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THESIS REPORT:

ANALYSIS OF THE LINGUISTIC DIFFICULTIES CHACHI STUDENTS HAVE
WHEN LEARNING ENGLISH AS A FOREIGN LANGUAGE AT PUCE
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ANÁLISIS DE LAS DIFICULTADES LINGÜÍSTICAS QUE LOS ESTUDIANTES
CHACHI TIENEN CUANDO APRENDEN INGLÉS COMO LENGUA
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TRIBUNAL DE GRADUACION

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I, Cynthia Dennise Núñez Olmedo, affirm that the investigation in the present thesis report research is unique, authentic, and personal.

The content of this research is a limited legal and academic responsibility of the author and “PUCESE.”

Cynthia Dennise Núñez Olmedo

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ABSTRACT

With the purpose to analyze the linguistic difficulties Chachi students have when learning English as a foreign language , a descriptive – quantitative investigation was done with the use of the methods of analysis ,synthesis and hermeneutics and the technique of survey, which was applied to 8 Chachi students and 10 English teachers at Puce Esmeraldas, from January to September 2018.The results showed that Chachi students have learning difficulties in relation to grammar, lack of vocabulary , correct word order and pronunciation; the skills in which they present difficulties are the major ones: speaking , reading ,writing and listening. It was also found out that Chachi students have a high level of language interference that affects their English language learning. The results are similar at the investigation did and develop by Coello & Coello (2009) in which they analyzed causes and effects of interference of language in order to learn English. They concluded in there is an interference and this is provoked due to the different language system, students' knowledge gaps concerning L2 (target language: English) grammar and lexicon structures, deficiencies in the teaching program.

Keywords: Interference, linguistic difficulties, foreign language, Chachi students, mother tongue, English language, learning.

RESUMEN

Con el fin de analizar las dificultades lingüísticas que los estudiantes de Chachi tienen cuando aprenden inglés como lengua extranjera, se realizó una investigación descriptiva - cuantitativa con el uso de los métodos de análisis, síntesis y hermenéutico mediante la técnica de encuesta, que se aplicó a 8 estudiantes chachi y 10 profesores de inglés en Puce Esmeraldas, de enero a septiembre de 2018. Los resultados mostraron que los estudiantes Chachi tienen dificultades de aprendizaje en relación con la gramática, la falta de vocabulario, el orden correcto de las palabras y la pronunciación; Las habilidades en las que presentan dificultades son las principales: hablar, leer, escribir y escuchar. También se descubrió que los estudiantes de Chachi tienen un alto nivel de interferencia del idioma que afecta su aprendizaje del idioma inglés. Los resultados son similares en la investigación realizada y desarrollada por Coello y Coello (2009) en la que analizaron las causas y los efectos de la interferencia del lenguaje para aprender inglés. Llegaron a la conclusión de que hay una interferencia y esto es provocado debido a los diferentes sistemas de idiomas, las brechas de conocimiento de los estudiantes con respecto a la gramática y las estructuras léxicas L2 (idioma de destino: inglés), deficiencias en el programa de enseñanza.

Palabras clave: Interferencias, dificultades lingüísticas, lengua extranjera, estudiantes de Chachi, lengua madre.

INTRODUCTION

Theme presentation

English is an international and indispensable language because million people around the world speak it. Nowadays, people gain knowledge of English language because they have noticed how it eases their social and professional development. For example, to study, work, travel, acculturate, etcetera.

However, learning a different language can turn difficult owing to the linguistic differences between the first language and the target language. In addition, learners are not familiar with native speakers of the English language. Besides, Ecuador is a multi-ethnic country so it allows and provides education to all people in the country regardless of social class, race, religion, being an inclusive country in every way.

Lately, in Ecuador, the study of the English language has increased. Education regarding the English language is provided to people from diverse social status, religions, and ethnicities. This makes Ecuador an inclusive country. One of its ethnicities where English is provided is the Chachi. They are an ethnic and ancestral group who are located far from the city of Esmeraldas. They preserve their language and have their proper community organization.

The present research is aimed to analyze the Cha'Palaa language which some Ecuadorians are familiar with, especially in Esmeraldas' province. Also, it is going to study which are the difficulties that Chachi people that have to learn English as a foreign language in the Pontifical Catholic University in Esmeraldas take into consideration the interferences of a language learners may present in order to learn English successfully.

Problem statement

Cha'palaa is a language spoken by a group of people in the city of Esmeraldas. They are commonly known as Chachi. When doing linking hours with the society in the College Horizons Program, the students with different levels so it was noticed some students that had problems such as grammar, lack of vocabulary, pronunciation and correct word order when they were learning English. Some of the students were Chachi who had

interferences at the moment to produce the language. Besides, it is necessary to know that they have their own language but it must take into consideration that Chachi students have the Cha'palaa as their mother tongue then; they learn Spanish as second language and finally, Chachi learn English as their third or foreign language. For Chachi people it is complicated to learn something brand new, especially talking about the language, because there are some interferences between the native language of them, the Spanish that the is second language acquired by them; and some of these interferences are transmitted at the moment to learn English. This is caused due to each one of the languages pointed out before have different linguistics components adding also, grammatical structures and rules. For that reason, this research will try to respond to the following question:

What learning or linguistic difficulties do Chachi students have when learning English as a foreign language in the PUCE Esmeraldas, 2018?

Justification

It is known that to learn a new language can turn difficult for students that are not familiar with a language. For that reason, this investigation helps to know why Chachi students have linguistic problems to learn English as a foreign language. In addition, this research offers to the teachers the answers of doubts that they may have now concerning teaching English to Chachi students. Therefore, the research showed the grammatical problems in learners through the survey of students in the Pontifical Catholic University. In this way, teachers know what they must consider referring to the methodologies, strategies, and techniques that can be applied in order to obtain better results by means of the development of the reading, speaking listening and writing skills. Through this way, professors can face the language problems in English learning being that Chachi learners have different levels of education emphasizing that some of them have not received enough knowledge or educational bases, without leaving aside that they have interferences of two languages exist on them.

OBJECTIVES

General

To analyze the linguistic difficulties Chachi students have when learning English as a foreign language at PUCE, Esmeraldas.

Specific

- To determine the areas in which the Chachi students' linguistic difficulties manifest.
- To identify the language skills in which the Chachi students present more difficulties.
- To determine how Chachi students' language interference, affect their English language learning.

CHAPTER I

THEORETICAL FRAMEWORK

1.1. SCIENTIFIC THEORETICAL FOUNDATION

1.1.1. Chachi People's History

To have an idea of Chachi people it is necessary to know who they are. According to Aviles (1998) Chachi community is commonly known as Cayapas, inhabit extensive areas in the jungle area of the province of Esmeraldas, northwest of the Ecuadorian territory, and is one of the few ethnic groups that survive on the Ecuadorian coast, with its own culture and organization.

Aviles (1998) has described briefly Chachi's lifestyles as follows:

They are merchants of wood and handicrafts made from vines, lianas and vegetable fibers, and among their traditional customs, they maintain that they do not bury their dead, which they cover with large leaves and leave them in the light of the sun.

They live on the banks of their river, the Cayapas, in small family groups, and their main means of transportation is the canoe that drives them and links them with other populations and riparian communities. They have not been able to form a large ethnic community; they live in family groups and are not sedentary. Currently, its population is estimated at just five thousand people.

1.1.2. Cha'palaa language as an ancestral language

Chachi people speak a language called Cha'paláa that derives and belongs to the linguistic family Chibcha.

Cha'palaa is a language of an ethical and indigenous group of people in Ecuador. It is member and come from of Barbacoan language family in the northwestern Andean region of South America, including others language such as Guambino and Totoró in Colombia. Besides, it is also known known as Chachi or Cayapas do ca. 3000 ethnic Chachi people (Dingemane, 2017) speak a Barbacoan language in northern Ecuador.

1.1.3. Alphabet

The alphabet is a group of letters which are organized in a common order. It means arranged in the order fixed by custom. According to Chapiro (2013) the letters of the Cha'palaa alphabet, as can be seen in table 1, are:

Tabla 1: Cha'palaa Alphabet

LETTERS		PRONUNCIATION	EXAMPLES	TRADUCC. CASTELLANO
A	A	(a)	<u>a</u> pa	papá
B	B	(be)	<u>b</u> ene	después
CH	Ch	(che)	<u>ch</u> anu	amanecer
D	D	(de)	<u>d</u> alenu	cortar
DY	Dy	(dye)	<u>dy</u> abulu	diablo
E	E	(e)	<u>e</u> la	caña
F	F	(efe)	<u>f</u> eka	río arriba
G	G	(ge)	man <u>g</u> enu	volver a hacer
I	I	(i)	<u>i</u> ba	conmigo
J	J	(jota)	<u>j</u> unga	allá
K	K	(ka)	<u>k</u> ala	temblor, cogieron
L	L	(ele)	<u>l</u> unu	subir, trepar
LL	Ll	(elle)	<u>ll</u> api	escalera
M	m	(eme)	<u>m</u> ama	mamá
N	n	(ene)	<u>n</u> a	hijo, está cargado (fruta)
Ñ	ñ	(eñe)	<u>ñ</u> i	candela, semilla
P	p	(pe)	<u>p</u> e	excremento
R	r	(ere)	te <u>r</u> enu	pisar
S	s	(ese)	<u>s</u> akinu	dar paso con los pies
SH	sh	(she)	<u>sh</u> upa	murciélago
T	t	(te)	<u>t</u> aku	hueso
TS	ts	(tse)	<u>ts</u> elu	sardina de agua dulce (pez)
TY	ty	(tye)	<u>ty</u> ayu	sal
U	u	(u)	<u>u</u>	zapallo
V	v	(ve)	<u>v</u> esu	boa, anaconda
W	w	(dobleve)	<u>w</u> ashu	mono
Y	y	(ye)	<u>y</u> a	casa
'	'	(glotal)	<u>'</u> u'nu	matar

Source: Chapiro (2013)

1.1.4. The consonants

Consonants are sounds produced with some restriction or closure in the vocal tract Szczegielniak (n.d). In Cha'palaa the consonants are:

B ch d dy f g j k

L ll m n ñ p r s

Sh t ts ty v w y '

1.1.5. The vowels

Vowels are classified by how high or low the tongue is, if the tongue is in the front or back of the mouth, and whether or not the lips are rounded .Szczegielniak (n.d).

Cha'palaa contains only four vowels and they are:

a - e - i - u

1.1.6. Classification of vowels

The vowels in Cha'palaa are divided in three different types and they are:

1.1. Simple Vowels : A e i u

1.2. Double Vowels: Aa ee ii uu

1.3. Glotal Vowels : a' e' ' u

1.1.7. Diphthongs

According to Norquist in 2019 he defined the diphthong in the following ways. In phonetics, a diphthong is a vowel in which there is a noticeable sound change within the same syllable. Cha'palaa contains the following ones and they are:

ai, ei, ui, au, ue

1.1.8. Meaning of words according to the classification of the vowels

The same word can vary its meaning according to the class of vowels it occupies, as can be seen in the table 2 :

Tabla 2: Classification of vowels

Example:

CLASSIFICATION OF VOWELS	WORDS	MEANINGS
A	p <u>a</u> nu	Hablar, decir.
Aa	pa <u>a</u> nu	Partir, romper.
a'	pa' <u>a</u> nu	Pedir, solicitar.
E	t <u>e</u> nu	En la leña.
Ee	te <u>e</u> nu	Pisar, amarrar
e'	te' <u>e</u> nu	Recoger, escoger.
I	mi <u>n</u> u	Saber, enterado.
Ii	mi <u>i</u> nu	Regresar, volver.
i'	mi' <u>i</u> nu	Contar.
U	tu <u>n</u> u	En el suelo, nacer.
Uu	tu <u>u</u> nu	Tumbar, torcer.
u'	tu' <u>u</u> nu	Matar.

Source: Chapiro (2013)

1.2. ENGLISH LANGUAGE

1.2.1. History

English is the most important language and it is spoken and written in many places around the world (Crystal & Potter, 2018). English and West Germanic language of the Indo-European language family that is closely related to Frisian, German, and Dutch (in Belgium called Flemish) languages. English originated in England and is the dominant language of the United States, the United Kingdom, Canada, Australia, Ireland, New Zealand, and various island nations in the Caribbean Sea and the Pacific Ocean (Crystal & Potter, 2018).

1.2.2. Definition

The English language is the primary language of several countries (including Australia, Canada, New Zealand, the United Kingdom, and the United States) and the second language in a number of multilingual countries (including India, Singapore, and the Philippines) (Nordquist, 2017). Language is the primary source of communication. The

method through which we share our ideas and thoughts with others. Some people even say that language is what separates us from animals and makes us human.

1.3. ENGLISH AS A FOREIGN LANGUAGE

Moeller & Catalano (2015) stated that a “Foreign language education refers to the teaching of a modern language that is neither an official language nor the mother tongue of a significant part of the population” (p. 327).

A foreign language is the teaching of a language that is commonly spoken in the society is commonly spoken of a determined place. A foreign language in many locations is just teaching in places such as educational institutions, private English courses, at home if you have parents who speak English. It is relevant to say that to learn a new language allows people to be in contact with different native cultures.

1.4. INTERFERENCES OR LANGUAGE TRANSFER

1.4.1. What is Interference?

Some definitions of language transfer or interference have many interpretations as are stated below:

Habermeier & Barnes (1995) stated that Interference “is seen as a term for a transfer which causes errors and reflects the influence of one language on another but does not change the correct structures in the target language” (p.3). Interference is related to the influence of a language to another. It means, for instance, if a native speaker of Spanish starts to learn a new language in this case English, she or he is going to find differences and similarities and when she or he produces the language will be noticed some problems in pronunciation, syntax or semantics due to interference.

Coello & Coello (2009) that is “Language transfer (also known as L1 interference, linguistic interference, and cross-meaning) refers to speakers or writers applying knowledge from their native language to a second language (p.2). Also, they explain that it is most commonly used when people talk about teaching and learning English, but not only happens when learners study English, this can occur when somebody does not the correct domain of any language even to translate it.

Coello & Coello (2009) defined two types of language transfer these are positive and negative transfer. Positive transfer occurs when structures of two languages are similar or

these are the same in the production of the language. On the contrary, negative transfer occurs when the language production of these structures is not the same.

Dulay et al (as Quintana cited, 2011) define the interference “as the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language” (p.22). In addition, Lott (1983) define interference as “errors in the learner’s use of the foreign language that can be traced back to the mother tongue” (p22).

On the other hand, according to Shelly Ng in (1998) language transfer or interference is “the interference is defined as the inevitable negative transfer of elements from one language to another, resulting in speech distortions” (p.22).

Taking into consideration all these definitions, interference is a process in which people transfer features of their native language in a language that it is studied.

In addition, there are ways that transfer can occur according to Benson (2002) language transfer in two different ways:

Consciously, as a deliberate communication strategy, where there is a gap in the learners’ knowledge. On the other hand, unconsciously, either because the correct form it is not known or because, although it has been learned, it has been completely automatized.

Consciously and unconsciously, transfer will be common in and when learners are studying a new language. For that reason, it is important that instructors or teachers identify when pupils present these kinds of transfers; in order to look for techniques in which the difficulties can be solved and understood when they are learning. It is remarkable that when these types of situations happen is natural due to the fact that learners are non-native speakers.

1.4.2. Occurrence of transfer

According to Benson (2002) stated that the transfer occurs depend on various factors such as:

- **Setting:** It probably occurs more in classrooms that in naturalistic settings, because of the lack of opportunities for input and interaction outside the class.
- **Proficiency:** it is usually considered to decline with the proficiency (though some researchers disagree, saying that it just manifests itself differently at higher levels).

- **Style:** there is more evidence for transfer in careful; a monitored style that in unmonitored, spontaneous speech.
- **Learn-type:** "risk-taking", meaning-oriented learners appear less prone to transfer than form-focused learners; learners with a positive attitude to L2 are less prone than learners with the negative attitude (p.69).

The factors mentioned before are quite significant because taking into account each one of these aspects it makes easier to know which the causes of it are occurs. In addition, people can understand why students have linguistic difficulties or make mistakes.

1.5. BASIC TERMS

In order to understand much better, it is necessary to have an idea of each one of the following terminologies.

1.5.1. Mother tongue

According to the Cambridge Dictionary, mother tongue is defined as the first language that you learn when you are a baby, rather than a language learned at school or as an adult.

Taking into consideration the definition below, the mother tongue is the principal language that people learn since they are born and they continue using through their lives.

1.5.1.1. The use of the mother tongue

The majority of the time the students of a foreign language tend to use the mother tongue inside and outside of the classroom because they are not in an environment of native speakers of the language so they do not have and feel the necessity to use English. Besides, all of this is due to the fact that students do not have enough vocabulary to express or communicate easily; this provokes that they tend to use words to communicate in their mother tongue (Selma, 2016, p.34).

1.5.2. First language

According to the Cambridge Dictionary, first language is defined as the language that someone learns to speak first. In addition, Fakhri in 2013 defines first language, as "It is one's native language, the language learned by children and pass from one generation to the next" (p.21)

1.5.2.1. Second language

Fakhri (2013) defined second language acquisition, as “It is a language learned by a person after his or her native language, especially as a resident for an area where it is in general use” (p.21). Second language, it is a language that person studies and starts to practice in order to use it in a determine place and is commonly practice.

1.5.2.2. Bilingual

This is a concept that is understood as someone who domains two different languages as Franson (2009) stated that bilingual is a “term is used to describe a learner who uses two or more languages to communicate” (p.2). People who are capable to speak another language than their own is called bilingual.

1.5.3. Multilingual

Franson (2009) defined multilingual as “term that is used to describe contexts, such as urban schools, where there are speakers of many different languages” (p.2). Multilingual person can be defining as a person who is able to domain more than two languages in a spoken a written way.

1.5.4. Foreign language

Fakhri (2013) “It is a language indigenous to another country. It is also a language not spoken in the native country of the person referred to” (p.21)

Richards, Plott & Plott (1992) as cited by Sudesh (2015) stated that “Foreign language is a language which is not a native language in a country. A foreign language is usually studied either for communication or for reading material in the language” (p.2165).

1.5.5. Foreign language acquisition

Foreign language acquisition is a procedure in which people learn and acquire a language that is not yours and is a foreign language. Fakhri (2013)

1.5.6. Vocabulary

When we are born as time, goes by we learn words and learn how to speak and express in the environment in which we live. People are listening to all kinds of words and they add in their vocabulary to communicate in the society in a variety of scenes that are presented around them. Considering the aforementioned, it is vital to know the definition of the word vocabulary. Some definitions of vocabulary are these followings ones:

According to Nordquist (2018) defines that Vocabulary refers to all the words of a language, or to the words used by a particular person or group. Vocabulary is a group of words that a person uses in order to communicate.

Neuman, & Dwyer (2009) stated that “Vocabulary refers to the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)” (p.385).

Some authors define what vocabulary is according to their own opinions. Taking those definitions, vocabulary is a set of words in a determine language that people learn to communicate and they use it all time in order to speak and make us understand successfully.

1.5.7. Importance of vocabulary

The vocabulary is an important part of people because using it persons are capable to share, comprehend and understand. Besides, is very essential in order to learn languages as a second and foreign language. Rohmatillah (2014).

1.5.7.1. Types of vocabulary

Hiebert & Kamil (2005) as cited by Rohmatillah in 2014 propose word has two forms; first oral vocabulary is the set of words for which we know the meanings when we speak or read orally. They also define knowledge of words also comes in at least two forms as follows:

a. Productive vocabulary

Productive vocabulary is a group of words that somebody spontaneously and daily use in order to communicate and they are the words most commonly used by them. Also these words are usual by his or her (Hiebert & Kamil 2005).

b. Receptive or recognition vocabulary

Receptive or recognition vocabulary is a group of words that people are not familiar but they add a meaning to understand them. These are characterized because they are not common to use but when they are heard people can understand them. Persons are capable to identify the meaning of these words and interpreted (Hiebert & Kamil 2005).

1.6. BRANCHES OF LINGUISTICS

In order to know what the linguistic difficulties are essential. It is important to mention which are branches of linguistics and what study each one of them.

According to the Center of Applied Linguistics (CAL) (as cited in Coello & Coello, 2009) the field of Linguistics divides itself into four big groups. This division can be summarized and seen in the following chart:

Tabla 3: Branches of Linguistics

Sub división	Areas of study	
Formal linguistics	Phonetics	
	Phonology	
	Morphology	
	Syntax	
	Semantics	
Sociolinguistics	Language variation	
	Language and Social interactions	Sub áreas
		Pragmatics
		Discourse analysis
		Ethnography of communication
		Language attitudes
Language planning		
Psycholinguistics	Language acquisition	
	Language processing	
Applied linguistics	No division	

Source: Coello & Coello (2009)

The previous chart gave an idea how is divided everything related to branches of linguistics but it can be focused just in the formal linguistics.

1.6.1. Phonetics

It is the study of how the sounds are perceived and produced by people (Hana, 2011). Likewise, Delahunty and Garvey (2010) defined phonetics as “a system for describing and recording the sounds of language objectively. Phonetics provides a valuable way of

opening our ears to facets of language that we tend to understand by reference to their written rather than their actual spoken forms” (p.89).

1.6.2. Phonology

Phonology is the branch of linguistics concerned with the study of speech sounds with reference to their distribution and patterning (Nordquist 2019) Phonology studies the speech sounds of a language. In addition, Delahunty & Garvey (2010, p.89) define the term as “Phonology concerns itself with the ways in which languages make use of sounds to distinguish words from each other” (p.89).

1.6.3. Morphology

The concept of the word morphology came from Johann Wolfgang von Goethe (1749 - 1832) whom used this terminology as a biological term. “Morphology etymology is from Greek that means ‘shape, form’ and morphology is basically the study of form or forms of words (Coello & Coello, 2009). On the other hand, Aronoff & Fudeman (2005) (as cited Coello & Coello, 2009) defined morphology as “mental system in word formation or to the branch of linguistics that deals with words, their internal structure, and how are they formed” (p.20).

Spencer & Zwicky expressed that morphology is the study of structure of words and it is a link with the others branches such as phonology syntax and semantics (Coello & Coello, 2009).

Take into account these definitions, it can be concluded that this field is the study of how the words are formed and have sense in order to used them; having a close relationship with others fields.

1.6.4. Syntax

“It comes from the Ancient Greek *sýntaxis*, a verbal noun which literally means “arrangement” or “setting out together” (Coello & Coello, p.22). Matthews (1982) (as cited by Coello & Coello) states that syntax refers to the branch of grammar dealing with the ways in which words, with or without appropriate inflections, are arranged to show connections of meaning within the sentence. It is remarkable to say that in English and many other languages, the arrangement of words is a vital factor in determining the meaning of an utterance, as it is showed in the following example:

a. The man saw the woman.

b. The woman saw the man.

“In linguistics, syntax refers to the rules that govern the ways in which words combine to form phrases, clauses, and sentences” (Nordquist, 2019).

1.6.5. Semantics

“Semantics is the study of the meaning of words, phrases, and sentences” (Larson ,1989, p.114). Lyons (1977) states a short but clear definition, which is: “Semantics is generally defined as the study of meaning”. In addition, according to Saeed (2003), Semantics is the study of meaning communicated through language. In others words, semantics refers to aspects of meaning or interpretation words, expressions or formal representations.

1.6.6. Pragmatics

Pragmatics is the study of how utterances or sentences are understanding and interpreted by people. The variety can be interpreted in different ways (Hana, 2011).

Levinson (1983) developed some definitions about pragmatics (as cited by Coello& Coello, 2009), one of the definitions was the following one: Pragmatics is the study of the relations between language and context that are basic to an account of language understanding.

1.7. LINGUISTIC BARRIERS

There are many aspects that make difficult the English learning as the following ones:

Lack of vocabulary:

To know a variety of words in order to express in different ways, it is very important when people learn a new language, because when a person has vocabulary it is easier to communicate and stablish a conversation.

The knowledge of vocabulary is the prior requirement that the students should have about the language they want to speak. However, they face difficulty because their vocabulary is limited, so they are unable to communicate effectively in the target language. Students find themselves uncomfortable when they intend to express their ideas in a clear manner. It is due to the lack of vocabulary and limited knowledge (Selma.A, 2016, p.33).

Pronunciation:

Likewise, pronunciation is a big barrier of many learners who start to study a new language, because they feel shy to make a mistake so they avoid any possibility to be in contact to the language.

Pronunciation is the most significant skill in foreign language learning since it helps EFL learners to be more competent in communication. Furthermore, the level of pronunciation proficiency represents the main criteria that EFL students can be judged on and assessed (Selma A, 2016, p.33).

1.8. COMMUNICATIVE APPROACH OR COMMUNICATIVE LANGUAGE TEACHING

Brown (as cited by wood, 2007) defined the communicative language teaching (CLT) as an approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task-based activities, and communication for the real world, meaningful purposes.

Savignon (2002) writes that CLT refers to both processes and goals in classroom learning and that the central theoretical concept in communicative language teaching is communicative competence.

Lightbown & Spada as cited by Campbell, Passey & Rubio (2004) define CLT in the following words:

CLT is based on the premise that successful language learning involves not only a knowledge of the structures and forms of the language but also the functions and purposes that a language serves in different communicative settings. This approach to teaching emphasizes the communication of the meaning over the practice and manipulation of grammatical forms.

With all these definitions of CLT it is important mention that The Communicative language teaching is based on the idea of developing primarily the communication in the students using different techniques and methods to reach out the goal that is the learning of the language. Likewise, it is focused on the practice and interpretation of what they are learning being meaningful.

Richards & Rodgers (1986:72) (as cited by Campbell, Passey & Rubio 2004) point out principles that are described below:

1. The communication principle: Activities that involve real communication promote learning.
2. The task principle: Activities in which language is used for carrying out meaningful tasks promote learning
3. The meaningfulness principle: Language that is meaningful to the learner supports the learning process.

It is important to take into account these principles, which are communication tasks and meaningful principles in order to know how students learn, comprehend and develop their skills in the classroom putting into practice what they are learning in real situations. Moreover, they can use the language in a meaningful way through activities that involve events in which they demonstrate their knowledge. Thus, the learning will be effectively and successfully.

Brown (2007) also gives four characteristics of CLT:

1. Classroom goals are focused on all of the components of (CC communicative competence) and not restricted to grammatical or linguistic competence.
2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purposes.
3. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
4. In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts (p.241).

These four features are very relevant because they describe how the learning process should be carried out around the development of communication and the use of the language in the students. These features are focused on how to engage and in the process in which students feel comfortable when they start to learn and the production of the language. In addition, the methods used are designed to engage the students' attention and involve them in the learning process.

1.9. COMMUNICATIVE COMPETENCE

Some authors had defined this term in their own appreciations:

Savignon (1973) (as cited by Bagarić & Mihaljević Djigunović in 2007) defines communicate competence as “the ability to function in a truly communicative setting – that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors” (p.94).

On the other hand, Canale and Swain (1980) and Canale (1983) (as cited by Bagarić & Mihaljević Djigunović 2007) understood communicative competence “as a synthesis of an underlying system of knowledge and skill needed for communication. In their concept of communicative competence, knowledge refers to the (conscious or unconscious) knowledge of an individual about language and about other aspects of language use” (p.96).

Tarvin (2014) defined it “as the ability to use language, or to communicate, in a culturally-appropriate manner in order to make meaning and accomplish social tasks with efficacy and fluency through extended interactions” (p.2).

In other words, the communicative competence is the capacity to make use of the language through task using the skills in order to accomplish the information and be understood.

1.10. SOME DIFFICULTIES THAT LEARNERS OF ENGLISH AS A FOREIGN LANGUAGE MAY PRESENT

To know why learning English is difficult, it is important to take into consideration the following statements:

1.10.1 English has one of the biggest, trickiest vocabularies.

1.10.1.1. The sheer number of words

English has an unusual large and a varied number of words. English has a vast number of words—the biggest of any language, according to some scholars. It is a particularly complex lexicon because it has many different roots and influences, including Old English and Latin, which means that there is huge variety in how words are spelled (Crystal & Potter, 2018).

As in many languages there are many words in English, but if people want to learn must try to memorize and study different context to put it into practice and avoid mistakes.

1.10.1.2. Spelling

In many cases, it is complicated to spell words because they have different sound English based on how it sounds, which impedes the learning process (Crystal & Potter, 2018). This is because there are many words that can sound same but the meaning is different or there are words that have influence of other countries that with the past of the times have been incorporated in the language. For that reason, when someone starts to learn a foreign language the spelling can be difficult to assimilate.

1.10.1.3. Idioms and slang

Spoken English tends to be more informal than written English is and in many cases when people learn, English they learn in a very formal way so it is necessary that as students try to learn the slang or common way to talk. (a very basic example is “yeah”, which is slang for “yes”) English is also littered with idioms, which do not always make sense to those learning English, but in order to speak English like a native speaker, knowledge of idioms is essential. You will hear phrases such as “fat chance”, “turn a blind eye” and “call it a day” adding colour to everyday language, and it is not just the phrases you need to learn, but also their meanings and when it is appropriate for you to use them. (Crystal & Potter, 2018).

It is clear that when people speak trying to accommodate their own language with their culture and acquire o express their ideas in different ways that can be hard for people who want to learn a new language because when learners are learning most of the time teachers try to teach them in a very formal way.

1.10.1.4. Pronunciation is difficult and inconsistent

The pronunciation of words can be hard no matter what language you are learning. Why? Because, when learners start to practice a new language, the language is going to be different at all from the alphabet to how to produce a spoken and written language. Likewise, people are not familiar with the language who are learning and they can get confused (Crystal & Potter, 2018).

1.10.2. Certain sounds in English are particularly tricky

Different nationalities have problems with different aspects of English pronunciation, and there is not a great deal they can do about it other than practice repeatedly until they start to form the ability to create the right sounds. Many EFL learners find the “th” sound hard

to pronounce because it is comparatively uncommon in other languages. (Crystal & Potter, 2018).

Some students can find the pronunciation of some words tricky but in this case, the most practical is to try to listen each word carefully in order to understand the meaning of something.

1.10.2.1. There are so many silent letters

English has many silent letters that are not pronounced, which gives EFL learners even more pronunciation issues to contend with. An obvious example is words that begin with a silent “K”, such as “knife” or “knock”. There are also other silent letters at the beginning of words, such as the silent “H” at the beginning of “honour”, the “p” at the beginning of “psychology” or the “G” in “gnome” (Crystal & Potter, 2018).

1.10.2.2. There are many variations of English

Finally, English is a particularly challenging language because there are so many variations of it. Though fundamentally the same language, it is spoken quite differently in the various countries that have it as a primary language, such as the USA, Australia, New Zealand, and South Africa. (Crystal & Potter, 2018).

1.11. THE SOCIOCULTURAL APPROACH

The Sociocultural approach by Vygotsky is referred to how an individual’s society cultural world affects development. Vygotsky (1896) makes an emphasis on how languages can influence in people’s life in order to be part of a determined society in which they are located. He also makes reference of the different levels language gets through in peoples ages, that means that children use the language according to their necessity and level, when children get older they suffer a transformation in the way of speaking and use of their language.

1.12. THE ZONE OF PROXIMAL DEVELOPMENT

“The concept of the zone of proximal development (ZPD) was developed by Lev Semenovich Vygotsky during the late 1920s and elaborated progressively until his death in 1934” (Shabani, Ebadi & Khatib. 2010) (p.238). In the following paragraph can be seen how Vygotsky defines the ZPD “the distance between the actual development level as determined by independent problem solving and the level of potential development as

determined through problem-solving under adult guidance or in collaboration with more capable peer” (p. 86).

The Zone of Proximal Development developed by Lev Vygotsky was understood as the process and a state in the development of students in which they must learn a variety of things that learners are able to achieve with the assistance of their teachers, classmates in the classroom. Moreover, clearly the ZPD is based on the collaboration in the learning process and in the idea that is better to perform in groups than alone. In this way, learners will be capable to internalize and comprise new skills and information. (Shabani, Ebadi. & Khatib 2010, p.238)

1.13. PREVIOUS STUDIES

Buitrago, Ramírez, & Ríos (2011) observed and analyzed linguistic difficulties that 20 students who learn more than two foreign languages simultaneously have through written text. They observed that they combine words and expressions of different languages, for that reason, they analyzed the interference of languages. They concluded in those morphological phonological and semantic features influence to learn foreign languages simultaneously.

Cardenas, Guañuna, & Chasiluisa (2017) developed and analyzed the linguistic interferences between Kiwcha and Spanish and pretended to show how these interferences are present though daily expressions and the culture.

Coello & Coello (2009) did and develop an analysis of a written material produced by Spanish speaking senior students at “Canadiense High school”. The research had as objective to know how, why, and where language interference occurs. They did the research with a group of 16- and 17-years old students. Learners did some writing exercises in which teachers obtained data in order to analyze the causes and effects of language interference. Coello & Coello believe and concluded that interference of language is due to several reasons: the obvious differences between both languages’ structures, students’ knowledge Gaps concerning L2 (target language; English) grammar and lexicon structures and deficiencies in the teaching program.

1.14. LEGAL BASIS

According to General Regulations to the Organic Law of Intercultural Education of the Ministry of education in the article N° 26 determines that education is a fundamental right of people throughout their lives and an inescapable and inexcusable duty of the State,

which is a priority area of public policy and state investment, guarantee of equality and social inclusion and condition indispensable for Buen Vivir.

Besides, the system of education, according to what is prescribed in article 343 of this same order, its purpose is the development of the individual and collective capacities and potential of the population, which enable learning and the generation and use of knowledge, techniques, knowledge, arts, and culture.

CHAPTER II

MATERIALS AND METHODS:

2.1. Type of investigation

The investigation was descriptive qualitative-quantitative. It was developed with Chachi students, who study English as a foreign language in PUCE Esmeraldas,

2.2. Population and sample

The population and sample of the study was formed by eight students of PUCE Esmeraldas that study English as a Foreign Language; and ten English teacher.

2.3. Methods

In this investigation it was used bibliography that it was synthesized the most important information about difficulties students may present when learning English as a foreign language.

Hermeneutics: It permitted the interpretation the points that cover this investigation. It was used to interpret the results.

Descriptive statistics: The manual- percentage method to process the data. It was used to describe the results of the survey.

Synthetic method: Engineers an artificial system, the objective being that, while operating, this system will behave like the real one, thus confirming the tested theory

2.4. Techniques of investigation

The technique that was used: survey that it was applied to eight Chachi students from PUCE Esmeraldas and to teachers from PUCE Esmeraldas. I applied the survey to the students and teachers from PUCE Esmeraldas, doing a previous explanation about what they must do in order to complete the survey.

2.5. Instruments

To collect the data, the instrument designed was: the survey, which contained close and open questions in relation to the indicators to be evaluated as the difficulties that Chachi students have in order to learn English as a foreign language.

2.6. Data processing

The data was processed by the manual percentage method and taken to figures and tables using the excel program.

CHAPTER III

RESULTS

3.1. RESULTS OF THE SURVEY APPLIED TO STUDENTS

According to students' interests relating with learning English as foreign language just the 80% like to learn English and the other 20% do not like to learn. (figure 1)

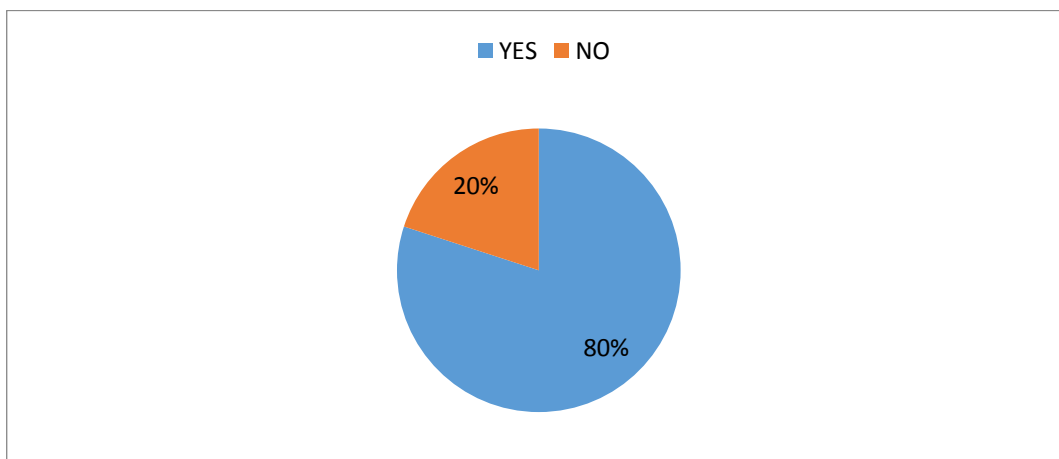


Figure 1: Learn English as a foreign language

Source: Survey applied to students.

In relation to how they feel when the teacher corrects them an error, two students mention that they feel bad, shy and ashamed. The other six students feel good because in that way they learn more and they will not commit the same error in the future.

In accordance with linguistic difficulties for Chachi students (figure 2), the most difficult linguistic features in terms of English learning for Chachi students is lack of vocabulary with 57% followed by correct word order and pronunciation with 27%. On the other hand, grammar is the least difficult with 9%.

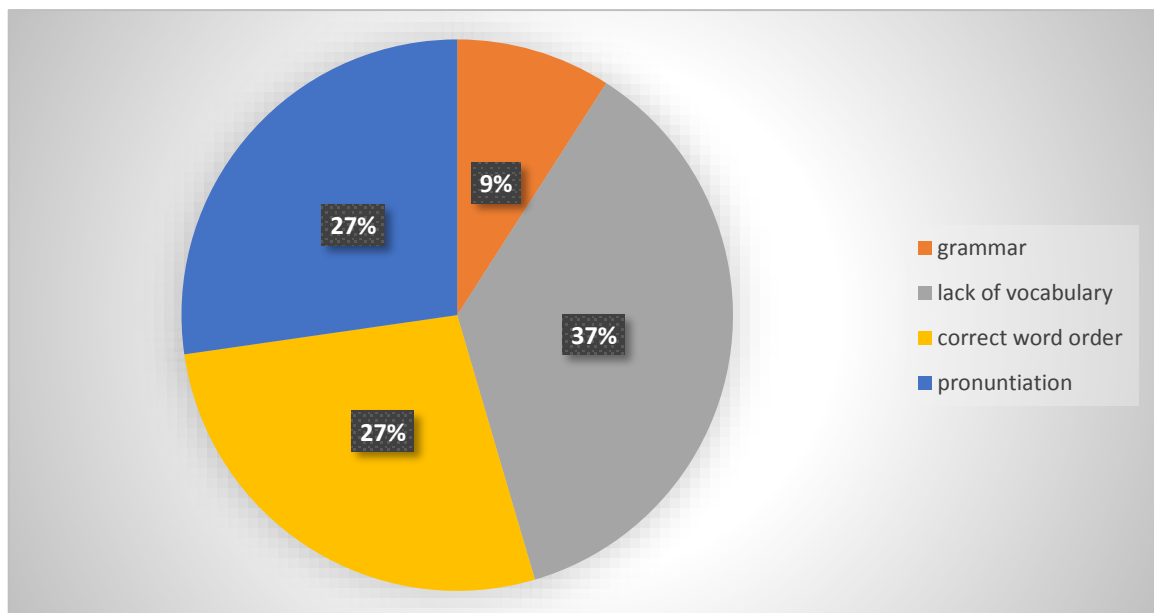


Figure 2: Linguistic Difficulties

Source: survey applied to students

According to what students think why English is difficult to learn they said that it is difficult for them to learn the pronunciation, grammatical rules and how to write because some words are written and pronounced differently. Another one said that there is no interest and motivation to learn English. Besides, one of them shared that she/he gets confused due to interferences of his /her mother tongue, Spanish and English.

According to what students think why their mother tongue does not allow them to learn easily the majority of them said that they mother tongue allow them to learn easily but two students said that they sometimes had problems making an emphasis in their mother tongue and the pronunciation of both.

According to how the mother tongue affects learning English, three of eight Chachi students expressed that they do not have any problem with learning English despite their mother tongue. Nevertheless, five of them indicated that their L1 affects negatively in the English learning process in three different ways. For example, the other three students stated that there is no similarity between L1 and target language another said that pronunciation causes problems; and finally other established that he/she gets confused at the moment of speaking.

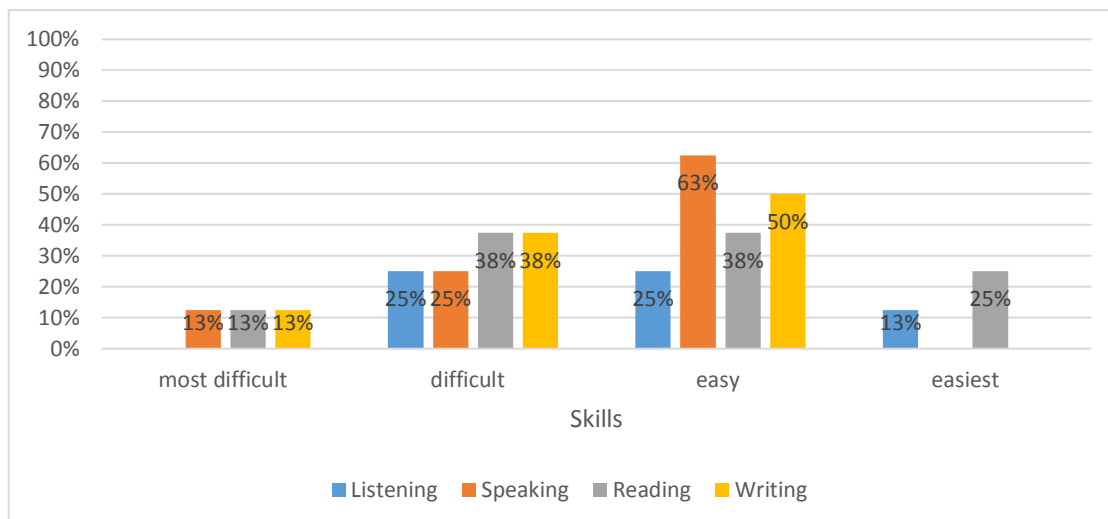


Figure 3: Skills

Source: survey applied to students

The figure 3 breaks down the levels of difficulty of English Learning in the four linguistic skills according to Chachi students. First, 13% of student established that the most difficult skills to develop are speaking, reading and writing. Secondly, 25% of students said that listening and speaking are difficult. Besides, the other 38% indicated that reading is difficult as well as writing. Third, 25% of the students pointed out that listening is easy. In addition, 63% of them mentioned that speaking is easy. Moreover, 38% of them said that reading is easy. Also, 50% of them mentioned that writing is easy. Finally, 13% of them expressed that listening is the easiest skill as the other 25% think about reading.

3.2. RESULTS OF THE SURVEY APPLIED TO TEACHERS

1-The majority of teachers had had students who their native language had been Cha'palaa.

2- Teachers share a variety of ways that they face the problems that Chachi students may present in order to learn English as a foreign language. Some of the ways are: develop the motivation and the self-confidence working together (integration group), doing exercises emphasizing the pronunciation, teaching them as children, using tutorials, extra explanation in class and additional didactic material, explanations in Spanish and prepare extra activities, one to one explanation after the class and using games and songs through real situations.

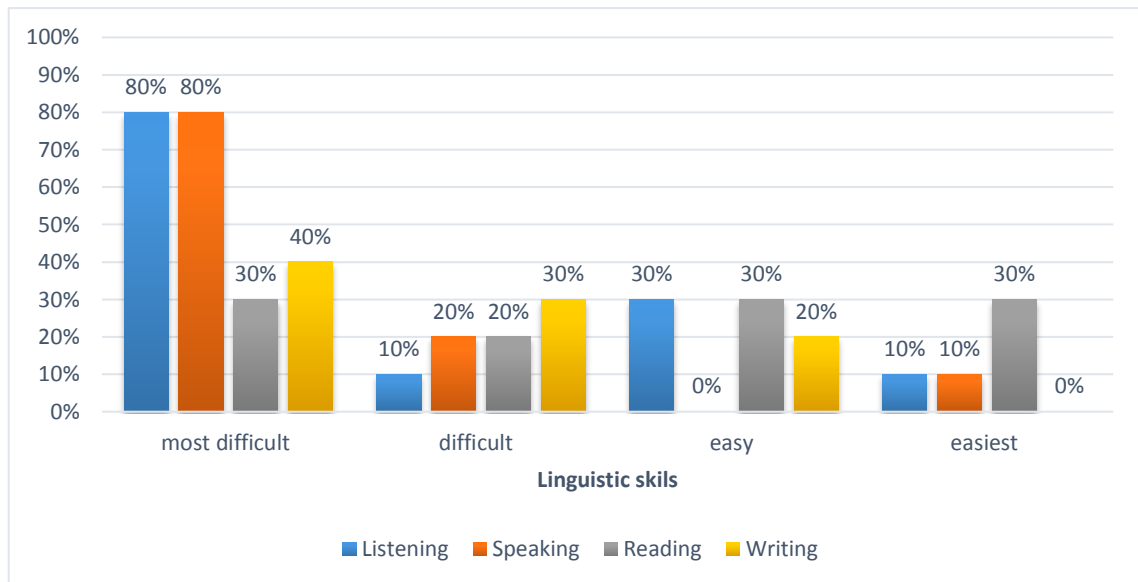


Figure 4: General view of skills

Source: Survey applied to teachers

As can be seen in figure 4 it is illustrated the level of difficulty of the Chachi students according to their teachers. First, 80% of the teachers considered that the most difficult skills for the students to develop are listening and speaking. Besides, 30% of teachers thinks that reading is the most difficult as well as writing for the other 40% of them. The 10% of teachers stated that listening is difficult. As can be seen 20% of them indicated that not only speaking but also reading is difficult. In addition, 30% of them thought writing is difficult. On the other hand, 30% of teachers expressed that listening and reading are easy and the other 20% considered that writing is easy. Finally, 10% stated listening and speaking are the easiest and 30% thought reading is the easiest.

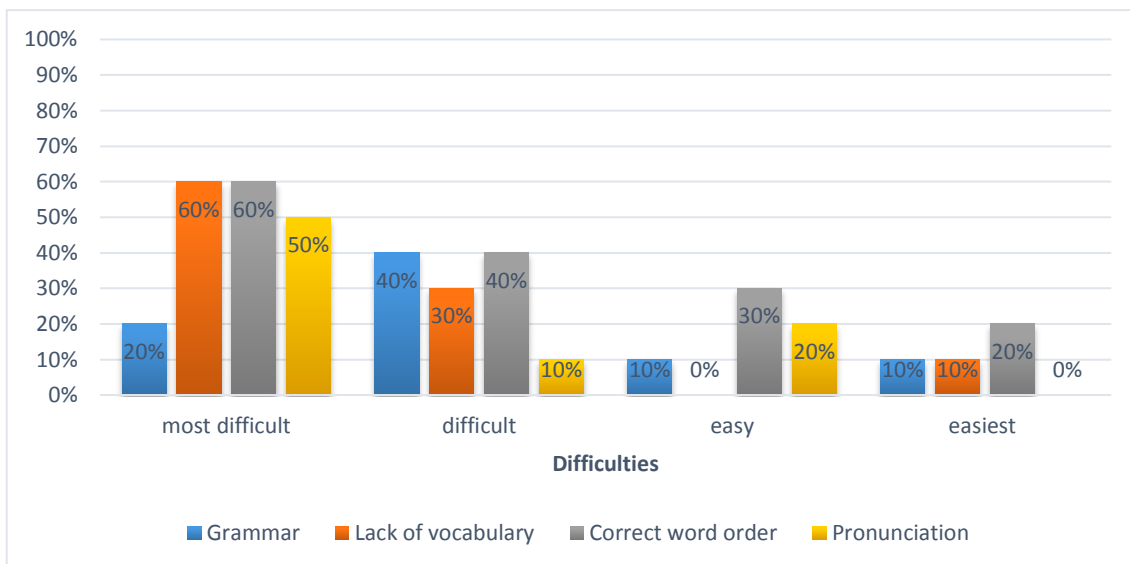


Figure 5: Linguistic difficulties

Source: Survey applied to students

As can be seen in the figure 5, in relation to the linguistic difficulties students have, teachers share their opinions about which of them are the most difficult and the easiest to them. Being the lack of the vocabulary and correct word order the most difficult with a 60%. On the contrary, the easiest is correct word order with a 20%.

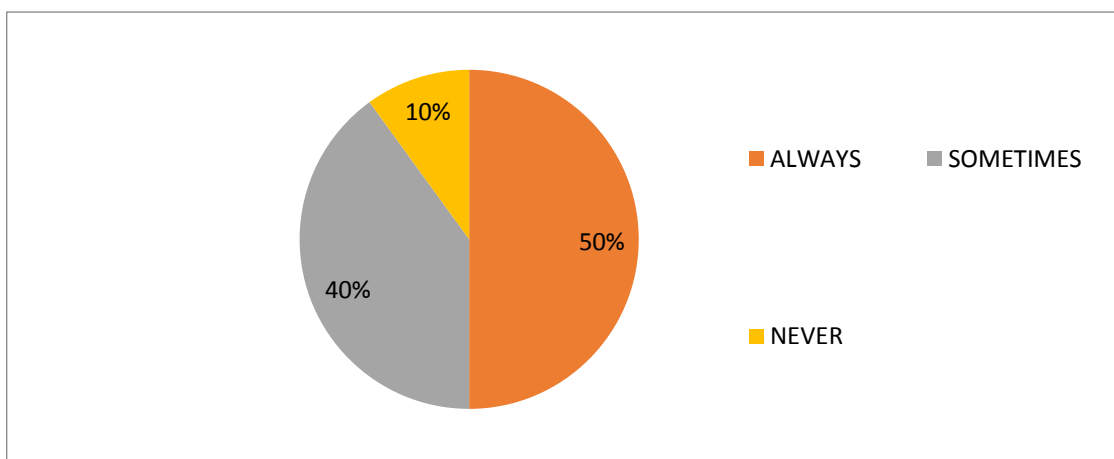


Figure 6: Students' mother tongue

Source: Survey applied to students

In accordance with the Chachi' students' mother tongue, and how it affects it in order to learn English a foreign language, it is possible to see that the majority of teachers with 50% say that Chachi students' mother tongue always affect them. Otherwise, it can be seen that with a 40 % of teachers say that sometimes this affects them. Finally, 10% of teachers say that never student's mother tongue affects their learning process.

CHAPTER IV

DISCUSSION

According to the results, most of students consider that Cha'pala (L1) affects negatively their English learning process (Target language) due to the differences between L1 and L2. This leads to linguistics problems – namely grammar, lack of vocabulary, correct word order, and pronunciation.

This situation coincides with the results found by Cardenas, Andrade, Lara (2017) in their investigations. Negative transfer occurs because of grammatical and phonological differences between L1 and L2. Besides, it is important to say that all authors think that it is normal that these interferences occur when someone learn a new language.

In addition, the investigations of Buitrago, Ramirez, & Rios (2011) and Cardenas, Guañuna & Chasiluisa (2017) concur in that when students are learning they show their own features in order to speak or to produce. It means learners show some expressions or phrases of their culture of their language (their mother tongue). It is important to mention that people that started to learn a new language will always have their proper characteristics so they will be reflected when they are speaking and writing. Likewise, Coello & Coello's investigation found and analyzed some causes and effects of interference of language in order to learn English successfully and they concluded that there is a language interference and can be produced for many reasons: difference language system, students' knowledge Gaps concerning L2 (target language; English) grammar and lexicon structures, deficiencies in the teaching program.

CHAPTER V

CONCLUSIONS

- ✓ In conclusion, Chachi students have linguistic difficulties in order to learn English as a foreign language. According to the results they have difficulties in pronunciation, syntax and the lack of vocabulary. This situation happens due to language transfer or interferences in their language (mother tongue).
- ✓ Some Chachi students are not conscious of the fact that they can present linguistic problems to produce the language so this investigation was useful to know which the reasons are and how they can be solved.
- ✓ Some students have pronunciation difficulties because their mother tongue (Cha'palaa) is totally different. On the contrary, Spanish and English have similarities.

CHAPTER VI

RECOMMENDATIONS

- ✓ It is important that teachers take into account all factors that provoke the interferences of languages and look for ways to overcome these difficulties, and carry out a good class to deal with the linguistic interferences.
- ✓ It is recommendable to let the students know why they have problems in order to learn English successfully and how they develop their linguistic skills. Likewise, some students will be conscious, they will try to progress and get better.
- ✓ It can be good for other teachers to start to investigate about these linguistic problems deeper in order to analyze which are the causes and effects for which they cause linguistic interferences.

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APPENDICES

APPENDIX A

Operationalization of variables

Variables	Conceptual definition	Operational definition	Dimensions	Indicators	Unit of measurement
VD Chachi students' linguistic difficulties	Linguistic difficulties that foreign language learners (Chachi students)may present	Linguistic difficulties that Chachi students may present such as: grammatical, lexicon -semantic and pronunciation mistakes	Grammatical Lexical -semantic pronunciation	Verbal tenses Vocabulary and meaning Use of articles Phonemes	Nominal Nominal

APPENDIX B

SURVEY APPLIED TO STUDENTS TO PONTIFICAL CATHOLIC UNIVERSITY IN ESMERALDAS.

1. Do you like to learn English as a foreign language?

Circle the answer.

Yes

No

2. How do you feel when your English teacher corrects you an error?

3. Where do you think you have more difficulties at the moment to learn English?

Mark with an x according to the difficulty.

Difficulties

Grammar

Lack of vocabulary

Correct word order

Pronunciation

4. In your personal opinion

Why do you think it is difficult to learn English?

5. Do you think your mother tongue does not allow you to learn easily?

6. How does your mother tongue affect English language learning?

7. In which skill do you believe you have more problems at the moment to learn English?

Mark with an x according to the difficulty. Number 1 is the most difficult

Skills	1	2	3	4
Listening				
Speaking				
Reading				
Writing				

APPENDIX C

SURVEY APPLIED TO TEACHERS FROM APPLIED LINGUISTICS SCHOOL

The aim of this survey is to know what you think about learning English as a foreign language.

1. In your experience as an English teacher, have you had students who their native language is Cha'palaa?

Yes No

2. How do you face the problems that they may present to learn English as a foreign language?

3. According to your experience as a teacher:

In which skill do you believe students have more problems at the moment to learn English?

Mark with an x according to the difficulty. Number 1 is the most difficult

Skills	1	2	3	4
Listening				
Speaking				
Reading				
Writing				

4. Where do you think your students have more difficulties at the moment to learn English?

Mark with an x according to the difficulty. Number 1 is the most difficult

Difficulties	1	2	3	4
Grammar				
Lack of vocabulary				
Correct Word order				
Pronunciation				

5. Do you think the Chachis students' mother tongue may affect their English language learning them to learn English easily?

Always	Sometimes	Never

Why?
