dimension, promoting clearer and more accurate expression in the target language.

2.2.17.9. Sentence structure

Sentence structure refers to the way elements such as subject, verb, and object are hierarchically organized to form a grammatically correct utterance. Research on English as a second language (L2) acquisition shows that learners build complex sentences in stages, gradually increasing syntactic complexity, often measured through subordinate clauses or embedded noun phrases (Biber et al., 2023). This gradual development is typically evident in written production, where students progress from simple phrases to more elaborate structures.

Additionally, processing models show that a strong mental representation of sentence structure is directly linked to a better ability to manage relative and subordinate clauses. These complex structures require hierarchical processing and syntactic planning, skills that are enhanced through guided practice and conscious syntactic analysis (Koplenig et al., 2016).

Recent studies have indicated that not only complexity in addition, but syntactic variety also - understood as the diversity of clause types and constructions, is a reliable predictor of academic writing competence. Esfandiari & Ahmadi (2024), using automated analysis tools such as Stanford CoreNLP, found that the richness of syntactic forms beyond subordination significantly distinguishes beginner writers from advanced ones.

Furthermore, Larsson et al. (2023) confirmed this finding at early learning stages; learners from basic to intermediate levels show increases in both complexity and syntactic variety as they progress, although advancement is not always linear. This suggests that instruction should focus on exposing learners to a broad range of sentence structures, rather than only emphasizing length or number of clauses.

2.2.17.10. Word order

Word order is crucial in English, a language that typically follows the Subject-Verb-Object (SVO) sequence. A study on non-canonical word order processing revealed that learners first process canonical structures before non-standard ones, indicating an emerging sensitivity to the standard word order rules in English (Heiman & Poole, 2023). For example, students may produce utterances such as “The cat the dog chased” before mastering less frequent constructions.

Importantly, word order also affects semantic interpretation by altering the thematic hierarchy within a sentence. Correct use of order, as well as recognition of exceptions such as interrogative or reflexive constructions, facilitates the comprehension and production of complex messages (Sakai & Moorman, 2017).

Recent research in language processing shows that learners develop a hierarchical representation of sentence order through sustained exposure and metacognitive practice. For instance, Zhang and Liu (2024) used eye-tracking tasks to demonstrate that students fixate more quickly on sentences that follow canonical syntax compared to those that violate it, suggesting that the SVO pattern becomes internally consolidated during early interlanguage stages.

Finally, in pedagogical contexts, explicit instruction of constituent order through visual diagramming and hands-on activities has proven highly effective. Brown and Larson-Hall (2022) used syntactic card manipulation tasks in which students reorganized propositions, resulting in a 30% reduction in oral and written production errors after eight weeks. This approach strengthens not only declarative knowledge but also the automatization of grammatical order in real-life communication.

2.2.17.11. Grammatical agreement

Grammatical agreement, meaning the subject and verb must match in number and person, is another essential feature in English. A study with native Turkish speakers learning English showed that agreement discrepancies are one of the most problematic areas, even for advanced students (Öztürk, 2023).

Unlike Spanish, English does not require gender agreement, but it is strict in terms of number (e.g., “he runs” vs. “they run”). Neurolinguistic research reveals that learners rely heavily on the SVO order and verb endings as cues to maintain agreement, though they may fail when the structure includes long noun phrases or distracting elements (Jiang et al., 2001; Nicol et al., 2001).

An effective practice to strengthen agreement includes sentence-completion exercises with attention to the SVO structure and repetition of phrases with complex subjects, combined with immediate feedback. This helps reduce attraction errors, when a plural noun closer to the verb causes confusion and consolidates learners’ knowledge of correct grammatical patterns.

2.2.17.12. Morphology

Morphological competence involves the knowledge and manipulation of morphemes, the smallest units that can change the meaning or grammatical function of a word, and their correct use in a second language (L2). It includes both inflectional morphology (which modifies tense, number, or gender) and derivational morphology (the formation of new words through affixes). Recent research highlights that awareness of the internal structure of words is essential to enhance lexical autonomy and reading comprehension in students learning English as a second language. Yadav and Sharma Yadav (2021) point out that systematically teaching how to identify and analyze prefixes, suffixes, and roots enables learners to decode complex meanings independently, an

essential skill for actively expanding vocabulary and acquiring new words without relying solely on translations or dictionaries.

Inflectional morphology allows the variation of word meanings without changing their root, as in verb tense changes or pluralization. On the other hand, derivational morphology enables the creation of nouns, adjectives, or verbs from base words, thereby expanding the learner's expressive capacity. Bybee (1985) argues that morphological awareness helps establish connections between words and broader language structures.

The development of this skill can be achieved through exercises that involve word segmentation, affix identification, and the formation of lexical families. These activities not only strengthen linguistic competence but also improve reading comprehension and written expression.

2.2.17.13. Inflectional morphology

Inflectional morphology focuses on how words vary to express grammatical information such as number, tense, and person, without changing their core meaning. In English, this is clearly seen in the addition of "s" for the plural ("book" - "books") or "-ed" for the past tense ("walk" - "walked"). Khan (2024) reports that explicit instruction of these inflectional patterns significantly improves accuracy among learners of English as a second language, especially when dealing with irregular forms.

From a cognitive perspective, the use of structured input and visual strategies helps internalize these rules, promoting smoother automatization, and reducing frequent errors (Marinova Todd et al., 2013). These tools allow students to assimilate patterns without consciously analyzing them, helping build strong language habits.

A recent analysis focused on teaching morphology to elementary school children found that formula-rich instruction leads to moderate improvements in reading and spelling, with transferable effects on the recognition of untaught words (Educational Psychology Review, 2024). This finding confirms that systematically working on inflectional morphology not only improves specific language tasks but also strengthens students' general lexical foundation.

Additionally, studies with high school students have specifically analyzed the acquisition of irregular plural morphemes. Albert et al. (2021) found that using educational games, such as a memory game based on irregular plural forms, improved the recognition and correct use of words like "mouse/mice" and "leaf/leaves" in about 85% of participants, after applying visual and playful teaching strategies.

From a psycholinguistic perspective, recent research reveals that L2 learners also activate sub-lexical morphological decomposition processes, where morphemes and roots are processed independently before being combined into complete words. A study with Czech learners of English showed that even beginners perceive inflectional morphemes at the sub-lexical level, and their sensitivity to these units increases with ongoing exposure to the language, improving both comprehension and production (Jiránková, 2017).

2.2.17.14. Derivational morphology

Derivational morphology examines how new words are created through roots and affixes (prefixes and suffixes), altering both the meaning and grammatical category of the word. Koda and Ke (2019) demonstrated that learners who master affixes such as "-ness" and "un-" make greater progress in reading comprehension and the use of advanced vocabulary.

Likewise, so-called "language transfer" strategies, in which students draw connections between their L1 and L2 to analyze morphemes, have been shown to increase morphological awareness. This enables a better understanding of derivational rules and facilitates the acquisition of more complex structures (Teng & Fang, 2022).

Finally, an empirical study conducted by Sukying and Matwangsaeng (2023) with Thai EFL learners found that those who engaged in specific morphological analysis activities, focused on word family formation, achieved greater long-term vocabulary retention and more stable acquisition of academic terms in English. The authors concluded that when students actively practice derivational decomposition and classification in reading and writing contexts, they not only expand their vocabulary but also improve their overall academic performance.

2.2.17.15. Morphemes

Morphemes are the smallest units that carry meaning or grammatical function. They are divided into free morphemes, which can stand alone, and bound morphemes, which depend on the root. Mastery of morphemes enables language learners to decode unfamiliar vocabulary and significantly improve reading comprehension through structural word analysis.

A meta-analysis on morphological awareness found that learners of multiple languages, including English and Chinese, who develop this skill tend to achieve higher

scores in vocabulary and reading comprehension, especially when they are exposed to familiar morphemes in bilingual settings (Ke et al., 2025).

In a study conducted by Zhang and Koda (2012), the relationship between morphological awareness and vocabulary development was examined in adults learning English as a second language. Results indicated that the ability to recognize and decompose morphemes was significantly associated with higher levels of both receptive and productive vocabulary, even after controlling variables such as age, socioeconomic status, and syntactic competence.

Recent research in L2 acquisition has also revealed that morphological awareness not only facilitates the understanding of complex words but also affects lexical identification speed during reading. A study by Parel (2020) found that adult readers with high sensitivity to bound morphemes exhibited faster lexical recognition times and lower cognitive load during advanced reading tasks.

2.3. Legal Framework

In Ecuador, education is recognized as a fundamental right and an inescapable duty of the State, conceived to guarantee the comprehensive development of individuals, equity, and social well-being. Since this research is focused on 5th-, 6th-, and 7th-grade students of Basic General Education at Simón Rodríguez School, the legal framework must not only support English language teaching, but also ensure the protection, dignity, and rights of children involved in the educational process.

The Constitution of the Republic of Ecuador (2008) establishes in Article 26 that education is a right of individuals throughout their lives and an inescapable and unavoidable duty of the State, as well as a guarantee of equality and social inclusion. Furthermore, Article 27 states that education must be centered on human beings and oriented toward holistic development, within a framework of respect for human rights, democracy, inclusion, quality, and warmth. These constitutional principles support the application of pedagogical approaches that respond to students' real learning needs, such as contrastive linguistics, which seeks to strengthen grammatical competence in English and contribute to students' cognitive, linguistic, and cultural development.

Additionally, Article 44 of the Constitution establishes that the State, society, and family must prioritize the comprehensive development of children and adolescents, ensuring the full exercise of their rights according to the principle of the best interest of the child. Therefore, because the participants of this study area are minors enrolled in

Basic General Education, the research process must be carried out with institutional authorization, respect for students' integrity, and the informed consent of parents or legal representatives.

The Organic Law of Intercultural Education (LOEI) reinforces these provisions by stating in Article 3 that one of the purposes of education is the full development of students' personality, capacities, and critical awareness, according to principles of quality, interculturality, inclusion, and respect for diversity. Likewise, the LOEI establishes that teachers must provide pedagogical support according to students' diversity, learning difficulties, and linguistic needs. This legal foundation is directly related to the present research, since the study seeks to identify morphological, syntactic, semantic, and phonological interferences that affect English learning among students of 5th, 6th, and 7th grade.

The LOEI also emphasizes the role of families and legal representatives in the educational process. For this reason, the application of any research instrument involving students must be preceded by the authorization of the educational institution and the informed consent of parents or legal representatives. This guarantees that families are aware of the purpose of the study, the activities to be applied, the voluntary nature of participation, and the confidentiality of the information collected.

The General Regulations of the LOEI (2023) further support the organization and application of educational processes within institutions that belong to the National Education System. These regulations establish that educational actors and institutions must act according to the constitutional objectives of education and the provisions of the LOEI. In this sense, the present research must follow institutional procedures, request permission from the school authorities, and apply instruments in a responsible, ethical, and pedagogically appropriate manner.

Finally, the Code for Children and Adolescents (2003) recognizes in Article 37 the right of children and adolescents to receive quality education in an environment that respects their culture, context, dignity, and learning needs. In addition, this Code protects the personal integrity, privacy, image, and participation rights of children and adolescents. Therefore, the study must ensure that students are not exposed to any form of harm, discrimination, pressure, or public identification. Their responses and academic productions must be used only for research purposes, keeping anonymity and confidentiality throughout the process.

In summary, the Ecuadorian legal framework supports the relevance of this research by ensuring that English language teaching is oriented toward inclusion, quality, pertinence, and the protection of minors. In the specific case of 5th-, 6th-, and 7th-grade students at Simón Rodríguez School, the application of contrastive linguistics must be developed under ethical and legal principles, including institutional authorization, informed consent from legal representatives, confidentiality of information, and respect for the best interest of children and adolescents.

CHAPTER III
METHODOLOGY

3.1. Description of the Study Area

The study group consisted of fifth-, sixth-, and seventh-grade students from Simón Rodríguez Elementary School, located in Urbina Parish, Carchi Province, Ecuador, during the 2025–2026 academic year. These students were selected as the study group because their English language productions provided relevant evidence for identifying and describing Spanish-to-English linguistic interference. The analysis focused specifically on four levels of linguistic interference: morphological, syntactic, semantic, and phonological. The students participated in the activities designed to identify instances of first-language influence on their English production. Their responses constituted the primary source of information for describing the linguistic interference patterns observed in the study. Moreover, teachers provided complementary information through interviews.

3.2. Research Approach and Type

The study follows a qualitative approach and a descriptive research type. It focuses on identifying and describing Spanish-to-English linguistic interference at the morphological, syntactic, semantic, and phonological levels based on students' English productions and teachers' perspectives. This research uses a qualitative approach because it seeks to describe, interpret, and understand linguistic interference in the English learning process of 5th-, 6th-, and 7th-grade students at Simón Rodríguez School. The main purpose is to examine how Spanish, as the students' first language, influences their oral and written production in English at the morphological, syntactic, semantic, and phonological levels through error table, experiments, worksheets, interviews, observation class, audio recordings, error analysis.

Creswell and Creswell (2023) explain that qualitative research is useful when researchers want to explore and understand the meanings that individuals or groups attribute to a social, human, or educational phenomenon. This type of research allows the phenomenon to be studied within its natural setting and gives special attention to participants' experiences, behaviors, and forms of expression. In this study, the qualitative approach makes it possible to examine students' English production in the real

classroom context and interpret the errors in Linguistic Competences at the Morphological, Syntactic, Semantic, and Phonological Levels.

Similarly, Merriam and Tisdell (2016) state that qualitative research focuses on understanding how people interpret their experiences and make sense of the situations in which they participate. For this reason, qualitative findings are commonly presented through descriptions, examples, categories, and interpretations. In the present research, students' oral and written responses will be carefully examined to identify forms of linguistic interference and understand how Spanish structures may influence their use of English.

The qualitative approach is also flexible, interpretative, and closely related to the context in which the phenomenon occurs. Hernández-Sampieri and Mendoza (2022) explain that qualitative research studies phenomena from the participants' perspectives and within their natural environment. This approach allows the researcher to examine the information progressively, identify meaningful categories, and develop a deeper understanding of the research problem. Therefore, students' linguistic difficulties will be analyzed according to the classroom context and the possible influence of Spanish as their first language.

This qualitative perspective is particularly appropriate because linguistic interference cannot be fully understood by identifying errors alone. It is also necessary to examine the form of each error, the context in which it appears, its meaning, and its possible linguistic origin. For example, difficulties related to word order, the omission of the verb *to be*, the incorrect use of auxiliaries, literal translation, plural formation, subject–verb agreement, false cognates, and pronunciation influenced by Spanish require detailed interpretation. Therefore, the qualitative analysis will help explain not only what errors students make, but also how and why these errors may occur.

At the morphological level, the study will examine how students form plurals, use verb endings, apply possessive forms, and build words in English. At the syntactic level, the analysis will focus on sentence structure, word order, subject–verb agreement, the use of auxiliaries, and the omission or incorrect use of grammatical elements. At the semantic level, the research will consider literal translation, false cognates, inappropriate vocabulary choices, and changes in meaning caused by Spanish interference. At the phonological level, the study will examine pronunciation difficulties, sound substitutions, vowel distinctions, stress patterns, and other pronunciation features influenced by the students' first language.

On the other hand, the descriptive research aims to systematically describe the characteristics, behaviors, or conditions of a phenomenon without manipulating variables. According to Creswell and Guetterman (2021), this type of research focuses on accurately portraying what exists by measuring variables and observing their distribution within a specific population or context. In educational research, descriptive studies are commonly used to analyze learning outcomes, instructional practices, and linguistic phenomena.

Likewise, Hernández-Sampieri and Mendoza (2022) emphasize that descriptive research seeks to specify the properties and characteristics of individuals, groups, or processes under study. This approach allows researchers to identify patterns, contributing to a detailed understanding of the research problem. In the context of language education, descriptive research is particularly useful for analyzing error patterns, levels of language proficiency, and the incidence of linguistic interference.

3.3. Research Modalities

3.3.1. Bibliographic–Documentary Research Modality

Bibliographic–documentary research is based on the collection, analysis, and systematization of information drawn from reliable written sources such as books, scholarly articles, theses, and academic documents. Arias (2021) states that this research modality enables the construction of a study's theoretical and conceptual framework through the critical examination of previous research, facilitating an understanding of the current state of knowledge on a particular topic. As such, bibliographic–documentary research is essential for establishing a solid theoretical foundation, identifying research gaps, and supporting the academic relevance of a study.

Similarly, Sánchez, Reyes, and Mejía (2020) argue that documentary research goes beyond simple information gathering, as it involves an analytical and interpretative process that allows researchers to compare theoretical perspectives, methodological approaches, and findings from prior studies. This modality is especially relevant in educational and linguistic research, as it supports in-depth analysis of existing theories and models, contributing to well-grounded and coherent research projects. Moreover, it enhances the academic validity of a study by relying on verified and up-to-date scholarly sources.

This modality was used because the research was supported by bibliographic information obtained from secondary sources, such as books, modules, publications, the Internet, and legitimate and reliable documents.

3.3.2. Field Research

Field research refers to the systematic collection of data directly from the real context where the phenomenon under study occurs. According to Hernández-Sampieri and Mendoza (2022), field research allows researchers to obtain first-hand information through direct interaction with participants, environments, and situations, ensuring greater authenticity and relevance of the data collected. This type of research is particularly valuable in educational studies, as it enables the observation of behaviors, practices, and learning processes in natural settings, thereby strengthening the validity of the findings.

Similarly, Creswell and Creswell (2023) explain that field research facilitates a closer understanding of the research problem by capturing real conditions rather than simulated or secondary data. In educational contexts, this approach allows researchers to analyze teaching–learning dynamics, learner performance, and contextual factors that influence educational outcomes. Consequently, field research contributes to generating accurate and context-sensitive information that supports informed pedagogical decisions.

The data collection instruments were applied at "Simón Rodríguez" Basic Education School. For this purpose, the researcher completed all the required procedures at the educational institution with the corresponding authorities to obtain the proper authorization to apply all the data collection instruments to fifth-, sixth-, and seventh-grade students of Basic Education. Activity is carried out based on the schedule of activities established by the researcher and the relevant authorization for the data collection process.

3.3.3. Feasible Project

Social intervention or feasible project research focuses on designing and proposing practical solutions to identify problems within a specific social or educational context. Bisquerra (2020) states that social intervention aims to improve, transform, or strengthen situations affecting individuals or groups through planned and systematic actions. In educational research, this modality seeks not only to understand a problem but also to propose strategies, programs, or actions that contribute to meaningful change and improvement.

From another perspective, Pérez and Gardey (2021) argue that feasible projects are characterized by their applicability and contextual relevance, as they are designed based on real needs and available resources. In this sense, intervention-based research bridges theory and practice by offering concrete proposals that can be implemented in educational institutions. This modality is particularly suitable when the research objective includes the development of pedagogical strategies, instructional models, or improvement plans aimed at addressing identified educational challenges.

3.4. Research Procedure

3.4.1. Data Collection Techniques

The research procedure began with obtaining institutional authorization from Simón Rodríguez Elementary School and preparing the instruments required for data collection. The instruments included a written diagnostic production task, an oral production task, an error-analysis coding matrix, a pronunciation rubric, and a semi-structured interview guide for English teachers. The activities and exercises included in the methodological guide were reviewed and validated through expert judgment. The participating experts assessed their relevance, clarity, appropriateness, and correspondence with the morphological, syntactic, semantic, and phonological interference patterns identified in the study. Based on their professional experience in English language teaching, they also provided recommendations regarding the types of exercises and pedagogical activities considered suitable for addressing the linguistic difficulties detected among the students. Their observations and suggestions were incorporated into the final design of the guide. This expert validation focused on the pedagogical relevance and suitability of the proposed activities and did not involve measuring their effectiveness, since the present study follows a descriptive, non-experimental design.

Considering their academic qualifications, professional experience, and expertise in English language teaching, three specialists were consulted to provide their professional opinions and recommendations regarding the proposed exercises. Their selection was based on their teaching experience, advanced English language proficiency, and participation in educational research. The specialists who participated in this process are described below.

1. Gabriel Orlando Guerrón Florez

Gabriel Orlando Guerrón Florez is an English language teacher with 15 years of professional experience. He currently works at Tulcán Educational Unit and Cambria International Academy. Throughout his teaching career, he has obtained several English language certifications and participated in research projects related to English language education. His extensive teaching experience and academic background contribute valuable professional knowledge to the review of the proposed exercises.

2. Melany Mishell Montenegro Estrella

Melany Mishell Montenegro Estrella is an English language teacher with more than four years of professional experience. She currently teaches at Military Educational Institution and holds an advanced-level English language certification. Additionally, she has participated in educational research projects related to teaching and learning. Her academic preparation and practical classroom experience provide relevant perspectives for reviewing the clarity, appropriateness, and educational value of the proposed exercises.

3. Pablo Daniel Palacios Palacios

Pablo Daniel Palacios Palacios holds a Master's degree and has four years of professional experience in English language teaching. He currently works at La Salle Educational Unit and holds an advanced-level English language certification. His academic background includes participation in educational research projects and the publication of a scientific article related to English language teaching. His teaching experience and research background provide relevant knowledge for reviewing the linguistic accuracy and pedagogical suitability of the proposed exercises.

The information collected was organized into four main categories: morphological, syntactic, semantic, and phonological interference. Saldaña (2021) explains that coding in qualitative research involves assigning labels to different parts of the information to organize the data, recognize patterns, and develop categories for analysis. Following this process, the students' oral and written productions will be reviewed, coded, and classified according to the type of linguistic interference identified.

Within each category, the researcher described the characteristics of the errors, interpreted their possible causes, and explained their pedagogical implications. Spanish and English structures was compared to determine how differences between both languages may influence students' production. This analysis provided a detailed and contextualized understanding of the linguistic difficulties observed among the students.

Creswell and Creswell (2023) also explain that qualitative data analysis involves organizing the collected information, coding the data, identifying categories or themes, interpreting their meaning, and presenting the findings through detailed descriptions. In accordance with this process, the present study classified the identified errors into linguistic categories and include representative examples from students' production to show how Spanish influences their English learning.

Therefore, the qualitative approach provided a deeper and more contextualized understanding of the difficulties students face when learning English. It allowed the researcher to identify patterns of transfer from Spanish to English, explain how these patterns affect students' oral and written communication, and propose pedagogical guidelines based on the linguistic interference identified. In this way, the study contributes to improving English teaching practices at Simón Rodríguez School and to developing strategies that respond to students' actual linguistic needs.

3.4.2. Teacher's interview

For the qualitative component, semi-structured interviews were carried out with the English teachers from the school. The interview guide explored their pedagogical approach to contrastive grammar, the specific challenges they observe in learners, and the contrastive content they consider most beneficial for supporting grammatical development in the English learning process.

3.5. Viability

The documentary nature of the study ensures high feasibility, as the research relies on accessible academic databases, digital libraries, and reputable publications. Since the study requires fieldwork, participants, or experimental procedures, it can be conducted within the available timeframe and resources. The abundance of literature on linguistic interference and contrastive analysis further supports the viability of developing a rigorous and comprehensive investigation.

3.6. Flexibility

A descriptive approach also provides methodological flexibility, allowing the researcher to incorporate new sources, perspectives, and theoretical discussions as the study progresses. This adaptability enriches the analysis, enabling the integration of recent findings, diverse linguistic frameworks, and updated interpretations of how L1–L2

interference manifests. Such flexibility ensures that the study remains current, relevant, and open to incorporating complementary theoretical contributions.

3.7. Ethical Considerations

This research was conducted in strict adherence to ethical principles governing studies involving human participants, ensuring respect for their dignity, integrity, and personal rights. Since the participants include fifth-, sixth-, and seventh-grade students at Simón Rodríguez Basic Education School, who are minors, their participation will require prior authorization from the educational institution, informed consent from their parents or legal representatives, and the students' assent.

All participants, including students and their English teachers, took part voluntarily. The purpose, procedures, and scope of the study explained in simple and age-appropriate language for students and in clear terms for teachers and parents or legal representatives. Students were informed that their participation is voluntary and that they may choose not to participate or withdraw at any time without any academic or personal consequences.

Before data collection, parents or legal representatives received detailed information about the study's academic purpose, the activities to be applied, the exclusive educational use of the information collected, and the confidentiality of students' identities. Their written informed consent requested before students participate in any research activity. Likewise, students' assent obtained, ensuring that they understand the activity according to their age and agree to participate freely.

No sensitive or personal data was requested, and anonymity will be maintained throughout the research process. Students' names will not be used in the analysis or presentation of results. Instead, codes or anonymous identifiers will be applied to protect their identity. The information collected will be used only for academic and research purposes.

Additionally, the research design prioritizes the emotional, physical, and academic well-being of all participants. All procedures are non-invasive and pedagogically safe. The activities were related to the English learning process and didn't affect students' grades, school performance, or relationship with teachers. This study complied with the ethical standards outlined in the Research Ethics Code of the Universidad Politécnica Estatal del Carchi, as well as national regulations related to

scientific research in educational institutions in Ecuador and the protection of children and adolescents.

CHAPTER IV
RESULTS AND DISCUSSION

4.1 Morphological Interference: Results and Discussion

The analysis of the activities completed by the 36 fifth-, sixth-, and seventh-grade students revealed several manifestations of morphological difficulty in their English production. The identified cases were mainly related to plural formation, third-person singular verb marking, the formation of the present progressive, the use of the auxiliaries *do* and *does*, the use of the base form of the verb after an auxiliary, number and person agreement, comparative adjective formation, and the selection of pronoun and possessive forms. These findings indicate that students experienced difficulties in applying English inflectional morphology consistently when constructing words and grammatical forms.

Morphology concerns the internal structure of words and the use of morphemes to express grammatical information. Inflectional morphology involves modifications that indicate grammatical categories such as number, tense, and person without changing the basic meaning of a word. This distinction is relevant to the present findings because most of the errors identified in the students' activities involved inflectional forms rather than the creation of new lexical items.

Table 3

Representative Cases of Morphological Difficulties Identified in Students' English Production

Morphological pattern	Student production	Expected form
Plural formation	I have two doges.	I have two dogs.
Plural formation	There are five bird.	There are five birds.
Plural formation	I see two boxs.	I see two boxes.
Third-person singular	She play soccer every day.	She plays soccer every day.
Third-person singular	My father work in the farm.	My father works on the farm.
Present progressive	He watching TV at night.	He is watching TV at night.
Auxiliary selection	Do she like apples?	Does she like apples?
Auxiliary selection	Does they play soccer?	Do they play soccer?

Morphological pattern	Student production	Expected form
Base verb after auxiliary	Does Maria works in the farm?	Does Maria work on the farm?
Subject–verb agreement	There is three cows in the field.	There are three cows in the field.
Comparative formation	My sister is tall than me.	My sister is taller than me.
Pronoun/possessive form	Their are happy.	They are happy.
Have/has agreement	She have a new pencil.	She has a new pencil.

Note. Examples are taken from students' written and oral English productions collected during the study.

4.1.1. Plural Formation

One of the morphological patterns identified in the students' activities was difficulty forming plural nouns. Different types of errors were observed. Some students omitted the plural marker, as in "There are five bird" and "My teacher has four class," instead of "There are five birds" and "My teacher has four classes." Other productions showed an inappropriate selection of the plural ending, such as "I have two doges," "She has three cates," and "I see two boxs."

These examples show that the students had not completely consolidated the English rules for expressing number through noun inflection. In English, plural number is commonly expressed through the bound morphemes -s and -es, but their distribution depends on the phonological and orthographic characteristics of the noun. Therefore, forms such as doges, cates, and boxs demonstrate that learners recognized the need to mark plurality but did not always select the appropriate morphological form. In contrast, examples such as five bird and four class show omission of the required plural morpheme.

The teachers' interviews supported the presence of difficulties related to plural formation. Teacher 1 indicated that students often forget plural endings, while Teacher 2 reported that learners sometimes add -s to nouns without recognizing the specific rules for words ending in s, sh, ch, or x. These observations correspond closely to the students' productions because the collected evidence showed both omission of plural markers and incorrect selection of -s and -es.

The literature included in the theoretical framework also recognizes plural formation as an area in which morphological difficulties may occur among Spanish-speaking learners. Nunan (2020) associates' morphological interference with the transfer of grammatical patterns involving plural formation and verb conjugation, while the theoretical framework emphasizes that English and Spanish differ considerably in the way grammatical information is morphologically expressed. Moreover, English inflectional morphology uses specific morphemes to indicate grammatical number, making accurate recognition of these forms essential for grammatical production.

However, not all the plural errors can be attributed exclusively to Spanish interference. Productions such as doges and cates may also represent intralingual overgeneralization because the students appear to have extended an English plural rule to contexts where it does not apply. The theoretical framework defines intralingual transfer as the incorrect application or overgeneralization of previously learned L2 rules rather than direct influence from the first language. Therefore, the results suggest that difficulties with plural morphology may reflect both cross-linguistic influence and incomplete internalization of English plural rules.

4.1.2. Third-Person Singular Marking

Another clearly identified pattern involved the omission or inaccurate formation of the third-person singular marker in the simple present tense. Students produced sentences such as "She play soccer every day," "My father work in the farm," and "The dog drink milk," instead of "She plays soccer every day," "My father works on the farm," and "The dog drinks milk." Another student wrote "María studys English at school" instead of "María studies English at school."

These productions demonstrate difficulty in applying the English third-person singular morpheme -s/-es. In the simple present tense, verbs generally require an additional inflectional marker when the subject is he, she, or it, or another third-person singular noun phrase. In the case of study, the morphological rule also requires changing consonants + y to -ies. Consequently, studies suggest that the learner recognized the need for third person marking but had not fully internalized its orthographic realization.

Both teachers explicitly identified this phenomenon. Teacher 1 reported that students frequently forget the third-person singular -s. Teacher 2 similarly stated that students often produce sentences such as "She play soccer" rather than "She plays soccer." The coincidence between the classroom observations of both teachers and the

productions obtained from the students strengthens the interpretation that third-person singular marking constitutes an important area of morphological difficulty within the analyzed context.

This result is also consistent with the literature included in the theoretical framework. García Mayo (2021) explains that Spanish-speaking learners may experience difficulties with the English third-person singular marker, producing forms such as “She go” instead of “She goes.” Similarly, Odlin (2022) is used in the theoretical framework to explain how morphological differences between Spanish and English may contribute to errors such as the omission of third-person singular marking. Research cited in the theoretical framework also documents inconsistent use of third-person singular -s among Spanish-speaking learners as part of the complexity involved in acquiring English inflectional morphology.

Taken together, the students’ productions, the teachers’ observations, and the literature indicate that the third-person singular marker represents a persistent point of difficulty. The evidence suggests that students may understand the lexical meaning of the verb while still having trouble adding the grammatical morpheme required by the English verbal system.

4.1.3. Present Progressive Formation

The analysis also revealed a case involving the formation of the present progressive. One student produced “He watching TV at night” instead of “He is watching TV at night.” In this production, the learner used the -ing form of the lexical verb but omitted the required auxiliary form of the verb to be.

This example indicates partial knowledge of the progressive construction. The student recognized the morphological form verb + -ing but did not produce the complete English pattern am/is/are + verb-ing. Therefore, the production suggests that the grammatical structure had been only partially internalized.

Teacher 2 reported the same type of difficulty and provided the example “He playing,” explaining that some students omit the verb to be when forming the present progressive. Teacher 1 also indicated more generally that omission and misuse of to be are observable in students’ English production.

The broader theoretical framework explains that Spanish and English differ in their morphological and analytical organization. Spanish expresses substantial grammatical information through inflection, whereas English frequently depends on

combinations of auxiliary verbs and lexical forms. From this perspective, the omission of is in “He watching” may reflect difficulty coordinating the auxiliary and participial components required by the English progressive system. Nevertheless, because auxiliary omission also involves sentence structure, this phenomenon is best interpreted as morphosyntactic rather than as exclusively morphological.

4.1.4. Auxiliary Selection and Base Verb After an Auxiliary

A further group of errors involved the auxiliaries do and does. Students produced questions such as “Do she like apples?” and “Does they play soccer?” instead of “Does she like apples?” and “Do they play soccer?” These examples demonstrate difficulty selecting the auxiliary according to the grammatical person and number of the subject.

Other productions revealed an additional problem: the use of an inflected lexical verb after an auxiliary. For example, students wrote “Do you likes milk?” and “Does Maria works in the farm?” instead of “Do you like milk?” and “Does Maria work on the farm.” In these constructions, the students marked grammatical information on both the auxiliary and the main verb.

The teachers’ interviews strongly supported this finding. Teacher 1 stated that students confuse do and does and sometimes use the main verb incorrectly after an auxiliary, providing “Does he plays?” as an example. Teacher 2 similarly reported difficulty distinguishing do from does and explained that students sometimes produce forms such as “Does she plays?” because they mark third-person singular both on the auxiliary and on the lexical verb.

This pattern can be interpreted as difficulty understanding how grammatical marking is distributed within the English verb phrase. Once the auxiliary does carry third-person singular information, the lexical verb must remain in its base form. Consequently, “Does Maria works?” represents double morphological marking.

This interpretation is consistent with the theoretical framework, which contrasts the highly inflectional nature of Spanish with the more analytical organization of English. An example included in the framework, “She cans sings,” is described as double marking because grammatical information is unnecessarily marked on more than one verbal element. The similarity between this theoretical example and the students’ productions provides strong support for interpreting the observed forms as difficulties in controlling the distribution of English grammatical morphemes.

At the same time, the results should not be interpreted as evidence of Spanish transfer alone. The theoretical framework distinguishes interlingual transfer from intralingual transfer and explains that learners may also create incorrect forms by extending or combining rules they have already learned in English. Thus, productions such as “Does Maria works?” may represent an interaction between first-language influence and overgeneralization within the developing English system.

4.1.5. Number and Person Agreement

The students’ activities also revealed difficulties related to number and person agreement. Examples included “There are a dog in the house,” “There is three cows in the field,” and “There is two chairs here.” In these sentences, the singular and plural forms is and are were not consistently matched with the following noun phrase.

A similar difficulty was observed with have and has. Students produced “She have a new pencil” and “They has two horses,” indicating uncertainty about the relationship between grammatical person, number, and verb form.

These examples suggest that learners had trouble coordinating subject or noun-phrase features with the corresponding English verb form. In “She have,” a third-person singular subject is combined with a non-third-person form, while in “They has,” a plural subject is paired with a third-person singular form.

The teachers’ interviews confirmed difficulties with agreement. Teacher 1 reported problems involving subject–verb agreement and incorrect forms of to be. Teacher 2 likewise described errors in subject–verb agreement and noted that these difficulties may remain even after students have received explanations of the relevant rules.

The theoretical framework defines grammatical agreement as the relationship through which the subject and verb correspond in number and person. It also emphasizes that English uses verb endings and specific verb forms as important grammatical cues for agreement. Therefore, the students’ productions indicate that this agreement system had not been consistently consolidated in their English production.

Although these forms have a strong morphological component, they also interact with syntax because agreement operates within sentence structure. For this reason, they can be considered morphosyntactic manifestations in which incorrect morphological selection affects the grammatical relationship among sentence constituents.

4.1.6. Comparative Adjective Formation

The students also produced forms such as “A horse is big than a dog,” “This road is long than that road,” and “My sister is tall than me.” The expected forms were “A horse is bigger than a dog,” “This road is longer than that road,” and “My sister is taller than me.”

In these examples, the learners preserved the base adjective but omitted the comparative morpheme -er. The meaning of comparison was partially expressed through than, showing that the students understood the semantic relationship between the two elements being compared but did not produce the complete English comparative form.

Unlike plural formation, third-person singular marking, and auxiliary use, comparative adjective formation was not specifically mentioned by either teacher in the interviews. Therefore, the interview evidence does not allow this pattern to be presented as a teacher-confirmed difficulty. Nevertheless, Teacher 2 explained more generally that students sometimes know vocabulary but do not remember the complete grammatical rule and consequently adapt English forms according to previously internalized patterns.

The observed comparative errors can therefore be interpreted cautiously as evidence of incomplete acquisition of English adjective morphology. They should not be attributed exclusively to Spanish interference because the available data do not demonstrate a direct Spanish source for every example.

4.1.7. Pronoun and Possessive Form Selection

Another morphological pattern was observed in the selection of personal and possessive forms. Students produced “His is my brother” instead of “He is my brother” and “Their are happy” instead of “They are happy.”

These examples show confusion between forms belonging to different grammatical categories. He and they function as subject pronouns, whereas his and their express possession. The students selected English forms that are morphologically related but grammatically inappropriate for the required function.

These errors were not specifically identified in the teachers’ interviews. Consequently, they should be interpreted primarily from the students’ productions rather than presented as triangulated teacher finding. Nevertheless, they reinforce the broader observation that learners had trouble selecting grammatical forms according to their function within English.

The theoretical framework explains that morphology includes the analysis of morphemes and grammatical categories and that morphological competence involves the ability to select and manipulate forms that express grammatical meaning accurately. Therefore, the confusion between he/his and they/their demonstrates that some learners had not fully differentiated the morphological and grammatical functions of these forms.

4.1.8. Overall Discussion of Morphological Interference

Taken together, the findings reveal that morphological difficulties were present across several areas of the students' English production. The clearest patterns involved plural marking, third-person singular -s, auxiliary selection, the use of the base verb after do/does, progressive formation, and number/person agreement. These areas were also explicitly identified by the teachers, providing strong convergence between the students' productions and the teachers' classroom observations.

Teacher 1 associated these difficulties with students' tendency to rely on Spanish when they do not remember an English rule, whereas Teacher 2 explained that the constant everyday use of Spanish and limited exposure to English may cause learners to depend on linguistic patterns that are already more deeply internalized. These observations correspond to the theoretical principle of linguistic transfer. The theoretical framework explains that learners may consciously or unconsciously apply structures from their native language to the target language and that incompatibility between both systems can result in errors in L2 production. Likewise, contrastive linguistics emphasizes that Spanish and English differ substantially in their morphological organization, particularly in verb conjugation, number, agreement, and the distribution of grammatical morphemes.

Nevertheless, the evidence also indicates that morphological errors should not automatically be considered direct consequences of Spanish interference. Forms such as doges, cates, boxs, and double-marked constructions such as "Does Maria works?" may also reflect intralingual processes in which learners overgeneralize or incompletely apply rules from English itself. This interpretation is supported by the distinction in the theoretical framework between interlingual transfer, which involves influence from the L1, and intralingual transfer, which results from the developing learner's application of rules within the L2.

Therefore, the morphological evidence obtained in this study suggests that the students were developing an intermediate linguistic system in which features of Spanish,

emerging knowledge of English morphology, and the overgeneralization of L2 rules interacted during language production. This interpretation is consistent with the concept of interlanguage, understood as a developing system that contains elements of both the first and second languages as learners progressively construct their L2 competence. Rather than representing isolated mistakes, the morphological patterns identified in the students' activities provide evidence of the processes through which learners attempt to organize and apply English grammatical forms.

The convergence of evidence from the students' productions, the teachers' perceptions, and the theoretical literature indicates that Spanish-to-English morphological interference is particularly evident in areas where the two languages differ in the way grammatical information is expressed. The findings also show that some of the identified errors may result from incomplete acquisition and overgeneralization of English morphological rules. Therefore, the morphological difficulties observed among the students can be understood as the result of an interaction between the influence of their first language and the ongoing development of their English morphological competence.

4.2. Syntactic Interference: Results and Discussion

The analysis of the students' English production revealed several manifestations of syntactic difficulty related to subject–verb agreement, the selection of the appropriate form of the verb to be, sentence organization, adjective placement, and the position of possessive adjectives. The evidence showed that some students had difficulty maintaining the conventional order of sentence constituents in English, particularly when constructing sentences with the verb to be and descriptive adjectives. These productions suggest that the syntactic differences between Spanish and English may influence the way learners organize English sentences, although some highly disordered constructions may also reflect incomplete development of English sentence structure rather than direct transfer from Spanish alone.

This distinction is relevant because English generally depends on a more fixed arrangement of sentence constituents, whereas Spanish permits greater flexibility in word order according to communicative purpose. The theoretical framework establishes that English predominantly follows a Subject + Verb + Object or Subject + Verb + Complement structure, while Spanish allows sentence elements to be reorganized more freely without necessarily altering the central meaning of the utterance. Consequently,

learners who rely on structural patterns already established in their first language may have trouble maintaining the more restricted syntactic organization required in English.

Table 4

Syntactic Difficulties Identified in Students' English Production

Syntactic pattern	Student's production	Expected English form
Subject–verb agreement	She are very happy.	She is very happy.
Subject–verb agreement	They is my friends.	They are my friends.
Subject–verb agreement	My dog am shy.	My dog is shy.
Subject–verb agreement	I are a student.	I am a student.
Sentence organization	My is house big.	My house is big.
Noun phrase / adjective order	Brown a is dog it.	It is a brown dog.
Sentence organization	My happy is sister.	My sister is happy.
Sentence organization	Small is the house.	The house is small.
Possessive structure	Friends my are they.	They are my friends.
Sentence organization	White is car the.	The car is white.
Possessive structure	Black my is car.	My car is black.
Possessive structure	Parents they my are.	They are my parents.
Noun phrase / adjective order	Bicycle is it a green.	It is a green bicycle.
Sentence organization	Tall is the boy.	The boy is tall.

Note. The examples were obtained from the activities completed by the students during the research process.

4.2.1. Subject–Verb Agreement and the Verb to Be

One of the syntactic patterns identified in the students' activities involved agreement between the subject and the verb to be. Students produced sentences such as "She are very happy," "They is my friends," "My dog am shy," and "I are a student" instead of "She is very happy," "They are my friends," "My dog is shy," and "I am a student."

These examples demonstrate difficulties in selecting the form of to be that corresponds to the grammatical person and number of the subject. Although the forms am, is, and are were recognized by the learners, they were not always associated with the appropriate subjects. The problem therefore does not appear to involve complete absence

of knowledge of the verb to be, but rather difficulty coordinating the subject with the corresponding verbal form within the sentence.

This finding was also reflected in the teachers' interviews. Teacher 1 reported that students sometimes omit to be or select an incorrect form and provided "They is happy" as an example of this type of difficulty. Teacher 2 similarly indicated that learners may produce forms such as "They is students" or "I is ten years old," demonstrating problems in selecting am, is, and are according to the subject. The similarity between these classroom observations and the students' actual productions provides clear convergence between both sources of information.

The theoretical framework also identifies grammatical agreement as an essential feature of English sentence construction. Agreement requires the subject and verb to correspond in grammatical number and person, and English learners may have trouble maintaining this relationship during language production. In the present study, the use of are with she, is with they, and am with my dog demonstrates that some students had not yet consistently internalized this relationship.

Although agreement also involves morphology because different verbal forms encode grammatical person and number, it is considered in this section from a syntactic perspective because the difficulty affects the grammatical relationship between the subject and the predicate. The evidence therefore illustrates the close interaction between morphology and syntax in the students' developing English system.

4.2.2. Sentence Organization and Canonical Word Order

Another important pattern observed in the students' productions concerned the organization of sentence constituents. Examples such as "My is house big," "My happy is sister," "White is car the," "Small is the house," and "Tall is the boy" differed from the expected forms "My house is big," "My sister is happy," "The car is white," "The house is small," and "The boy is tall."

In the context of the activities applied in this study, the expected structure was generally Subject + Verb to be + Complement. The students' productions showed that elements such as nouns, articles, possessive adjectives, verbs, and descriptive adjectives were not always placed in their conventional English positions. For example, "My happy is sister" separates the possessive adjective my from the noun sister and places the adjective happy before the verb. The expected structure, "My sister is happy," requires

the complete noun phrase my sister to function as the subject, followed by the copular verb and the adjective complement.

The teachers' observations strongly support this result. Teacher 1 described word order as one of the students' main difficulties and indicated that learners sometimes organize English sentences according to patterns associated with Spanish. Teacher 2 likewise reported that students have trouble maintaining the Subject + Verb + Complement structure and that their sentences may contain words in inappropriate positions. These observations correspond directly with the disordered constituent patterns identified in the students' activities.

The theoretical framework provides an important contrast for interpreting these findings. English relies on a comparatively rigid word order, whereas Spanish allows greater flexibility in the position of sentence constituents. Ellis (2021), as incorporated in the theoretical framework, explains that alterations that may be acceptable in Spanish cannot necessarily be reproduced in English without producing an ungrammatical structure. In addition, the theoretical section on English word order emphasizes that learners gradually develop sensitivity to canonical sentence patterns and become more efficient at processing structures that follow conventional English ordering.

Nevertheless, it is important not to interpret every disordered sentence as a literal reproduction of Spanish. A form such as "My happy is sister," for example, does not directly correspond to the Spanish sentence "Mi hermana es feliz." Consequently, although the greater flexibility of Spanish may contribute to difficulties in English sentence organization, some of these productions appear to reflect incomplete internalization of English syntactic patterns rather than direct word-for-word transfer. The evidence therefore suggests an interaction between cross-linguistic influence and the learners' developing knowledge of English sentence structure.

4.2.3. Adjective Placement and Noun Phrase Organization

The analysis also revealed difficulties involving the position of adjectives and the internal organization of English noun phrases. Productions such as "Brown a is dog it" and "Bicycle is it a green" were expected to appear as "It is a brown dog" and "It is a green bicycle." Although these examples involve the organization of the complete sentence, they also show uncertainty regarding the relationship between articles, adjectives, and nouns.

In English, an attributive adjective generally precedes the noun it modifies, as in brown dog or green bicycle. Spanish commonly permits or favors the opposite order in equivalent descriptive noun phrases, such as perro café or bicicleta verde. This contrast creates a plausible context for Spanish-to-English syntactic interference because learners may rely on the adjective–noun relationship that is more familiar in their first language when constructing an English noun phrase.

The teachers identified this contrast explicitly. Teacher 1 stated that students sometimes place adjectives after nouns because that pattern is common in Spanish. Teacher 2 provided an even more direct example, reporting that students may write “The house green” instead of “The green house,” and explained that Spanish adjectives frequently occur after nouns whereas English attributive adjectives generally precede them.

These observations are consistent with the theoretical framework, which emphasizes that Spanish and English differ in the organization of sentence constituents and that the more flexible Spanish system may influence English word order. The students’ difficulties therefore correspond to an area in which the structural differences between L1 and L2 provide a plausible explanation for interference.

However, the student productions “Brown a is dog it” and “Bicycle is it a green” involve more than adjective placement alone. Multiple sentence constituents are displaced, meaning that these forms should not be interpreted exclusively as transfer of Spanish adjective–noun order. Rather, they provide evidence of a broader difficulty in organizing the English noun phrase and integrating it into the complete sentence.

4.2.4. Predicative Adjectives and the Subject + To Be + Adjective Structure

Another related syntactic pattern appeared in sentences such as “Small is the house,” “Tall is the boy,” and “White is car the.” In the context of the activities, the expected forms were “The house is small,” “The boy is tall,” and “The car is white.”

These examples differ from the previous cases involving attributive adjectives because small, tall, and white function as complements after the verb to be rather than directly modifying the noun inside a noun phrase. The expected pattern is therefore Subject + to be + Adjective.

The productions show that some learners recognized the essential lexical elements but had difficulty assigning them their conventional syntactic positions. For example, “Tall is the boy” contains all the required elements but places the adjective before the

verb and subject instead of after the copula. In the context of elementary English instruction and the sentence pattern targeted by the activity, the expected canonical structure is “The boy is tall.”

This pattern corresponds with Teacher 2’s observation that students have trouble maintaining Subject + Verb + Complement order and may place sentence elements in inappropriate positions. Teacher 1 also identified word order and the use of to be as areas in which learners experience difficulties.

The theoretical framework reinforces this interpretation by describing English as a language in which word order plays a central role in grammatical organization and meaning. Therefore, the errors identified in these productions suggest that learners had not fully consolidated the canonical English pattern required for descriptions with the verb to be.

It should also be noted that constructions such as “Tall is the boy” may occur in marked literary or stylistic English contexts. Nevertheless, within the communicative and grammatical objective of the activities applied to fifth-, sixth-, and seventh-grade learners, the target structure was the unmarked declarative pattern “The boy is tall.” For this reason, the production was interpreted as a deviation from the sentence structure expected in the task.

4.2.5. Possessive Adjective Placement

The students also demonstrated difficulties in sentences containing possessive adjectives. Examples included “Friends my are they,” “Black my is car,” and “Parents they my are,” whereas the expected productions were “They are my friends,” “My car is black,” and “They are my parents.”

These constructions indicate difficulty maintaining the relationship between the possessive adjective and the noun it modifies. In English, possessive adjectives such as my, your, his, her, our, and their normally occur immediately before the corresponding noun. Thus, my friends, my car, and my parents function as complete noun phrases.

Spanish also uses possessive forms before nouns in expressions such as mis amigos, mi carro, and mis padres. Consequently, these errors cannot be confidently explained as direct transfer of a contrasting Spanish rule. Forms such as “Friends my are they” do not simply reproduce Spanish constituent order. Instead, they appear to demonstrate a broader difficulty organizing English sentence elements and identifying the grammatical function of each constituent.

This distinction is important because linguistic interference should not be used as a general explanation for every incorrect production. The theoretical framework defines interference as the influence of structures from the first language on the production or comprehension of the second language, while also recognizing that learners develop an interlanguage system that incorporates features of both languages and learner-generated patterns. Therefore, the possessive constructions observed in the students' activities may be better interpreted as evidence of developing syntactic competence rather than as clear cases of direct Spanish transfer.

Even so, these examples reinforce the broader finding reported by Teacher 2 that students sometimes know individual vocabulary items but experience greater difficulty when they must independently organize them into complete English sentences. The teacher specifically reported problems maintaining the Subject + Verb + Complement structure and placing words in their correct positions.

4.2.6. Discussion of Syntactic Interference

The evidence obtained from the students' activities revealed that syntactic difficulties were particularly visible in the organization of sentence constituents, subject–verb agreement with *to be*, adjective placement, predicative structures, and possessive constructions. The strongest evidence of possible Spanish-to-English interference was found in areas where the two languages present identifiable structural differences, particularly word-order flexibility and adjective placement.

The teachers' interviews reinforced these findings. Both teachers described word order as a significant difficulty in students' English production. Teacher 1 indicated that learners sometimes place adjectives after nouns following patterns commonly used in Spanish and identified incorrect use of the verb *to be* and subject–verb agreement. Teacher 2 similarly reported that students tend to organize sentences according to Spanish word order and explicitly contrasted Spanish noun–adjective ordering with the English adjective–noun pattern. The teacher also noted difficulty maintaining the Subject + Verb + Complement structure.

These observations correspond with the theoretical literature included in the study. The contrastive analysis presented in the theoretical framework establishes that Spanish permits greater syntactic flexibility, whereas English depends more strongly on a fixed constituent order. The framework also explains that first-language structures may influence second-language production when learners rely on linguistic patterns that are

already established in their L1. From this perspective, some of the structures identified in the students' activities can be interpreted as manifestations of cross-linguistic influence.

At the same time, the findings demonstrate that not all syntactic errors can be attributed exclusively to Spanish interference. Productions such as "Brown a is dog it," "Friends my are they," and "My happy is sister" do not correspond directly to conventional Spanish sentence structures. These forms suggest that learners were also experimenting with the organization of English constituents while constructing their developing linguistic system. Consequently, the results reflect both possible interlingual influence and incomplete internalization of English syntactic patterns.

The convergence of evidence from the students' productions, the teachers' observations, and the theoretical literature indicates that the syntactic differences between Spanish and English influence important aspects of the learners' developing English competence, particularly when they must organize complete sentences independently. The clearest manifestations were associated with canonical word order, adjective placement, the Subject + *to be* + Complement pattern, and agreement between subjects and verbal forms. At the same time, the presence of highly reorganized structures suggests that syntactic development involves more than direct transfer from Spanish and also reflects the progressive construction of English grammatical knowledge. Thus, the syntactic interference identified in this study can be understood as part of a developing interlanguage in which first-language patterns interact with emerging knowledge of English sentence structure.

4.3. Semantic Interference: Results and Discussion

The analysis of the students' activities revealed several difficulties related to the interpretation and use of meaning in English. The identified patterns involved false cognates, literal translation from Spanish, inappropriate word choice, and difficulties in recognizing semantic categories. Some of these productions showed a clear relationship with Spanish-to-English transfer, particularly when students associated English words with formally similar Spanish words or reproduced the meaning of a Spanish expression directly in English. Other errors, especially those involving basic vocabulary and semantic categorization, appeared to reflect incomplete lexical knowledge rather than direct influence from Spanish alone.

Semantic analysis involves understanding the relationship between words, meanings, and the contexts in which lexical items are used. Stringer (2019) distinguishes

lexical semantics, which focuses on relationships between words and their meanings, from sentence semantics, which considers how lexical elements interact to construct complete meaning. This distinction is relevant to the findings because the students' difficulties appeared both at the level of individual lexical items, as in false cognates, and at the sentence level, as in the literal translation of age expressions.

Table 5

Semantic Difficulties Identified in Students' English Production

Semantic pattern	**Student's incorrect interpretation/production**	**Expected meaning/form**
False cognate	Actually means actualidad.	Actually means en realidad / de hecho.
False cognate	Library means librería.	Library means biblioteca.
False cognate	Parents means parientes.	Parents means padres.
False cognate	Carpet means carpeta.	Carpet means alfombra.
False cognate	Embarrassed means embarazada.	Embarrassed means avergonzado/a.
False cognate	Exit means éxito.	Exit means salida.
Incorrect word choice	Eat an apple means comprar la manzana.	Eat an apple means comer una manzana.
Incorrect word choice	Drink water means comer sandía.	Drink water means beber agua.
Incorrect word choice	Play soccer means jugar volleyball.	Play soccer means jugar fútbol.
Literal translation	I have ten years old.	I am ten years old.
Semantic categorization	Apple – banana – orange – chair.	Chair does not belong to the fruit category.
Semantic categorization	Dog – cat – horse – animal.	Animal is the general category, not another category member.
Semantic categorization	Red – blue – green – color.	Color is the category label.

Semantic pattern	Student's incorrect interpretation/production	Expected meaning/form
Semantic categorization	Shirt – pants – shoes – food.	Food does not belong to the clothing category.
Semantic categorization	Teacher – doctor – farmer – job.	Job is the general category.

Note. The examples were obtained from the activities completed by the students during the research process.

4.3.1. False Cognates

One of the clearest manifestations of semantic interference was found in the interpretation of false cognates. Students associated several English words with Spanish words that have a similar orthographic form but a different meaning. Examples included interpreting actually as actualidad, library as librería, parents as parientes, carpet as carpeta, embarrassed as embarazada, and exit as éxito.

These responses demonstrate that formal similarity between lexical items in Spanish and English influenced the meanings assigned to the English words. For instance, library was associated with librería because of their visual similarity, although the English word means biblioteca, while the Spanish librería corresponds to bookstore. Similarly, parents was interpreted as parientes, although parents specifically refers to padres, whereas parientes is generally translated as relatives. The same pattern can be observed in carpet/carpeta, embarrassed/embarazada, and exit/éxito.

This finding was directly supported by the teachers' interviews. Teacher 1 explained that false cognates confuse students because they assume that similar-looking words have the same meaning and specifically mentioned library and parents as examples. Teacher 2 described the same phenomenon in greater detail, stating that learners may associate library with librería and parents with parientes. The teacher further indicated that these incorrect associations can affect both comprehension and production because misunderstanding a single lexical item may alter the interpretation of an entire sentence.

The theoretical framework provides strong support for interpreting these examples as semantic transfer. Duranti (2020) explains that semantic interference can emerge through literal translation and false cognates when learners establish meaning relationships based on similarities between Spanish and English lexical items. Similarly, the section on lexical transfer explains that perceived similarity between L1 and L2 words

may cause inappropriate semantic associations and specifically identifies false cognates as a source of semantic error.

The literature in the theoretical framework also indicates that false cognates and partial meaning overlap may lead learners to select an English lexical item based on its similarity to Spanish rather than its actual meaning. This corresponds closely to the students' responses because the incorrect interpretations were not random: they systematically connected English forms with visually similar Spanish words.

Therefore, the false cognate errors provide particularly clear evidence of Spanish-to-English semantic interference. In these cases, knowledge of Spanish appears to have influenced lexical interpretation by encouraging learners to infer meaning from formal resemblance instead of considering the established semantic value of the English word.

4.3.2. Literal Translation of Age Expressions

Another clear manifestation of semantic interference appeared in the production "I have ten years old" instead of "I am ten years old." This example reflects a transfer of meaning and conceptual structure from the Spanish expression "Tengo diez años."

In Spanish, age is conventionally expressed through the verb tener (to have), whereas English uses the verb to be. The student appears to have preserved the Spanish conceptual pattern by selecting have in English and then combining it with the English expression ten years old. The resulting sentence therefore contains English lexical material organized around the semantic structure used to express age in Spanish.

Both teachers identified this type of literal translation in their interviews. Teacher 1 stated that students frequently translate Spanish expressions directly into English and provided "I have ten years" instead of "I am ten years old" as a representative example. Teacher 2 similarly explained that students may produce "I have ten years" because they translate "Yo tengo diez años" word for word. The teacher also reported that learners sometimes transfer everyday expressions directly even when the same linguistic relationship does not exist in English.

This finding is consistent with the theoretical framework, which identifies literal translation as one of the principal manifestations of semantic interference. The framework explains that semantic difficulties can arise when learners map meanings and expressions from Spanish directly onto English despite differences in the way both languages encode the same concepts.

The example also illustrates why semantic interference cannot be analyzed exclusively at the level of isolated vocabulary. The student knows the meanings of I, have, ten, years, and old, but the complete expression remains inappropriate because the relationship among those meanings has been influenced by the Spanish conceptual pattern. This corresponds to the distinction proposed by Stringer (2019) between lexical meaning and sentence-level meaning.

Consequently, "I have ten years old" constitutes strong evidence of direct semantic transfer because a recognizable Spanish expression can be identified as the source of the English production. The convergence between the students' evidence, both teachers' observations, and theoretical literature makes this one of the clearest examples of semantic interference identified in the study.

4.3.3. Inappropriate Word Choice and Lexical Meaning

The students' activities also revealed difficulties in identifying the meanings of basic English lexical items and expressions. Examples included interpreting "Eat an apple" as comprar la manzana, "Drink water" as comer sandía, and "Play soccer" as jugar volleyball.

Unlike the false cognate examples, these responses do not show an obvious formal or semantic correspondence with a Spanish expression. For example, there is no direct Spanish linguistic pattern that would explain why eat was associated with comprar or why water was interpreted as sandía. Therefore, these errors should not be classified automatically as direct Spanish-to-English semantic transfer.

Instead, the productions suggest difficulty establishing stable connections between English lexical forms and their corresponding concepts. Students may have recognized that the expressions represented actions, food, drinks, or sports but selected meanings that did not correspond to the English lexical items presented. In this sense, the difficulty concerns lexical-semantic knowledge and the organization of the learners' developing English vocabulary.

Teacher 2 provided relevant support for this interpretation by explaining that students sometimes know the general meaning of a word but do not know how to use it appropriately within an expression or sentence, which can lead to inappropriate lexical selection. Teacher 1 also indicated more generally that Spanish influence can create vocabulary difficulties when students first formulate ideas through their native language.

Nevertheless, neither interview provides evidence that the specific confusions eat/comprar, water/sandía, or soccer/volleyball resulted directly from Spanish transfer.

The semantic framework included in this study emphasizes that lexical semantics involves establishing accurate relationships between words and their meanings (Stringer, 2019). It also indicates that semantic networks can help learners establish stronger conceptual relationships between lexical units. McNamara (2008) explains that structured semantic connections can support deeper understanding of lexical meaning, while Kida and Barcroft (2017) emphasize that organized lexical networks contribute to conceptual fluency.

Therefore, these incorrect word choices are relevant to the semantic analysis because they demonstrate weaknesses in lexical meaning. However, the available evidence supports interpreting them primarily as difficulties in English vocabulary acquisition rather than as direct manifestations of Spanish interference.

4.3.4. Semantic Categorization

A further pattern was identified in activities requiring students to recognize relationships among words belonging to the same semantic field. Students encountered groups such as “apple – banana – orange – chair,” “dog – cat – horse – animal,” “red – blue – green – color,” “shirt – pants – shoes – food,” and “teacher – doctor – farmer – job.”

The first and fourth examples involve difficulty identifying an item that does not belong to the same semantic category. Apple, banana, and orange belong to the category of fruits, whereas chair belongs to a different conceptual field. Similarly, shirt, pants, and shoes refer to clothing, whereas food represents another category.

Other responses revealed a different semantic problem: confusion between members of a category and the superordinate label that names the category. For example, dog, cat, and horse are individual members of the category animal, while red, blue, and green are members of the category color. Similarly, teacher, doctor, and farmer represent occupations or jobs, whereas job functions as the broader category label.

These findings suggest that some students had difficulty organizing lexical items according to semantic relationships such as category membership and hierarchical meaning. This differs from false-cognate interference because no specific Spanish lexical form appears to have generated the incorrect response. Rather, the difficulty involves the organization of conceptual and lexical knowledge within English.

The additional theoretical information included in the semantic framework is particularly relevant to this result. McNamara (2008) emphasizes the usefulness of structured semantic connections and semantic network activities for strengthening relationships among concepts. Similarly, Kida and Barcroft (2017) report that learners who develop formal lexical networks establish stronger conceptual connections among lexical items and their contexts.

Consequently, the semantic categorization difficulties observed in the students' activities should not be presented as direct evidence of Spanish interference unless an identifiable L1 relationship can be demonstrated. They nevertheless constitute important evidence of the students' semantic development because they show uncertainty in distinguishing individual lexical items, semantic fields, and superordinate categories.

4.3.5. Discussion of Semantic Interference

The evidence obtained from the students' activities showed that semantic difficulties appeared in different forms, but not all of them had the same relationship with Spanish. The strongest manifestations of Spanish-to-English interference were found in false cognates and literal translation. In these cases, a direct connection could be established between the students' incorrect interpretation or production and an existing Spanish lexical or conceptual pattern.

False cognates such as, library, parents, carpet, embarrassed, and exit demonstrated how formal similarity between English and Spanish can influence lexical interpretation. The theoretical framework describes this phenomenon as lexical transfer, in which learners assign meaning to an L2 word according to perceived similarities with their L1. Research incorporated into the framework also explains that false cognates and partial semantic overlap can generate lexical misselection when Spanish conceptual categories are mapped onto English vocabulary.

The teachers' perceptions closely corresponded with these findings. Both teachers identified literal translation as an important semantic difficulty, and both referred specifically to false cognates such as library and parents. This convergence provides strong triangulation because the lexical and sentence-level patterns observed in the students' activities were independently recognized by the teachers in their classroom experience.

The literal production "I have ten years old" provides additional evidence of semantic transfer because its source can be clearly related to the Spanish expression

"Tengo diez años." In this instance, the learner did not merely select an incorrect isolated word but transferred the conceptual relationship used in Spanish to express age. This supports the broader theoretical view that semantic interference can affect not only individual lexical items but also the way meanings are constructed within complete expressions.

In contrast, the inappropriate interpretation of basic vocabulary and the difficulties observed in semantic categorization do not provide sufficient evidence of direct Spanish influence. Forms such as associating eat with comprar or water with sandía cannot be traced to a recognizable Spanish semantic structure. Likewise, difficulties distinguishing category members from category labels are more appropriately interpreted as limitations in lexical-semantic organization. This distinction is essential because labeling every semantic mistake as Spanish interference would overlook other processes involved in second-language development.

The theoretical framework recognizes that semantic interference is especially relevant when meanings from L1 influence lexical selection or interpretation in L2. It also explains that an interlanguage system may incorporate elements of both languages while learners progressively establish independent lexical and conceptual relationships in English. The findings of the present study are consistent with this perspective because some responses displayed identifiable L1 influence, whereas others reflected emerging or incomplete English lexical knowledge.

The convergence of evidence from the students' activities, the teachers' perceptions, and the theoretical literature indicates that Spanish-to-English semantic interference was most clearly manifested through false cognates and literal transfer of meaning. These patterns demonstrate that learners may rely on similarities in form or on conceptual structures already established in Spanish when interpreting or producing English. At the same time, the findings related to inappropriate word choice and semantic categorization suggest that students were also developing their English lexical networks independently of direct L1 transfer. Therefore, the semantic difficulties identified in this study reflect an interaction between cross-linguistic influence and the progressive construction of lexical and conceptual knowledge in English.

4.4. Phonological Interference: Results and Discussion

The analysis of the students' oral production revealed several difficulties in the pronunciation of English sounds and in the production of connected speech. The

identified patterns included replacement of the interdental consonants “θ” and “ð”, insertion of an initial vowel before “s” + consonant clusters, simplification of English vowels and diphthongs, difficulties with reduced vowels, modification or omission of consonant sounds, and word-by-word pronunciation influenced by written forms. These findings suggest that some students relied on phonological and orthographic patterns that were more familiar from Spanish when producing spoken English.

Phonological competence involves the ability to perceive and produce the distinctive sounds of a language, including phonemes and prosodic features such as stress, rhythm, and intonation. Hansen Edwards and Zampini (2008) identify phonology as a challenging area for Spanish-speaking English learners because the sound systems of the two languages differ considerably. These differences are particularly relevant because Spanish has a relatively stable vowel system, whereas English includes a wider range of vowels, diphthongs, reduced vowels, and consonants that do not have direct equivalents in Spanish.

Table 6

Representative Phonological Difficulties Identified in Students’ Oral Production

Phonological pattern	**Student’s production**	**Expected pronunciation**
Replacement of /ð/	then pronounced as ten	/ðen/
Replacement of /θ/	teeth pronounced as tet	/tiːθ/
Replacement of /ð/	the pronounced as te	/ðə/
Initial vowel insertion	school pronounced as eschool	/skuːl/
Diphthong simplification	my pronounced as mi	/maɪ/
Initial /h/ difficulty	hello pronounced with a Spanish-like initial sound	/həˈloʊ/
Initial /h/ omission	homework pronounced as omework	/ˈhoʊmwɜːrk/
/w/ modification	water pronounced as guater	/ˈwɔːtər/
Consonant modification	brush pronounced as brus	/brʌʃ/

Phonological pattern	Student's production	Expected pronunciation
Vowel modification	afternoon pronounced as afternon	/ˌæftərˈnuːn/
Orthography influenced pronunciation	apple pronounced as aple	/ˈæpəl/
Word-by-word pronunciation	I wake up at nine pronounced without reductions or linking	/aɪ weɪk ʌp ət naɪn/
Word-by-word pronunciation	At night I go to bed at eleven o'clock pronounced without reductions	/ət naɪt aɪ ɡoʊ tə bed ət ɪˈlevən əˈklɑːk/

Note. The examples were obtained from the oral activities and pronunciation tasks completed by the students during the research process.

4.4.1. Replacement of the Interdental Sounds "θ" and "ð"

One of the clearest patterns identified in the students' oral production involved the English interdental consonants "θ" and "ð". Students produced "then" as "ten," "teeth" as "tet," and "the" as "te." In these cases, the interdental sounds were replaced by "t", a consonant that is more familiar within the students' Spanish phonological system.

These productions demonstrate difficulty articulating English sounds that require a place and manner of articulation that are not regularly used in the students' variety of Spanish. To produce "θ" and "ð", the tongue must be positioned between or close to the teeth while allowing air to pass through. When learners have not fully developed these articulatory patterns, they may substitute a more familiar consonant with similar perceptual characteristics.

The teachers' interviews strongly supported this finding. Teacher 1 identified the "th" sound as a difficult pronunciation feature for students. Teacher 2 similarly reported that learners often replace the English "th" sounds with "t" or "d". The students recorded productions therefore correspond directly with the teachers' classroom observations.

The theoretical framework provides further support for this interpretation. It explains that Spanish and English have different phonological inventories and specifically identifies the English interdental fricatives as problematic for Spanish-speaking learners. The framework notes that learners may replace "θ" with a sound such as "t" or "s" because

an equivalent phoneme is absent from their native phonological system. Similarly, the contrastive analysis states that Spanish lacks the same interdental distinctions found in English and that this difference can affect intelligibility.

The convergence of student evidence, teachers' observations, and theoretical support makes the replacement of "θ" and "ð" one of the strongest examples of Spanish-to-English phonological interference identified in the study.

4.4.2. Vowel Insertion Before "s" + Consonant Clusters

Another clear pattern involved the pronunciation of school as "eschool." This production was also observed within a longer oral sentence in which the learner pronounced "I go to school at seven o'clock" using the form eschool.

The addition of a vowel before the initial consonant cluster represents a phonotactic adaptation. English permits words to begin with sequences such as "sk", "st", and "sp", whereas Spanish normally does not allow the same word-initial "s" + consonant structure without a preceding vowel. Spanish words such as escuela, estudiante, and especial illustrate the familiar initial pattern available to learners. Consequently, inserting an initial vowel enables the English word to conform more closely to a syllable structure already established in the students' first language.

This result was explicitly confirmed in both teachers' interviews. Teacher 1 reported that students have difficulty with words beginning with s followed by another consonant and specifically mentioned the pronunciation of school as "eschool." Teacher 2 described the same phenomenon and identified the addition of an initial vowel in school as one of the pronunciation patterns observed among learners.

The close correspondence between the students' oral production and both teachers' observations provides strong evidence that this pattern is related to cross-linguistic phonological influence. In this case, the learner appears to adapt an unfamiliar English consonant cluster to a syllable structure that is more compatible with Spanish.

4.4.3. English Vowels and Diphthongs

The oral activities also revealed difficulties involving English vowel quality, vowel length, and diphthongs. Examples included "my" pronounced as "mi," "afternoon" pronounced as "afternon," and pronunciation difficulties in words such as me, blue, bakery, and apple.

The production of my as mi is especially relevant because the English word contains the diphthong “aɪ”, whereas Spanish generally uses a smaller and more stable set of vowel qualities. In this case, the learner appears to have replaced a moving vowel sequence with a simpler and more familiar vowel realization. The same pronunciation of my was observed again in the expression “my homework,” indicating that the difficulty was not limited to an isolated occurrence.

Teacher 2 reported that students have difficulty distinguishing English vowel sounds and specifically referred to contrasts such as ship and sheep. Although ship and sheep were not among the specific productions recorded in the present activities, the teacher’s observation supports the broader finding that vowel distinctions represent a challenging area. Teacher 1 also referred generally to difficulties with English vowel sounds.

The theoretical framework explains that Spanish has a smaller and more stable vowel inventory, while English distinguishes a greater number of vowel qualities, including long and short vowels, diphthongs, and reduced sounds. It also states that second-language learners may associate unfamiliar English sounds with the nearest phonological category available in their L1, which can make the establishment of new vowel contrasts more difficult.

The phoneme section of the theoretical framework further emphasizes that English vowel contrasts can distinguish lexical meaning and that the ability to perceive and produce these distinctions forms an important part of phonological competence.

However, not every vowel-related production can be attributed directly to Spanish interference. For example, a transcription such as “bluee” or “bakeri” does not by itself provide enough phonetic detail to determine precisely which English vowel feature was altered. These examples therefore support a general interpretation of pronunciation difficulty but should be treated more cautiously than the clearly identifiable replacement of “aɪ” in my.

4.4.4. Difficulties with Reduced Vowels and Word-by-Word Pronunciation

A recurrent pattern in the oral activities involved students pronouncing English sentences word by word instead of using reductions, linking, and the rhythmic organization characteristic of connected English speech. This occurred in expressions such as “I am nine years old,” “I am from Ecuador,” “I live in Urbina,” “I wake up at nine,” “In the afternoon I do my homework,” and “At night I go to bed at eleven o’clock.”

In these productions, individual words were pronounced as independent units, with little or no reduction of function words. For example, English commonly allows at to be realized with a reduced vowel "ət" and to as "tə" in unstressed contexts. Similarly, words such as from may contain the schwa "ə" in natural connected speech. When every vowel is pronounced with similar prominence, the resulting rhythm differs from typical English stress patterns.

This phenomenon can plausibly be related to differences between the phonological systems of Spanish and English. Spanish vowels tend to maintain relatively stable qualities, while English frequently reduces unstressed vowels. The theoretical framework specifically notes that Spanish-speaking learners may have trouble with vowel reduction because reduced forms found in fluent English do not function in the same way in their L1.

The same framework defines prosody in terms of rhythm, stress, and intonation and explains that these features contribute substantially to comprehensibility and natural oral production. Therefore, the observed word-by-word pronunciation is relevant not only at the segmental level but also at the suprasegmental level because it affects stress distribution, rhythm, and connected speech.

Teacher 2 also stated that students tend to pronounce English words according to the way they are written, following Spanish pronunciation patterns. This observation corresponds closely to the students' reading performance, in which written forms appeared to influence the pronunciation of individual words and complete sentences.

Nevertheless, these productions should not be interpreted as pronunciation errors merely because every possible English reduction was absent. Careful speech can legitimately contain fewer reductions than conversational speech. In the context of the oral activities, the relevant finding was the systematic reliance on isolated, orthography-based pronunciation rather than the absence of any single obligatory reduction.

4.4.5. Difficulties with Initial and Final Consonants

The students' oral production also showed modifications involving consonant sounds in words such as hello, homework, brush, and night. One student produced homework as "omework," omitting the initial /h/, while another produced the initial sound of hello using a stronger Spanish-like realization rather than the expected English "h".

These cases show uncertainty regarding the English "h" phoneme. Because Spanish orthography and pronunciation do not establish the same relationship between

the letter *h* and an audible "h" sound as English does, students may omit the sound or approximate it using another familiar articulation.

Other consonant difficulties included brush pronounced as "brus." In this example, the final "ʃ" appears to have been replaced by "s" rather than simply omitted. Therefore, it is more appropriate to interpret this production as consonant substitution. Teacher 2 reported that final sounds in words such as *night, brush,* and *teeth* can be difficult for students, which corresponds with the oral evidence obtained in the activities.

The production recorded as "nigt" for night requires particular caution. Rather than demonstrating a straightforward omission of a final consonant, it may indicate that the learner attempted to pronounce the word according to its written letters. English orthography contains grapheme–phoneme relationships that are considerably less transparent than those generally encountered in Spanish. Consequently, some of the students' pronunciation difficulties may have emerged from the interaction between Spanish phonological habits and reliance on English spelling.

4.4.6. Other Consonant and Orthography-Influenced Pronunciations

Additional forms identified in the oral activities included water pronounced as "guater," pharmacy as "parmaci," umbrella as "umbreya," and shower as "shoger." These productions show that some learners modified unfamiliar English sound sequences when attempting to pronounce words from their written forms.

The pronunciation of water as guater suggests the insertion or strengthening of a consonantal element before /w/, producing a form closer to pronunciation patterns sometimes used by Spanish speakers when interpreting English "w". This production therefore provides a plausible example of L1-influenced phonetic adaptation.

The other examples require greater caution. In particular, pharmacy pronounced as parmaci cannot be explained convincingly as direct transfer from Spanish solely on the basis of the available evidence, because Spanish itself uses "f" in the related word farmacia. The substitution may instead reflect uncertainty regarding the English grapheme ph and its pronunciation as "f". Similarly, the productions umbreya and shoger demonstrate modifications of English sound sequences, but the data do not establish a single direct Spanish source for those substitutions.

These cases remain relevant because the phonological level involves not only transferring L1 sounds but also developing new relationships among English orthography, phonemes, syllable patterns, and lexical representations. The theoretical

framework describes L2 phonology as a process through which learners must learn to distinguish and produce sound categories that are not organized in the same way as in their first language.

4.4.7. Discussion about Phonological Interference

The oral evidence revealed that Spanish-to-English phonological interference was most clearly observable in three areas: replacement of the interdental consonants /θ/ and /ð/, insertion of an initial vowel before "s" + consonant clusters, and simplification or modification of English vowel and diphthong patterns. Difficulties with reduced vowels, connected speech, initial and final consonants, and orthography-based pronunciation were also identified, although the degree to which each individual production can be attributed directly to Spanish varies.

The teachers' interviews strongly reinforced the main findings. Both teachers identified the "th*"* sounds, English vowels, and initial "s" + consonant clusters as problematic areas. Teacher 2 additionally mentioned difficulties with final sounds and observed that learners frequently pronounce English according to Spanish-oriented spelling-to-sound expectations. This correspondence between the students' oral productions and the teachers' observations provides important triangulation of the phonological evidence.

Theoretical literature also supports these findings. The contrastive framework explains that Spanish has a smaller and more stable vowel system, whereas English includes a wider inventory of vowels, diphthongs, reduced sounds, and consonantal contrasts. It specifically identifies interdental consonants as a potential source of pronunciation difficulty for Spanish-speaking learners. The framework further indicates that learners may map unfamiliar L2 sounds onto existing L1 phonological categories, which can affect the formation of new phonemic distinctions.

The findings concerning word-by-word pronunciation also show that phonological interference extends beyond individual phonemes. English prosody depends on stress, rhythm, intonation, reduction, and connected speech, while learners whose first language organizes these elements differently may produce each written word with relatively equal prominence. The theoretical framework recognizes prosodic competence as an important component of phonological development.

At the same time, the analysis revealed the importance of distinguishing clear cross-linguistic interference from general pronunciation development. Forms such as then

- ten, teeth - tet, the - te, and school - eschool can be connected relatively directly to phonological differences between Spanish and English. In contrast, forms such as parmaci, umbreya, and shoger do not provide enough evidence to identify Spanish as their only source and may also reflect incomplete knowledge of English grapheme–phoneme correspondences or emerging phonological representations.

The convergence of evidence from the students' oral production, the teachers' perceptions, and the theoretical framework indicates that the phonological system of Spanish influenced several aspects of the students' English pronunciation, particularly when English required sounds, syllable structures, vowel distinctions, or reduction patterns that were less familiar from their first language. Nevertheless, some deviations also reflected the learners' developing knowledge of English pronunciation and its complex relationship with orthography

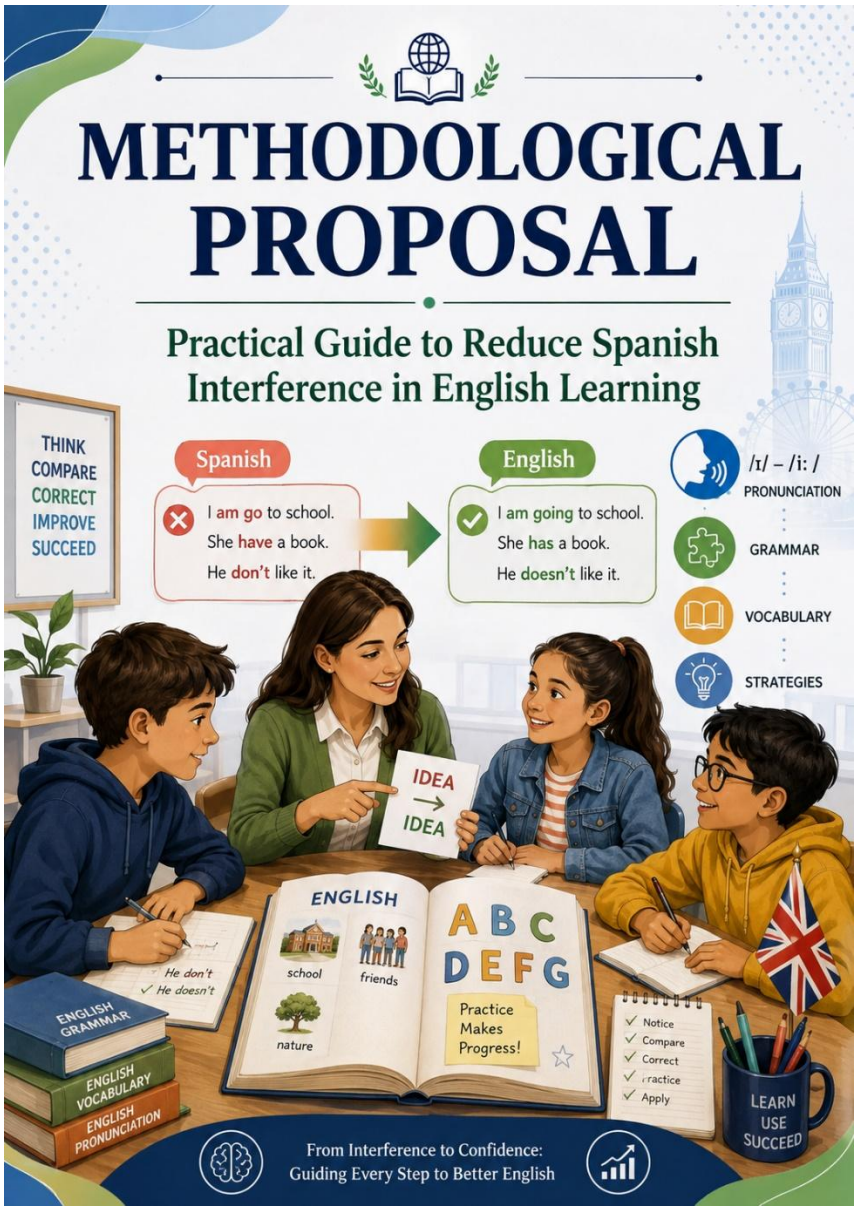
CHAPTER V

METHODOLOGICAL PROPOSAL

Practical Guide to Reduce Spanish Interference in English Learning

Figure 7

Methodological proposal cover



Note. Image generated with ChartGPT (OpenAI, 2026).

Table 7

Technical Specifications of the Pedagogical Proposal.

Target group	Fifth-, Sixth-, and Seventh-Grade Students at Simón Rodríguez Elementary School, Urbina Parish, Carchi
Main skill	Morphological, Syntactic, Semantic, and Phonological Levels
ESP field	Simón Rodríguez Elementary School
Number of worksheets	

5.1. Methodological Proposal

This methodological proposal is based on the results obtained from 36 students from fifth, sixth, and seventh grade at Simón Rodríguez Elementary School. Its purpose is to respond to the identified needs through a practical guide of worksheets and classroom activities designed to reduce Spanish-to-English linguistic interference at the morphological, syntactic, semantic, and phonological levels.

The guide prioritizes practical and meaningful language activities because the research topic focuses on the influence of Spanish on students' English learning process. The proposed exercises are intended to help learners identify, understand, and correct the most frequent interference errors found in their use of English. Vocabulary recognition, short written tasks, pronunciation practice, sentence correction, and guided oral activities are included as support strategies; however, the guide mainly emphasizes the development of more accurate and confident English production.

5.2. General Objective

To design a methodological guide through the development of practical and interactive activities addressing the morphological, syntactic, semantic, and phonological levels of English, to reduce Spanish-to-English linguistic interference and strengthen the linguistic competence of fifth-, sixth-, and seventh-grade students.

5.2.1 Specific Objectives

- To develop students' ability to recognize and correct morphological interference errors in English, such as plural formation, verb endings, and auxiliary use.
- To strengthen students' understanding of English syntactic structures through activities that promote correct word order, sentence construction, and grammatical organization.
- To improve students' semantic accuracy by addressing false cognates, inappropriate word choice, and meaning transfer from Spanish to English.
- To enhance students' phonological performance through pronunciation exercises focused on problematic English sounds, stress, and sound discrimination.
- To provide practical and age-appropriate activities that help students gradually reduce the influence of Spanish in their English learning process.

Methodological Proposal

Practical Guide




Who?
Syntactic Component
Subject + Verb + Object
Does What?
To Whom?
The boy
reads
Word Order
Phrases
Clauses
Meaning
The boy reads a book.
SUBJECT
VERB
OBJECT
GRAMMAR
SYNTAX
SENTENCE STRUCTURE
EXAMPLE:
She eats an apple.
because (clause)
in the park (phrase)

5.3. Syntactic Component

Definition

The syntactic component refers to the organization of words in a sentence. It includes word order, subject-verb agreement, adjective position, possessive structures, and sentence formation.

In the error analysis, students produced sentences such as She are very happy, They is my friends, My is house big, and White is car the. These errors s direct transfer from Spanish word order and confusion in English sentence structure.

Purpose of the Syntactic Exercises

These exercises are designed to help students organize English sentences correctly and avoid translating Spanish structures directly into English.

Syntactic Exercise 1: To Be Agreement Cards

Interference error addressed:

Subject-verb agreement errors with the verb *to be*.

Examples from the error analysis:

Incorrect: She are very happy.

Correct: She is very happy.

Incorrect: They is my friends.

Correct: They are my friends.

Objective:

To help students use am, is, and are correctly according to the subject.

Materials:

Worksheet with subjects and with am, is, and are.

Procedure:

1. Students receive worksheets with subjects such as I, she, they, my dog, my parents.
2. Students match each subject with the correct form of *to be*.
3. Students create complete sentences.
4. Students read their sentences aloud.

Sample sentences:

I am a student.

She is happy.

They are my friends.

Assessment: 10 points

To Be Agreement Fun Practice!
(am – is – are)

Name: _____ Date: _____ Class: _____

Objective:
To use **am**, **is**, and **are** correctly according to the subject.

Remember!
Use:
- **am** → with **I**
- **is** → with **he**, **she**, **it**, **one person** or **one thing**.
- **are** → with **you**, **we**, **they** or more than one person or thing.

Examples:
- ✓ I **am** a student.
- ✓ She **is** happy.
- ✓ They **are** friends.
- ✓ My dog **is** small.

1 Match the subject with the correct form of the verb **to be**.

Subject	Verb to be
1. I	are
2. She	is
3. They	are
4. My dog	is
5. My parents	are
6. It	is
7. We	am
8. You	are

2 Complete the sentences with **am**, **is** or **are**.

1. I _____ a student.
2. She _____ my sister.
3. They _____ happy.
4. My cat _____ black.
5. You _____ my friend.
6. My parents _____ at home.
7. We _____ students.
8. It _____ a red car.

3 Choose the correct option.

1. She (**is** / **are**) my teacher.
2. They (**is** / **are**) my friends.

4 Look at the pictures and write sentences.

1.
2.
3.

Syntactic Exercise 2: Fix the Sentence

Interference error addressed:

Incorrect word order influenced by Spanish.

Example from the error analysis:

Incorrect: Small is the house.

Correct: The house is small.

To correct sentences with incorrect English word order.

Materials:

Worksheet with incorrect sentences.

Procedure:

1. The teacher gives students sentences with incorrect word order.
2. Students identify the problem.
3. Students rewrite the sentence correctly.
4. Students compare answers with a partner.
5. The teacher checks the answers on the board.

Sample items:

Incorrect: Tall is the boy.

Correct: The boy is tall.

Incorrect: White is car the.

Correct: The car is white.

Worksheet No. 1: Fix the Sentence

Name: _____ Date: _____

Topic: Syntactic Interference

Objective: To correct sentences with incorrect English word order.



Instructions

Read each incorrect sentence carefully. Identify the word order problem and rewrite the sentence correctly.



Example

Incorrect: Small is the house.

Correct: The house is small.

Activity 1: Correct the Sentences



1. **Incorrect:** Beautiful is the garden. **Correct:** _____



2. **Incorrect:** Tall is my brother. **Correct:** _____



3. **Incorrect:** Happy are the children. **Correct:** _____



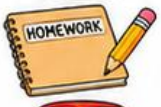
4. **Incorrect:** Interesting is the book. **Correct:** _____



5. **Incorrect:** Clean is the classroom. **Correct:** _____



6. **Incorrect:** Delicious is the food. **Correct:** _____



7. **Incorrect:** Difficult is the homework. **Correct:** _____



8. **Incorrect:** Fast is the car. **Correct:** _____



9. **Incorrect:** Friendly is the teacher. **Correct:** _____

10. **Incorrect:** Big is the school. **Correct:** _____

Assessment: 10 points

Syntactic Exercise 3: Adjective Position Practice

Syntactic Exercise 3: Interference error addressed:

Incorrect adjective order.

Example from the error analysis:

Incorrect: Bicycle is it a green.

Correct: It is a green bicycle.

Objective:

To practice the correct position of adjectives in English.

Materials:

Pictures of objects, animals, and classroom items.

Procedure:

1. The teacher explains that adjectives usually come before nouns in English.
2. Students observe pictures.
3. Students describe each picture using article + adjective + noun.
4. Students write five sentences.
5. Students read their sentences aloud.

Sample sentences:

It is a brown dog.

It is a green bicycle.

It is a black car.

Worksheet No. 2: Adjective Position Practice

Name: _____

Date: _____

Topic: Syntactic Interference

Objective: To practice the correct position of adjectives in English.

Instructions

Look at each noun and adjective. Write a correct sentence using this structure:

Article + adjective + noun

Example

Incorrect: Bicycle is it a green.

Correct: It is a green bicycle.

Activity 1: Rewrite the Sentences



1. Incorrect: Car is it a red.
   Correct: _____



2. Incorrect: Dog is it a small.
   Correct: _____



3. Incorrect: Book is it an interesting.
   Correct: _____



4. Incorrect: House is it a big.
   Correct: _____



5. Incorrect: Pencil is it a yellow.
   Correct: _____



6. Incorrect: Cat is it a black.
   Correct: _____



7. Incorrect: Bag is it a blue.
   Correct: _____



8. Incorrect: Apple is it a red.
   Correct: _____



9. Incorrect: Table is it a round.
   Correct: _____



10. Incorrect: Flower is it a beautiful.
    Correct: _____

Activity 2: Describe the Pictures

Look at the pictures your teacher presents you. Write five sentences using:

It is a/an + adjective + noun.

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

Activity 3: Create Your Own Sentences

Write three sentences using an adjective before a noun.

1. _____
2. _____
3. _____

Assessment: 10 points

Syntactic Exercise 4: Possessive Order Drill

Interference error addressed:

Incorrect possessive structure.

Example from the error analysis:

Incorrect: Friends my are they.

Correct: They are my friends.

Objective:

To use possessive adjectives before nouns.

Materials:

Subject cards and possessive adjective cards.

Procedure:

1. The teacher explains the position of possessive adjectives: my house, my car, my parents.
2. Students receive scrambled phrases.
3. Students arrange the words in the correct order.
4. Students create complete sentences.
5. Students practice orally in pairs.

Sample sentences:

My house is big.

My car is black.

They are my parents.



POSSESSIVE SENTENCE RACE!





Possessive Order Drill



OBJECTIVE

To use possessive adjectives before nouns correctly.



MATERIALS

Small cards with scrambled words.



EXAMPLES OF CARDS

1 are / my / they / friends	2 is / your / this / book	3 my / is / teacher / she	4 his / is / car / it
5 their / are / pencils / they	6 our / is / classroom / this	7 her / is / bag / it	8 your / are / parents / they

HOW TO PLAY



1. The teacher divides the class into pairs or small groups.
2. Each group receives a set of scrambled sentence cards.
3. Students must arrange the words in the correct order.
4. When they finish, one student runs to the board and writes the correct sentence.
5. The first group to write the correct sentence gets one point.
6. The teacher checks the sentence and asks the group to read it aloud.



SCRAMBLED WORDS	YOUR ANSWER (WRITE THE CORRECT SENTENCE)	POINTS
1 are / my / they / friends	_____	☆
2 is / your / this / book	_____	☆
3 my / is / teacher / she	_____	☆
4 his / is / car / it	_____	☆
5 their / are / pencils / they	_____	☆
6 our / is / classroom / this	_____	☆
7 her / is / bag / it	_____	☆
8 your / are / parents / they	_____	☆



ORAL PRACTICE VARIATION

After correcting each sentence, students must create one new sentence using the same possessive adjective.

EXAMPLE:

Correct sentence: They are my friends.

New sentence: This is my notebook.



ASSESSMENT



10 POINTS

Syntactic Exercise 5: My Family and My Community Sentences

Interference error addressed:

Incorrect organization of possessive and descriptive sentences.

Objective:

To produce correct sentences about family, animals, and community.

Materials:

Pictures or drawings related to Urbina.

Procedure:

1. Students draw or observe pictures of family members, animals, houses, or farms.
2. Students write descriptive sentences.
3. The teacher checks the structure: subject + verb + complement.
4. Students correct their sentences.
5. Students present two sentences to the class.

Sample sentences:

My sister is happy.

My house is big.

The dog is brown.

Assessment: 10 points



Worksheet

Syntactic Exercise 5: My Family and My Community Sentences



Name: _____ Date: _____ Class: _____

Objective

To write correct sentences about family, animals, houses, farms, and the community using the correct sentence order.

Remember

A correct sentence has this order:

Subject + verb + complement

Example:

My sister is happy.
My dog is small.
My community is beautiful.



Activity 1: Organize the words to make correct sentences.

1. happy / is / My brother _____
2. is / My house / big _____
3. beautiful / is / My community _____
4. black / is / My dog _____
5. has / My family / animals _____
6. small / is / The farm _____



Activity 2: Correct the Sentences

Read the sentences and correct the word order.

1. Is happy my sister. _____
2. My dog small is. _____
3. Beautiful is my community. _____
4. My farm green is. _____
5. Has animals my family. _____



Activity 3: Complete the Sentences

Complete the sentences with your own ideas.

1. My mother is _____.
2. My father is _____.
3. My house is _____.
4. My dog is _____.
5. My farm has _____.
6. My community is _____.



Activity 4: Write Your Own Sentences

Write five sentences about your family and your community.

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





Semantic Component



Synonyms

happy = joyful

Antonyms

hot / cold

Context

It was a bright day, so we went to the park.

5.4. Semantic Component

Definition

The semantic component refers to meaning. It includes vocabulary, word meaning, false cognates, literal translation, and semantic categorization.

In the error analysis, students confused words such as actually, library, parents, carpet, embarrassed, and exit. They also produced literal translations such as I have ten years old instead of I am ten years old.

Purpose of the Semantic Exercises

These exercises help students understand the correct meaning of English words and avoid direct translation from Spanish.

Semantic Exercise 1: False Cognate Detective

Interference error addressed:

False cognates.

Examples from the error analysis:

Actually confused with actualidad.

Library confused with librería.

Parents confused with parientes.

Objective:

To identify and correct false cognates in English.

Materials:

Cards with false cognates and correct meanings.

Procedure:

1. The teacher presents a list of false cognates.
2. Students match each English word with its correct Spanish meaning.
3. Students identify the incorrect meaning.
4. Students create a sentence using the correct meaning.
5. Students share their sentences.

Sample words:

Actually, library, parents, carpet, embarrassed, exit.

Worksheet: False Cognate Detective

Name: _____ **Date:** _____

Topic: Semantic Interference

Objective:

To identify and correct false cognates in English.

Instructions

Read each sentence carefully. Find the false cognate mistake and rewrite the sentence using the correct English word.

Example

Incorrect: I am actually studying English.

Correct: I am currently studying English.

Explanation:
In English, **actually** means **en realidad**, not **actualmente**.

Activity 1: Correct the False Cognates

Correct the False Cognates

1. **Incorrect:** I need to assist to class every day.
   Correct: _____
2. **Incorrect:** My father is a very sensible person.
   Correct: _____
3. **Incorrect:** I bought a book in the library.
   Correct: _____
4. **Incorrect:** My parents are very friendly with me.
   Correct: _____
5. **Incorrect:** I am actually working on my homework.
   Correct: _____
6. **Incorrect:** The teacher explained the career of English.
   Correct: _____
7. **Incorrect:** I have an important compromise tomorrow.
   Correct: _____
8. **Incorrect:** The students realized an activity in class.
   Correct: _____
9. **Incorrect:** I am embarrassed because I am pregnant.
   Correct: _____
10. **Incorrect:** The lecture was very large.
    Correct: _____

Activity 2: Match the False Cognate with the Correct Meaning

Match each English word with its correct Spanish meaning.

English Word	Correct Spanish Meaning
1. Actually	a. asistir
2. Library	b. sensible / razonable
3. Sensible	c. compromiso
4. Assist	d. biblioteca
5. Compromise	e. en realidad

Answers:
1. ____ 2. ____ 3. ____ 4. ____ 5. ____

Activity 3: Choose the Correct Word

Circle the correct option.

1. I am studying English currently / actually.
2. I bought a notebook at the library / bookstore.
3. My mother is very sensitive / sensible because she cries easily.
4. I have to attend / assist the meeting.
5. We made a commitment / compromise to finish the project.

Activity 4: Create Your Own Sentences

Write five sentences using the correct English words.

1. Currently: _____
2. Library: _____
3. Attend: _____
4. Relatives: _____
5. Sensitive: _____

Remember:

False cognates look similar in English and Spanish, but they have different meanings. For example:

Library	=	biblioteca
Bookstore	=	librería
Actually	=	en realidad
Currently	=	actualmente

Answer Key

1. I need to attend class every day.
2. My father is a very sensitive person.
3. I bought a book in the bookstore.
4. My relatives are very friendly with me.
5. I am currently working on my homework.
6. The teacher explained the English degree/program.
7. I have an important commitment tomorrow.
8. The students carried out / did an activity in class.
9. I am embarrassed because I am ashamed. / I am pregnant = estoy embarazada.
10. The lecture was very long.

Assessment: 10 points

Semantic Exercise 2: Meaning Match

Interference error addressed:

Incorrect word meaning.

Example from the error analysis:

Incorrect meaning: Eat an apple means comprar la manzana.

Correct meaning: Eat an apple means comer una manzana.

Objective:

To match English expressions with their correct meaning.

Materials:

Expression cards and meaning cards.

Procedure:

1. Students receive English expression cards.
2. They match each expression with the correct meaning.
3. Students explain their answers.
4. Students use the expression in a sentence.
5. The teacher provides correction.

Sample expressions:

Eat an apple.

Drink water.

Play soccer.

Worksheet

Semantic Exercise 2: Meaning Match

Name: _____ Date: _____ Class: _____

To match English expressions with their correct meaning and use them in simple sentences.

1 Activity 1: Match the expression with the correct meaning.

Draw a line to match each English expression with its correct meaning in Spanish.

English Expression	Meaning in Spanish
1. Eat an apple	a. tomar agua
2. Drink water	b. ir a la escuela
3. Open the door	c. comer una manzana
4. Close the window	d. cerrar la ventana
5. Go to school	e. abrir la puerta
6. Read a book	f. jugar fútbol
7. Play soccer	g. leer un libro
8. Help my mother	h. ayudar a mi madre

2 Activity 2: Choose the Correct Meaning

Circle the correct meaning.

1. "**Wash my hands** means:
   a) lavar mis manos b) comprar mis manos c) mirar mis manos

2. "**Feed the animals** means:
   a) alimentar a los animales
   b) caminar con los animales c) vender animales

3. "**Clean the house** means:
   a) limpiar la casa b) construir la casa c) pintar la casa

4. "**Plant a tree** means:
   a) cortar un árbol b) sembrar un árbol c) mirar un árbol

5. "**Visit my grandmother** means:
   a) visitar a mi abuela b) llamar a mi abuela c) ayudar a mi abuela

3 Activity 3: Correct the Meaning

Read the incorrect meaning and write the correct meaning in Spanish.

1. "Drink milk *means vender leche.*"
   Correct meaning: _____
2. "Ride a horse *means comprar un caballo.*"
   Correct meaning: _____
3. "Take care of animals *means mirar animales.*"
   Correct meaning: _____
4. "Work on the farm *means dormir en la granja.*"
   Correct meaning: _____
5. "Cook dinner *means jugar en la cena.*"
   Correct meaning: _____

4 Activity 4: Use the Expression in a Sentence

Write one sentence in English using each expression.

1. Eat an apple _____
2. Drink water _____
3. Help my mother _____
4. Feed the animals _____
5. Go to school _____

5 Activity 5: My Community Expressions

Match each expression with the correct meaning.

English Expression	Correct Meaning
1. Walk to school	a. cuidar las plantas
2. Milk the cow	b. caminar a la escuela
3. Take care of plants	c. ordeñar la vaca
4. Visit the community	d. visitar la comunidad
5. Work with my family	e. trabajar con mi familia

6 Activity 6: Explain Your Answer

Choose two expressions from the worksheet and explain their meaning to the class.

1. Expression: _____
   Meaning: _____
   _____

2. Expression: _____
   Meaning: _____
   _____

Assessment: 10 points

Semantic Exercise 3: Age Expression Practice

Interference error addressed:

Literal translation of age.

Example from the error analysis:

Incorrect: I have ten years old.

Correct: I am ten years old.

Objective:

To use the correct English structure to express age.

Materials:

Age cards and student profile cards.

Procedure:

1. The teacher explains that English uses *to be* to express age.
2. Students receive age cards.
3. Students ask and answer questions about age.
4. Students write sentences using I am / He is / She is.
5. Students present one classmate's information.

Sample sentences:

I am ten years old.

She is twelve years old.

He is thirteen years old.

Worksheet

Semantic Exercise 3: Age Expression Practice

Let's learn!

Name: _____ Date: _____ Class: _____

Objective

To use the correct English structure to express age.

Remember

In English, we do not say:

Incorrect: I have ten years old.

We say:

Correct: I am ten years old.

Structure

Subject + am/is/are + age + years old

Examples

- I am ten years old.
- She is eleven years old.
- He is twelve years old.
- They are thirteen years old.

1 Activity 1: Choose the Correct Sentence

Circle the correct sentence:

1	a) I have ten years old.	b) I am ten years old.
2	a) She is eleven years old.	b) She has eleven years old.
3	a) He has twelve years old.	b) He is twelve years old.
4	a) They are thirteen years old.	b) They have thirteen years old.
5	a) We are fourteen years old.	b) We have fourteen years old.

2 Activity 2: Correct the Mistakes

Rewrite the sentences correctly.

1. I have nine years old. _____
2. She has ten years old. _____
3. He has eleven years old. _____
4. My brother has twelve years old. _____
5. My sister has eight years old. _____
6. They have thirteen years old. _____

3 Activity 3: Complete the Sentences

Use am, is, or are.

1. I _____ ten years old.
2. She _____ eleven years old.
3. He _____ twelve years old.
4. My friend _____ nine years old.
5. We _____ thirteen years old.
6. They _____ fourteen years old.

4 Activity 4: Read the Student Profile Cards

Read the information and write correct sentences.

Name	Age
Ana	10
Luis	11
María	9
Pedro	12
Sofía and Juan	13

1. Ana _____.
2. Luis _____.
3. María _____.
4. Pedro _____.
5. Sofía and Juan _____.

5 Activity 5: Ask and Answer

Practice with a partner.

Question: How old are you?

Answer: I am _____ years old.

6 Activity 6: Write About Your Family

Write sentences about the age of your family members.

Example: My brother is eight years old.

1. My mother _____.
2. My father _____.
3. My brother _____.
4. My sister _____.
5. My cousin _____.

7 Self-Check

Put a check ✓.

I can...	Yes
I can say my age correctly in English.	___
I can use "am", "is", and "are".	___
I can correct "I have years old".	___
I can ask "How old are you?"	___
I can answer "I am ___ years old."	___

Assessment: 10 points

Semantic Exercise 4: Correct the Meaning

Interference error addressed:

Incorrect meaning assignment.

Example from the error analysis:

Incorrect: Exit means éxito.

Correct: Exit means salida.

Objective:

To identify and correct wrong meanings assigned to English words and use them in simple sentences.

Materials:

Word cards, worksheets, or flashcards with English words and incorrect meanings.

Procedure:

1. The teacher presents English words with incorrect meanings.
2. Students identify the incorrect meaning.
3. Students write or say the correct meaning in Spanish.
4. Students use the English word in a simple sentence.
5. Students compare their answers with a partner.
6. The teacher checks the answers with the class.

Sample words:

Exit – salida

Carpet – alfombra

Sample sentences:

The exit is over there.

The carpet is red.

Worksheet

Semantic Exercise 4: Correct the Meaning

Name: _____ **Date:** _____ **Class:** _____

Objective

To correct wrong meanings assigned to English words and use the words in simple sentences.

Remember

Some English words may look or sound similar to Spanish words, but they can have a different meaning.

Examples:

Incorrect: Exit means éxito.
Correct: Exit means salida.
Incorrect: Carpet means carpeta.
Correct: Carpet means alfombra.

Activity 1: Write the Correct Meaning

Read the incorrect meaning. Then write the correct meaning in Spanish.

English Word	Incorrect Meaning	Correct Meaning
1. Exit	éxito	_____
2. Carpet	carpeta	_____
3. Library	librería	_____
4. Embarrassed	embarazada	_____
5. Assist	asistir a un lugar	_____
6. Actually	actualmente	_____
7. Parents	parientes	_____
8. Realize	realizar	_____
9. Contest	contestar	_____
10. Sensible	sensible	_____

Activity 2: Choose the Correct Meaning

Circle the correct meaning.

1. Exit means:
   a) éxito b) salida c) entrada
2. Library means:
   a) biblioteca b) librería c) libro
3. Parents means:
   a) parientes b) padres c) primos
4. Actually means:
   a) actualmente b) en realidad c) rápidamente
5. Embarrassed means:
   a) embarazada b) avergonzado/a c) emocionado/a

Activity 3: Correct the Sentences

Read the incorrect sentence and rewrite it correctly.

1. Exit means éxito.
   Correct: _____
2. Carpet means carpeta.
   Correct: _____
3. Library means librería.
   Correct: _____
4. Parents means parientes.
   Correct: _____
5. Actually means actualmente.
   Correct: _____

Activity 4: Use the word in a Sentence

Write one simple sentence in English using each word.

1. Exit _____
2. Carpet _____
3. Library _____
4. Parents _____
5. Actually _____

Activity 5: Personal Practice

Choose three words from the worksheet and write their correct meaning.

1. _____ means _____.
2. _____ means _____.
3. _____ means _____.

Assessment: 10 points

Semantic Exercise 5: Vocabulary Categories

Interference error addressed:

Confusion between examples and general categories.

Objective:

To classify vocabulary into correct semantic categories.

Materials:

Vocabulary cards.

Procedure:

1. The teacher prepares cards with words from different categories.
2. Students classify them into groups: fruits, animals, colors, clothes, jobs.
3. Students identify category labels.
4. Students add two more examples to each category.
5. Students present their categories.

Sample categories:

Fruits: apple, banana, orange.

Animals: dog, cat, horse.

Jobs: teacher, doctor, farmer.

Worksheet

Semantic Exercise 5: Vocabulary Categories

Name: _____ Date: _____ Class: _____

OBJECTIVE:

To classify vocabulary into correct semantic categories.

REMEMBER:

Read the words and classify them into the correct category. Categories: fruits, animals, colors, clothes, jobs. Then add two more examples to each category.

Activity 1: Match the Words to the Category

Draw a line to match each word with the correct category.

Words		Categories
1. apple	•	a. fruits
2. dog	•	
3. red	•	b. animals
4. shirt	•	
5. teacher	•	c. colors
6. banana	•	
7. cat	•	d. clothes
8. blue	•	
9. dress	•	e. jobs
10. doctor	•	

Activity 2: Classify the Vocabulary

Write the words in the correct group.

WORD BANK

orange, horse, green, pants, farmer, grapes, bird, yellow, shoes, nurse

Fruits	Animals	Colors
_____	_____	_____
_____	_____	_____
_____	_____	_____

Clothes	Jobs
_____	_____
_____	_____
_____	_____

Activity 3: Add Two More Examples

Write two more words for each category.

- Fruits: _____ _____
- Animals: _____ _____
- Colors: _____ _____
- Clothes: _____ _____
- Jobs: _____ _____

Activity 4: Choose the Correct Category

Circle the correct category.

1. Apple is a: fruit / animal / job
2. Blue is a: color / clothes / fruit
3. Farmer is a: job / animal / color
4. Shoes are: clothes / fruits / jobs
5. Cat is an: animal / color / fruit

Activity 5: My Own Categories

Write one word for each category.

Fruit:	Animal:	Color:	Clothes:	Job:
_____	_____	_____	_____	_____

Assessment: 10 points

Semantic Exercise 7: My Personal Vocabulary Journal

Interference error addressed:

Repeated semantic errors.

Objective:

To help students record and correct vocabulary meaning errors.

Materials:

Notebook or vocabulary journal.

Procedure:

1. Students write the English word they confused.
2. They write the incorrect meaning.
3. They write the correct meaning.
4. They write one example sentence.
5. The teacher reviews the journal weekly.

Sample entry:

Word: Library

Incorrect meaning: Librería

Correct meaning: Biblioteca

Sentence: I read books in the library.

Learn it, Correct it, Remember it!

Name: _____ **Date:** _____ **Class:** _____

Objective

To help students record and correct vocabulary meaning errors.

Remember!

Sometimes English words look or sound similar to Spanish words, but they have a different meaning. Write it down, correct it, and use it!

1 My Vocabulary Entries

Find words you confuse in English. Fill in the table.

Word (English)	Incorrect Meaning (What I thought it meant)	Correct Meaning (What it really means)	My Example Sentence (Use the word in a sentence)
1.			
2.			
3.			
4.			
5.			
6.			
8.			

2 Correct the Meaning

Read the sentences. Find the word with the wrong meaning and write the correct meaning.

1. I bought a book in the **library**.
   Correct meaning: _____



2. She is **actually** happy today.
   Correct meaning: _____



3. The **exit** is over there.
   Correct meaning: _____



4. He is a **sensible** boy.
   Correct meaning: _____



5. My **parents** are very friendly.
   Correct meaning: _____



3 Use the Word in a Sentence

Choose 5 words from your journal (Activity 1) and write one sentence for each.



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

4 Add More to Your Knowledge

Choose one category below and add two new words to your journal.

Fruits	Animals	Colors	Clothes	Jobs
1. _____	1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____	2. _____

5 Reflect and Learn

Answer the questions about your learning.



1. Which word was the most confusing for you? _____
2. Why did you confuse that word? _____
3. How will you remember the correct meaning? _____
4. What new word did you learn today? _____

Weekly Check!

My teacher will check my journal every week to help me improve!

Great Job!

Assessment 10 POINTS

Morphological Component

Words are made of meaningful parts!

Changing parts can change meaning!



Root Word

The base part of a word that carries the main meaning.

cat → cats

Prefix

A word part added to the beginning of a root word.

happy → unhappy

Suffix

A word part added to the end of a root word.

teach + er = teacher

Change the Word!

play → played

walk → walking

Build New Words!

help + ful = helpful

care + less = careless

Morphology helps us understand how words are formed and how they change!

5.5. Morphological Component

Definition

The morphological component refers to the formation of words. It includes plural formation, third-person singular -s, auxiliary use, verb forms, comparative forms, possessive/pronoun forms, and agreement.

In the error analysis, students produced forms such as two doges, five bird, She play soccer, Do she like apples?, A horse is big than a dog, and His is my brother.

Purpose of the Morphological Exercises

These exercises help students apply correct English word formation rules and avoid overgeneralizing Spanish or English patterns incorrectly.

Morphological Exercise 1: Plural Formation Sorting

Interference error addressed:

Incorrect plural formation.

Examples from the error analysis:

Incorrect: two doges

Correct: two dogs

Incorrect: two boxs

Correct: two boxes

Objective:

To distinguish plural forms with -s and -es.

Materials:

Noun cards.

Procedure:

1. The teacher explains regular plural endings.
2. Students classify nouns into -s and -es groups.
3. Students write the plural forms.
4. Students create sentences with numbers.
5. Students read their sentences aloud.

Sample sentences:

I have two dogs.

I see two boxes.

There are five birds.

Worksheet

Plural Formation with -s and -es

Name: _____ Date: _____ Grade: _____

Topic: Plural nouns with -s and -es

Objective: Students will identify and write correct plural forms using -s and -es.

Part 1: Look and Learn

Some nouns add **-s** to make the plural.


dog → dogs


bird → birds


cat → cats

Some nouns add **-es** when they end in: **s, x, ch, sh.**


box → boxes


bus → buses


watch → watches


dish → dishes

Part 2: Sort the Words

Write each word in the correct column.

dog – box – bird – bus – cat – watch – pencil – dish – fox – book

Plural with -s	Plural with -es
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

Part 3: Write the Plural Form

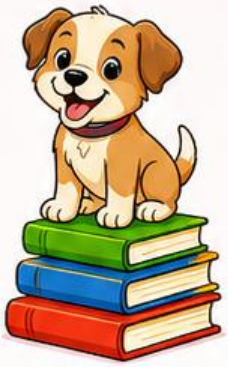
Change each singular noun into plural.

1. one dog → two _____
2. one box → three _____
3. one bird → five _____
4. one bus → two _____
5. one cat → four _____
6. one watch → three _____
7. one dish → six _____
8. one fox → two _____
9. one pencil → ten _____
10. one book → seven _____

Part 4: Choose the Correct Answer

Circle the correct plural form.

1. two doges / two dogs
2. three boxs / three boxes
3. five birdes / five birds
4. two buss / two buses
5. four cats / four cates
6. three watchs / three watches
7. six dishs / six dishes
8. two foxes / two foxs



Part 5: Complete the Sentences



Use the correct plural form.

1. I have two _____. (dog / dogs)
2. I see three _____. (box / boxes)
3. There are five _____ in the tree. (bird / birds)
4. The school has two _____. (bus / buses)
5. I have four _____ at home. (cat / cats)

Part 6: Make Your Own Sentences

Write three sentences using numbers and plural nouns.

Example: I have two dogs.

1. _____
2. _____
3. _____



Part 7: Read Aloud



Read one sentence to your teacher or classmates.





Assessment: 10 points

Morphological Exercise 2: Number + Noun Agreement

Interference error addressed:

Omission of plural ending after numbers.

Example from the error analysis:

Incorrect: There are five bird.

Correct: There are five birds.

Objective:

To use plural nouns after numbers greater than one.

Materials:

Number cards and noun cards.

Procedure:

1. Students choose one number card and one noun card.
2. Students write the correct plural phrase.
3. Students create a complete sentence.
4. Students exchange sentences with a partner for correction.
5. The teacher checks the answers.

Sample sentences:

There are three cows.

My teacher has four classes.

I see two boxes.



NUMBER + NOUN AGREEMENT

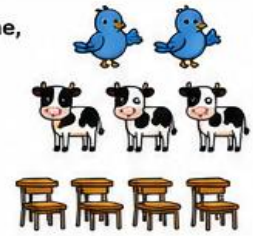
Use plural nouns after numbers!



Name: _____ **Date:** _____ **Grade:** _____

Part 1: Look and Learn

When we use a number greater than one, the noun must be plural.



Correct examples:

- one bird → two birds
- one cow → three cows
- one class → four classes

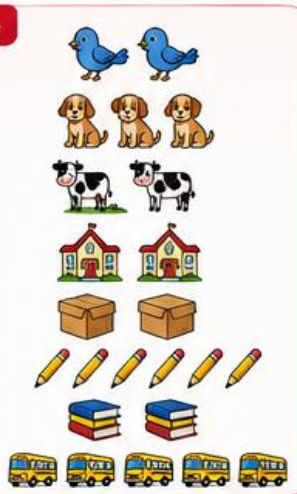
Remember:
One = singular noun
Two, three, four, five... = plural noun

Examples:
- There are three cows.
- My teacher has four classes.
- I see two boxes.

Part 2: Choose the Correct Phrase

Circle the correct answer.

1. two bird / two birds
2. five dog / five dogs
3. three cow / three cows
4. four class / four classes
5. two box / two boxes
6. six pencil / six pencils
7. three book / three books
8. five bus / five buses



Part 3: Write the Correct Plural Phrase

Complete each phrase with the correct plural noun.

1. two _____ bird
2. five _____ dog
3. three _____ cow
4. four _____ class
5. two _____ box
6. six _____ pencil
7. seven _____ book
8. three _____ bus
9. four _____ dish
10. five _____ chair

Part 4: Complete the Sentences

Use the correct plural form.



1. There are five _____ in the tree.
2. I have two _____ at home.
3. There are three _____ on the farm.
4. My teacher has four _____.
5. I see two _____ on the table.
6. There are six _____ in my bag.
7. I read three _____.
8. The school has two _____.

Part 5: Correct the Mistakes



Rewrite the sentences correctly.

1. There are five bird.
2. I see two box. _____
3. My teacher has four class. _____
4. There are three cow. _____
5. I have six pencil. _____

Part 6: Number Card + Noun Card Activity

Choose one number and one noun. Then write the correct phrase.

Numbers:

two | three | four | five | six

Nouns:



dog | bird | box | cow | pencil | class | book | bus

Example: three + cow = three cows

1. _____ + _____ = _____
2. _____ + _____ = _____
3. _____ + _____ = _____
4. _____ + _____ = _____
5. _____ + _____ = _____

Part 7: Make Complete Sentences

Use your phrases from Part 6 and write complete sentences.

Example: There are three cows.



1. _____
2. _____
3. _____

Part 8: Peer Correction

Exchange your sentences with a partner. Check if the plural nouns are correct.



My partner's name: _____

One sentence I corrected: _____

Correction: _____



Assessment: 10 points



Great Job!



Morphological Exercise 3: Third-Person Singular Relay

Interference error addressed:

Omission of third-person singular -*s*.

Example from the error analysis:

Incorrect: She play soccer every day.

Correct: She plays soccer every day.

Objective:

To use -*s* or -*es* with third-person singular subjects.

Materials:

Subject cards and verb cards.

Procedure:

1. The teacher reviews he, she, and it.
2. Students choose a subject and a verb.
3. Students form a sentence in the simple present.
4. Students add -s or -es when necessary.
5. Students say the sentence aloud.

Sample sentences:

She plays soccer every day.

My father works on the farm.

The dog drinks milk.



Worksheet

Third-Person Singular -s and -es



Name: _____ **Date:** _____ **Grade:** _____

Topic: Third-person singular in the simple present

Objective: Students will use -s or -es correctly with he, she, and it.

Part 1: Look and Learn

In the simple present, we add -s or -es to the verb when we talk about:

- He
- She
- It
- My father
- My mother
- The dog
- The teacher





Examples:

- I play soccer.
- She plays soccer.
- You work on the farm.
- My father works on the farm.
- They drink milk.
- The dog drinks milk.

Remember:

I / You / We / They → play, work, drink

He / She / It → plays, works, drinks

Some verbs add -es:

- go → goes
- watch → watches
- wash → washes
- do → does
- fix → fixes

Part 2: Choose the Correct Verb

Circle the correct answer.

1. She play / plays soccer every day.
2. He work / works on the farm.
3. The dog drink / drinks milk.
4. My mother cook / cooks dinner.
5. The teacher read / reads a book.
6. It run / runs fast.
7. My father go / goes to work.
8. She watch / watches TV.



Part 3: Add -s or -es

Write the correct form of the verb.

1. play → she _____
2. work → he _____
3. drink → the dog _____
4. cook → my mother _____
5. read → the teacher _____
6. run → it _____
7. go → my father _____
8. watch → she _____
9. wash → he _____
10. fix → my brother _____



Part 4: Complete the Sentences

Use the correct verb form.

1. She _____ soccer every day. (play)
2. My father _____ on the farm. (work)
3. The dog _____ milk. (drink)
4. My mother _____ breakfast. (cook)
5. The teacher _____ English. (teach)
6. He _____ TV at night. (watch)
7. It _____ very fast. (run)
8. My brother _____ his bike. (fix)



Part 5: Correct the Mistakes

Rewrite the sentences correctly.

1. She play soccer every day.
   _____
2. My father work on the farm.
   _____
3. The dog drink milk.
   _____
4. He go to school.
   _____
5. My mother cook dinner.
   _____



Part 6: Subject Card + Verb Card Activity

Choose one subject and one verb. Then write a complete sentence.



Subjects:
he – she – it – my father – my mother – the dog – the teacher – my brother

Verbs:
play – work – drink – cook – read – go – watch – run – wash – fix



Example: she + play = She plays soccer.

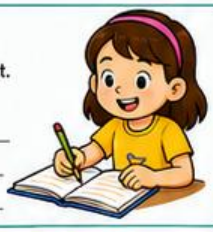
1. _____ + _____ = _____
2. _____ + _____ = _____
3. _____ + _____ = _____
4. _____ + _____ = _____
5. _____ + _____ = _____

Part 7: Make Your Own Sentences

Write three sentences using he, she, it, or a singular subject.

Example: She plays soccer every day.

1. _____
2. _____
3. _____



Part 8: Read Aloud

Choose one sentence and read it aloud to your teacher or classmates.

Sentence I will read: _____





Assessment: 10 points





Morphological Exercise 4: Present Progressive Builder

Interference error addressed:

Omission of auxiliary verb in progressive structures.

Example from the error analysis:

Incorrect: He watching TV at night.

Correct: He is watching TV at night.

Objective:

To form present progressive sentences using am/is/are + verb-ing.

Materials:

Action picture cards.

Procedure:

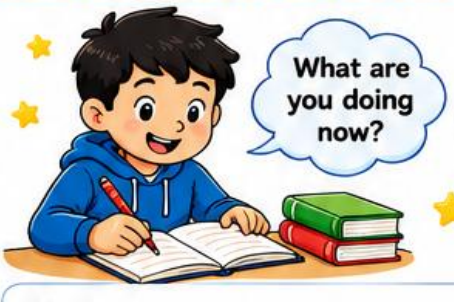
1. The teacher explains the structure: subject + am/is/are + verb-ing.
2. Students look at action pictures.
3. Students describe what the person is doing.
4. Students write five sentences.
5. Students act out one sentence for classmates to guess.

Sample sentences:

He is watching TV.

She is reading a book.

They are playing soccer.



PRESENT PROGRESSIVE BUILDER



Name: _____ **Date:** _____ **Grade:** _____

Part 1: Look and Learn

We use the present progressive to talk about actions happening now.



Structure:

Subject + am / is / are + verb-ing

Examples:

- I am reading.
- He is watching TV.
- She is reading a book.
- They are playing soccer.

Remember:

- I → am
- He / She / It → is
- You / We / They → are

Part 2: Choose the Correct Auxiliary Verb

Circle the correct answer.



1. He am / is / are watching TV.
2. She am / is / are reading a book.
3. They am / is / are playing soccer.
4. I am / is / are eating lunch.
5. We am / is / are studying English.
6. The dog am / is / are running.
7. You am / is / are writing.
8. My mother am / is / are cooking.



Part 3: Add -ing to the Verbs

Write the correct -ing form.

1. watch → _____
2. read → _____
3. play → _____
4. eat → _____
5. study → _____
6. run → _____
7. write → _____
8. cook → _____
9. sing → _____
10. dance → _____



Part 4: Complete the Sentences

Use am, is, or are and the correct -ing form.



1. He _____ TV.
2. She _____ (read) a book.
3. They _____ (play) soccer.
4. I _____ (eat) lunch.
5. We _____ (study) English.
6. The dog _____ (run) in the park.
7. You _____ (write) your name.
8. My mother _____ (cook) dinner.



Part 5: Correct the Mistakes

Rewrite the sentences correctly.

1. He watching TV at night.
   _____
2. She reading a book.
   _____
3. They playing soccer.
   _____
4. I eating lunch.
   _____
5. We studying English.
   _____



Part 6: Look and Write

Look at the action pictures your teacher gives you. Write five sentences about what the people are doing.



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

Part 7: Match the Sentence

Match the subject with the correct action.

1. He ____	a. are playing soccer.
2. She ____	b. am eating lunch.
3. They ____	c. is watching TV.
4. I ____	d. are studying English.
5. We ____	e. is reading a book.



Part 8: Read Aloud



Choose one sentence and read it aloud to your teacher or classmates.

Sentence I will read:

_____



Assessment: 10 points



Morphological Exercise 5: Do or Does?

Interference error addressed:

Incorrect auxiliary use in questions.

Examples from the error analysis:

Incorrect: Do she like apples?

Correct: Does she like apples?

Incorrect: Does they play soccer?

Correct: Do they play soccer?

Objective:

To use do and does correctly in present simple questions.

Materials:

Question cards.

Procedure:

1. The teacher explains when to use *do* and *does*.
2. Students classify subjects into two groups: *do* and *does*.
3. Students form questions.
4. Students ask and answer questions in pairs.
5. The teacher corrects errors.

Sample questions:

Does she like apples?

Do they play soccer?

Do you like milk?



Worksheet Do or Does?



Name: _____ **Date:** _____ **Grade:** _____

Topic: Present simple questions with do and does

Objective: Students will use do and does correctly in present simple questions.

Part 1: Look and Learn

We use do and does to make questions in the present simple.

Use DO with:

- I
- You
- We
- They



Examples:



- Do you like milk?
- Do they play soccer?
- Do we have English class?



Use DOES with:

- He
- She
- It
- My mother
- My father
- The dog
- The teacher



Examples:

- Does she like apples?
- Does he play soccer?
- Does the dog drink milk?



Remember:

Do + I / you / we / they + verb?

Does + he / she / it + verb?

Important:

With **does**, the verb does not have **-s**.

Correct: Does she like apples?

Incorrect: Does she likes apples?

Part 2: Classify the Subjects

Write each subject in the correct column.

I – she – they – he – you – we – it – my mother – the dog – my friends

DO	DOES
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

Part 3: Choose Do or Does

Circle the correct auxiliary.

1. Do / Does she like apples?
2. Do / Does they play soccer?
3. Do / Does you like milk?
4. Do / Does he go to school?
5. Do / Does we have English class?
6. Do / Does it run fast?
7. Do / Does my mother cook dinner?
8. Do / Does my friends read books?



Part 4: Complete the Questions

Use **do** or **does**.

1. _____ she like apples?
2. _____ they play soccer?
3. _____ you like milk?
4. _____ he watch TV?
5. _____ we study English?
6. _____ the dog drink water?
7. _____ my father work on the farm?
8. _____ I have a pencil?



Part 5: Put the Words in Order

Order the words to make correct questions.

1. she / Does / apples / like / ?
2. they / Do / soccer / play / ?
3. milk / you / Do / like / ?
4. he / Does / English / study / ?
5. the dog / Does / water / drink / ?



Part 6: Correct the Mistakes

Rewrite the questions correctly.

1. Do she like apples?
2. Does they play soccer?
3. Does you like milk?
4. Do he watch TV?
5. Does she likes bananas?



Part 7: Ask and Answer

Work with a partner. Ask the questions and write the answers.

Example:
Question: Do you like milk?
Answer: Yes, I do. / No, I don't.



1. Do you like apples?
   Answer: _____
2. Do you play soccer?
   Answer: _____
3. Does your mother cook dinner?
   Answer: _____
4. Does your friend like English?
   Answer: _____
5. Do your classmates read books?
   Answer: _____



Part 8: Make Your Own Questions

Write three questions using **do** or **does**.

Example: Does she like apples?

1. _____
2. _____
3. _____



Part 9: Oral Practice

Choose two questions from Part 8. Ask them to a classmate and write the answers.

Classmate's name: _____

Question 1: _____

Answer 1: _____

Question 2: _____

Answer 2: _____





Assessment: 10 points

Morphological Exercise 6: Base Verb After Auxiliary

Interference error addressed:

Incorrect verb form after auxiliaries.

Example from the error analysis:

Incorrect: Does Maria works on the farm?

Correct: Does Maria work on the farm?

Objective:

To use the base form of the verb after do, does, and did.

Materials:

Worksheet with incorrect questions.

Procedure:

1. The teacher explains that the main verb returns to its base form after does.
2. Students correct incorrect questions.
3. Students underline the auxiliary and circle the base verb.
4. Students compare answers in pairs.
5. Students create two original questions.

Sample corrections:

Incorrect: Does he speaking English?

Correct: Does he speak English?

Incorrect: Do you likes milk?

Correct: Do you like milk?

Worksheet

Base Verb After Auxiliary

Name: _____ Date: _____ Grade: _____

Topic: Base verb after do, does, and did

Objective: Students will use the base form of the verb after do, does, and did.

Part 1: Look and Learn

When we use do, does, or did in a question, the main verb stays in its base form.

Correct examples:

- Does Maria work on the farm?
- Do you like milk?
- Did he play soccer yesterday?

Incorrect examples:

- Does Maria works on the farm?
- Do you likes milk?
- Did he played soccer yesterday?

Remember:

- Do + subject + base verb?
- Does + subject + base verb?
- Did + subject + base verb?

Important:

- After does, do not add -s to the main verb.
  - Correct: Does he speak English?
  - Incorrect: Does he speaks English?
- After did, do not use the past form.
  - Correct: Did she play soccer?
  - Incorrect: Did she played soccer?

Part 2: Choose the Correct Question

Circle the correct answer.

1. Does Maria work on the farm? / Does Maria works on the farm?
2. Do you like milk? / Do you likes milk?
3. Does he speak English? / Does he speaking English?
4. Did she play soccer? / Did she played soccer?
5. Do they go to school? / Do they goes to school?
6. Does the dog drink water? / Does the dog drinks water?
7. Did my father work yesterday? / Did my father worked yesterday?
8. Does your teacher read books? / Does your teacher reads books?

Part 3: Complete the Questions

Use the base form of the verb.

1. Does Maria _____ on the farm? (work / works)
2. Do you _____ milk? (like / likes)
3. Does he _____ English? (speak / speaks)
4. Did she _____ soccer yesterday? (play / played)
5. Do they _____ to school? (go / goes)
6. Does the dog _____ water? (drink / drinks)
7. Did my mother _____ dinner? (cook / cooked)
8. Does your brother _____ TV? (watch / watches)

Part 4: Correct the Mistakes

Rewrite the questions correctly.

1. Does Maria works on the farm? _____
2. Does he speaking English? _____
3. Do you likes milk? _____
4. Did she played soccer yesterday? _____
5. Does the dog drinks water? _____
6. Do they goes to school? _____
7. Did my father worked yesterday? _____
8. Does your mother cooks dinner? _____

Part 5: Underline and Circle

Underline the auxiliary verb. Circle the base verb.

Example:
Does Maria work at the farm?
Auxiliary: Does Base verb: work

1. Does he speak English?
2. Do you like apples?
3. Did she play soccer?
4. Does the dog drink milk?
5. Do they study English?
6. Did my brother watch TV?

Part 6: Put the Words in Order

Order the words to make correct questions.

1. Maria / Does / work / on the farm / ? _____
2. you / Do / like / milk / ? _____
3. he / Does / speak / English / ? _____
4. she / Did / play / soccer / yesterday / ? _____
5. they / Do / go / to school / ? _____

Part 7: Pair Correction

Work with a partner. Read the questions and correct the mistakes together.

Partner's name: _____

Question corrected with my partner: _____

Correction: _____ _____

Part 8: Make Your Own Questions

Write two original questions using do, does, or did.

Example: Does your friend like English?

1. _____
2. _____

Assessment: 10 points

Morphological Exercise 7: Comparative and Pronoun Correction

Interference error addressed:

Incorrect comparative forms and pronoun/possessive confusion.

Examples from the error analysis:

Incorrect: A horse is big than a dog.

Correct: A horse is bigger than a dog.

Incorrect: His is my brother.

Correct: He is my brother.

Objective:

To correct comparative forms and distinguish subject pronouns from possessive adjectives.

Materials:

Picture cards and correction worksheet.

Procedure:

1. The teacher explains short adjective comparatives: *big/bigger, tall/taller, long/longer*.
2. Students compare two pictures.
3. Students write comparative sentences.
4. The teacher reviews subject pronouns and possessive adjectives.
5. Students correct sentences with *he/his* and *they/their*.

Sample sentences:

A horse is bigger than a dog.

My sister is taller than me.

He is my brother.

They are happy.

Worksheet

Comparative and Pronoun Correction

Name: _____ **Date:** _____ **Grade:** _____

Topic: Comparatives and pronouns

Objective: Students will use comparative adjectives correctly and distinguish subject pronouns from possessive adjectives.

Part 1: Look and Learn

We use comparatives to compare two people, animals, or things.

For short adjectives, we usually add -er.

- big → bigger
- tall → taller
- long → longer
- small → smaller
- fast → faster
- short → shorter



We use than after the comparative.

- A horse is bigger than a dog.
- My sister is taller than me.
- A snake is longer than a worm.

Important

Incorrect: A horse is big than a dog.

Correct: A horse is bigger than a dog.

Part 2: Write the Comparative Form

Change the adjective into the comparative form.

1. big → _____
2. tall → _____
3. long → _____
4. small → _____
5. fast → _____
6. short → _____
7. old → _____
8. young → _____



Part 3: Choose the Correct Comparative

Circle the correct answer.

1. A horse is big / bigger than a dog.
2. My brother is tall / taller than me.
3. A snake is long / longer than a worm.
4. A cat is small / smaller than a cow.
5. A rabbit is fast / faster than a turtle.
6. My pencil is short / shorter than your pencil.



Part 4: Complete the Sentences

Use the correct comparative form.

1. A horse is _____ than a dog. (big)
2. My sister is _____ than me. (tall)
3. A snake is _____ than a worm. (long)
4. A mouse is _____ than an elephant. (small)
5. A car is _____ than a bicycle. (fast)
6. My ruler is _____ than your ruler. (short)



Part 5: Correct the Mistakes

Rewrite the sentences correctly.

1. A horse is big than a dog.
   _____
2. My sister is tall than me.
   _____
3. A snake is long than a worm.
   _____
4. A rabbit is fast than a turtle.
   _____
5. A mouse is small than an elephant.
   _____

Part 6: Look and Learn

Subject pronouns are used before the verb.

I You He She It We They	**Examples:** • He is my brother. • She is my sister. • They are happy.

Possessive adjectives show possession.

my your his her its our their	**Examples:** • His name is Carlos. • Her book is red. • Their house is big.



Important

Incorrect: His is my brother. Correct: He is my brother.

Incorrect: Their are happy. Correct: They are happy.

Part 7: Choose the Correct Word

Circle the correct answer.

1. He / His is my brother.
2. She / Her is my sister.
3. They / Their are happy.
4. He / His name is Pedro.
5. She / Her book is blue.
6. They / Their house is small.
7. It / Its is my dog.
8. We / Our are students.



Part 8: Complete the Sentences

Use the correct pronoun or possessive adjective.

1. _____ is my brother. (He / His)
2. _____ name is Luis. (He / His)
3. _____ is my sister. (She / Her)
4. _____ pencil is yellow. (She / Her)
5. _____ are my friends. (They / Their)
6. _____ classroom is big. (They / Their)
7. _____ is my dog. (It / Its)
8. _____ teacher is kind. (We / Our)



Part 9: Correct the Pronoun Mistakes

Rewrite the sentences correctly.

1. His is my brother. _____
2. Her is my sister. _____
3. Their are happy. _____
4. He name is David. _____
5. They house is big. _____



Part 10: Picture Comparison Activity



Look at the picture cards your teacher gives you. Compare two animals, people, or objects.

Example: A horse is bigger than a dog.

1. _____
2. _____
3. _____



Assessment: 10 points

Phonological Component

Listening
Listen carefully to the sounds!

Pronunciation
Say the sounds clearly!

A a A

/s/ /t/ /m/



Sounds
Smallest parts of words!

b a g

/b/ /a/ /g/

Syllables
Words can have one, two, or more syllables!

dog ba-na-na but-ter-fly

Blend the Sounds
Put sounds together to make words!

c → a → t

cat

Strong sounds help build strong words!

5.6. Phonological Component

Definition

The phonological component refers to the sound system of English. It includes pronunciation of vowels and consonants, stress, rhythm, intonation, connected speech, and sound discrimination.

In the error analysis, students showed phonological interference by pronouncing hello as “jello,” my as “mi,” water as “guater,” school as “eschool,” then as “ten,” and homework as “omework.”

Purpose of the Phonological Exercises

These exercises help students pronounce English sounds more accurately and reduce the influence of Spanish pronunciation patterns.

Worksheet

Phonological Exercise 1: Initial /h/ Sound Practice

Name: _____ **Date:** _____ **Grade:** _____

Topic: Initial /h/ sound

Objective: To pronounce the English /h/ sound correctly.

Part 1: Look and Learn

In English, the /h/ sound uses soft air from the mouth.

Listen and repeat:
/h/ /h/ /h/

Put your hand in front of your mouth and feel the air.



Remember
Say the /h/ sound softly.
Do not skip the sound.



- **Incorrect:** ello → **Correct:** hello
- **Incorrect:** omework → **Correct:** homework

Part 2: Say the Words

Read the words aloud. Practice the /h/ sound.

1.  Hello _____
2.  Homework _____
3.  Happy _____
4.  House _____
5.  Horse _____

Part 3: Circle the /h/ Words

Circle the words that begin with /h/.

hello	cat	homework	apple
house	dog	happy	horse

My answers: _____

Part 4: Complete the Words

Write h or H to complete the word.

1.  __ello
2.  __omework
3.  __appy
4.  __ouse
5.  __orse

Part 5: Practice the Sentence

Read the sentence aloud.

Hello, I do my homework at home.



Say it two times.

Part 6: Mirror and Air Practice

Use a mirror and put your hand in front of your mouth. Practice each word. Put a check when you finish.





Word	✓
Hello	
Homework	
Happy	
House	
Horse	

Part 7: Record and Listen



Say the words and the sentence. Then listen to your voice.

- I said the /h/ sound clearly. ☐
- I practiced with my hand and mirror. ☐
- I listened to my pronunciation. ☐



Assessment: 10 points

Phonological Exercise 2: My /maɪ/ vs. Me /miː/

Interference error addressed:

Confusion between English vowel sounds and diphthongs.

Examples from the error analysis:

My pronounced as “mi.”

Me pronounced as “mi.”

Objective:

To distinguish /maɪ/ and /miː/.

Materials:

Minimal pair cards.

Procedure:

1. The teacher pronounces *my* and *me*.
2. Students identify the difference.
3. Students repeat each word.
4. Students complete sentences using *my* or *me*.
5. Students read the sentences aloud.

Sample sentences:

This is my book.

She helps me.

My homework is ready.

Worksheet

Phonological Exercise 2: My /maɪ/ vs. Me /mi:/

Name: _____ Date: _____ Grade: _____

Topic: My /maɪ/ vs. Me /mi:/

Objective: To distinguish /maɪ/ and /mi:/.

Part 1: Look and Learn

My = /maɪ/

Me = /mi:/

Listen and repeat the sounds.

Remember

- "my" rhymes with "sky"
- "me" has a long /i:/ sound

- Incorrect: my pronounced as 'mi.'
- Correct: my = /maɪ/
- Incorrect: me pronounced as 'mi.'
- Correct: me = /mi:/

Part 2: Say the Words

Read the words aloud.

my vs. me

1. my _____
2. me _____
3. my book _____
4. me please _____
5. my homework _____
6. help me _____

Part 3: Circle the Correct Word

Circle my or me.

1. This is (my / me) book.
2. She helps (my / me).
3. (My / Me) homework is ready.
4. Give (my / me) the pencil.
5. That is (my / me) house.
6. The teacher calls (my / me).

Part 4: Complete the Sentences

Write my or me.

1. This is _____ bag.
2. Can you help _____ ?
3. _____ mother is kind.
4. Please give _____ the ball.
5. _____ pencil is blue.
6. My friend is with _____ .

Part 5: Match the Sentence

Match the beginning with the correct ending.

1. This is my	a. book.
2. She helps	b. is ready.
3. My homework	c. me.
4. Give me	d. the pencil.

Part 6: Practice the Sentences

Read the sentences aloud.

- This is my book.
- She helps me.
- My homework is ready.
- My mother helps me.

Say each sentence two times.

Part 7: Record and Listen

Say the words and sentences. Then listen to your voice.

- I said /maɪ/ clearly. ☐
- I said /mi:/ clearly. ☐
- I read the sentences aloud. ☐
- I listened to my pronunciation. ☐

Assessment: 10 points

Phonological Exercise 3: Natural Sentence Rhythm

Interference error addressed:

Literal word-by-word pronunciation.

Examples from the error analysis:

I am nine years old pronounced exactly as written.

I am from Ecuador pronounced word by word.

Objective:

To practice natural rhythm, reduction, and connected speech.

Materials:

Short sentences from students' daily life.

Procedure:

1. The teacher reads a sentence naturally.
2. Students mark stressed words.
3. Students practice reducing function words such as *am, from, at,* and *to*.
4. Students repeat the sentence in groups.
5. Students record their pronunciation.

Sample sentences:

I am nine years old.

I am from Ecuador.

I live in Urbina.

Worksheet

Phonological Exercise 3: Natural Sentence Rhythm

Name: _____ **Date:** _____ **Grade:** _____

Topic: Natural sentence rhythm

Objective: To practice natural rhythm, reduction, and connected speech.

Part 1: Look and Learn

- English has a natural rhythm.
- Some words are strong (stressed).
- Some small words are softer and shorter.
- We can connect words when we speak.



Remember:
Stressed words are stronger.
Small words like am, from, at, and to are softer.

Examples:
- I am nine years old.
- I am from Ecuador.
- I live in Urbina.



Part 2: Listen and Say the Sentences

Read the sentences aloud with natural rhythm.



1. I am nine years old. _____
2. I am from Ecuador. _____
3. I live in Urbina. _____
4. I go to school at eight. _____
5. I like to play at home. _____

Part 3: Mark the Strong Words

Circle or underline the strong words.



1. I am nine years old.
2. I am from Ecuador.
3. I live in Urbina.
4. I go to school at eight.
5. I like to play at home.



Part 4: Complete the Sentences

Write the missing word. Then say the sentence.

1. I am _____ years old.
2. I am from _____.
3. I live in _____.
4. I go to school at _____.
5. I like to play at _____.



Part 5: Clap the Rhythm



Clap the strong words as you say each sentence.

- I am nine years old.
- I am from Ecuador.
- I live in Urbina.
- I like to play at home.

Part 6: Group Practice

Say the sentences with your group. Practice smooth, connected speech.



- [ ] I said the sentence clearly.
- [ ] I used natural rhythm.
- [ ] I made small words softer.
- [ ] I practiced with my group.

Part 7: Record and Listen

Record your voice and listen again.



- [ ] I listened to my pronunciation.
- [ ] I repeated the sentences.
- [ ] I improved my rhythm.



Part 8: My Own Sentence

Write one sentence about yourself and say it aloud.

_____

_____

_____



Assessment: 10 points

Phonological Exercise 4: /w/ Sound Practice

Interference error addressed:

Confusion between /w/ and /g/ sounds.

Example from the error analysis:

Water pronounced as “guater.”

Objective:

To pronounce the English /w/ sound without adding /g/.

Materials:

Word cards and mirror.

Procedure:

1. The teacher demonstrates the lip position for /w/.
2. Students practice the /w/ sound slowly.
3. Students repeat words beginning with /w/.
4. Students contrast incorrect and correct pronunciation.
5. Students use the words in sentences.

Sample words:

Water, woman, window, white, work.

Sample sentence:

I drink water at school.

Worksheet

Phonological Exercise 4: /w/ Sound Practice

Name: _____ Date: _____ Grade: _____

Topic: /w/ sound

Objective: To pronounce the English /w/ sound without adding /g/.

Part 1: Look and Learn

To say /w/, round your lips and push the air softly.

Do not add /g/ before the sound.

Listen and repeat:

/w/ /w/ /w/





water woman window white work

Incorrect: guater → Correct: water

Part 2: Say the Words

Read the words aloud. Practice the /w/ sound.

1. Water _____
2. Woman _____
3. Window _____
4. White _____
5. Work _____



Part 3: Circle the /w/ Words

Circle the words that begin with /w/.

water	cat	window	apple
woman	dog	white	work

My answers: _____

Part 4: Complete the Words

Write w or W to complete the word.

1. ____ater
2. ____oman
3. ____indow
4. ____hite
5. ____ork



Part 5: Practice the Sentence

Read the sentence aloud.



I drink water at school.

Say it two times.

Part 6: Mirror Practice

Use a mirror and round your lips. Say each word clearly. Put a check when you finish.



Word	✓ Check
Water	☐
Woman	☐
Window	☐
White	☐
Work	☐

Part 7: Choose the Correct Sound

Circle the correct pronunciation.

1. water / guater
2. woman / goman
3. window / guindow
4. white / guite
5. work / gork



Part 8: Record and Listen

Say the words and the sentence. Then listen to your voice.



- ☐ I said /w/ clearly.
- ☐ I rounded my lips.
- ☐ I practiced with the mirror.
- ☐ I listened to my pronunciation.



Assessment: 10 points

Phonological Exercise 5: The "TH" Sound Practice

Interference error addressed:

Replacement of /θ/ and /ð/ with /t/.

Examples from the error analysis:

Then pronounced as "ten."

Teeth pronounced as "tet."

The pronounced as "te."

Objective:

To pronounce /θ/ and /ð/ correctly.

Materials:

Mirror, word list, short dialogue.

Procedure:

1. The teacher shows the tongue position between the teeth.
2. Students practice the sound slowly.
3. Students repeat words with *th*.
4. Students practice short phrases.
5. Students read a short dialogue.

Sample words:

The, then, this, teeth, three.

Sample sentence:

The three students brush their teeth.

Worksheet

Phonological Exercise 5: The "TH" Sound Practice

Name: _____ Date: _____ Grade: _____

Topic: /θ/ and /ð/ sounds

Objective: To pronounce /θ/ and /ð/ correctly.

Part 1: Look and Learn

To say the TH sound, put your tongue gently between your teeth and blow air softly.

Listen and repeat: /θ/ /ð/

Use a mirror to check your mouth position.



Remember:
- Do not say /t/.
- Say the TH sound slowly and clearly.

Incorrect:	ten	→	Correct:	then
Incorrect:	tet	→	Correct:	teeth
Incorrect:	te	→	Correct:	the

Part 2: Say the Words

Read the words aloud. Practice the TH sound.

1. The _____
2. Then _____
3. This _____
4. Teeth _____
5. Three _____

Part 3: Circle the TH Words

Circle the words that have th.

the	cat	then	dog	teeth
sun	three	book	this	pen

My answers: _____

Part 4: Complete the Words

Write th or Th to complete the word.

1. ___e
2. ___en
3. ___is
4. ___eeth
5. ___ree

Part 5: Practice the Sentence

Read the sentence aloud.

The three students brush their teeth.

Say it two times.

Part 6: Mirror Practice

Use a mirror and practice each word.
Put a check when you finish.

Word	✓ Check
The	☐
Then	☐
This	☐
Teeth	☐
Three	☐

Part 7: Choose the Correct Sound

Circle the correct pronunciation.

1. then / ten
2. teeth / tet
3. the / te
4. three / tree
5. this / tis



Part 8: Read the Dialogue

Read the short dialogue aloud.

A: What do you brush?
B: I brush my teeth.
A: Who is there?
B: The three students are there.

Assessment: 10 points

Phonological Exercise 6: Initial /s/ Cluster Practice

Interference error addressed:

Addition of an initial vowel before /s/ + consonant clusters.

Example from the error analysis:

School pronounced as “eschool.”

Objective:

To pronounce English words beginning with /s/ + consonant without adding an initial vowel.

Materials:

Word cards.

Procedure:

1. The teacher pronounces /s/ + consonant words slowly.
2. Students repeat without adding an initial vowel.
3. Students contrast *school* and “eschool.”
4. Students practice phrases.
5. Students use the words in short sentences.

Sample words:

School, student, small, street, speak.

Sample sentence:

I go to school at seven o’clock.

Worksheet

Phonological Exercise 6: Initial /s/ Cluster Practice

Name: _____ Date: _____ Grade: _____

Topic: Initial /s/ clusters

Objective: To pronounce English words beginning with /s/ + consonant without adding an initial vowel.

Part 1: Look and Learn

In English, some words begin with /s/ + consonant.
Do not add an extra vowel before the word.

Listen and repeat: /s/ /s/ /s/



Say the word directly:
school, not 'eschool'.

Remember:
- Start with /s/ right away.
- Do not say e- before the word.

Incorrect:	eschool	Correct:	school
Incorrect:	estudent	Correct:	student
Incorrect:	estreet	Correct:	street

Part 2: Say the Words

Read the words aloud. Practice the initial /s/ cluster.



1. School _____
2. Student _____
3. Small _____
4. Street _____
5. Speak _____





Part 3: Circle the /s/ Cluster Words

Circle the words that begin with /s/ + consonant.

school	apple	student	orange
small	cat	street	speak

My answers: _____

Part 4: Complete the Words

Write s or sc / st / sm / sp to complete the words.

1. ___chool
2. ___tudent
3. ___mall
4. ___treet
5. ___peak



Part 5: Practice the Sentence



Read the sentence aloud.

I go to school at seven o'clock.

Say it two times.

Part 6: Listen and Choose

Circle the correct pronunciation.

1. school / eschool
2. student / estudent
3. small / esmall
4. street / estreet
5. speak / espeak



Part 7: Match the Word and Picture

Match each word with the correct picture.

1. school •
2. student •
3. small •
4. street •
5. speak •



Part 8: Record and Listen

Say the words and the sentence. Then listen to your voice.



I can...	✓ Check
I said /s/ clearly.	☐
I did not add e- before the word.	☐
I practiced the words slowly.	☐
I listened to my pronunciation.	☐

Assessment: 10 points

Phonological Exercise 7: Final Sound Awareness

Interference error addressed:

Omission or incorrect production of final consonant sounds.

Examples from the error analysis:

Brush pronounced as “brus.”

Night pronounced as “nigt.”

Objective:

To pronounce final sounds clearly in English words.

Materials:

Final consonant word list.

Procedure:

1. The teacher writes words with final consonant sounds.
2. Students underline the final sound.
3. Students listen and repeat.
4. Students read short phrases.
5. Students record their pronunciation and compare it with the teacher’s model.

Sample words:

Brush, night, teeth, clock, homework.

Sample phrases:

Brush your teeth.

At night.

Eleven o’clock.

Worksheet

Phonological Exercise 7: Final Sound Awareness

Name: _____ Date: _____ Grade: _____

Topic: Final consonant sounds

Objective: To pronounce final sounds clearly in English words.

Part 1: Look and Learn

Some English words end with a clear final sound.
We must say the last sound clearly.



Remember:

- Listen to the last sound.
- Do not skip the final consonant.
- Say the whole word clearly.

✗ Incorrect: brus	→	✓ Correct: brush
✗ Incorrect: nigt	→	✓ Correct: night

Part 2: Say the Words

Read the words aloud. Practice the final sounds.

1. Brush _____
2. Night _____
3. Teeth _____
4. Clock _____
5. Homework _____



Part 3: Underline the Final Sound

Underline the final sound in each word.

1. brush
2. night
3. teeth
4. clock
5. homework



Part 4: Complete the Words

Write the missing final letter or letters.

1. brus___
2. nigh___
3. tee___
4. cloc___
5. homewor___



Part 5: Practice the Phrases



Read the phrases aloud.

- Brush your teeth.
- At night.
- Eleven o'clock.

Say each phrase two times.

Part 6: Listen and Choose

Circle the correct word.

1. brush / brus
2. night / nigt
3. teeth / teet
4. clock / cloc
5. homework / homewor



Part 7: Record and Compare

Say the words and phrases. Then listen to your voice.



I can...	✓ Check
I said the final sounds clearly.	☐
I repeated the words slowly.	☐
I listened to my pronunciation.	☐
I compared my voice with the teacher's model.	☐

Part 8: My Own Practice

Write one word and one phrase with a clear final sound.

Word: _____

Phrase: _____



Assessment: 10 points

Table 8

Summary of the Methodological Proposal

Linguistic component	Errors found in the analysis	Main objective of the exercises
Syntactic component	Incorrect word order, subject-verb agreement errors, adjective order, possessive structure	To organize English sentences correctly
Semantic component	False cognates, literal translation, incorrect word meaning, semantic categorization errors	To understand and use vocabulary according to meaning and context
Morphological component	Incorrect plurals, omission of third-person *-s*, auxiliary errors, comparative errors, pronoun confusion	To apply correct English word formation rules
Phonological component	/h/ replacement or omission, /w/ as /g/, "th" as /t/, vowel confusion, word-by-word pronunciation, "eschool"	To improve English pronunciation and reduce Spanish sound transfer

Table 9

General Assessment Rubric for Each Exercise

Criterion	Score
The student identifies the interference error	2 points
The student applies the correct linguistic rule or pronunciation pattern	3 points
The student produces or pronounces examples correctly	2 points
The student participates actively in the activity	1 point
The student shows improvement through correction or repetition	2 points
Total	**10 points**

CONCLUSIONS

It was identified that the main morphological difficulties involved plural formation, third-person singular marking, the selection of do and does, the use of the base form of the verb after an auxiliary, present progressive formation, and number and person agreement. Several of these patterns were also recognized by the teachers, showing convergence between the students' productions and classroom observations. Nevertheless, forms such as incorrect plural endings and double marking after does also suggest overgeneralization or incomplete internalization of English morphological rules. Therefore, the morphological findings reflected an interaction between Spanish influence and the students' developing knowledge of English morphology.

It was described that the main syntactic difficulties appeared in subject–verb agreement, the use of the appropriate form of to be, sentence organization, adjective placement, predicative structures, and possessive constructions. The clearest evidence of possible Spanish interference was observed in word order and adjective placement because of the structural differences between Spanish and English, a finding that was also supported by the teachers' perceptions. However, some highly disorganized sentences did not reproduce recognizable Spanish structures and were therefore interpreted as evidence of incomplete development of English syntax rather than direct transfer from the first language alone.

It was found that the clearest manifestations of semantic interference were false cognates and literal translation. Students associated English words such as library, parents, carpet, embarrassed, and exit with formally similar Spanish words, and they also transferred the Spanish conceptual structure used to express age, as observed in productions such as I have ten years old. These patterns were also identified by both teachers, providing strong convergence on the sources of information. In contrast, difficulties involving basic vocabulary selection and semantic categorization could not be directly attributed to Spanish and were interpreted mainly as evidence of developing lexical and conceptual knowledge in English.

It was described that the main phonological manifestations included the replacement of the English interdental consonants /θ/ and /ð/, the insertion of an initial vowel before s + consonant clusters, and difficulties in the production of English vowels and diphthongs. Difficulties with reduced vowels, connected speech, initial and final consonants, and pronunciation influenced by written forms were also observed. The teachers' interviews supported several of these patterns, particularly those involving th

sounds, vowels, and initial consonant clusters. Nevertheless, some pronunciation deviations could not be attributed exclusively to Spanish and reflected incomplete knowledge of English sound patterns and grapheme–phoneme relationships.

The study identified recurrent linguistic difficulties at the morphological, syntactic, semantic, and phonological levels. Several of these patterns were consistent with Spanish-to-English transfer, particularly in word order, adjective placement, literal translation, false cognates, and pronunciation of English-specific sounds. Other errors appeared to reflect incomplete internalization of English structures rather than direct L1 transfer. Overall, the recurrent patterns identified in the students' oral and written production revealed areas that require greater pedagogical attention and provided the basis for the design of the methodological proposal.

A set of pedagogical guidelines was designed based on the main linguistic interference patterns identified in the study. The proposal incorporated practical, contrastive, and age-appropriate activities organized according to the morphological, syntactic, semantic, and phonological components. These guidelines were developed to address the difficulties observed in the students' English production and to provide teachers with practical strategies that can support the progressive development of more accurate oral and written language use. In this way, the pedagogical proposal responded directly to the findings of the research and provided an educational alternative aimed at reducing the effects of Spanish interference during the English learning process.

RECOMMENDATIONS

It is recommended that English teachers at Simón Rodríguez Elementary School consider both interlingual and intralingual factors when analyzing students' errors, rather than attributing every difficulty exclusively to Spanish interference. Teachers should observe whether errors result from first-language influence, overgeneralization of English rules, incomplete acquisition, or the students' developing interlanguage. This recommendation is based on the finding that the students' difficulties resulted from the interaction of several linguistic and developmental processes.

It is recommended that English teachers reinforce morphological structures through practical and contrastive activities, particularly plural formation, third-person singular marking, the use of do and does, the base form of verbs after auxiliaries, present progressive structures, and number and person agreement. Activities should provide repeated opportunities to recognize, compare, and produce these forms in meaningful contexts. This recommendation responds to the morphological difficulties identified in the students' productions and also reported by the teachers.

It is recommended that English teachers provide systematic practice in English sentence organization, with particular attention to subject–verb agreement, the appropriate use of am, is, and are, adjective placement, possessive structures, and the Subject + Verb + Complement pattern. Contrastive examples between Spanish and English may be used when structural differences are clearly related to the errors, while additional guided practice should be provided for difficulties that reflect incomplete syntactic development. This recommendation derives from the syntactic patterns observed in the students' written and oral production.

It is recommended that English teachers strengthen students' semantic awareness through activities focused on false cognates, contextualized vocabulary, and differences between literal and appropriate English expressions. Particular attention should be given to words that resemble Spanish forms but have different meanings and to expressions that cannot be translated word for word, such as those used to express age. Vocabulary categorization and semantic-field activities should also be incorporated to support lexical development. This recommendation is justified by the semantic difficulties identified in false cognates, literal translation, word selection, and semantic categorization.

It is recommended that English teachers provide regular and age-appropriate pronunciation practice focused on English sounds and phonological patterns that differ from Spanish, particularly /θ/ and /ð/, initial *s* + consonant clusters, vowels, diphthongs,

reduced vowels, and connected speech. Listening, repetition, discrimination, and guided oral-production activities should be complemented with explicit attention to the differences between English spelling and pronunciation. This recommendation responds to the phonological difficulties observed in the students' oral production and supported by the teachers' perceptions.

It is recommended that teachers give greater pedagogical attention to the recurrent linguistic difficulties identified across the morphological, syntactic, semantic, and phonological levels, integrating them into classroom planning instead of addressing them as isolated mistakes. Instruction should prioritize patterns that repeatedly appeared in the students' productions and use contrastive strategies only when there is clear evidence of Spanish influence. This recommendation is based on the finding that the students presented recurrent difficulties across the four linguistic components, with some patterns related to L1 transfer and others to incomplete development of English competence.

It is recommended that the pedagogical guidelines designed in this study be implemented initially as a classroom support resource and subsequently evaluated to determine their usefulness in addressing the linguistic difficulties identified. English teachers may adapt the proposed morphological, syntactic, semantic, and phonological activities according to the students' age, level, and learning needs. Future application of the guidelines should include a systematic evaluation process before conclusions are drawn regarding their effectiveness. This recommendation is justified by the development of the methodological proposal based on the main linguistic interference patterns identified during the research.

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ANNEXES

Appendix A: Authorization Document

Urbina, 20 de enero de 2026

Licenciada
Silvia Giovanny Goyes Huertas
LÍDER DE LA ESCUELA DE EDUCACIÓN BÁSICA SIMÓN RODRÍGUEZ
Presente. -

Asunto: Solicitud de autorización de observación de clase y prueba diagnóstica.

De mi consideración:

Reciba un atento y cordial saludo. En calidad de estudiante de la Maestría de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Politécnica Estatal del Carchi, me permito solicitar su autorización para aplicar una observación de clase (análisis documental), y prueba diagnóstica a los estudiantes de su distinguida institución educativa, como parte del proceso investigativo de mi tesis titulada:

"Descriptive analysis of Linguistic interference from Spanish to English at Morphological, Syntactic, Semantic, and Phonological levels in fifth, sixth, and seventh-grade students at Simón Rodríguez Elementary School."

Agradezco de antemano su amable atención y colaboración.

Con sentimientos de mi más alta consideración y estima, espero su respuesta.

Atentamente,

Escuela Fiscal
"Simón Rodríguez"

Lic. Jéssica Daniela Narváez Bolaños
Estudiante de MPINE - UPEC
C.C. 1727034629

Escuela Fiscal
"Simón Rodríguez"
DIRECTOR

Recibido por

Simon Rodriguez Elementary School

Figure 8

Simón Rodríguez school



Figure 9

Simón Rodríguez school playground



Figure 10

Students from Simón Rodriguez school



Figure 11

Students from Simón Rodriguez school watching a video



Figure 12

Students from Simón Rodriguez school doing the activities



Appendix B: Table of syntactic errors

Syntactic Error

Type of Syntactic Interference	Student's Incorrect Production	Correct Form in English	Possible Cause of Spanish Interference	Error Explanation
Subject-verb agreement error	She are very happy.	She is very happy.	Spanish interference may affect the use of the verb "to be" because Spanish uses different verb forms according to the subject.	In English, the verb "to be" must agree with the subject. "She" requires "is," not "are."
Subject-verb agreement error	They is my friends.	They are my friends.	Spanish learners may confuse English verb forms because the verb "to be" changes according to the subject.	The plural subject "they" requires the verb "are," not "is."
Subject-verb agreement error	My dog am shy.	My dog is shy.	Spanish interference may cause confusion when selecting the correct form of the verb "to be."	The subject "my dog" is third-person singular, so it requires "is," not "am."
Subject-verb agreement error	I are a student.	I am a student.	Spanish learners may overgeneralize the use of "are" with different subjects.	The subject "I" requires the verb "am," not "are."
Incorrect adjective order	My is house big.	My house is big.	Direct transfer from Spanish word order.	In English, the possessive adjective comes before the noun, and the adjective follows the verb "to be" when describing the subject.
Incorrect adjective order	Brown a is dog it.	It is a brown dog.	Spanish word order may influence the placement of adjectives and sentence elements.	In English, the usual order is subject + verb + article + adjective + noun.
Incorrect adjective order	My happy is sister.	My sister is happy.	Direct translation from Spanish sentence order.	In English, the subject comes before the verb, and the adjective follows "to be" when it describes the subject.
Incorrect adjective order	Small is the house.	The house is small.	Spanish allows more flexible word order than English.	In English, the common structure is subject + verb "to be" + adjective.
Incorrect use of possessive structure	Friends my are they.	They are my friends.	Direct translation from Spanish possessive placement.	In English, the possessive adjective "my" goes before the noun it modifies.
Incorrect adjective order	White is car the.	The car is white.	Spanish word order may affect the position of adjectives and articles.	In English, the article and noun usually form the subject before the
Incorrect use of possessive structure	Parents they my are.	They are my parents.	Direct transfer from Spanish word order.	In English, the possessive adjective "my" must be placed before the noun "parents."
Incorrect adjective order	Bicycle is it a green.	It is a green bicycle.	Spanish interference may affect adjective and noun placement.	In English, adjectives usually come before nouns: "green bicycle."
Incorrect adjective order	Tall is the boy.	The boy is tall.	Spanish allows more flexible sentence order.	In English, the usual structure is subject + verb "to be" + adjective.

Appendix C: Table of semantic errors

Semantic Error

Type of Semantic Interference	Student's Incorrect Production	Correct Form in English	Possible Cause of Spanish Interference	Error Explanation
False cognate	Actually means actualidad.	Actually means "en realidad" or "de hecho."	Confusion between actually and actualidad / actualmente.	In English, actually does not mean actualidad; it means "in fact" or "really."
False cognate	Library means librería.	Library means biblioteca.	Confusion between library and librería.	In English, library refers to a place where books are borrowed or read, while librería is bookstore.
False cognate	Parents means parientes.	Parents means padres.	Confusion between parents and parientes.	In English, parents refers to mother and father; parientes translates as relatives.
False cognate	Carpet means carpeta.	Carpet means alfombra.	Confusion between carpet and carpeta.	In English, carpet is a floor covering, while carpeta usually means folder.
False cognate	Embarrassed means embarazada.	Embarrassed means avergonzado/a.	Confusion between embarrassed and embarazada.	In English, embarrassed means ashamed or uncomfortable, while embarazada means pregnant.
False cognate	Exit means éxito.	Exit means salida.	Confusion between exit and éxito.	In English, exit means a way out, while éxito translates as success.
Incorrect word choice	Eat an apple means comprar la manzana.	Eat an apple means comer una manzana.	Confusion in verb meaning.	The verb eat means comer, not comprar.
Incorrect word choice	Drink water means comer sandía.	Drink water means beber agua.	Confusion in vocabulary meaning.	The expression drink water means beber agua, not comer sandía.
Incorrect word choice	Play soccer means jugar volleyball.	Play soccer means jugar fútbol.	Confusion between sports vocabulary.	In English, soccer refers to fútbol, not volleyball.
Literal translation of age	I have ten years old.	I am ten years old.	Direct translation from Spanish "Tengo diez años."	In English, age is expressed with the verb to be, not to have.
Incorrect semantic categorization	Apple – banana – orange – chair.	Chair does not belong to the group.	Difficulty identifying items from the same semantic field.	Apple, banana, and orange are fruits, while chair belongs to a different category.
Incorrect semantic categorization	Dog – cat – horse – animal.	Animal does not belong to the group.	Confusion between category members and the general category.	Dog, cat, and horse are examples of animals, but animal is the general category.
Incorrect semantic categorization	Red – blue – green – color.	Color does not belong to the group.	Confusion between examples and category labels.	Red, blue, and green are specific colors, while color is the category name.
Incorrect semantic categorization	Shirt – pants – shoes – food.	Food does not belong to the group.	Difficulty recognizing semantic group membership.	Shirt, pants, and shoes are clothing items, while food belongs to a different category.
Incorrect semantic categorization	Teacher – doctor – farmer – job.	Job does not belong to the group.	Confusion between examples and the category itself.	Teacher, doctor, and farmer are occupations, while job is the general category.

Appendix D: Table of morphological errors

Morphological Error

Type of Morphological Interference	Student's Incorrect Production	Correct Form in English	Possible Cause of Spanish Interference	Error Explanation
Incorrect plural formation	I have two doges.	I have two dogs.	Overgeneralization of plural rules in English.	The plural of "dog" is formed by adding -s, not -es.
Incorrect plural formation	She has three cates.	She has three cats.	Overgeneralization of plural rules in English.	The plural of "cat" is cats, not cates.
Incorrect plural formation	There are five bird.	There are five birds.	Spanish plural marking may interfere with English noun formation.	The noun must be plural after a number greater than one.
Incorrect plural formation	I see two boxs.	I see two boxes.	Confusion in English plural spelling rules.	Nouns ending in -x usually form the plural with -es.
Incorrect plural formation	My teacher has four class.	My teacher has four classes.	Spanish learners may omit English plural endings.	After "four," the noun must be plural: classes.
Omission of third-person singular -s	She play soccer every day.	She plays soccer every day.	Spanish verb conjugation follows a different system.	In English present simple, third-person singular verbs require -s or -es.
Omission of third-person singular -s	My father work in the farm.	My father works on the farm.	Spanish interference may affect the use of the third-person singular marker.	The subject "my father" is third-person singular, so the verb needs -s.
Omission of third-person singular -s	The dog drink milk.	The dog drinks milk.	Spanish verb endings may influence English verb formation.	The subject "the dog" is third-person singular, so the verb should be drinks.
Omission of auxiliary verb	He watching TV at night.	He is watching TV at night.	Spanish may influence the omission of auxiliary verbs in progressive structures.	In English, the present progressive requires am/is/are + verb-ing.
Incorrect third-person singular spelling	María studys English at school.	María studies English at school.	Overgeneralization of the third-person singular -s rule.	Verbs ending in consonant + y change y to i and add -es: studies.
Incorrect auxiliary use in questions	Do she like apples?	Does she like apples?	Confusion between English auxiliary forms do and does.	In present simple questions, third-person singular subjects use does.
Incorrect auxiliary use in questions	Does they play soccer?	Do they play soccer?	Confusion between singular and plural auxiliary forms.	The plural subject "they" requires do, not does.
Incorrect question structure	Does he speaking English?	Does he speak English?	Confusion between auxiliary structure and verb form.	After does, the main verb must be in base form: speak.
Incorrect auxiliary use in questions	Do you likes milk?	Do you like milk?	Overgeneralization of the third-person singular -s.	After do, the verb must be in base form: like.
Incorrect question structure	Does Maria works in the farm?	Does Maria work on the farm?	Overuse of the third-person singular -s after the auxiliary does.	After does, the main verb must be in base form: work.
Subject-verb agreement error	There are a dog in the house.	There is a dog in the house.	Confusion between singular and plural forms of the verb to be.	The noun phrase "a dog" is singular, so it requires there is.
Subject-verb agreement error	There is three cows in the field.	There are three cows in the field.	Spanish interference may affect agreement between verb and noun.	The noun phrase "three cows" is plural, so it requires there are.
Subject-verb agreement error	There is two chairs here.	There are two chairs here.	Confusion between singular and plural verb forms.	The noun phrase "two chairs" is plural, so it requires there are.
Incorrect comparative form	A horse is big than a dog.	A horse is bigger than a dog.	Transfer from Spanish comparative structures.	Short adjectives usually take -er in comparative forms.
Incorrect comparative form	This road is long than that road.	This road is longer than that road.	Transfer from Spanish comparative structures.	The adjective "long" needs the comparative ending -er.
Incorrect comparative form	My sister is tall than me.	My sister is taller than me.	Spanish comparison may influence English adjective formation.	The adjective "tall" needs the comparative form taller.
Incorrect possessive/pronoun form	His is my brother.	He is my brother.	Confusion between subject pronouns and possessive adjectives.	His is possessive, while he is the correct subject pronoun.
Incorrect possessive/pronoun form	Their are happy.	They are happy.	Confusion between possessive adjectives and subject pronouns.	Their shows possession, while they is the correct subject pronoun.
Subject-verb agreement error	She have a new pencil.	She has a new pencil.	Confusion between have and has in English.	Third-person singular subjects require has, not have.
Subject-verb agreement error	They has two horses.	They have two horses.	Confusion between singular and plural verb forms.	The plural subject they requires have, not has.

Appendix E: Table of phonological errors

Phonological Error

Type of Phonological Interference	Student's Incorrect Production	Expected Pronunciation in English	Possible Cause of Spanish Interference	Error Explanation
Replacement of initial /h/ sound	"Hello" pronounced as "Jello."	/həˈloʊ/	Spanish speakers may replace the English /h/ sound with a sound closer to Spanish /j/.	The learner changes the initial /h/ sound into a stronger Spanish-like sound.
Confusion between English vowel sounds	"Me" pronounced as "mi."	/miː/	Spanish vowels are usually more stable and shorter than English vowels.	The learner pronounces the English long vowel /iː/ as a Spanish-like vowel sound.
Literal word-by-word pronunciation	"I am nine years old" pronounced exactly as written.	/aɪ æm naɪn jɪrz oʊld/	Spanish learners may pronounce English words according to their written form because Spanish has a more direct relationship between spelling and pronunciation.	The learner reads the phrase word by word without applying English pronunciation features such as vowel reduction, connected speech, and natural rhythm.
Literal word-by-word pronunciation	"I am from Ecuador" pronounced exactly as written.	/aɪ æm frəm ˈekwədɔːr/	Spanish interference may lead learners to pronounce each written word separately.	The learner does not reduce function words such as "am" and "from," and may pronounce "Ecuador" with Spanish vowel sounds.
Literal word-by-word pronunciation	"I live in Urbina" pronounced exactly as written.	/aɪ lɪv ɪn ʊrˈbiːnə/	Spanish pronunciation habits may cause learners to pronounce English words literally.	The learner pronounces the phrase word by word and may transfer Spanish vowel sounds into English.
Confusion between English vowel sounds	"My" pronounced as "mi."	/maɪ/	Spanish speakers may confuse English diphthongs with simple Spanish vowels.	The English diphthong /aɪ/ is replaced by a simpler Spanish-like /i/ sound.
Literal pronunciation of vowels	"Blue" pronounced as "bluee."	/bluː/	Spanish speakers may pronounce vowels more clearly and separately.	The learner lengthens or adds an extra vowel sound at the end of the word.
Replacement of consonant sound	"Umbrella" pronounced as "umbreya."	/ʌmˈbrelə/	Spanish interference may affect the pronunciation of English consonant and vowel combinations.	The learner changes the final sound of the word into a Spanish-like "ya" sound.
Confusion between /w/ and /g/ sounds	"Water" pronounced as "guater."	/ˈwɔːtər/	In Spanish, the English /w/ sound is often replaced by a /gw/ or /g/ sound.	The learner adds a /g/ sound before /w/, producing "guater."
Confusion between /f/ and /p/ sounds	"Pharmacy" pronounced as "parmaci."	/ˈfɑːrməsi/	Spanish speakers may pronounce unfamiliar English spellings according to Spanish sound patterns.	The learner replaces the /f/ sound represented by "ph" with /p.
Literal pronunciation of vowels	"Bakery" pronounced as "bakeri."	/ˈbeɪkəri/	Spanish vowels are generally pronounced more directly and consistently.	The learner pronounces the final vowel as a Spanish-like /i/ instead of the English reduced vowel sound.
Literal pronunciation of vowels	"Apple" pronounced as "aple."	/ˈæpəl/	Spanish speakers may simplify English vowel sounds and syllable structure.	The learner does not pronounce the English short vowel /æ/ and the final syllable clearly.
Literal word-by-word pronunciation	"I wake up at nine" pronounced exactly as written.	/aɪ weɪk ʌp æt naɪn/	Spanish interference may lead students to pronounce every written word clearly and separately.	The learner does not use natural English pronunciation, especially the reduced sound of "at" /ət/ and connected speech between words.
Replacement of "th" sound	"Then" pronounced as "ten."	/ðen/	The /ð/ sound is not common in Latin American Spanish.	The learner replaces the interdental sound /ð/ with /t/.
Omission of final consonant sound	"Brush" pronounced as "brus."	/brʌʃ/	Spanish speakers may have difficulty with the English /ʃ/ sound.	The learner omits or weakens the final /ʃ/ sound.
Replacement of "th" sound	"Teeth" pronounced as "tet."	/tiːθ/	The /θ/ sound is not commonly used in Latin American Spanish.	The learner replaces the final /θ/ sound with /t/.
Confusion between English consonant sounds	"Shower" pronounced as "shoger."	/ˈʃaʊər/	Spanish interference may affect the production of English diphthongs and consonant sounds.	The learner changes the middle sound of the word, producing a Spanish-like pronunciation.
Addition of an initial vowel	"School" pronounced as "eschool."	/skuːl/	Spanish speakers often add a vowel before initial /s/ + consonant clusters.	The learner adds an initial vowel because Spanish does not commonly begin words with /s/ + consonant clusters.
Literal word-by-word pronunciation	"I go to school at seven o'clock" pronounced exactly as written, including "eschool" and "o clok."	/aɪ goʊ tə skuːl æt ˈsevən əˈklɑːk/	Spanish pronunciation habits may cause learners to pronounce every vowel and word in isolation.	The learner pronounces the phrase word by word and also adds an initial vowel before "school."
Replacement of "th" sound	"The" pronounced as "te."	/ðə/	Spanish interference may cause replacement of English "th" sounds.	The learner pronounces /ð/ as /t/, which changes the natural sound of the word.

Omission of initial consonant sound	"Homework" pronounced as "omework."	/ˈhoʊmwɜːrk/	Spanish speakers may omit or weaken the English /h/ sound.	The learner omits the initial /h/ sound in "homework."
Literal word-by-word pronunciation	"In the afternoon I do my homework" pronounced exactly as written.	/ɪn ðiː ˌæftərˈnuːn aɪ duː maɪ ˈhoʊmwɜːrk/	Spanish learners may pronounce each English word separately instead of using connected speech.	The learner does not apply natural English rhythm, reduction, or linking between words.
Omission of final consonant sounds	"Night" pronounced as "nigt."	/naɪt/	English spelling may confuse learners when pronunciation differs from the written form.	The learner pronounces the written letters too directly and does not produce the expected sound pattern.
Literal pronunciation of vowels	"O'clock" pronounced as "o clok."	/əˈklɑːk/ or /əˈklɒk/	Spanish speakers may separate words and pronounce vowels as written.	The learner pronounces the expression word by word instead of using the reduced English form.
Literal word-by-word pronunciation	"At night I go to bed at eleven o'clock" pronounced exactly as written.	/æt naɪt aɪ goʊ tə bed æt ɪˈlevən əˈklɑːk/	Spanish pronunciation habits may cause learners to pronounce function words clearly instead of reducing them.	The learner reads the sentence literally and does not use natural reductions such as "at" /æt/ and "to" /tə/.

Appendix F: Interview for English teachers

INTERVIEW FOR TEACHERS

TEACHER N°1

Research Topic

A Descriptive Analysis of Spanish-to-English Linguistic Interference at the Morphological, Syntactic, Semantic, and Phonological Levels among Fifth-, Sixth-, and Seventh-Grade Students at Simón Rodríguez Elementary School, Urbina Parish, Carchi, during the 2025–2026 Academic Year

Interview Objective

To collect information about English teachers' perceptions and experiences regarding Spanish linguistic interference in the English learning process of fifth-, sixth-, and seventh-grade students, considering the morphological, syntactic, semantic, and phonological levels.

Instructions

This interview is intended exclusively for academic purposes. The information provided will be treated confidentially and used only for the development of this research. Please answer the questions based on your experience as an English teacher.

1. Based on your teaching experience, how does Spanish influence the English learning process of fifth-, sixth-, and seventh-grade students?

Spanish influences students a lot because they usually think in Spanish first and then try to translate their ideas into English. This causes problems with sentence structure, vocabulary, and pronunciation. I notice this especially when they speak without preparation.

2. What are the most frequent errors you have observed in plural formation, verb conjugation, the use of auxiliary verbs, or verb endings in English?

Students often forget plural endings and the third-person singular "s." They also confuse "do" and "does" and sometimes use the main verb incorrectly after an auxiliary. For example, they may say "Does he plays?" instead of "Does he play?"

3. Why do you think students transfer Spanish morphological rules into English?

I think they do this because Spanish is their first language and the one they use most of the time. When they do not remember an English rule, they naturally use what they already know from Spanish.

4. What difficulties do students experience when organizing words and constructing sentences in English?

Word order is one of their main difficulties. They sometimes place adjectives after nouns because that structure is common in Spanish. They also have difficulty organizing questions and longer sentences.

5. What errors related to word order, the verb "to be," auxiliary verbs, or subject-verb agreement have you identified among your students?

I frequently see students omit the verb "to be" or use the wrong form, such as "They is happy." They also forget auxiliary verbs when asking questions and sometimes have problems with subject-verb agreement.

6. What semantic difficulties do you observe when students translate words, expressions, or sentences directly from Spanish into English?

Literal translation is very common. Students sometimes translate expressions exactly as they say them in Spanish, even when the English structure is different. For example, they may say "I have ten years" instead of "I am ten years old."

7. How do false cognates and differences in meaning between Spanish and English affect students' comprehension and language production?

False cognates can confuse students because they assume that similar-looking words have the same meaning. For example, they may misunderstand words such as "library" or "parents." This can affect both reading comprehension and speaking.

8. Which English sounds, words, or pronunciation patterns are most difficult for students because of Spanish influence?

The "th" sound is difficult for many students. They also have problems with some vowel sounds and words beginning with "s" plus a consonant. For example, some pronounce "school" as "eschool."

9. What factors do you believe cause or reinforce Spanish linguistic interference in students' oral and written English production?

I think the main factor is limited exposure to English. Most students only use English during class, while they use Spanish everywhere else. Lack of speaking practice and limited vocabulary also contribute to these errors.

10. What teaching strategies, activities, or resources do you consider most effective for reducing linguistic interference at the morphological, syntactic, semantic, and phonological levels?

I think comparing Spanish and English structures is very helpful. I also use sentence games, pictures, pronunciation exercises, repetition, and short speaking activities. These activities help students notice their mistakes and gradually correct them.

Appendix G: Interview for English teachers

INTERVIEW FOR TEACHERS

TEACHER N°2

1. Based on your teaching experience, how does Spanish influence the English learning process of fifth-, sixth-, and seventh-grade students?

Based on my experience, Spanish has a strong influence on the way students learn English. They often try to construct sentences in English by following the same structure they use in Spanish. This happens both when they write and when they speak. In many cases, they translate word for word without considering that the two languages follow different rules.

Students also tend to pronounce English words according to the sounds they already know in Spanish. I believe this influence is a natural part of the learning process, but it can lead to frequent errors when the differences between the two languages are not practiced consistently.

2. What are the most frequent errors you have observed in plural formation, verb conjugation, the use of auxiliary verbs, or verb endings in English?

The most common errors occur in plural formation and verb conjugation. For example, some students add the letter “s” to every noun without recognizing the rules for words ending in “s,” “sh,” “ch,” or “x.”

I have also noticed that students often forget to add the third-person singular “s” when the subject is “he,” “she,” or “it.” It is common to hear or read sentences such as “She play soccer” instead of “She plays soccer.”

Another frequent error occurs in the present progressive tense. Some students write “He playing” and forget to use the verb “to be.” They also have difficulty distinguishing between “do” and “does” when forming questions. Sometimes they write

“Does she plays?” because they add the third-person ending to both the auxiliary and the main verb.

3. Why do you think students transfer Spanish morphological rules into English?

I think this happens because Spanish is the language students use every day, so its rules are more deeply internalized. When they need to express themselves quickly in English, they rely on the structures they already know.

Sometimes students know the vocabulary, but they do not remember the complete grammatical rule. As a result, they adapt the English word by following Spanish language patterns.

I also believe that students have limited exposure to English outside the classroom. Most of them only have contact with the language during English lessons. Therefore, they need more practice to become familiar with English verb endings, plural forms, and other morphological structures.

4. What difficulties do students experience when organizing words and constructing sentences in English?

One of the main difficulties is word order. Students usually organize English sentences by following Spanish word order. For example, they may write “The house green” instead of “The green house.”

This frequently happens with adjectives because, in Spanish, adjectives are often placed after nouns, while in English they are generally placed before nouns.

Students also have difficulty maintaining the subject-verb-complement structure. Some sentences are incomplete or contain words in the wrong position. When they form questions, the difficulty becomes greater because they need to use auxiliary verbs and change the order of the sentence elements.

5. What errors related to word order, the verb “to be,” auxiliary verbs, or subject-verb agreement have you identified among your students?

I have identified several errors related to these areas. One of the most common is the omission of the verb “to be.” For example, students may write “My mother happy” instead of “My mother is happy.”

They may also use the wrong form of the verb, such as “They is students” or “I is ten years old.”

Regarding auxiliary verbs, some students do not recognize when they should use "do" or "does." They may also form questions without an auxiliary verb, such as "You like pizza?" instead of "Do you like pizza?"

In subject-verb agreement, they frequently forget the third-person singular ending. These errors may continue even after the rule has been explained, so it is necessary to reinforce the structure through exercises and communicative activities.

6. What semantic difficulties do you observe when students translate words, expressions, or sentences directly from Spanish into English?

When students translate directly, they often produce expressions that do not have the same meaning or structure in English. For example, they may say "I have ten years" because they are translating the Spanish expression "Yo tengo diez años" literally, instead of saying "I am ten years old."

They may also translate everyday expressions word for word, even though those expressions are not used in the same way in English.

In some cases, students know the general meaning of a word, but they do not know how to use it correctly in a sentence. This causes them to choose an inappropriate word or produce sentences that can be understood but do not sound natural in English.

7. How do false cognates and differences in meaning between Spanish and English affect students' comprehension and language production?

False cognates cause considerable confusion because students assume that a word has a particular meaning simply because it looks similar to a Spanish word.

For example, they may associate the word "library" with the Spanish word "librería," when it actually means "biblioteca." They may also think that "parents" means "parientes" instead of "padres."

This affects both comprehension and production. When reading, students may misunderstand an entire sentence because they misinterpret a single word. When speaking or writing, they may use words that do not express what they actually want to communicate.

I believe these errors should be addressed through clear examples and real-life situations so that students can understand and remember the differences more easily.

8. Which English sounds, words, or pronunciation patterns are most difficult for students because of Spanish influence?

Students have difficulty producing several sounds that do not exist or are not used in the same way in Spanish. One example is the “th” sound, which they often pronounce as “t” or “d.”

They also have difficulty distinguishing vowel sounds, such as the sounds in “ship” and “sheep.”

Another frequent error is adding a vowel sound at the beginning of words that start with “s” followed by a consonant. For example, they may pronounce “school” as “eschool.”

In addition, students sometimes omit final sounds because certain final consonants are not pronounced as strongly in Spanish. Words such as “night,” “brush,” and “teeth” can be difficult for them. In general, students tend to pronounce English words as they are written, following Spanish pronunciation rules.

9. What factors do you believe cause or reinforce Spanish linguistic interference in students’ oral and written English production?

One of the main factors is the limited exposure to English outside school. Students use Spanish at home, with their friends, and in almost all their daily activities. Their contact with English is mainly limited to classroom lessons.

Another factor is the fear of making mistakes. Some students prefer to translate directly because they feel that this helps them answer more quickly. Limited vocabulary and insufficient speaking practice also contribute to the problem.

In some cases, students understand the rules during the lesson, but when they need to produce a sentence independently, they return to Spanish structures.

The limited number of English class hours may also have an influence because there is not always enough time to develop all language skills. Furthermore, each student learns at a different pace, and some require more repetition, practice, and individual support.

10. What teaching strategies, activities, or resources do you consider most effective for reducing linguistic interference at the morphological, syntactic, semantic, and phonological levels?

I believe contrastive activities are very useful because they allow students to clearly identify the differences between Spanish and English. For example, teachers can compare two sentences and ask students to identify how the word order changes.

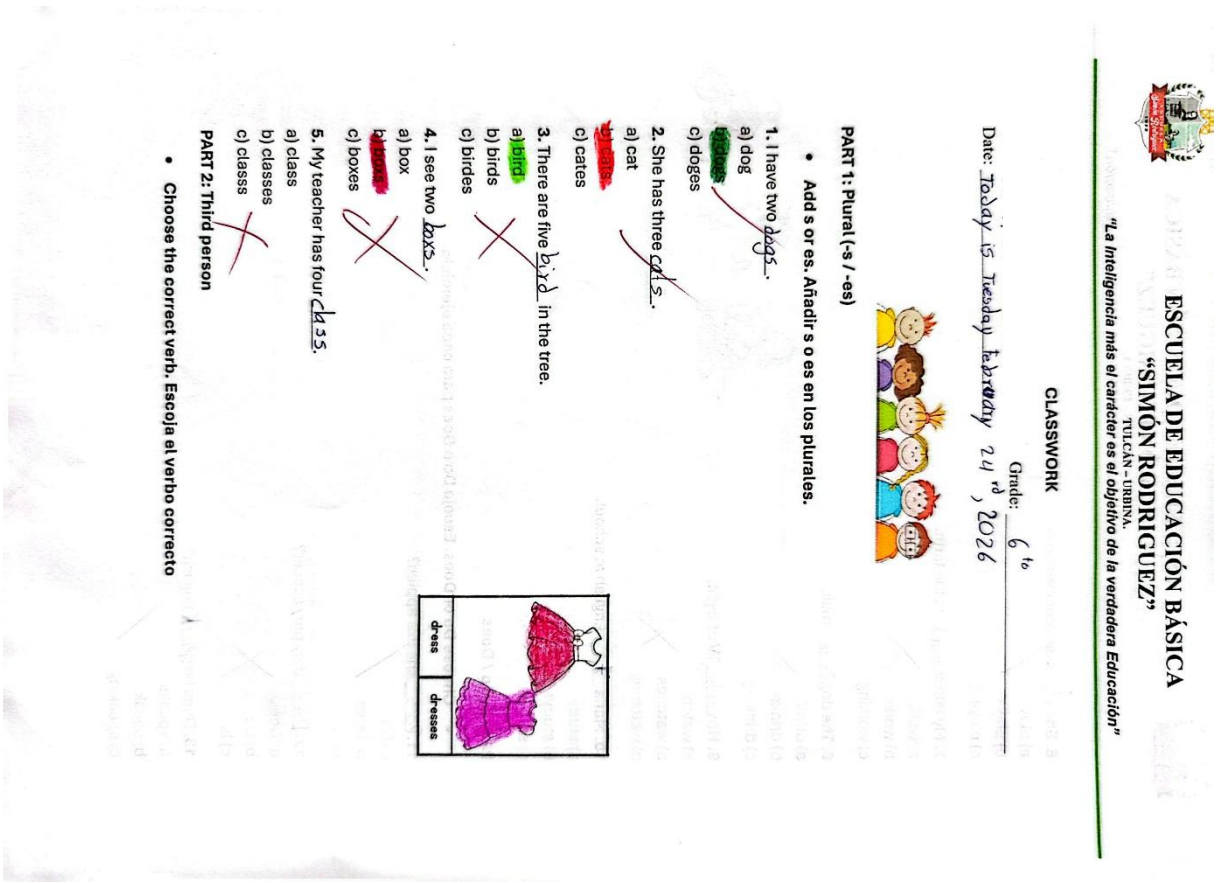
To develop morphology and syntax, teachers can use word cards, sentence-ordering games, error-correction exercises, and group activities.

At the semantic level, it is important to use pictures, everyday situations, false cognates, and complete expressions instead of teaching isolated words.

For pronunciation, teachers can use audio recordings, repetition exercises, voice recordings, songs, and minimal-pair activities.

It is also important to create a classroom environment in which students are not afraid of making mistakes. Errors should be understood as a natural part of the learning process rather than as a reason to stop participating.

Appendix H: Morphological diagnostic quiz for students



ESCUELA DE EDUCACIÓN BÁSICA
"SIMÓN RODRIGUEZ"
TULCÁN – URBINA.
"La Inteligencia más el carácter es el objetivo de la verdadera Educación"

CLASSWORK

Grade: 6 to

Date: Today is Tesday febrrday 24rd, 2026

PART 1: Plural (-s / -es)

- Add s or es. Añadir s o es en los plurales.

1. I have two dogs.
   a) dog
   b) dogs
   c) doges
2. She has three cats.
   a) cat
   b) cats
   c) cates
3. There are five birds in the tree.
   a) bird
   b) birds
   c) birdes
4. I see two boxes.
   a) box
   b) boxs
   c) boxes
5. My teacher has four class.
   a) class
   b) classes
   c) classs

PART 2: Third person

- Choose the correct verb. Escoja el verbo correcto

6. She plays soccer every day.
a) play
b) plays
c) playing

7. My father work in the farm.
a) work
b) works
c) working

8. The dog drink milk.
a) drink
b) drinks
c) drinking



9. He watching TV at night.
a) watch
b) watches
c) watching

10. Maria study English at school.
a) study
b) studys
c) studies

PART 3: Do / Does

- **Choose Do or Does. Escoja Do o Does para cada ejercicio.**

11. Does she like apples?
a) Do
b) Does
c) Is

12. Does they play soccer?
a) Does
b) Do
c) Is

13. Does he speak English?
a) speaks
b) speak
c) speaking

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14. Do you _____ milk?
a) likes
b) like
c) liking

15. Does Maria _____ in the farm?
a) work
b) works
c) working

PART 4: There is / There are

- **Read and choose the correct answer. Lea y escoja la respuesta correcta.**

16. _____ a dog in the house.
a) There is
b) There are



17. _____ three cows in the field.
a) There is
b) There are

18. _____ two chairs here.
a) There is
b) There are

PART 5: Comparatives

- **Choose the correct comparative. Escoja el comparativo correcto.**

19. A horse is big than a dog.
a) big
b) bigger
c) more big



20. This road is long than that road.
a) long
b) longer
c) more long

21. My sister is taller than me.
a) tall

~~b) taller~~

c) more tall

PART 6: Subject pronouns

- **Choose the correct pronoun. Escoja el pronombre correcto.**

22. He is my brother.

a) He

b) Him

c) His



she

he

23. They are happy. (ellos)

a) Them

b) They

c) Their

PARTE 7: Have / Has

- **Read and choose have or has. Lea y escoja have o has.**

24. She have a new pencil.

a) have

b) has

c) haves

25. They has two horses.

a) has

b) have

c) haves

CLASSWORK

Grade: 10

Date: Today is Tuesday, February 24th 2026



PART 1: Plural (-s / -es)

- **Add s or es. Añadir s o es en los plurales.**

1. I have two dos.
a) dog
b) dogs
c) doges

2. She has three cats.
a) cat
b) cats
c) cates

3. There are five bird in the tree.
a) bird
b) birds
c) birdes



4. I see two box.
a) box
b) boxs
c) boxes

5. My teacher has four class.
a) class
b) classes
c) classs

PART 2: Third person

- **Choose the correct verb. Escoja el verbo correcto**

6. She play soccer every day.
a) play
b) plays
c) playing

7. My father work in the farm.
a) work
b) works
c) working

8. The dog drink milk.
a) drink
b) drinks
c) drinking



9. He watch TV at night.
a) watch
b) watches
c) watching

10. Maria study English at school.
a) study
b) studys
c) studies

PART 3: Do / Does

- **Choose Do or Does. Escoja Do o Does para cada ejercicio.**

11. Does she like apples?
a) Do
b) Does
c) Is

12. Is they play soccer?
a) Does
b) Do
c) Is

13. Does he speak English?
a) speaks
b) speak
c) speaking

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"SIMÓN RODRIGUEZ"
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"La inteligencia más el carácter es el objetivo de la verdadera Educación"

14. Do you like milk?
a) likes
b) like
c) liking

15. Does Maria work in the farm?
a) work
b) works
c) working

PART 4: There is / There are

- **Read and choose the correct answer. Lea y escoja la respuesta correcta.**

16. There is a dog in the house.
a) There is
b) There are

17. There are three cows in the field.
a) There is
b) There are



18. There is two chairs here.
a) There is
b) There are

PART 5: Comparatives

- **Choose the correct comparative. Escoja el comparative correcto.**

19. A horse is big than a dog.
a) big
b) bigger
c) more big



20. This road is longer than that road.
a) long
b) longer
c) more long

21. My sister is taller than me.
a) tall

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"SIMÓN RODRIGUEZ"
TULCÁN – URBINA.
"La Inteligencia más el carácter es el objetivo de la verdadera Educación"

b) taller
c) more tall

PART 6: Subject pronouns

- **Choose the correct pronoun. Escoja el pronombre correcto.**

22. He is my brother.
a) He
b) Him
c) His



she
he

23. them are happy. (ellos)
a) Them
b) They
c) Their

PARTE 7: Have / Has

- **Read and choose have or has. Lea y escoja have o has.**

24. She has a new pencil.
a) have
b) has
c) haves

25. They have two horses.
a) has
b) have
c) haves



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CLASSWORK

Grade: 7mo

Date: today is, February 24th 2026



PART 1: Plural (-s / -es)

- **Add s or es. Añadir s o es en los plurales.**

1. I have two dogs.
a) dog
b) dogs
c) doges

2. She has three cats.
a) cat
b) cats
c) cates

3. There are five birds in the tree.
a) bird
b) birds
c) birdes



dress | dresses

4. I see two boxs
a) box
b) boxs
c) boxes

5. My teacher has four class
a) class
b) classes
c) classs

PART 2: Third person

- **Choose the correct verb. Escoja el verbo correcto**

6. She plays soccer every day.
a) play
b) plays
c) playing

7. My father work in the farm.
a) work
b) works
c) working

8. The dog drinks milk.
a) drink
b) drinks
c) drinking



9. He watch TV at night.
a) watch
b) watches
c) watching

10. Maria Study English at school.
a) study
b) studys
c) studies

PART 3: Do / Does

- **Choose Do or Does. Escoja Do o Does para cada ejercicio.**

11. Does she like apples?
a) Do
b) Does
c) Is

12. Do they play soccer?
a) Does
b) Do
c) Is

13. Does he Speaks English?
a) speaks
b) speak
c) speaking

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14. Do you likes milk?
a) likes
b) like
c) liking

15. Does Maria works in the farm?
a) work
b) works
c) working

PART 4: There is / There are

- **Read and choose the correct answer. Lea y escoja la respuesta correcta.**

16. There are a dog in the house.
a) There is
b) There are



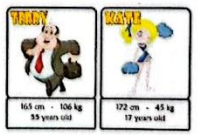
17. There is three cows in the field.
a) There is
b) There are

18. There are two chairs here.
a) There is
b) There are

PART 5: Comparatives

- **Choose the correct comparative. Escoja el comparative correcto.**

19. A horse is big than a dog.
a) big
b) bigger
c) more big



20. This road is longer than that road.
a) long
b) longer
c) more long

21. My sister is Taller than me.
a) tall

b) taller
c) more tall

PART 6: Subject pronouns

- **Choose the correct pronoun. Escoja el pronombre correcto.**

22. He is my brother.
a) He
b) Him
c) His



she
he

23. They are happy. (ellos)
a) Them
b) They
c) Their

PARTE 7: Have / Has

- **Read and choose have or has. Lea y escoja have o has.**

24. She have a new pencil.
a) have
b) has
c) haves

25. They has two horses.
a) has
b) have
c) haves

CLASSWORK

Grade: 7. Grade

Date: today is tuesday febr...



PART 1: Plural (-s / -es)

- **Add s or es. Añadir s o es en los plurales.**

1. I have two dogs
a) dog
b) dogs
c) doges

2. She has three cats.
a) cat
b) cats
c) cates



dress | dresses

3. There are five birds in the tree.
a) bird
b) birds
c) birdes

4. I see two boxs
a) box
b) boxs
c) boxes

5. My teacher has four class
a) class
b) classes
c) classs

PART 2: Third person

- **Choose the correct verb. Escoja el verbo correcto**

6. She playing soccer every day.
a) play
b) plays
c) playing

7. My father work in the farm.
a) work
b) works
c) working

8. The dog drinking milk.
a) drink
b) drinks
c) drinking



9. He watch TV at night.
a) watch
b) watches
c) watching

10. Maria study English at school.
a) study
b) studys
c) studies

PART 3: Do / Does

- **Choose Do or Does. Escoja Do o Does para cada ejercicio.**

11. Does she like apples?
a) Do
b) Does
c) Is

12. Do they play soccer?
a) Does
b) Do
c) Is

13. Does he speak English?
a) speaks
b) speak
c) speaking

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b) taller
c) more tall

PART 6: Subject pronouns

- **Choose the correct pronoun. Escoja el pronombre correcto.**

22. He is my brother.
a) He
b) Him
c) His



23. They are happy. (ellos)
a) Them
b) They
c) Their

PARTE 7: Have / Has

- **Read and choose have or has. Lea y escoja have o has.**

24. She have a new pencil.
a) have
b) has
c) haves

25. They has two horses.
a) has
b) have
c) haves

14. Do you _like_ milk?
a) likes
b) like
c) liking

15. Does Maria _work_ in the farm?
a) work
b) works
c) working

PART 4: There is / There are

- **Read and choose the correct answer. Lea y escoja la respuesta correcta.**

16. _There is_ a dog in the house.
a) There is
b) There are



17. _There are_ three cows in the field.
a) There is
b) There are

18. _There is_ two chairs here.
a) There is
b) There are

PART 5: Comparatives

- **Choose the correct comparative. Escoja el comparative correcto.**

19. A horse is _big_ than a dog.
a) big
b) bigger
c) more big



20. This road is _long_ than that road.
a) long
b) longer
c) more long

21. My sister is _tall_ than me.
a) tall

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CLASSWORK

Grade: 7mo

Date: Today is tuesday, February, 24th, 2026



PART 1: Plural (-s / -es)

- **Add s or es. Añadir s o es en los plurales.**

1. I have two dogs.
a) dog
b) dogs
c) doges

2. She has three cats.
a) cat
b) cats
c) cates

3. There are five bird in the tree.
a) bird
b) birds
c) birdes

4. I see two boxs.
a) box
b) boxs
c) boxes

5. My teacher has four class.
a) class
b) classes
c) classs



PART 2: Third person

- **Choose the correct verb. Escoja el verbo correcto**

6. She play soccer every day.
a) play
b) plays
c) playing

7. My father work in the farm.
a) work
b) works
c) working

8. The dog drink milk.
a) drink
b) drinks
c) drinking



9. He watching TV at night.
a) watch
b) watches
c) watching

10. Maria study English at school.
a) study
b) studys
c) studies

PART 3: Do / Does

- **Choose Do or Does. Escoja Do o Does para cada ejercicio.**

11. is she like apples?
a) Do
b) Does
c) Is

12. Do they play soccer?
a) Does
b) Do
c) Is

13. Does he speak English?
a) speaks
b) speak
c) speaking

14. Do you like milk?
a) likes
b) like
c) liking

15. Does Maria work in the farm?
a) work
b) works
c) working

PART 4: There is / There are

- **Read and choose the correct answer. Lea y escoja la respuesta correcta.**

16. There is a dog in the house.
a) There is
b) There are



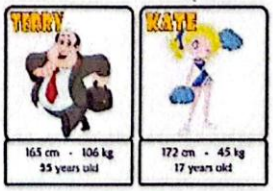
17. There are three cows in the field.
a) There is
b) There are

18. There are two chairs here.
a) There is
b) There are

PART 5: Comparatives

- **Choose the correct comparative. Escoja el comparative correcto.**

19. A horse is big than a dog.
a) big
b) bigger
c) more big



20. This road is longer than that road.
a) long
b) longer
c) more long

21. My sister is taller than me.
a) tall

b) taller
c) more tall

PART 6: Subject pronouns

- **Choose the correct pronoun. Escoja el pronombre correcto.**

22. He is my brother.
a) He
b) Him
c) His





23. They are happy. (ellos)
a) Them
b) They
c) Their

PARTE 7: Have / Has

- **Read and choose have or has. Lea y escoja have o has.**

24. She have a new pencil.
a) have
b) has
c) haves

25. They haves two horses.
a) has
b) have
c) haves

14. Do you like milk?
a) likes
b) like
c) liking

15. Does Maria work in the farm?
a) work
b) works
c) working

PART 4: There is / There are

- **Read and choose the correct answer. Lea y escoja la respuesta correcta.**

16. There is a dog in the house.
a) There is
b) There are



17. There are three cows in the field.
a) There is
b) There are

18. There are two chairs here.
a) There is
b) There are

PART 5: Comparatives

- **Choose the correct comparative. Escoja el comparative correcto.**

19. A horse is big than a dog.
a) big
b) bigger
c) more big



20. This road is longer than that road.
a) long
b) longer
c) more long

21. My sister is taller than me.
a) tall

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CLASSWORK

Grade: 5°

Date: 24-02-2026



PART 1: Plural (-s / -es)

- **Add s or es. Añadir s o es en los plurales.**

1. I have two dog.
a) dog
b) dogs
c) doges

2. She has three cat.
a) cat
b) cats
c) cates

3. There are five bird in the tree.
a) bird
b) birds
c) birdes



4. I see two boxs.
a) box
b) boxs
c) boxes

5. My teacher has four class
a) class
b) classes
c) classs

PART 2: Third person

- **Choose the correct verb. Escoja el verbo correcto**

6. She play soccer every day.
a) play
b) plays
c) playing

7. My father work in the farm.
a) work
b) works
c) working

8. The dog drinks milk.
a) drink
b) drinks
c) drinking



9. He watch TV at night.
a) watch
b) watches
c) watching

10. Maria study English at school.
a) study
b) studys
c) studies

PART 3: Do / Does

- **Choose Do or Does. Escoja Do o Does para cada ejercicio.**

11. Do she like apples?
a) Do
b) Does
c) Is

12. Is they play soccer?
a) Does
b) Do
c) Is

13. Does he speak English?
a) speaks
b) speak
c) speaking

14. Do you like milk?
a) likes
b) like
c) liking

15. Does Maria works in the farm?
a) work
b) works
c) working

PART 4: There is / There are

- **Read and choose the correct answer. Lea y escoja la respuesta correcta.**

16. There are a dog in the house.
a) There is
b) There are



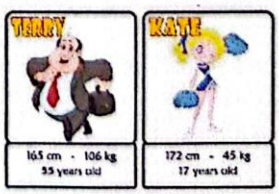
17. There is three cows in the field.
a) There is
b) There are

18. There are two chairs here.
a) There is
b) There are

PART 5: Comparatives

- **Choose the correct comparative. Escoja el comparative correcto.**

19. A horse is big than a dog.
a) big
b) bigger
c) more big



20. This road is longer than that road.
a) long
b) longer
c) more long

21. My sister is more tall than me.
a) tall

b) taller
c) more tall

PART 6: Subject pronouns

- **Choose the correct pronoun. Escoja el pronombre correcto.**

22. His is my brother.
a) He
b) Him
c) His



23. Them are happy. (ellos)
a) Them
b) They
c) Their

PARTE 7: Have / Has

- **Read and choose have or has. Lea y escoja have o has.**

24. She have a new pencil.
a) have
b) has
c) haves

25. They haves two horses.
a) has
b) have
c) haves

Appendix I: Syntactic diagnostic quiz for students

CLASSWORK

NAME: Fernando Rosero
DATE: Today is Wednesday, February 4 th 2026
LEVEL: 4

lete the sentences. (Encierre la opción correcta para completar las oraciones)

2. They ~~am~~ my friends. (am/ is / are)
3. My dog ~~is~~ shy. (am/ is/ are)
4. ~~I am~~ a student. (am/ is / are)



- **Write the sentences in order: Ordene correctamente las palabras para formar la oración.**



1. **is / my / house / big**

mr horse big

2. **dog / a / brown / is / it**

brown a is dog it

3. **is / my / sister / happy**

mi happy is sister

4. **small / is / the / house**

small is the house

5. **are / they / friends / my**

Friends mur era ther

6. **cat / white / is / the**

White is car then

CLASSWORK

7. **car / black / my / is**

blaik mur is car

8. **parents / my / are / they**

Parents they mur are

9. **is / green / it / bicycle / a**

bicycle is it a green

10. **tall / the / is / boy**

tall is the bor

CLASSWORK

cuelo

DATE: Today is Wednesday February 4th 2026.
LEVEL: 6e

- **Circle the correct option to complete the sentences. (Encierre la opción correcta para completar las oraciones)**

1. She is happy. (am/ is / are)
2. They are my friends. (am/ is / are)
3. My dog is shy. (am/ is / are)
4. I am a student. (am / is / are)



- **Write the sentences in order: Ordene correctamente las palabras para formar la oración.**



1. **is / my / house / big**

My house is big

2. **dog / a / brown / is / it**

It's a dog is brown.

3. **is / my / sister / happy**

My sister is happy

4. **small / is / the / house**

The house is small.

5. **are / they / friends / my**

My friends are they

6. **cat / white / is / the**

The cat is white.

CLASSWORK

7. **car / black / my / is**

My car is black. ✓

8. **parents / my / are / they**

My parents are they ✗

9. **is / green / it / bicycle / a**

It bicyble a is a green ✗

10. **tall / the / is / boy**

The boy is tall. ✓

CLASSWORK

7. **car / black / my / is**

My car is black

8. **parents / my / are / they**

my parents are they

9. **is / green / it / bicycle / a**

a bicycle it is green

10. **tall / the / is / boy**

the boy is tall

CLASSWORK

DATE: Today is Wednesday February 4th 2026
LEVEL: 6th

- **Circle the correct option to complete the sentences. (Encierre la opción correcta para completar las oraciones)**

1. She is happy. (am/ is / are)
2. They are my friends. (am/ is / are)
3. My dog is shy. (am/ is / are)
4. I am a student. (am / is / are)



- **Write the sentences in order: Ordene correctamente las palabras para formar la oración.**



1. **is / my / house / big**

My house is big

2. **dog / a / brown / is / it**

it a dog is brown

3. **is / my / sister / happy**

My sister is happy

4. **small / is / the / house**

The house is small

5. **are / they / friends / my**

my friends they are

6. **cat / white / is / the**

The cat is white

CLASSWORK

DATE: Today is Wednesday February 4th 2026
LEVEL: 7-

- **Circle the correct option to complete the sentences. (Encierre la opción correcta para completar las oraciones)**

1. She is happy. (am/ is / are)
2. They are my friends. (am/ is / are)
3. My dog is shy. (am/ is / are)
4. I am a student. (am / is / are)



- **Write the sentences in order: Ordene correctamente las palabras para formar la oración.**



1. **is / my / house / big**

My house is big

2. **dog / a / brown / is / it**

it dog is a brown

3. **is / my / sister / happy**

My sistr is happy

4. **small / is / the / house**

The house is small

5. **are / they / friends / my**

They are my friends

6. **cat / white / is / the**

The cat is white

CLASSWORK

7. **car / black / my / is**

My car is black

8. **parents / my / are / they**

They are my parents

9. **is / green / it / bicycle / a**

it bicycle is a green

10. **tall / the / is / boy**

the boy is tall

CLASSWORK

DATE: Today is wednesday Febrary 4th 2026
LEVEL: 5th

- **Circle the correct option to complete the sentences. (Encierre la opción correcta para completar las oraciones)**

1. She is happy. (am/(is)/ are)
2. They are my friends. (am/ is / (are))
3. My dog is shy. (am/(is)/ are)
4. I am a student. ((am)/ is / are)



- **Write the sentences in order: Ordene correctamente las palabras para formar la oración.**



1. **is / my / house / big**

My house is big

2. **dog / a / brown / is / it**

It is a brown dog

3. **is / my / sister / happy**

My sister is happy

4. **small / is / the / house**

the is house small

5. **are / they / friends / my**

My friends they are

6. **cat / white / is / the**

The cat is white

CLASSWORK

7. **car / black / my / is**

My my car is black

8. **parents / my / are / they**

my parents are they

9. **is / green / it / bicycle / a**

a is green it bicycle

10. **tall / the / is / boy**

the tall is boy

CLASSWORK

DATE: Today is Wednesday, February, 4 th 2026.

- **Circle the correct option to complete the sentences. (Encierre la opción correcta para completar las oraciones)**

1. She is happy. (am/(is)/ are)
2. They are my friends. (am/ is / (are))
3. My dog am shy. ((am)/ is / are)
4. I are a student. (am / is / (are))



- **Write the sentences in order: Ordene correctamente las palabras para formar la oración.**



1. **is / my / house / big**

house my is big

2. **dog / a / brown / is / it**

brown it is a dog

3. **is / my / sister / happy**

happy is my sister

4. **small / is / the / house**

house the is small

5. **are / they / friends / my**

friends are my they

6. **cat / white / is / the**

Whit is the cat

CLASSWORK

7. **car / black / my / is**

black my is car ✗

8. **parents / my / are / they**

they my are parents ✗

9. **is / green / it / bicycle / a**

bicycle is ith at green ✗

10. **tall / the / is / boy**

boy is the tall ✗

CLASSWORK

DATE: Today is Wednesday February 4th 2026
LEVEL: 5th

- **Circle the correct option to complete the sentences. (Encierre la opción correcta para completar las oraciones)**

1. She is happy. (am/ is / are)
2. They are my friends. (am/ is / are)
3. My dog am shy. (am/ is / are)
4. I am a student. (am / is / are)



- **Write the sentences in order: Ordene correctamente las palabras para formar la oración.**



1. **is / my / house / big**

My house is big.

2. **dog / a / brown / is / it**

a dog brown is it

3. **is / my / sister / happy**

My sister is happy.

4. **small / is / the / house**

the small is house.

5. **are / they / friends / my**

my friends they are

6. **cat / white / is / the**

The cat is white.

CLASSWORK

7. **car / black / my / is**

My car is black.

8. **parents / my / are / they**

my parents are they.

9. **is / green / it / bicycle / a**

it a green is bicycle

10. **tall / the / is / boy**

is boy the tall.

CLASSWORK

February 4th 2026

DATE: Today is Wednesday, February 4th 2026
LEVEL: 5t Grado

- **Circle the correct option to complete the sentences. (Encierre la opción correcta para completar las oraciones)**

1. She is happy. (am/ is / are)
2. They are my friends. (am/ is / are)
3. My dog am shy. (am/ is / are)
4. I am a student. (am / is / are)



- **Write the sentences in order: Ordene correctamente las palabras para formar la oración.**



1. **is / my / house / big**

My house is big

2. **dog / a / brown / is / it**

dog brown is ti

3. **is / my / sister / happy**

My sister is happy

4. **small / is / the / house**

the small is house it

5. **are / they / friends / my**

my friends they are

6. **cat / white / is / the**

The cat is white

CLASSWORK

7. **car / black / my / is**

My car is black

8. **parents / my / are / they**

my parents are they ✗

9. **is / green / it / bicycle / a**

it a green is bicycle ✗

10. **tall / the / is / boy**

is the tall boy ✗

CLASSWORK

DATE: Today is Wendnesday February 4 2026
LEVEL: 5th

- **Circle the correct option to complete the sentences. (Encierre la opción correcta para completar las oraciones)**

1. She a happy. (am/ is / are)
2. They ___ my friends. (am/ is / are)
3. My dog ___ shy. (am/ is / are)
4. I ___ a student. (am / is / are)



- **Write the sentences in order: Ordene correctamente las palabras para formar la oración.**



1. **is / my / house / big**

My house is big

2. **dog / a / brown / is / it**

brown is it a dog

3. **is / my / sister / happy**

happy is my sister

4. **small / is / the / house**

house is the small

5. **are / they / friends / my**

friendsmy hey

6. **cat / white / is / the**

white is the cat

CLASSWORK

7. **car / black / my / is**

my is car black ✗

8. **parents / my / are / they**

my are they parents ✗

9. **is / green / it / bicycle / a**

bicycle a is it greeg ✗

10. **tall / the / is / boy**

tall the is boy ✗

CLASSWORK

DATE: Today is Wednesday February 4 th 2026.

- **Circle the correct option to complete the sentences. (Encierre la opción correcta para completar las oraciones)**

1. She is happy. (am/(is)/ are)
2. They are my friends. (am/ is /(are))
3. My dog am shy. (am/ is / are)
4. I are a student. (am / is /(are))



- **Write the sentences in order: Ordene correctamente las palabras para formar la oración.**



1. **is / my / house / big**

house my is big

2. **dog / a / brown / is / it**

brown it is a dog

3. **is / my / sister / happy**

happy is my sisten

4. **small / is / the / house**

house the is small

5. **are / they / friends / my**

frieds are my they

6. **cat / white / is / the**

White is the cat

CLASSWORK

7. **car / black / my / is**

black my is car ✗

8. **parents / my / are / they**

they my are parents ✗

9. **is / green / it / bicycle / a**

bicycle is it a green ✗

10. **tall / the / is / boy**

boy is the tall ✗

Appendix J: Semantic diagnostic quiz for students

CLASSWORK

Grade: 6 tab

Date: Today is Febrvari 2026



PART 1: VOCABULARY RECOGNITION

Write the meaning of each word. Escriba el significado de cada palabra.

1. The word **"actually"** means:

   presentar X

2. The word **"library"** means:

   biblioteca X



3. The word **"parents"** means:

   pare X

4. The word **"carpet"** means:

   carpeta X

PART 2: FALSE COGNATES

- **Choose the correct meaning. Escoja el significado correcto.**

5. The word **"embarrassed"** means: Embarasada

A.Embarazada X

B. Enojada
C. Avergonzada

6. The word **"exit"** means: Extinto

A. Éxito
B. Salida
C. Extintor

PART 3: VERBS AND MEANING

- **Choose the best answer. Escoja la respuesta.**

7. If you **eat an apple**, means: comer la manzana

A. Mirar la manzana.

B. Comer la manzana.

C. Comprar la manzana.

8. If you **drink water**, means: Tomar agua



A. Comer sandía.

B. Tomar agua.

C. Lavarse las manos.

9. If you **play soccer**, means: Jugar futball

A. Jugar volleyball.

B. Jugar básketball.

C. Jugar fútbol.

PART 4: SEMANTIC CATEGORIES

- **Choose the word that belongs to the group. Escoja la palabra que pertenece al grupo.**

10. Apple – Banana – Orange – Chair
    A. Carrot
    B. Chair
    C. Grape

11. Dog – Cat – Horse – Chicken

A. Table
B. Animal
C. Chicken

12. Red – Blue – Green – Yellow

A. Color
B. Yellow
C. Big

13. Shirt – Pants – Shoes – Food

A. Clothes
B. Food
C. School

14. Teacher – Doctor – Farmer – Student

A. Job
B. Student
C. Family

PART 5: COMMON SEMANTIC INTERFERENCE

- **Choose the correct sentence. Escoja la oración correcta.**

15. A. I have 10 years old.

B. I am 10 years old.



16. A. My father drive a car.

B. My father drives a car.

17. A. She is a teacher.

B. She is teacher.

18. A. The people is happy.

B. The people are happy.

CLASSWORK

Grade: 6 to E.G.B

Date: Today Thursday February 12th 2026



PART 1: VOCABULARY RECOGNITION

Write the meaning of each word. Escriba el significado de cada palabra.

1. The word **"actually"** means:

   actuar ✗

2. The word **"library"** means:

   libre ✗



3. The word **"parents"** means:

   parientes ✗

4. The word **"carpet"** means:

   carpintero ✗

PART 2: FALSE COGNATES

- **Choose the correct meaning. Escoja el significado correcto.**

5. The word **"embarrassed"** means:

A. Embarazada ✗

B. Enojada
C. Avergonzada

6. The word **"exit"** means:

A. Éxito
B. Salida
C. Extintor

PART 3: VERBS AND MEANING

- **Choose the best answer. Escoja la respuesta.**

7. If you **eat an apple**, means:

A. Mirar la manzana.
B. Comer la manzana.
C. Comprar la manzana.

8. If you **drink water**, means:



A. Comer sandía.
B. Tomar agua.
C. Lavarse las manos.

9. If you **play soccer**, means:

A. Jugar volleyball.
B. Jugar básketball.
C. Jugar fútbol.

PART 4: SEMANTIC CATEGORIES

- **Choose the word that belongs to the group. Escoja la palabra que pertenece al grupo.**

10. Apple – Banana – Orange – Grape
    A. Carrot
    B. Chair
    C. Grape

11. Dog – Cat – Horse – Chicken

A. Table
B. Animal
C. Chicken

12. Red – Blue – Green – Yellow

A. Color
B. Yellow
C. Big

13. Shirt – Pants – Shoes – Clothes

A. Clothes
B. Food
C. School

14. Teacher – Doctor – Farmer – student

A. Job
B. Student
C. Family

PART 5: COMMON SEMANTIC INTERFERENCE

- **Choose the correct sentence. Escoja la oración correcta.**

15. A. I have 10 years old.

B. I am 10 years old.

16. A. My father drive a car.

B. My father drives a car.



17. A. She is a teacher.

B. She is teacher.

18. A. The people is happy.

B. The people are happy.

CLASSWORK

Grade: 6 to

Date: Today is Thursday, Febrary, 12th 2026



PART 1: VOCABULARY RECOGNITION

Write the meaning of each word. Escriba el significado de cada palabra.

1. The word **"actually"** means:

   ...actualidad...

2. The word **"library"** means:

   ...libreri...



3. The word **"parents"** means:

   ..parentes...

4. The word **"carpet"** means:

   carpeta...

PART 2: FALSE COGNATES

- **Choose the correct meaning. Escoja el significado correcto.**

5. The word **"embarrassed"** means:

A. Embarazada

B. Enojada
C. Avergonzada

6. The word **"exit"** means:

A. Éxito
B. Salida
C. Extintor

PART 3: VERBS AND MEANING

- **Choose the best answer. Escoja la respuesta.**

7. If you **eat an apple**, means:

A. Mirar la manzana.

B. Comer la manzana.

C. Comprar la manzana.

8. If you **drink water**, means:



A. Comer sandía.
B. Tomar agua.
C. Lavarse las manos.

9. If you **play soccer**, means:

A. Jugar volleyball.
B. Jugar básketball.
C. Jugar fútbol.

PART 4: SEMANTIC CATEGORIES

- **Choose the word that belongs to the group. Escoja la palabra que pertenece al grupo.**

10. Apple – Banana – Orange – Grape
    A. Carrot
    B. Chair
    C. Grape

11. Dog – Cat – Horse – chicken

A. Table
B. Animal
C. Chicken

12. Red – Blue – Green – yellow

A. Color
B. Yellow
C. Big

13. Shirt – Pants – Shoes – clothes

A. Clothes
B. Food
C. School

14. Teacher – Doctor – Farmer – Job

A. Job
B. Student
C. Family

PART 5: COMMON SEMANTIC INTERFERENCE

- **Choose the correct sentence. Escoja la oración correcta.**

15. A. I have 10 years old.

B. I am 10 years old.



16. A. My father drive a car.

B. My father drives a car.

17. A. She is a teacher.

B. She is teacher.

18. A. The people is happy.

B. The people are happy.

CLASSWORK

Date: Today's Thursday Febrodri Grade: 5



PART 1: VOCABULARY RECOGNITION

Write the meaning of each word. Escriba el significado de cada palabra.

1. The word **"actually"** means:

   ...The...acutualisado...

2. The word **"library"** means:

   ...The...libro...



3. The word **"parents"** means:

   ...The word parentesis...

4. The word **"carpet"** means:

   ...The word carpeta/pet...

PART 2: FALSE COGNATES

- **Choose the correct meaning. Escoja el significado correcto.**

5. The word **"embarrassed"** means:

A. Embarazada

B. Enojada
C. Avergonzada

6. The word **"exit"** means:

A. Éxito
B. Salida
C. Extintor

PART 3: VERBS AND MEANING

- **Choose the best answer. Escoja la respuesta.**

7. If you **eat an apple**, means:

A. Mirar la manzana.
B. Comer la manzana.
C. Comprar la manzana.

8. If you **drink water**, means:



A. Comer sandía.
B. Tomar agua.
C. Lavarse las manos.

9. If you **play soccer**, means:

A. Jugar volleyball.
B. Jugar básketball.
C. Jugar fútbol.

PART 4: SEMANTIC CATEGORIES

- **Choose the word that belongs to the group. Escoja la palabra que pertenece al grupo.**

10. Apple – Banana – Orange – Grape
    A. Carrot
    B. Chair
    C. Grape

11. Dog – Cat – Horse – Chicken

A. Table
B. Animal
C. Chicken

12. Red – Blue – Green – Yellow

A. Color
B. Yellow
C. Big

13. Shirt – Pants – Shoes – Food

A. Clothes
B. Food
C. School

14. Teacher – Doctor – Farmer – Job

A. Job
B. Student
C. Family

PART 5: COMMON SEMANTIC INTERFERENCE

- **Choose the correct sentence. Escoja la oración correcta.**

15. A. I have 10 years old.
    B. I am 10 years old.

16. A. My father drive a car.
    B. My father drives a car.



17. A. She is a teacher.
    B. She is teacher.

18. A. The people is happy.
    B. The people are happy.

CLASSWORK

Grade: 5to EGB

Date: Today is Thursday febrari 12 th 2026



PART 1: VOCABULARY RECOGNITION

Write the meaning of each word. Escriba el significado de cada palabra.

1. The word **"actually"** means:

actualidad ✗

2. The word **"library"** means:

Librería ✗

3. The word **"parents"** means:

Pintar ✗



4. The word **"carpet"** means:

Captar ✗

PART 2: FALSE COGNATES

- **Choose the correct meaning. Escoja el significado correcto.**

5. The word **"embarrassed"** means:

A.Embarazada

B. Enojada
C. Avergonzada ✓

6. The word **"exit"** means:

A. Éxito ✓ ✗
B. Salida
C. Extintor

PART 3: VERBS AND MEANING

- **Choose the best answer. Escoja la respuesta.**

7. If you **eat an apple**, means:

A. Mirar la manzana.

B. Comer la manzana. ✓

C. Comprar la manzana.

8. If you **drink water**, means:



A. Comer sandía.
B. Tomar agua. ✓
C. Lavarse las manos.

9. If you **play soccer**, means:

A. Jugar volleyball.
B. Jugar básketball.
C. Jugar fútbol. ✓

PART 4: SEMANTIC CATEGORIES

- **Choose the word that belongs to the group. Escoja la palabra que pertenece al grupo.**

10. Apple – Banana – Orange – Chair ✗
    A. Carrot
    B. Chair
    C. Grape

11. Dog – Cat – Horse – Chicken ✓

A. Table
B. Animal
C. Chicken

12. Red – Blue – Green – ____

A. Color
B. Yellow ✓
C. Big

13. Shirt – Pants – Shoes – ____

A. Clothes
B. Food
C. School ✓

14. Teacher – Doctor – Farmer – Job

A. Job
B. Student
C. Family

PART 5: COMMON SEMANTIC INTERFERENCE

- **Choose the correct sentence. Escoja la oración correcta.**

15. A. I have 10 years old.

B. I am 10 years old. ✓

16. A. My father drive a car. ✓

B. My father drives a car.



17. A. She is a teacher.

B. She is teacher. ✓

18. A. The people is happy.

B. The people are happy. ✓

CLASSWORK

Date: Today is Friday February 6th, 2026
Grade: 7mo



PART 1: VOCABULARY RECOGNITION

1. The word **"actually"** means:

actual X

2. The word **"library"** means:

librería X



3. The word **"parents"** means:

pared X

4. The word **"carpet"** means:

carpeta X

PART 2: FALSE COGNATES

- **Choose the correct meaning.**

5. The word **"embarrassed"** means:

A. Embarazada X
B. Enojada
C. Avergonzada

6. The word **"exit"** means:

A. Éxito
B. Salida
C. Extintor

PART 3: VERBS AND MEANING

- **Choose the best answer**

7. If you **eat an apple**, means:

A. Mirar la manzana.
B. Comer la manzana.
C. Comprar la manzana.

8. If you **drink water**, means:



A. Comer sandía.
B. Tomar agua.
C. Lavarse las manos.

9. If you **play soccer**, means:

A. Jugar volleyball.
B. Jugar básketball.
C. Jugar fútbol.

PART 4: SEMANTIC CATEGORIES

- **Choose the word that belongs to the group.**

10. Apple B Banana B Orange – D

A. Carrot
B. Chair
C. Grape

11. Dog B Cat B Horse – B

A. Table
B. Animal
C. Chicken

12. Red A Blue A Green – A

A. Color
B. Yellow
C. Big

13. Shirt A Pants A Shoes – A

A. Clothes
B. Food
C. School

14. Teacher A Doctor A Farmer – A

A. Job
B. Student
C. Family

PART 5: COMMON SEMANTIC INTERFERENCE

- **Choose the correct sentence.**

15. A. I have 10 years old.
B. I am 10 years old.



16. A. My father drive a car.
B. My father drives a car.

17. A. She is a teacher.
B. She is teacher.

18. A. The people is happy.
B. The people are happy.

CLASSWORK

Date: today is friday, february 6 , 2025



PART 1: VOCABULARY RECOGNITION

1. The word **"actually"** means:

   Es actitud ✗

2. The word **"library"** means:

   Es la librería ✗



3. The word **"parents"** means:

   Es parentisis ✗

4. The word **"carpet"** means:

   la carpeta ✗

PART 2: FALSE COGNATES

- **Choose the correct meaning.**

5. The word **"embarrassed"** means:

   A. Embarazada ✗
   B. Enojada
   C. Avergonzada

6. The word **"exit"** means:

A. Éxito
B. Salida
C. Extintor

PART 3: VERBS AND MEANING

- **Choose the best answer**

7. If you **eat an apple**, means:

A. Mirar la manzana.

B. Comer la manzana.

C. Comprar la manzana.

8. If you **drink water**, means:



A. Comer sandía.

B. Tomar agua.

C. Lavarse las manos.

9. If you **play soccer**, means:

A. Jugar volleyball.

B. Jugar básketball.

C. Jugar fútbol.

PART 4: SEMANTIC CATEGORIES

- **Choose the word that belongs to the group.**

10. Apple – Banana – Orange – Grape

A. Carrot
B. Chair
C. Grape

11. Dog – Cat – Horse – Chiken

A. Table
B. Animal
C. Chicken

12. Red – Blue – Green – Yellow

A. Color
B. Yellow
C. Big

13. Shirt – Pants – Shoes – Food

A. Clothes
B. Food
C. School

14. Teacher – Doctor – Farmer – student

A. Job
B. Student
C. Family

PART 5: COMMON SEMANTIC INTERFERENCE

- **Choose the correct sentence.**

15. A. I have 10 years old.

    B. I am 10 years old.



16. A. My father drive a car.

    B. My father drives a car.

17. A. She is a teacher.

    B. She is teacher.

18. A. The people is happy.

    B. The people are happy.

ESCUELA DE EDUCACIÓN BÁSICA
"SIMÓN RODRIGUEZ"
TULCÁN – URBINA.
"La Inteligencia más el carácter es el objetivo de la verdadera Educación"

CLASSWORK

Date: Lunes 18 de febrero

Grade: 7 año



PART 1: VOCABULARY RECOGNITION

Write the meaning of each word. Escriba el significado de cada palabra.

1. The word **"actually"** means:

   .....actual.....

2. The word **"library"** means:

   .....biblioteca.....



3. The word **"parents"** means:

   .....padres.....

4. The word **"carpet"** means:

   .....carpeta.....

PART 2: FALSE COGNATES

- **Choose the correct meaning. Escoja el significado correcto.**

5. The word **"embarrassed"** means:

   A. Embarazada
   B. Enojada
   C. Avergonzada

ESCUELA DE EDUCACIÓN BÁSICA
"SIMÓN RODRIGUEZ"
TULCÁN – URBINA.
"La Inteligencia más el carácter es el objetivo de la verdadera Educación"

6. The word **"exit"** means:

   A. Éxito
   B. Salida
   C. Extintor

PART 3: VERBS AND MEANING

- **Choose the best answer. Escoja la respuesta.**

7. If you **eat an apple**, means:

A. Mirar la manzana.
B. Comer la manzana.
C. Comprar la manzana.

8. If you **drink water**, means:



A. Comer sandía.
B. Tomar agua.
C. Lavarse las manos.

9. If you **play soccer**, means:

A. Jugar volleyball.
B. Jugar básketball.
C. Jugar fútbol.

PART 4: SEMANTIC CATEGORIES

- **Choose the word that belongs to the group. Escoja la palabra que pertenece al grupo.**

10. Apple – Banana - Orange – ___
    A. Carrot
    B. Chair
    C. Grape

11. Dog – Cat – Horse – ___

A. Table
B. Animal
C. Chicken

12. Red – Blue – Green – ____

A. Color
B. Yellow
C. Big

13. Shirt – Pants – Shoes – ____

A. Clothes
B. Food
C. School

14. Teacher – Doctor – Farmer – ____

A. Job
B. Student
C. Family

PART 5: COMMON SEMANTIC INTERFERENCE

- **Choose the correct sentence. Escoja la oración correcta.**

15. A. I have 10 years old.

B. I am 10 years old.

16. A. My father drive a car.

B. My father drives a car.



17. A. She is a teacher.

B. She is teacher.

18. A. The people is happy.

B. The people are happy.