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**NATIVE LANGUAGE INTERFERENCE IN LEARNING ENGLISH AS A  
FOREIGN LANGUAGE: AN ANALYSIS OF WRITTEN MATERIAL  
PRODUCED BY SPANISH SPEAKING STUDENTS IN SENIOR HIGH  
SCHOOL CLASSES.**

TESIS DE GRADO PREVIA A LA OBTENCIÓN DEL TÍTULO DE  
LICENCIADA EN CIENCIAS DE LA EDUCACION MENCIÓN INGLÉS.

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## **CERTIFICATION**

Licenciada María Dolores Mahauad Burneo Thesis Advisor CERTIFIES THAT:

This research work has been thoroughly revised by the graduation committee. Therefore, authorizes the presentation of this thesis, which complies with all the norms and internal requirements of the Universidad Técnica Particular de Loja.

Loja, Junio 2, 2010

Signature.....  
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The thoughts, ideas, opinions and the information obtained through this research are the only responsibility of the author.

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Sandra Baque Zambrano.

Junio 2, 2010

## **DEDICATION**

I want to dedicate the present work to my husband Edison, for his constant support and understanding, to my son Elliam and to my daughter Elliana.

## **ACKNOWLEDGEMENTS**

I would like to express my appreciation to my God, to my family and friends who helped me in the development of this work, to my parents Luisa and Camilo, because thanks to the effort that they made to give me the opportunity to attend the school, after married I could continue with my superior studies.

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## **ABSTRACT**

Interference among languages exists and the goal of this project is to explain the difficulties in the acquisition of English as a foreign language in our own context due to native Language interference. I have chosen a place located on the north-east area of the Manabí Province, within the Union y Progreso community near to La Bramadora which belongs to El Carmen Canton. The sample has been extracted out of twenty senior students from “Juan Pablo II” “Fe y Alegría” Private School, who were requested to write four different kinds of written text.

In order to conduct this research, it was necessary to use several scientific methods, as bibliographic methods and instruments including direct observation, questionnaires, and cards, the analytic and descriptive methods were used for the interpretation of the data gathered through the applied activities such as a composition, a story, an essay and a quiz. This research evidences that most of learners showed to have native language interference having errors like double negation, omission of the subject pronoun, incorrect use of the article “the”, pluralization and position of adjectives, omission of auxiliaries, use of false cognates and invented words.

A ten-hour workshop proposal which encloses specific techniques, strategies and activities was designed to help teachers to guide their students to overcome the most common errors of interference.



## **INTRODUCTION**

When we learn a second language, we learn to communicate with other people, to understand them, talk to them, read what they have written and write to them. Nevertheless, when a learner is acquiring a foreign language he or she tends to think first in their own language, so, this interference may be viewed as the transference of elements of one language into the other at various levels including phonological, grammatical, lexical and orthographical (Berthold, Mangubhai & Batorowicz, 1997). In the same way, Jeremy harmer (2005) says that students who learn English as a second language already have a deep knowledge of at least one other language, and where L1 and English come into contact with each other there are often confusions which cause error in a learner`s use of English.

Previous studies about this topic have already been done around the world, thus, I find very important the proposal of the university to know the most common errors caused by the interference from the first language over the foreign language occurring in our educative and social settings. I believe that it has been the greatest motivation to carry out this investigation in high schools of my town.

Throughout this project, I could better understand the writing mistakes in learners and the most salient aspect of the mother tongue interference, in this way, in the students´ written work I could

find the most common errors for example: they tend to omit the subject pronoun (“I,” “she,” “it”) because Spanish verb conjugations indicate the subject, (amo jugar fútbol) whereas English verbs are not conjugated and therefore require subject pronouns, so they write “Love play football”. Another common mistake is the excessive use of the definite article “the” which Spanish speakers use in most of the cases. Pluralization of adjectives is a characteristic Spanish feature as in “**blues** eyes”; the order of adjectives, Spanish makes use of the noun+adjective syntactic construction while English uses the opposite, adjective+noun.

Omission of negative auxiliaries (do not, does not, will not, did not) in English is replaced by the use of the sole word “not” in Spanish. Spanish does not need auxiliaries to express tense, tense is implicit in the conjugation specifically in the ending of verbs. Moreover, students tend to confuse the correct use of the article an/an because English uses a singular form and Spanish not, so they make some mistake like those: “a houses” “a girls” a dogs ran...”. Double negation in the same sentence is totally normal in Spanish while in English it is not correct. Students apply false cognates a remarkable interference, which consists of using English words with similar writing in Spanish but with different meanings which could confuse them in the interpretation of a message, invent words to avoid the gap of language knowledge, and finally, use improperly inflections.

The different aspects explained above need to be taken into account to improve the way foreign language teaching is taught in our schools. It is really important to be conscious to make our students well informed about the differences between one's native language and a foreign language avoiding them from making the errors and mistakes that affect their second language acquisition.

The principal motivation to carry out this research is firstly the desire of obtaining a bachelor's degree as an English teacher, also to know more about the process of learning a second language and how a mother tongue always interference in its acquisition.

However, there were limitations that I faced during the research such as the shortage of equipped libraries in the English area and I was forced to obtain the information from International internet articles, also I had difficulties with transportation, and economic resources, because I had to borrow money to support my expenses for conducting this research. Despite all of these problems, I have to mention that I had the support of the students and the teachers of Juan Pablo II school.

The following are the objective for this research:

Concerning to the first objective "To determine the most frequent syntactic and different semantic errors in writing in English through the analysis of some writing produced by the individuals selected in the sample. This objective was completely achieved, since the collected samples provided clear evidence of the most noticeable

instances of Spanish interference on English writing such as the omission of subject pronoun excessive use of articles, auxiliaries use, double negation, and incorrect order of adjectives.

Regarding the second objective “To develop some linguistic strategies to improve writing, and intend to help learners overcome to certain extend the level of inference of Spanish linguistic habits”

At the end of this thesis a proposal is presented with the purpose help teachers and students to reduce the level Interference of Spanish in the learning of the English language as foreign language, moreover, it will provide activities to improve the skills writing, which are connected directly to the other skills, thus I can affirm this objective was also achieved.

In relation to the last objective “Develop the basis for further studies and inquire on first language Interference”. There is still much more to determine about this topic, this small sample could be useful as reference for future researches about this theme in order to help teachers and new learners to be attentive and avoid errors and mistakes caused by native interference. Also, to design teaching materials to prevent and overcome interference based on the different English levels.

## **METHODOLOGY**

The aim of this study is to analyze the most common interference patterns in learning English as a foreign language; therefore a qualitative and quantitative approach was used.

First of all, a wide review of literature on the topic was carried out using different sources such as; internet journals and previous findings on the topic; this material was used to arrange the theoretical background.

The field research was accomplished through the cooperation of a group of 20 senior school students who provided the samples for analysis. The students developed several written compositions, stories, essays and quizzes during seven weeks which were distributed in this way: First week, students wrote 150-word compositions in English about “sports”. In the Second week: students wrote the same composition in Spanish, all these activities were guided by the researcher. Third week: they ought to write a story in English about a free topic which was worked in class. Then, in the fourth week they wrote a second story in their native language (Spanish). Fifth week: the students developed an essay with the title “health and care of your body”, the essays were written in Spanish at home during the next week. Finally, in the last week, the students wrote 20-open-question quiz in English as classroom activity.

Bibliographic, analytic and descriptive methods were used in this research project, bibliographic method for gathering the scientific

material necessary for the theoretical background and Analytic and Descriptive methods in all other stages in order to do the descriptive and statistical analysis, as well as the interpretation of the data gathered through the field research.

As a part of my research, I had to collect information through several techniques as: Note-taking, Interviews, conversations and selection of written material, Moreover, I used the following material: books, dictionaries, pens, pencil, computers, paper, white out, pencil sharpeners, erasers, folders, etc.

The collected material was carefully analyzed and classified into qualitative and quantitative charts; the main objective of this investigation was applied with writing samples made by English learners in the classroom. It is important to mention that, the two variables, lexicon and grammatical structures were a referent to determine the interference of L1 to L2 during the learning. In relation to the variable grammar structure the indicators considered were: subject pronouns, definite and indefinite articles, double negation, adjectives, prepositions, auxiliaries, and word order. The considered indicators for the lexicon variable were: use of false cognates, use of phrasal verbs, invented words and inflections.

Subsequently, I could analyze and compare the results between variables and indicators to know the usual English learners written mistakes. In conclusion a proposal was made through a workshop

focused to help teachers to overcome the most common interference in the English teaching and learning process.

## RESULTS

The collected data is the result of the cooperation of a group of 20 senior students belonging to “Juan Pablo II” High School, which is located on La Bramadora near to El Carmen City in the Manabí Province. The students were between 16-17 years old.

The statistic tables were made based on the information obtained, so; they were classified in the variables grammatical structure and lexicon. The qualitative and quantitative information below show the results of the sampling.

### GRAMMAR STRUCTURE

#### Qualitative tabulation

Chart **One**

Variable: **Grammar structures**

Indicator: **subject pronouns**

Type of text	Most common errors	Examples
<b>Composition</b>	➤ Omission of the subject pronoun	▪ ____ Love play football ▪ ____ like practice different sport
<b>Story</b>	➤ Omission of the subject pronouns	▪ ____ eaten an apple while waited for the bus
<b>Essay</b>	➤ Omission of “ <b>it</b> ” at the beginning of the sentence or paragraph. ➤ Omission of the subject pronoun in a middle of the sentence	▪ __ is January and is cold and snowy. ▪ There is a new book ____ want to read
<b>Quiz</b>	➤ Incorrect order of the subject pronoun	▪ <b>I may</b> help you? ▪ Yes, <b>may I</b> help you

Author: *Sandra M Baque Zambrano*

Source: *Juan Pablo II School*



## Qualitative tabulation

Chart **two**

Variable: **Grammar structures**

Indicator: **articles**

Type of text	Most common errors	Examples
<b>Composition and story</b>	➤ Article “the” used with generalizations.	▪ <b>The</b> sport is very good for health
<b>Essay and Quiz</b>	➤ Incorrect use of the article “the” with proper nouns	▪ <b>The</b> Andres walked to the forest ▪ <b>The</b> Maria was so sad

Author: *Sandra M Baque Zambrano*

Source: *Juan Pablo II School*

## Qualitative tabulation

Chart **three**

Variable: **Grammar structures**

Indicator: **double negation**

Type of text	Most common errors	Examples
<b>Composition</b>	➤ Use the double negation in the same sentence	▪ I <b>never not</b> do sport ▪ My friend Maricela <b>hadn't</b> gone to the stadium <b>never</b>
<b>Story</b>	➤ Redundancy of double negation	▪ The girl <b>doesn't</b> have <b>never</b> to carry a partner
<b>Essay</b>	➤ Double negatiion	▪ They have <b>not</b> seen a ghost <b>never</b> ▪ The agriculture has <b>not</b> been helped <b>never</b> by the government
<b>Quiz</b>	➤ Double negation	▪ I <b>never not</b> watch horror film

Author: *Sandra M Baque Zambrano*

Source: *Juan Pablo II School*

## Qualitative tabulation

Chart **four**

Variable **Grammar structures**

Indicator: **adjectives**

Type of text	Most common errors	Examples
<b>Composition and Essay</b>	➤ Position	▪ My sport <b>favorite</b> is..
<b>Story and Quiz</b>	➤ Pluralization ➤ Position	▪ The dog <b>black</b> walked in ▪ The man had an eyes <b>blues</b> .

Author: *Sandra M Baque Zambrano*

Source: *Juan Pablo II School*

## Qualitative tabulation

Chart **five**

Variable **Grammar structures**

Indicator: **preposition**

Type of text	Most common errors	Examples
<b>Composition</b>	➤ Incorrect use of prepositions of time	▪ I play football <b>in the</b> Saturday afternoon
<b>Story</b>	➤ Disagreement between there is/there are regarding to the noun	▪ There <b>was</b> two women ▪ There <b>were</b> a beautiful women in the house
<b>Essay</b>	➤ Incorrect use of prepositions of place	▪ The president live <b>in</b> palace of Carondelec ▪ This a technical institute <b>from</b> Santo Domingo
<b>quiz</b>	➤ Trouble with the use of “by”, “in” and “to”	▪ You must walk two blocks <b>in</b> the right.. ▪ I go to school <b>in</b> bus ▪ I hadn’t travelled <b>in</b> plane

Author: *Sandra M Baque Zambrano*

Source: *Juan Pablo II School*

## Qualitative tabulation

Chart **six**

Variable: **Grammar structures**

Indicator: **auxiliaries**

Type of text	Most common errors	Examples
<b>Composition</b>	➤ Disagreement between auxiliary regarding the noun	▪ “There is two women”
<b>Essay and Story</b>	➤ Omission of auxiliary	▪ The government ___ not want to help them ▪ The system national of health ___ not receive many resources
<b>Quiz</b>	➤ Incorrect order	▪ You <b>do</b> believe in God? ▪ This <b>not is</b> my favorite colour

Author: *Sandra M Baque Zambrano*

Source: *Juan Pablo II School*

## LEXICON

### Chart one

Variable: **Lexicon**

Indicator: **false cognates**

Type of text	Most common errors	Examples
<b>Composition</b>	➤ Incorrect use	<ul style="list-style-type: none"><li>▪ There are different <b>class</b> of sport</li><li>▪ After the celebration of the triumph, they ate chicken, soda, and <b>key</b>.</li></ul>
<b>Story</b>	➤ Incorrect use	<ul style="list-style-type: none"><li>▪ She talked in another <b>idiom</b></li><li>▪ The boy went to the grocery to buy <b>sweet...</b></li></ul>

Author: *Sandra M Baque Zambrano*

Source: *Juan Pablo II School*

## Lexicon

### Chart two

Variable: **lexicon**

Indicator: **invented words**

Type of text	Most common errors	Examples
<b>Composition</b>	➤ Invented nouns	<ul style="list-style-type: none"><li>▪ A few days of the <b>finalization</b> of the championship..</li><li>▪ The <b>estructuration</b> of the team was..</li></ul>
<b>Story</b>	➤ Invented adverbs	<ul style="list-style-type: none"><li>▪ <b>Peligrously</b> ran,</li><li>▪ They <b>recorderly</b> their childhood</li></ul>
<b>Essay</b>	➤ Invented nouns	<ul style="list-style-type: none"><li>▪ <b>The cultivation</b> of rice in our country</li><li>▪ They are <b>capaciting</b> about this subject</li></ul>
<b>Quiz</b>	➤ Invented nouns	<ul style="list-style-type: none"><li>▪ I like the <b>chaufandly</b></li><li>▪ I like to study <b>computation</b></li></ul>

Author: *Sandra M Baque Zambrano*

Source: *Juan Pablo II School*

## QUANTITATIVE TABULATION

### TABULATION WITH FREQUENCIES AND PERCENTAGES

#### GRAMMAR STRUCTURES

Chart **one**

Variable: **Grammar Structures**

Indicator: **subject pronouns**

<b>Most common errors</b>	<b>composition</b>		<b>Story</b>		<b>Essay</b>		<b>Quiz</b>	
	F	%	F	%	F	%	F	%
Omission of the subject pronoun	31	67.39 %	12	42.85 %	6	15.38 %	3	17.65 %
Redundancy of names	6	13.04 %	10	35.71 %	7	17.94 %	2	11.76%
Omission of “ <b>it</b> ” at the beginning of a paragraph.	5	10.86 %	4	14.28 %	25	64.10 %	1	5.88 %
Incorrect position of the subject pronoun	4	8.69 %	2	7.14 %	1	2.56 %	11	64.71 %
<b>Total</b>	<b>46</b>	<b>100 %</b>	<b>28</b>	<b>100 %</b>	<b>39</b>	<b>100 %</b>	<b>17</b>	<b>100 %</b>

Author: *Sandra M Baque Zambrano*

Source: *Juan Pablo II School*

## Grammar structures

Chart **two**

Variable: **Grammar structures**

Indicator: **articles**

<b>Most common errors</b>	<b>Composition</b>		<b>Story</b>		<b>Essay</b>		<b>Quiz</b>	
	F	%	F	%	F	%	F	%
Article “the” used with generalizations	19	79.17%	5	35.72 %	14	56. %	11	64.71 %
Incorrect use of the article “the” with proper nouns	5	20.83 %	9	64.28 %	11	44. %	6	35.29 %
<b>Total</b>	<b>24</b>	<b>100 %</b>	<b>14</b>	<b>100 %</b>	<b>25</b>	<b>100 %</b>	<b>17</b>	<b>100 %</b>

Author: *Sandra M Baque Zambrano*

Source: *Juan Pablo II School*



## Grammar structures

Chart **three**

Variable: **Grammar structures**

Indicator: **double negation**

Most common errors	Composition		Story		Essay		Quiz	
	F	%	F	%	F	%	F	%
Use of double negation in the same sentence	18	66.67 %	2	7.69 %	10	30.30 %	2	7.41%
Redundancy of double negation	1	3.70 %	15	57.69 %	1%	3.03 %	3	11.11%
Double negation	8	29.63 %	9	34.62 %	22	66.67%	22	81.48%
<b>Total</b>	<b>27</b>	<b>100 %</b>	<b>26</b>	<b>100 %</b>	<b>33</b>	<b>100 %</b>	<b>27</b>	<b>100 %</b>

Author: *Sandra M Baque Zambrano*

Source: *Juan Pablo II School*

## Grammar structures

Chart **four**

Variable **Grammar structures**

Indicator: **adjectives**

<b>Most common errors</b>	<b>composition</b>		<b>Story</b>		<b>Essay</b>		<b>Quiz</b>	
	F	%	F	%	F	%	F	%
Position	32	52.46 %	25	40.32 %	14	66.66 %	9	75. %
Position	12	19.68 %	5	8.06 %	2	9.53 %	1	8.33%
Pluralization	17	27.86 %	32	51.62 %	5	23.81 %	2	16.67 %
<b>total</b>	<b>61</b>	<b>100 %</b>	<b>62</b>	<b>100 %</b>	<b>21</b>	<b>100 %</b>	<b>12</b>	<b>100 %</b>

*Author: Sandra M Baque Zambrano.*

*Source: Juan Pablo II School*

## Grammar structures

Chart **five**

Variable **Grammar structures**

Indicator: **prepositions**

Most common errors	composition		story		Essay		Quiz	
	F	%	F	%	F	%	F	%
Incorrect use of prepositions of the time	17	36.95 %	11	24.44 %	5	13.51 %	12	31.58 %
Disagreement between there is/there are regarding the noun	15	32.60 %	20	44.44 %	7	18.91 %	2	5.26 %
Incorrect use of prepositions of place	6	13.04 %	9	20.00 %	13	35.13 %	3	7.89 %
Trouble with the use of “by”, “in” and “to”	8	17.39 %	5	11.11 %	12	32.43 %	21	55.26 %
<b>Total</b>	<b>46</b>	<b>100 %</b>	<b>45</b>	<b>100 %</b>	<b>37</b>	<b>100 %</b>	<b>38</b>	<b>100 %</b>

Author: *Sandra M Baque Zambrano*

Source: *Juan Pablo II School*

## Grammar structures

Chart **six**

Variable: **Grammar structures**

Indicator: **auxiliaries**

<b>Most common errors</b>	<b>composition</b>		<b>story</b>		<b>Essay</b>		<b>Quiz</b>	
	F	%	F	%	F	%	F	%
Disagreement between the auxiliary regarding the noun	28	73.68 %	19	33.33 %	11	27.5 %	4	15.38 %
Omission	7	18.43. %	22	38.59 %	26	65. %	5	19.23 %
Incorrect position	3	7.89 %	16	28.08 %	3	7.50	17	65.39 %
<b>Total</b>	<b>38</b>	<b>100 %</b>	<b>57</b>	<b>100 %</b>	<b>40</b>	<b>100 %</b>	<b>26</b>	<b>100 %</b>

Author: Sandra M. Baque Zambrano

Source: *Juan Pablo II School*

## LEXICON

Chart one

Variable: **Lexicon**

Indicator: **false cognates**

Most common errors	composition		story		Essay		Quiz	
	F	%	F	%	F	%	F	%
Incorrect use of nouns	5	100. %	3	100 %	2	100%	3	100%
<b>Total</b>	<b>5</b>	<b>100 %</b>	<b>3</b>	<b>100 %</b>	<b>2</b>	<b>100%</b>	<b>3</b>	<b>100%</b>

Author: Sandra M. Baque Zambrano

Source: *Juan Pablo II School*

## Lexicon

Chart two

Variable: **lexicon**

Indicator: **invented words**

Most common errors	composition		story		Essay		Quiz	
	F	%	F	%	F	%	F	%
Invented nouns	9	42.85 %	2	12.5 %	4	17.39 %	3	13.64%
Invented adverbs	3	14.28 %	7	43.75 %	5	21.73 %	2	9.09 %
Invented nouns	1	4.76 %	3	18.75 %	6	26.08 %	5	22.72 %
Invented nouns	8	38.09 %	4	25.00 %	8	34.78 %	12	54.55 %
<b>Total</b>	<b>21</b>	<b>100 %</b>	<b>16</b>	<b>100 %</b>	<b>23</b>	<b>100 %</b>	<b>22</b>	<b>100 %</b>

Author: Sandra M. Baque Zambrano

Source: *Juan Pablo II School*

## **DISCUSSION**

This section is composed of three essential sections; theoretical background, description and analysis of results, and conclusion. The theoretical background refers to the conceptions of several authors who provided us a very wide knowledge about the interference of the native language in the learning of English as a foreign language. Moreover it contains theories and definitions about linguistics, its branches, components and other involved topics in the research. By the other side, the syntactic structures and lexicon analysis of two variables and their respective indicators show me the parameters to recognize the relevant errors and mistakes that students make in written messages.

## **THEORETICAL BACKGROUND**

Regarding to native language interference it is usually seen that, when people who learn a second language already have a deep knowledge of at least one other language and where the native language and second language come into contact with each other there are often confusions which provoke error in learners.

The main purpose of this document is to find and present relevant information to explain the interference of the mother tongue in the learning of a second language.

## **LINGUISTICS**

Linguistics is a huge area that includes several sub-fields. According to Wikipedia “linguistics is the scientific study of language, It can center the attention in the sounds, the words and the syntax gives a concrete language, in the existent relationships among the languages, or in the common characteristics to all them. encompassing a number of sub-fields. An essential current division is between the study of language structure and the study of meaning (Semantics). Grammar includes much Morphology (the formation and composition of words), Syntax (the rules that determine how words combine into phrases and sentences) and Phonology (the study of sound system and abstract sound units).

In the same way, Wikipedia states that Evolutionary Linguistics attempts to account for the origins of language: Historical Linguistics explores language change and Sociolinguistics. In addition, Linguistic concerns itself with describing and explaining the nature of human language. Related to this are the questions of what is universal to language, how language can vary, and how human beings come to know languages; moreover, Merriam-Webster’s Collegiate Dictionary indicates that, “It is the study of human speech including the units, nature, structure, and modification of language.” Although, H. G. WIDDWONSON (1995) affirms “linguistics is the name given to the discipline which studies human language”

## **BRANCHES OF LINGUISTICS:**

A branch is a ramification of abstract language of something, and then linguistics has some branches such as Syntax, Phonology, Semantic, Morphology, as follows every branch will be described by several authors.

## **SYNTAX**

Syntax is the study of language structure and word order. It is concerned with the relationship between units at the levels of words or morphology; syntax uses principles of formal logic and set theory to formalize and represent accurately the hierarchical relationship between elements within a sentence. (Concise Oxford Dictionary)

In addition to this, Burneo Rosario (2008:7) states: "Syntax is a branch of linguistics that studies the formation of meaningful grammatical structures consisting of words, phrases, clauses and sentences".

On the other hand, Wikipedia states that "Syntax comes from Ancient Greek συν- syn- "together" and τάξις táxis "arrangement" is the study of the principles and rules for constructing sentences in natural languages". Furthermore, Wikipedia also states that "the word syntax is also used to refer to the rules governing the behavior of mathematical system."

In the same way, Martin Hellspong (2001) extends a previous definitions saying: "syntax applies to computer languages as well as to natural languages. Usually, we think of syntax as "word order."



However, syntax is also achieved in some languages such as Latin by inflectional case endings. In computer languages, syntax can be extremely rigid as in the case of most assembler languages or less rigid in languages that make use of "keyword" parameters that can be stated in any order”.

As a conclusion, Dictionary.com states that “syntax is the sequence in which words are put together to form sentences. In English, the usual sequence is subject, verb, and object” and also it states that “syntax is the study of the rules whereby words or other elements of sentence structure are combined to form grammatical sentences”.

## **SEMANTICS**

The word Semantics is concerned with the meaning expressed by human language and the study of a language especially word meaning and sentence meaning.

According to Wikipedia **Semantics** is the subfield that is devoted to the study of meaning, as inherent at the levels of words, phrases, sentences, and even larger units of discourse, moreover, Semantics can be expressed through diction (word choice) and Inflexion which may be conveyed through an author’s tone in writing and a speaker’s tone of voice, changing pitch and stress of words to influence meaning.

For instance Semanticists differ what constitutes meaning in a expression. Additionally, linguists have approached it in a variety of ways. Members of the school of interpretive semantics study the structures of language independent of their conditions of use. In contrast, the advocates of generative semantics insist that the meaning of sentences is a function of their use.

In the same way, Columbia Encyclopedia (2001) states Semantics is the study of the relationship between words and meanings. The empirical study of word meanings and sentence meanings in existing languages is a branch of linguistics; the abstract study of meaning in relation to language or symbolic logic systems is a branch of philosophy. Both are called semantics. The field of semantics has three basic concerns: the relations of words to the objects denoted by them, the relations of words to the interpreters of them, and, in symbolic logic, the formal relations of signs to one another. In addition to this, the New Dictionary of Cultural Literacy states: "*Semantics* is commonly used to refer to a trivial point or distinction that revolves around mere words rather than significant issues: "To argue whether the medication killed the patient or contributed to her death is to argue over semantics." In addition to this, Burneo Rosario (2008:9) states: Semantics is a field of linguistics dealing with the study of meaning.

## PHONOLOGY

Phonology is the sound system of human language and the study of sound system and how sounds are organized and used in natural languages. Burneo Rosario (2008).

According to Wikipedia, **Phonology** is the study of sounds (adjusted appropriately for signed languages) as discrete, abstract elements in the speaker's mind that distinguish meaning. In other hand, Espinoza Camilo (Phonology, text guide 2007) says that **Phonology** "is a science, branch of linguistics, which studies the speech sounds in general, according to their production, composition, distribution and function within the language". In addition, Columbia Encyclopedia states that phonology is the study of the sound systems of languages. It is distinguished from phonetics, which is the study of the production, perception, and physical properties of speech sounds; phonology attempts to account for how they are combined, organized, and convey meaning in particular languages. Only a fraction of the sounds humans can articulate is found in any particular language. For example, English lacks the click sounds common to many languages of South Africa, while the sound *th* often poses problems for people learning English. Also, possible combinations of sounds vary widely from language to language—the combination *kt* at the beginning of a word, for example, would be impossible in some languages but is unexceptional in Greek. In phonology, speech sounds are analyzed into phonemes.

## **MORPHOLOGY**

Morphology is the word structure of languages and the study of word structure and how words are put together from their smaller parts and the rules governing this process.

Furthermore, an article published by the Department of English and American Studies “Branches of linguistics” (2006) emphasizes: “Morphology is the branch of linguistics that studies words; it is concerned with the internal structure of words as well as the formal relationships that exist among the words of a language. In addition, Wikipedia states that **Morphology** is the study of internal structures of words and how they can be modified. For example, in the sentence *the dog runs* and *the dogs run*, the words form *runs* and *dogs* have an affix –s added, distinguishing them from the bare forms *dog* and *run*. Adding this suffix to a nominal stem gives plural forms, adding it to verbal stems restrict the subject to third person singular. Some morphological theories operate with two distinct suffixes –s, called allomorphs of the morphemes plural and third person singular, respectively, indeed, Jeremy Harmer in his book “The practice of English language Teaching”(2005:13) says that competent speakers know how to use these smallest units of grammar (morphemes) to combine grammatically with words to create new meanings, they know, consciously or subconsciously, that adding the *-ing* morpheme to *thump* turns it into a participle form and that participle forms can be used as adjective.

## **PRAGMATICS**

This branch of linguistics is concerned with the study of language use in a social context. Wikipedia extends: “**Pragmatics** is the study of the ability of natural language speakers to communicate consequently. Pragmatics is the ability to understand another speaker’s intended meaning and how utterances are used (literally, figuratively, or otherwise) in communicative acts. Finally, Wikipedia states that Pragmatics is regarded as one of the most challenging aspects for language learners to grasp, and can only truly be learned with experience.

Additionally, Charles W. Morris (1954) says that, Pragmatics intends to understand the relationship between signs and their uses, while Semantics tends to focus on the actual objects or ideas to which a word refers, and syntax examines relationship among signs. Semantic is the literal meaning of an idea whereas Pragmatics is the implied meaning of the given idea. Therefore, Dictionary.com explains that Pragmatics is “the analysis of language in terms of the situational context within which utterances are made, including the knowledge and beliefs of the speaker and the relation between speaker and listener.”

## **APPLIED LINGUISTICS:**

The term "applied linguistics" has traditionally been associated with the scientific study of such areas as TESOL, TEFL, TESL,

language teaching and learning; applied linguists do a variety of things.

According to Nunan David (1999) Applied Linguistics is the application of linguistic theories, and methods of linguistic description and analysis, to practical issues and problems to do with human communication. These include language teaching and learning, second language acquisition, bilingualism, speech pathology, language disorders, communication in the workplace, deafness, lexicography and dictionary development, translation, and language learning.

In the same way, a Journal of Language and Linguistic published by Thomas S.C. Farrell (2008) says, applied linguistics involve the application of linguistic theories and methods of linguistic analysis in such areas as first or subsequent language acquisition, psycholinguistic, language teaching methodology, and speech, language and hearing sciences.

In addition, Wikipedia states that, the term “applied linguistics” is often used to refer to the use of linguistic research in language teaching, and today computers are widely used in many areas of applied linguistics, for example: computers-assisted translation and natural language processing. Finally, according to an article “An attempt at definition” published by Dick Hudson (1999) Applied Linguistics (AL) provides the theoretical and descriptive foundations for the investigation and solution of

language-related problems, especially those of language education (first-language, second-language and foreign-language teaching and learning), but also problems of translation and interpretation, lexicography, forensic linguistics and clinical linguistics.

## **COMMUNICATIVE COMPETENCE**

Communicative competence is the ability that a person who is learning a second language has to communicate ideas in a clear form. According to National Capital Language Resource Center (NCLRC) (2007) Communicative Competence is the ability to use the language correctly and appropriately to accomplish communication goals. The desired outcome of the language learning process is the ability to communicate competently, *not* the ability to use the language exactly as a native speaker does.

In addition Hymes cited by Nesterenko (2007:79) referred to communicative competence that makes possible us to convey and interpret messages and to negotiate meanings interpersonally within specific context; he says that a person who acquires communicative competence acquires both Knowledge and ability for language use

According to Wikipedia “linguistics”, Communicative Competence is a linguistic term which refers to learner’s second language ability. It is not only refers to the learner’s ability to apply and use grammatical rules, but also to communicate effectively in particular context for particular purposes.

Furthermore, Canale and Swain “Theoretical bases of communicative approaches to second language teaching” (1980) defined Communicative Competence in terms of four components: **Grammatical Competence** which refer to words and rules; P.H. Mathews (from the Concise Oxford) says that grammatical competence is the ability to be familiar with and produce the distinctive grammatical structures of a language and to use them effectively in communication, other component is **Discursive Competence:** (cohesion and coherence) which refers to the ability to understand and construct monologues or written text of different genres, such as narrative, procedural texts expository texts, persuasive (hortatory) texts, descriptions and others. Also Richards and Rodgers in “Approaches and Methods in language teaching” (2001:160) say that discourse competence refers to the “interpretation of individual messages elements in terms of their interconnectedness and of how meaning is represented in relationship to the entire discourse or text.

Additionally, Wikipedia states that many authors use the term discourse to refer to conversational interaction, so that discourse competence might also refer to the ability to participate effectively in conversations. Likewise, **Sociolinguistic Competence:** (competence, appropriateness) is the ability to interpret the social meaning of the choice of linguistic varieties and to use language with the appropriate social meaning for the communication situation Besides, Holmes An



Introduction to Sociolinguistic (2001) states Sociolinguistic Competence as “the Knowledge which underlies people’s ability to use language appropriately”. additionally, he says that, Strategic Competence is the appropriate use of communication strategies that may be called into action to compensate for breakdowns in communication due to the performance variables or due to insufficient competence”.

The effective use of strategies has been shown to be critical to successful language learning, so much so that Canale and Swain (1980) included "strategic competence" among the four components of communicative competence. Finally, the strategies are commonly divided into learning strategies and communicative strategies, although there are other ways of categorizing them. Learning strategies are techniques used to improve learning, such as mnemonics or using a dictionary. Learners (and native speakers) use communicative strategies to get meaning across even when they lack access to the correct language: for example, by using pro-forms like "thing", or non-linguistic means such as mime. Communicative strategies may not have any direct bearing on learning, and some strategies such as avoidance (not using a form with which one is uncomfortable) may actually hinder learning.

## **RHETORIC**

Rhetoric, in their wider sense, is the theory and practice gives the eloquence, it can be spoken or written. The spoken rhetoric is the

oratory. The rhetoric defines the rules that govern all composition or speech in prose that intends to influence in the opinion or in the feelings of people and, in such a sense, it is a form of misinformation. It is in charge of all matters related with the beauty or vigor of style. In a stricter sense, the rhetoric is in charge of the fundamental principles that have to do with the composition and enunciation of the oratorical speech.

According to Wikipedia states, for Aristotle, rhetoric is the art of practical perception and decision making a counterpart to logic and a branch of politics. The word is derived from the Ancient Greek *eiro*, which means “I say” in its broadest sense, rhetoric concerns human discourse, moreover as a course of study, rhetoric trains students to speak and/or write effectively, the rhetorical curriculum is nearly as old as the rhetorical tradition itself. Over its many centuries, the curriculum has been transformed in a number of ways, but in general, it has emphasized the study of principles and rules of composition as a means for moving audiences.

Most rhetoricians, however, see a closer relationship between rhetoric and knowledge. Researchers in the rhetoric science, for instance, have shown how the two are difficult to separate, and how discourse helps to create knowledge.

Besides, Paolo Valesio (1980) cited in the article “Some Definitions of Rhetoric” a document written by Stanford University specifies: “rhetoric is the functional organization of discourse, within

its social and cultural context, in all its aspects, exception made for its realization as a strictly formal metalanguage--in formal logic, mathematics, and in the sciences whose metalanguages share the same features". Moreover, this article also cites C. H. Knoblauch (1985) who states that "rhetoric is the process of using language to organize experience and communicate it to others. It is also the study of how people use language to organize and communicate experience."

Finally, Wikipedia states that Rhetoricians have studied the discourse of a wide variety of domains, including the natural and social sciences, fine art, religion, journalism, fiction, history, cartography, and architecture, along with the more traditional domains of politics and the law.

## **ERROR ANALYSIS**

Human learning is a process that involves the making of mistakes. Mistakes, misjudgments, miscalculation, and erroneous assumptions form an important aspect of learning virtually any skill or acquiring information.

According to "Linguistics". International Islamic university Haja Mohideen Bin Mohamed Ali (2009) says errors is as a systematic deviation from a selected norm or set of norms, for instance Error analysis is the assessment of those errors committed by students in both the spoken and written medium. For instance, Corder,

(1974:125) cited by Mohamed Ali says that: "The study of error is part of the investigation of the process of language learning. In this respect it resembles methodologically the study of acquisition of the mother tongue. It provides us with a picture of the linguistic development of a learner and may give us indications as to the learning process."

Moreover, there are many factors that have been identified by various error analysts, they are: Mother tongue interference, according to this, Wilking, (1972:99) cited by Mohamed Ali says:

"When learning a foreign language an individual already knows his mother tongue, and it is this which he attempts to transfer. The transfer may prove to be justified because the structure of the two languages is similar in that case we get 'positive transfer' or 'facilitation' or it may prove unjustified because the structures of the two languages are different in that case we get negative transfer-interference". Other factor is Loan Words, Mohamed Ali says that students would find it easier to remember the spelling of the loan words rather than the spelling of the original English word from which the former are derived. These loan words do appear in the written work of students because of orthographic resemblance, lastly, he states a last factor identified is the inherent difficulties of the target language: English is a rich, complex language, consequently, certain features of the language which are there are inherently difficult for the learner".

In addition, according to Wikipedia talking about second language acquisition error analysis was established in the 1970 by S. P. Corder and colleagues, for instance to predict error, applied linguists required to use the formal distinctions between the learners' first and second language, using an approach influenced by the behaviorism, this showed that contrastive analysis was incapable to

predict the majority of errors, even though its more valuable aspect have been incorporated into the study of language transfer, a major quantity of error analysis are produced by learners making faulty inferences about the rules of the target language, for instance, error analysts distinguish between errors, which are systematic, and mistake, which are not, thus, error can be classified according to basic type: emissive, additive, substitutive or linked to word order.

Finally, Harmer Jeremy *The Practice of English Language Teaching* (2005) conclude that error analysis is intimately related to the study of error treatment in language teaching so, he says that, at the present time the study of errors is particularly applicable for focus on form teaching methodology.

## **NATIVE LANGUAGE ACQUISITION.**

Acquisition is the “natural” way, in relation to the similarly to the first language development in children; acquisition refers to an unconscious process that involves the naturalistic development of language proficiency through understanding language and through using language for meaningful communication. Language acquisition is the process of learning a native or a second language.

According to this view *The Columbia Encyclopedia* (sixth edition) states that is difficult understand how the children speak, most explanations involve both the observation that children copy what they hear and the inference that human beings have a natural

aptitude for understanding grammar, for instance, children learn the sounds and vocabulary of their native language through imitation, while grammar is seldom taught to them explicitly.

To this respect Susan Olsen (2006) says that first language acquisition takes place with remarkable speed. By the time a child enters school, he/she has learned most of the grammar of his/her native language.

There are several theories that tend to explain how children acquire their native language. According to Steven Pinker's model all human brains come primed language acquisition; that is, it is an innate ability to memorize words, internalize rules regarding their native language's grammar and syntax, and the extraordinary ability to remember irregular forms. Children are persistently hearing and processing speech, so their brains are able to analyze the grammatical structure of the sentences and parse them into basic rules about language. As a result, children learn the grammar and vocabulary of their language. The fact that children make mistakes reveals information about how humans learn their native language. As children acquire language, they also expand their grammar. Additionally he says that linguistic plasticity, a certain period between 0 to 8 years of age, is responsible for acquiring a native language. As children age beyond this period of plasticity language acquisition becomes a difficult and demanding process that is not always completed successfully.

In the same way, the linguist Noam Chomsky presents his Nativist theory. In which he mentions the existence of a special biological brain mechanism that children are born with known as Language Acquisition Device (LAD). This theory clarifies that the ability to learn a language is inborn. That is, children have an innate knowledge of the grammar of their native language. This means that formal teaching of a language is not necessary and it can be easily seen when children start speaking grammatically without actually being taught. Nature plays a more important role than nurture. On the other hand, the psychologist B.F. Skinner believed that children must be taught a language, and that they learn the grammar of their native language by imitating what they hear in their environment. His theory is supported after the case of Genie, (The child never learned to speak) a child who had been kept isolated from social interaction from 18 months until 13 years later.

Finally, there is no one concluding theory, it is important to mention that different researchers continue investigating with the main objective of search response to their hypothesis.

## **FOREIGN LANGUAGE ACQUISITION**

Foreign language acquisition brings to mind the learning or the adoption of a new language different from our native language.

There are some important definitions about this topic, for example, in Wikipedia it is written: "Second language acquisition is

the process by which people learn a second language in addition to their native language. The term second language is used to describe the acquisition of any language after the acquisition of the mother tongue. The language to be learned is often referred to as the 'target language' or 'L2'.

Another important definition of this topic is given by Rod Ellis (1997) in his book "Second Language Acquisition" in which he says: "L2 acquisition, then can be defined as the way in which people learn a language other than their mother tongue inside or outside of a classroom"

In addition, Stephen Krashen and Terrell (1983) in the article "Theory of learning" give their definition about acquisition. They state, "Acquisition refers to an unconscious process that involves the naturalistic development of language proficiency through understanding language and through using language for meaningful communication, also refers to a process in which conscious rules about language are developed". Krashen and Terrell also say, "People learning a second language pass through some of the same stages, including overgeneralization, as do children learning their native language".

Moreover, Kamil Wiśniewski (2007) in his article "Second language acquisition" published in [anglozof.com](http://anglozof.com) makes a differentiation between first and second language acquisition. He says, "The second language acquisition process differs from the first



language acquisition in most cases. Apart from the situations in which a child is raised by parents using two different languages on everyday basis, or in a country in which there are two languages in common use, the most usual situation is learning a second language not from infancy, but at school, or even later. Therefore, the very circumstances of language acquisition are different, and thus the process itself shows certain distinctive features". In another part of the same article, Wiśniewski signals what foreign language learning means. He states "if a person learns a language in a community that uses a different mother tongue, then the process is called foreign language learning, so a German child learning English in a school in Germany learns it as a foreign language, because English is not usually used on everyday basis outside the classroom. However, if a German child living in Britain in a German-speaking community learns English the process is called learning English as a second language, since English is not foreign in Britain".

Finally it is important to differentiate what language acquisition and language learning mean; Judie Haynes (2005) in her article "Language Acquisition vs. Language Learning" explains: "There is an important distinction made by linguists between language acquisition and language learning. Children acquire language through a subconscious process during which they are unaware of grammatical rules. This is similar to the way they acquire their first language. They get a feel for what is and what isn't correct. In order to acquire

language, the learner needs a source of natural communication. The emphasis is on the text of the communication and not on the form”.

In relation to language learning Haynes says: “Language learning, on the other hand, is not communicative. It is the result of direct instruction in the rules of language. And it certainly is not an age-appropriate activity for your young learners. In language learning, students have conscious knowledge of the new language and can talk about that knowledge”.

### **LANGUAGE INTERFERENCE**

Language interference is defined by Richard Skiba (1997) in the article “Code Switching as a Countenance of Language Interference” of the “TESL Journal” as “the transference of elements of one language to another at various levels including phonological, grammatical, lexical and orthographical”. In the same article, Skiba cites several authors to define each level in which language interference is present. He mentions: “Berthold et al (1997) define phonological interference as items including foreign accent such as stress, rhyme, intonation and speech sounds from the first language influencing the second. Grammatical interference is defined as the first language influencing the second in terms of word order, use of pronouns and determinants, tense and mood. Interference at a lexical level provides for the borrowing of words from one language and converting them to sound more natural in another and orthographic interference includes the spelling of one language altering another.”

Additionally, Stanciu Iulia (2006) in the article “Language Interference” written in the journal “Second Language Acquisition” defines language interference as “the effect of language learners' first language on their production of the language they are learning. The effect can be on any aspect of language: grammar, vocabulary, accent, spelling and so on. It is most often discussed as a source of errors (negative transfer), although where the relevant feature of both languages is the same, it results in correct language production (positive transfer). The greater the differences between the two languages, the more negative the effects of interference are likely to be”.

There is a similar definition, written in Wikipedia, in which language interference is known as “language transfer”. It is stated that “Language transfer refers to speakers or writers applying knowledge from their native language to a second language”.

Dictionary.com also shows a clear and understandable definition of language interference or negative transfer. It states that negative transfer is: “The interference of previous learning in the process of learning something new”.

Besides, it is important to mention that there are positive and negative transfer as it is written in the Encyclopedia Beta in which it says: “When the relevant unit or structure of both languages is the same, it most often results in correct language production called

positive transfer, "correct" meaning in line with most L1 speakers' notions of acceptability. Note however that language interference is often discussed as a source of errors known as negative transfer. Negative transfer occurs when speakers and writers transfer items and structures that are not the same in both languages".

Moreover, Baljit Bhela (1999), in his article "Native language interference in learning a second language" published in the "International Education Journal" cites Dulay (1982), who says that interference is "the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language".

Finally, George Breña based on previous investigations done by several pioneers of FL pedagogy and prominent linguists such as Henry Sweet (1899), Otto Jespersen (1904), and Harold E. Palmer (1924) sustains that "the language learner's L1 has a strong (and predominantly negative) impact on learning another, in that features of the L1 intrude into the learner's interlanguage. The language of the gross majority of S/FL users carries the signature of their native tongue". In another part of the same article, he states "Learners can consciously resort to the knowledge they already possess—the L1—as a resource from which they borrow in order to compensate for their limited L2 resources and thus to overcome ad hoc communicative needs and difficulties, to perform effectively and produce the utterances desired". Breña also cites Krashen (1978, 1982) who

mentions that “Most L2-ers will at least occasionally need to rely on the L1 system when there are ‘gaps’ in the TL representation”.

## DESCRIPTION AND ANALYSIS OF RESULTS

This section contains a description of the analysis of written material which was produced by 20 students of Juan Pablo II School, all along seven weeks within English classes. By the way in this part of the research I explain the obtained result with respect to the frequent mistakes in English learners. This investigation demonstrates that there are similarities and differences between Spanish and English languages, which cause interference of grammar, syntax and lexicon in written production. I will analyze carefully each one of the following variables: Grammar and lexicon.

Regarding grammar structures variable I could find some differences and similarities between the syntactic structures and lexicon of Spanish and English, the most relevant error is Omission of Subject Pronouns. Students tend to omit subject pronouns (e.g. “I,” “she,” “it”) because Spanish verb conjugations indicate the subject, its use in Spanish is optional. This happens because syntactically they are already implicit in the verb endings at the moment of conjugating in any tense. Whereas English verbs are not conjugated and therefore require subject pronouns, example: in Spanish students says “**amo** el fútbol” meaning “**I** love play football” or “**me** gusta practicar diferentes deportes” meaning “**I like** to practice different sports”. When students write sentences, the most obvious error will be the lack of the subject pronoun: Example; “love play football” “like to practice different sports”. In many cases students

infer that when they write the verb, they already mention who they are referring to. It is clear that, this interference cause confusion to a native who will be sure what is the real meaning or they can not understand a message appropriately.

Also, I found another common error that is the Incorrect Order of Subject Pronouns in questions: Students confuse the order of the subject pronoun and verb (e.g. “***I may help you?***” instead of “***May I help you?***”) because subject pronouns are rarely used in Spanish so, they don’t know what the order should be. In Spanish we use the subject inferred which is in the sentence. However the conjugation of the verb is implied. When students learn English they relate with the Spanish grammatical structure. Concerning this aspect: Wilking, (1972) cited by Mohamed Ali (International Islamic university) says: “When somebody learns a foreign language, an individual already knows his mother tongue and it attempts to transfer.”

In the same way, the use of the definite article “the” in Spanish is very “rich”, students include this article before nouns such as proper names “***The Maria was sad***” “***the Andres walked***” “***the José wanted go***” “***the Marcela got married.***” Most of the confusion of the article “the” between the two languages is due to use of modism in the Highlands regions in our country where generally people use the article “the” and the proper noun with the article to refer someone. For example “*la Maria*” “*el Carlos*” “*el Andres*” “*el José*” “*la Marcela se casó.*” According to this assumption P. Corder (1970) says that the

major quantities of error analysis are produced by learners making faulty inferences about the rules of the target language. Continuing with the examples above the correct sentence would be: “**Maria** was sad”, “**Andres** walked”, “**José** wanted go” and “**Marcela** got married”.

In the same way, students tend to write with article “the” to generalizations, they overlook the rule in English that explains that when it is a general idea, the immediate noun is pluralized without having the necessity of the use of the definite article “The”, for example: “**The** sports are good for health” (chart two) because the article “the” (el, la, los, las) is always used in the Spanish language, I think that, this is a case of negative transfer, because such as an article from Wikipedia says “Negative transfer occurs when speakers and writers transfer items and structures that are not the same in both languages, thus, the correct sentence in English is: “**sports** are good for health”.

Following with this analysis, another common error found in this research is the “use of double negation”. According to the grammatical rules in English, double negation is used rarely in the same sentence, while in Spanish; there are sentences that admit its use within of the literary figures or poetic language. Students tend to use double negative in the same sentence e.g. “Agriculture **has not been** helped **never** by the government” instead “Agriculture **has not been** helped by the government” and “they have **not** seen a ghost **never**” instead “they have **not** seen a ghost ” (chart three) because in



the Spanish language, “*nunca*” and “*jamás*” can be used for emphasis rather than to a negative, whereas in English a double negative is rarely grammatically correct. All of these differences between the syntactic structures and lexicon of Spanish and English cause a great difficulty to understand the real message or idea of a piece of writing when a native speaker of English is reading it.

According to the variable Grammar structures, the most common error found was in the indicator “adjectives” which is used differently in English and Spanish. Errors such as: “**position, Pluralization, generalization**” of the adjective, were due to the interference of the student’s L1. For this reason, they produce writing activities like a literal translation. I can cite some examples “*sport **favorite***”, “*the girl **little***” or “*the car **red***” it is clear that there is Spanish interference because the order of adjectives in Spanish is first the noun and second the adjective, while English always use the adjective before the noun. Continuing with the examples above the correct phrases would be “***favorite** sport*”, “*the **little** girl*” “*the red **car***” “***expensive** television*”, “***interesting** signature*”.

In relation to the Pluralization of adjectives, Spanish is a language that expresses adjectives in plural or singular depending on the adjoining noun for example in Spanish we can say “*niñas bonitas*” “*carros rojos*”, in contrast, English does not pluralize adjectives, for example: “*beautiful girls*”, “*red cars*”. Consequently students make errors like this: “*blues eyes*” it is because they

translate the ideas into Spanish and compare with English activities, for example: we can say “el hombre tenia ojos azules” in Spanish but in English the correct sentence is “**the man had blue eyes**” So, the confusion sometimes refers to the bad interpretation of the grammatical rule when the adjective does not change in gender and number referring to someone or something.

With reference to **prepositions** Spanish and English share analogous characteristics by using them next to verbs and to express location, time, distance, direction, and origin. Learners made some mistakes like “I play football **in** Saturday” “Ecuador will play **in** 8:30 pm.” “The President lives in Palace of Carondelet” it is because there are not precise rules to help learner distinguish when to use prepositions. The only way to use them correctly is by resorting to memorization. In the same way, students overused the preposition “in” (“I go to school **in** bus” instead of “I go to school **by** bus” or “I go to school **in a** bus”) because the preposition “en” would be used in this case in Spanish and “**en**” translates to “**in.**” Another error is the use of the preposition “of” and “from,” for example in chart five, we can see mistakes like: “this is an institute **from** Santo Domingo.” instead “this is an Institute **of** Santo Domingo.” I can say that, when learners look a word in the dictionary and they take the first meaning, they don’t analyze the context; for this reason, they have many written mistakes. Also the lack of knowledge of the accurate meaning of prepositions, supporting by Wikipedia which states that

“Transfer may be consciously, learners or unskilled translators may sometimes guess when producing speech or text in a second language because they have not learned or have forgotten its proper usage”.

On the other hand, in English, the use of “there is” and “there are” means that something exists and they are used for singular and plural respectively. In this indicator, the most common error is that Students confuse “there is” and “there are” in the correct application to them in singular and plural direct objects (e.g. “**There is two** women”, “**There are** a woman”) because the verb “hay” in the Spanish language refers to both singular and plural objects, the correct phrases would be: “there **are two** women” and “there **is a** woman”.

All indicators explained above point out the most common interference of mother tongue over English written. In this way, most of the students tend to think first in their native language (Spanish) after that, they translate to the English using the same structures. Students confuse the grammar rules; they just use their intuition to communicate ideas. To support the previous explanation it is important to name Jeremy Harmer (2005:99) who mention that the students who learn English as a second language already have a deep knowledge of at least one other language, and where L1 and English come into contact with each other there are often confusions which provoke error in a learner`s use of English.

Auxiliaries are very particular syntactic elements, the use of auxiliaries or helping verbs in English brings learners some problems when they write sentences, especially in negative sentences because they translate contents literally from their mother tongue so they carry their syntactic structure of the Spanish to the foreign language. Indeed, their sentences showed the deficiency in their basic knowledge of the English grammar. even if, the most worried case is the interference of the word “no” from the native language which is very similar to “not” in English but, in Spanish auxiliaries are not applied in negative sentence for example we can say “el gobierno no quiere ayudarles” directly translate students write “The government not want to help them” (Chart six) instead of “The government does not want to help them”, also the incorrect use of auxiliaries is detected in interrogative statement because in Spanish, we can use the verb without the auxiliary words while in English is necessary to write them. In my opinion, the interference of the native language in the students is accentuated by the first acquisitions of this language. Some examples are presented to demonstrate the errors in the chart six:

"**you do** believe in God?" - "¿crees en Dios?"

"this **not is** my favorite colour, -"este no es mi color favorito"

In agree with Berthold, Mangubhai & Batorowicz, (1997) who say that Interference may be viewed as the transference of elements of one

language to another at various levels including phonological, grammatical, lexical and orthographical.

By the other side, a native speaker doesn't consider this as a serious problem, because in spoken language, people in kitchens frequently offer things by saying *Coffee? Sugar? Glass of wine?* Ellipsis (where words are "left out" without destroying the meaning) is a common feature of informal conversation.

However, the grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. If grammar rules are not combined carefully the communication may suffer variations in the interpretation of the final message which other people could receive and understand. As a result, the absence of a syntactic constituent in Spanish creates a great difficulty for them; for example: in Spanish the omission of the subject is allowed when is understood it within the context and the omission of this in English is due to the grammar rules as specific as in the case of imperatives. Otherwise, the main reason for this mistake is that Spanish speakers have in their mind the most useful expressions which use to their daily communication.

According to the developed activities, the most relevant aspect to mention was the bad use of the syntactic structures in English which were used by the students literally for the reason that they translate all the statements from their native language.

Other important errors were presented in the indicator “*adjectives*”, especially when the interference caused grammar difficulties and as a consequence, it produced troubles in the written communication. One reason could be that the adjectives are commonly used in both languages but each one of them is used in different order.

Comparing all the activities made by the students such as: composition, history and a quiz, which were developed in the classroom and the other ones sent them at home; they give as result that, the essay built up at home were presented with fewer mistakes than the other exercises. Mainly, the students had the opportunity to use some bibliographic materials (dictionaries, grammar books, and so on) in their home without the pressure of the time. While, in the classroom they could not make use of them. So, the teacher controlled their written jobs. By the way, there are certain differences among them, regarding their extension, structure, spelling and presentation. Activities made at home were made with too much time, creative and few mistakes in spelling and punctuation.

Concerning to the analysis of the **lexicon** variable, the most common instances where interference was detected was in the use of “false cognates” and “invented words”.

Significant miscommunication can result from the use of false cognates because some words can have similar written in both language English and Spanish, but differently meaning. So students

often use their mother tongue words, because they don't know the appropriate word in English a second language. As a result, learners ignore usage of a word in relation to the context. So, the influence of Spanish causes English errors as:

“There are different **class** of sport, example swimming, *basquetball* etc. (“existen diferentes clases de deporte”) instead of “There are different **kinds** of sport, example swimming, *basquetball*”

“After the celebration of the triumph, they ate chicken, soda, and **key**” (despues de la celebracion ellos comieron pollo, cola, and pastel). Instead of “After the celebration of the triumph, they ate chicken, soda, and **cake**”

And she was **embarrassed** – (y ella estaba embarazada) instead of And she was **pregnant**.

She talked in another **idiom**- (ella hablaba en otro idioma) instead of “She talked in another **language**”

(Chart one)

Besides, I can understand that students confuse English words with Spanish ones because they are spelled similarly but they do not know that false cognates have different meanings (e.g. translating “idioma” as “idiom” instead of “language”).

By the other side, this variable is very important because emphasizes the most frequent confusion of lexicon between English and Spanish words.

I consider that, the influences of foreign idiomatic expressions are used by students because the cultural exchange between countries has caused lexicon interchanges which are reflected in the expressions to the daily communication. For example, most of the Ecuadorian people say “okey” or “bye” to express into Spanish “*esta bien*” or “*adios*.” So, this can cause confusion in teenagers which may be due to introduction of American expressions in the Spanish language.

Besides, native Spanish learners tend to replace words they do not know for invented words such as:

A few days of the **finalization** of the championship..

The **estructuration** of the team was..

**Peligrously** ran...

They **recorderly** their childhood

The **cultivation** of rice in our country

I like the **chaulafandly**

I like to study **computation**

As we could see, students invent words by combining appropriate Spanish vocabulary with English suffixes to create invented words when they do not know the correct translation (e.g. “peligrously” combines “peligro” or “peligroso” with the English suffix “-ly” or the end of the English word “danger-ously”). Therefore Berthold (1997) says that “orthographic interference includes the spelling of one language altering another.”



For instance, all these errors will be misunderstood when communicating with native people, either writing or speaking. Furthermore, English communication is too difficult for Spanish learners for the reason that the some Spanish words are unknown for English native speakers, consequently, the Spanish speaker can understand better to the American one because the Spanish words are more difficult than the English ones. This situation is due to the phonetic sounds which are strange for the foreign people for example: “naña” “carro” etc. In addition, Harmer Jeremy (2005) mentions that “the error analysis are intimately related to the treatment in language teaching. Nowadays, the study of errors is particularly applicable for focus on form teaching methodology”.

To conclude this analysis I consider that, interference an element of a language to other is generated by its own cultural context. When someone is learning a new language their thoughts are involved in their mother tongue and when they try to learn other language they try to understand in their own language and after that they are going to produce in the foreign speech.

In my opinion, teacher can help the students through the encouragement in classes which could be given partial or entirely in English. In this way, students are not switching between languages and they could produce thought in English.

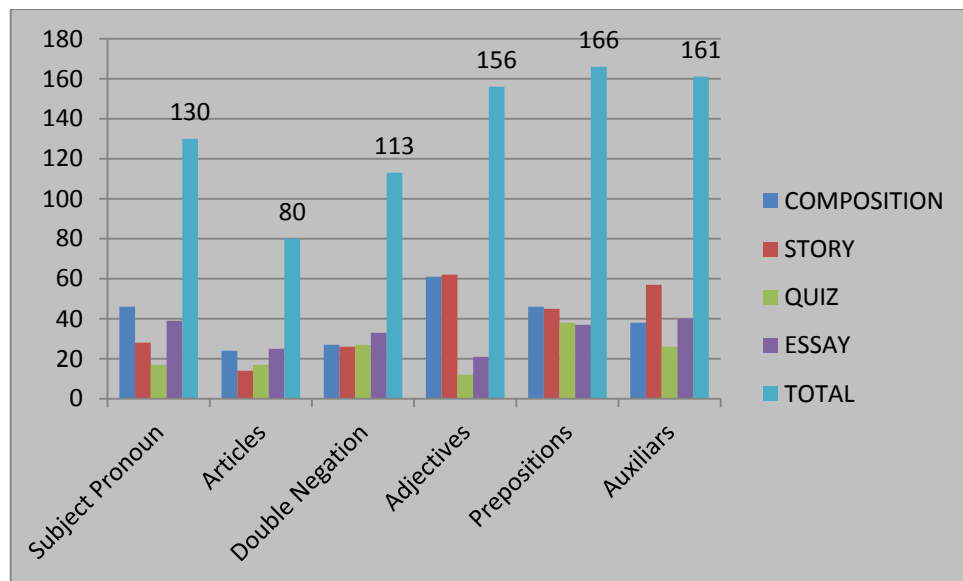
## **COMPARATIVE ANALYSIS**

The investigation about "Native language interference in the English learning as a foreign language: an analysis of the written material produced by Spanish speaking students in Senior High school classes," have allowable to determine the most common interference, using some parameters in the field research, in order to detect the mistakes and difficulties that the most of the selected students had in their written activities.

The quantitative analysis permits to identify some errors in the development of written skills. Thus, these were recognized in the written exercises done by the students of third year of Bachelor of "Juan Pablo II" High School.

The bar graph below shows the percentages of occurrence of each indicator, based on charts 1-6 of grammar Structures and 1-2 of Lexicon of the Quantitative Tabulation, in relation to the 20-student sample along the four writing activities: Composition, story, quiz and essay.

## GRAMMAR STRUCTURE



According with the results, in the bar graph above, we can see that the most common errors found in the research were in the variable of Prepositions with 166 errors. it is because preposition in both: Spanish and English share analogous characteristics by using them next to verbs and to express location, time, distance, direction, and origin. So, students need to memorize when and how they are used.

Auxiliaries and adjectives also were the highest numbers of errors found, especially in composition and story activities, reached 161 and 156 errors. Auxiliaries are done because in Spanish we don't need auxiliaries, in order to make questions or in negations, we just put an intonation in the sentence to know that we are making questions. But, in English we have to use it. I found 57% of auxiliaries errors in composition and 40% in essays. On the other hand, Position of the adjectives was the most common error done by

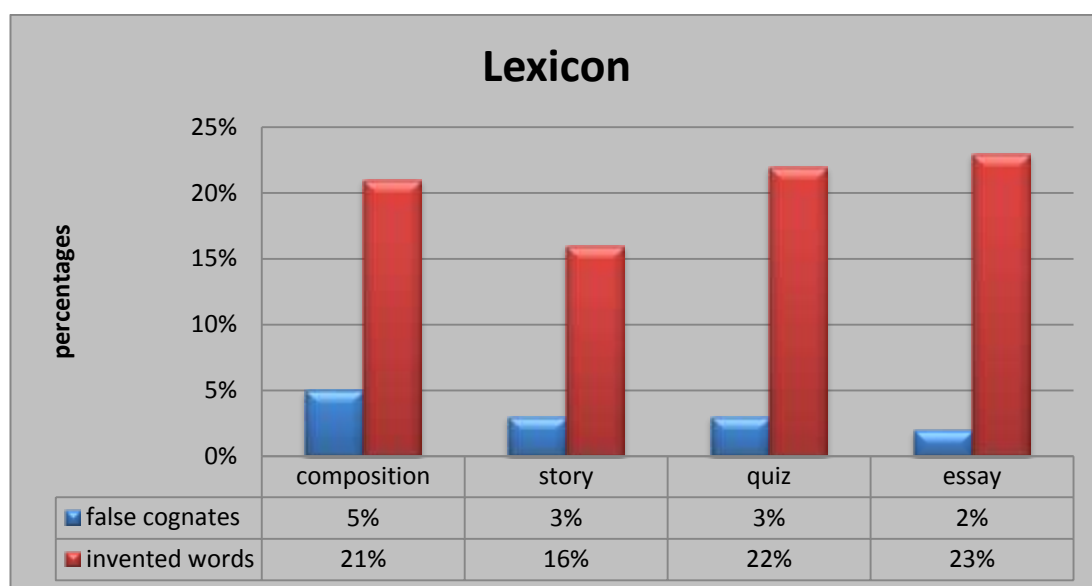
the students, especially in the story with a 62% followed by composition reached a 61% of the errors.

The lowest number of errors was found in the **use of the article “the”** reached 80 errors in all the activities done by the students.

Here I have to point out that the overuse of the definite article “The” was the most common error in this variable, because in Spanish, people especially from the High lands used the article the to talk about the noun, for example: La Maria, El Juan.

It is important to mention, that the most common errors found were in all the activities done in class by the students, especially in compositions.

Concerning the variable lexicon, as we can see in the chart below, the most prominent errors were in the “variable invented words” because, it obtained the highest percent in all activities developed. In story reached 16%, essays 23%, quiz were 22% and composition it reached 22%. In addition, the uses of “false cognates” were identified in fewer percentages, for this reason, those mistakes were not considered as relevant in the research.



According to the obtained results from the samples, I could find in the “Grammar structure” variable more mistakes than the “lexicon” variable, due to the students have more difficult in the formation of sentences than in the recognition of the foreign words. Also, the first language acquisition (Spanish) generally is going to block the thoughts of the learner in his or her new language learning (English) because they are familiarized with his or her own language.

Furthermore, errors related with false cognates, and invented words from lexicon indicators caused most Spanish interference.

Finally, in this research, there are differences of frequencies of mistakes, between the activities developed in classroom and the activities developed at home; the students had less errors in the text made at home. I believe this is due to the fact that there is no pressure from the teacher or from time constraints. Students feel comfortable in a relaxed environment which leads them to apply grammar rules in a better way. They can also take as much time as

they need or want to develop the writing activity accurately. It is important to mention that the selected students for the samples belong to the rural zone in which the level of English is very low, because they only receive three hours of English class per week, I think, this is the main reason, because frequency of mistakes is more or less similar in the four activities developed, consequently they had several difficulties to write in English.

## **CONCLUSIONS**

According to the results obtained and the analysis carried out, this research work demonstrates that:

- The majority of errors occurred in the indicators of the variable grammar structure which shows that interference is related to the existent differences between the grammatical structures of both languages
- In regard to the results, the most common errors found in the research were in the indicator Prepositions with 166 errors. it is because preposition in both: Spanish and English share analogous characteristics by using them next to verbs and to express location, time, distance, direction, and origin.
- Another common error in the grammar variable was the incorrect order of the adjectives with 64% in compositions and story, 34% in quizzes and 37% in essays; this can be because students confuse the order of the adjectives used in Spanish.
- In all the writing activities done by the students, I could find that they omit the subject pronoun in 46% in compositions, and 39% in the essays, this is due because of their native language influence where Spanish verb conjugations indicate the subject.
- Double Negations errors were found mostly in essays with 33%, 27% in composition and quizzes activities and 26 % in story

activities. This is because in Spanish is admitted its use in the same sentence whereas in English is grammatical incorrect.

- Errors distinguish Omission of auxiliaries were made in 57% of the analyzed cases, especially in negative sentences, because in Spanish we can use the verb without any auxiliary words while in English it is necessary to write them
- The article “the” is overused in all the activities made by students this is because in highlands people use the article “THE” to talk about nouns: “El Juan”, “La Maria”.
- Invented words reached 23 % in essays activity. Students tend to use invented words, because they do not know the correct translation to English.
- False cognates reached a low percentage. Only few students made these errors, because they confused English words with Spanish one which are spelled similarly, but with different meaning.



## **PROPOSAL**

Title: “Native Language Interference in Learning Writing English.”

School: Union y Progreso.

City: La Bramadora- El Carmen-Manabí.

Author: Sandra Merly Baque Zambrano.

Participants: English teachers.

## **INTRODUCTION**

There are important reasons to teach to our students to develop writing skills, but the most essential is the real learning to produce foreign language. In addition, people frequently have to communicate their ideas with each other in writing as a part of the second language acquisitions.

Furthermore, some students seem naturally enthusiastic about learning other languages. However, many of them need or expect teacher's instructions to inspire, challenge, and stimulate their abilities.

For this reason, I will create a workshop in order to reduce native Language Interference in writing English of the English Teacher of Union y Progreso School.

This workshop will carry out during ten hours in La Bramadora Town belongs to the El Carmen Manabí, This workshop will be done

on September, 28 of 2009; From 8:00 am until 6:00 p.m.. The participants will be teachers from intermediate level, who teach English from the eighth basic year education to the third year of bachillerato.

This workshop will encourage teachers to be aware of the interference of mother tongue in learning of the writing English.

## **OBJECTIVES**

### **GENERAL:**

- To reduce the level Interference of Spanish in the learning of the English language as foreign language.

### **SPECIFIC:**

- Design activities to help to overcome specific native language interference errors found throughout the analysis of the collected samples.
- Help the teachers to recognize the most common mistakes caused by interference of the native language.
- Motivate to teachers to develop interesting writing activities in the classroom, which help to the students to overcome the main difficulties caused by native language interference.

### **SCHEDULE ACTIVITIES**

<b>TIME</b>	<b>ACTIVITIES</b>
8:00	WELCOME AND GENERAL INDICATIONS
8:15	ENCOURAGEMENT : “SOCCER”
8:45	ACTIVITY 1: “DO A WEB WORD” about “false cognates”
9:45	BREAK
10:00	ENCOURAGEMENT : “BRAINSTORMING”
10:20	ACTIVITY 2: “RUNNING DICTATION USING INFLECTION”
11:20	ACTIVITY 3. “ANALYZING WRITING REPORTS”
12:45	LUNCH
13:30	ENCOURAGEMENT:IDENTIFYING TO THE FAMOUS PEOPLE
13:45	ACTIVITY 4: “COMPARE EXPERIENCE ABOUT THE THEME”
14:30	ACTIVITY 5; “IDENTIFYING INVENTED WORDS”
15:00	ENCOURAGEMENT:CROSSWORD ABOUT ADJECTIVES
15:30	BREAK
15:45	ACTIVITY 6 :”WAYS OF DEALING WITH ERRORS IN GRAMMAR STRUCTURES”
16:45	ACTITVITY 7. TECNQUES IN TEACHING PRACTICAL WRITING
17:30	QUIZ
18:00	FAREWELL

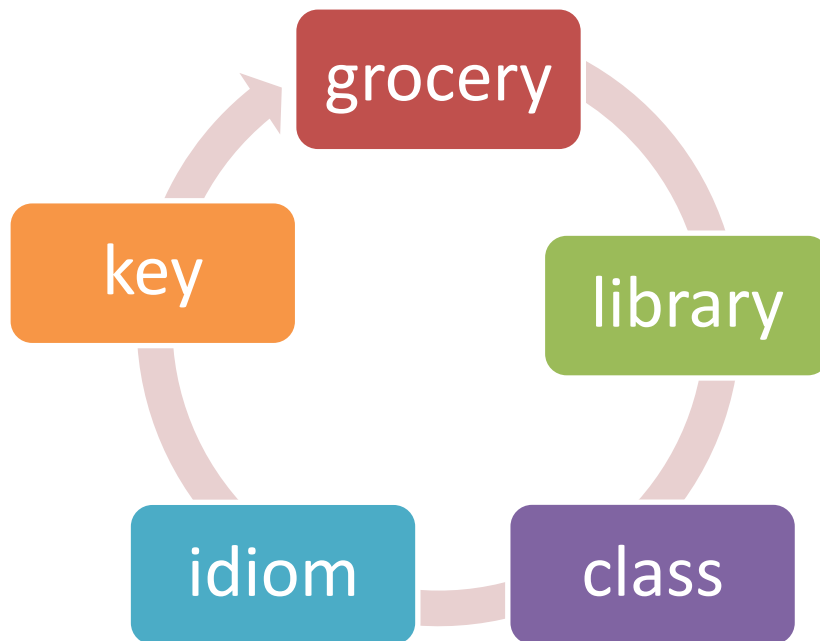
## **ACTIVITIES:**

During the development of this workshop the participants and I are going to have the opportunity to share our experiences in the teaching of English language. Moreover, teacher will practice writing with all the activities proposed in order to figure out the most common errors done by the interference.

First, we will begin the workshop with a dynamic of integration denominated **“Soccer”**. The participants are sitting in circles of two groups, the groups are divided in visitor and local team, the facilitator will also be part of the game and She/he begins narrating a normal play soccer, when she tells the key word "soccer " all the participants will change of place, when this occurs the facilitator will take the position of one of the participants. For this reason, somebody will be left without seat who is just, the loser. It is important to clarify that, the loser must continue the game narrating in English the incidences of a soccer game, until he/she says the key word, and the final loser will realize a penance (narrate an anecdote in English) when concludes the game.

### **ACTIVITY 1: DO A WORD WEB “FALSE COGNATES”**

In the front of a board, participants give their ideas about the use of synonyms or related words to false cognates. In this way, everyone organizes in the word map his or her ideas, like:



### **ENCOURAGEMENT: “BRAINSTORMING”**

In this activity the participants will write English sentences on the board. Once, they have participated with their ideas they should build eight verses in relation to the “Ecuador and Sport.” So they have one minute to finish it. After that, they will recognize some possible interference mistakes that they have done on the activity and also to create some techniques in order to avoid the interference errors.

### **ACTIVITY 2: “RUNNING DICTATION USING INFLECTION”**

A poem	Activity: ‘running dictation’
	Focus: writing for fun, concentrating on Writing correctly
	Age: any
	Level: pre-intermediate and above

In the following activity, teachers dictate to each other, making the writing that happens as a result of this enjoyable and perplexing in turns.

Students are put into groups. The coordinator puts an A4 copy of the following poem on a table at the classroom.

A man bought a piano for his wife which she constantly tunes and polishes. He says her hands and fingers are less flexible than once they were which is depressing.

She came home and she found it there, a big surprise. Its brown respectability dominates the room. He watches her straight back and fumbling fingers in the evening city, lit by brakes and klaxons.

A man bought a piano for his wife which she constantly tunes and polishes. He says her hands and fingers are less flexible than once they were which is depressing.

She came home and she found it there, a big surprise. Its brown respectability dominates the room. He watches her straight back and fumbling fingers in the evening city, lit by brakes and klaxons.

each group names a representative to the front of the class to read only the first line of the poem, learn it, and then run back to their group and dictate the line.

After this, each groups send a second (and then a third) representative to read the second (and third) line (s) and take that back to their groups and dictate it.

The activity goes on in the same form until one group has the whole poem. The coordinator can give to the group a further task while the

others finish, or stop the class and show everyone a complete version of the poem for them to check their own version against. They are then asked to decide on their own title for the poem (originally called 'Piano Piece')

An alternative procedure at this point is to ask all the participants to write down, in complete silence, what the poem means for them. However, They can write 'nothing' if they feel like it, when they have done this they stand up, still in silence, and go round reading what other people have written. The effect of writing and silence in this way can be dramatic and enjoyable to recognize their inflection mistakes in writing likely to their students.

### **ACTIVITY 3 ANALYZING WRITING REPORTS**

Women in the US

Activity: report writing

Focus: coherence

Age: adult

Level: advanced

In this sequence, teachers write a report based in a statistic about women in the USA.

They start, in groups of three, deciding which topics go together to make a coherent paragraph (as an example they are told that the topic of children probably goes well with the topic of families).

Each person in the group chooses one of the paragraphs they have planned and writes it up. They are told to link the information together with cohesive devices they have studied, especially

contrasting two pieces of information with words such as whereas, but, in spite of, etc.

In their groups, teachers study their three paragraphs and work out in order which should go and how to join them. If they have access to computer screens, each group has a chance to make immediate changes of sequence and language.

When the complete reports have been finished, they can be put up on the board or included in a web site so that they can be compared with other groups' versions. A discussion can now develop about which versions are more coherent or easy to read.

This sequence shows how planning the order of ideas in a text, coupled with the use of previously studied cohesive language, can produce well thought out reports which can then provide good material for comparison and discussion.

### **ENCOURAGEMENT: IDENTIFYING TO THE FAMOUS**

This activity will be developed in couples; one of the participants sits down with the back to the board, the other ones secretly agree an activity or character that the person sitting should guess, logically the activity should be written in the chalkboard and another person with pantomimes it will try to make understand him/her what says the sentence in the board, all what says the person sitting trying to identify the famous person, it should be completely in English language.



#### **ACTIVITY 4: “COMPARE EXPERIENCE ABOUT THE THEME”**

In groups the participants compare essays which were developed by their students in class with the next topics:

- Travel and transportation
- Places they´ve been
- Things they´ve made
- People they´ve meet
- Sport they´ve play
- Technologies (computers, gadgets)
- Free -time activities

After that, they share with the group their experiences about the interference of the native language in the writing works of their students. Then, they are going to find the possible solution to it.

#### **ACTIVITY 5; “IDENTIFYING INVENTED WORDS”**

The trainer gives written material by the students in a last class. So, the teachers read and recognize the “invented words” such as: chaulafandly, computation, finalization, structuration or cultivation. After that, they select the mistakes and socialize among them.

#### **ENCOURAGEMENT: CROSSWORD ABOUT ADJECTIVES**

**Crossword:** here, the instructor must bring the material previously elaborated, so that the participants complete the crossword structuring sentences where will there a bigger emphasis in the subject and verb.

## **ACTIVITY 6: "WAYS OF DEALING WITH ERRORS IN GRAMMAR STRUCTURES"**

With the last activity, the teacher be aware to necessity of recognize the mistakes in the development of the writing works which students generally confused with Spanish language. By the way, each composition constitutes one of the big problems with the use of statements correctly. So, teachers should recognize errors but they should not correct them. However, they could just indicate to their students where occur them and let to the students to find their own mistakes. If the students knew how to do it, they have to do. In addition, teacher should not ignore all the grammar errors and concentrate on content and organization. Then, they are going to get that their students think about the grammar which is or is not acceptable. After that, teachers should reinforce the correct sentence patterns already established. All of these techniques are of great concern to teachers of writing. Specific techniques for classroom strategies in applying these basic principles are listed below.

### **Examples**

- 1.** With each set of student papers, don't try to mark all errors but decide which errors you will deal with.
- 2.** Examine errors carefully. Try to determine the cause of the error.
- 3.** Look for what the student has done correctly.

4. Write down and duplicate student sentences that contain errors.
5. Establish a set of symbols for indicating clearly identifiable errors.
6. As often as you can, provide a reason for careful editing and elimination of errors.
7. A final word: treat errors with seriousness and care and make sure your students do, too. But do not let concern for error dominate your writing class.

This activity will help to the teachers for recognizing errors in grammar structures. So, they should apply the correct ways to treat their student's mistakes. Furthermore, I will get them, the student's activities which were made by them within field research.

## **ACTITVITY 7. TECHNIQUES IN TEACHING PRACTICAL WRITING**

There is no better way for students to grasp the essential value of writing as a form of communication what for them to produce the kind of practical writing that many people do in their everyday life. This practical writing has both a clear purpose and a specific audience. Much of this everyday writing is "writing to get things done." Messages, forms, invitations, letters, and some time or other. Often, in fact, one of the first things we have to do even on an airplane going into another country is fill out immigration and

customs declaration forms. Upon arrival in the country, we might soon find it necessary to write a letter: a reply to an invitation, an apology, an inquiry, a complaint, a letter of thanks, congratulations, or sympathy. Teachers might need to give directions on how to get from X to Y or give instructions on how to, for example, make a particular dish or perform a national dance. In our students' experiment with these practical writing tasks in the classroom they will be not only practicing writing in the new language but also learning about the conventions of the new culture.

#### **EVALUATION:**

The evaluation will be carried out after each activity, considering the precision when the participants speak, write, listen and read in English, according to the fluency and speed which they go through carrying out the activities. Moreover, the participants will carry out a self-evaluation in which they choose among their partners who more successes had.

Finally, it will be the analysis of the workshop, considering in a "T" of contrast, point at the positive and negative aspects.

#### **SUGGESTIONS:**

Teachers should be convinced that all these activities can be applied in the classroom, looking for coherent mechanisms among the studies programs and the generating activities of knowledge.

Additionally, teachers must be aware to give frequent, early, positive feedback that supports students' beliefs that they can do well. Also, teachers will give the great opportunities to the students, to overcome the main difficulties, designing activities that are neither too easy nor too difficult but it is creative, interesting. Of course, teachers help to the students the way to find personal meaning and value in their materials. So, teachers could create a positive environment in the English teaching learning process.

Finally, the main objective of this proposal will be applied when teachers recognize the interferences between both languages and they will help to their students to overcome their difficulties in this cognitive process.

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**ANNEXES**

**QUALITATIVE TABULATION**

Chart...

Variable:   Grammar Structure

Indicator...

Type of text	Most Common Errors	Examples
Composition		
Story		
Essay		
Quiz		

Authors...

Source:

Chart...

Variable:   lexicon

Indicator...

Type of text	Most Common Errors	Examples
Composition		
Story		
Essay		
Quiz		

Authors...

Source:

## QUANTITATIVE TABULATION

Tabulation with frequencies and percentages

Chart .....

Variable: Grammar Structure

Indicator...

	Composition		Story		Essay		Quiz	
Most Common Errors	F	%	F	%	F	%	F	%
Omission								
Incorrect Use								
Double Use								
Omission of auxiliaries								
Pluralization								
Incorrect order								
Total								

Authors:

Source:

Chart .....

Variable: Lexicon

Indicator...

	Composition		Story		Essay		Quiz	
Most Common Errors	F	%	F	%	F	%	F	%
Omission								
Incorrect use								
Double use								
Omission of auxiliaries								
Pluralization								
Incorrect order								
Total								

Authors:

Source:

## The Sport

In our world there are different class of sports.; The sports are very good for health; for example; football, basketball, baseball, cycling, surfing, diving etc.

In my town, people like to practice different sports. On Sunday afternoon people meet to play, and cycling, which is a relaxation exercise.

The Sports gather many people of any age, because young children like to share and enjoy the matches.

In my family, for example, my father like to play football, my brother play basketball and love play football too.

Also, Exercise such as yoga, swimming or dancing keep you supple, allowing you to bend, lift and stretch smoothly and safely during any physical activity and produce many benefits to the body.

Name: Elizabeth Intuago.  
Juan Pablo 12 School.

the Supernatural

my sister had an strange experience.

it was when my sister was at kindergarten.

She was about six years old and a friend and she asked to go to the toilet, so they could go outside and play!

there were some holes for construction in the playground.

So, they went to play there. Suddenly they heard a noise.

they looked up and they saw an elf. He said "Hello",

then he disappeared, they were very excited about their experience, because they before said that 'they have not seen a ghost never'.

In the past, I didn't believe in the supernatural, but now (I have) my sister have seen an elf, I believe!

Name: Amanda Palma

Juan Pablo II School.

### A successful couple

This is the story of a successful couple.

Marcela was born in Otavalo. She went to Otavalo school when she was six. She lived in Otavalo whole her life. The Marcela was a very good weaver. Marcela helped her mother Common with the weavings.

When the Maricela was twenty, she got married with Luis.

The man had blue eyes and he was a handsome man.

Luis and Marcela decided to go to a trade fair in Holland. they made lots of handicrafts. there is a lots of products from Ecuador on the stand. they sold all their product..

They were a couple very hardworking. After many years, they died.

Name: Ronald Quinonez.

San Pablo II School.

### Fashion in modern times.

People wear clothes to look good and be comfortable. Casual clothes are always comfortable, they look good on both men and women. The sports clothes are very comfortable.

Teenagers like to wear casual clothes like jeans, jackets and trainers, too.

Sometimes people like to dress elegantly.

There are many different styles of evening dresses. There are elegant long dresses and short casual dresses.

Women wear colourful sandals and formal black shoes. There is elegant brown or black shoes for men. Colourful shoes and boots are the trend too.

I like to go shopping, especially when the seller says 'I may help you?' and she give me good attention and offers all the local shop home.

Name: Ronald Duran.  
Juan Pablo is school.