

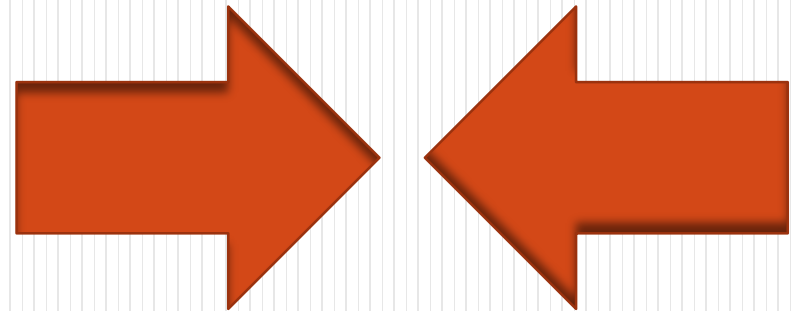
# NATIONAL ONLINE COLLOQUIUM

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## INTERFERENCE OF SPANISH AS MOTHER TONGUE ON THE LEARNING PROCESS OF ENGLISH AS FOREIGN LANGUAGE

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**COURSE OF REFERENCE: Motivation and creativity in ELT**

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**Beneficiaries:**

- **Students from the Foreign Languages Major,**

**Way of delivery: F2F, lesson plan**

## Main concepts and ideas

Interference has shown that foreign language learners tend to be highly dependent on L1 structures and vocabulary, especially when producing suitable responses in the target language.

Many of the difficulties foreign language learners have with the lexicon and grammar of the target language are caused by the transfer of linguistic habits from the native language, which leads to errors and mistakes.

It is important to highlight that there is a clear distinction between errors and mistakes.

## MOST DEBATABLE AND ACCEPTED IDEAS

Errors reveal gaps in the learner's knowledge.

It mainly occur because the learner does not have a good command of the foreign language.

mistakes reflect occasional lapses in performance.

Interestingly, these transfer errors repeatedly occur in the four English language skills.

Language transfer, however, is not always negative. Positive transfer occurs when the similarities between the mother tongue and the target language help learners acquire L2. Conversely, negative transfer takes place when the differences between the mother tongue and the target language cause errors when learning L2.

It can be said that similarities can undermine students' acquisition of the target language, for example, by using false cognates/false friends

## Changes while cascading

- 1) Application of student's questionnaire consisting of eleven questions. This focused on general and background information related to English language instruction. The questions dealt with aspects such as students' learning preferences during writing and other aspects related to the way they learn English.
- 2) A written test in which students were asked to write a narrative passage about any story of their childhood. Students were advised to write the main idea, the supporting ideas and a concluding sentence. Moreover, the students were given 20 minutes to write the paragraph (there was a minimum word limit of 100 words and a maximum of 150 words for this).
- 3) A teacher's questionnaire consisting of sixteen questions. This instrument was designed to obtain quantitative information related to the methods and activities used when teaching writing and the types of interference errors that teachers consider students made when writing in English. This questionnaire was based on general and background information about teachers, teacher's instruction, teacher's feedback, and aspects such as teaching writing skills and L1 interference.

## Results

- ❖ The awareness of the most common mistakes the students tend to have , the so-called false friends, they are words that are similar in writing or pronunciation in the two languages, but semantically different.
- ❖ In the lessons when trying to explain the reasons why the phenomenon of interference occurs, students tend to generalize meanings and assume that the two words are
- ❖ They are used the same way in both languages.