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Topic:

"Mother Tongue Interference in ESL Learning Process of Students in the Intensive Intermediate English I from the English Teaching Major at the Foreign Language Department of the University of El Salvador, Semester II-2017."

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Abstract

This research is about Mother Tongue Interference in ESL Learning Process of Students in the Intensive Intermediate English I from the English Teaching Major at the Foreign Language Department of the University of El Salvador, Semester II-2017, the purpose is to help future professionals and to make their acquisition process efficient. In order to justify through theory this study, different researches on language acquisition had been consulted. Thus, in order to determine if there is mother tongue interference the study was carried out focusing on 30 students, as study sample enrolled in the first year of their major currently studying the Intensive Intermediate English I course in the major of English Teaching at the Foreign Language Department of the University of El Salvador. These students were selected randomly at the beginning of the research. Three different quizzes about true and false cognates and English structure were used; data was collected and represented in graphics.

Keywords: *cognates, mother tongue, language interference, language acquisition, second language.*

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CHAPTER I

INTRODUCTION

"The learner tends to assume that the system of L2 is more or less the same as in his L1 until he has discovered that it is not."

Michael Swan, 2008

It is well known the importance of learning a different language to the mother tongue. Nowadays society demands from people to learn a second language not only to communicate but also to have better job opportunities and being successful in life; however, it is also known that there are some difficulties when learning a language and one of them is mother tongue interference,as Michael Swan said in 2008, "Learners tend to assume that the system of L2 (second language) is more or less the same as in L1 (mother tongue)".

When someone is a beginner in learning a language is very common to think that if there are words in the L2 that are written almost exactly at the L1, those words should mean the same in both languages or they tend to use the same grammatical order, that is one of the biggest mistakes by learners because if they never discover that not in all cases is like that and they are not corrected by any instructor, they would keep making those mistakes through all their learning process.

This means, there are plenty of researchers that made studies about interferences when learning a language and it is clear that mother tongue interference is one of them,

those languages that have similar structures are more susceptible to show interference than those languages with fewer features and it would show more learning difficulties and interference at the time of learning the target language if it is similar to the mother tongue.

In this case the L1 or mother tongue is Spanish and the L2 is English, those languages have some words with similarities and that is why Spanish speakers have mother tongue interference. In addition to that, Spanish speakers sometimes follow the same word order or grammatical structures as in English language and that should be corrected to have better results in the acquisition process.

Statement of the problem

Mother tongue interference is a problem in the University of El Salvador and is mostly related to beginners, that is why this study is about Mother Tongue Interference in ESL Learning Process of Students in the Intensive Intermediate English I from the English Teaching Major at the Foreign Language Department of the University of El Salvador, Semester II-2017.

In order to determine if mother tongue interferes in the second language acquisition process, it is important to identify the most English-Spanish common false cognates that students use incorrectly to know which similarities those words have. Also, identify if students use structures of Spanish when writing and speaking in English so that, it can be evaluated if false cognates and Spanish structure interferes English second language acquisition.

By identifying the most English-Spanish false cognates that students used is possible to know what the similarities with those words are and how this problem can be

resolved. The majority of the words that look similar in Spanish have different meanings in English and they are called false cognate. Besides false cognates, students use the same grammatical structure in Spanish and in English and because of that they cannot express their ideas clearly.

Thus, this study purpose is to identify if false cognates and Spanish structure interferes English second language acquisition and that is why the study is about Mother Tongue Interference in ESL Learning Process of Students in the Intensive Intermediate English I from the English Teaching Major at the Foreign Language Department of the University of El Salvador, Semester II-2017.

Background and need

This topic was selected by the need at the Foreign Language Department of the University of El Salvador in which some beginner students learning English make some mistakes when applying the second language (L2), those mistakes can be recognized when the students speak and write in English by the use of false cognates and Spanish structures. The benefits of this study are for students and teachers at the Foreign Language Department of the University of El Salvador because through it students may achieve better outcomes during their learning process.

The areas covered by this study are focused on: Learners mother tongue knowledge application; this area is important in order to see how learners apply their knowledge in the mother tongue, Language transfer or interference; it is elemental to determine some concepts about the topic and mention some studies from different researchers and the last

area is Mother tongue vocabulary and structure; it is important to know how the mother tongue interferes not only vocabulary but also with grammatical structure.

Each of the areas of the study where considered by some researchers previously, some of them are Jacobson (1939) and Spandrel (1938) in their submissions in the Fourth International Congress of Linguistics held in Copenhagen in 1939. But it was definitely Weinreich (1953-1974) who offered the clearer study of the different forms and also causes of interference.

Purpose of Study

The purpose of this study is to help students and teacher at the Foreign Language Department of the University of El Salvador in order to solve Mother Tongue interference. Thus, the research"Mother Tongue Interference in ESL Learning Process of Students in the Intensive Intermediate English I from the English Teaching Major at the Foreign Language Department of the University of El Salvador, Semester II-2017" was varied out because beginners tend to use Spanish structures and false cognates when speaking and writing in English.

Rationale

This study was made because of the need of students at the Foreign Language Department of the University of El Salvador, by doing this research students can avoid those mistakes by the instruction of their teachers in order to have better achievements. It is essential to know how mother tongue interferes in order to solve student's problems and help future generations of professional in the Foreign Language Department of the University of El Salvador.

Description

This research was conducted on a mix method qualitative and quantitative research and the type of method used was the inductive method because it was focused on determining Mother Tongue Interference in ESL Learning Process of Students in the Intensive Intermediate English I from the English Teaching Major at the Foreign Language Department of the University of El Salvador, Semester II-2017

During the research, the selected sample of 30 students belonging to two groups in the Intensive Intermediate English I course developed three quizzes that were administered to them. First, quizzes were used to survey the students and then the data gathered from these instruments was analyzed. These quizzes consisted in a set of questions that include some exercises to determine if they understand the real meaning of some English cognates. The answers were gathered and tabulated to be represented in graphics.

Expected Outcome

It is expected from the result of this research is to establish that there is a clear interference in the mother tongue (Spanish) when trying to learn a second language (English) by identifying mistakes from the sample.

Objectives

A. General Objective

- To determine if the mother tongue interferes in the second language acquisition process of students who are taking Intensive Intermediate English I from the English Teaching Major at the Foreign Language Department at the University of El Salvador during semester II-2017.

B. Specific Objectives

✓ To identify the most common English-Spanish false cognates that students use incorrectly.

✓ To identify if students use structures of Spanish when writing and speaking in English.

✓ To evaluate if false cognates and Spanish structure interfere in English as a second language acquisition.

Research Question

Main question

To what extent mother tongue interfere in English language learning process?

Subsidiary questions

To what extent mother tongue structures interfere in student's written and oral English production?

To what extent false cognates interfere in students understanding of English?

Significant to the field

This is a very important topic for the future students of the English Teaching Major and teachers at the FLD because through it the extent of Mother Language interference will be identified so that, possible means to avoid this interference will be established and future professionals trained at the FLD who will overcome this issue obtaining better outcomes and therefore better achievements.

Definitions

Native Language, also known as mother tongue is the language that a person acquires in early childhood because it is spoken in the family and/or it is the language of the region where the child lives. (https://www.thoughtco.com/native-language-l1-term-1691336)

Language Interference (also known as L1 transfer) it refers to speakers or writers applying knowledge from their native language to anotherlanguage. (https://marlindwinastiti.wordpress.com/2013/04/02/language-interference/)

Second Language (L2) it is a language that is not the native language of the speaker, but that is used in the locale of that person. (http://www.dictionary.com/browse/second-language)

Limitations

Some of the limitations during the study were:

- Activities in the sampling groups. Because of the different activities developed in both courses related to the curricula, the instruments were done in different dates from the ones that were stipulated.
- Lack of students' interest at the moment of participating with the quizzes.
- Problems when trying to select the sample of students.

CHAPTER II

THEORETICAL FRAMEWORK

Historically, in the field of Linguistics, the use of the word interference dates back to the first half of the twentieth century with the work of Jacobson (1939) and Sandfel (1938) in their submissions in the Fourth International Congress of Linguistics held in Copenhagen in 1939. But it was definitely Weinreich (1953-1974) who offered the clearer study of the different forms and also causes of interference, he defined interference as: "Those instances of deviations from the norms of either language which occurs in the speech of bilinguals as result of their familiarity with more than one language, i.e. as a result of language contact, it will be referred to as interference phenomena." Weinreich (1953:96).

The theoretical frame of this study will address three main areas to explain why learners tend to use their mother tongue; the first area will be focused on Learners mother tongue knowledge application. The second area will point the Language transfer or interference to see how students' acquisition is affected by mother tongue and third, Mother tongue vocabulary and structure interference will explain the different points of view of some research studies emphasizing how the learners deal with syntactical structures from mother tongue to L2.

2.1 Learners mother tongue knowledge application

As Michael Swan (2008) said "It is quite an illusion to think, as even literate people sometimes do, that meanings are the same in all languages, that languages differ only in the forms used for those meanings." (Lado 1957: 77) He was certainly in the truth; this is just a thought that makes us understand a little better how languages are not the same to each other. Michael Swan also presented the fact that when a person is acquiring a second language, that person tends to economize the words used when speaking the target language, and that makes the communication to get to a certain point of ambiguity.

In order to understand better native language, also known as mother tongue, it is necessary to understand what exactly is native language or mother tongue; this refers to the language a person acquires in early childhood stages because it is spoken in his or her environment (family and/or it is the language of the region where the child lives). In other words, it is the language a person learns since he/she was born. Thus, any other language that a person learns or use after acquiring his or her mother tongue it is consider as a second language.

Second Language or L2 is defined as the language that is not the native language of the speaker, but that is used in the locale of that person. Hence, for Latin Americans English will be their second language. However conversely to mother tongue, second language in most of the cases is not acquired but it is learned; therefore whenever learning foreign languages people are exposed to something know as language interference (also known as L1 transfer); this refers to speakers or writers applying knowledge from their

native language to another language. Ellis (1997:51) refers to interference as "transfer" that is the "influence that the learners of L1 exert over the acquisition of an L2".

Dr. Ellis is known as "The Father of Second Language Acquisition". Dr. Ellis has established some Principles of Instructed Language Learning (1999:200), some of the most important are:

• Principle 6: Successful instructed language learning requires extensive L2 input. This principle states that learning can occur either in a naturalistic context or in an instructed context but whatever the way is the process is hard. Remember that children acquire their L1 around 2 or 5 years in order to achieve vocabulary and grammatical skills, this happens because they are highly exposed to input. Thus, the same happens in learning or acquiring a second language; learners need to be exposed to massive amounts of input. According to Ellis "the more exposure they receive, the more and the faster they will learn".

So far, learners already have the knowledge when is going to be a tool in the L2 acquisition process. Therefore, opportunities to produce L2 language are needed. Based on the principle Dr. Ellis mentioned it can be considered the following aspect:

• Principle 7: Successful instructed language learning also requires opportunities for output. Many researchers agree that the learner output plays an important part in the process of learning English as second language. A summary of the benefits that output can produce according to Skehan (1998) and Swain (1995) are:

1. It helps to automatize existing knowledge.

2. Learners feel motivated to create conversation on topics of their preferences.

3. It provides opportunities to develop discourse skills.

4. Production is also important to generate a better input through the feedback learners receive.

Ellis (2003:9) contributed with another benefit about input: It provides the learner with "auto-input" (i.e. learners can attend to the input provided by their own productions). When students apply knowledge to their mother tongue it can be assumed that they feel comfortable with possible scenarios where they have to produce language because they are applying existing structures even though they make mistakes. Also, they can boost their speaking skills while they receive feedback and produce language as much as they can.

English learners that are native speakers of any Romance language tend to have difficulties when using certain words in English that are similar in spelling with some other Spanish words but they have a completely different meaning. Swan and Smith in their book "Learner English: a teacher's guide to interference and other problems" (May 14, 2001), they point out four principal problems or cases:

1- Where the mother tongue has no close equivalent for a feature, learners are likely to have particular problems in the relevant area. Japanese or Russian students, for example, whose languages have no article system, have a great deal of difficulty with English articles.

2- Where the mother tongue does have an equivalent feature, learning is in general facilitated. French or German speaking students for instance, find English articles relatively easy in most respects, despite the complexity of the system.

3- However, equivalences are rarely exact, and so-called "interference" or " transfer" mistakes are common where students assume a more complete correspondence that exist, so that they carry over mother tongue patterns in cases where English form or uses are not in fact parallel.

4- Since transfer mistakes arise where the system of two languages are similar but not identical, they are most common (at least as far as grammar and vocabulary are concerned) in the interlanguage of students who speak languages closely related to English. Speakers of unrelated languages such as Chinese or Arabic have fewer problems with transfer, and correspondingly more which arise from the intrinsic difficulty of the English structures themselves.

We can also find in other chapter of the same book some information from Norman Coe that explains some interference in Spanish speakers: Alphabet: Spanish uses the Latin alphabet. The vowels can take an acute accent, and there is the additional letter "*ñ*". When spelling English words or writing them from the teacher's dictation, beginners Spanish students may make mistakes with the English vowels a, e, i. The consonants h, j, r, y and may also cause trouble, since they have significantly different names in Spanish.

2.2 Language transfer or Interference

Language transfer or Interference, Language interference, also known as linguistic interference, refers to the speakers that apply their knowledge from native language (in this

case Spanish) to a second language (in this case English). Ellis (1994:15) refers to interference as "transfer"; he says it is the "influence that the learner´s L1 exerts over the acquisition of an L2". He also says that "transfer" is governed by the "learner's perception" about what is transferable and by their stage of development in L2 learning. Additionally, Dulay (1982:60) defines interference as the automatic transfer, due to habits, of the surface structure of the first language onto the surface of the target language. On the other hand, Lott (1983:256) defines interference as "errors in the learner´s use of the foreign language that can be tracked to the mother tongue".

Clearly, there is a relationship between the mother tongue and the second language that must be considered. Albert and Obler (1978:56) said that people present more lexical interference on similar items, like similar words. So that means that those languages that have similar structures are more susceptible to show interference than those languages with fewer features. Additionally it means that it would show more learning difficulties and interference at the time of learning the target language if it results similar to the mother tongue. Hence, the learner would resort to L1 structures to help himself/herself.

Interference is a general problem that occurs at the time of learning a foreign language, but there are many factors that contribute interference (Weinrich, 1970:64-65):

1. Speaker bilingualism background.

Bilingualism is the major factor of interference as the speaker is influenced by both of the source (mother tongue, in this case Spanish) and the target language (the second language, in this case English).

2. Disloyalty to target language.

Disloyalty to target language will cause negative attitudes. This will produce infraction to the second language structure and force the person to put wrong structures of his/ her native language elements to output when practicing word utterances not only in written text but also in orally.

3. The limited vocabularies of L2 mastered by a learner.

Vocabularies of certain language mostly are about words of surroundings connected to life. In this way, a person who is trying to master a foreign language will meet new words that are not in his/her native language or that are different. In this case vocabulary is vital. The more vocabulary a person knows the better is going to learn a L2.

Talking about interference, something important to mention is the mistakes and errors made by people learning a second language. Based on what Ellis & Brown said (1997) the errors occur because learners do not know what is correct. Therefore, that determines the deficiency in the learner´s knowledge as long as mistakes reflect what the learner is unable to perform in regards to what he or she knows.

Another important author to mention is Rod Ellis (1997:51) he calls "interference" as ´transfer´ because he says it is "the influence that the learner´s L1 exerts over the acquisition of an L2". He indicates that "transfer" or what we know as interference is something governed by learners because learners should have the ability to distinguish between the errors and mistakes they have. It is very important to remember that errors are those voids that are reflected on students because they do not know what is correct and what is not, this is because of the lack of knowledge on the learner. On the other hand,

when students make mistakes, they already have the knowledge but they fail to perform it correctly. So, according to Ellis, learners have the control on errors from the mother tongue so they should not make the same mistakes in acquiring a second language.

One good quote that Michael Swam presented is the following "The learner tends to assume that the system of L2 is more or less the same as in his L1 until he has discovered that it is not." Michael Swan (2008). This is a clear example of a situation that is presented in the second language acquisition process of the students of English Teaching in the foreign language department of the University of El Salvador and it is the fact that students use the language just as if they were using their first tongue which in this case is Spanish. Examples of this are: A student using the target language in this way "Lisa washes the hair twice a week", this example is incorrect, because the use of the pronoun her was not used at all simply because in Spanish it is not used but many students use the language in this way thinking that it is correct until they are told that the correct way is "Lisa washes her hair twice a week".

Besides the examples that Michael Swan presented, there was also a hypothesis by Krashen that was also a great input to the field. This hypothesis is the Equivalence Hypothesis, Michael Swan (2008). This refers to the fact that some students tend to generalize the meaning of words or phrases and to give them a completely different meaning simply because they find it similar to concepts from their mother tongue, a good example of this is when students in their early second language acquisition process use the phrase "at all" with a meaning that has nothing to be with its actual meaning. The phrase refers to something negative and some students tend to use it with a positive meaning such as: "I did my homework at all" meaning that they did all their homework assignments.

2.3 Mother tongue vocabulary and structure interference

It is also important to mention that there are plenty of authors and writers, researchers, scientist and teachers in the field of English as a second language, that is why to understand the process of ESL and to analyze how native language influences or interferes in the process there were a few of researchers and linguistics cited and studied.

Stephen Krashen (1989) in the year of 1989, presented 5 hypothesis on how the second language acquisition process is developed, these 5 hypothesis explain the differences in how second language learners tend to acquire the language. As mentioned before, these are not facts but hypothesis; however, these are related to the field and the reality that many students face in the process.

First of all, Stephen Krashen (1989) presents the first hypothesis as he explains the differences in learning and acquiring. It focuses on the fact that it is not the same to learn and to acquire. The acquisition process represents the implementation of a language as first language, which means, the process children go through when they are growing up and are subconsciously acquiring a language while the learning process is when a person who already understands, is conscious of the process of learning a language.

The second hypothesis is the monitor hypothesis which explains that students are truly aware of their learning process and therefore they tend to edit their output which means there will be a limited product of the second language. This hypothesis is compared or related to the third one because it is about the input. It establishes the fact that students, when learning a second language, understand more than what they can actually speak, again, the output is limited as in the prior one.

The forth hypothesis is the one of natural order. This hypothesis focuses in the idea that there should not be a grammatical order when teaching English. Regarding to our field of research, this hypothesis can be of great help since, students who learn English as a second language, specifically Spanish speakers, tend to imitate the grammar rules and word order when using English. This is one of the areas of the process in which Spanish can be interference in the second language acquisition process.

The fifth hypothesis called, affective filter, mentions the importance of motivation when learning a language, since self-confidence can be an important factor in the process.

From the five hypothesis, the three hypothesis that are considered to be more related to the field of investigation of this work is, hypothesis number one, acquisition – learning hypothesis, because there can be more interference from a native language when learning a second language because this process is completely conscious and therefore there can be an influence of the first language acquired. The other hypothesis is number two, monitor hypothesis, because when being truly aware of the learning process, there can always be a gap or doubt on how to use certain language rules if are nothing compared to the ones of the native language already in use. The third one that can be related is number four, natural order because when learning a language if there is a specific order to teach a language, the student can compare it with the rules of the native language which will influence the second language process.

One clear example that Michael Swan presented is the Conceptual organization and its component concepts are not the same as the meanings for the lexical items of a language. Michael Swan (2008) when using the phrase "put on" referring to clothing,

native speakers of English would use the phrase in the same way that it does not matter if they are talking about shoes, shirts, pants or anything else, however he presents the fact that in some other languages such as Japanese, when translating the phrase put on, it is not the same because there is a different phrase to use depending on the part of the body or the type clothing the person is putting on.

The use of vocabulary is also part of the investigation from Michael Swan who talks about the fact that learners of a second language learned vocabulary accurately and correctly but since they have a cognitive mechanism that makes them produce the same error just simply because it is too similar to their mother tongue even though it is not correct. They also tend to believe that the errors they make can coexist with the correct use of the second language. An example of this could be the use of the word "unique" in Spanish the word *"único"* could actually be the same as the word only, so students tend to use the word unique in contexts such as: "The unique red house in the block" which has nothing to be with the actual meaning of the word unique which refers to something original and not to the word only.

All these examples or hypothesis also refer to the true and false cognates. These are words that might be written exactly the same or similarly in another language but which meaning is completely different.

 The English writing system itself causes no particular problems to Spanish learners. Beginners, however, may be tempted to punctuate questions or exclamations as follows, since this is how it is done in Spanish: ¿What is your name? / ¡What a goal! Punctuation of direct speech may also be a problem because quotation marks are not used in Spanish.

Phonology: The phonological system of Spanish is significantly different from that of English, particularly in the aspects of vowel sounds and sentence stress. These differences are very serious obstacles to Spanish learners being able to acquire a native-English speaker accent.

Coe (1987) says: "European Spanish speakers, in particular, probably find English pronunciation harder than speakers of any other European language."

Spanish has 5 pure vowels and 5 diphthongs. The length of the vowel is not significant in distinguishing between words. This contrasts with English, which has 12 pure vowel sounds and 8 diphthongs. The length of the vowel sound plays an important role. It is not surprising, therefore, that Spanish learners may have great difficulty in producing or even perceiving the various English vowel sounds. Specific problems include the failure to distinguish the sounds in words such as ship/sheep, taught/tot, fool/full or cart/cat/cut.

Producing English consonant sounds is not so problematic for many Spanish learners, but difficult enough. They may have problems in the following aspects:

• Failure to pronounce the end consonant accurately or strongly enough; e.g. cart for the English word card or brisk for bridge or thing for think

• Problems with the /v/ in words such as vowel or revive

• Difficulties in sufficiently distinguishing words such as see/she or jeep/sheep/cheap

• The tendency to prefix words beginning with a consonant cluster on s-with an /ɛ/ sound; so, for example, school becomes *eschool* and strip becomes *estrip*

• The swallowing of sounds in other consonant clusters; examples: next becomes *nes* and instead becomes *istead*.

When Spanish speakers transfer the intonation patterns of their mother tongue into English, which is a stress-timed language, the result may sometimes be barely comprehensible to native English speakers. This is because the meaning or information usually conveyed in English by the combination of stress, pitch and rhythm in a sentence is flattened or evened out by the Spanish learner.

Grammar - Verb/Tense: Although Spanish is a much more heavily inflected language than English, there are many aspects of verb grammar that are similar. The major problem for the Spanish learner is that there is no one-to-one correspondence in the use of the tenses. So, for example, a Spanish learner might incorrectly use a simple tense instead of a progressive or a future one: She has a shower instead of She's having a shower; I help you after school instead of I'll help you after school. Problematic for beginners is the formation of interrogatives or negatives in English. The absence of an auxiliary in such structures in Spanish may cause learners to say: Why you say that? / Who he saw? / Do you saw him? / I no see him. / I not saw him.

Grammar - Other: Spanish word order is generally Subject-Verb-Object, like English. However, Spanish allows more flexibility than English, and generally places at the end of the sentence words that are to be emphasized. This may result in non-standard syntax when Spanish learners speak or write English.

There are numerous other minor differences in the two languages that may result in negative transfer. These are a few examples. The way that things are done in Spanish can be inferred from the mistake in English:

• Do you have sister?

• It's not easy learning English.

• Where's my pencil? Have you seen him?

• I am more tall than my brother.

• Was snowing when I got up.

• She took off the glasses.

Vocabulary: Due to shared Latin influence English and Spanish have many cognates, and the corresponding collection of false friends, such as eventual (English translation > possible) or particular (English translation > private). Since the Latin-derived words in English tend to be more formal, the Spanish student will benefit when reading academic text. He or she may sound too formal, however, if using such words in everyday spoken English. Conversely, phrasal verbs, which are an essential aspect of colloquial English, are difficult for Spanish learners and may obstruct listening comprehension.

Long noun groups such as the standard language classroom teacher-student interaction pattern, commonly found in academic English text, are troublesome for Spanish speakers, whose language post-modifies nouns.

Miscellaneous: Spanish has a strong correspondence between the sound of a word and its spelling. The irregularity of English in this respect causes predictable problems when Spanish learners write a word they first meet in spoken language or say a word first met in written language. A specific problem concerns the spelling of English words with double letters. Spanish has only 3 double-letter combinations. English, in comparison, has 5 times as many. Spanish learners often reduce English double letters to a single one, or overcompensate by doubling a letter unnecessarily; for example hopping for the present participle of hope.

Summary

The theoretical framework was developed in three main points or areas to have a better understanding of the field. The first areas is Learners mother tongue knowledge application, in this area can be observe the definitions regarding the topic and also some points o view from Michael Swan and also two of the most important principles from Dr. Ellis that is known as "The Father of Second Language Acquisition". It is important to mention that in this area can be found the four principal problems when learning English from Swan and Smith in their book "Learner English: a teacher's guide to interference and other problems" (May 14, 2001.)

The second area is Language transfer or Interference, in this area is mentioned Dr. Ellis with his definition of interference. Also, it is presented the factors that contribute interference (Weinrich, 1970:64-65): Speaker bilingualism background, Disloyalty to the target language and the limited vocabularies of L2 mastered by a learner. In this area is also mentioned the Equivalence Hypothesis by Michael Swan (2008) that is about the fact that

some students tend to generalize the meaning of words or phrases and to give them a completely different meaning simply because they find it similar to concepts from their mother tongue.

The last area is Mother tongue vocabulary and structure interference in this area is presented the 5 hypothesis on how the second language acquisition process is developed by Stephen Krashen (1989). Other author found in this area is Coe (1987) who says: "European Spanish speakers, in particular, probably find English pronunciation harder than speakers of any other European language." In addition, in this area is presented some information of how grammar, cognates and vocabulary interfere with the acquisition process.

CHAPTER III

METHODOLOGY

Introduction

This research will be conducted on a mix method qualitative and quantitative research and the type of method that will be use is the inductive method because it is focused on determining the native language interference in English as second language learning from the students in the Intensive Intermediate English I in semester II year of 2017 at the Foreign Language Department.

During the research, the selected sample of 30 students belonging to two groups in the Intensive Intermediate EnglishIcourse will be observed and three instruments will be administered to them. First, quizzes will be used to survey the students and then the data gathered from these instruments would be analyzed. These quizzes will consist in a set of questions that include some exercises to determine if they understand the real meaning of some English cognates.

The methodology in this research was created based on the research questions:

Main question

To what extent does the mother tongue interfere in the English language learning process?

Subsidiary questions

To what extent do mother tongue structures interfere in students' written and oral English production?

To what extent do false cognates interfere in students understanding of English?

To what extent does mother tongue vocabulary interfere in the English language learning process?

Settings

This study took place inside the classrooms of the FLD at the main Campus of the University of El Salvador, located in the department of San Salvador, the only public higher education institution in the country. The instruments were developed in IF-2 and IF-3 classrooms at 7:30 a.m. in three different days, one day for each instrument.

Sampling

The study was carried out at the Foreign English Department of the University of El Salvador, San Salvador, El Salvador. The sample consisted in a total of 30 students that are enrolled in IntensiveIntermediate English I, semester II-2017of the English Teaching Major who are young adults between 18-25 years old. The total of 30 Students was selected by convenience out of a universe of 80 students of both groups.

Instruments

Three instruments were used in this research to identify if students know the meaning of some common false English-Spanish cognates. The first quiz will identify if students have problems with vocabulary or false cognates. The second quiz will identify Spanish structure interference in English of students who belonged to the sample. Also, the last instrument will consist in a set of question to know students opinion about the topic and if they consider that mother tongue interferes when learning English.

Objective:

- To identify howmother tongue interferes in the use of the target language through the use of true and false cognates.

Instructions: Choose the correct word cognate to each sentence:

1. Did you know that Laura got _____ (embarrassed/pregnant) on holiday in Ibiza?

2. The _____ (signature/subject) I hate most is math.

3. Begonia is a very _____ (kind /sympathetic) person.

4. He keeps _____ (revolving/stirring) the soup the whole time.

5. I couldn't agree more. That's a very _____ (sensible/sensitive) idea.

6. The film "The Quiet American" was a box-office _____ (exit/success).

7. How many _____ (idioms/languages) can you speak?

8. _____ (Actually/Nowadays) I'm living with my parents since last year.

9. The poor live in the _____ (slums/suburbs).

10. The police came to my _____ (assistance/attendance).

*Results of this instrument can be found in the appendix section

Part II- Underline the correct word

1. Keiry complained that her boss *molested/annoyed*her during working hours.

2. Look for the *exit/ success*at the end of the hall.

3. I forgot to bring my dish*/plate* for the lunch.

4. I heard you got a new job at the *fabric/factory.*

5. Let me *introduce/present* my cousin. This is his first time in the states.

6. Lenny has to *record/grab*her voice in order to present her new music disc 2018.

 7. Mark needs to go to the super market and have some yards of *rope/clothes*to finish the construction of the attic in the house.

 8. The Millers are *currently/ actually*living in Massachusetts and not Boston as we thought.

9. Mr. Jones has to *attend/ assist*the applicants for the new training group.

10. Riley *envy/send*Steven because he is always the most outstanding student in math.

*Results of this instrument can be found in the appendix section

University of El Salvador

School of Arts and Sciences

Foreign Language Department

Objective:

- To identify mother tongue interference in English structures of students´ enrolled at the English Intermediate I course semester II -2017.

Instructions:

Translate into English the following sentences <u>without</u> using translators or dictionaries:

1. Hoy compraré jabón _____

2. Actualmente vivo en Santa Ana _____

3. Hoy me graduaré del colegio_____

4. Tengo que hacer una inversión en esa tienda_____

5. Hoy iré a la Librería_____

6. Practicaré mi lectura_____

7. Mañana asistiré a una fiesta_____

8. Ella es bizarra_____

9. El contestará el teléfono_____

10. Es una persona estimada_____

*Results of this instrument can be found in the appendix section

Objective:

- To identify students' knowledge of the second language.

Instructions: Select the letter that best answers each question.

1. Have you studied formally English before?

    A. Yes   B. No

2. What is the English level you have?

    A. Basic Level   B. Medium Level C. Advanced Level

3. What is the reason why you took this major?

    A. To learn English   B. To become an English Teacher   C. Other

4. Are you conscious of the grammatical order that is follow in English?

    A. No   B. A little bit conscious C. Yes

5. Is English grammatical order the same as Spanish?

    A. Yes   B. No

6. When you are speaking English are you thinking the statements in Spanish or in English?

    A. Spanish   B. English

7. Do you consider Spanish is an obstacle when writing, reading and listeningin English?

    A. Yes   B. Sometimes   C. No

8. Do you have any problem when writing, reading or speaking in English because of your mother tongue Spanish?

   A. Yes   B. No

9. Do you know what a cognate is?

   A. Yes   B. No

10. Without using dictionaries or translators select the correct definition for the word "Inversion"

   A. The action of inverting something or state of being inverted.

   B. The action or process of investing money for profit or material result.

*Results of this instrument can be found in the appendix section

Procedure

The instruments were administered to the students individually during the class time with the prior permission obtained from teachers. These instruments were explained in English to the students, as well as the directions and the objective of the study. The administrators controlled the activity while students were completing the quizzes in order to clarify any doubt that participants had.

The first quiz consisted in sentences that contained some false cognates; students selected the correct word to complete the sentence. The purpose of this questionnaire was to determine if students understand the real meaning of cognates. This quiz was administered during the first week of the research.

The second quiz was also administered inside classrooms and it had a length of 10 minutes. The purpose of this particular quiz was to determine if students make use of the grammatical structures of Spanish when creating statement in English. This quiz was administered during the third week of this study.

Finally, at the end of the research the last instrument will consist in a set of question to know students' opinion about the topic and if they consider that mother tongue interferes when learning English.

Data Analysis

Data gathered from the first quiz was tabulated and put into statistical graphics for its analysis. The very same process was used for the second and third quiz; they were also put into statistical graphics and tables for its analysis. This process was carried out by using Google spreadsheet and Microsoft office excel.

CHAPTER IV

Three instruments were used in this research to determine mother tongue interference. The first instrument consisted in two parts; the first part is a set of ten sentences in which students had to select the correct word in parenthesis and in the second part students had to underline the correct word, the objective of this instrument was to identify howmother tongue interferes in the use of the target language through the use of true and false cognates

The second instrument was a set of ten sentences in Spanish and students had to translate the sentences into English without using any dictionary or translator, the objective of this instrument was to identify mother tongue interference in English structures of students. The last instrument was a set of questions to identify students' knowledge of the second language.

Group A and Group B

Group A and group B are students from the English Teaching Major that are taking the course Intensive Intermediate English I at the University of El Salvador and their schedule is from 6:00 a.m. to 8:00 a.m. from Monday to Thursday.

Group A was the group that had more mistakes in relation with group B, in the first quiz group A had 5.27 and group B had 6.3

Comparison Group A and Group B
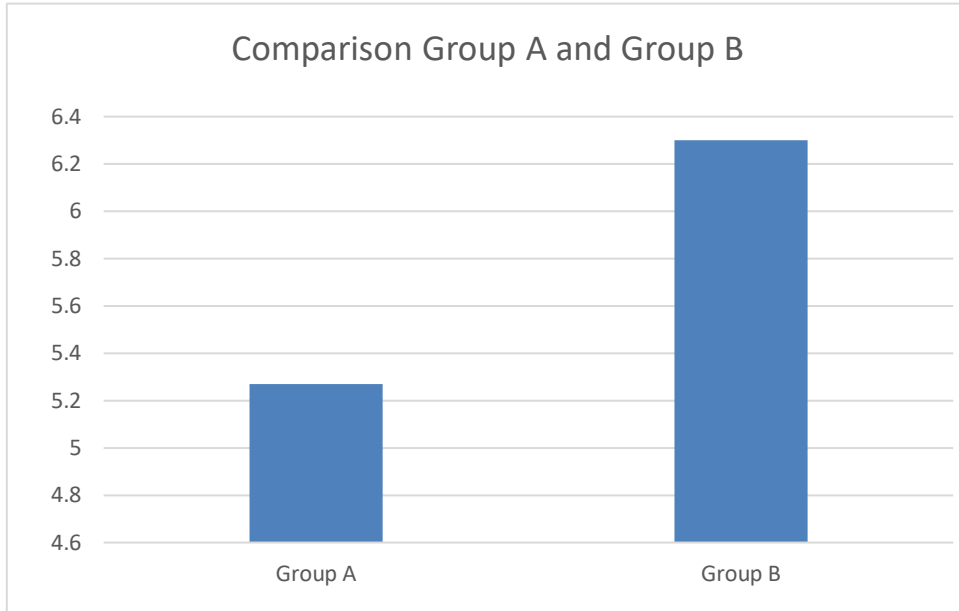
In the second quiz group A had 3.4 and group B had 4.3, base on that is correct to say that group B is the group that had better results.
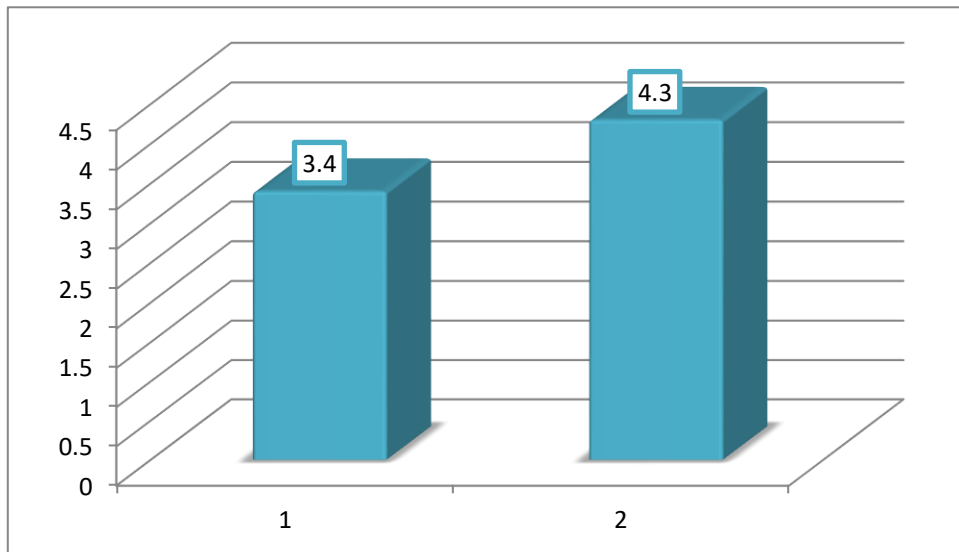
In the last instrument the result showed that the majority of students took English teaching major to learn English and also that they think in Spanish to speak or write in English.

Most of the students make mistakes with words that look similar in Spanish and English, the students who had fewer mistakes are the ones who previously studied English while the students who made many mistakes are the ones who did not studied English before and are beginners.

Some of the students used cognates correctly, words such as subject and pregnant, even though they have false cognates (embarrassed and signature) were used correctly in the second language

Students did not know what a false cognate is; there is a lack of knowledge about the topic at this level, if students do not practice the difference in meaning between these words in Spanish and English there is a possibility that students will keep using false cognates.

Students tend to think in Spanish first to speak in English, the problem with this situation is that students are not fluent and they confuse Spanish structure with English structure.

CHAPTER V

Introduction

At the end of this study, there are a number of conclusions and recommendations to take into account to improve mother tongue interference in beginners, these recommendations and conclusions are based on the results obtained during this study with the only purpose of helping future professionals and to make their acquisition process faster and efficient.

Discussion

With the results obtained in these questionnaires there are a number of conclusions that can be mentioned.

- To start with, it is a fact that most of the students at this level still confuse many words in English that have the same spelling in Spanish but completely different meaning in English. The ones that have less mistakes or errors are the ones who previously studied English either in school, academies or simply by themselves while the students that had many mistakes are in the majority of the cases the students that did not study English prior to getting into the university and therefore are beginners in the language field.

- There are some words that were used correctly by most of the students such as pregnant and subject, these spelling of these words in Spanish have false cognates (embarrassed and signature) even though they are more similar to the words that represent them in Spanish, some of the students used them correctly in the second language.

- There is a lack of knowledge about true and false cognates at this level. Most of the students, if not all of them, did not know what true and false cognates are. There are many words that are not used correctly by the students and the problem is that if they do not start practicing the difference in meaning between these words in Spanish and English there is a big possibility that students would continue using these words through the rest of the levels in the major because they keep on using them incorrectly during a long period of time this could actually become a habit and therefore it could lead to a fossilization process in the future since students do not know their correct meaning from the beginning of their studies.

- Most of the students admit they formulate sentences in Spanish in their minds before speaking them out in English, most of them were using Spanish grammar structures to produce in English. This is a situation in which many students think they are using the language correctly and accurately but they do not realize they are not.

Recommendations

Taking into account the findings of the study, the researchers would like to suggest the following recommendations in order to help students to overcome mother tongue interference in English as second language acquisition:

TO FUTURE RESEARCH:

☐ To have a simple of beginners to determine the mother tongue interference.

☐ To use different resources in order to have a better understanding of the topic.

☐ To use the different studies by previous researchers as base or guidance.

 TO STUDENTS:

☐ To put into practice the different rules of the second language at the time of writing and speaking in order to prevent mistakes when producing in the target language.

☐ To take responsibility of their own learning, which means to look for extra information about the contents after classes and also to look for information about their interest. That will help the student to clarify the differences between the Mother tongue and second language.

☐ To be exposed to real English environment by listening music, watching movies, series with English subtitles is a good strategy to develop the ability of thinking in English.

☐ To lose the fear of making mistakes. At the time of learning a second language, students are going to face a lot of interferences with the mother tongue as well as mistakes.

It is important to clarify all the doubts and do not assume that Spanish is the same as English all the time.

☐To avoid translating literally from Spanish. It is essential for students to use the structures in

English all the time either when writing or when speaking, structures in Spanish are different so translate form one language to another is not recommended.

TO TEACHERS:

☐ To identify the most common errors and mistakes students make when using the second language in order to have a strategy to avoid them.

☐ To identify how the mother tongue interferes in the learning process of the second language of students.

☐ To provide students with authentic material in order to make emphasis about the difference between English and Spanish and prevent future mistakes when learning the target language.

☐ To provide students advisories out of classes to clarify all the doubts students have.

☐ Avoid speaking in the mother tongue as much as possible; students need to forget about the L1 in order to better learn the L2.

☐ Encourage students to read and to listen authentic material as much as possible so they can be conscious about the differences and contrast of the two languages and in this way avoid interferences from the mother tongue.

☐ Be a model for students. Explain and demonstrate what you want them to do.

☐ Motivate students to continue building their own knowledge out of classroom. Teachers should let the student know that learning is a responsibility and they must take advantage of all the possible sources they have.

TO THE FOREIGN LANGUAGE DEPARTMENT:

☐ To include a specific subject in the curriculum about the analysis of similarities and differences between the mother tongue and the ESL.

☐ To open an ESL laboratory with all the necessary sources for the learning of the target language, access to internet, enough technology equipment. Also is important that students can use the laboratory whenever they want not only with specific activities or subjects.

☐ To enable extracurricular activities where students can be really exposed to the target language; activities like congress or conferences with native people of the target language.

☐ To add a topic in the curriculum of Basic English and/or Intermediate English I to study the true and false cognates as a base to understand the similarities and differences

between our mother tongue and the ESL just as the study of the pronunciation of the regular verbs in past which is first studied briefly in the basic levels and then deeply studied in Phonology and Morphology.

Conclusions

This research was carried out to establish mother tongue interference in beginner students with the purpose of making their learning process efficient and to avoid this problem in the future in order to achieve better outcomes.

- Some of the students think that the false cognates are words pronounced correctly, and that those words have the same meaning in both languages, that is why they keep making the same mistake because they are not corrected by the teacher in a proper way.
- There is a lack of interest from students to learn the language in a correct way; for that reason, they take for granted what the professor teaches without looking for information. If students are not motivated to learn by themselves, the problem will persist.
- Students do not receive the proper correction when they make a mistake, and that is the reason why they make the same mistake constantly. The teacher may correct students when they pronounce or use a word incorrectly; in that way, teachers can help students in their learning process.
- Students know that sometimes the mother tongue interferes when learning English, but sometimes they do not practice the language and start thinking and speaking in English.

- The majority of students are not conscious of the grammatical order in English and some of them think that it is the same as in Spanish; for that reason, they make sentences incorrectly and try to use the same grammatical order.

APPENDIX

TABULATION

The following results belongs to the first quiz in group A and group B, this quiz has two parts, the first part consist in select the correct cognate in each sentence and the second part is about underlining the correct cognate.

In this case both groups answered some items incorrectly but group B was the one who made less mistakes.

GROUP A																					
FIRST PART																					
	Q1		Q2		Q3		Q4		Q5		Q6		Q7		Q8		Q9		Q10		TOTAL	
N	R	W	R	W	R	W	R	W	R	W	R	W	R	W	R	W	R	W	R	W	R	W
1	1			1		1	1		1			1	1			1		1		1	3	7
2		1	1			1	1		1		1		1		1			1		1	5	5
3	1			1	1		1			1	1		1			1		1		1	5	5
4	1		1			1			1	1	1		1			1		1		1	6	4
5	1			1	1		1			1	1		1		1			1		1	5	5
6	1		1		1		1			1	1		1			1		1		1	6	4
7	1		1			1	1			1	1		1		1			1		1	6	4
8		1		1		1		1		1	1		1		1	1	1				3	7
9	1		1		1		1		1		1		1		1		1	1	1		8	2
10	1		1			1	1			1	1		1		1	1				1	6	4
11	1		1		1		1			1	1		1		1	1				1	7	3
12	1			1	1		1			1	1		1		1		1			1	7	3
13	1		1			1		1		1		1	1		1		1			1	5	5
14	1		1			1		1		1		1	1			1		1		1	3	7
15	1			1		1	1			1	1		1			1		1		1	4	6
																				TOTAL	5.267	71

GROUP A — SECOND PART

N	Q1 R	Q1 W	Q2 R	Q2 W	Q3 R	Q3 W	Q4 R	Q4 W	Q5 R	Q5 W	Q6 R	Q6 W	Q7 R	Q7 W	Q8 R	Q8 W	Q9 R	Q9 W	Q10 R	Q10 W	TOTAL R	TOTAL W
1		1	1			1		1	1			1	1			1		1		1	5	5
2	1		1			1	1			1	1			1		1	1			1	6	4
3		1		1		1	1		1			1		1		1		1		1	4	6
4		1		1	1			1		1		1		1		1		1		1	5	5
5		1	1			1	1		1			1		1		1	1	1			5	5
6	1			1	1			1		1	1		1	1		1				1	7	3
7		1	1			1	1		1			1		1	1			1		1	4	6
8	1			1	1		1			1	1		1			1				1	5	5
9		1	1			1	1	1		1		1		1		1		1		1	5	5
10		1		1	1			1	1	1			1	1		1		1		1	3	7
11		1		1	1		1			1		1	1	1		1		1		1	4	6
12		1	1			1	1		1			1	1			1		1		1	5	5
13	1			1		1	1	1		1		1	1	1		1		1		1	5	5
14	1			1		1	1	1		1		1	1		1		1			1	8	2
15		1	1			1	1		1		1		1	1		1		1	1		8	2
																		TOTAL			5.267	71

GROUP B — FIRST PART

N	Q1 R	Q1 W	Q2 R	Q2 W	Q3 R	Q3 W	Q4 R	Q4 W	Q5 R	Q5 W	Q6 R	Q6 W	Q7 R	Q7 W	Q8 R	Q8 W	Q9 R	Q9 W	Q10 R	Q10 W	TOTAL R	TOTAL W
1	1		1			1	1		1			1	1			1	1		1		7	3
2	1		1			1		1	1	1		1		1		1		1		1	7	3
3	1		1		1			1	1	1		1		1		1			1		8	2
4	1		1			1	1		1	1		1			1		1		1		5	5
5		1	1		1			1	1	1		1			1		1	1			5	5
6	1		1		1			1	1		1		1				1		1		6	4
7	1		1		1		1		1	1		1		1		1			1		8	2
8	1		1		1		1	1		1		1		1		1		1			10	0
9	1		1		1		1		1	1		1		1		1	1				7	3
10	1		1		1		1		1		1	1		1	1		1				6	4
11	1		1		1		1		1	1		1	1			1	1				7	3
12		1	1		1		1		1	1	1		1		1	1		1			4	6
13	1		1		1		1		1	1		1		1	1	1					7	3
14	1		1		1		1		1	1		1		1	1		1				8	2
15	1		1		1			1	1	1		1		1			1		1		6	4
																		TOTAL			6.73	49

GROUP B																						
SECOND PART																						
	Q1		Q2		Q3		Q4		Q5		Q6		Q7		Q8		Q9		Q10		TOTAL	
N	R	W	R	W	R	W	R	W	R	W	R	W	R	W	R	W	R	W	R	W	R	W
1		1	1			1	1			1		1	1		1			1		1	4	6
2	1		1		1		1		1		1		1			1	1		1		9	1
3		1	1			1	1		1		1		1			1	1		1		7	3
4		1		1	1			1	1		1		1			1		1		1	4	6
5		1	1			1	1		1		1		1		1			1		1	6	4
6		1	1			1	1		1		1		1		1			1		1	6	4
7		1	1			1	1		1		1		1			1		1		1	5	5
8		1	1			1	1		1		1			1		1	1			1	5	5
9	1			1	1		1		1		1		1		1		1			1	8	2
10		1	1			1	1		1			1	1		1			1		1	4	6
11		1		1	1			1	1		1		1			1		1		1	4	6
12	1		1		1			1		1		1	1		1			1	1		5	5
13		1	1		1			1	1		1		1			1		1	1		6	4
14		1	1			1	1		1		1		1			1	1		1		7	3
15		1	1		1		1		1		1		1		1		1			1	8	2
																				TOTAL	5.87	62

Comparison Group A and Group B
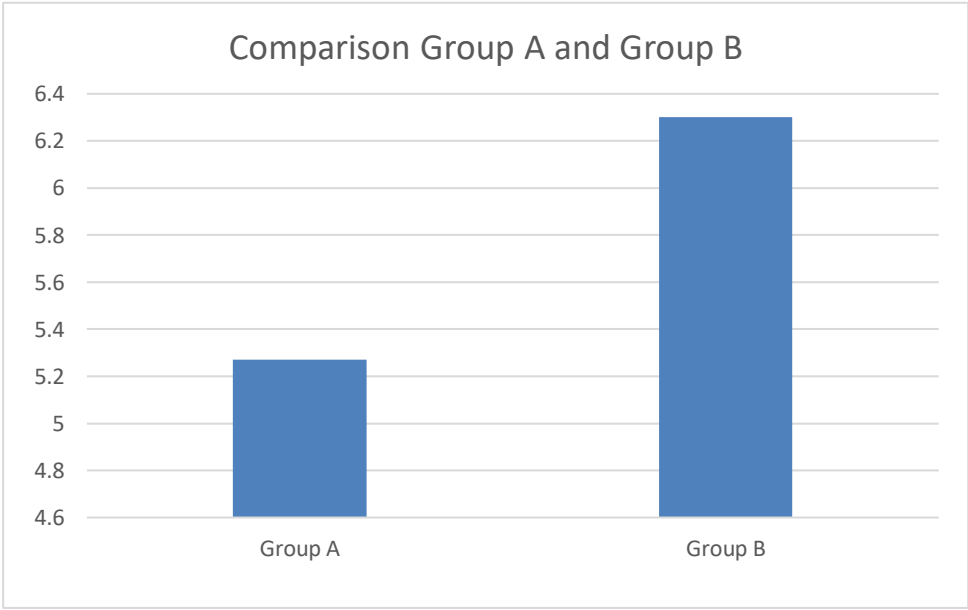
TOTAL

Group A   5.27
Group B   6.3

Group A

PART 1	
Right	Wrong
3	7
5	5
5	5
6	4
5	5
6	4
6	4
3	7
8	2
6	4
7	3
7	3
5	5
3	7
4	6
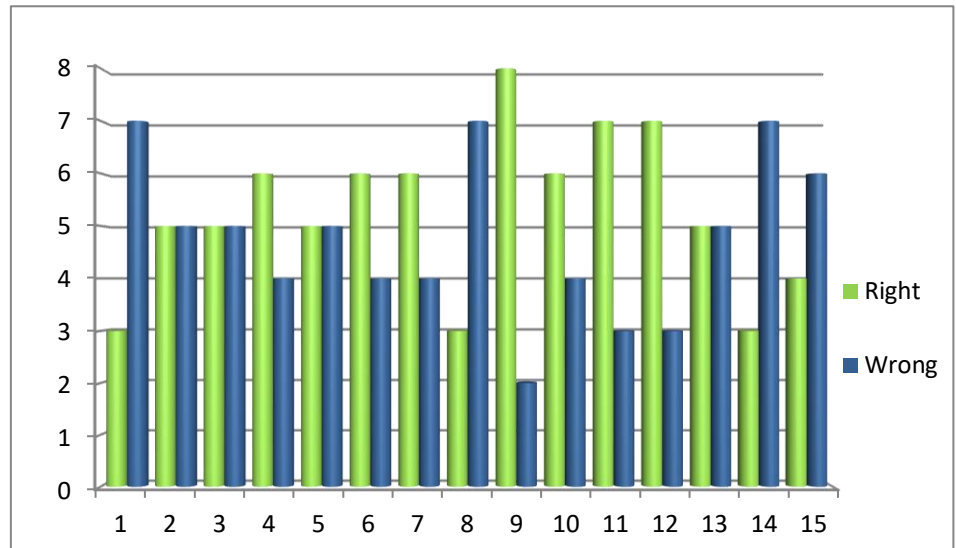
PART 2	
Right	Wrong
5	5
6	4
4	6
5	5
5	5
7	3
4	6
5	5
5	5
3	7
4	6
5	5
5	5
8	2
8	2
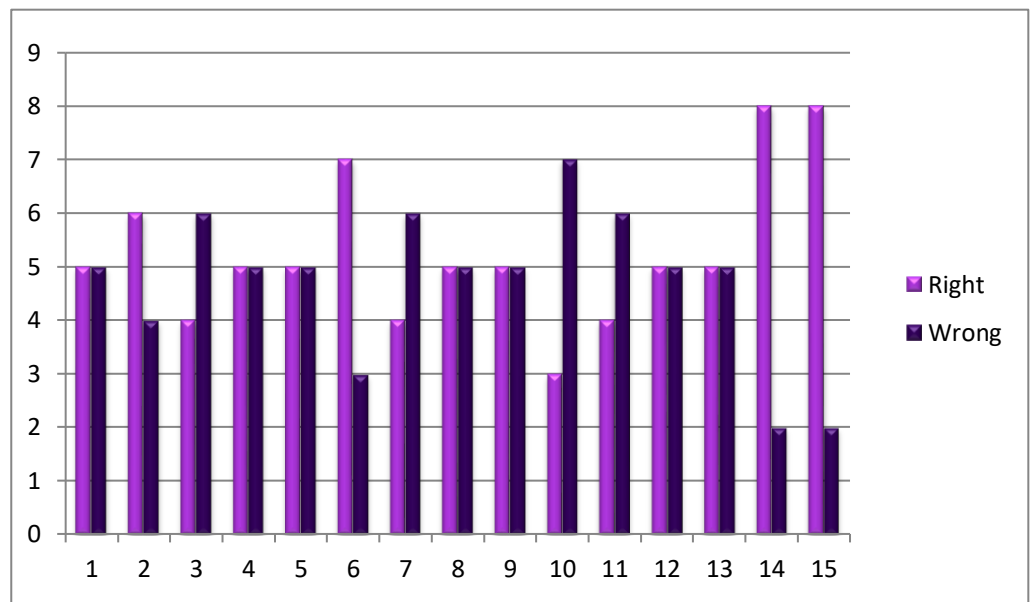
Group B

PART 1	
Right	Wrong
7	3
7	3
8	2
5	5
5	5
6	4
8	2
10	0
7	3
6	4
7	3
4	6
7	3
8	2
6	4
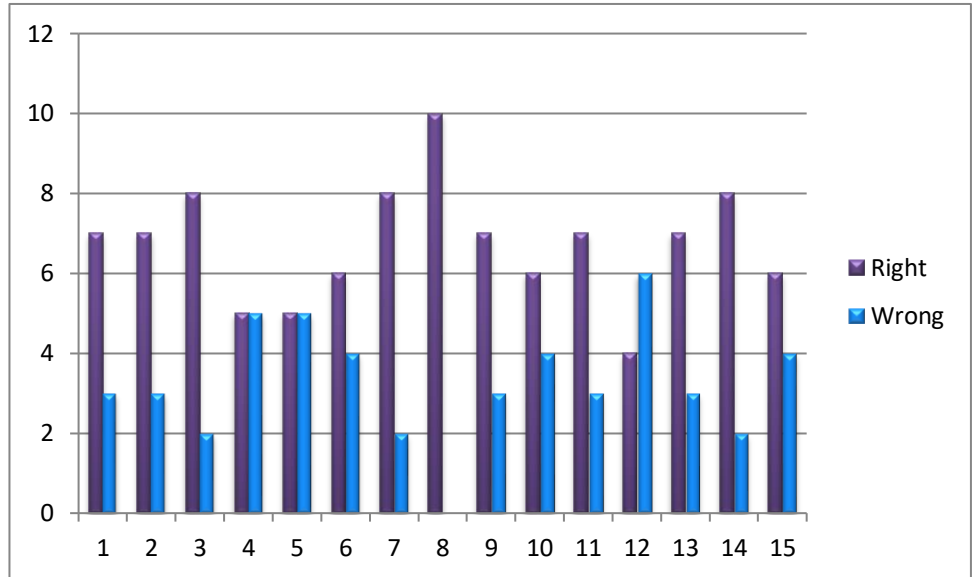
PART 2	
Right	Wrong
4	6
9	1
7	3
4	6
6	4
6	4
5	5
5	5
8	2
4	6
4	6
5	5
6	4
7	3
8	2
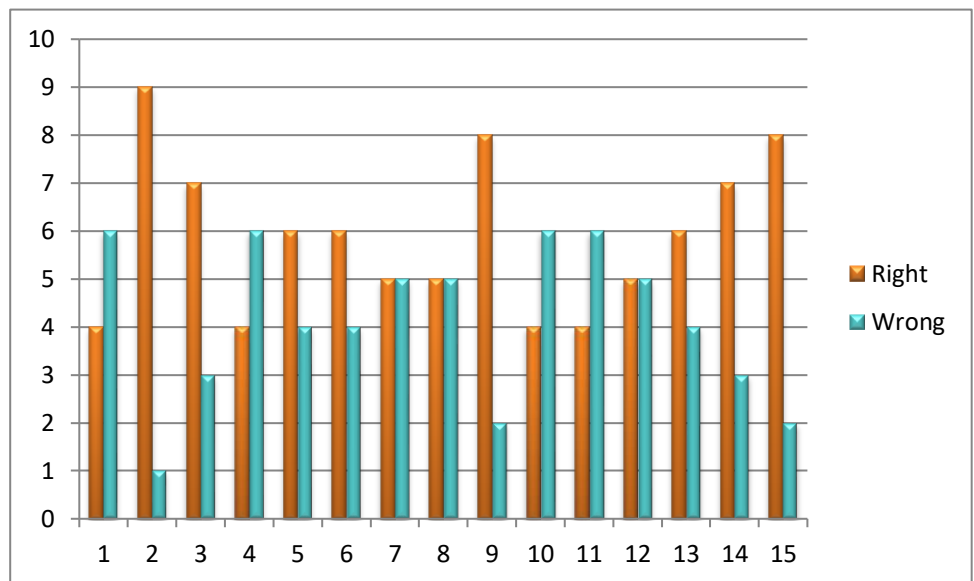
In quiz number two, group B had less mistakes with 4.3 as result and group A has 3.4

GROUP A																					
	Q1		Q2		Q3		Q4		Q5		Q6		Q7		Q8		Q9		Q10		TOTAL	
N	R	W	R	W	R	W	R	W	R	W	R	W	R	W	R	W	R	W	R	W	R	W
1	1			1	1			1	1			1		1		1	1			1	4	6
2	1			1	1			1	1			1	1			1	1			1	5	5
3	1			1	1			1		1		1	1		1			1		1	4	6
4	1			1		1	1		1			1	1		1		1			1	6	4
5		1	1		1			1		1		1		1		1		1		1	2	8
6	1		1			1		1	1			1	1		1			1		1	5	5
7	1			1		1		1		1		1		1		1		1		1	1	9
8		1	1			1		1		1		1		1		1		1		1	1	9
9		1	1		1			1		1		1		1		1		1		1	2	8
10	1		1			1		1		1		1		1	1			1		1	3	7
11	1			1	1			1		1		1		1	1			1		1	3	7
12	1		1			1	1			1		1	1		1			1		1	5	5
13		1	1		1			1	1			1		1		1		1	1		3	7
14	1			1		1	1			1		1	1			1		1		1	3	7
15		1		1		1	1		1			1	1		1			1	1		4	6
																			TOTAL		3.4	99

GROUP B

N	Q1 R	Q1 W	Q2 R	Q2 W	Q3 R	Q3 W	Q4 R	Q4 W	Q5 R	Q5 W	Q6 R	Q6 W	Q7 R	Q7 W	Q8 R	Q8 W	Q9 R	Q9 W	Q10 R	Q10 W	TOTAL R	TOTAL W
1	1			1	1			1	1			1		1		1		1		1	3	7
2	1			1	1			1	1		1			1	1		1			1	6	4
3	1			1		1		1	1		1			1	1		1			1	5	5
4	1		1		1			1	1			1		1	1			1		1	5	5
5	1		1		1		1			1	1			1	1			1		1	6	4
6	1		1		1		1			1	1			1		1		1		1	5	5
7	1		1		1		1			1	1			1	1			1		1	6	4
8		1	1		1			1	1			1		1	1			1		1	4	6
9	1			1		1	1		1			1		1	1			1		1	4	6
10	1		1			1		1	1		1			1		1		1		1	4	6
11	1			1		1	1		1			1		1		1		1		1	3	7
12		1	1			1		1	1			1		1	1			1		1	3	7
13	1		1			1		1	1			1		1		1		1		1	3	7
14	1			1	1			1	1			1		1		1		1	1		4	6
15		1	1		1			1	1			1		1		1		1	1		4	6
																			TOTAL		4.33	85

GROUP A	
RIGHT	WRONG
4	6
5	5
4	6
6	4
2	8
5	5
1	9
1	9
2	8
3	7
3	7
5	5
3	7
3	7
4	6
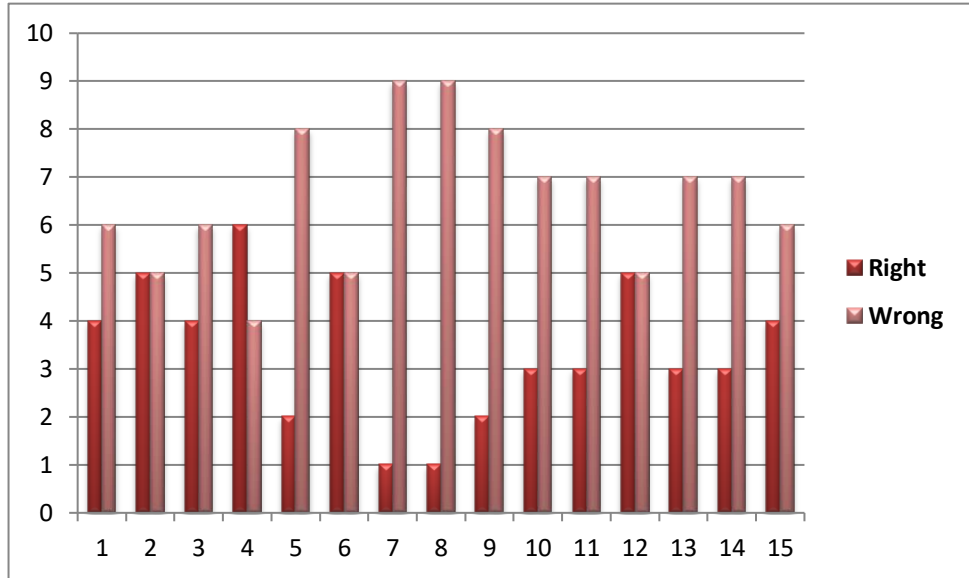
GROUP B	
RIGHT	WRONG
3	7
6	4
5	5
5	5
6	4
5	5
6	4
4	6
4	6
4	6
3	7
3	7
3	7
4	6
4	6

Quiz 3

N	Q1		Q2			Q3			Q4			Q5	
	YES	NO	BASIC	MEDIUM	ADVANCED	LEARN	TEACHER	OTHER	NO	A LITTLE BIT	YES	YES	NO
1		1	1			1				1		1	
2	1			1				1		1			1
3	1			1			1			1		1	
4		1	1			1				1		1	
5		1	1			1			1				1
6	1			1			1			1			1
7		1	1					1		1		1	
8		1	1			1				1			1
9	1			1		1			1			1	
10		1	1			1			1			1	
11		1	1				1			1		1	
12	1			1				1			1		1
13		1	1			1				1		1	
14		1	1				1			1			1
15	1			1			1			1			1
TOTAL	6	9	9	6	0	7	5	3	3	11	1	8	7

GRUPO A										
Q6		Q7			Q8		Q9		Q10	
SPANISH	ENGLISH	YES	SOMETIMES	NO	YES	NO	YES	NO	R	W
1		1			1			1	1	
1			1		1			1		1
1			1		1			1		1
1		1			1			1	1	
1		1			1			1		1
1		1			1			1		1
1		1			1			1	1	
1			1		1			1		1
1			1		1			1		1
1			1		1			1		1
1		1			1			1		1
1			1		1			1		1
1			1		1			1		1
1			1		1			1		1
1			1		1			1		1
15	0	6	9	0	15	0	0	15	3	12

GROUP B

N	Q1		Q2			Q3			Q4			Q5	
	YES	NO	BASIC	MEDIUM	ADVANCED	LEARN	TEACHER	OTHER	NO	A LITTLE BIT	YES	YES	NO
1	1			1			1			1			1
2	1		1			1			1			1	
3	1		1			1			1			1	
4		1	1			1				1			1
5	1			1			1			1			1
6		1		1				1		1			1
7		1		1			1			1			1
8		1		1			1		1				1
9		1	1					1	1			1	
10	1			1		1				1			1
11		1		1			1				1		1
12	1		1				1			1		1	
13	1			1				1	1			1	
14	1		1					1	1				1
15	1		1			1			1			1	
TOTAL	9	6	7	8	0	5	6	4	7	7	1	6	9

GROUP B

| Q6		Q7			Q8		Q9		Q10	
SPANISH	ENGLISH	YES	SOMETIMES	NO	YES	NO	YES	NO	R	W
1			1			1	1		1	
1		1			1			1		1
1			1		1			1		1
1			1		1			1		1
1			1			1		1	1	
1		1				1		1	1	
1		1			1			1		1
1		1				1		1		1
1		1			1			1	1	
1			1			1		1		1
1			1			1		1	1	
1		1				1		1	1	
1			1		1			1		1
1			1		1			1		1
1			1		1			1		1
15	0	6	9	0	8	7	1	14	6	9

Group A

1- Have you studied formally English before?

In this question the total of nine students said that they never studied English before.
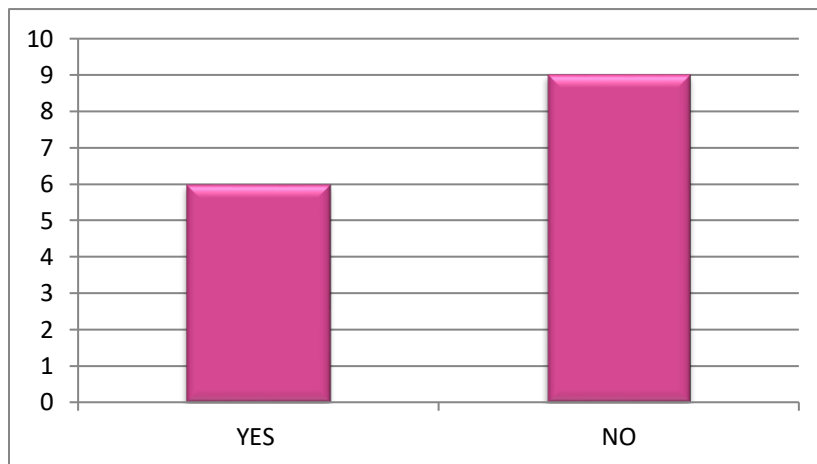
2-What is the English level you have?

In this question the majority of students said that they have Basic English level.
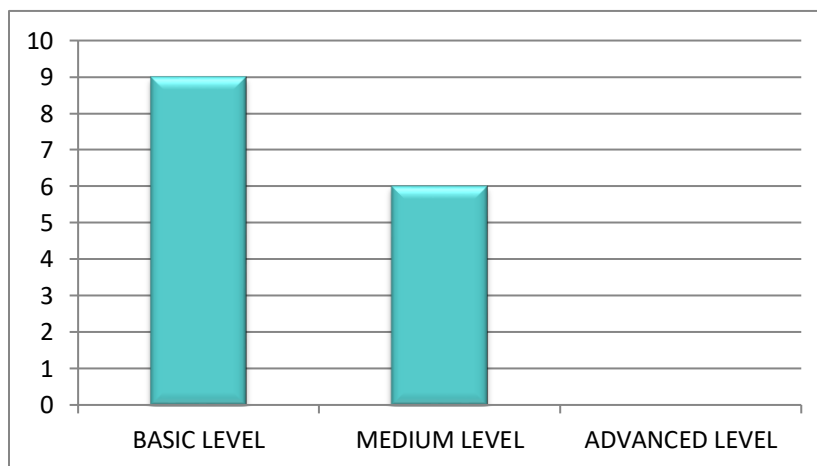
3- What is the reason why you took this major?

The majority of students said that they took this major to learn English.
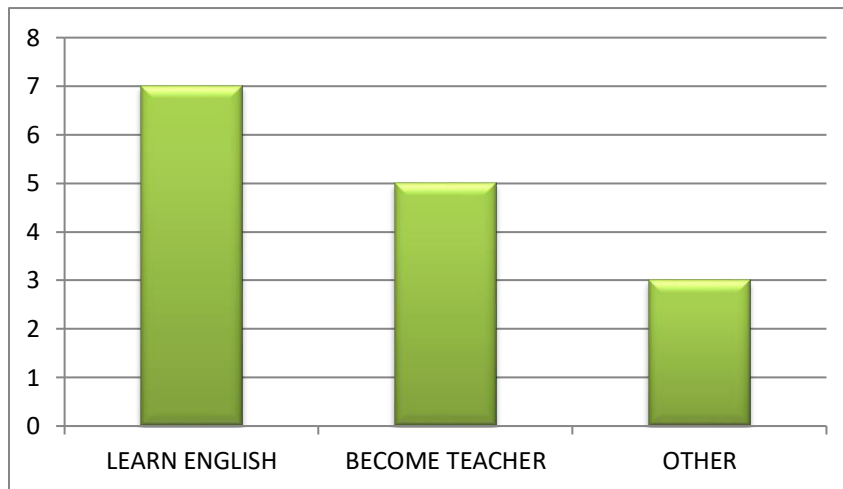
4- Are you conscious of the grammatical order that is follow in English?

The majority of students answered that they are a little bit conscious of the grammatical order in English.
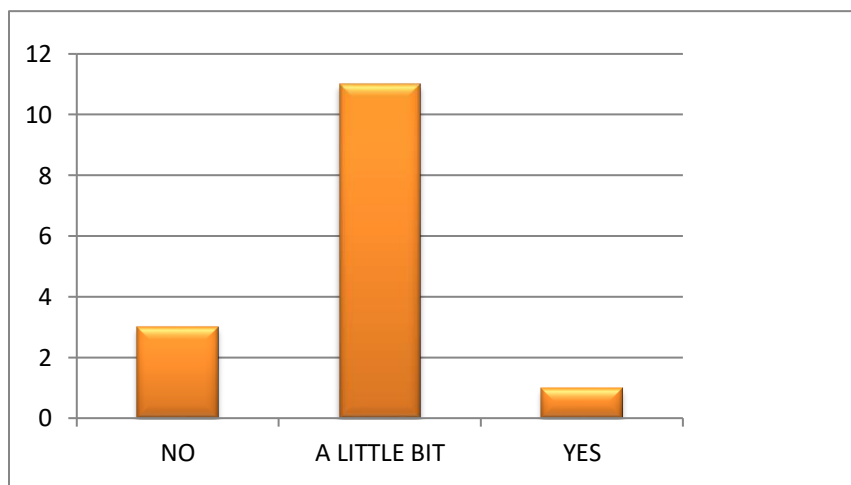
5- Is English grammatical order the same as Spanish?

The majority of students think that the grammatical order in English is the same as in Spanish.
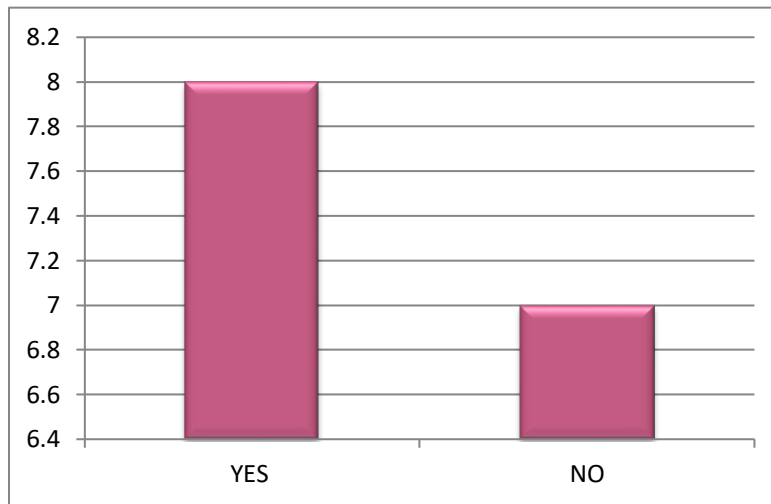
6- When you are speaking in English are you thinking the statements in Spanish or in English?

All of the students answered that they think the statements in Spanish to speak in English.
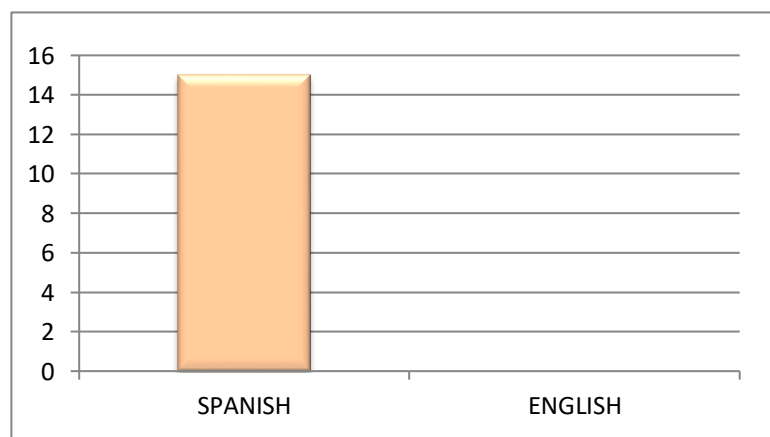
7- Do you consider Spanish is an obstacle when writing, Reading and listening in English?

The majority of students think that Spanish is sometimes an obstacle to write, read and listening in English.

8- Do you have any problem when writing, reading or speaking in English because of your mother tongue Spanish?

All of the students answered that they have problems when reading, writing and speaking in English because of their mother tongue.
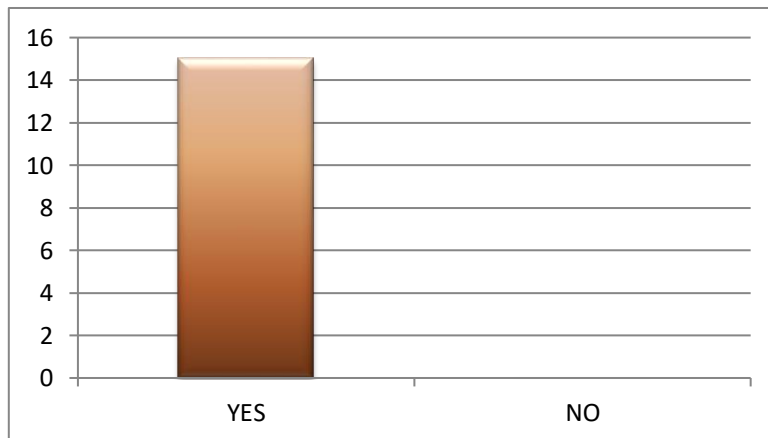
9- Do you know what a cognate is?

None of the students know what a cognate is.
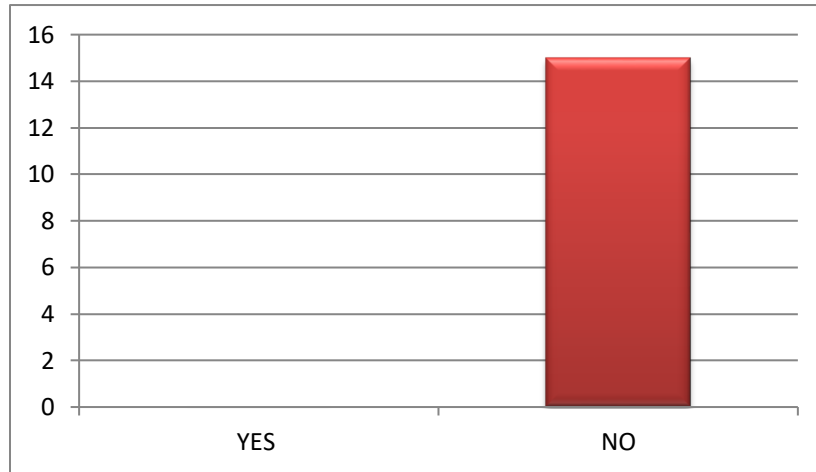
10- Without using dictionaries or translators select the correct definition for the Word "inversion"

The majority of students answered incorrectly the item number ten.
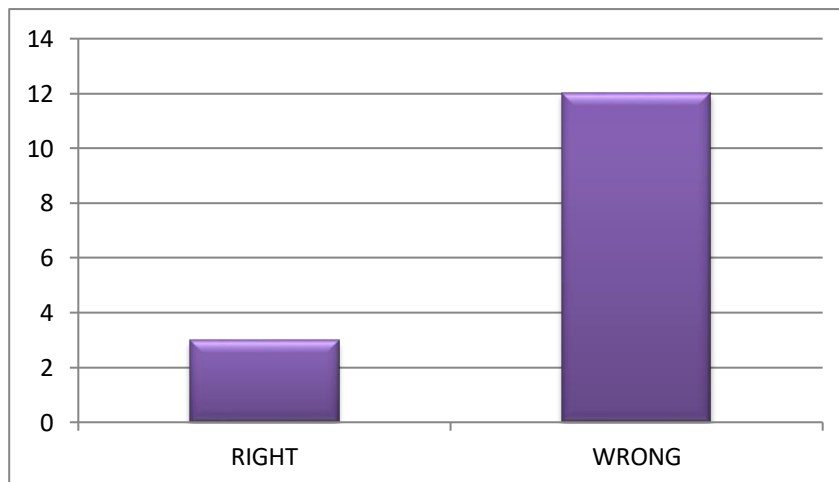
Group B

1- Have you studied formally English before?

In this question the total of nine students said that they studied English before.
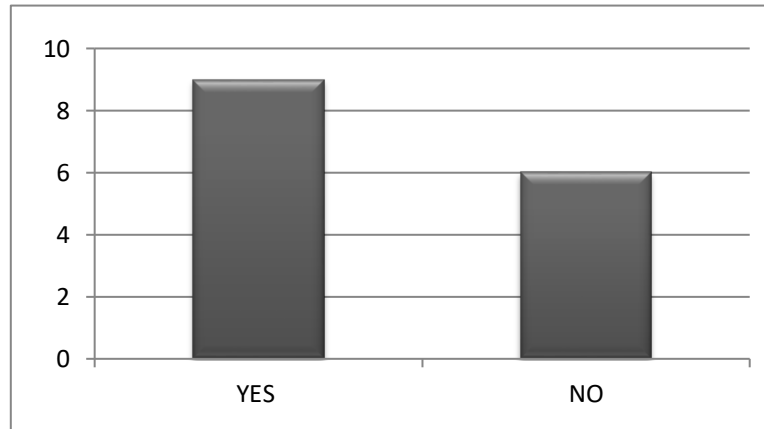
2- What is the English level you have?

In this question the majority of students said that they have Medium English level.
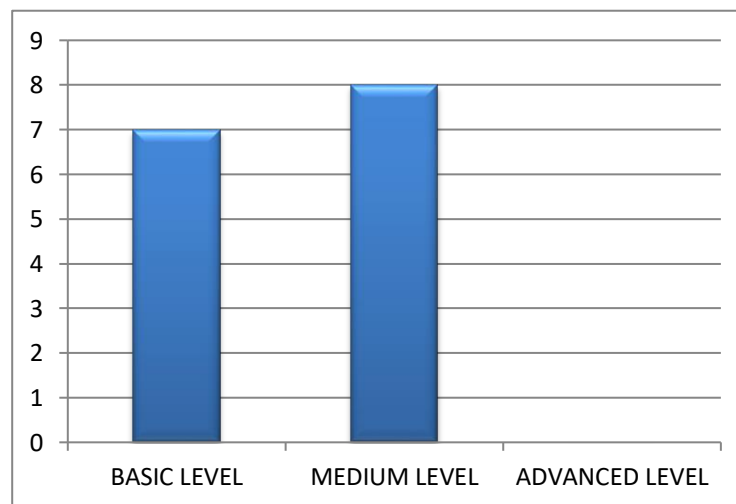
3- What is the reason why you took this major?

The majority of students said that they took this major to become a teacher.
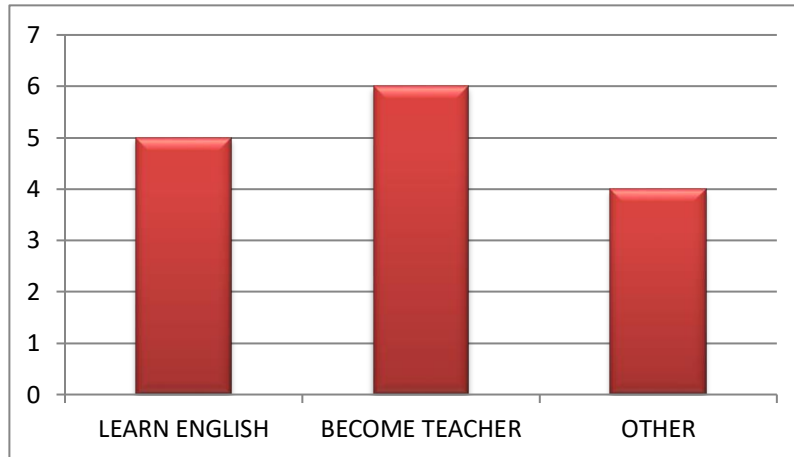
4- Are you conscious of the grammatical order that is follow in English?

Half of the students said that they are not conscious of the grammatical order and the other half said that they are just a little bit conscious.
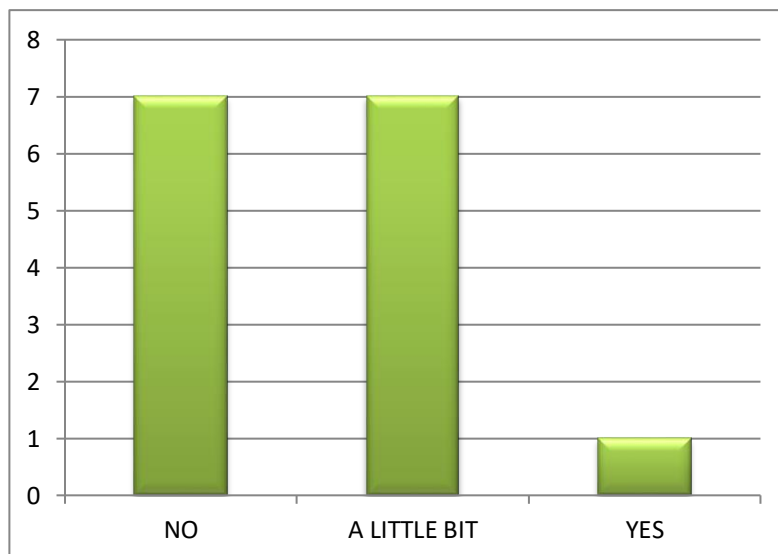
5- Is English grammatical order the same as Spanish?

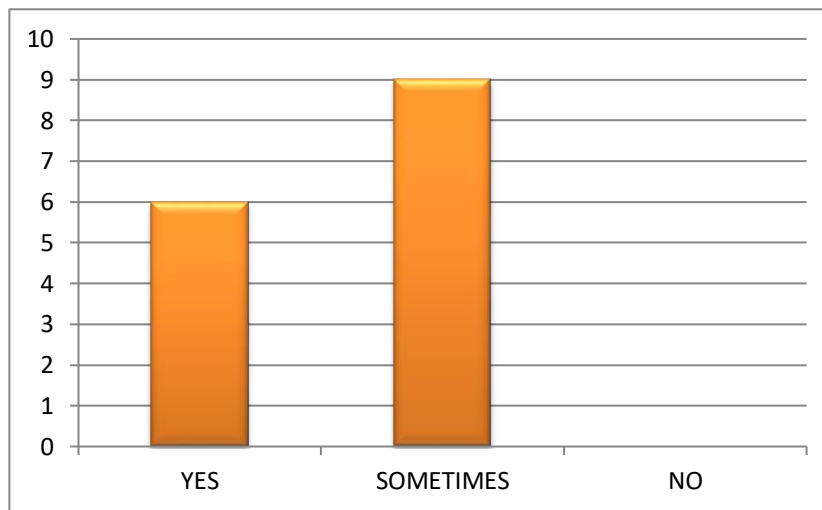The majority of students think that the grammatical order in English is not the same as in Spanish.
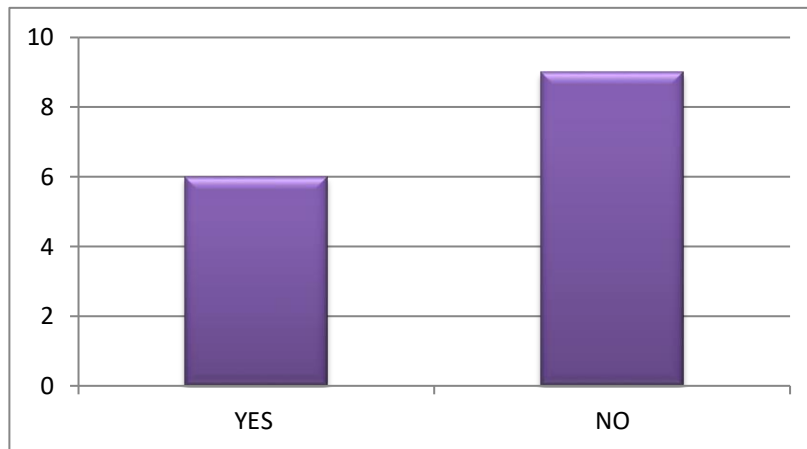
6- When you are speaking in English are you thinking the statements in Spanish or in English?

All of the students answered that they think the statements in Spanish to speak in English.
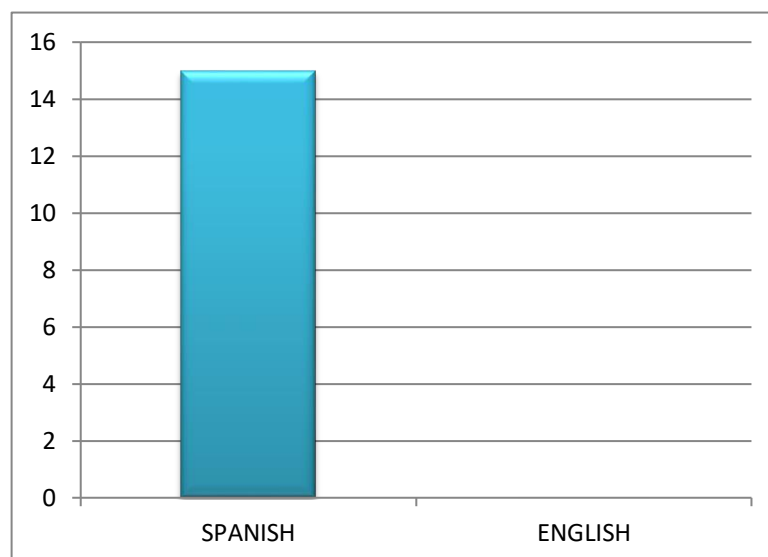
7- Do you consider Spanish is an obstacle when writing, Reading and listening in English?

The majority of students think that Spanish is sometimes an obstacle to write, read and listening in English.
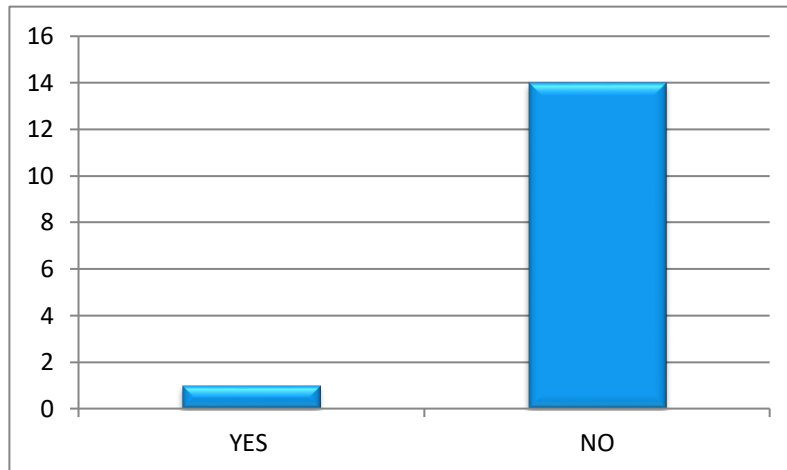

8- Do you have any problem when writing, reading or speaking in English because of your mother tongue Spanish?

The majority of students answered that they have problems when reading, writing and speaking in English because of their mother tongue.
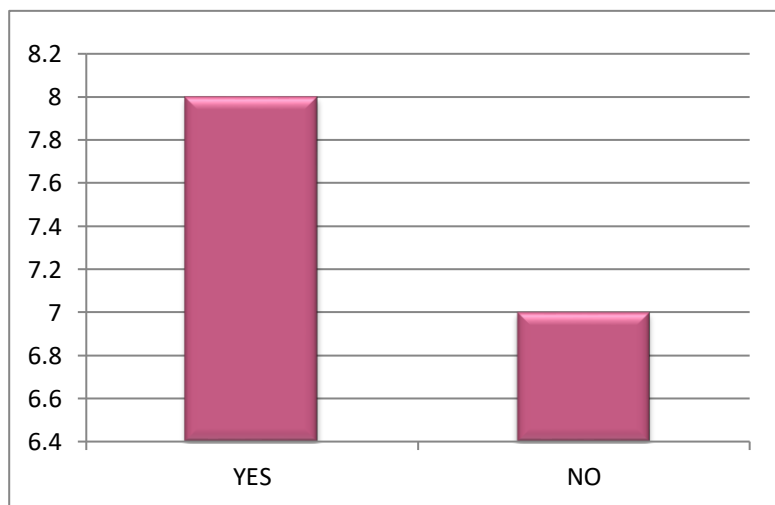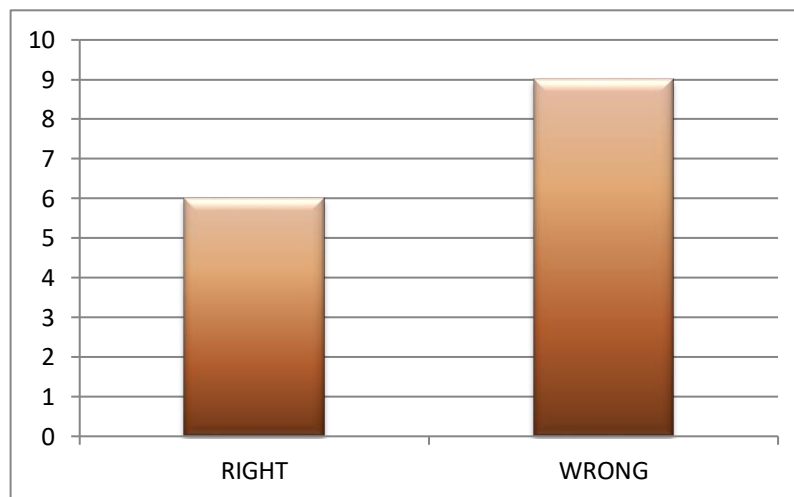
9- Do you know what a cognate is?

The majority of the students do not know what a cognate is.

10- Without using dictionaries or translators select the correct definition for the Word "inversion"

The majority of students answered incorrectly the item number ten.

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